TEENS' ENGLISH 8

Учебник для общеобразовательных средних школ
с русским языком обучения

Утверждён Министерством народного образования Республики Узбекистан

Pupil's Book





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ТВОРЧЕСКИЙ ДОМ «O'QITUVCHI»
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Dear Pupil!

Welcome to **Teens' English 8**!

This **pupil's book** is full of interesting and fun activities and exercises which will help you learn and practise English. At the back of the book you can find a useful list of grammar points and vocabulary.

The **workbook** contains extra exercises and activities to help you practise your English in the classroom or at home.

With the help of the **progress checks** you can test the knowledge you got from the units.

There is also a **multimedia resource** which you can use with your teacher or at home to develop your listening skills.

Remember that the best way to learn English is by using it. Try to use English as much as you can during your lessons and at home with your friends.

We hope that you will enjoy using this course and that your own English will soon get better!

Have fun!

The Authors

Дорогой друг!

Приглашаем тебя совершить путешествие по страницам учебника **Teens' English 8**!

В этом **учебнике** много интересных и забавных заданий и упражнений, которые помогут тебе в изучении английского языка. В конце книги ты найдёшь полезный грамматический справочник и словарь.

Рабочая тетрадь включает в себя дополнительные задания и упражнения, которые помогут тебе в изучении английского языка в классе или дома.

Выполняя **контрольные работы,** ты можешь проверить свои знания, полученные во время изучения разделов учебника.

Для развития навыков слушания имеется **мультимедийное приложение,** которым можно пользоваться вместе с учителем и самостоятельно дома.

Помни, что лучший способ выучить английский язык — это пользоваться им. Старайся пользоваться английским языком как можно чаще на уроках и дома с друзьями.

Мы надеемся, что ты получишь удовольствие, занимаясь по материалу учебника, и твой уровень владения английским языком вскоре станет намного выше!

Учись с радостью!

Авторы

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Unit	Titles	Page
1	**Public holidays and traditions**	5
	1 Independence Day	6
	2 International Youth Day	7
	3 Old traditions in modern life	8
	4 What's in a name?	9
	5 New Year around the world	10
	6 Project	11
	7 Home reading	12
2	**Mass media**	13
	1 What is mass media?	14
	2 Mass media in our lives	15
	3 She says that ...	16
	4 He said that ...	17
	5 What's your favourite mass media?	18
	6 Project	19
	7 Home reading	20
3	**Information age**	21
	1 Digital media	22
	2 After I'd watched TV ...	23
	3 She said that she had watched ...	24 25
	4 Future technologies	
	5 Is social media dangerous?	26
	6 Project	27
	7 Home reading	28
4	**Literature and life**	29
	1 How important is literature?	30
	2 First in literature	31
	3 Why do we read?	32
	4 At the library	33
	5 Books or e-books?	34
	6 Project	35
	7 Home reading	36
5	**Cinema**	37
	1 History of the cinema	38
	2 What kind of films do you like?	39
	3 At the cinema	40
	4 How to choose a film to watch	41
	5 What's the film like?	42
	6 Project	43
	7 Home reading	44

Unit	Title	Page
6	**World of music**	45
	1 How does music make you feel?	46
	2 Uzbek national music	47
	3 Classical music? It's great!	48
	4 What about going to the concert?	49
	5 What is the future of music?	50
	6 Project	51
	7 Home reading	52
7	**Science and technology**	53
	1 Everyday inventions	54
	2 What is science?	55
	3 Looking into space	56
	4 How techie are you?.	57
	5 Just like humans.	58
	6 Project	59
	7 Home reading	60
8	**Painting and sculptures**	61
	1 What do they want to say?	62
	2 What's this museum famous for?	63
	3 What genre is this picture?	64
	4 What's your favourite picture?	65
	5 Do modern sculptures have meaning?	66
	6 Project	67
	7 Home reading	68
9	**The environment**	69
	1 Mother Nature	70
	2 What are alternative sources to fossil fuels?	71
	3 Our green planet	72
	4 Global climate change	73
	5 How can we help improve the world?	74
	6 Project	75
	7 Home reading	76
10	**All the world's a stage**	77
	1 Ancient theatres	78
	2 He asked her to say ...	79
	3 Cinema or theatre?	80
	4 Great playwrights	81
	5 At the theatre	82
	6 Project	83
	7 Home reading	84

	Workbook	85-120	Classwork and homework
	Grammar	121-127	Grammar points in Uzbek
	English–Uzbek Wordlist	128-159	Words learnt in Class 8

UNIT 1 Public holidays and traditions

Inquiry question:

Why do people try to keep their own traditions?

Inquiry theme:

To understand the role of old and modern traditions in people's lives

In this unit you will ...

- ✓ read about different countries' holidays and traditions
- ✓ listen to information about peculiarities and interesting features of traditions in various countries
- ✓ discuss the role of old and modern traditions in people's lives
- ✓ create your own holiday and traditions

Academic skills:

- ✓ listening for details
- ✓ making small talks
- ✓ giving reasons
- ✓ guessing meaning from context
- ✓ expressing opinions
- ✓ understanding main ideas of paragraphs
- ✓ using Wh-questions

Critical thinking:

- ✓ activating prior knowledge
- ✓ interpreting a Venn diagram
- ✓ considering other options
- ✓ personalizing
- ✓ evaluating



LESSON 1 Independence Day



1 **Work in pairs. Read and answer.**

What kind of holiday is Independence Day?
Why is it important to celebrate this day?
What can you do on Independence Day?

2a **Work in pairs. Match the flags with countries. Complete the table with nationality.**

2b **Listen and check.**

3a **Work in pairs. Read and complete the text with phrases.**

1 The Norwegians celebrate their Independence Day since ... . In Norway, children play a special role in the celebration of their Independence Day. Several (1) ... are held during the day, where the children march with flags and school banners. In the capital city of Oslo, the children pass the Palace, where the royal family is on the balcony.

A) their houses
B) rings
C) hold parades
D) children's parades
E) celebrates with parades
F) festivals and parades
G) surfing races

2 The Mexicans got their independence from Spain on ... . The Mexican president (2) ... the historic liberty bell on the night of September 15. The following day is filled with parades, traditional dances and bullfights. In September, restaurants around the country serve traditional Mexican dishes.

3 The South Koreans got their independence from Japan on ... . Today, the South Koreans celebrate the national holiday. They hang flags on (3) ... , make public museums free-of-charge to people, and sing the official song.

4 The Ghanaians are the first African country, which became independent from Britain on ... . To celebrate their independence, people from Ghana (4) ..., firework events and street parties and marches.

5 On ... India got independence from Britain. Like the United States, India (5) ... and fireworks, but they also celebrate with kite-flying competitions.

6 The Australians celebrate Australia Day since ..., when the first British people started to live in Australia. The Australians celebrate this holiday with (6) ..., ferry races and a tall ships race. There are beautiful fireworks.

7 The Polish got their independence on ... . To celebrate this day, people wear their national folk costumes with the colours of their flag: red and white, during (7) ... .

3b **Work in pairs. Listen and check. Complete the text with dates.**

4a **Work in groups of 4/5. Choose one country and complete the diagram.**

4b **Report.**

e.g. We compared Independence Day celebration in Uzbekistan and ...

LESSON 2 International Youth Day

1a **Work in pairs. Think about International Youth Day.**

1) What does IYD mean?
2) Who was this holiday organised by?
3) How long does this holiday exist?
4) Why is IYD important?
5) What events can you take part in?
6) Why is this holiday important?

1b **Work in pairs. Read and check your ideas. Look up the new words.**

Each August 12, the world celebrates International Youth Day. It is quite a recent world event – the first IYD was on August 12, 2000. It was established by the UN (United Nations Organisation). IYD is a chance for people all around the world to focus on problems of young people.

The theme of IYD 2019 was "Better education". Good education is very important to achieve development and can stop wars and poverty. It leads to good health, gender equality, work and growth, action on climate or peaceful societies.

IYD helps remind us that we have to think about the better future of young people. It is a chance to ask ourselves: what kind of future world do we want for our youth? What can we do? There are a lot of IYD events in your local area. They are workshops, talks, conferences, concerts, cultural events and meetings. Get involved. Help create a brighter future!

1c **Work in pairs. Write questions with: How many/How/ How old/Who/Why/When/What.**

1d **Work in pairs. Ask and answer the questions in 1c.**

2a **Work in groups of 4/5. Read and choose an activity you can do for your community.**

1 **Volunteer with young people in your community**
Join a volunteer organization that can help you become a big brother/ sister, help kids practise their school work, deliver food to families in need or improve the lives of young people in your community.



2 **Educate the kids in your life**
If there are little children in your life, explain to them that life isn't always easy for kids around the world and that not all children have toys to play with or enough food to eat. Talk to them about how they can help make a difference for kids in need and try to become a positive role model in their lives.

3 **Donate**
You can donate children's books to a local hospital or homeless people, give food to poor families with many children. The possibilities are endless!

2b **Work in groups of 4/5. Write a short plan for your activity.**

2c **Report.**
e.g. Our team is planning ...

LESSON 3 Old traditions in modern life

1a Work in pairs. Think about traditions.

What traditions do you know?
Are all traditions old?
Are old traditions important in our lives? Why?/Why not?
Choose a tradition. What do people usually do?



1b Work in pairs. Read and check your ideas.

1 What is a tradition? Probably, traditions are a way of defining who people are. Traditions are something that people keep doing for a long time and join different generations together. That's why traditions are very important in any country.



2 There are a lot of traditions in our everyday lives which we carry on in our country. We celebrate birthdays, holidays and traditional wedding ceremonies. The family meal is another tradition that we should try to keep up in our everyday lives. Family meals reflect country's culture and traditions. Besides, it is a good way to bring the family together and a good chance for parents and children to talk.

3 People all over the world traditionally celebrate such a common holiday as New Year. But of course, each country has its own national traditional holidays connected with its history. There are some old traditions in Uzbekistan which make us proud of our country. For example, hospitality and traditional respect for elders. Tea ceremony and sharing it with the guests takes place in our life as an element of hospitality.





4 Ceremonies of Uzbek people have formed over the centuries as a result of complex process of cultures and traditions of different nationalities. They are quite original, bright, and go back to the past. Many ceremonies are associated with the birth and upbringing of children, and wedding.

1c Work in pairs. Match the headings with the texts. One heading is extra.

e.g. 1e

a) National traditions
b) Tea ceremony is popular in many Asian countries
c) Historical ceremonies
d) What traditions do we celebrate?
e) What is a tradition?



2a Work in pairs. Read and complete the sentences.

2b Listen and check your answers.

2c Work in pairs. Compare the countries' traditions.

e.g. Both Germany and Uzbekistan ... . In Germany ... but in Uzbekistan ... .

LESSON 4 What's in a name?

1 **Work in pairs. Match the names with their explanations.**

2a **Work in pairs. Match the texts with countries.**

2b **Work in pairs. Listen and check.**

3a **Work in pairs. Think about people's names in Uzbekistan. Answer the questions.**

1) Where do Uzbek names come from?
2) Are there any Arabian or Persian names?
3) What are the most popular boys' and girls' names in Uzbekistan?

3b **Work in pairs. Read and check your ideas.**

Customs of giving a name in Uzbekistan go to the past. There are mainly Arabic (Ali, Asad, Farida, Lailo), Persian (Behruz, Rustam, Gulbahor, Yasmina) and some modern names in Uzbekistan. In different regions, there are popular local names. In 2018 the boys were often called Mustafo (7 785 children). Among girls, Soliha was given to 7,030 newborns.

In Arab culture, common girl names were the names of famous women from Quran, for example, Fatima, Aisha, Kamila. Names of the national Uzbek group are Altyngul and Gulchehra. They compare girls with flowers.

Uzbek male names always mean something. Sometimes names correspond to the nature of the baby or its individual features. For example, in Uzbek families, a boy with light hair is rarely born. Then he is called Saribek or Okboy, which means "yellow" and "white".

Parents often want the boys to have courage and strength that they get from their names. Pulat and Temir mean "steel" and "iron." Also, the tradition of calling a baby after the heroes of great legends or history is popular. Ulugbek or Farhod are examples of this custom.

At present, many new and unusual names have appeared.

3c **Work in pairs. Talk about your family's or your relatives' names.**

1) Who gave you this name?
2) What does your name mean?
3) Is your name usual/unusual?
4) Do you like your name? Why?/Why not?



e.g.



My name's Buri. It's an Uzbek name. My grandparents lived in the village in the mountains. My grandad was a woodcutter. Woodcutters usually give their sons such names as Urman ("forest") and Buri. Buri means "a wolf". He wanted me to become strong and brave as a wolf.

My name's Anora. My parents have chosen this name for me because it is not only a beautiful name. Anor means "a pomegranate". Anor is a national fruit. A lot of dishes are decorated with pictures of this fruit. You can see beautiful embroidery designs with pomegranates on national costumes and suzannes. Many people live in mahallas called Anorzor. It means the place where a lot of pomegranates grow. I like my name very much.

LESSON 5 New Year around the world



1a **Work in pairs. Think and answer.**

1) Is New Year a popular holiday in the world?
2) Do people always celebrate New Year on 1 January?
3) Do people in different countries have the same New Year traditions?
4) What do people usually wish each other on New Year's Day?

1b **Work in pairs. Listen and check your ideas.**

2 **Work in pairs. Match the phrasal verbs and words with explanations.**

3a **Work in pairs. Ask and answer. Complete the texts.**

Pupil A: look at this page. Ask your partner about Mexico, Denmark, Belgium and Japan.

Pupil B: look at page 97. Ask your partner about Ecuador, Australia, Philippines and Vietnam.

A: What do people in Mexico carry around the house?
B: ... .
A: What does this mean?
B: ... .





New Year Traditions for Good Luck

In Mexico, one of the favourite ways to celebrate New Year is to carry ... (What) around the house. The tradition means to bring ... (What).

In Denmark, people ... (What/do) in unison at midnight. This symbolizes jumping forward into the new year and leaving ... (What) behind.

In Belgium, ... (Who) get up early on New Year's Day and wish the cows and other domestic animals ... (What).

In Japan, there is a tradition that takes place at midnight on New Year's Eve. It is ringing a bell exactly ... (How many) times. It symbolises getting rid of ... (What) of the old year.

In Ecuador, people make large **scarecrows** and set fire to them at midnight in order to burn away **the bad things** of last year. Making the scarecrow is a family activity. People do it for fun and laughs.

In Sydney, there is one of the biggest New Year's Eve celebrations in the world. It is summer in Australia, and thousands of people gather around **the Opera House**. A family-friendly firework show starts at **9pm**, while the main attraction – the Harbour Light Parade – is at midnight.

In the Philippines, at New Year people eat **round foods**, carry coins in their pockets, and wear polka-dotted clothing. The round shape symbolises **money**, and makes people believe that they will have more money the next year.

The Vietnamese wear **brand new** clothes to bring in the New Year **with a fresh start**. These clothes are not the modern Western styles that most people wear in their daily life. They wear a traditional kind of long dress with trousers.

3b **Work in groups of 4/5. Choose three most interesting/ unusual traditions. Explain your choice.**

3c **Report.**

LESSON 6 Project

Version 1

Work in groups of 5/6. Imagine a holiday. Prepare a poster. Make a presentation. You can use the questions as a plan.

Version 2

Work in groups of 5/6. Find a country with interesting traditions. Choose the most interesting. Make a presentation on this tradition. Use the questions as a plan.

1 What is the name of the holiday?
2 What season is it in?
3 Where is it?
4 What activities are you going to have?
5 Are there going to be any decorations?
6 What traditions do you want to have on this holiday?
7 What about some special clothes or food?



HOME READING

The Odyssey by Homer



The ancient Greek hero Odysseus was the king of Ithaca. He had a wife Penelope and son Telemachus. He made a long journey home to Ithaca after the war of Troy. He was known as a sly and clever person. Odysseus was one of the main leaders in the Trojan War. He created a wooden Trojan horse in which there were some Greek soldiers. At night they went out of the horse and opened the gates to let the Greek army in. It helped the Greeks to win the war. After the war, Odysseus went home but he spent ten years of adventures before he reached home. He met the Cyclopes, Circe, the Sirens, the nymph Calypso and he also made a journey to the Underworld. He could not go home immediately because the sea-god Poseidon was angry with him and made him have a lot of problems.

First, Odysseus came to King Alcinous and Queen Arete and told them the amazing story of his victory in the Trojan War. Then they went on their journey. During his travelling



Odysseus and his team passed the island of the well-known cyclops Polyphemus, who lived on the island with lots of sheep. Odysseus and his twelve ships were caught by storm and they were held by the giant, one-eyed cyclops Polyphemus, who was Poseidon's son. The cyclops had eaten many sailors before Odysseus managed to kill him. He gave the giant strong wine and when the cyclops fell asleep, Odysseus blinded him. After that they left the island. But in spite of the help of Aeolus, King of the Winds, they could not come home again though it was almost in sight.

When the sailors lived on an island of the witch-goddess Circe, she turned half of the men into swine. But Odysseus was helped by Hermes, and Circe's magic did not work on him. Circe was a daughter of Helios, the god of the sun. She was also a sister of two kings of Colchis as well as Pasiphae, mother of the Minotaur. After a year of eating and



drinking on Circe's island, the Greeks again set off. Circe gave them a piece of advice on how to pass the land of the Sirens and to pass between the many-headed monster Scylla and the Charybdis. She also told Odysseus not to hunt cows on the land. But Odysseus did not follow her advice and they killed a cow for food.

They were punished by the sun god Helios because it was his cow. The ships were lost and all the men but Odysseus were drowned. He was washed on Calypso's island Ogygia. Calypso was one of the daughters of the Titans Oceanus and Tethys. She wanted Odysseus to stay with her on the island and used magic songs and made him stay for seven years. Odysseus soon wanted to go back to his wife Penelope. His protector goddess Athena helped him. Finally, his son Telemachus helped him to come back to his wife and to his old father, Laertes, and live in peace on Ithaca.

UNIT 2 Mass media

Inquiry question:

Why is mass media so important in modern life?

Inquiry theme:

To understand the role of mass media in people's lives

In this unit you will ...

- ✓ read about the history of development of mass media
- ✓ listen to information about different types of mass media
- ✓ discuss the importance of mass media in modern life
- ✓ write news paragraph
- ✓ create your own newspaper

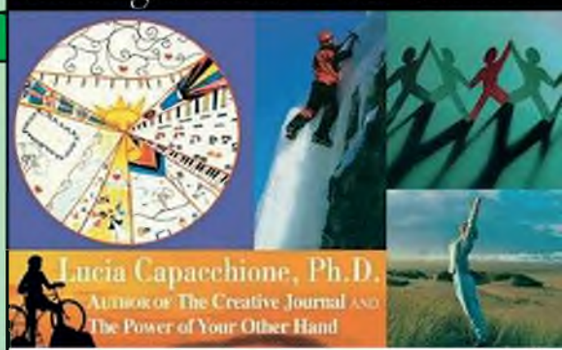
Academic skills:

- ✓ using a timeline
- ✓ listening for details
- ✓ scanning
- ✓ understanding main ideas of paragraphs
- ✓ understanding quotes
- ✓ identifying reasons
- ✓ giving reasons
- ✓ saying years correctly
- ✓ giving sources of information

Critical thinking:

- ✓ activating prior knowledge
- ✓ applying ideas
- ✓ evaluating











LESSON 1 What is mass media?

1 **Work in pairs. Think about how people sent messages in the past.**

2 **Find the words in the Wordlist. Listen and repeat.**

a smoke signal, civilization, a messenger, an inventor, social, a chatbot, an interface, an electronic device, communicate (v), communication (n), emoji, publish



3a **Work in pairs. Think of when these message technologies appeared and complete the timeline.**

3b **Listen and check.**

3c **Work in pairs. Listen one more time. Do the test.**

4a **Work in pairs. Match the parts.**

4b **Work in pairs. Read and check your ideas. Answer the questions.**

1 Mass media is communication through a collection of different media technologies that is important for a large number of people. Print media gives information in physical objects, such as books, comics, magazines or newspapers.

2 Magazines are published weekly, bi-weekly, monthly, bimonthly or quarterly. They are often printed in colour on coated paper with a soft cover. They are divided into two categories: general interest magazines (The Week, Time, etc.) and special interest magazines (Sports Illustrations, Fortune 500, etc).

3 Newspapers are usually printed on low-cost paper called newsprint. They may be of general or special interest. They are often published daily or weekly. The most important function of newspapers is to inform the public of important events. Local newspapers inform local communities and include advertisements from local businesses and services. However, today most newspapers are also published on websites as online newspapers.

4 Mass media may take the form of broadcast media, as television and radio. Digital media is any type of media that is in electronic or digital format. It includes anything that is in audio (sound) or video (visual) form that can be seen or heard by others. They use electronic devices such as computers, mobile phones, CD players, DVD players and others. There are a lot of digital media products in many industries, including such industries as health, government and education.

Questions

a) What does broadcast media include?
b) What categories of magazines are there?
c) What is mass media?
d) Are newspapers sold to inform local communities?
e) What kind of paper is used for newspaper printing?

4c **Work in groups of 3/4. Answer the questions.**

a) What media is the most popular in Uzbekistan? Why do you think so?
b) What media is popular in your family?

LESSON 2 Mass media in our lives

1 **Work in pairs. Answer the questions.**

1) What magazines did you read when you were younger?
2) What magazines or newspapers do you read now? How often are they published?



2a **Work in pairs. Look at the text and try to answer the questions as quickly as you can.**

1) Is it a magazine or a newspaper?
2) Where is it published?
3) What kind of information is there?
4) Can you read it on the Internet?



1 *Reader's Digest* is an American general-interest family magazine, published ten times a year. The magazine was founded in 1922. For many years, *Reader's Digest* was the best-selling magazine in the United States. In 1929 the magazine had 290,000 readers. Now 40 million people in more than 70 countries have the magazine *Reader's Digest* in 21 languages. It is also published in digital, audio and print formats.

2 In our reports on the latest news you can read stress-free articles on world events. You will find hundreds of ideas for living a better life.

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4 You will be happy to find true tales of everyday people who help others in difficult situations.

5 Buy a print *Reader's Digest* today and you will also get a free digital magazine. You will be able to read online the latest *Reader's Digest* anytime, anywhere!

2b **Work in pairs. Read and match the headings with the texts. One heading is extra.**

a) True Life Stories that are Very Surprising
b) The Most Popular in the World
c) Free Magazine Online
d) Latest News that Touches Your Life
e) More Positive News
f) Read It Anytime, Anywhere

3a **Listen and tick what each speaker is talking about.**

3b **Work in pairs. Listen one more time. Choose the correct ending.**

4a **Work in pairs. You are going to interview pupils in your school about how they learn news and which mass media they use. Write five questions.**

4b **Read your questions to the class. Discuss and choose the best 10 questions.**

LESSON 3 She says that ...

1 **Work in pairs. Look up the new words. Listen and repeat.**

tabloid, politics, to offer, issue, gossip, quality (newspaper)

2a **Work in pairs. Read the text and write questions to the text.**

e.g. What is First News?

2b **Work in pairs. Listen and check.**



First News is ... (1 What) for young readers. It is published in a full colour tabloid format every ... (2 On what day), and reports about the latest events and politics in a child-friendly format, also news on entertainment, sports and computer games. Children read ... (3 What) and learn about what is happening in the world. There are photographs, news, interesting stories from ... (4 Where). Children understand ... (5 What) but not all news is bad; there are puzzles, competitions, funny but true stories, celebrity interviews, sports articles and more to read. Very popular with schoolchildren, *First News* also offers ... (6 What) to those who want to get information every day. (7 Who) ... love the bright, colourful format and interesting pictures of the stories. *First News* was founded by Sarah and Steve Thomson in ... (8 When). See a free *First News* issue online: https://subscribe.firstnews.co.uk/the-newspaper/

Published: ... (9 How often)

Cost: £ ... (10 How much) per issue. 24 digital issues for £26.99.

3a **Work in pairs. Read the interview and guess the meaning of the words:** quality newspaper, gossip, tabloid.



Good morning, Kaylee.

I know you're very interested in newspapers, aren't you?

What newspapers do you like reading?

Why do you read two newspapers?



Good morning, Jahongir.

Yes, that's right. I read 2 newspapers every day.

One is a quality newspaper, The Guardian. The other is a tabloid, The Sun, a kind of gossip newspaper.

I read The Guardian for information. And I read The Sun for entertainment.

3b **Work in pairs. Read and compare this newspaper article with the interview.**

Kaylee says that she reads two newspapers every day. She says that one is a quality newspaper, The Guardian, the other is a tabloid, The Sun, a kind of gossip newspaper. She says that she reads The Guardian for information, and she reads The Sun for entertainment.

4 **Work in pairs. Think what difference is between Direct and Indirect Speech. Read and write DS for Direct Speech and IS for Indirect speech**

He says, "I'm ill."	**e.g.** *DS*
He says that he's ill.	*IS*
She says, "I sang a song."	
She says that she sang a song.	
You say, "I'll visit London."	
You say that you'll visit London.	

5 **Chain Drill. Report your partner's words.**

e.g. **A:** I'm hungry.

B says to the class: A says that s/he's hungry.

I like watching football on TV.

6 **Work in groups of 4. Play Running Dictation.**

LESSON 4 He said that ...

1a **Play The Press Conference.**

1b **Work in pairs. Write about the celebrity.**

2a **Work in pairs. Read the answers and write questions.**

2b **Listen and check.**

Kaylee: **e.g.** *Do people in Uzbekistan have any kinds of newspapers?*
Jahongir: We have many kinds of newspapers, for example, Xalq so'zi, O'zbekiston ovozi, Darakchi, Erudit, Novosti Uzbekistana, Uzbekistan Today and can read the printed newspapers in Uzbek, Russian and English. Uzbekistan National News Agency publishes news in electronic newspapers in German, French, Chinese and other languages.

K: ...? **J:** They are all national newspapers.
K: ...? **J:** Yes, of course. Every region has its local newspapers, too.
K: ...? **J:** They're interesting. They tell you all the national and local news.
K: ...? **J:** My favourite newspaper is Yoshlar Ovozi, of course. It's very interesting.
K: ...? **J:** Yes. You can find an electronic newspaper in Telegram, Twitter, Facebook. And you can watch it in You Tube and listen to it on Radio Yoshlar Ovozi FM.
K: ...? **J:** I like it because it's real media for young people. It reports on all kinds of the latest events in our country and in the world, cultural and sports events.
K: ...? **J:** It's a young newspaper. Its birthday is on 1 September 2018.
K: ...? **J:** No, it isn't expensive. And you can read and download the latest news from the site www.yoshlarovozi.uz.



2c **Answer the questions.**

1) Do you or your family read local newspapers? 2) What regional newspapers are there in your region? 3) What can you read there?

3a **Work in pairs. Read the article and say what grammar tenses are used in Direct Speech.**

International Handicrafters Festival

My name's Masudjon Sulaymonov. I'm a reporter of Uzbekistan National News Agency. I interviewed Khokim of the city of Kokand Mr. Usmonov and this is what he said:

"We're going to have International Handicrafters Festival for the first time on September 10-15 this year in Kokand. There are 300 guests from 75 countries, 600 craftsmen from 70 countries and 120 visitors from International Handicraft Organizations visit the festival. Foreign guests and participants will visit 12 cultural places. They'll take part in 20 workshops of masters from Kokand. The aim of this festival is to demonstrate how we keep and develop old folk art traditions of Uzbekistan."



Remember:

Direct Speech: Mary: "I *am going* to Samarkand today."
Indirect Speech: Mary said (that) she *was going* to Samarkand that day.
Direct Speech: They said, "We *will* do exercises."
Indirect Speech: They said that they *would* do exercises.

3b **Change Direct Speech into Indirect Speech. Look at the examples in the Remember Box.**

LESSON 5 What's your favourite mass media?

1a Read and say what "tell a friend" strategy is.

Lede (Lead)

The lede (or lead) of a news article is the first sentence, usually written as one paragraph, that tells the most important information of the story. When writing a lede, it is helpful to use the "tell a friend" strategy. Imagine you should tell your friend a story in one sentence. How would you say what happened in one sentence? A story's lede gives an answer with the "Five Ws" in a specific order: Who? What? When? Where? Why?

For example:

Gwinnett County Public Schools were awarded $250,000 early Wednesday as a finalist for what's considered the Nobel Prize of public education.

WHO: Gwinnett County Public Schools
WHAT: was awarded $250,000
WHEN: Wednesday
WHERE: Gwinnett County
WHY: a finalist for what's considered the Nobel Prize of public education.

1b **Work in pairs. Listen to the news and complete the table.**

1c **Work in pairs. Choose one and write a lead to it.**

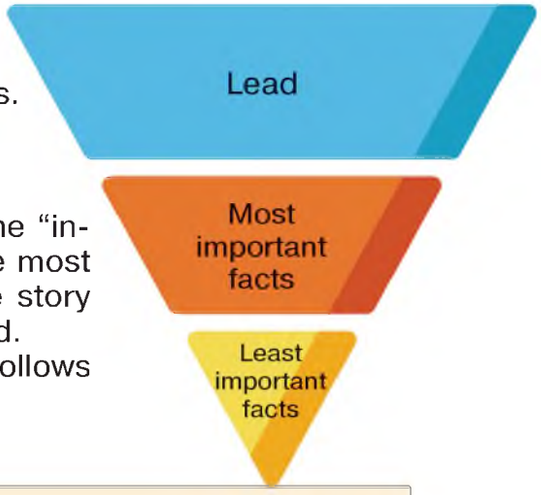
e.g. Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari which is held every two years.

2 Read and complete the pyramid.

Inverted pyramid

News articles are written in a structure known as the "inverted pyramid." In the inverted pyramid format, the most important information goes at the beginning of the story and the least important information goes at the end.

After your story's lede, order the information that follows from most important to least important.



3 Read and write information with a quote.

Integrating quotes

The first time a source is introduced in an article, you should use that source's full name and title. After this initial reference, use the last name only. *For example:*

"The swine flu vaccine is an incredible advance in modern medicine," said Health and Human Services Secretary Kathleen Sebelius.

When introducing a direct quote, always use the verb "said" and never any other verbs such as "explained," "whispered," etc. It is also more common to use the format "XXX said" instead of "said XXX." *For example:*

"The housing crisis is growing out of control," Bernanke said.

Even when information from a source is not used in a direct quote and is paraphrased instead, it still must be related to that source. *For example:*

Bernanke said the crisis is probably over.

The crisis will most likely begin to go down in six to eight months, Bernanke said.

LESSON 6 Project

1a **Work in groups of four. You are going to make a class newspaper. Discuss what sections it should have.**

Home News	Letters Page
Local News	Foreign News
Women's Pages	Births, Marriages, Deaths
Horoscopes	Fashion Page
Crossword	Business News
Comics	Stock Markets
Sports News	Farming Page
Editorial	TV guide
Children's Corner	Religious Affairs

1b **Tell the class your ideas.**

1c **Choose the best sections for the class newspaper.**



1d **Find a name for your class newspaper.**



2a **Work in groups of four. Choose a section from the blackboard. Discuss what to put in your section.**

2b **Write your section. Ask your teacher for help if necessary. When you finish ask your teacher to help you edit your work.**

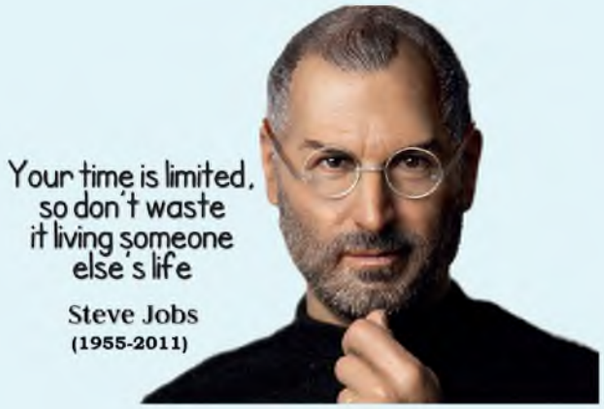
3 **Stick your section on a poster and hang it on the wall.**

4 **Read the whole newspaper.**



"I had over $1,000,000 when I was 23, and over $10,000,000 when I was 24, and over $100,000,000 when I was 25, and it wasn't that important because I never did it for the money."

– Steve Jobs



Steve Jobs

Steven Paul Jobs, the chief founder of Apple Computer, was born in San Francisco, California (February 24, 1955). His biological parents were Joanne Simpson and Abdulfattah Jandali. Both of them were students at University of Wisconsin and they gave their son to another family – Clara and Paul Jobs. Clara was an accountant by profession. Paul was a United States Coast Guard. The Jobs family lived in Mountain View, California in the area which was later named Silicon Valley. Steve Jobs came to know about his biological parents at the age of twenty seven.

In his childhood, Steve's father showed him how to take apart electronic devices in the family garage. This is how he was interested in electronics. He was a brilliant student in school. Later, he studied in Homestead High School in Silicon Valley and at this time he was introduced to Steve Wozniak, his future partner. In 1991, he married Laurene Powell, together they had three children and lived in Palo Alto, California. Steve Jobs had cancer and died in 2011.

Steve Jobs was honored as a Disney Legend in 2013 after his death.

He received Grammy Trustees Award in 2012.

He was named as the most powerful person in business by Fortune magazine in 2007.

Steve received Jefferson Award for Public Service in the year 1987.

Jobs along with Steve Wozniak received National Medal of Technology in 1985.

Quotes by Steve Jobs

1. "Being the richest man is not a matter for me. Going to bed at night saying we've done something wonderful, that's what important to me."
2. "My favourite things in life don't cost any money. It's really clear that the most expensive resource we all have is time."
3. "My model for business is The Beatles. They were four guys who kept each other kind of negative tendencies in check. They balanced each other, and the total was greater than the sum of the parts. That's how I see business: Great things in business are never done by one person, they're done by a team of people."
4. "Sometimes when you introduce new ideas, you make mistakes. It is best to agree to take them quickly, and improve your other ideas."
5. "Your work is going to fill a large part of your life, and the only way to be really happy is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't stop. As with all matters of the heart, you'll know when you find it."
6. "Finding new ideas and methods makes difference between a leader and a person who follows you."



UNIT 3 Information age



Inquiry question:

What are pros and cons of digital technology?

Inquiry theme:

To understand positive and negative sides of digital technology

In this unit you will ...

- ✓ listen about the historical facts of importance of mass media
- ✓ read about advanced technological apps
- ✓ discuss positive and negative sides of digital technology
- ✓ create your own group presentation

Academic skills:

- ✓ listening to understand emotions
- ✓ giving examples
- ✓ giving sources of information
- ✓ expressing opinions
- ✓ understanding quotes

Critical thinking:

- ✓ activating prior knowledge
- ✓ thinking about pros and cons



LESSON 1 Digital media

1a **Work in pairs. Read and think. What does this phrase mean?**

Those who have information have the world.

1b **Work in pairs. Read and check your answer.**

Those who have information have the world. For a long time, these words had the meaning: if you are informed, you can take active actions. One of the authors of the phrase is Francis Bacon, who said, "Knowledge is power". But these days, in the period of active development of information technologies, these words have a new meaning: we are not passive; we play an active role in the development of the new age. We can see the first steps of the new age in the development of information technologies in all parts of human life.

2a **Work in pairs. Write down the new words. Listen and repeat.**

battle, power, honest, economy









2b **Work in pairs. Look at the pictures and think what the text will be about.**

2c **Work in pairs. Listen and answer the questions.**

1) How did pigeons help the Rothschild brothers?
2) Why did many businessmen sell their papers after the Battle of Waterloo?
3) Who bought all the papers?
4) Do you think that the Rothschild brothers were honest people?



3a **Work in pairs. Think and say what you know about digital media.**

3b **Listen and repeat the new words.**

digital media, device, software, image, tablet, audio

4a **Work in pairs. Read and check your ideas. Put the words to complete the sentences in the text.**

economy, digital, electronic, history, changes, smartphones, media, devices

The world we live in today is full of (1) ... media things. Digital media has been used since the early 1950s. It is used on digital electronic (2) ... . Examples of digital media are: software, digital images, digital video, video games, web pages and websites, digital audio, such as MP3 and (3) ... books. With the Internet and personal computers, digital media has made big (4) ... in publishing, journalism, people's lives, entertainment, economy and education. We sometimes do not know that digital media things are used in health system, (5) ... and education.
Since the first digital computers and (6) ... appeared, the digital media has been used by billions of people. Digital devices are successful because they are easy to use. A smartphone or tablet is used for hundreds of daily needs. Together with the World Wide Web and the Internet, digital (7) ... has changed the 21st century to an information-based economy and has created new human (8) ..., which is known as the Information Age.

4b **Listen and check.**

5 **Work in groups of four. Say where and how you use the digital media.**

LESSON 2 After I'd watched TV...

1 **Work in pairs. Answer the question.**

What channels/programmes do you like watching?

a feature/horror film, a soap opera, a documentary, a cartoon, a nature programme, the news, a chat show

2 **Work in pairs. Listen and answer the questions.**

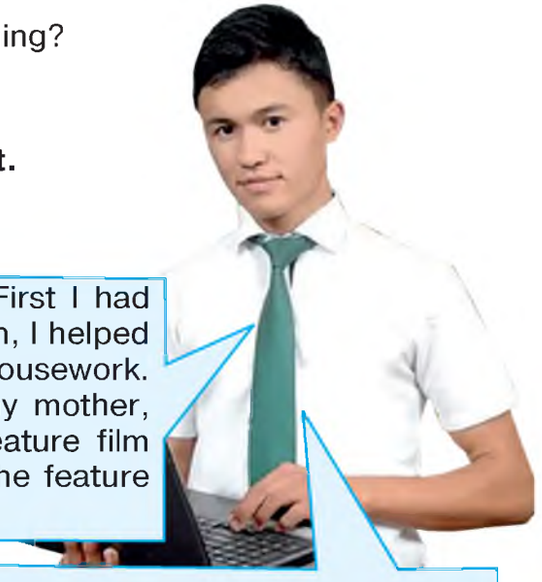
1) Who is being interviewed?
2) Does s/he like TV or not?
3) How many hours does s/he watch TV?
4) What kind of programmes does s/he like watching?
5) What does the word "addict" mean? Is it positive or negative?

3a **Read and say what the conversation is about.**



What did you do yesterday evening?

Oh, I did a lot yesterday. First I had lunch. *After I had had lunch, I helped my mother with the housework. *After I'd (I had) helped my mother, I watched an interesting feature film on TV. *After I'd watched the feature film, I watched a cartoon.



Didn't you do your homework?

Of course, I did. *I did it after I'd watched the cartoon. *When I'd done my homework, I played computer games with my brother. Then I went to bed.

3b **Look at the sentences with *. Answer the questions.**

1) How many actions are there in a sentence?
2) Did the actions happen at the same time?
3) Which action happened first? How do you know?
4) "When" and "after" always go at the beginning of a sentence. True or False?

e.g. 1) Two actions.

4 **Work in pairs. Look at the table. Ask and answer. Talk about what you did on Sunday.**

When After	I you s/he the robot we they	had done had read	the shopping the cleaning the washing up my homework the newspaper a magazine	I you s/he the robot we they	listened to the radio. watched TV. had a rest. went to bed. went for a walk. played computer games.

e.g. **A:** What did you do on Sunday?
B: I went to the market with my father. When we had done the shopping, we had a rest. What ...?

LESSON 3 She said that she had watched ...

1a **Read what Ann Brown said what her family did in the morning.**



1) I watched a lot of TV programmes including Sports News.
2) My mother made pancakes with honey for breakfast.
3) My father read morning newspapers.
4) My brother played computer games.
5) My cat ate my breakfast!

1b **This is what the interviewer wrote in his report. Say what changes he has made.**

Ann said that she had watched a lot of programmes including Sports News.

1c **Finish the story about Ann.**

2a **Work in pairs. Interview your partner. Ask what her/his family members did last Sunday. Listen and make notes.**

e.g. A: What did you do last Sunday? **B:** I did my homework.

2b **Look at the notes about your partner. Write a story about him/her.**

e.g. She said that her mother had made a cake.

2c **Make new pairs. Tell your new partner about your first partner.**

3a **Work in pairs. Read what people write to their newspaper. Ask and answer to complete the sentences.**

Pupil A: look at this page. Ask about Lewis and Freya.
Pupil B: look at page 27. Ask about Abby and Mr Smith.

e.g. Where/In what country do supermarkets have a plastic bottle system?



My name's Lewis. In ... (1 Where) supermarkets have a plastic bottle system. The shoppers get ... (2 How much) p for every plastic bottle they recycle at a special machine. The supermarket has sold ... (3 How many) bottles since the system began last year. That means that people had more than £30,000 for their actions to help nature.

I'm Freya. Some of my friends and I learn to swim. But for our lesson we fly across the North Sea from a Scottish Island! It takes 25 minutes to get to Shetland with our teacher and we travel ... (4 How long) miles!





My name's Abby. In 2010 I hoped to become the youngest person to sail round the world alone. But I didn't do it because the sea was too dangerous. In the sea people took me to the other ship. 8 years later some people saw my boat near the coast of Australia.

I'm Mr Smith. Two very special Socorro dove chicks appeared at Chester Zoo. The chicks haven't been found in the wild for 47 years. There are fewer than 200 of them in the world and all are living in human care. People in Socorro Island, near Mexico, try to make a comfortable place for the doves.



3b **Work in pairs. Whose story do you like most? Why?**

Remember:
Alisa: I **did** my homework in the evening.
Alisa **said** that she **had done** her homework in the evening.

LESSON 4 Future technologies

1a **Listen and repeat the new words.**

solar, virtual reality headset, download, web browser, app, amazing, humanoid-like

1b **Work in pairs. Do the quiz.**



2a **Work in pairs. Listen and choose a title to each text.**

a) Social Networks b) Robotics c) GPS
d) Laser Eye Surgery e) Self-Driving Cars

2b **Work in pairs. Read and choose a robot you would like to have. Explain why.**

Probably, you can't wait for the day you can go to the store and easily (and cheaply) buy a robot to clean your house, wait on you and do whatever you want. We know that day is a long way off, but some high-tech companies have already developed some pretty robots that make us feel like the future is here already.



Sofia is a humanoid-like robot that can hold a conversation. This robot has appeared in several TV programmes. Sofia officially lives in Saudi Arabia and she was given a title "Innovation Champion" by the United Nations. Sofia can answer many kinds of questions and she is learning too. Is she an image of the future?



Starship technologies have developed this local robot designed to quickly take parcels to a place which is farther than 3 km. This wheeled self-driving bot is used instead of flying objects. Will the postal packets be only carried by flying and wheeled robots?



Don't worry about carrying your own bags. Gita Bot will help you! This small robot is designed to follow you around while you're out and about in town or on the way to work. The bot can carry a big rucksack or two shopping bags, so it's an ideal companion for a quick trip down to the shops.

Romeo is a robot which is as big as a human. It was designed and built to assist the elderly people because it is difficult for old people to take care of themselves. This robot is able to open doors, climb stairs and hold objects while doing its care duties. In the future, this clever bot may help elderly people to stay in their own homes longer before moving into care homes for old people.



3a **Look at the Remember box. Listen and complete the conversation with the language phrases you hear.**

3b **Work in pairs. Compare your answers with a partner. Together, decide which emotion the listener is trying to express.**

Remember:

It is important to show a speaker that you are listening. This can help encourage the speaker to say more so you get more information. Use different expressions for different emotions.

Interest
That's so interesting!
How cool! Amazing!

Happiness
Wonderful!
I am happy to hear that!

Surprise
Really?
Are you serious?

Sadness
That's so terrible.
I'm sorry to hear that.

LESSON 5 Is social media dangerous?

1 **Work in pairs. Think if social media could be dangerous. Why?/Why not?**

2a **Work in pairs. Match the words and explanations.**

1) click	a) to keep someone or something from dangerous things
2) protect	b) a small thing that you press to work on a computer
3) cyber-	c) to press a button
4) button	d) protection of someone or something
5) online	e) using computers, especially the Internet
6) security	f) the right or opportunity to use or look at something
7) access	g) bought, used, etc. using the Internet

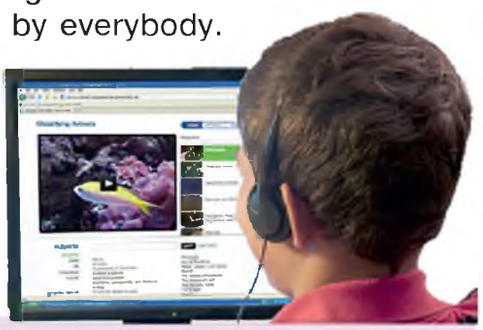


2b **Work in groups of 4. Answer the questions.**

1) Is it easy to use electronic devices in mass media?
2) Is the Internet dangerous?
3) What dangerous things are there on the Internet?
4) How can we protect ourselves from dangers on the Internet?

2c **Put the sentences in order. Read and check your ideas.**

a) But they need to know about the dangers on the Internet and know how to protect themselves from different online dangers.
b) We live in the digital age when information is used by everybody.
c) First of all, children can be taken by bad people when they give personal information. One wrong click on a button could cause a big problem.
d) Even young children these days have access to the Internet with their smartphones and tablets.



3 **Work in pairs. Read and complete the text.**

4a **Work in pairs. Read the tips and put them in order of importance.**



Tips for children

1 Protect your personal information. Never share personal information such as address, phone number, name, personal email address, relatives' details, parents' work etc.
2 Never agree to meet online friends in the street or at home. Your online friends may not be who they really are. It is dangerous to meet online friends as they could be bad people.
3 Never click on a button if you do not know what it is or if you want to get dangerous information. Clicking on an app button could bring the dangerous viruses into your device. People could also gather your personal information. Never click on unknown emails, ads and e-newsletters.
4 Use good software. Make sure it will protect your device from viruses and dangerous programmes.
5 You should always go out of the Internet before you turn the computer off.

4b **Work in groups of 4/6. Discuss and agree on the list from the most important to the least important.**

LESSON 6 Project

Presenting a new tech device

1 **Work in pairs and create a new technology. Discuss the categories in the chart and start to plan your technology.**

Tell the type of technology (machine, digital, computer, robot)	
Explain what your technology is for (education, entertainment, health, business, home life, school life)	
Describe what your technology can do	
Give your technology a name	

2 **Share your idea with the class. Use the following as a model:**

Our new technology is ... . It is for ... . This technology can ... .
We named it ... . Our technology is necessary because ... .

3 **Vote for the best technology. Write the names of the technology you vote for in each category. Then take a class vote to choose the best tech device.**

1) Most creative 2) Most useful 3) Most interesting/fun 4) I want one right now!

Unit 3•Lesson 3

3a **Work in pairs. Read what people write to their newspaper. Ask and answer to complete the sentences.**

Pupil B: look at this page. Ask about Abby and Mr Smith.

e.g. When did Abby hope to become the youngest person to sail round the world alone?



My name's Lewis. In Iceland, supermarkets have a plastic bottle system. The shoppers get 10p for every plastic bottle they recycle at a special machine. The supermarket has sold 311,500 bottles since the system began last year. That means that people had more than £30,000 for their actions to help nature.

I'm Freya. Some of my friends and I learn to swim. But for our lesson we fly across the North Sea from a Scottish Island! It takes 25 minutes to get Shetland with our teacher and we travel 55 miles!





My name's Abby. In ... (1 When) I hoped to become the youngest person to sail round the world alone. But I didn't do it because the sea was too dangerous. In the sea people took me to the other ship. 8 years later some people saw ... (2 What) near the coast of Australia.

I'm Mr Smith. Two very special Socorro dove chicks appeared at Chester Zoo. The chicks haven't been found in the wild for ... (3 How long) years. There are fewer than 200 of them in the world and all are living in human care. People in Socorro Island, near Mexico, try to make a ... (4 What kind of) place for the doves.



A Carrot, an Egg and the Coffee Beans

(a moral story)

A young woman went to her mother and told her about her life and how things were so hard for her. She did not know what to do. She was tired of fighting. It seemed that, as one problem was done, a new one appeared.

Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to a boil.

Then she took some eggs, carrots and ground coffee beans.



In the first, she placed carrots, in the second, she placed eggs and in the last, she placed ground coffee beans. She let them boil without saying a word.

In about twenty minutes, she turned off the fire. She took the carrots out and placed them in a bowl. Then she pulled



the eggs out and placed them in a bowl. And she placed the coffee in a bowl too.

Turning to her daughter, she asked, "Tell me, what do you see?"

"Carrots, eggs, and coffee," the young woman replied.

The mother brought her closer and asked her to touch the carrots. The young woman did it and noted that they were soft.

Her mother then asked her to take an egg and break it. After pulling off the shell, she looked at the hard-boiled egg. Finally, she asked her to taste the coffee. The daughter smiled as she tasted its rich aroma.

The daughter then asked, "What does it mean, mother?"

Her mother explained that each of these objects had faced the same thing – boiling water – but each reacted differently. The raw carrot was strong and hard. However, after being in the boiling water, it became soft and weak.

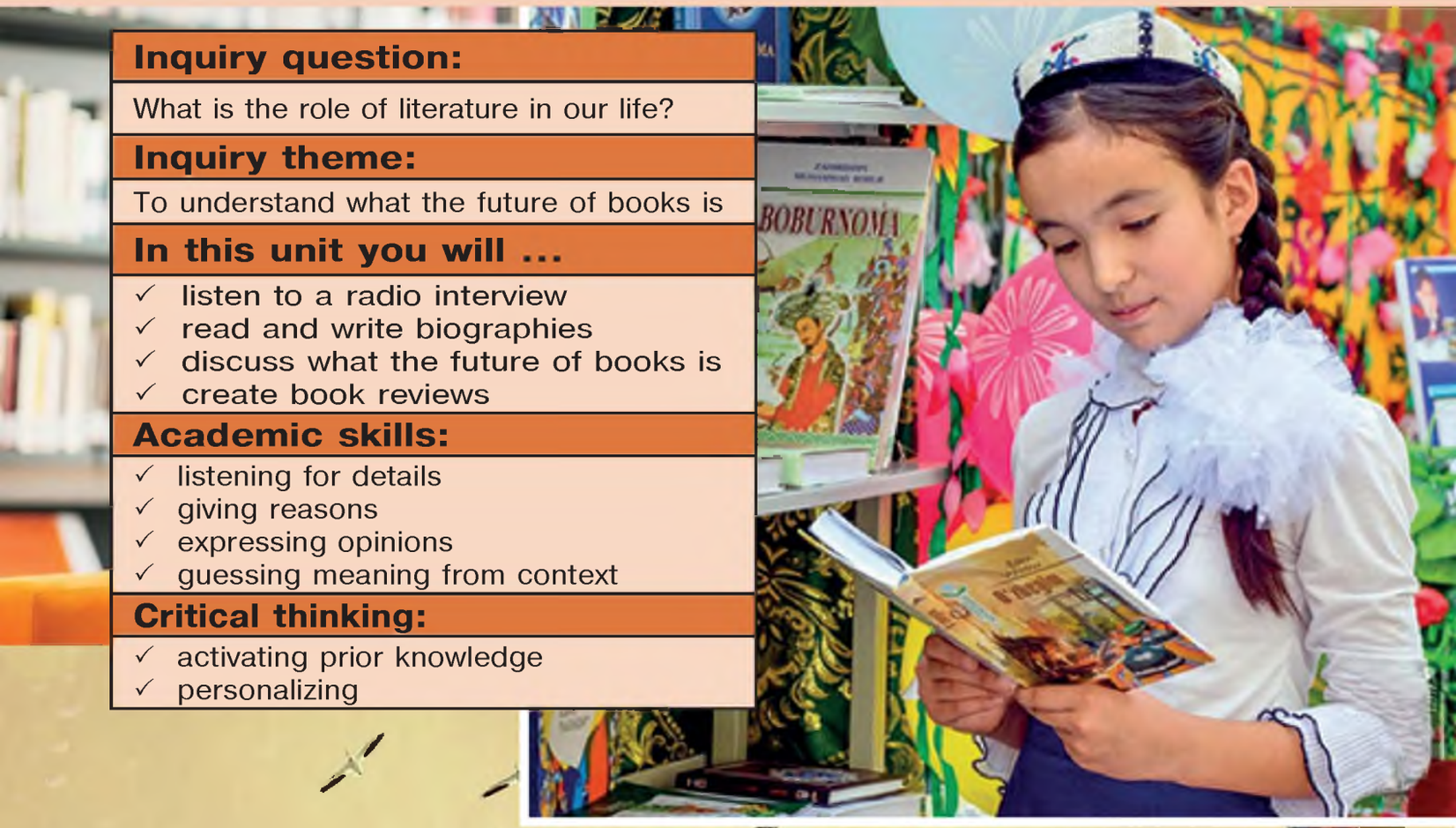
The egg had been easily broken. Its thin shell protected its liquid inside. But, after sitting through the boiling water, its inside became hard! The ground coffee beans were different, however. After they were in the boiling water, they had changed the water.

"Which are you?" the mother asked her daughter. "When problems knock on your door, how do you answer? Are you a carrot, an egg, or a coffee bean? Think of this."

The mother continued, "Think: Which am I? Am I the carrot that seems strong but, with pain and difficult situation, become soft and lose strength? Am I the egg that starts with a soft inside but change after the heat? Was I first weak and then I had a strong heart? Or am I like the coffee bean? The bean actually changes the hot water, the very situation that brings the pain. If you are like the bean, when things are worst, you get better and change the situation around you. Are you a carrot, an egg or a coffee bean?"



UNIT 4 Literature and life



Inquiry question:

What is the role of literature in our life?

Inquiry theme:

To understand what the future of books is

In this unit you will ...

- ✓ listen to a radio interview
- ✓ read and write biographies
- ✓ discuss what the future of books is
- ✓ create book reviews

Academic skills:

- ✓ listening for details
- ✓ giving reasons
- ✓ expressing opinions
- ✓ guessing meaning from context

Critical thinking:

- ✓ activating prior knowledge
- ✓ personalizing

LESSON 1 How important is literature?

1 **Work in pairs. Read and think about these sentences about reading.**

1 *Reading is to the mind what exercise is to the body.*

Richard Steele (1672-1729),
British essayist, playwright, editor

2 *It is not true that we only have one life to live; if we can read, we can live as many lives and have as many kinds of lives as we wish.*

S.I. Haykama (1908-1992),
US scientist, university president, politician

2a **Work in pairs. Ask and answer the questions.**

1) Do you like reading?
2) When do you usually read books?
3) What is your favourite genre/book?
4) Who was it written by?
5) Who are the main characters?
6) What is the plot of the book?

2b **Report. Use Reported speech.**

e.g. Diana **said she likes** reading.

3 **Work in pairs. Complete the texts with the sentences. One sentence is extra.**

4a **Work in pairs. Ask and answer.**

1) What do you know about Rudyard Kipling?
2) What is the difference between a biography and Quick Facts?



4b **Listen and complete the biography of Rudyard Kipling.**

5 **Work in pairs. Ask and answer about famous writers.**

e.g. Who was born in ...? Who was "The Hobbit" written by?

Sir James Matthew Barrie



QUICK FACTS

BORN
May 9, 1860
Kirriemuir, Scotland

DIED
June 19, 1937 (aged 77)
London, England

FAMOUS WORKS
Peter Pan
The Little Minister
What Every Woman Knows

AWARDS AND HONORS
The Order of Merit in 1922

Alan Alexander Milne



QUICK FACTS

BORN
January 18, 1882
London, England

DIED
January 31, 1956 (aged 74)
Sussex, England

FAMOUS WORKS
Winnie-the-Pooh
The House at Pooh Corner

IMPORTANT FAMILY MEMBERS
Son: Christopher Robin Milne

RELATED FACTS AND DATA
Christopher Robin film by Forster-Facts

AWARDS AND HONORS
1958, *Winnie the Pooh* won the Lewis Carroll Shelf Award

John Ronald Reuel Tolkien



QUICK FACTS

BORN
January 3, 1892
Bloemfontein, South Africa

DIED
September 2, 1973 (aged 81)
Bournemouth, England

FAMOUS WORKS
The Fellowship of the Ring
The Hobbit
The Lord of the Rings
The Return of the King
The Two Towers
The Legend of Sigurd and Gudrun
The Silmarillion

SUBJECTS OF STUDY
Old English language

Joanne Kathleen Rowling



QUICK FACTS

BORN
July 31, 1965
Yate, England

FAMOUS WORKS
Harry Potter and the Philosopher's Stone
The Casual Vacancy
Harry Potter and the Deathly Hallows
Career of Evil
Harry Potter and the Half-Blood Prince
Lethal White
Harry Potter and the Prisoner of Azkaban
Fantastic Beasts & Where to Find Them
Harry Potter and the Cursed Child

AWARDS AND HONORS
Costa Book Awards (1999)

Remember:
Diana **said she likes** reading.

LESSON 2 First in literature

1a **Work in pairs. Answer the questions. Match the answers and pictures.**

1) Who was the first writer who started using old Uzbek language instead of Persian in poetry and prose in the 15th century in Central Asia?
2) Who developed old English and started using it in poetry instead of French and Latin in the 14th century in England?
3) What was the first novel written in the Uzbek language? Who was it written by?
4) Who created more than a thousand English words and made them more popular since the 16th century?



1b **Work in pairs. Find the words in the text. Guess the meaning. Check in the Wordlist if necessary.**

prose, create, astronomer, realism, rhyming, masterpiece

1 Alisher Navoi was born in 1441. His real name is Nizomiddin Mir Alisher. Alisher Navoi was a great poet, statesman and the founder of Uzbek literature. Alisher Navoi got a very good education for those days. He was the first who wrote in old Uzbek language under the penname of Navoi. He used Persian very little. His penname was Foni in his poems which were written in the Persian language. His last book, "Mahbub-al-qulub", which was written in **prose**, is still very popular with the Uzbek people. His works have become famous in the world literature and a lot of them were translated into many languages.

2 Geoffrey Chaucer was born around 1340 to 1344, in London. He was an English poet during the Middle Ages. He is the Father of English poetry and the first to be placed at Poets' Corner in Westminster Abbey. Chaucer was also famous as an author, philosopher and **astronomer**. He was the first who introduced royal **rhyming** in the poem about the Trojan War. He wrote and developed Old English at the time when French and Latin were used in literature in England. Today he is best known for his story **masterpiece** "The Canterbury Tales".

3 Abdulla Kodiri, an Uzbek playwright, poet, writer and literary translator, was born in 1894. Kodiri was one of the most important Uzbek writers of the 20th century who introduced **realism** into Uzbek literature through his historical novels. He spoke Uzbek, Arabic, Persian and Russian. Kodiri's most famous works are the historical novels "O'tkan kunlar" *(Days Gone By)* (1922) and "Mehrobdan chayon" *(Scorpion in the Pulpit)* (1929). "O'tkan kunlar" is the first full-length novel by an Uzbek author.

4 William Shakespeare (1564-1616) was an English author who wrote 37 plays, many poems and sonnets in his lifetime. His plays are still performed today. His plays are of different genres. There are histories, tragedies and comedies. These plays are among the best masterpieces known in English literature, and are studied in schools around the world. Shakespeare **created** over 1,700 English words and phrases that entered the English language and made some words more popular.

1c **Work in pairs. Read and find who ... .**

1) was the founder of Uzbek national literature
2) was a poet and a statesman
3) wrote histories, tragedies and comedies
4) used various pennames
5) spoke Arabic, Persian and Russian
6) created over 1,700 new words and phrases
7) introduced a new kind of rhyming in poems

2a **Complete the sentences in the chart. Use the Present or Past Simple passive forms of the verbs in brackets.**

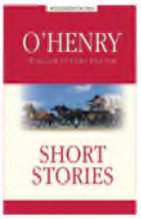
2b **Complete the sentences.**

LESSON 3 Why do we read?

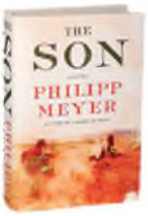
1a **Work in pairs. Divide into fiction and non-fiction.**



textbook



short story



novel



play



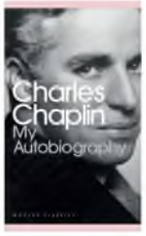
cookbook



grammar book



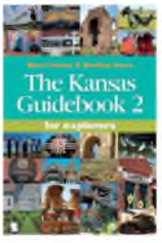
biography



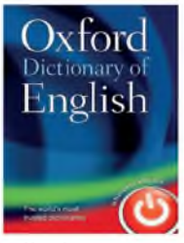
autobiography



magazine



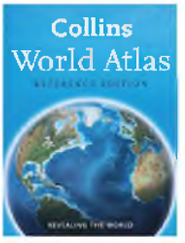
guidebook



dictionary



manual



atlas

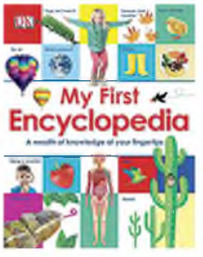


newspaper

1b **Work in pairs. Complete the table and make sentences.**

2 **Listen and write what each speaker is reading.**

3a **Play Find Someone Who ... .**



encyclopaedia



comics

1	**Find a pupil who has read a novel in any language for enjoyment during the past six months.**
Name:	What s/he read:
2	**Find a pupil who doesn't have time to read for pleasure.**
Name:	Reason:
3	**Find a pupil who has read a book in English which s/he liked very much.**
Name:	Title:
4	**Find a pupil who likes reading non-fiction.**
Name:	Title:
5	**Find a pupil who likes reading poetry.**
Name:	Favourite poet:
6	**Find a pupil who likes reading fiction.**
Name:	Favourite author:

3b **Report.**

Remember:
encyclopedia (American) – encyclopaedia (British)

LESSON 4 At the library

1 **Work in pairs. Ask and answer questions about a library. Check the meaning of the bold words in the Wordlist if necessary.**

e.g. How often do you go to the library? Do you have a library card? Do you use an electronic library system or a **catalogue** to find a book? What is available for disabled people? Are there rooms for **the blind** in the library? Which library is the largest in Uzbekistan?

2a **Work in pairs. Read the dialogue and put the sentences in the correct place.**

a) That's right. But you can look for some other books today if you want. Do you have a library card?
b) I have, in fact. The book should be in this section but I didn't find it on the shelves.
c) I see. Thanks a lot. I'll look for a book in the catalogue.
d) May I help you?
e) OK. How long can I keep the books?
f) Don't you have another copy of it?



At the library

A: (1) ... **e.g.** May I help you?
B: I need "The Fault in Our Stars" by John Green. Unfortunately, I couldn't find it.
A: I see. Have you already used the computer on this floor?



B: (2) ... .
A: Just a moment, please. Let me check... Well, yes. The book was taken by somebody recently.
B: (3) ... .
A: No. Sorry. We have only one copy. They will give it back in 5 days.
B: So, I can come here on Tuesday, right?
A: (4) ... .
B: No, I don't. What do I need for that?
A: You should have a photo. When you find the book, bring it to the front desk and I'll explain you what to do.
B: (5) ... .
A: You can have our books for 10 days.
B: (6) ... .

2b **Listen and check.**

2c **Work in pairs. Make up a dialogue.**

3a **Work in pairs. Read the first three tips on how to read English books better and choose the appropriate phrases.**

3c **In pairs read three more tips and match the texts and titles. One title is extra.**

3b **Listen and check.**

1 If you are bored while reading, you are more likely to put the book down and do something else. Find books and magazines about your hobbies, career goals, or an interesting topic.

2 Find a quiet and fun reading area to read. Turn off TV or the radio and make sure it is somewhere with good lighting where you can relax.

A Visit your local library.
B Library is the place where you can find things that interest you.
C Read materials that interest you.
D Create a pleasant reading environment.

3 Libraries are wonderful places to find a lot of books free. There is unlimited access to a lot of collections of reading materials and other types of media and technology. Getting a library card is easy and usually just requires a photo ID.

3d **Work in pairs. Say which tip is the best for you.**

LESSON 5 Books or e-books?

1a **Work in pairs. Interview your partner and discuss how many of the following you agree with.**

1b **Work in groups of 4. Compare your answers.**

2 **Read the text and discuss the advantages and disadvantages of e-book readers. Use the words in the box to help you.**

easy to use, light/heavy, bookshelf, paper, screen, space, carry, lend/borrow

For hundreds of years printed books are bought and sold. They have not changed very much until now. The idea of an electronic book reader with a screen instead of pages has become reality. Lots of E-book Reader programs were produced and millions of e-books were downloaded from web resources. Nowadays, there are about 725,000 e-books on Amazon and thousands more are added every year. So what is the future of books? Will printed books be completely replaced by e-books? They are not replaced yet. But, maybe, very soon there will be no printed books in shops at all. Perhaps they will only be in museums!

3a **Look and answer the questions.**

1) What's this?
2) Do you have this in your school?
3) If so, do you use it? Why/why not?
4) If no, would you like to have it?





3b **Listen to a radio interview with a school graduate, who created e-library for his school. Listen and write T for True and F for False. Correct false statements.**

1) Maxim enjoys reading.
2) There weren't enough bookshops in his district.
3) Maxim's e-library contains more than 100 books.
4) It takes several minutes to download a book from the e-library.
5) Only adults can download books from it.
6) Books are easily downloaded with the help of QR code.
7) It is very difficult to download books from the e-library.

4 **Read and discuss. Use the following phrases to express your opinion about given statements.**

e.g. I think in the future people will only read e-books.

"I like books, and I think books will continue to be important in our society. A certain kind of person has said for years: "Books are dead, society is going downhill," and then something comes along like Harry Potter, 754 pages long, and it sells five million copies in twelve hours. The age of book is not over, no way ... But maybe the age of some books is over."

Stephen King

Expressing agreement

I quite agree ...
Yes, indeed ...
I could not agree more ...
You are quite right about ...
You have just read my mind ...
Yes, that's obvious ...
I couldn't agree with you more.
No doubt about it.
Yes, I think it's important to ...
I don't see any reason why not ...

Expressing disagreement

I don't think so.
Not necessarily.
That's not always true.
I don't quite agree that ...
Well, that's one way to look at that, but ...
Strong: No way.
I'm afraid I disagree.
I totally disagree.

LESSON 6 Project

1 **Work in pairs. Read the reviews and say which book you would like to read and why.**

e.g. My favourite book is "Bitter Fruit" by Brian Keeney. This is the story of Rebecca and her family. She often disagrees with her parents. The book tells how Rebecca lives on after her father's death. I would recommend the book to all teenagers.



In Great Britain many books for young readers are published every year. Teenagers often write about the books they have read. They write about the theme of books, explain why they like them and recommend other teenagers to read them. This kind of writing is called a "Book review". The following book reviews are written by three English teenagers.



"Stormbreaker" by Anthony Horowitz is a thrilling book about Alex Rider and his teenage spy adventures. His uncle was killed and Alex wants to know who killed him. Later he was trained by MI 6* as a spy and sent on his first mission. Soon he discovers a dangerous situation and decides what to do.

"Stormbreaker" is an excellent book which kept me on the edge of my seat.

**MI 6 – the section of the British Secret Service*

"Coram Boy" (the writer is Jamila Gavin) is a book about the life of people in the 18th century. A man called Otis and his son collect unwanted babies from mothers and promise to send them to a good orphanage, the Coram Hospital. However, Otis is a dishonest man and quite often these babies die. The book also tells us about two boys who don't have parents: Toby and Aaron, and what they decide to do.

It is a book full of love, unfriendly people and it is very exciting. The chapters are about the right size, and to anyone who finds it slow at the beginning, I say just keep on reading, you won't be disappointed.





"Bitter Fruit" (the author is Brian Keeney) is about Rebecca and her family. Rebecca is a teenager girl. She often disagrees with her parents. Once on a very bad day she tells her father that she hates him. These are the last words she says before he dies. This is the story of how she lives on after her father's death. The beginning of the book is slightly too long, and I didn't want to read on. However, it gets better and by the end I liked it very much.

2 **Work in groups of four. Choose a book and write a review. Use the following plan.**

Step 1

Choose the book you want to review. Answer the questions.

Step 2

Decide what information you want to use in the introduction, main part and conclusion.

3 **Stick your reviews on the wall. Read the reviews and choose the best book to read. Explain why you would like to read it.**

What's the title?
What genre is it?
Who is the author?
When was it published?
Has it won any awards?
Is it a best-seller?
What is the book about?
Who are the main characters?
How does it start?
What happens then?
Why do you like/dislike it?
Would you recommend it to others?

The Secret

by Arthur C. Clarke



Henry Cooper was on his second visit to the moon, and sending back daily reports to the United Nations Space Administration.

Cooper had already visited and written about the famous place where the first men had landed on the moon. But that now belonged to the past, like Columbus's voyage to America. What interested Cooper now was the future.

When he had come, everyone had been very glad to see him; he could go anywhere he liked and ask any questions he wanted. UNSA had always been friendly towards him because the reports he sent back to earth were accurate.

But now he had a kind of strange feeling that something was wrong somewhere, and he was going to find out what it was. He reached for the phone and said, "Please get me to the Police Office. I want to speak to the Chief Inspector."

He met Chief Inspector Chandra Coomaraswamy next day. Cooper had known him for many years and for some time they talked about old friends and old times.

Then Cooper said, "You know everything that's happening on the moon, Chandra. And you know that I'm here to write a number of reports for UNSA. So why are people trying to hide things from me?"

It was impossible to hurry Chandra. He went on smoking his pipe until he was ready to answer. "What people?" he asked at last.

"Well, I've noticed that the Medical Research Group is avoiding me. Last time I was here everybody was very friendly, and gave me some fine stories. But now I can't even meet the research boss. It really worries me. Is there some kind of new, killer disease?"

There was a long silence. Then Chandra said, "I'll start asking some questions. I don't like it either."

The call came two weeks later. "Henry? Chandra here. Can you meet me in half an hour at Airlock Five? Good. I'll see you there."

Cooper knew Airlock Five meant that they were going outside the city. Chandra had found something.

As the moon car drove along the rough road from the city, Cooper could see the earth. It threw a bright blue-green light over the hard, ugly land of the moon. Cooper thought that it was difficult to see how the moon could ever be a nice place. But if humans want to know nature's secrets, they must live and work in places like these.

The car turned off to another road and soon they came to a shining glass building. There was another moon car, with a red cross on its side, parked by the entrance.

Soon Cooper was following Chandra down a long hall, past laboratories and computer rooms, all empty on this Sunday morning. At last they came into a large room, which had all kinds of plants and small animals from earth. A short, grey-haired man was waiting there. He was looking very worried and very unhappy.

"Dr Hastings," said Coomaraswamy, "Meet Mr Cooper." He turned to Henry and added, "I've asked the doctor to tell you everything."

The scientist was not interested in shaking hands or making polite conversation. He walked over to one of the containers, took out a small brown animal, and held it out towards Cooper. "Do you know what this is?" he asked unsmiling.

"Of course," said Cooper. "A hamster – scientists use them in laboratories everywhere."

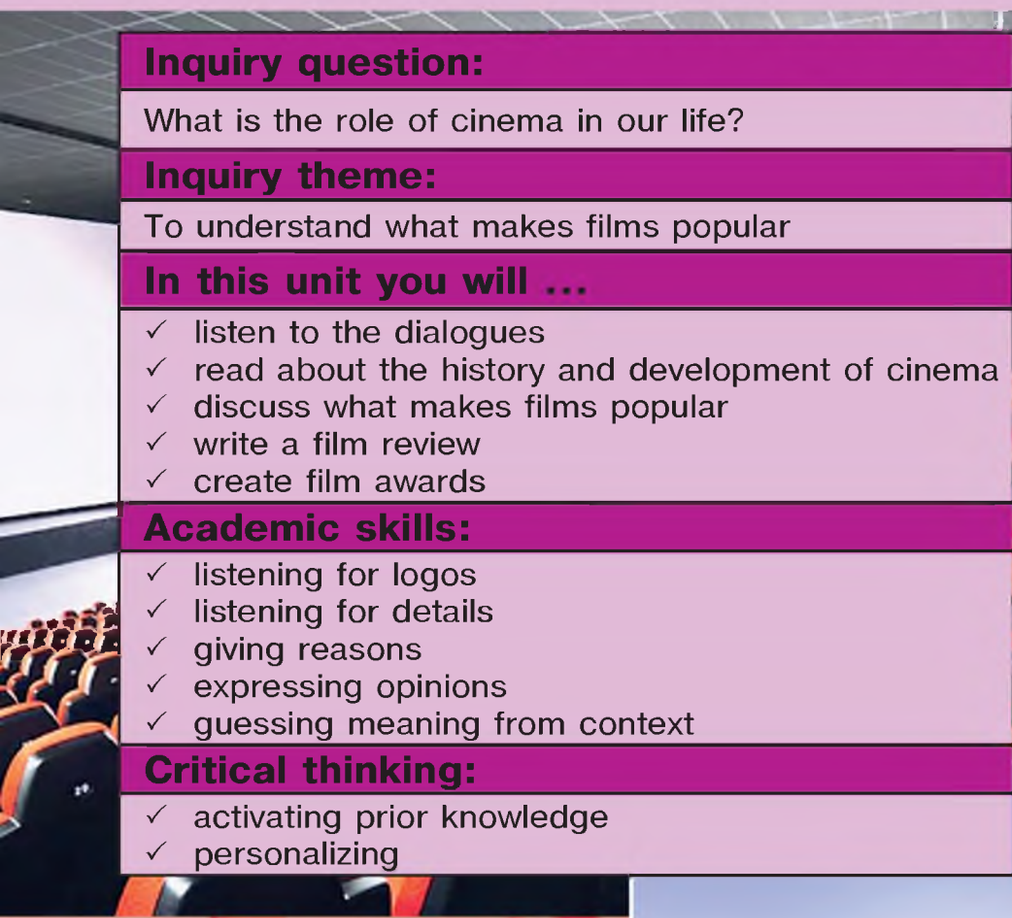
"Yes," said Hastings. "A perfectly normal hamster. But this one is five years old."

"Well? What's strange about that?"

"Oh, nothing, nothing at all ... but usually hamsters live for only two years. And we have some here that are nearly ten years old."

For a moment no one spoke. Then Cooper whispered, "My God – you've found the way to make life longer!"

UNIT 5 Cinema





Inquiry question:

What is the role of cinema in our life?

Inquiry theme:

To understand what makes films popular

In this unit you will ...

- ✓ listen to the dialogues
- ✓ read about the history and development of cinema
- ✓ discuss what makes films popular
- ✓ write a film review
- ✓ create film awards

Academic skills:

- ✓ listening for logos
- ✓ listening for details
- ✓ giving reasons
- ✓ expressing opinions
- ✓ guessing meaning from context

Critical thinking:

- ✓ activating prior knowledge
- ✓ personalizing



LESSON 1 History of the cinema

1 **Work in pairs. Think when the cinema began and how it is made.**

2a **Work in pairs. Match the words to explanations.**

2b **Work in pairs. Read and put the texts in order.**

b With this machine it was possible to take many photographic images on a film one after the other and display them very quickly producing a moving image. Then inventors around the world began to develop cameras that could record multiple frames in 1 second and the cinema was born!

a The very next year Thomas Edison, founder of the Edison Laboratory and inventor of the light bulb, wanted to use this machine. He immediately asked his company's photographer William Dickinson to create a machine that would allow seeing more than just 12 images in succession. William Dickinson's idea was revolutionary – the kinetoscope.

c The story of the movies began in the 1870s with Edward Muybridge. He was one of the pioneers of photography, and he is called the father of the moving image. He met a man named Leland Stanford, who asked if it was possible to see the moment when all four feet of a horse were in the air during a gallop?

d In order to do this, Muybridge set up 12 cameras along the racetrack. Then he took the 12 images from the racetrack. These images could be viewed in succession on a machine Zoopraxiscope that he had invented. That made it seem like the images themselves were moving. It was the first step to motion pictures as we know it.

2c **Read and say True, False or Not Given.**

1) Edward Muybridge is the father of photography.
2) Leland Stanford liked horse riding.
3) Muybridge put 12 cameras to have 12 images from the racetrack.
4) The kinetoscope was invented by Thomas Edison.
5) Dickinson created a machine that could show 24 images in succession.
6) When you are watching a movie, it is actually many photographs one after the other.



3a **Work in pairs. Listen and say whether this text is a review, biography or autobiography.**

3b **Listen one more time and choose the correct answer.**

1) Charlie Chaplin was born on April 16/December 25.
2) He was very famous in feature/silent movies.
3) He started working when he was 5/15.
4) His brother's name was Tramp/Sydney.
5) Chaplin became the first actor who appeared in the film City Lights/on the cover of Time magazine.

4a **Work in pairs. Look at these words. Do they describe positive or negative reactions? Write (+) for positive, (-) for negative.**

exciting, terrible, silly, frightening, uninteresting, boring, stupid, strange, interesting, funny, romantic, entertaining, fantastic, emotional

4b **Complete the sentences with the adjectives in 4a.**

4c **Work in groups of three. Use some of the adjectives above to describe films you know.**

e.g. A: I saw The Lord of the Rings yesterday. I liked it because it's fantastic.
B: I agree. I think it's exciting!
C: Oh, I don't agree/disagree. I think it's boring.

Remember:

I like this film but it's very **frightening**.
The film **made him emotional**.

LESSON 2 What kind of films do you like?

1 **Play Find Someone Who.**

e.g. Have you ever seen a horror film?

Have you ever ...
1) (see) a horror film?
2) (eat) popcorn in the cinema?
3) (leave) the theatre before the end of a play?
4) (meet) a film star?
5) (ask) for an autograph?

2a **Work in pairs. Read and match the texts with genres. Decide what genres these films are.**

a) drama b) action film c) comedy
d) adventure e) horror f) fantasy
g) science fiction

1) This type of movie is designed to make people laugh – a lot! They can be animated and they are often for the whole family. In this genre the plot is usually light, with the focus on the actors and funny situations.

2) This genre includes a very serious plot and it is about real or sometimes fictional people. The stories are usually about difficult situations, illnesses or disagreement between people.

3) These films are for adults and children. The themes are imaginative and plots are about helpful and friendly living things, castles, kingdoms and dragons. They are interesting because they have scenes with dangerous situations, adventure and real friendship.

4) These movies include the scenes that make people talk after the film has finished. Some typical elements of these movies include fights, car crashes and natural bad events. Like some other genres, the plot of this type of film is usually about a battle between good and bad.

5) These films are set in the future and might be about other planets, or just about the future of our planet Earth. These films often have many elements of adventure films. They show what might be possible in the future.

6) This genre is based on story-telling. Often combined with at least one other genre, such as action or science fiction, these films have a plot based on a journey or adventure. Common themes in these movies include time travel, historical time periods and sailing around the world and space.

7) These movies are made to frighten and make you scream and be afraid, very afraid! You will find many themes in these movies including monsters, such as Frankenstein, the paranormal, serial killers and others.

2b **Work in pairs. Talk about the films you have seen and liked. What genres are they?**

3a **Work in pairs. Match the words to their definitions. One definition is extra.**

a) ceremony b) origin c) winners
d) speech e) prize

1) A formal public talk
2) A formal public event
3) Something the thing came from
4) Something that winners get in the competition
5) Something you wear at the competition
6 Someone who is the first in the competition

3b **Listen and check.**

3c **Listen to the texts one more time and identify the true sentence. Explain why you think so.**



1) The name 'Oscar' is given by one of the director's uncle of the Academy.
2) During the first ten years nobody knew the results of the award before the ceremony.
3) The Oscar ceremony is one of the most famous ceremonies in America since 1929.



LESSON 3 At the cinema

1 **Work in pairs. Answer the questions.**

1) What is a film company logo?
2) What film company logos do you know?
3) Why do film companies use logos?

2a **Work in pairs. Match the films with the logos of companies where the films were shot.**

1) Spider-Man 2) Kung Fu Panda 3) Avatar
4) Jurassic Park 5) Harry Potter











2b **Listen and check.**

2c **Work in pairs. Listen one more time and say True or False.**

1) The current Warner Bros production company logo represents a white colour shield with 'WB' written inside it.
2) Warner Bros film company was founded by three brothers who were from Poland.
3) In the very first logo of the Columbia Pictures company there was a woman soldier with a shield and wheat in her arms.
4) In 1912, Carl Laemmle signed a contract with other studios and founded Universal Pictures.
5) Emil Kosa first created the 20th Century Pictures logo and then replaced the word 'Pictures' with 'Fox'.
6) A young boy sitting on a moon with a fishing rod is the Dream Works company's logo.
7) Steven Spielberg and other famous people created the Twentieth Century Fox company.

3a **Look at the Film Guide. Guess the new words. Check in the dictionary.**

Golden Mega Cinema
Film guide 1–10 March

Film	Fri – Sat		
Avatar	*16.30*	*19.30*	*22.00*
Robin Hood	*18.00*	*20.00*	*23.00*
The Lord of the Rings	*17.30*	*20.30*	*22.00*

Tickets

Adults: £8
Children (under 14), students: £5
Box office tel: 011548 357879
Book online at: www.gmc.co.uk

3b **Listen to the dialogue between Jenny and the ticket seller. Fill in the blanks.**

3c **Work in pairs. Make your dialogue.**

LESSON 4 How to choose a film to watch

1a Work in pairs and answer the questions.

1) How do you choose films to watch?
2) Do you read film reviews? Are they helpful to you?



1b Work in pairs or in groups of four. Read about the films and answer the questions.

1) Have you seen the films?
2) If so, why did you decide to see it/them?
3) If no, which film would you like to watch? Why?

Harry Potter is a boy who was brought up by his unkind Muggle (non-magical) aunt and uncle. At the age of eleven, half-giant Rubeus Hagrid told him that he was a wizard and that his parents were killed by a cruel wizard named Lord Voldemort. Voldemort also wanted to kill one-year-old Harry but his killing magic words did not work on Harry. It was strange and Harry became very famous in the Wizarding World as a result.



The Avengers is a film based on the superhero team. In the film a lot of heroes from old films take part: Iron Man, the Incredible Hulk, Thor, and Captain America. The heroes fight against Thor's brother Loki, who wants to be the leader of the world with the help of the space humanoid army. The film was successful and collected $1 billion in the world at one weekend. The film got the Academy Award for Best Visual Effects.

Home Alone is a 1990 American comedy film about an eight-year-old boy, who must take care of his home from two bad men when his family mistakenly leaves him at home alone on their Christmas vacation. The film received several prizes. Though some people did not like the film, Home Alone has become a holiday classic among children and adults.



2a Read the tips for writing a film review. Identify them in the film review.

1) First, start by giving basic information about the film. For example, the name of the film, where you saw it, actors, genre, etc.
2) Second, give an overview of the main plot of the film. (What the story is about.)
3) Third, give some interesting facts about the film. (Characters, special effects, music, dialogues)
4) Finally, give your opinion of the film.

Last week my friends and I went to the cinema to see Harry Potter and the Deathly Hallows Part 2.

This film is final in the Harry Potter series. The film finishes the story of Harry and his wizard friends, Ron and Hermione. In the film, Harry and his friends won the battle against their enemy Lord Voldemort.

Harry and his friends are grown-ups in this film, and we can see how brave they are. Although it is a film for teenagers, the special effects are fantastic and sometimes frightening! The film shows good lessons of bravery and loyalty. I saw all the films in the Harry Potter series and did not like all, but I enjoyed this film a lot.

2b Write a film review. Follow the tips for writing a film review.

2c Read your reviews to the class.

LESSON 5 What's the film like?

1a **Look up the meaning of the words:** biographical, dubbed, subtitled, legendary

1b **Work in pairs. Listen and choose the correct answer to the questions.**

Dialogue 1
1) When does the film start? 3pm, 6pm or 9pm?
2) At what time do they meet? 6pm or 5.30?

Dialogue 2
1) When do they go to the cinema? Saturday or Sunday?
2) What film are they going to see? Science fiction or action movie?

Dialogue 3
1) What sort of film is it? Adventure/Biographical/Horror?
2) Is the film subtitled or dubbed?

2a **Work in pairs. Match the characters from "Harry Potter" film with pictures.**

1) Cho Chang 2) Hermione Granger 3) Luna Lovegood
4) Victor Krum 5) Ron Weasley 6) Draco Malfoy
7) Harry Potter









2b **Work in pairs. Describe, listen and guess.**

A: Describe one of the people in 2a. Use the table.
B: Guess who it is.
e.g. He is a boy with big brown eyes. His nose is small. His ears are big. He is smiling. He has no hair. He is wearing a red suit.



S/he is a	tall short slim handsome beautiful	boy girl	with (a)	dark green blue big small long wavy round	moustache. beard. hair. eyes. mouth. ears.	face. tie. suit. blouse. shirt. earrings.

2c **Work in pairs. Write the name for each film character. Find out the meaning of the new words.**

1) ... – brave and lucky
2) ... – clever and hardworking
3) ... – shy and honest
4) ... – unfriendly and proud
5) ... – quiet and strange
6) ... – strong and successful
7) ... – helpful and open

2d **Work in pairs. Write four sentences with 'as ... as'.**
e.g. He is as honest as Harry. He is not as brave as Harry.

adventurous, lazy, brave, creative, hardworking, helpful, polite, talented, proud, open, shy, honest, ambitious, bossy, loyal, humble, courageous

3 **Work in groups of four. Describe people in your class and guess who they are.**

LESSON 6 Project

Work in groups. You are members of a movie club. You are going to create your own award.



1 Design the award you will give and give it a name.

e.g. Our award is called UzMTAs – Uzbekistan Movie Theatre Awards and it looks like this *(show a picture of your award)*.

2a Choose a film to give an award. Write a review of it.

Write about:

1) title
2) director
3) date made
4) country made in
5) main characters
6) the plot
7) your opinion about story/photography, characters, star rating



Alpomish
Director: Habibulla Fayziev
Music: Farrukh Zokirov
Actor: Azamatali Kalandarov



Pirates of the Caribbean
Director: Gore Verbinski
Music: Klaus Badelt, Hans Zimmer
Actors: Johnny Depp, Geoffrey Rush, Orlando Bloom, Keira Knightley, Kevin McNally



O'tkan kunlar
Director: Yuldosh Azamov
Actors: Ulmas Alikhujayev, Gulchehra Jamilova



Jumanji
Director: Joe Johnston
Music: James Horner
Actors: Robin Williams, Kirsten Dunst, David Alan Grier, Bonnie Hunt, Bradley Pierce, Jonathan Hyde

2b At the end of the review write which awards you are giving to the film.

e.g. The Best Actors award is given to ... for his/her role in ... .

Awards

Best Actor
Best Cameraman
Best Director
Best Actress
Best Visual Effects
Best Soundtrack

3 Present your review.



Brontë, Charlotte
(1816–1855)

Jane Eyre

by Brontë

Jane Eyre (originally published as Jane Eyre: An Autobiography) is a novel by English writer Charlotte Brontë, published under the penname "Currer Bell" on 16 October 1847. Jane Eyre follows the experiences of its eponymous heroine, including her growth to adulthood and her love for Mr Rochester. The novel revolutionized prose fiction by being the first to focus on its protagonist's moral and spiritual development through an intimate first-person narrative, where actions and events are coloured by a psychological intensity. Charlotte Brontë has been called the "first historian of the private consciousness", and the literary ancestor of writers like Proust and Joyce.

Jane, a 10-year-old girl, lives with her uncle's family because her parents are dead. Her uncle is always kind to her but his wife, Sarah Reed is not. Sarah's son John and Sarah's two daughters also hate Jane. They often try to hurt her. She is later sent to the Lowood Institution, a charity school, where she and the other poor girls have bad conditions of life. But in spite of that, she finds friends there and becomes strong.

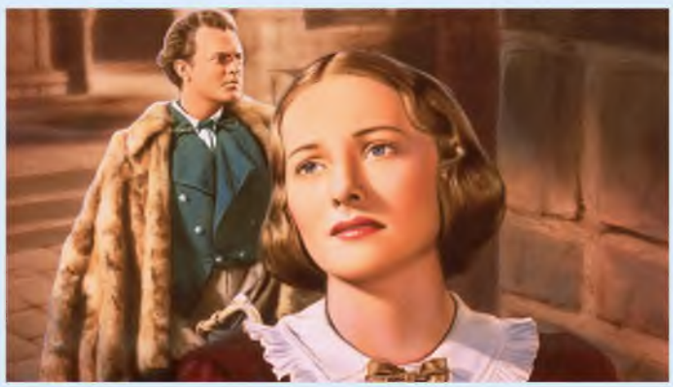
After several years as a student, she becomes a teacher at Lowood, but she dreams about how to leave this place. She finds work at Thornfield Hall, where she meets the master of the house, rich and proud Edward Rochester.

At Thornfield, Jane looks after young Adèle, the daughter of a French dancer who was living there. She meets a very kind woman, the housekeeper Mrs Alice Fairfax.

Jane loves Rochester. Rochester loves Jane too and wants to marry her. However, on their wedding day, Jane learns that Rochester cannot legally marry her, because he already has a wife, Bertha Mason, who has gone mad and is locked away on the third floor because of her illness. Jane now understands the strange noises that she heard in the house. Rochester was not honest with Jane but he loves her. He suggests joining him and going to France together, where they could live as husband and wife. But Jane does not want to live against the law. She has her rules of life and she leaves Thornfield.

Jane is taken in by people she later discovers are her cousins. One of them is St. John, a religious man. He gives her a job and soon wants to marry her and take her to India. At first Jane agrees to leave with him but not as his wife.

Just then, she always hears a strange voice of Rochester in her mind. Jane returns to Thornfield and finds the house burned, set on fire by Rochester's wife, who then jumped to her death. Rochester tried to save her, but was blinded. Jane and Rochester are happy to be together and they get married. Rochester later has the ability to see again, and the couple have a son.



Jane Eyre was used in various films, TV and stage plays, including a 1943 movie that starred Orson Welles as Rochester and Joan Fontaine as Jane.

UNIT 6 World of music

Inquiry questions:

What is the role of music? What is the relationship between music preferences and personality?

Inquiry theme:

To understand what the role and future of music is

In this unit you will ...

- ✓ listen and identify different styles of music
- ✓ read about the history of music players
- ✓ use signal words for steps in a process (First ... then ... after that ...)
- ✓ discuss the influence of music on development of personality
- ✓ discuss the role and importance of national music
- ✓ create a pie graph

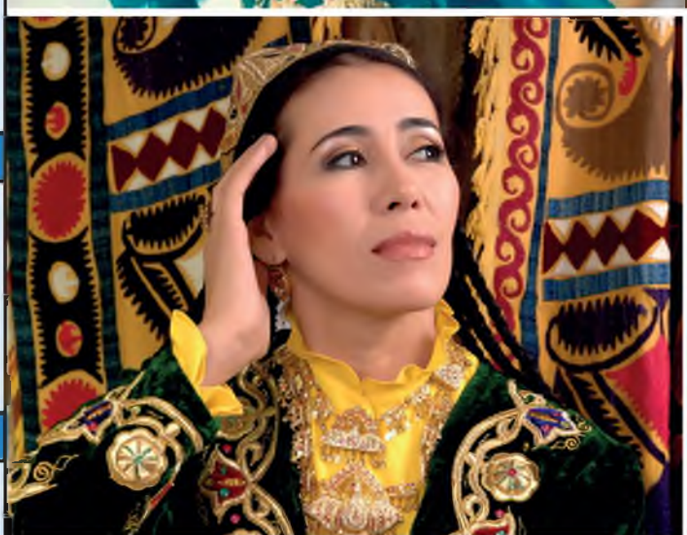
Academic skills:

- ✓ listening to understand emotion
- ✓ giving examples
- ✓ giving sources of information
- ✓ expressing opinions
- ✓ understanding quotes
- ✓ completing a T-chart

Critical thinking:

- ✓ activating prior knowledge
- ✓ thinking about pros and cons







LESSON 1 How does music make you feel?

1a **Work in pairs. Say how many genres of music you know.**

1b **Work in pairs. Listen and match.**

a) jazz	c) rap	e) heavy metal
b) pop	d) hip hop	f) country/folk
		g) classical

2 **Work in pairs. Answer the questions.**

a) When did music first appear?
b) How does music affect people?
d) Why is music especially important for kids?
e) Can we communicate with music?
f) How to better understand the language of music?



Did you know that music is part of what makes humans human? Every culture makes music. Musical instruments are amongst the oldest man-made objects ever found. For example, there are flutes around 37,000 years old and perhaps even older!

Scientists have recently discovered that music affects many parts of our brain very deeply. Try to sing 'Happy Birthday' or any song you like and you will understand. Music gets under your skin. It creates strong feelings and memories. How does it make you feel?



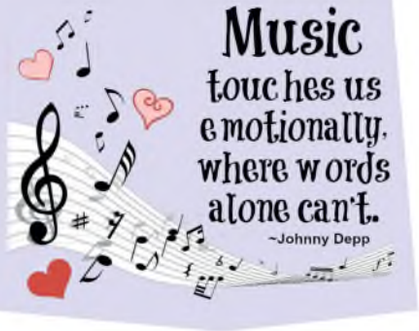


The more we learn about music, the more we will be able to say what we want to say in music. In other words, the more we learn about music, the more we will be able to say things that we cannot say in words.



Children's brains are developing. That means children are much more ready to hear new things than adults. Many adults think that certain types of music (for example, classical music) are not for children. In fact, the opposite is often true. If an adult has not heard a particular type of music in childhood, then they will not normally like that music as an adult.

The more types of music children hear, the more types of music they will like as adults and the more they will listen to. And the more types of music they will listen to, the more they will understand about the essential language of music itself!



3a **Work in pairs. Listen to the text. Match the headings (a–c) and paragraphs (1–3).**

a) Get a better score and remember more
b) The right music to study better
c) Music against stress and pain

3b **Listen one more time. Write true (T), false (F) or not given (NG).**

4a **Work in pairs. Complete a T-chart.**

4b **Work in groups. Ask and answer.**

e.g. A: What music do/don't you like? How does ... (pop) music make you feel?
B: I like pop music because it makes me happy. / I don't like rock music because it makes me want to shut my ears. And what about you?

want to shut my ears, want to dance, remember good things, want to sing, think about nature

Remember:
This music makes me/you/him/her/us/them happy.
This music makes me/you/him/her/us/them want to dance.

LESSON 2 Uzbek national music

1 Work in pairs. Match the words and explanations. Repeat the new words.

1) vocal *(adj)*	a) someone who stands in front of musicians and controls their performance
2) cycle *(n)*	b) involving voice, especially in singing
3) to stage *(v)*	c) a series of events repeated again and again, always in the same order
4) a conductor *(n)*	d) to organize a performance of music or a play

2a Work in pairs. Answer the questions.

1) Since when is Uzbek professional music known?
2) Was Alisher Navoi a poet or a musician?
3) What is "makom"/"shashmakom"?
4) Who was Mukhtor Ashrafi?
5) Are the traditions of Uzbek national music supported?

2b Work in pairs. Read and check your answers. Put the verbs in the passive voice.

Uzbek professional music (1) ... (know) in the 15th century by its famous musicians Usto Kul-Muhammad, Shaikhi-Na'i and the poet Abdurakhman Jami. The great poet Alisher Navoi was not only a musician but also a composer of some pieces of music.

The genre makom stands at the top of Uzbek professional music of oral folk tradition. National instruments "doira" and "tanbur" (2) ... (play) in this genre. Makoms are instrumental and vocal musical pieces performed together as a cycle.

The Shashmakom consists of six makoms and it is the highest step of the musical culture of Uzbek people.

The tanbur-player Pakhlavon Niyoz-Mirzaboshi from Khorezm invented writing for Uzbek national musical instruments. Later it (3) ... (bring) into practice. Early in the 20th century, the first national opera "Layli and Majnun" by U.Gajibekov (4) ... (stage) in Tashkent.

Great Uzbek musicians Tukhtasin Jalilov, Muhitdin Kori-Yokubov and Yunus Rajabi developed the new forms of Uzbek national music and applied them to the traditional makoms. They (5) ... (use) in music for national musical instruments and philharmonic orchestras.



The development of modern Uzbek national music (6) ... (make) by the famous composer and conductor Mukhtor Ashrafi. Many of his compositions (7) ... (base) on Uzbek and Tajik folk songs.

Ulugbek Musaev is the author of the ballet "Tumaris", which (8) ... (base) on the ancient legend about the fight of the Massagetian queen against the Persian army. Among the most famous philharmonic composers is Uzbek composer Rustam Abdullaev.

Today the traditions of Uzbek national music, folk melodies and songs (9) ... (teach) at musical colleges and at Tashkent State Conservatoire.

3a Work in pairs or in groups of four. Answer the questions.

1) What do you think about Uzbek national music?
2) Where can you listen to Uzbek national music?
3) What kind of music is popular in the place where you live?
4) Have you been to any concert lately? What kind of music was there?
5) Who are the most famous Uzbek singers/bands?

3b Make a report.

LESSON 3 Classical music? It's great!

1 **Work in pairs. Give the equivalents for these proverbs in your mother tongue.**

So many men, so many minds. *(British)*
From a broken violin do not expect fine music. *(Greek)*
Music speaks louder than words. *(African)*
Music is the best cure for a sad mind. *(Latin)*

2 **Work in pairs. Listen and take notes.**

3a **Work in pairs. Answer the questions.**

1 What is classical music?
2 How is classical music different from other genres of music?
3 Why do people love classical music?

3b **Read and check your answers.**



Classical music has been composed by musicians who were taught how to write it and they wrote it down so that other musicians can play it.
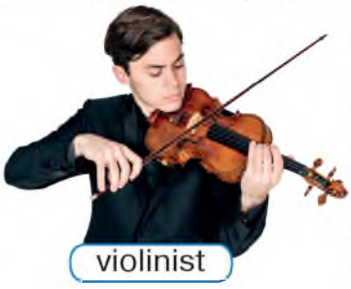
Classical music differs from pop music because it is not made just in order to be popular for a short time. It is different from folk music which is generally made up by ordinary members of the society and learned by future generations by listening, dancing and copying.

It is a genre that beautifully expresses every imaginable emotion and tells so many brilliant stories throughout history. Playing classical music to young children has been proven to help with their cognitive development, to develop their imagination, and also to produce a calming effect.

4a **Write down the new words. Listen and repeat.**


cellist


saxophonist


violinist


orchestra

4b **Work in pairs. Listen to what great young musicians say about classical music and match the people with sentences.**

People	Classical music ...
1) Lauren Zhang, pianist	a) ... makes people be creative.
2) Sheku Kanneh-Mason, cellist	b) ... is social and helps find real friends.
3) Jess Gillam, saxophonist	c) ... helps express ourselves and it's an electric feeling.
4) Laura van der Heijden, cellist	d) ... makes us curious and open-minded. It's challenging.
5) Jennifer Pike, violinist	e) ... is international and helps be patient with yourself.
6) Nicola Benedetti, violinist	f) ... is emotional and it's a way of expressing things. It always gives something to everyone.

5 **Work in pairs or in groups of four. Answer the questions.**

e.g. I don't mind listening to classical music from time to time.

1) What do you think about classical music?
2) Have you ever been to opera/ballet/concert?
3) How did you feel?

hate--don't like--don't mind--like--really like--love

LESSON 4 What about going to the concert?

1 **Work in pairs. Read and match.**

2a **Work in pairs. Look up the new words. Listen and repeat.**

stage set, good and evil, choreography

2b **Work in pairs. Read and find an appropriate concert for each person.**

e.g. Sevara should go to ... because she likes ...

1) Sevara goes to a dance club. She wants to be a professional dancer. She likes modern choreography.
2) Alisher likes classical music. He plays the piano, and Beethoven is his favourite composer.
3) Natasha likes pop music but her mother is teaching her to listen to classical music. She has promised to take Natasha to the opera to listen to Italian opera.
4) Sohib is studying dancing. Next year he is going to study at the Moscow Ballet School for one year. He is very proud because it is a very good dance school.


Natasha


Alisher


Sohib


Sevara

Spartacus

This famous ballet by the Russian choreographer Yuri Grigorovich with music by Aram Khachaturian is one of the best classical ballets of the 20th century. The battle for freedom and love between good and evil in ancient Greece is presented by famous dancers. You will enjoy the new costumes and stage sets.

Navoi Opera and Ballet Theatre
Opening Night: March 1st 7p.m.

New Season in a new home

The National Philharmonic Orchestra begins its new season with the amazing sounds of classical masterworks and popular favourites. The music director will begin the season with a programme of Bach, Beethoven and Chopin.

Music Conservatoire
March 1st 7 p.m.

Ailey II

One of today's most dynamic dance companies, the legendary American Dance Theatre is known for its dramatic choreography and energetic movement. Great modern music too. Don't miss this great opportunity to see modern American dance!

Turkiston Concert Hall
March 15th 8 p.m.

Madame Butterfly

Puccini's Madame Butterfly, one of the world's best-loved operas, returns to the Navoi Theatre. Puccini created one of the greatest roles in opera for his favourite heroine, Butterfly (Cio Cio San), and her love story. Superb singing, wonderful orchestra, beautiful sets, excellent costumes.

Navoi Opera and Ballet Theatre
March 15th 6 p.m.



2c **Work in pairs. Choose a genre of music and write a dialogue.**

e.g. **A:** What music do you like?
B: I like pop music because it makes me want to dance. I like modern dancing.
A: How about going to Turkiston Concert Hall to see American Dance Theatre?
B: Good idea.

How about/What about going to ..., why don't you go to ..., If I were you, I would go to ...
Good idea./I'd love to./Yes, why not?/Let's go.

3a **Work in pairs. Listen and say where you would like to go and why.**

3b **Work in pairs. Write a dialogue.**

LESSON 5 What is the future of music?

1a **Work in pairs. Read and explain the bold words.**

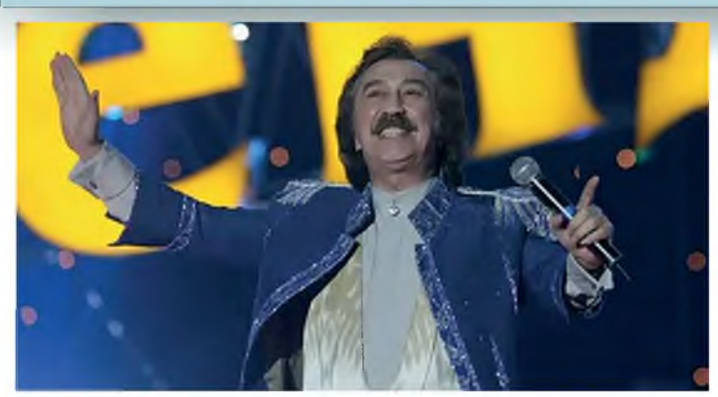
How do musicians become famous?

Not all musicians become famous but some do. First, they **form a band** and practise a lot. Then they think of some good **lyrics** and music for a song. After writing the song, they go to a recording **studio** to record the song. Then they **release a single**. If the song is a **hit**, it could go to number one and then they become famous. After that, the band should **release an album** and go on a tour so that they can **play live** for their fans.

1b **Work in pairs. Read and say where the text is taken from.**

Yalla (Cyrillic: *Ялла*; pronounced [jʌlˈlɑː] in Uzbek) is a folk rock band from Uzbekistan. Formed in the early 1970s, Yalla went on concert tours in Europe, Africa, Asia and Latin America, including performing at the "Voice of Asia" festival. The most famous song of Yalla was "Uchkuduk", and it was the most popular hit in the 1980s.

The leader of the band is Farrukh Zokirov. Their music mixes traditional folk tunes and poetry of Uzbekistan and other Central Asian and Middle Eastern cultures, along with modern pop and dance music, into a unique international blend. They perform songs in more than 10 languages, including Arabic, Persian, Hindi, Nepalese, French, as well as Uzbek and Russian. Yalla is still very popular in Uzbekistan. Some new hits came out, such as "Uzbekistan" and some more.





1c **Work in pairs. Write about Yalla. Use the words 'First, then, after, after that'.**

2a **Work in pairs. Look at the dates of music player history and match the dates to events.**

1) 1877	a) a gramophone became a common name in the UK
2) 1887	b) the phonograph was called a gramophone
3) 1890s	c) a tape recorder was called a record player
4) 1910	d) the first phonograph was invented
5) 1930	e) a tape recorder which records and plays sounds using magnetic tape appeared
6) 1940	f) the phonograph cylinders were changed to flat discs

2b **Work in pairs. Listen and check your answers.**

3 **Work in pairs. Answer the question.**

What do you think the future of music is?

LESSON 6 Project

Project 1

1a **Work individually. Complete your column in the table.**

Test your music style

style of music	your score	group score
classical music	***e.g.*** *15%*	
jazz		
pop		
heavy metal		
rap		
country/folk		
national Uzbek		
dancing music		
hip hop		

1b **Work in groups. Complete the table with the group score. Make a pie graph.**

1c **Write the description of the pie graph.**

e.g. There are ... pupils in our group. We have made a research work about the styles of music we like listening to. The graph shows that the most popular style is ... . Most pupils think it makes them ... . We also like ... .

Project 2

Write a short text about your musical hero.

Writing about a musical hero

Step 1 Plan

Make notes about the person you are going to write about.

Step 2 Write

Write a first version using your notes. Write four paragraphs.

- name, when/where born, job(s)
- when he/she became famous, main achievements
- other achievements/interests
- why you admire him/her

Step 3 Check

Check your writing for errors. Check you have used time expressions.

Step 4 Write

Write the final draft.

HOME READING

Music for the Clouds



There was once a very small country that had problems of long periods without rain. It had gone so long without rain that the people there were starting to go hungry because of the bad harvests.

It just so happened that a group of musicians were travelling the country, trying to make a living from their concerts. But with so many problems in the land, no one felt like listening to music.

"Music can help solve any problem," said the musicians. But no one paid them the smallest attention.

So the musicians tried to find out the reason it wouldn't rain. It was very strange, because the sky was cloudy. But nobody could answer this question.

"It's been cloudy like this for many months, but not a single drop of rain has fallen," people would tell them.

"Don't worry," said the musicians, "we'll bring rain to the country."

They began rehearsing for a concert at the top of the highest mountain. Everyone who heard the music was interested and went up the mountain to see what was happening there. The conductor of this strange orchestra gave the order, and the musicians began to play.

From their instruments came small, playful musical notes, that rose and rose into the clouds. The music was so joyful, happy and fun, and the notes started playing with the clouds' soft, white bellies, running here and there, up and down, and the whole sky turned into one big playground. Soon after that, the giant clouds were thundering with laughter.

The musicians continued playing joyfully and a few minutes later the clouds started crying with laughter, and soon it was pouring with rain. The clouds above the little country cried with their beautiful tears, bringing happiness to all.

And since that time that musical rain stayed in the memory of everyone. Each person in the land learned how to play an instrument and, taking turns, would go up the mountain every day to bring joy to the clouds with their beautiful songs.

Drums in Space

Brenda Bongos was a happy, artistic girl, a girl with one big ambition – to play the drums in a band. To be good enough to play in a band Brenda had to practise a lot, but she lived next-door to a lot of old people – many of them sick. She knew that the sound of beating drums would really get on their nerves.

Brenda was a very good and kind girl. She always tried to find a way of practicing her drums without bothering other people. So, she had tried playing in strange places like a kitchen, an attic, and even in a shower. She spent most of her time playing on books and boxes.

One day, while watching a science documentary on TV, she heard that sound cannot travel in space, because there is no air. At that moment, Brenda Bongos decided to become a sort of musical astronaut. Brenda built a space bubble. Inside there was a drum kit and a chair. Brenda got into the space suit she had made, entered the bubble, turned on the machine, and...

She played those drums like a wild child!

It was not long before Brenda Bongos – 'The Musical Astronaut' – had become very famous. Finally, Brenda was a real musical astronaut, and had gone far beyond her first ambition of playing drums in a band.



Years later, when they asked her how she had achieved all this, she said, "If those old people next-door didn't mean so much to me, it wouldn't happen."

UNIT 7 Science and technology



Inquiry questions:

How science changed people's lives?
What are some machines that make life easier?

Inquiry theme:

To understand how science and technology improve the quality of our life

In this unit you will ...

- ✓ listen and identify different facts
- ✓ read about the history of science and famous scientists
- ✓ discuss how science and technology make our life easier
- ✓ make a presentation about the most important/useful invention

Academic skills:

- ✓ listening for details
- ✓ using timeline
- ✓ understanding main ideas of paragraphs
- ✓ expressing opinions
- ✓ understanding quotes
- ✓ using modal verbs: must, may, might, could to express uncertainty, certainty and possibility

Critical thinking:

- ✓ activating prior knowledge
- ✓ thinking about pros and cons

LESSON 1 Everyday inventions

1a **Work in pairs. Put in order.**


a

The first electronic computer


c

The first quartz clock


e

The first piloted helicopter


i

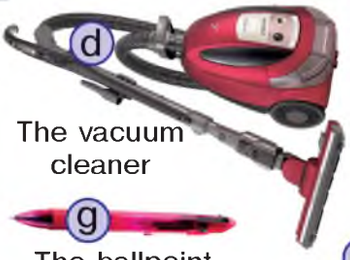
The first video tape recorder


j

The post-it note


b

The microwave oven


d

The vacuum cleaner

g

The ballpoint pen


f

The pop-up toaster


h

Scotch tape


k

The air conditioner


l

The tractor

1b **Work in pairs. Read and choose.**

1) The vacuum cleaner was patented by
   a) Hubert Booth b) Lewis Strauss
2) The air conditioner was invented by
   a) Willis Carrier b) Simon West
3) A tractor was invented by
   a) Frank Abbot b) Benjamin Hot
4) The first piloted helicopter was invented by
   a) Paul Cornu b) Andrew Rolin
5) The pop-up toaster was invented by
   a) James Bowels b) Charles Strite
6) The first quartz clock was developed by
   a) Warren Morrison b) Matt Jewel
7) Scotch tape was patented by
   a) Trevor Carty b) Richard G. Drew
8) The ballpoint pen was invented by
   a) Ladislo Biro b) Ari Hernandez
9) The first electronic computer was built by
   a) John Atanasoff and Clifford Berry
   b) Tyson Rode and Scott Shelton
10) The microwave oven was invented by
    a) Troy Howling b) Percy Spenser
11) The first video tape recorder was invented by
    a) Norikazu Sawazaki b) William Lukas
12) The post-it note was invented by
    a) Arthur Fry b) Steven Lefal

2a **Look and say how often we use these things?**









2b **Listen and tick True or False.**

How much do you know about the history of the umbrella?

		True	False
1	People first used umbrellas in places like India, Egypt and China.		
2	At the beginning, only rich and important people used umbrellas.		
3	The British were the first to use umbrellas in the rainy weather.		
4	The British people started using umbrellas 400 years ago.		
5	Women in Europe did not like umbrellas. Only men used them.		
6	The British traveller Jonas Hanway invented an umbrella.		
7	The first umbrella shop opened in London.		

3 **Work in pairs. Write five sentences.**

e.g. The vacuum cleaner is used for cleaning the floor.

LESSON 2 What is science?

1a Work in pairs. Think about what science is. Answer the questions.

1) What language does the word "science" come from? What does it mean?
2) What does science learn about?
3) What is science based on?
4) What are "branches" in science?

1b Work in pairs. Read and check your ideas.

2a Work in pairs. Find the meaning of the new words.

universe, matter, react, the Big Bang, model

2b Work in pairs. Read and match the texts with headings. One heading is extra.

a) Many universes b) What is dark matter? c) Other kinds of life d) End of the universe e) The shape of the universe f) How the universe was born

1) This is really a simple puzzle. Are there other types of life out there in the universe? Frank Drake, an astrophysicist, thinks that if only one in billion planets has living things, then there **must/may** be over 6 billion planets with living things on them. Enrico Fermi, however, says that if life is that usual, then why we have not had any signs of other kinds of life in the universe.

2) Astrophysics knows a lot about what our universe consists of. But in fact, we can only see about 4% of the universe. The models of the universe show there **must/might** be a lot of matter which we do not see or "dark matter". This word means that we have no idea of what it is. It is made of different type of matter and it reacts with light and other matter in a different way.

3) The astrophysicists think there **could/must** be many universes, which are in the same space and time as our universe. These universes **may/must** have their own history and laws of physics. This is not a fact for the moment, but some day it **may/must** be possible to travel to the other universe to your favourite singer's concert.

4) How did the universe begin? The universe includes everything that we know, including time. But what was there before the beginning of the universe? Different studies talk about the "Big Bang", which started the universe from a single point. It happened around 13.8 billion years ago. But it did not simply appear from nothing. There was the Big Bang not in space but of space. The Big Bang created the universe. What started the Big Bang? Where did all the energy and matter come from?

5) There are several opinions about how the universe will die. There are several ways. According to the first idea, the universe will continue growing and, in the end, it will become a cloud of thin dust. Another way is that the universe will fall back into a single point, which may start another big bang. In general, nothing will happen to the universe for more than 20 billion years from now.

Written by Glen Taylor

2c Work in pairs. Read again and choose the correct modal verb: *must, may* and *could*. In which sentences can we see uncertainty, certainty and possibility?

3a Work in pairs. Ask and answer.

If you were an astrophysicist, what facts of the universe would you study?

e.g. If I were an astrophysicist, I would study ... because it has always been interesting for me to know more about it.

3b Play Chain Drill.

If you were an astrophysicist, what facts of the universe would you study?

e.g. A: If I were an astrophysicist, I would study ... because it has always been interesting for me to know more about it.

B: If I were an astrophysicist, I would study ... .

Remember:

13.8 billion – thirteen point eight billion

4% – four percent

LESSON 3 Looking into space

1a Work in pairs. Read the text and say how many paragraphs it has.

Isaac Azimov, a science fiction writer, once said: "I do not fear computers. I fear the lack of them." These days, most people cannot work without a computer. However, is it true that the use of computers is always beneficial?

Certainly, there are several advantages of using computers at work. First of all, they help people work faster. For example, typing on a computer is much faster than writing by hand and it can help you write without grammar mistakes. Moreover, people can organize their work better with a computer. They can save their work and organize their files into folders so that they can find what they need easily.

However, using computers at work also has some disadvantages. One disadvantage is that it is not safe to keep all your work on a computer. Documents can get lost if the computer stops working. Also, people are losing their jobs because computers take their place at work.

So, using computers can be both advantageous and disadvantageous. Despite the problems, however, I believe that they are an important tool at work and we should try to make the best of them.

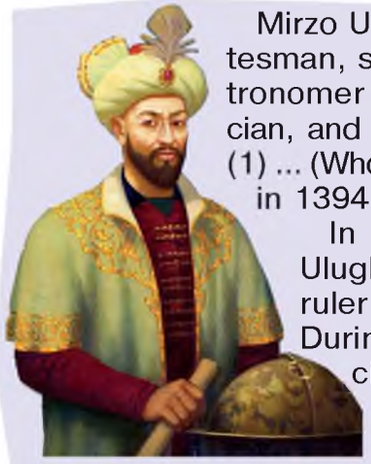
1b Think of two reasons for and two reasons against using computers at work. Compare your answers with the reasons given in the article.

1c Write which paragraph presents:

a) the disadvantages with reasons
b) the writer's opinion
c) the advantages with reasons
d) the topic

1d Match the arguments (1-4) and the reasons (a-d). Which are pros/cons?

2a Work in pairs. Pupil A: look at this page. Pupil B: look at page 59. Ask and answer. Complete the texts.



Mirzo Ulugbek was a statesman, scientist, great astronomer and mathematician, and a grandson of the (1) ... (Whose). He was born in 1394.

In (2) ... (When), Ulugbek became the ruler of Samarkand. During this period, the city was one of the world centres (3) ... (What kind) of the Middle Ages. There was a scientific school, great astronomers and mathematicians. There was built a (4) ... (What), which was the beginning of the architectural building of the Registan. Since young ages Ulugbek was interested in (5) ... (What). Later he built a special building for its time, the famous observatory. In (6) ... (When), Ulugbek created the catalogue of the sky, where (7) ... (How many) stars were described. In 1444, after thirty years of astronomical observations, the great astronomer created his scientific work – "Ziji Kuragoniy".

Nowadays, Ulugbek's scientific work is studied in (8) ... (Where) around the world. The great scientist made very important predictions in science.

2b Listen and check.

3a Work in pairs. Read and answer the questions.

3b Work in pairs. Choose one thing and write a similar text for an encyclopedia. Use the words.



(1) A compass, an instrument for finding directions on the earth, a needle (a thin piece of magnetic metal), 2000 years ago, ancient China, Earth's magnetic field, north, south



(2) A chair, a piece of furniture, 5000 years ago, ancient Egypt, a horizontal seat, a vertical back, attached, four legs, used for/in, made of, wood, plastic

3c Read your text to the class.

Remember:

the Sun/the sun
the moon the sky
on earth/the earth/Earth

LESSON 4 How techie are you?

1 **Work in pairs. Answer the question.**
Which of these things can you do with the equipment in the picture?
e.g. We can use a smartphone to take a digital photo.

take a digital photo, go online, play a video game, print a document, make a phone call, charge a mobile phone, scan a photo, post a comment, send an email, download/upload a video clip, store data, write a blog, read an e-book, plug in a memory stick


camcorder



e-book reader


HD TV


games console


digital photo frame



digital radio


hard disk recorder


smartphone


satellite TV

2 **Complete the sentences with the words.**

3 **Work in pairs. Read and give some advice.**
What electronic devices should these people buy?
e.g. If I were you, I would buy an e-book reader.
You don't need to carry your books with you.

1) I like books, but they take up too much space.
2) I want to listen to music while I'm walking to school.
3) I want to make a film of my granny's 90th birthday.
4) I love watching films on television. But I want a really clear and high-quality picture.
5) My mum is always getting lost in her car.
6) My laptop is a bit old, and quite heavy.


notebook


MP3 player


satnav (GPS)


tablet PC

4a **Work in pairs. Read and complete.**

Master of the Web

Tim Berners-Lee (1) *is/are* a world famous scientist and a great inventor. But (2) *are you knowing/do you know* what he invented?

Tim (3) *was/is* born in London in 1955. His parents (4) *was/were* both mathematicians and computer scientists. When he was a boy, his hobby was electronics. He liked (5) *play/playing* with different gadgets. He went to Emanuel School and then (6) *was studying/studied* physics at Oxford University from 1973 to 1976.

Tim (7) *worked/was working* at a large scientific laboratory in Geneva, Switzerland, when he (8) *was inventing/invented* the World Wide Web. He (9) *built/were building* the first Web browser and server in 1990. In 1991, he (10) *created/create* the first website. The first web page address was http://info.cern.ch/hypertext/WWW/TheProject.html, which had information about the WWW project.

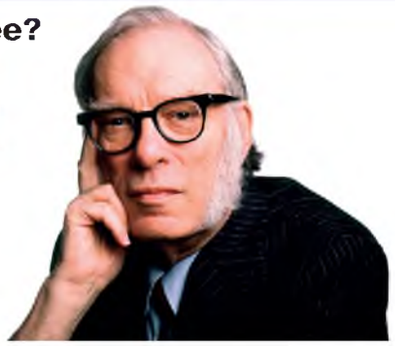
The World Wide Web (11) *didn't make/wasn't making* Tim rich. He gave his invention to the world so everyone can use it for free. He now (12) *work/works* at Massachusetts Institute of Technology in the USA and at the University of Southampton in the UK. He and his family (13) *live/are living* in America. Tim (14) *has/is having* many awards and prizes for his work. In 1999, Time magazine included him in its list of the 100 most important people of the 20th century. Queen Elizabeth II (15) *was giving/gave* him a knighthood in 1994, so he is now Sir Tim Berners-Lee. He (16) *is coming/came* first in a list of the top living cleverest people in 2007. So next time you look at a website, remember to thank Tim Berners-Lee!

4b **Read and complete the box.**

LESSON 5 Just like humans

1 Work in pairs. Think about this quotation. Do you agree?

"You just can't see a difference between a robot and the very best of humans." Isaac Asimov, "I, Robot"



Isaac Asimov

2a Work in pairs. Answer the questions.

1) What is a robot? What kind of robots do you know?
2) Are the robots dangerous/useful?
3) What is robotics?
4) Why are some robots made to look like humans?

2b Read and check your answers. Complete the sentences with the phrases.

a) to help people b) or do any other human activity c) make our lives much safer
d) It helps people e) On the engineering side

Robots are machines that make our lives easier; they also (1) ... . Robotics uses science and engineering together. (2) ..., engineers work with the design, construction, operation and use of robots, especially through computer system. On the scientific side, engineers study how a robot's design depends on how well it does its job. Robots can be used in many situations and for lots of aims, for example, (3) ... . But today many robots are used in dangerous situations, or where humans cannot live, for example, in space, under water and in high heat. Robots can have any form but some robots are made like humans in appearance. (4) ... be friendly to them. Such robots can walk, lift and carry heavy things, speak, (5) ... .

3a Work in pairs or in groups. Match the robots and pictures.

1) Atlas 2) ASIMO 3) FEDOR 4) Morpheus 5) BINA48 6) BEAR



3b Work in pairs or in groups. Match the robots and what they will do.

e.g. I think we will control the ... robot with our mind. It will be a good companion and help many people.

3c Listen and check.

4 Work in pairs. Read and answer the questions.

1) What is this advertisement about?
2) Who is it organized by?
3) Where does it take place?
4) Who can take part in this competition?
5) How many categories are there in the competition? What are they?
6) Are there any prizes?





LESSON 6 Project

1 **Work in pairs. Write the sentences.**



Mirrors

Make sentences with the verbs 'be, use, have, invent'.

1) Turkey 8,000 ago/people/stone mirrors
2) There/metal mirrors/China 4,000 years ago
3) 1835/Justus von Liebig, a German chemist/the modern mirror
4) Modern glass mirrors/silver/the back



Tin-cans

Make sentences with the verbs 'be, invent, make, produce'.

1) Peter Durand/England/first metal cans/1796
2) Forty years later/someone/the first can-opener
3) Now/square cans/for easy transportation
4) Every year/twenty billion cans/Britain

The post-it note

Make sentences with the verbs 'be, do, invent, sell, use'.

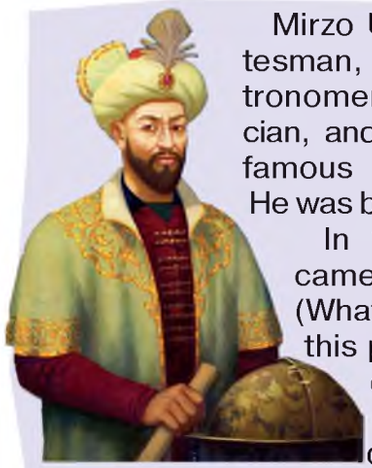
1) America/the post-it note/1970
2) Usually/an office worker/eleven post-it notes/every day
3) Now/600 different post-it note products
4) In 2000/artist/a drawing on a post-it note/and/for $1000



2 **Work in groups of 4/5. Make a presentation 'The most important/useful invention'.**

Unit 7•Lesson 3

2a **Work in pairs. Pupil A: look at this page. Ask and answer. Complete the texts.**



Mirzo Ulugbek was a statesman, scientist, great astronomer and mathematician, and a grandson of the famous ruler Amir Temur. He was born in (1) ... (When). In 1409, Ulugbek became the ruler of (2) ... (What/Where). During this period, the city was one of the world centres of science of the Middle Ages. There was a (3) ... (What kind) school, great astronomers and mathematicians. There was built a madrasah, which was the beginning of the architectural building of the (4) ... (What). Since young ages Ulugbek was interested in astronomy. Later he built a special building for its time, the famous (5) ... (What). In 1437, Ulugbek created the (6) ... (What), where 1018 stars were described. In (7) ... (When), after thirty years of astronomical observations, the great astronomer created his scientific work – "Ziji Kuragoniy".

Nowadays, Ulugbek's scientific work is studied in universities around the world. The great scientist made very important (8) ... (What) in science.

Amelia Earhart: First Woman to Fly Alone Across the Atlantic



Amelia Earhart was born in 1897 in Kansas. She was not a child of her times. Most American girls were taught to sit quietly and speak softly. They were not permitted to play ball or climb trees. Those activities were considered fun for boys. Amelia and her younger sister Muriel were lucky. Their parents believed all children needed physical activity to grow healthy and strong. Amelia and Muriel were very active girls. Other parents would not let their daughters play with Amelia and Muriel.

When Amelia was preparing to enter a university, World War One began. And Amelia was shocked by the number of wounded soldiers sent home from the fighting in France. She decided she would be more useful as a nurse than as a student. So she joined the Red Cross.

Amelia Earhart first became interested in flying while living in Toronto. She talked with many pilots who were treated at the soldiers' hospital. She also spent time watching planes at a nearby military airfield. Flying seemed exciting. But the machinery – the plane itself – was exciting, too.

After World War One ended, Amelia entered Columbia University in New York City. She studied medicine. After a year she went to California to visit her parents. During that trip, she took her first ride in an airplane. And when the plane landed, Amelia Earhart had a new goal in life. She would learn to fly.

One of the world's first female pilots, Neta Snook, taught Amelia to fly. It did not take long for Amelia to make her first flight by herself. She received her official pilot's license in nineteen twenty. Then she wanted a plane of her own. She earned most of the money to buy it by working for a telephone company. Her first plane had two sets of wings, a biplane. On June 17, 1928, the plane left the eastern province of Newfoundland, Canada. The pilot and engine expert were men. The passenger was Amelia Earhart. The plane landed in Wales twenty hours and forty minutes later. For the first time, a woman had crossed the Atlantic Ocean by air.

Amelia did not feel very important, because she had not flown the plane. But the public did not care. People on both sides of the Atlantic were excited to meet the tall brave girl with short hair and grey eyes. They organized parties and parades in her honour. Suddenly, she was famous.

Amelia Earhart became the first lady of the air. She wrote a book about the flight. She made speeches about flying. And she continued to fly by herself across the United States and back.

In the last years of the nineteen twenties, hundreds of record flights were made. A few were made by women. But no woman had flown across the Atlantic Ocean. She had become the first woman to fly across the Atlantic Ocean alone.

Purdue University provided Amelia with a new all-metal, two-engine plane. It had so many instruments that she called it the "Flying Laboratory." It was the best airplane in the world at that time.

Amelia decided to use this plane to fly around the world. She wanted to go around the equator. It was a distance of forty-three thousand kilometers. No one had attempted to fly that way before.

Amelia and three male crew members were to make the flight. However, a minor accident and weather conditions forced a change in plans.

Three hours after leaving New Guinea, Amelia sent back a radio message. The messages began to warn of trouble. Fuel was getting low. They could not find Howland Island. They could not see any land at all. The radio signals got weaker and weaker. Then there was silence.

American Navy ships and planes found nothing. Amelia Earhart and Fred Noonan were officially declared "lost at sea."

UNIT 8 Painting and sculptures



Inquiry question:

What do people want to say through paintings and sculptures?

Inquiry theme:

To understand why people from ancient times wanted to express themselves through art

In this unit you will ...

- ✓ listen and complete the table
- ✓ read about the wonders of the world
- ✓ read and identify genres of painting, true or false information
- ✓ discuss what people wanted to say through their paintings and sculptures
- ✓ write a picture review
- ✓ make a presentation about the person they would like to see in Madam Tussaud's museum

Academic skills:

- ✓ listening for details
- ✓ listening for specific information
- ✓ expressing opinions
- ✓ giving reasons
- ✓ guessing meaning from context

Critical thinking:

- ✓ recalling information
- ✓ categorizing information
- ✓ inferring
- ✓ activating prior knowledge
- ✓ identifying speculations
- ✓ understanding attitudes towards traditional and modern art









LESSON 1 What do they want to say?

1 **Work in pairs. Read and think what these quotations mean.**

"If I could say it in words, there would be no reason to paint." Edward Hopper
"The purpose of art is washing the dust of daily life off our souls." Pablo Picasso

2 **Work in pairs. Read and choose the best answer.**

4a **Work in groups of 4/5. Read and choose a course for each person. One course is extra.**

3a **Work in pairs. Listen to why people create art. Match the speakers and sentences.**

3b **Work in small groups. Give your ideas why people create art.**



Tim, Kathy, Paul, Wendy and Mary want to do an art course during their summer holidays. Read descriptions of eight short art courses. Decide which course would be the most suitable for them.



1) Tim has done a course about printing on paper. He would like to learn how to print on other materials. He also wants to produce something to take home and wear.

2) Kathy loves drawing and she wants a course to help her with her drawing skills. She loves fashion and she is interested in the latest styles of clothes, shoes and bags, because she wants to study this later at college.



3) Paul enjoys reading and making comic books. He thinks his drawings are not good and he doesn't want to display his work. He wants to learn how to draw superheroes and animals, and create adventures about them.



4) Wendy is good at making pictures and objects from different materials. She wants to visit an exhibition to get new ideas and learn how to use her love of sport in her designs at the course.



5) Mary is fond of drawing and also enjoys filming his friends on an old digital camera. She wants to develop this skill by learning to use modern equipment, and prepare for further study.

A *Fashion Design* This course is about different drawing techniques, including using inks and colour. You will draw models wearing designer fashions and sportwear. If you like fashion design and think your future is in this, then this course is for you!

B *Wild World Art* This course focuses on teaching drawing and painting. You will learn how to make a wall poster depicting animals to take home. We have a lot of picture books from galleries around the world to give you ideas! At the end of the course there will be an exhibition of everyone's work, too.

C *Create Magic* Do you want to know what your comic stories would look like on film? We are giving you a chance to find out! Bring your own comic drawings or prints, and the actions from your page will be transferred onto the screen! At the end there will be a film show of the best cartoons!

D *Colours Matter!* Come and enjoy making a bag for your school sports clothes! You will get lots of colourful wool and printed cotton. Choose the design and colour: your favourite football or hockey team colours will work. A trip to a gallery will help you get creative ideas in your designs.

E *Art! Art!* Use the latest technology to develop creative skills, like printing, photography, cartoons and movie-making. If you want to study these subjects at college, this course is for you! Good drawing skills are helpful on this course, and students' work will be put into a book.

F *Colourful World* Come and bring a clean white T-shirt for this fun course! You will learn how to transfer a picture onto your T-shirt with printing inks and paints. You will create a special artwork that you can put on for everyone to enjoy and admire!

4b **Report.**

LESSON 2 What's this museum famous for?

1a Work in pairs. Think what you can see in a museum.

1b **Work in pairs. Match the words and explanations. Listen and repeat the new words.**

1) craftsman	a) the art of making beautiful handwriting, often with a special pen or brush
2) fine art	b) a very small painting
3) applied art	c) the study or collection of coins, tokens, paper money and related objects
4) calligraphy	d) art where beautiful paintings and sculptures have no practical use
5) lacquer	e) liquid that is painted on wood or other material
6) miniature	f) art which is designed to serve a useful purpose
7) porcelain	g) cups, plates and other things which are made of special ceramic material
8) numismatics	h) someone who uses special skill to make things

2 Work in pairs. Read and put the phrases in the correct place.

a) ... only at the end of the 20th century it appeared again
b) Uzbek miniature paintings ...
c) Today, lacquered items are not only ...
d) The favourite subjects of the artists ...
e) That is why craftsmen started including ornaments, patterns and calligraphy.

Uzbek craftsmen of fine arts have always been famous for their talent, which is shown in decoration of beautiful palaces, mausoleums and other religious buildings. Islamic traditions of the 9th century did not allow drawing people and animals. (1) ... Later a new direction of fine arts appeared in Uzbekistan. The local school of Uzbek lacquer miniature was formed in the 15th century, at the time of the Temurids. In the 19th century the secret of its traditional artistic technology was lost, and (2) ... It was developed by Ahmad Donish, Abdulkhalik-Mahmud and others. (3) ... are poetic pictures of Alisher Navoi and Omar Khayyam, scenes of hunting and battles based on books "Shahnama" and "Baburnama", scenes of folk customs and musicians. (4) ... are on small souvenir boxes, chess, pencil cases for pens and pencils, tables, books. (5) ... traditional souvenirs but also art shows in museums in Uzbekistan and other foreign countries.

3a **Work in pairs. Look at the museums in the pictures. Match the museums and their descriptions in the table.**



The State Art Museum of Uzbekistan, Tashkent



The State Museum of Applied Arts of Uzbekistan, Tashkent



The State Museum of Arts of the Republic of Karakalpakstan, Nukus



The State Museum of History of Uzbekistan, Tashkent

3b **Listen and complete the table with the dates.**

4 Work in pairs or in groups of three. Tell about the museum you have been to recently or you would like to visit.

LESSON 3 What genre is this picture?

1 **Work in pairs. Answer the questions.**

1 What is a genre in painting?
2 What genres of painting do you know?

2a **Work in pairs. Look up the new words. Listen and repeat.**

still life (*plural:* still lifes), religious

2b **Work in pairs. Look, read and match. (Find the texts E and F on page 65.)**



'A still life' by Robert Seldon Duncanson (1848)



'At the Market Stall' by Louise Moillon (1630)



'Shichiri Beach in Sagami Province' by Hokusai (1830)



'Mona Lisa' by Leonardo da Vinci (1503)

A **History painting**

A history painting shows a scene from a well-known story. Traditionally, history paintings show scenes from legends, religious texts or battles that really happened. History paintings are often painted on large canvases and usually show a lot of people.



'The Starry Night' by Vincent van Gogh (1889)



'Early painting' by Rembrandt (1626)

B **Portrait**

A portrait is a painting of a person, often of their head and shoulders. Unlike a history painting, the person in a portrait is not participating in a particular story.

C **Genre painting**

A genre painting shows scenes from everyday life, such as dancing people or a woman sewing by the window, people doing something at home or in the street.

D **Modern painting**

The Modern movement is a period from the 1860s to the 1970s. Artists from Salvador Dali to Claude Monet, Vincent van Gogh, Pablo Picasso and Frida Kahlo had a way of showing the usual things in new ways with fresh ideas about the nature of materials and functions of art. Art after the 1970s is called postmodernist (or contemporary) art.

3 **Work in pairs. Ask and answer about the pictures.**

1) Which picture do you like?
2) Who was it painted by?/When was it painted?
3) What genre is this picture?
4) Why do you like it?

4a **Work in pairs. Listen to the dialogue and write about favourite art style, artist or picture.**

4b **Listen one more time and write about the museums.**

4c **Work in pairs. Say who says the sentences. e.g.** *1 Abror*

1) I like traditional genre painting.
2) I like young and not famous artists too.
3) My favourite is modern art.
4) Traditional genre painting is my favourite.
5) My dream is to look at original 'Mona Lisa' by Leonardo da Vinci.
6) When I go to other places, I always visit a museum or an art gallery there.
7) I'd like to visit the Museum of Modern Art or MoMA in New York.
8) I think we'll be able to visit these museums one day.

LESSON 4 What's your favourite picture?

1 **Work in pairs. Answer the questions.**

1 Have you ever been to a picture gallery?
2 What is your most favourite picture?
3 What did the painter want to say in his/her picture?

2a **Work in pairs. Look up the new words. Listen and repeat.**

academic *(n, adj)*, the Koran, purity (pure), symbol (symbolize), angel, headscarf (*plural:* headscarves)

2b **Listen to the interview with a famous artist of Uzbekistan. Choose the correct answer to the questions.**



3a **Work in pairs. Ask and answer questions about the picture.**

e.g. **A:** Who was this picture painted by?
B: It was painted by Thomas Gainsborough in 1785. What can you see in the picture?



'The Morning Walk' by Thomas Gainsborough (1785)

3b **Work in pairs. Write a review of the picture.**

1) the genre (a still life, portrait, etc)
e.g. To begin with, this painting is a portrait which was painted by ... .
2) describe what you can see
In the centre/middle of the painting we can see a ... . /In the background there is/are ... . /On the left/right/stands/sits/lies ...
3) give some details
people (young/old, pretty/handsome, eyes, hair), what they are doing (walking, looking at ...), place (garden, park), the clothes (old-fashioned, dress, hat, colours), what they feel (may be they .../they look happy/tired ...)
4) give your opinion about the painting
Maybe .../I think .../ ... might be a symbol of .../to my mind, it is romantic/colourful/true to life/boring/picture.The atmosphere is peaceful/depressing ... I (don't) like the picture because ...

LESSON 3 What genre is this picture?

2b **Work in pairs. Read and match the genres of painting with pictures.**

E

Still life

A still life is a painting of a group of objects, such as fruit or flowers. The objects often are symbols of something. For example, fruit, vegetables and meal in still lifes were often religious symbols.

F

Landscape / Seascape / Cityscape

A landscape is a painting that shows a view of the countryside. A landscape might show mountains or hills, a lake or a forest.

A seascape is a painting that shows a view of the sea. Some seascapes show a peaceful view of the ocean, while others show high waves and storm clouds overhead.

A cityscape is a painting that shows a view of a big or small city. A cityscape might show skyscrapers, or city lights on the wet road or sellers shouting to passers-by. In all of these, the focus of the painting is the place itself and not any specific event or person.

LESSON 5 Do modern sculptures have meaning?

1 **Work in pairs. Answer the questions.**

1) Have you seen any sculptures in museums, in the streets and squares in your city?
2) What are they famous for? Why did sculptors make them?
3) Are there sculptures under the water?





2a **Listen and repeat the new words.**

unkind be angry (with/at)

2b **Work in pairs. Match the statues and their descriptions.**







a) The circle of children shows the life cycle and that humans must take care of the nature for the best future of children.
b) The artist's idea is to send a message that people are looking at mobile phones all the time. Electronic devices give us information, but we stop thinking about the real world.
c) The sentence on the monument says that humans must not be cruel to animals.
d) It was created as a message to show how important nature is. People must think of how to take care of the beauty all around them. We can do things with our hands.



e) It shows a problem of the dirty ocean to people and the fact that plastic may kill a lot of sea animals. We must keep rivers, seas and oceans clean.
f) The message of the sculpture is that people in the modern world have a lot of problems, but they should stay strong.

2c **Listen and check.**

3 **Work in pairs or groups of three. Discuss the questions. Use these words:**

I think ... I'm sure that ... In my opinion ... As for me ... What I want to say is ... I'd like to add ... What is more ... Also, we should ... That's true/That's right ... I agree./I don't agree. So do I./Neither do I.

1) Which sculpture is the most (least) interesting/unusual? Why?
2) Which sculptures best tell about how to take care of nature?
3) Which sculptures tell us why we should be kind to animals on land and in water?

4a **Work in pairs. Read and write T for True, F for False and NG for Not Given.**

4b **Work in pairs. Say who you would like to see at Madame Tussaud's and why.**

e.g. I'd love to see the Beatles. I love their songs. They are fantastic.

LESSON 6 Project

Version 1

1 **Work in groups of three or four. Choose a sculpture or painting. You will present this piece of art to the class. Decide who will:**

- introduce it (title, date made, artist/sculptor)
- interpret it (what it is about)
- explain why the group likes it



Monument to Mihai Eminescu, Romanian poet
Time: 2000
Sculptor: Eremia Grigoresku
Location: Onesti, Romania



A scene on the ice by Hendrick Avercamp
Time: 1625
Genre: Genre art, Landscape art
Location: National Gallery of Art, Washington



The Bird Girl
Time: 1936
Sculptor: Sylvia Shaw
Location: Illinois, the USA



The Night Watch by Rembrandt
Time: 1642
Genre: Genre art, Group portrait
Location: Amsterdam Museum

2 **Present your piece of art.**

3 **Listen to the presentations. Choose the best talks. Say why the talks were good.**

Version 2

Work in groups of 4/5. Choose a famous person you would like to put in Madame Tussaud's museum.

Tell your classmates: 1) the full name; 2) what s/he is famous for;
3) why you want to put him/her into Madame Tussaud's museum.

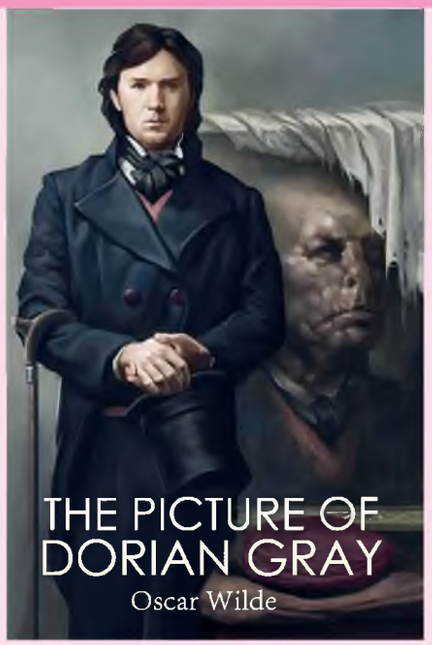
Unit 7 • Lesson 1

1b **Work in pairs. Read and choose.**

Answers:

1901 The vacuum cleaner was patented by Hubert Booth.
1902 The air conditioner was invented by Willis Carrier.
1904 A tractor was invented by Benjamin Hot.
1907 The first piloted helicopter was invented by Paul Cornu.
1919 The pop-up toaster was invented by Charles Strite.
1927 The first quartz clock was developed by Warren Morrison.
1930 Scotch tape was patented by Richard G. Drew.
1938 The ballpoint pen was invented by Ladislo Biro.
1942 The first electronic computer was built by John Atanasoff and Clifford Berry.
1946 The microwave oven was invented by Percy Spenser.
1953 The first video tape recorder was invented by Norikazu Sawazaki.
1974 The post-it note was invented by Arthur Fry.

HOME READING



('The Picture of Dorian Gray' by Oscar Wilde was first published in Lippincott's Monthly Magazine on June 20, 1890. Later, Wilde was asked to edit this version, and it was published again in April 1891. The story is often incorrectly called 'The Portrait of Dorian Gray'.)

In his London studio, artist Basil Hallward is finishing his latest portrait of a young man. Although Lord Henry asks about the young man's name, Basil keeps it a secret but later says that the subject of the portrait is Dorian Gray.

Lord Henry immediately begins to offer Dorian a lot of money. He wants Dorian to sell his soul. He explains to Dorian that he will stay as young as he looks in the portrait and instead of him his image in the portrait will become older. Dorian agrees because he is afraid to be old. He wishes he could stay young and beautiful. Since that time the portrait begins to live its own life. Lord Henry also tells Basil that if he burns the portrait Dorian will be killed.

Dorian falls in love with a young actress, Sibyl Vane. She plays a different role at each night's performance. Dorian likes her performance more than the actress herself. They want to get married. Lord Henry and Basil are very surprised. Happy Sibyl discusses her wedding with her family. Her mother does not have much money and she does not want her daughter to marry Dorian because she thinks he is poor. But Dorian is rich.

One day Dorian attends Sibyl's performance with Lord Henry and Basil, but the performance is terrible. Sibyl tells Dorian that she can no longer act well, because he has shown her a beautiful reality. Dorian is surprised by her poor acting. He tells her that he does not love her anymore, and he returns home.

To his surprise, the face in his portrait becomes very cruel. He thinks that his wish to stay young is coming true, so he wants to be good so that both he and the portrait can remain young. So the next day he wants to apologize to Sibyl and marry her after all.

However, he is too late: Sibyl dies at the theatre that night. Dorian first feels sad, but then he thinks that it is a wonderful entertainment and the last act of her play. Dorian and Lord Henry spend the evening at the opera.

Basil arrives and says that Dorian has a moral problem. But Dorian does not think about Sibyl or her family; he wants to talk only of happy things. The next day, he moves his portrait to the attic, to which Dorian has the only key.

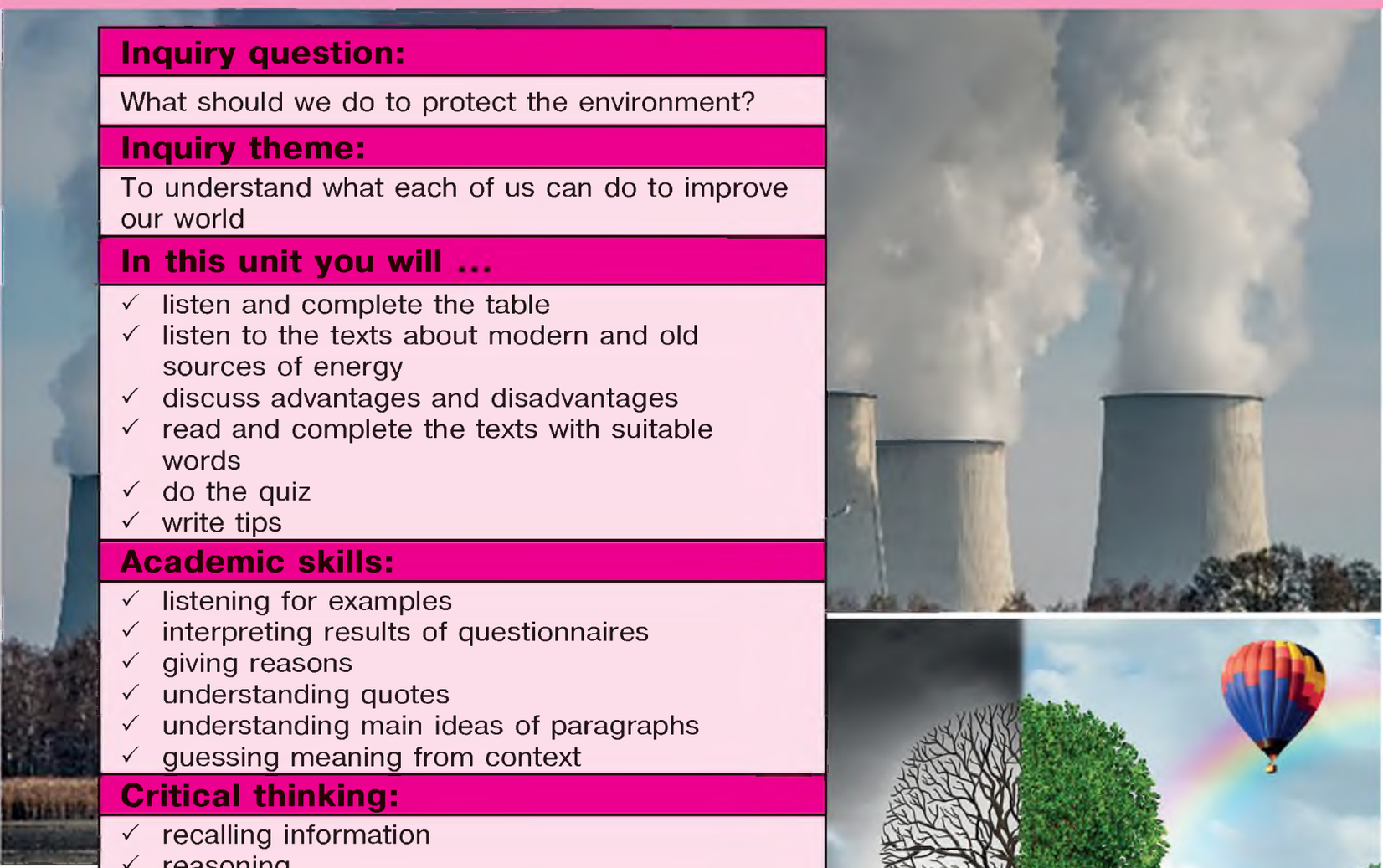
Several years pass, and Dorian lives a life organised by Lord Henry. While the face in the portrait has turned ugly, Dorian stays young and beautiful. People say that Dorian is not a moral person, but he does not pay attention.

Finally, when he is thirty-eight years old, Dorian shows the portrait to Basil, who asks Dorian to try to be good again. Instead, Dorian kills Basil and destroys his body.

Six months later, while looking at the portrait, Dorian decides to damage it with the knife he used to kill Basil. Soon after, Dorian's servants and a police officer find an old, ugly man lying dead on the floor in front of a portrait of a young and beautiful Dorian.



UNIT 9 The environment



Inquiry question:

What should we do to protect the environment?

Inquiry theme:

To understand what each of us can do to improve our world

In this unit you will ...

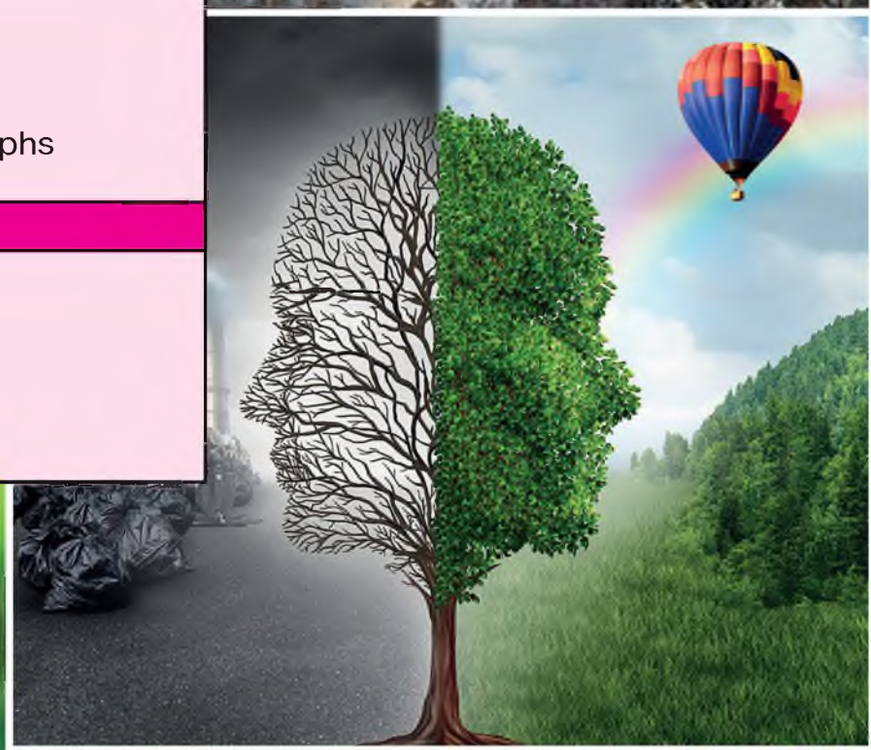
- ✓ listen and complete the table
- ✓ listen to the texts about modern and old sources of energy
- ✓ discuss advantages and disadvantages
- ✓ read and complete the texts with suitable words
- ✓ do the quiz
- ✓ write tips

Academic skills:

- ✓ listening for examples
- ✓ interpreting results of questionnaires
- ✓ giving reasons
- ✓ understanding quotes
- ✓ understanding main ideas of paragraphs
- ✓ guessing meaning from context

Critical thinking:

- ✓ recalling information
- ✓ reasoning
- ✓ applying advice
- ✓ making a list
- ✓ inferring
- ✓ activating prior knowledge



LESSON 1 Mother Nature

1 **Listen and repeat the new words.**

environment, to depend (on),
a process, ecosystem, a balance

2 **Work in pairs. Match the words and explanations.**

a) nature b) environment c) ecosystem

1) It includes all living and non-living things that are around us: air, water, land, people, animals and plants.

2) All plants, animals and people depend on each other. It shows how living things act with each other and how they feel in their environment.

3) It is the physical or material world or universe. It includes all the animals, plants, humans, seas, mountains in the world and all the processes that happen without people, such as the weather, the birth of young animals and plants.

3 **Work in pairs. Read and choose the best answer to the question. Give your own answer.**

Why do we say "Mother Nature"?



1) It is nature that has created all of us and is the source of our life.

2) We say "Mother Nature" because nature is life-giving like a mother who feeds and protects us.

3) People must think of how they treat animals, plants and resources as it is our Mother Nature. So respect your Mother Nature, because those who kill their mother kill themselves.

4a **Listen and repeat the new words.**

fossil fuel, nuclear power, renewable,
run out, biofuel, waste-to-energy (WtE),
pollution *(n)*, to pollute *(v)*

4b **Work in pairs. Complete the table about the sources of energy.**

fossil fuel or not renewable	renewable
e.g. *coal*	e.g. *wood*

wood, coal, water power, wind power, natural gas, nuclear power, oil, wave power, solar power, waste-to-energy (WtE)

5a **Work in pairs. Read the texts about advantages and disadvantages of fossil fuels. Pupil A chooses texts about advantages and Pupil B about disadvantages of fossil fuels.**

1) Fossil fuels are one of the most important sources of energy in today's world. Scientists believe that they come from dead plants and animals. The formation of most fossil fuels started 370 million years ago.

2) Fossil fuels pollute water in the process of coal mining or drilling of oil or natural gas. These actions seriously pollute the underground water, lakes and seas. Polluted water is poisonous for water plants and fish and also for people who eat the fish.

3) Fossil fuels are used in the production of some medicines and other things we generally use in our daily lives like plastic, shoes, clothes, dishwashers and electronic things, such as computers and refrigerators.

4) Fossil fuels give almost 80% of the world's energy needs. Coal is mainly used for getting electricity. From small cars to ships and airplanes, fossil fuels are used to give power to the engine in all the major means of transportation.

5) Fossil fuel burning brings the most dangerous effect to the environment. It is global warming. The burning produces greenhouse gases, which keep heat and do not allow it to go back into space at night. Because of global warming, the sea level is rising because ice melts at the poles. This changes the balance of the natural processes.

6) Fossil fuels are easy to get and their cost is lower as compared to other sources.

7) Fossil fuels produce air pollution when they are burnt. Burning causes smog, which is harmful for the environment and public health.

8) Fossil fuels are not-renewable. It means that one day they will run out.

5b **Discuss which is better: to use or not to use fossil fuels.**

LESSON 2 What are alternative sources to fossil fuels?

1a **Listen and repeat the new words.**
windmill, alternative (adj)

1b **Work in pairs. Answer the question.**
What are alternative sources of energy to fossil fuels?

2a **Work in pairs. Match the sources of energy to pictures.**
a) fossil fuels b) nuclear power c) water power
d) wind power e) waste-to-energy f) solar power











2b **Listen to the text and say which sources of energy are modern or old.**



2c **Listen to the text one more time and complete the table about the sources of energy.**

2d **Work in groups of four. Discuss the question.**
Which of the alternative sources can be used in Uzbekistan? Why?

3a **Work in pairs. Read and match the titles to texts about biofuels. One title is extra.**
a) Reduce greenhouse gases b) Cheaper fuel c) Benefits for ecosystem
d) Benefits from plants e) Growing economy f) Environmentally friendly

Advantages of Biofuels

1) Biofuels can be used with all kinds of engines and in most conditions. This keeps the engine use longer and needs less care, which saves money. Moreover, they are becoming cheaper in the future.

2) Biofuels are made from many different sources, such as plants grown for the fuel, and waste from crops. Fossil fuels will end sometime in the near future. Waste from crops and plants are renewable and are not likely to run out soon. These crops can be planted again and again.

3) Fossil fuels produce greenhouse gases in the atmosphere. These greenhouse gases cause the planet to warm. The burning of coal and oil increases the temperature and causes global warming. To reduce greenhouse gases, people around the world are using biofuels. Scientists say that biofuels reduce greenhouse gases up to 65 percent.

4) Not every country has much oil. If a country starts using biofuels, this country will be able to develop its economy. More jobs will be created with a biofuel industry. It will keep economy strong.

5) Since biofuels are made of renewable resources, they are cleaner fuels. It means that they produce less dangerous waste and cause less pollution to the planet.

3b **Work in pairs or in groups of four. Discuss the question.**
Are there any disadvantages in using biofuels? What are they?

LESSON 3 Our green planet



1a **Work in pairs. Read and answer the questions.**

1) How long does it take to grow a tree?
2) Where is the oldest tree in the world? How old is it?

1b **Read and check your answer.**

For a tree to reach full growth, it needs good climate and enough water. In tropical climates with warm weather and a lot of water, a tree can become fully grown in 30 years. A tree in cooler regions may take several hundred years to reach full growth. The oldest tree in the world is a Great Basin pine in California, which is approximately 5,064 years old.

2 **Work in pairs. Read and answer the questions. Put the verbs in the correct form.**

What is used to make paper? Is this process environmentally friendly?

a) Trees as "raw material" are (1) ... (use) to make paper. Trees (2) ... (be) cut down and we do not always (3) ... (plant) enough new trees to take their place.
b) We use machines to cut down trees and (4) ... (transport) them to the factory.
c) Trees are (5) ... (chop) into pieces. This process (6) ... (need) energy.
d) In the process a lot of water and chemicals (7) ... (be) used. About half of each tree (8) ... (be) wasted.
e) Poisonous wastes are (9) ... (throw) into the rivers and lakes which causes pollution.
f) Transport (10) ... (be) used to take the paper to faraway places. Transportation (11) ... (take) much energy.

3a **Work in pairs. Answer the questions.**

1) Do we use less or more energy and materials to recycle paper?
2) Why is it important to recycle paper?
3) Is it more or less dangerous for the nature?

3b **Listen and check.**

3c **Work in small groups. Listen again and answer the question. Add more ideas.**

What can children do to help save trees?

e.g. We can reuse paper and write on the other side of it. We can reduce paper use if we read newspapers and magazines online or in the library.

4a **Listen and repeat the new words.**

bacterium *(pl bacteria)*, rechargeable, battery charger

4b **Work in pairs or in groups. Read and say which advice is the most useful. Why?**

e.g. Rechargeable batteries are more expensive than usual batteries. But we should use rechargeable batteries more often because they are nature-friendly if we want to help nature.

1) Keep a large bottle of water at home and use a glass instead of buying individual bottles of water. If you must buy a single-use plastic bottle while out, make sure that the empty bottle goes to the recycle container instead of the garbage can. If you do not like the taste of your tap water, you can use an inexpensive filter.

2) Never put liquid medicine or other chemicals to a toilet. They kill up to 80% of useful bacteria which clean the underground water. The chemicals later will come back again into our own drinking water. These chemicals are also found in fish and other wildlife.

3) Try to use electronic papers and magazines.

4) Buy rechargeable batteries and use a battery charger. One rechargeable battery can be used instead of 100 usual batteries. They will perform better if you keep them in the refrigerator.

5) Most supermarkets have started using reusable bags to plastic bags. You can buy and use them every time.

6) Buy local products. This makes less pollution from transporting goods for long distances.

LESSON 4 Global climate change

1 **Listen and repeat the new words.**
flood, tsunami, heat wave, hurricane, oxygen, CO2 (gas), hunger, spray

2a **Work in pairs. Answer the questions.**
1) What do you know about 'climate change'?
2) Where does the 'greenhouse gas' come from? Is it good or bad?

2b **Work in pairs. Read and check your ideas.**

Climate plays a very important role in the life of plants, animals and humans, and is different in different parts of the world. Some scientists think that the world is becoming hotter. Winters have become warmer because of the greenhouse gas. During the last 100 years people have produced a lot of CO2 gas. This gas in the air works like glass in a greenhouse. It lets heat get in, but it does not let much heat get out. So the air becomes warmer. Where does the CO2 gas come from? CO2 gas is mostly produced by human activities. We produce CO2 when we burn fossil fuels, use electricity, transport or other activities, for example, when we use spray for body or hair. Trees take this gas from the air and give oxygen. But in the last few years, people have cut down and burnt big areas of rainforest. This means there are fewer trees and, of course, more CO2 gas! These changes are dangerous for our planet because every year we have more floods, tsunami, hurricanes and fires.

3 **Look at the Remember box and complete the sentences. Use *very* or *really*.**

1) The floods are **e.g.** *really* awful events on the earth. 2) After walking through the snow, my feet were ... freezing. 3) We've just had some ... bad news. 4) The weather was ... terrible. 5) When it is ... hot, we drink a lot of water. 6) In Europe we don't usually have ... boiling weather. 7) They had ... miserable conditions of life. 8) The natural disaster was ... awful when it first appeared in the news program.

4a **Work in pairs. Look at the pictures. Listen and complete the table with years and natural disasters.**









4b **Work in pairs. Listen one more time and complete the table.**

5 **Work in pairs. Think what people can do to reduce climate change. Complete the table. Use *mustn't, could, may, should, shouldn't*.**

Remember:
2011 – two thousand and eleven *or* twenty eleven
very bad = really awful

LESSON 5 How can we help improve the world?

1 Work in pairs. Think what the quotation means.

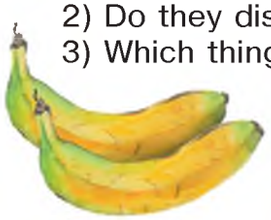
"How wonderful it is that nobody needs to wait a single moment before starting to improve the world."

Anne Frank



2a Work in groups of 4/5. Answer the questions. Make a list.

1) What will happen when these things end up in the landfill?
2) Do they disappear immediately?
3) Which things will disappear faster?


banana


wool socks


plastic bottle


plastic bag


leather boots

rubber sole


paper bag


plastic jug



tin can



cotton bag



aluminium can

2b Work in groups of 4/5. Answer the question.

How long will each item last?
(how many weeks, months or years)

e.g. banana 3 to 4 weeks

2c  **Listen and check.**

3a Work in pairs. Do the quiz.

1) How many scientists think that climate change, which was caused by humans, is happening right now?
   a) 50% b) 83% c) 97%
2) True or False: The terms "global warming" and "climate change" mean the same thing.
3) What's the difference between climate and weather?
   a) Weather is what's happening today; climate is what's happening long-term.
   b) Climate is what's happening today; weather is what's happening long-term.
   c) Weather changes all the time; climate does not change.
4) Back in the 1970s, did most scientists think the world was cooling?
   a) Yes. b) No. c) Researchers could not make up their minds.
5) Which of thse is the most effective thing an individual person can do?
   a) recycling as much as possible
   b) living without a car
   c) taking one less flight across the Atlantic Ocean
6) How much plastic waste is recycled each year in the world?
   a) 9% b) 19% c) 29%
7) Of the 19 hottest recorded years, how many have taken place since 2000?
   a) 11 b) 14 c) 18
8) Is it too late to turn back the problems of climate change?
   a) Yes. b) No. c) Not sure.

3b Work in pairs. Answer the question.

What can we do to improve the world?

LESSON 6 Project

Version 1

1 **Work in groups of four. Make a list of all types of energy which can be used in Uzbekistan.**

e.g. fossil fuels (coal, oil, natural gas), solar energy, water energy, waste-to-energy (WtE), ...

2 **Make a pie graph.**

e.g. 20% – water energy, 25% – ...

3 **Make a presentation. Decide which project is the most realistic.**

Version 2

1 **Work in groups of four. Make a poster "Reduce, Reuse, Recycle".**

2 **Make a presentation. Decide which presentation is the most creative, useful and realistic.**

Unit 10 • Lesson 2

1b **Work in pairs. Ask and answer.**
Pupil B: look at this page.

e.g. When was George Bernard Show born?





Pupil B

George Bernard Shaw was born in Dublin in (1) ... (When?). At the age of 19 he moved to (2) ... (Where?). Bernard Show wanted to become a novelist. However, his novels were not successful and he gave up (3) ... (What?). Soon his attention turned to the drama. Show wrote more than (4) ... (How many?) plays. His best-known play is "Pygmalion". The main characters are (5) ... (Who?).

Unit 10 • Lesson 5

2 **Work in pairs. Ask and answer. Pupil B: look at this page.**

Pupil B

Theatre: The Youth Theatre of Uzbekistan
Place: Tashkent
Opened in:
First performance: The first performance was "Uncle Tom's Cabin". The first decorations and costumes were presented by one of the Moscow theatres.
Total number of seats:
Parts of the hall: There are seats in the stalls and some seats in the box. The theatre is not very big and there is no dress circle and balconies.
Number of performances:
Audience: Young people and adults
Popular with the audience:

Datiz and the Whale Shark



This story is about Datiz, a fisherman's son and Splash, the talking Whale Shark. The story takes place in Mantanani Island, off the North West coast of Malasia.

Datiz loves the sea, especially swimming with sea creatures. Datiz and his father catch many types of fish to sell at the market and to cook at home. The sea is so important to the people of Mantanani.

Every March the whale sharks swim past Mantanani as they migrate from the Philippines to Australia. Everyone comes to the beach to swim with them. Whale sharks are the ocean's largest fish, and they can live to be 100 years old. Despite their enormous size, whale sharks are gentle and kind. They spend most of their time near coral reefs eating the tiny sea creatures called plankton. Datiz always waits for March to see his friend Splash, the talking Whale Shark.

One day Datiz's uncle from the neighbouring island of Sapi comes to Mantanani. He teaches Datiz and his father a new technique called blast fishing*. "You will catch just as many fish, but in much less time," he says. Datiz and his father try this method, and catch many fish. When the other fishermen see this, they all start blast fishing, too.

Soon, March arrives and Datiz dives into the water to find Splash. The two friends swim around the coral reef and talk about the adventures they have had since they last saw each other. Suddenly, they hear a loud BOOM! They see a mess of bubbles, broken coral, and dead fish floating to the surface. They see a fisherman throwing fish bombs into the water. Datiz has never seen blast fishing from underwater. He is horrified to see that it is destroying the coral reefs. Splash says, "I won't see you next year. I saw this happen on another island, and now we can't stop there, because there are no more coral reefs and plankton for us to eat."

Datiz makes a plan. First, he tells all the fishermen on the island about what he has seen. But the fishermen explain, "Blast fishing has given us more fish to sell at the market, and the merchant doesn't care how the fish are caught." Datiz realizes this is a bigger problem than he thinks.

Datiz asks Splash to bring him to Sapi, where blast fishing has destroyed the coral reefs. Datiz is shocked when he sees no fish and no colourful coral reefs. He takes pictures to show to the people back home.

Datiz works all night, printing out the pictures from the coral reefs of Sapi, and learning more about the terrible effects of blast fishing. The next day at school, Datiz shows his class the pictures and explains, "When we buy fish, we have to demand that the fish be caught in a sustainable* way. If not, soon we won't have any fish!" The other students rush home to tell their families.

Next March arrives, and Datiz is excited to see Splash! The friends swim around the reefs, which are still colourful and full of life. Splash says Datiz, "Thank you for teaching the people how to sustainably fish. The reefs are so beautiful because you never gave up!"



blast fishing* or dynamite fishing is the practice of using explosives to stun or kill schools of fish for easy collection.

sustainable* is causing little or no damage to the environment, and therefore able to continue for a long time.

UNIT 10 All the world's a stage

Inquiry question:

What is the role of theatre in our life?

Inquiry theme:

To understand the role of theatre and its stages of development

In this unit you will ...

- ✓ listen and complete the table
- ✓ listen to the texts about different types of theatre
- ✓ read about the history of theatre
- ✓ read and complete the texts with suitable words
- ✓ write a letter and dialogue
- ✓ perform a play

Academic skills:

- ✓ listening for details
- ✓ giving reasons
- ✓ understanding main ideas of paragraphs
- ✓ guessing meaning from context

Critical thinking:

- ✓ recalling information
- ✓ reasoning
- ✓ inferring
- ✓ activating prior knowledge





LESSON 1 Ancient theatres

1a Listen and repeat the new words.
audience, gesture, tragedy, stage set

1b Work in pairs. Answer the questions.
1) What is theatre?
2) When and where did the first theatres appear?
3) What types of plays were performed?
4) Who were the actors?

1c Work in pairs. Read and check your ideas.


a theatre in Athens



The first people who created plays were the ancient Greeks in 700 BC. The ancient Greeks invented two types of plays. Tragedies always had a sad ending, while comedies always had a happy ending. Both kinds of plays are still used today. The chorus sang and danced as part of a play. Only men played in the theatre. They wore masks. The masks were different for each type of play. The best known ancient Greek playwrights were Aeschylus, Sophocles and Euripides. Some of their plays are still performed today. Sophocles wrote 123 plays! These plays were performed outdoors in large open air theatres, so that up to 15,000 people could see them. There were contests among the playwrights and the winner got a prize. The audience was men, women and children.

2 Work in pairs. Read and say how old the ancient Greek theatre is.

Since we all live in AD or CE (Common Era) years now, there is no need to say "AD", it is understood. So, it is 2020 AD, but all that you say is 2020. If you have a date in BC or BCE (Before Common Era) and you want to find out how long ago it was, you just add it to the current year. So, if we want to know how long ago 1000 BC was, it was 3020 years ago (2020 + 1000 = 3020).



3a Work in pairs. Listen and repeat the new words, and show them in the pictures.
puppeteer, glove puppet, marionette, string

3b Work in pairs. Answer the questions.
1) What countries are these puppeteers from?
2) How many people operate one doll?
3) What clothes are the dolls wearing?
4) Are these puppet shows modern or old?





Late 19th century street puppet show

4a **Work in pairs. Listen and complete the table about Uzbekistan.**

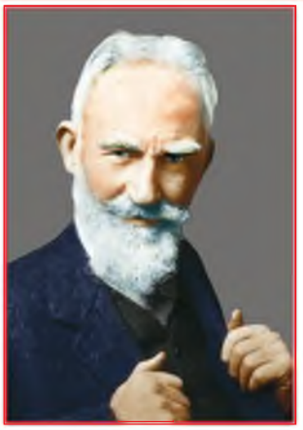
4b **Listen one more time and complete the table about Japan.**

4c Work in pairs. Say the differences between the Uzbek puppet show and Japanese Bunraku.

e.g. Uzbek puppet show is older than Japanese Bunraku. But both Uzbek and Japanese dolls wear national costumes.

Remember:
The rich, the poor

LESSON 2 He asked her to say ...



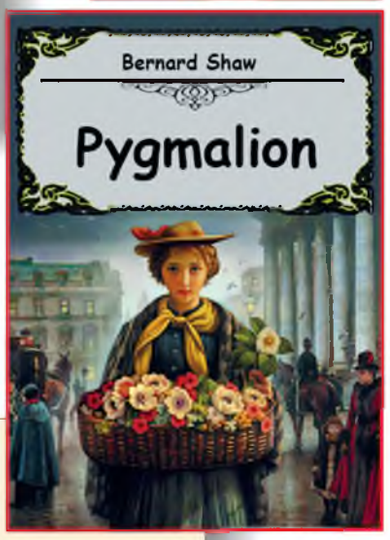
1a Work in pairs. Look at the picture. Say what you know about Bernard Shaw.

1b Work in pairs. Ask and answer. Pupil A: look at this page. Pupil B: look at page 75.

e.g. Where was George Bernard Show born?

Pupil A

George Bernard Shaw was a famous Irish playwright and writer. He was born in (1) ... (Where?) in 1856. At the age of (2) ... (How old?) he moved to London. Bernard Show wanted to become a (3) ... (What?). However, his novels were not successful and he gave up writing them. Soon his attention turned to the (4) ... (What?). Show wrote more than fifty plays. His best-known play is (5) ... (What?). The main characters are Eliza Doolittle, Professor Higgins and Colonel Pickering.



2a Work in pairs. Answer the questions about the characters of the play Pygmalion.

1) Why did Eliza Doolittle come to Professor Higgins?
2) Why did Eliza want to talk and act like a lady?
3) Who gave money for her lessons?
4) What doesn't she like about Professor Higgins?

2b Work in pairs. Read and check your ideas.

Professor Henry Higgins is good at English language. He meets a flower girl Eliza Doolittle. Eliza Doolittle was grown up in a poor part of London and spoke English badly. Nobody could really understand her when she spoke. She asks Higgins to teach her to talk and act like a lady so that she might work in a very good flower shop. Higgins's friend, Colonel Pickering, offers to give money for her lessons. Eliza makes a success in her study but she does not like Higgins's bad manners because he does not treat her like a lady.



3a Work in pairs. Listen and answer the questions.

1) What does Professor Higgins want Eliza to do?
2) Is it easy for Eliza to be a good learner?

3b Work in pairs. Explain the stage directions.

1) HIGGINS: [as a teacher] Say your alphabet.
2) HIGGINS: [thundering]. Say your alphabet!
3) PICKERING: [softly] Say it, Miss Doolittle.
4) HIGGINS: [to Eliza.] Say, "a cup of tea".

3c Work in pairs. Look at the sentences in 3b. Say which verb in Reported Speech is the best. Why?

1) Higgins ordered/told/asked Eliza to say her alphabet.
2) Higgins ordered/told/asked Eliza to say her alphabet.
3) Pickering ordered/told/asked Eliza to say her alphabet.
4) Higgins ordered/told/asked Eliza to say "a cup of tea".

4 Listen and write the sentences in Reported Speech.

Remember:

"Do your homework."
He **told them to do** ...
"Do your homework now!"
He **ordered them to do** ...
"I'd like you to do your ..."
He **asked them to do** ...

direct	reported
"–"	me/him/her/us/them
now	immediately
your	my

LESSON 3 Cinema or theatre?

1 Work in pairs. Read and answer the questions.

What is Theatre? Why has it lasted so long? What does it mean to us? Is there something special to itself that it offers us?

J.B. Priestley



1) Why did the English writer John Boynton Priestley write 'Theatre' with a capital letter?
2) What is your answer to the writer's questions?

2a Work in pairs. Say what you think about the ideas in the texts. Do you agree/not agree?

a) Real life.
b) Theatre is a source of knowledge.
c) Best entertainment for tourists.
d) In the theatre, you decide what to watch.
e) Real conversations.
f) Live performance is better than a picture.

1) The theatre is more powerful than the cinema because the picture cannot be matched with a "live" actor playing. The ballet and opera, comedy and musicals can mix all the feelings. Each theatre is unusual because of its emotions, actors and history.

2) A theatre will always be an important tourist attraction of every city. Its architecture, actors and plays will always be amazing for each visitor. Going to the theatre is the best way to spend a very interesting evening full of emotions. You will enjoy the plays it performs. You will remember this life experience for a long time.

3) Live theatre and film are very different media. In a film, the camera makes a lot of decisions for you: what direction to look, where to focus and what to listen to. In a live performance, your brain changes its attention from one thing to another. Think of the "party event". When you are among a lot of people, you can focus on one voice in a noisy room. The film makes these decisions for you.

4) In the theater, it is a real live person directly in front of you. It is the reason why people prefer original paintings to copies and that is why they pay more money for the theatre.

5) There is a kind of conversation between performers and audience during a live show that simply cannot be there when you are watching a film. While I love the cinema technology that allows me to have "conversations" like this one, they are not as real as a talk with a human being in the same room. You can watch a film alone on TV but in the theatre with other people, you feel more emotions.

2b Work in pairs. Say what you think about ideas in the texts. Do you agree/not agree?

e.g. I agree. You can watch a movie or read a book but going to the theatre is something special. At the theatre the actors can see you and it makes you a part of the play. It gives you different feelings, energy and emotions.

e.g. I don't agree. The theatre is boring. I don't like to be with a lot of people in one room. I prefer watching TV at home.

3a **Listen and write if the speaker likes the theatre or cinema.**

3b **Listen one more time. Choose the correct answer in the table.**

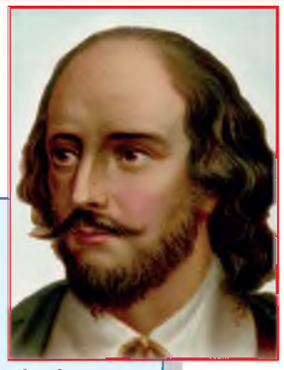
4 Work in pairs or small groups. Say what you like more: a cinema or theatre. Why?

e.g. I like theatre and I'd like to visit a theatre of Ancient Greece. I often go to the theatre at weekends or during holidays. So the theatre for me is a holiday. But I also like watching an interesting film at the cinema or on TV.

LESSON 4 Great playwrights

1a **Work in pairs. Answer the questions.**

1) Who is the greatest English playwright?
2) What was the name of the theatre where he worked?
3) Who played all the roles in the theatre?



1b **Read and check your answers.**

Theatre in the 17th century

From ancient times some European countries had theatres where young men and boys played the roles of women. One example was "The Globe", one of the most famous theatres of England. The greatest English playwright Shakespeare (1594-1616) worked there first as an actor and then as the author of plays. Theatre lovers all over the world think his comedies, tragedies and histories are the best in the world.

2a **Work in pairs. Match the pictures and the plays.**

1) King Lear 2) Romeo and Juliet 3) The Comedy of Errors







2b **Work in pairs. Listen and match the texts with the plays.**

2c **Work in pairs. Answer the questions.**

1) The author of the three plays is one man. Can you guess his name?
2) Which of the three plays is the funniest?
3) Which of the three plays deals with a serious moral issue?
4) Which of the three plays would you like to read or to see in the theatre? Why?





3 **Work in pairs. Read and write a short dialogue.**

e.g. Abanazaar: Hi Aladdin. I'm your relative. I'm your father's cousin's wife's brother.
Aladdin: Hi. Glad to meet you.

ALADDIN COMEDY SCRIPT

Author: *Bradley Coffey*
Genre: *Comic version of traditional tale*

The cruel wizard Abanazaar wanted to have power to rule the world. But the power could be only given to one person. It was Aladdin. When Abanazaar arrived in Peking, he looked for Aladdin and asked him to get a magic lamp from a secret cave. Abanazaar said that he was his long lost relative. He said that he would give Aladdin a lot of money. Aladdin needed money because he wanted to marry the Princess and so he agreed. But things got even better when Aladdin rubbed the lamp himself, and saw the Genie. Abanazaar was angry and he ordered Aladdin to give the lamp to him. Aladdin did not want to give it to him and Abanazaar tried to kill him ... .

LESSON 5 At the theatre

1 **Work in pairs and complete the sentences with the words.**

cast, curtain, performance, orchestra pit, stage, hall, cafeteria, the stalls, cloak-room, booked





I'll never forget my first visit to the Navoiy Theatre when I was in Tashkent. My friend (1) ... two tickets for a matinee performance of the ballet "Snow-White and the Seven Dwarfs" by Khachaturian. We arrived at the theatre long before the (2) ... began. We left our coats in the (3) ... and I got a program to see what the (4) ... was.

When we came into the (5) ..., we saw many people looking for their seats. The musicians in the (6) ... were tuning their instruments. We found our seats, which were in (7) ..., and went to look at the theatre. My friend showed me the boxes, the dress-circle and balconies.

At twelve o'clock the performance started. The (8) ... went up. I was happy at what I saw on the (9) ... . I had never seen anything more wonderful. The setting and the dancing were beautiful. The ballet seemed to me a fairy-tale. During the first interval we went to the (10) ... . At the end of the performance the dancers received large bunches of flowers. The performance was a great success.

2 **Work in pairs. Ask and answer.**
Pupil A look at this page. Pupil B: look at page 75.

Pupil A

Theatre: The Youth Theatre of Uzbekistan
Place:
Opened in: One of the oldest theaters in Central Asia, the Youth Theater of Uzbekistan was opened in Tashkent on the 30th of April, 1928.
First performance:
Total number of seats: The total number of seats in the Youth Theater of Uzbekistan is 359.
Parts of the hall:
Number of performances: Now the Youth Theater of Uzbekistan has more than 40 performances.
Audience:
Popular with the audience: The Youth Theater of Uzbekistan has become one of the leading creative teams of the country, which is loved by the spectators in Uzbekistan and other countries.

3a **Work in pairs. Listen and choose Lena or Botir. Choose who...**

1) ... doesn't like matinees?
2) ... likes evening performances?
3) ... hasn't been to this theatre before?
4) ... has the seats in the box?
5) ... has the seats in the stalls?
6) ... hasn't seen the play before?

3b **Listen to the second dialogue and say True or False. e.g.** *1 F*

1) The performance is on Saturday.
2) They are doing a new play.
3) They bought the tickets in the box office.
4) It was a matinee.
5) Their seats were in the dress circle.
6) They won't need the opera glasses.
7) They are meeting outside the theatre.

4a **Work in pairs. Make up your dialogue.**

4b **Act out your dialogue.**

LESSON 6 Project

1 **Work in groups.**

- Choose a play to perform
- Decide who will be what character
- Rehearse your play

2a **Perform your play.**

2b **Discuss the plays performed. Say:**

- what the play teaches us
- whose play you liked best of all
- whose acting you liked
- whose props were the best

How to make a Glove Puppet

Learn how to make a sock puppet... it is so easy to make.

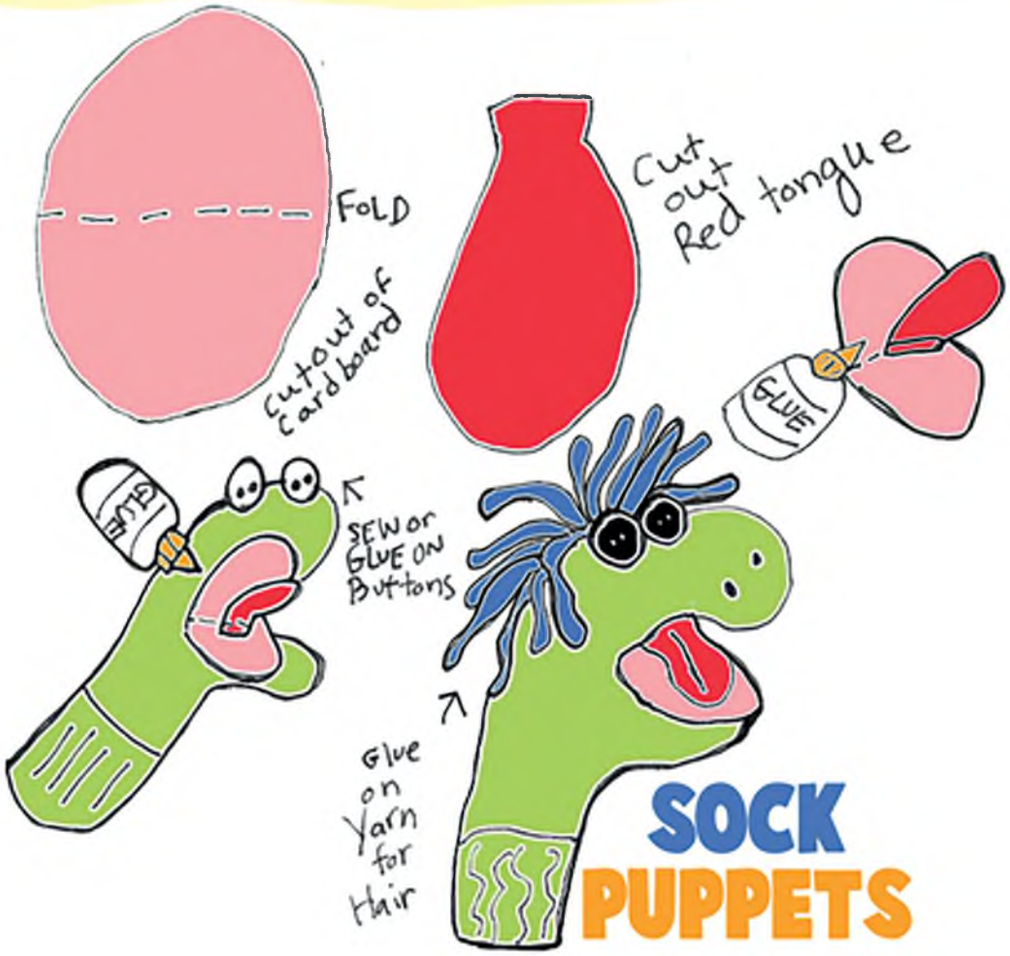
Firstly, find a sock that you want to use and find some material, scissors, buttons, string and some cardboard.

Next cut an oval out of the cardboard and glue pink or black or red material on to it or use markers or paint. Let it dry completely and then fold the oval in half. It is a mouth.

Cut out a red tongue, as in the picture below. Fold over the tongue and then glue it to the inside fold of the oval.

Now place your hand in the sock....and find where the comfortable place for your hand to open and close it. Then glue the oval there for the mouth.

Next sew or glue buttons for eyes. Also glue string to the top of the sock puppet for hair. Add your own details. Wasn't that fun?!



HOME READING

The Legend of Kirk Kiz

People have always made legends about strong and brave Amazonian female soldiers. There were many women in armies of different countries.



There is a legend of Samarkand Amazons too. According to the legend, a group of girls stayed in the castle of Kirk Kiz Tepe to protect Samarkand. Soldiers from another country wanted to enter the castle. Samarkand girls, led by their leader Gauhar defended the castle. Many days and nights they fought against enemy soldiers and killed them on the battlefield. A lot of girls were killed too. Only Gauhar and some girls stayed alive, but help from the city did not come. The girls were ready to protect the city to the death.

The castle was burning, cries were heard in the fire, and the walls were broken. The girls lost hope. But Gauhar managed to kill some more soldiers with the arrows. When the arrows ended, Gauhar was hurt.

The enemy soldiers surrounded her. They were looking at her but could not come nearer. Gauhar slowly stood up, a bloody helmet fell down from her head and her long hair fell down on her shoulders. She raised her sword and said: "My name's Gauhar, my girls were killed in the battle, and I call your leader to fight".

The soldiers were surprised. No one had fought with their powerful army as bravely as the girls did. The leader looked at the girl and quietly said: "I'd like to have such men in my army".

He politely came up to Gauhar and carefully looked into her eyes. He realized that he would not take Samarkand, but would find his death there.

The leader took the girl's hand and kissed it. Then he turned to his men and shouted: "I saw the pearl of Samarkand and it's enough for me. Back home!" The army mounted their horses and rode away.

Brave Gauhar followed the last soldier with her eyes. A smile of joy lit up her face when they disappeared over the horizon, leaving the land of Samarkand. At that moment, the riders appeared, hurrying to help the Amazons. Gauhar turned her head and said quietly: "Finally!" and fell flat on her back. She was badly wounded. Closing her eyes she remembered her parents: how her mother had made bread and father had told fairy tales, how her sister and she had run to the market for sweets and her friend had told her about his love.

Gauhar looked at the steppe, gardens and the city of Samarkand. A happy smile appeared on her lips. "The city is saved!" – she said.



TEENS' ENGLISH 8

Workbook





UNIT 1 PUBLIC HOLIDAYS AND TRADITIONS

Lesson 1 Independence Day

Classwork

2a **Work in pairs. Match the flags with countries. Complete the table with nationality.**

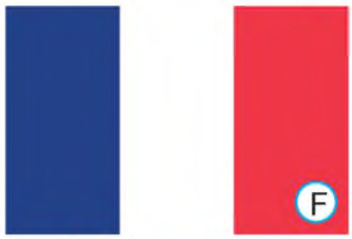
















	country	flag	nationality
1	India	**e.g.** c	**e.g.** Indian
2	South Korea		
3	Mexico		
4	Poland		
5	Ghana		
6	France		
7	Australia		
8	Norway		

Homework

1 **Write the words with the suffixes -ion/-tion, -er.**

attract – attraction, direct, elect, imagine, invite

fight – fighter, jump, play, farm, sing, bake

2 **Answer the questions. Write your answers.**

1) When do people in Uzbekistan celebrate Independence Day?
2) How did your family celebrate this holiday last time?
3) What was the weather like on that day?
4) What did your friends and relatives do?
5) What food did you have?
6) What clothes did you wear?

Lesson 2 International Youth Day

Classwork

2b **Work in groups of 4/5. Write a short plan for your activity. Write about:**

1) What are you going to do? Why?
2) When are you going to hold an event?
3) How long will it last?
4) Whose help/assistance would you need?

Classwork and homework

Homework



1 **Answer the questions.**

1) How much homework did you have for summer holidays?
2) How much time did you spend to do your home assignments?
3) Were you happy to come back to school after holidays? Why?/Why not?

2 **Read and choose the correct sentence.**

It is sometimes difficult to come back to school after holidays. A lot of pupils find it difficult to get back into a routine. Some pupils give their simple tips to help you.



I make sure my school work is ready. It is easy to forget about homework and school projects while we're having fun during holidays. It's always a good idea to make a list of the school work and assignments. This will help you remember everything you have to do and will help you get organised.

a) Jahongir forgot about his school work and assignments. He had fun during holidays.
b) Jahongir made a list of the school work. This helped him remember everything he had to do and helped him get organised.



If you have left your pencil case at home on the first day of school, your teacher will be angry with you. You will have to ask someone to lend you stationery. So I get my schoolbag ready the night before so that in the morning I have a spare ten minutes to listen to music or sleep.

a) Milana gets her schoolbag ready the night before and in the morning she can listen to music.
b) Milana forgets to take her pencil case because she sleeps in the morning.



As it's a new term, I make a list of things I want to achieve. You are not good at maths? Do you want to do more sport or go to a club? Think of one thing you could do to change each of these problems. First, you should make a list of goals. Then, if you make a good timetable, you will be able to do a lot of things and do well at school.

a) Sevara wants to change her timetable because she has problems with maths.
b) Sevara wants to make a list of goals and to do a lot of things.

Lesson 3 Old traditions in modern life

Classwork

2a **Work in pairs. Read and complete the sentences.**

Germany	People _____ at the end of a master class or really good meeting.
Spain	The Spaniards are well-known for being _____ and _____.

France	In France people tend to enjoy a plate of tasty cheese _____ meals.
Russia	The Russians step on your feet to avoid future _____ with this person.
Japan	In some Asian countries such as China, Korea or Japan, a sign of approval and appreciation of someone's cooking is to eat the soup _____.

Homework

1 **Make the sentences. Do you agree with the statements?**

1) join/together/different/Traditions/generations.
2) We/everyday/keep/up/the family/should/meal/tradition/in our/life.
3) is/Family/meal/a way/good/to/the family/bring/together.
4) Some/our/traditions/old/in/Uzbekistan/us/proud/make/of/country.
5) tea/hospitality/with/the/Sharing/guests/an element/is/of/our.
6) in/Hospitality/and/for/elders/respect/are/traditions/old/Uzbekistan.
7) of/people/Uzbek/Ceremonies/were/long/time/formed/ago.

2 **Write about traditions in your family.**

Lesson 4 What's in a name?

Classwork

1 **Work in pairs. Match the names with their explanations.**

1) Examples of names taken from fictional characters
2) Examples of names which mean places
3) Examples of names which mean nature
4) Examples of names that are jobs
5) Examples of food names

a) Frost, Fox
b) Olive, Clementine
c) Bella, Hermione
d) Taylor, Cooper
e) Chelsea, Brooklyn

2a **Work in pairs. Match the texts with countries.**

1 People in these countries don't use their traditional names every day.
2 People in this country first give their baby a "milk" name. It means something bad, for example, "mud face". It is done to make the evil spirits get away from the baby.
3 In this country baby girls' names mean something good, for example, "clean child" or "good child". Male names often show the position of child in the family. For example, Ichiro means "first son".
4 In this country babies get their names according to the time when the baby was born. For example, these names mean "holiday", "spring", "rain" or "storm".
5 In this country the oldest son is named after the father's father. Some names are given according to baby's appearance. For example, some names mean "dark", "black" or "red-haired".
6 In this country names can show older and younger children. Some people give a name based on the day the child is born, for example, on Monday, Tuesday or Friday.

A Japan
B Ireland
C The Navajo people in America and Mexico
D Turkey
E Ghana/Africa
F China

Classwork and homework

Homework

1 **Match the parts of the proverbs. Give equivalents or explanations to them (in your language).**

1) Sticks and stones will break my bones,	a) mother a bad name. (Ivorian)
2) Life is for one generation;	b) people die and leave their names. (Japanese)
3) A bad son gives his	c) expensive things. (Bible)
4) A good name is better than	d) but names will never hurt me. (English)
5) Before you beat the dog,	e) a good name is forever. (Japanese)
6) Tigers die and leave their skins;	f) a bad one reaches farther. (Yugoslavian)
7) A good name reaches far but	g) find out the name of his master. (Chinese)

2 **Write about your relative's or your friend's name.**

Lesson 5 New Year around the world

Classwork

2 **Work in pairs. Match the phrasal verbs and words with explanations.**

1) to jump off	a) to make something start burning
2) (in) unison	b) used when you are giving or asking for information that is completely correct
3) to symbolize	c) together, at the same time, as one
4) exactly	d) a model of a person that is put in a field to frighten birds and stop them from eating the plants
5) a scarecrow	e) to disappear as a result of burning
6) to set fire (to)	f) to move from higher place by one jump
7) to burn away	g) to start or introduce something new
8) to bring in	h) to represent something

Homework

1 **Match the parts of phrasal verbs. Explain their meanings.**

1) bring	a) off
2) set	b) away (from)
3) burn	c) fire (to)
4) jump	d) in
5) go	e) back
6) get	f) away

2 **Answer the question. Write a short paragraph.**
What New Year traditions do you have in your family?

UNIT 2 MASS MEDIA

Lesson 1 What is mass media?

Classwork

3a **Work in pairs. Think of when these message technologies appeared and complete the timeline.**

a) first radio technology; b) first pigeon messenger; c) chatbots; d) messengers on horse or on foot; e) emoji was introduced; f) the first telegraphs; g) personal computers; h) first mobile phone; i) smoke signals; j) the telephone was invented; k) global Internet

e.g.
smoke signals



Classwork and homework

3c **Work in pairs. Listen one more time. Do the test.**

1 Smoke signals were used ...
a) in America and other ancient civilizations such as China, Egypt and Greece.
b) only in America.
c) only in ancient civilizations such as China, Egypt and Greece.

2 The ancient Greek Phidippides ran from Athens to Marathon city ...
a) to take part in marathon racing. b) to say about the victory.
c) to give another message.

3 The first pigeons were used as messengers ...
a) in Europe. b) in England. c) in ancient Egypt and some Asian countries.

4 First radio which appeared in 1894 was ...
a) FM radio. b) AM radio. c) both AM and FM radios.

5 The first computers were ...
a) used in daily life. b) invented before the 1970s. c) very large and expensive.

6 We have World Wide Web with its discussion forums, blogs, social media and online shopping ...
a) since 1995. b) since 1990. c) before 1990

7 We live in changing times because ...
a) we have the emoji.
b) there are You Tube, Twitter, Facebook, WhatsApp and Telegram.
c) new knowledge and technologies appear every day.

4a **Work in pairs. Match the parts.**

1) mass media	a) coated paper
2) print media	b) television and radio
3) magazines	c) electronic devices
4) newspapers	d) books, newspapers
5) broadcast media	e) daily/weekly
6) digital media	f) collection of different media technologies

Homework

1 **Write about you and your friend. What kind of mass media do you use and why have you chosen them?**

e.g. I read news about Uzbekistan in ... . I learn about world news in ... .
My favourite magazine is ... . I like it because there are stories about ... .

2 **Write the answers to questions in 4b.**

Lesson 2 Mass media in our lives

Classwork

3a **Listen and tick what each speaker is talking about.**

	Internet	radio	newspaper	TV	mobile phone
Speaker 1					
Speaker 2					
Speaker 3					
Speaker 4					
Speaker 5					

3b **Work in pairs. Listen one more time. Choose the correct ending.**

1) When I'm looking at the first page, I can ...
   a) see what the main headlines are.
   b) read sections about opinions and gossip articles which usually make me laugh.
2) I get the news about sports results ...
   a) on TV.
   b) on my mobile phone.
3) People use the Internet ...
   a) more than newspapers.
   b) less than newspapers.
4) Watching the news on the TV is ...
   a) not as interesting as reading newspapers.
   b) more exciting than newspapers.
5) I love the radio because the radio is easier than newspapers or TV because ...
   a) I can do other things at the same time.
   b) I get my first news there.



Homework

Interview pupils in your school with the questions you wrote in activity 4b. Take notes. When you finish, count up the answers and write them.

Total number of pupils interviewed:
Mass media the pupils use:
The most popular mass media:
Reason/s why they use it:
Type of information the pupils like:
Other interesting information:

Lesson 3 She says that ...

Homework

1 **Change Direct Speech into Indirect Speech.**

e.g. *She says that she eats an apple a day.*

1 She says, "My brother will help me."
2 They say, "We went for a walk every day."
3 You say, "I won't go to Tashkent tomorrow."
4 He says, "My father's playing football with me."



2 **Read and write a story about Charlie Hain.**

e.g. Charlie says that he's a light operator.

Reporter: What do you do?
Charlie: I'm a light operator. I shine lights at the actors and actresses on the stage.
Reporter: What do you like about your job?
Charlie: I love the energy that comes from the people every night. I like to entertain so many people.
Reporter: What's difficult about this job?
Charlie: I work at night and it's difficult to meet with friends and family.



Lesson 4 He said that ...

Homework

1 **Read Jahongir's interview with Jason and write an article. Use Indirect Speech.**



e.g. *Jason said that he was interested in cars.*

Jahongir: Good morning, Jason.
Jason: Good morning.
Jahongir: You're very interested in cars, aren't you?
Jason: Yes, that's right. In fact, I'm very excited because I'm going to visit the Lotus sports car factory today.
Jahongir: What will you do there?
Jason: I hope they'll take me for a test-drive in the latest model. I'm going to interview the Managing Director.
Jahongir: What's the most interesting thing there in the factory?
Jason: They have models of the cars. They'll give me one as a souvenir. I'm looking forward to my visit a lot.

2 **Write three sentences. Use Present Simple, Present Continuous and Future Simple.**

e.g. I like playing football. I'm going to watch TV today. I'm sitting at the English lesson now. My father will buy me a mobile phone.

Lesson 5 What's your favourite mass media?

Classwork

1b **Work in pairs. Listen to the news and complete the table.**



Who?	
What?	
When?	
Where?	
Why?	

1c **Work in pairs. Choose one and write a lead to it.**

① **Samarkand welcomes Sharq Taronalari Music Festival**

Guests from different countries come to Samarkand to visit the International Festival Sharq Taronalari. It is held every two years since 1997. This festival of art has become a major cultural event in Uzbekistan and for people all over the world. It is visited by musicians, dancers and singers of all continents who demonstrate their ancient and national music art on the main stage of the festival – Registan Square. The Uzbek song "Qilpillama" was performed by American musicians who came to the festival.

G. Khasanov, UzA journalist

② **Young mathematicians win International Mathematics Competition**

Eight members of Uzbekistan national team made a symbolic gift for the 28th anniversary of independence of Uzbekistan at the International Mathematics Competition in the city of Durban (South Africa) in August 2019. In individual competitions they won 1 gold, 1 silver, 4 bronze medals and 2 certificates of honor, and in team competitions – 8 bronze medals. More than 500 talented students from 41 countries took part in the International Mathematics Competition. They competed in solving complex and non-standard problems in combinatorics, number theory and geometry.

Khurshid Kadirov, UzA journalist

③ **Water conservation is today's urgent problem**

We all know that water is one of the most important things in our life. According to the information, 90 percent of water in our country is used in agriculture.

A media tour was organized for a group of media journalists to Khorezm region in August 2019 to see how the water resources are used in this area. According to the World Resources Institute, Uzbekistan takes 25th place among 164 countries where there is little water. This makes us think about taking all kinds of activities to take care not to waste water.

Nasiba Ziyodullayeva, UzA journalist

④ **Uzbekistan celebrates Olympic Day**

Uzbekistan supports the initiative of the International Olympic Committee and holds championships in such sports as boxing, arm-wrestling, gymnastics, athletics, canoeing, judo, Greco-Roman wrestling and kurash every year to celebrate the Olympic Day. The main goal is to attract people, especially youth, to mass sports.

In July 2019, Uzbekistan celebrated the Olympic Day for the first time. The Olympic Day was widely celebrated in different regions of the country. One of the events was held at Babur Central Ecopark in Tashkent.

A mass health event, which was visited by about ten thousand people, including Bukhara athletes and winners of international competitions, was held in Ark architectural building in Bukhara. The participants formed the Olympic rings.

"I'm sure that this event will contribute to further increasing young people's desire and interest in sports", says the honored athlete of the Republic of Uzbekistan, double champion at the Asian Games and the continental championship, boxer Elshod Rasulov.

Rushana Aliakbarova, UzA journalist

Homework

Write about your favourite mass media and explain why.

latest news crosswords horoscope true stories jokes
interesting facts/things anecdotes sports news

UNIT 3 INFORMATION AGE

Lesson 1 Digital media

Homework

1a **Read the article of a young journalist and choose the correct form of the verbs.**

INTERNET STARS

I (1) ... (to go) to the gymnastics club four times a week.
One day our teacher (2) ... (to make) a video in which I (3) ... (to be) with my gym friends and my sister. We (4) ... (to sing) the Baby Shark song. Our teacher (5) ... (to show) the video to our parents. She also (6) ... (to send) it to the Facebook page and friends' families showed it to other people. By the next day we (7) ... (to be) so happy to find that the number of views was 2,000 in America. The Baby Shark song soon was (8) ... (to sing) all over the world. I kept the site with the video and then it (9) ... (to become) popular in Italy, Thailand, Holland, Mexico, Japan and Peru and some other countries. I (10) ... (to be) surprised by this!

Penelope Thornton

1b **Write questions to the text. Use the question words.**

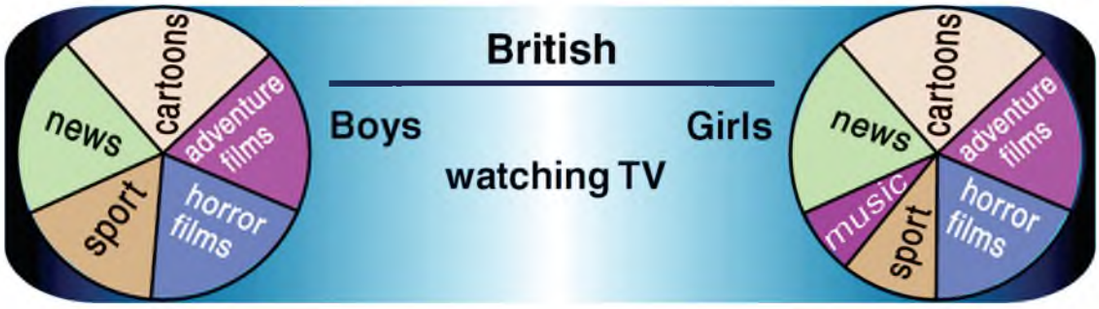
e.g. *Who went to the gymnastics club?*

1) Who ... (go/gymnastics club)?
2) Where ... (Penelope/go)?
3) What song ... (teenagers/sing)?
4) Who ... (show/the video)?
5) Why ... (they/be happy)?
6) Why ... (the song/be popular)?

Lesson 2 After I'd watched TV...

Homework

1 **Look at the diagrams. Complete the text.**



We interviewed 20 Year 8 pupils at Estover School. We interviewed 10 girls and 10 boys. The boys watch ... TV programmes than girls. The pie diagrams show that boys and girls like ... best. They also like ... programmes. Boys like the ... programmes more than girls. Girls like ... .

2 **Put the verbs in the right form.**

1) After he ... (write) a letter, he ... (send) it to his parents.
2) After she ... (finish) her exams, she ... (go) to Paris.
3) After they ... (do) some housework, they ... (have) a rest.
4) When I ... (open) the windows, the cat ... (jump out).
5) When she ... (have) dinner, she ... (watch) TV.
6) She ... (get dressed) after she ... (have) a shower.
7) After they ... (have) lunch, they ... (go) for a walk.

Lesson 3 She said that she had watched ...

Homework

Read the text in 4a. Complete the report.

e.g. 1) Lewis said that in Iceland supermarkets had had a plastic bottle system.
2) He said that the shoppers ... 10p for every plastic bottle.
3) He said that the supermarket ... 311,500 bottles.
4) Freya said that she and some of her friends ... to swim.
5) She said that it ... 25 minutes to get to Shetland with the teacher.
6) Abby said that she ... to become the youngest person to sail round the world alone.
7) She said that 8 years later some people ... her boat near the coast of Australia.
8) Mr. Smith said that two very special Socorro dove chicks ... at Chester Zoo.
9) He said that the chicks ... in the wild for 47 years.

Lesson 4 Future technologies

Classwork

1b Work in pairs. Do the quiz.



1 What gives electricity to Solar power station?
a) the sun b) gas c) oil
2 Did the Apple iPhone first appear in ...?
a) 1995 b) 2000 c) 2007
3 Firefox, Opera, Chrome and Explorer are types of what?
a) computers b) web browsers c) websites
4 With computers, what does ROM stand for?
a) Reality of Mind b) Read Only Memory c) Read Our Mind
5 IBM is a well-known computer and information technology company. What does IBM stand for?
a) International Business Machines b) Internet Browser Mechanism
c) International Big Market



3a Look at the Remember box. Listen and complete the conversation with the language phrases you hear.

A: Are you using any new apps on your phone?
B: Yes ... I like my new walking app. It's great. I use it at my gym.
A: (1) ... . Tell me about it.
B: It's called Virtual Walk. First, you download the app on your phone. Then you choose a place where you want to walk. You can choose a beautiful park to walk though. Or you can walk to all the amazing places in the world. There are lots of places to choose.
A: (2) ... .
B: Next, you get on your running track, put on your virtual reality headset, and turn on your app. Then you walk. The virtual reality makes you feel like you are walking in the real place.
A: (3) ... . Does it feel real?
B: Yeaa ... It's fantastic ... But you must be careful. You can't see the real world with your virtual reality headset on, so sometimes you can fall down.
A: (4) ... . Did that happen to you?
B: Yes, and I hurt my leg.
A: (5) ... .

Classwork and homework

Homework



1 Read what Mrs Fryer said in the article. Write a report. Use Indirect Speech.

e.g. Mrs Fryer said that she had been surprised when she came downstairs for breakfast one morning.

Fantastic Mr Fox

Mrs Fryer: "I was surprised when I came downstairs for breakfast one morning. A little fox got into our kitchen and fell asleep on top of the microwave! It got through the cat's door and left a lot of dirty spots on the floor.

I rang the vet. The vet Phil Norman came to help me and took the fox to Animal Hospital. They found nothing wrong with the fox and it was able to go back into the wild."

2 Write about how you use your electronic device.

1) What is it? 2) What does it give you? 3) How often do you use it?

Lesson 5 Is social media dangerous?

Classwork

available (adj)	depend on (v)
health (n)	rest (n)
brain (n)	effect (n)
hurt (v)	worry (v)

3 Work in pairs. Read and complete the text.

Technology news

Remember! Your mobile phone can be bad for your (1) ... ! Nowadays, we (2) ... our mobile phones for everything. We use them to check email, send texts, do work, watch movies, listen to music, play games, and even pay for our shopping. We are always online. We are (3) ... to our bosses, our friends, and our families 24 hours a day, 7 days a week. Doctors now say that all this technology can (4) ... us.

If you want to do something about this, give your (5) ... a break! Go outside. Go to the park. Take a walk. The fresh air, the beautiful sky and the trees help give you the (6) ... you need. So, for your next lunch break, go and enjoy the (7) ... of the sunshine. And leave your cell phone at your desk. Don't (8) ... – the world can wait!

Homework

Read the article and write a report.

e.g. *Ian said that people had paid for clothes 50 million dollars last summer. He said that they ...*

First News July 2019



Some people paid for clothes 50 million dollars last summer. They bought most of these clothes for holidays. They only used them one time. People put them in the rubbish bin because the price was low. This "fast fashion" took a lot of work to make clothes and it was bad for nature. People should think about our planet and buy secondhand clothes instead.

Other people bought secondhand clothes and they also collected money for poor people or sick children in the hospital.

Ian Eddy

Classwork and homework

Unit 1 • Lesson 5



3a **Work in pairs. Ask and answer. Complete the texts.**
Pupil B: look at this page. Ask your partner about Ecuador, Australia, Philippines and Vietnam.

A: What do people in Ecuador make?
B: ... .
A: What do they burn away?
B: ... .



New Year Traditions for Good Luck

In Mexico, one of the favourite ways to celebrate New Year is to carry **an empty suitcase** around the house. The tradition means to bring **a year of travelling**.

In Denmark, people **jump off their chairs** in unison at midnight. This symbolizes jumping forward into the new year and leaving **bad things** behind.

In Belgium, **farmers** get up early on New Year's Day and wish the cows and other domestic animals **a happy New Year**.

In Japan, there is a tradition that takes place at midnight on New Year's Eve. It is ringing a bell exactly **108** times. It symbolises getting rid of **bad things** of the old year.

In Ecuador, people make large ... (What) and set fire to them at midnight in order to burn away ... (What) of last year. Making the scarecrow is a family activity. People do it for fun and laughs.

In Sydney, there is one of the biggest New Year's Eve celebrations in the world. It is summer in Australia, and thousands of people gather around ... (Where). A family-friendly firework show starts at ... (When), while the main attraction – the Harbour Light Parade – is at midnight.

In the Philippines, at New Year people eat ... (What), carry coins in their pockets, and wear polka-dotted clothing. The round shape symbolises ... (What), and makes people believe that they will have more money the next year.

The Vietnamese wear ... (What kind) clothes to bring in the New Year ... (What). These clothes are not the modern Western styles that most people wear in their daily life. They wear a traditional kind of long dress with trousers.

UNIT 4 LITERATURE AND LIFE

Lesson 1 How important is literature?

Classwork

3 **Work in pairs. Complete the texts with the sentences. One sentence is extra.**

a) ... make their writing better.
b) When we read, ...
c) People want to learn more ...
d) History teaches us what people feel in ...
e) ... walked on the same ground as us.
f) We become cleverer.

1 Literature opens our eyes and makes us see more than we just see. It helps us understand the wide world around us. With literature, we begin

to learn and ask questions. Literature helps us grow and gives us the ability to think about a lot of different things. (1) ...

(2) Many of us learn what critical thinking is in our lessons. (2) ..., we learn to see information between the lines. It means that we understand more information than it is written. We are taught to give answers to more questions because we can understand more details.

(3) History and literature go with each other. History is not just about wars, names and dates. It is about people and their lives. Today the world is different to what it was in the 15th century. Without literature, we would not know about our past, our families, the people who lived before and (3) ... .

(4) When you open a book, when your eyes read the words, do you ask yourself: "How did this person write this?" Well, many of those authors, poets or playwrights used literature to (4) ... .

(5) All literature: poems, essays, novels or short stories help us understand feelings of other people and difficult situations in their lives. (5) ..., have more friends; they want their dreams to come true, they want to spend more time with their families. We need literature to understand ourselves.

4b **Listen and complete the biography of Rudyard Kipling.**

BORN: December 30, _____
COUNTRY: Bombay, _____
EARLY LIFE: When he was ____ years old, he was taken to _____ to begin his education.
ADULTHOOD: When he was _____ years old, he returned to _____ and worked as a _____ and editor for the Civil and Military Gazette in Lahore.
BECAME FAMOUS: Kipling published his first collection of poems, *Departmental Ditties and Other Verses*, in _____, and his first collection of stories, *Plain Tales from the Hills*, in _____. He wrote _____, like *Kim, The Jungle Book* and *Puck of Pook's Hill*. He also wrote the well-known poems, *If* — and *Gunga Din*, and many _____ set in India.
AWARDS AND HONORS: He was awarded the 1907 _____ in Literature.
DIED: Kipling died in _____ on _____ January 1936 and was buried in Westminster Abbey, London.

Homework

Choose and write a biography of your favourite writer/poet. Look at Activity 4b.

Lesson 2 First in literature

Classwork

2a **Complete the sentences in the chart. Use the Present or Past Simple passive forms of the verbs in brackets.**

Classwork and homework

Publishing – past and present	
50 years ago	**Today**
Manuscripts _____ (write) by hand or on a typewriter.	Manuscripts _____ (type) on a computer.
The finished manuscript _____ (send) to the publisher by post.	The finished manuscript _____ (email) to the publisher.
Pictures _____ (draw) on paper.	Most pictures _____ (create) on a computer.
Metal plates _____ (make) by the printers.	Some books _____ (print) directly from a computer.
Books _____ (sell) only in bookshops.	More books _____ (buy) online than from bookshops.

2b Complete the sentences.

1) The passive is formed with the correct form of the verb _____ and the past participle.
2) We use the _____ simple for the present passive and the _____ simple for the past passive.
3) If we want to say who performed the _____, we use *by*.

Homework

Read and answer the questions.

1) What is Open Eurasia?
2) Who can take part in this Contest?
3) When did this Contest start?
4) Where do the Contest Festivals take place?
5) Why do the authors want to participate in this Contest?
6) Who was the first winner of the Contest?
7) Who are the other winners from Uzbekistan?

Open Eurasia 2019 Contest Announced!

Open Eurasia is an international creative competition, which brings together creative people from all over the world. The prizes are presented at the Open Eurasian Book Forum & Literature Festival.

This international contest includes a festival and forum. It invites creative poets, writers, artists and film directors from the Eurasia region and all over the world. Many writers, poets, translators and artists take part in the competition to become a winner.

Contest Open Eurasia has been held since 2012. Contest is organized with "Hertfordshire Press" publishing house.s

The Festival is held in different places. For example, in 2018, the festival was held in Thailand, and before it took place in Bishkek, London, Almaty and Stockholm.

The winners can publish their books in London. Thanks to the prizes, the authors can show their books in the Open Book Forum Eurasian & Literature Festival and in other places in Europe and Asia!

One of the finalists of the Contest in 2019 was a historical novel by an Uzbek author Shahodat Ulug. She has introduced her novel "Jayhun Epkinlari" ("Jayhun Breath"). Galina Dolgaya was the first who won the first prize in the history of the Contest. She lives in Tashkent. She has published a number of novels and poems. Her novel "The Gods of the Middle World" won the first prize at the Contest 2012 Literature Festival and it is her first work in English.

In Contest there are a lot of winners from Uzbekistan in different categories. For example, in the Open Eurasia 2018 Hosiyat Rustamova won the 1st place in the category Poetry; Alexey Ulko won in the translation category, Jasur Turaev and Ashot Danielyan for the film category, a journalist Said Yanyshev was the winner of the international literary contest. Isajon Sulton was one of the winners of Contest and now he is a member of the advisory board in Open Eurasia.

Lesson 3 Why do we read?

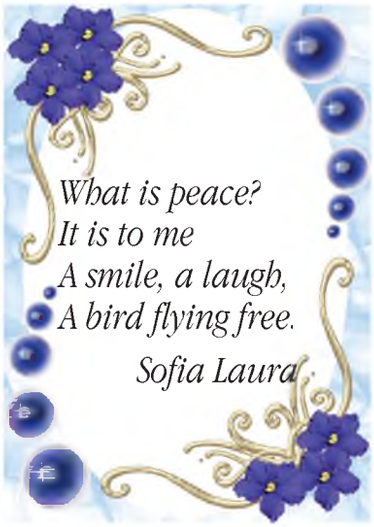
Classwork

1b **Work in pairs. Complete the table and make sentences.**
e.g. If I want to prepare for a maths exam, I'll read a textbook.

1	... prepare for a maths exam	**e.g.** a textbook
2	... look up a word you don't know	
3	... read the story of a person's life, written by that person	
4	... read the story of a person's life, written by someone else	
5	... find out which countries are next to France	
6	... learn how your new TV works	
7	... read something written for the theatre	
8	... read a long fiction book	
9	... read the latest gossip about pop stars	
10	... read about latest news in the world	
11	... learn how to cook a nice meal	
12	... learn the rules of English grammar	
13	... find out where to go on holiday	
14	... read a short fictional work	
15	... read stories with lots of pictures and not many words	
16	... find information about deserts	

2 **Listen and write what each speaker is reading.**

	name	type of publication
1	Rich	
2	Steve	
3	Shannon	
4	Kate	



Homework

Read the free poem *What is peace?* and create your own.

e.g. *What is friendship?*
It is to me ... .

Remember!
A Free poem does not have any rules. The author wants to show the idea. There is no right or wrong way to create a Free poem.

Lesson 4 At the library

Classwork

3a **Work in pairs. Read the first three tips on how to read English books better and choose the appropriate phrases.**

1 Start at a comfortable reading level.

... look through the first few pages./... enjoy the book./... stop reading it.

If you start reading a book that is too difficult, you will (1) ... . First you should (2) ... . If you don't understand what the author is trying to say, you may not (3) ... .

2 Learn more English words.

... review them later and make them a part of your vocabulary./... everyday speech/... guess what it means.

If you don't understand a word, first try to (4) ... . Other words in the sentence can help you. Look up words in the dictionary that you do not understand. Write down these words to (5) ... . Use new words you learn in your (6) ... .

3 Practise, practise, practise.

... short break/... how you read and spell./... morning bus/... enjoyable experience.

Try to read every day. If you need, you may take a (7) ... and then go on. Reading should be an (8) ... Take a book with you on a (9) ... or read during lunch break. Reading out loud can improve (10) ... .

Homework

1 **Read the question. Complete the answers. Look at the Remember Box.**

What would you do if you had a lot of money?

e.g. If I had a lot of money, I would buy a house with a garden for my parents. They like planting flowers and trees.

1) If I ... a lot of money, I would go to London to see the Buckingham Palace.
2) If I had a lot of money, I ... buy a car for my elder brother. His work is far away from his home.
3) If I ... a lot of money, I ... go to Australia to see kangaroos and koalas.
4) If I ... a lot of money, I ... build a swimming pool in our mahalla. Many children here like swimming.
5) If I had a lot of money, I ...

2 **Write the answer to the question. Look at activities 3a and 3c.**

What advice how to read better would you give to a ten-year-old child if you were a librarian?



3 **Read and answer the questions.**

1) What can be found in Alisher Navoi National Library?
2) How can you get a book you need there?
3) What kind of books are available in the library?
4) What facilities are available to disabled people?
5) Why do you think the library is named after Alisher Navoi?

The National Library of Uzbekistan named after Alisher Navoi is the largest library in the country. It has the largest collection of books written by hand and printed works in Uzbek in the world. Anyone can be a member of the library if you have a library card. It is given for three years. In the hall there is an electronic library catalogue which helps you find any book in 10-15 minutes from any room.

Remember:

If I were a librarian, I would read a lot of books.

There are also old-fashioned catalogues for those who want to look for books in the classical style.

The library has 6,5 million publications: 600,000 electronic records, 2,5 million units of newspapers and magazines, 60,000 music disks, 50,000 audio resources and 550,000 scientific works, many of them are rare and expensive.

Alisher Navoi National Library has many things for the people with disabilities: there is a lift for wheelchair users in the hall. There are also rooms for the blind and audio books.

Lesson 5 Books or e-books?

Classwork

1a Work in pairs. Interview your partner and discuss how many of the following you agree with.

		Agree	Strongly agree	Disagree	Strongly disagree
1	Reading is one of my favourite pastimes.				
2	Reading is OK if there is nothing else to do.				
3	I only like reading in English if the language is made simple.				
4	I don't like reading simplified books because the language in them is not natural.				
5	I like books to have a good story-line.				
6	I prefer short stories because I get bored/tired easily.				
7	I don't like to give my opinion about what I've read.				
8	I like someone to translate the words I don't understand.				
9	I prefer one long story to several short stories.				
10	I don't like books to have pictures. It is childish.				
11	Pictures help me to understand. I like them.				
12	I read a lot at school. Reading is no fun!				
13	I read a lot for fun/pleasure in my own language, but not in English.				

Homework

Write 8-10 sentences about your friend. Look at Activity 1a.

e.g. My friend Diana doesn't like reading simplified books.
She thinks that the language in them is not natural.

UNIT 5 CINEMA Lesson 1 History of the cinema

Classwork

2a **Work in pairs. Match the words to explanations.**

1) frame	a) a wide, circular path with a grass surface, on which horses race
2) gallop	b) the fast run or speed of a horse
3) racetrack	c) a number of similar events that happen after each other
4) succession	d) a glass container that produces light when electricity goes through it
5) light bulb	e) one of the pictures on photographic film

4b **Complete the sentences with the adjectives in 4a.**

1) A ... film makes me feel strong emotions.
2) A horror film has ... events.
3) A ... film makes me laugh.
4) A ... film makes me bored.
5) An ... film has a lot of special effects that look fantastic.
6) If a film is ..., I can't stop watching it.
7) If a film is ..., I know what is going to happen.

Homework

Ask your family members about the films they like/dislike. Write what they think about them.

e.g. My father likes ... films. They make him ... . His favourite film is ... . He thinks it's ... . My mother doesn't like ... films because ... . She thinks they are ... .

Lesson 2 What kind of films do you like?

Homework

Choose a film and complete the sentences.

e.g. I like watching ... (a genre) films. My favourite film is ... . It is a ... (genre). The main characters are ... . The film is about ... . The action takes place in ... . The music is beautiful/bad. The film ends (does not end) happily. I (do not) want to see this film again. I think my friends will (will not) like it because ... .

Lesson 3 At the cinema

Classwork

3b **Listen to the dialogue between Jenny and ticket the seller. Fill in the blanks.**

Seller: Good morning. How can I help you?
Jenny: I'd like to buy ... tickets for ..., please.
Seller: Which showing?
Jenny: Pardon?
Seller: Which showing would you like?
Jenny: The ..., please.
Seller: Just a moment. Oh, I'm sorry no tickets for this showing left.
Jenny: That's OK. What about ... ?
Seller: Yes. We have tickets for this showing. How many tickets?
Jenny: ... please. Two adults and a ... .
Seller: Sorry, did you say two ... ?
Jenny: No, one thirteen-year-old and two adults.
Seller: OK. Two adults and one child. That's ... .

Homework

Write the questions and answer them.

1) to/How/cinema/often/you/go/do/the? Who/do/you/go/with?
2) your/favourite/Who's/actor/actress/or? do/Why/you/them/like?
3) What's/name/the/of/the/last/you/film/saw? What/it/was/about?
4) ever/What's/the/movie/best/you've/seen? Explain why.
5) Do/prefer/to/you/watch/home/movies/at/or/the/in/cinema? Why?
6) seen/the/worst/movie/What/is/you/have/ever? Why/it/was/so/bad?
7) Would/like/to/you/be/a/film/famous/star? Why or why not?

Classwork and homework

Lesson 4 How to choose a film to watch

Homework

1 **Match the parts of the questions.**

1) What kind	a) does it last?
2) Who	b) about?
3) Who's	c) is in it?
4) How long	d) the main characters?
5) Where	e) does it take place?
6) Who are	f) the movie get awards?
7) What is it	g) of movie is it?
8) What	h) starring in it?
9) Did	i) happens in it?

2 **Write which film in activity 2b you would like to see and why.**

Lesson 5 What's the film like?

Homework

1 **Look and write the sentences with *as ... as* and *not as ... as*.**

a) ice b) ABC c) a bee d) a bat
e) lightning f) a mouse g) a tree
h) a picture

1) He is as tall as _____.
2) She is as pretty as _____.
3) He is as cold as _____.
4) She is as busy as _____.
5) He is as quick as _____.
6) She is as quiet as _____.
7) He is as blind as _____.
8) It is as easy as _____.

2 **Write similar expressions in your mother tongue.**

3 **Write five sentences with the expressions.**
e.g. My sister is as busy as a bee.

UNIT 6 WORLD OF MUSIC

Lesson 1 How does music make you feel?

Classwork

3b **Listen one more time. Write true (T), false (F) or not given (NG).**

1) Don Campbell loves Mozart's music.
2) People listen to music to relax before work.
3) Listening to music when you are ill is a good idea.
4) Only Mozart's music helps you to study.
5) The students should listen to Mozart for about ten minutes before doing tests.
6) It is a good idea for children to learn to play a musical instrument.

4a **Work in pairs. Complete a T-chart.**
annoyed, happy, miserable, nervous, relaxed, energetic, good, strange, calm, awful, tired, cheerful, excited, sad, angry, wonderful, bored, stressed

T Chart

Positive	Negative
e.g. *happy*	*annoyed*

Homework

1 **Write the correct form of the words in brackets. Complete the sentences.**
e.g. Rock music makes me energetic.

1) Rock music makes (I) energetic.
2) Country music makes (he) cheerful.
3) Classical music made (she) creative.
4) Jazz makes (the cat) nervous.
5) Pop music makes (we) relaxed.
6) Heavy metal makes (they) annoyed.

Classwork and homework

2 **Write answers to the questions.**

What kind of music makes you:

1) happy?
2) want to dance?
3) relaxed?
4) want to shut ears?

3 **Write the questions.**

1) is/favourite/your/music/What?
2) do/How/you/feel/singer/when/are/you/to/your/listening/favourite?
3) stupid/Is/music/modern/and/useless?

Lesson 2 Uzbek national music

Homework

1 **Write the adjectives in the superlative degree.**

Sharq Taronalari ("Melodies of the East") is one of (1) ... (large) musical and cultural festivals in Central Asia. It is a competition. The festival is held every two years at Samarkand's Registan Square on an open-air stage equipped with the latest lighting and sound equipment, surrounded by medieval monuments. The first festival was held in 1997. It has become the center of world culture, with performers representing their home nations and cultures at this international festival. This festival brings together (2) ... (talented) singers, dancers and musicians to celebrate art from around the world. Sharq Taronalari is recognized in the UNESCO International Cultural Events list, and is one of (3) ... (popular) events for those who want to learn more about Uzbekistan and its heritage.

Registan is (4) ... (good) attraction of Amir Timur's capital, the centre of a city where (5) ... (bright) minds of the time lived. Scientists, artists, architects and poets each contributed to this legendary city, making it one of the main stops on the Silk Road and a centre of learning in Asia.

2 **Read Katy's letter and write an answer to her.**

Dear Sevara,
I've just been to the Eisteddfod festival in Wales. It is a very old tradition. The first one was held in the sixth century! I was surprised the festival was so popular. There were more than 10,000 people there. The festival is a competition. I enjoyed the music and national costumes of the competitors. Do you have any national festivals in your country?
Please write me soon.
Love
Kate

3 **Correct the sentences in the passive voice.**

1) The bridge were built in 1976.
2) The meals is cooked every day.
3) The rooms are cleaning every day.
4) Uzbekistan have visited by a lot of tourists every year.

Lesson 3 Classical music? It's great!

Homework

1 **Listen to any piece of classical music and write about your feelings.**

e.g. I listened to "Summer" from "Four Seasons" by Antonio Vivaldi.
It was ... . It made me ... .

You can choose from this list or any other piece of classical music:

Vivaldi – Summer – Third movement. You should listen to it with care; it is extremely energetic but magical at the same time.

Vivaldi – Spring – First movement. Probably it is the most famous work of Antonio Vivaldi. It is full of life and joy.

Mozart – Sonata No.15 – K.545. They say that this composition by Mozart stimulates learning.

Mozart – Piano Sonata in D major K.448 – First movement. If the students listen to this piece or other similar pieces from Mozart or Bach for ten minutes before doing a test, they will get better results.

2 Answer the questions.

1) If you were a musician, music of what genre would you perform?
2) What would you do if you were famous?

Lesson 4 What about going to the concert?

Classwork

1 Work in pairs. Read and match.

a) pop music b) opera c) jazz d) country music e) rock f) hip hop

1) ... is a drama set to music. It is like a play in which everything is sung instead of spoken.

2) ... is popular modern music with a strong beat. It was developed from rock 'n' roll in the 1960s and 1970s. It mostly uses electric guitars and driving rhythm.

3) ... is traditional music from a particular area, especially from the countryside. It often has a beautiful melody.

4) ... is a style of singing called rapping. The singer or group chants or says words with music with a strong beat. The lyrics are often about the life of big cities.

5) ... is music with unusual tunes which was invented in the United States. It was originally played by Afro-Americans. This music combines African-American music with European music.

6) ... is a type of music that many people like to listen to. The term can be used for all kinds of music written to be popular. Styles of this type of music include rock music, electronic dance music and hip hop.

Homework

1 Write the sentences of the dialogue in the correct order.

1 B: It's my favourite music genre. I don't like rock.
2 B: I'd love to. Which concert are you talking about?
3 A: Neither do I.
4 B: Let's go.
5 A: Would you like to come with me to the concert tonight?
6 A: Why? Do you like jazz?
7 A: Have you seen big posters in the city? It's a concert of many musicians and popular groups.
8 B: I hope there will be something from pop music too.
9 B: I see. I hope they will have some jazz compositions on the list.
10 A: So do I. If we don't want to be late, we should hurry up.

2 Ask your family or friends about their favourite music and write about it.

e.g. My mum said that she liked ... music most of all. Her favourite singer/music is ... . This singer had been popular before she was born. This music makes her ... .

Classwork and homework

Lesson 5 What is the future of music?

Homework

1 Read the text. Write five questions about Asadbek.

e.g. Where did Asadbek study before coming to Tashkent?

A young conductor from Tashkent, a 10-year-old Asadbek Ayubjanov

Asadbek is a third-grade student of the Republican Specialized Music Academic Lyceum named after Uspensky. He is the youngest conductor in Uzbekistan and one of the youngest in the world.

The talented boy was noticed in Termez Music School. He was invited to study to Tashkent. Vladimir Neymer, a professor at the State Conservatoire, teaches him the art of conducting.

The young conductor earlier conducted the orchestra of the Ministry of Defence of Russia, which consists of 90 orchestra members, and the Vladimir Spivakov's orchestra "Virtuosos of Moscow".

Asadbek's teacher Vladimir Neymer sent a video of Asadbek conducting an orchestra to Vladimir Spivakov. After that, Asadbek was invited to perform in famous concert halls. Asadbek wants to become a famous violinist or conductor. He wants to travel around the world, see different countries and cities, and learn a lot of new things.

2 Complete the sentences with the present simple passive form of the verbs in the brackets.

How a song is recorded

Microphones are ***put*** (put) in different parts of the recording studio. The head of the microphone (1) ... (make) of metal that forms an electromagnet. The sound (2) ... (record) on tape as sound waves. Sound engineers make sure all the notes (3) ... (catch) on tape. The tape (4) ... (divide) into 16 tracks and each instrument (5) ... (record) on a different track on the tape. Special effects (6) ... (add) if necessary. The tape (7) ... (edit) to make the final tape or 'master tape'. The master tape (8) ... (use) to make a master disc and then copies (9) ... (make).

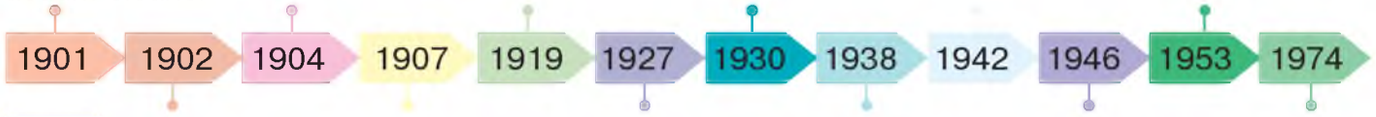
UNIT 7 SCIENCE AND TECHNOLOGY

Lesson 1 Everyday inventions

Classwork

1a Work in pairs. Put in order.

vacuum cleaner



Homework

Choose three most important inventions from Activity 1a. Write about them.

e.g. The first most important invention was the air conditioner. It was invented by Willis Carrier in 1902. The air conditioners help people in hot summer days.

Lesson 2 What is science?

Classwork

1b Work in pairs. Read and check your ideas.

The word "science" comes from the Latin word *scientia*, which means "knowledge". Science is the system we use to learn about the natural world. Science is based on tests. They show whether a scientist's explanations for why things happen are right or wrong. The types of science are known as 'branches', e.g. life science (zoology, botany and biology), physical science (chemistry, physics and astronomy), social science (economics, history) and others. This is because they look like branches of a tree.

Homework

Write five questions to the text in Activity 2b.

e.g. Why does Frank Drake think that there must be over 6 billion planets with living things on them?

Lesson 3 Looking into space

Classwork

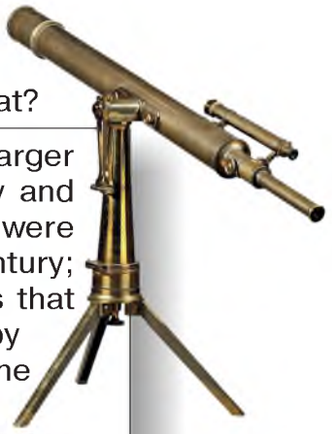
1d Match the arguments (1-4) and the reasons (a-d). Which are pros/cons?

1) can learn more
2) can be unhealthy
3) waste their time
4) develop skills which they will use later in life

a) most jobs involve using a computer
b) play games or surf on the Net instead of studying
c) damage children's eyes, cause headaches
d) use the Net to get information

3a Work in pairs. Read and answer the questions.

1) Where does this text come from? How do you know?
2) What information comes first in the text? What comes after that?



A **telescope** is an optical instrument that makes far objects appear larger by using lenses or curved mirrors and lenses. We can study the sky and the stars through a telescope. The first known practical telescopes were telescopes invented in the Netherlands at the beginning of the 17th century; glass lenses were used in them. They are used for looking at things that are too far and studying them carefully. Large telescopes are used by astronomers. Telescopes are the main instruments for the study of the night sky. Home telescopes are used to look at some astronomical events that may take place in the sky. In the 20th century, many new types of telescopes were invented, including radio telescopes. The Hubble Space Telescope is a space telescope which started working in space in 1990.

Homework

Read and complete the sentences.

e.g. *NASA* has sent people and machines to the moon.

1) ... studies climate on the earth
2) ... reached Mars
3) ... studies the Sun
4) ... consists of many countries
5) ... work in the International Space Station
6) ... studies life on other planets

① **NASA – National Aeronautics and Space Administration**

The National Aeronautics and Space Administration or NASA, the USA, is certainly an important organisation. It was founded in October 1958 and has done a lot of space programmes since then. Project Apollo was the first research mission to the moon. Neil Armstrong and Buzz Aldrin were the first men on the moon. They got there on 21st July 1969.

The spacemen work in the International Space Station. Some satellites are studying Mars. Now NASA has a number of programmes which study climate change, freshwater resources, development of the Sun, and life on other planets.

② **RSA – Russian Space Agency**

The space race began on 4th October 1957, when Russia's first satellite was sent into space. The first moon station was sent in 1959. The first man in space was Yuri Gagarin. He moved around the earth one time on 12th April 1961. The Russian Space Agency (RSA) known as Roscosmos was officially formed on February 25, 1992. It has many different programmes of space flights. RSA is one of the partners of the International Space Station (ISS) programmes. It is one of the leading space agencies.





③ **ESA – European Space Agency**

The European Space Agency (ESA) is one of the best in sending spaceships into space orbits. It was established in 1975 by ten member states. Now there are 22 member states. Together the nations develop more space programmes than just a single nation. Their satellite reached Mars.

④ **ISRO – Indian Space Research Organisation**

The Indian Space Research Organization (ISRO) became the first Asian Space Agency to reach the orbit of Mars. It is the world's first agency which did it successfully from the very first time. Formed in 1969, ISRO has sent 75 space-ships to date. It designs, makes satellites and makes space programmes. In 2019, the first machine to the moon was successfully sent.





⑤ **CNSA – China National Space Administration**

The China National Space Administration (CNSA) is developing satellites for telecommunication and Earth watching systems. In 2003, China joined America and Russia to make a manned space flight. Its latest unmanned flight to the moon was successfully made in 2013.

⑥ **JAXA – Japan Aerospace Exploration Agency**

The Japan Aerospace Exploration Agency (JAXA) was established in 2003. Its main work is to promote technological development, research work, and send satellites into orbits, moon research, and many other space research. It also studies the changes of climate.



Lesson 4 How techie are you?

Classwork

2 **Complete the sentences with the words.**

a) smartphone b) hard disk recorder c) HD TV
d) laptop e) satellite TV f) e-book reader

1) I love it. I can carry hundreds of books with me on my ... . I don't need a bag!
2) We can record over 100 hours of television programmes on our ... .
3) We have ... at home. There is a choice of more than 100 channels.
4) My dad takes his ... with him when he travels so he can work on it on the train or in the plane.
5) I can do anything on my ... . I can play music, record videos, send emails and make phone calls of course!
6) The picture on our new ... is amazingly clear.

4b **Read and complete the box.**

Tim Berners-Lee

BORN
_____
_____

STUDIED
_____
_____

IMPORTANT INVENTION
_____
_____
_____

AWARDS AND HONORS
_____

Homework

1a **Read the phrasal verbs. Match the opposites.**

1) turn on/switch on	a) put away
2) turn up	b) turn off/ switch off
3) take out	c) take off
4) plug in	d) turn down
5) put on	e) pull out

1b **Complete the sentences with the prepositions below.**

away down off on out up

1) He took ... his mobile phone and turned it on.
2) Sorry, can you pick ... my MP3 player? I dropped it on the floor.
3) Can you turn ... the radio? There's really good concert on in a minute.
4) When she switched ... the light, she couldn't see anything.
5) Can you please put ... the DVDs when you've watched them?
6) Can you turn ... the TV? It's too loud, I have a headache.

Lesson 5 Just like humans

Classwork

3b **Work in pairs or in groups. Match the robots and what they will do.**

robot	year	Is used ...
1) BEAR	2011	A) you could control an android just using your mind; mind-control technologies are used; electrodes are fixed into the operator's head; will be able to be a good companion and help many people

2) BINA48	2014	B) is controlled by an operator; it can perform some actions itself; was developed to do a lot of things from helping people to driving cars and flying into space; can answer questions and make conversations; tell jokes, although only in Russian; was sent to the International Space Station; do work which is dangerous for humans, such as activities and operations on solar system objects
3) Atlas	2013	C) helper in dangerous situations like at an atomic electric power plant; looks like Terminator; a computer inside; can see its environment; climb a ladder and drive a car
4) Morpheus	2012	D) the most human-like android; to hold conversations on a number of topics; has the ability to learn; vocabulary and knowledge grows each day
5) ASIMO	2000	E) can save people in dangerous situations; can lift up to 236 kilograms; can see the environment at night with optical cameras
6) FEDOR	2019	F) a personal assistant, helps those people who can't help themselves; uses a battery; it doesn't have a mind of its own; it can be controlled by a computer, or voice signals; has the ability to recognise diferrent people's gestures, sounds, and even faces; turns its face to you when you walk in a room and shake your hand; can even memorize up to 10 people

Homework

1 **Read and check your ideas to Activity 4.**

1st OIC Robotics Challenge

Comtech with the Organization of Islamic Cooperation, Ministry of Innovative Development of the Republic of Uzbekistan and the Islamic Development Bank is organizing the first OIC Robotics Challenge (ORC) in Tashkent, Uzbekistan within the framework of INNOWEEK of the Government of Uzbekistan. The ORC takes place in the UZEXPOCENTRE exhibition centre, Tashkent, from 27 to 31 of October, to participants from OIC Member States with ages between 17 and 23 years.

2 **Imagine a robot and draw it. Describe what it will do and where it will be used.**

3 **Prepare for the project lesson. Find and bring to class information about your favourite invention.**

COMPETITION CATEGORIES

ROBO SUMO

A robot should push another robot out of the ring.

ROBO FOOTBALL

Two distance-controlled robots play football on the field.

- A team should consist of no more than three participating members.
- In addition to the participating members, each team can be accompanied by a senior person as Team Manager/Mentor. In such a case, the Team Manager would need to pay his/her own travel expenses.
- The age limit is 17 to 23 years.
- A team can participate in both categories if they wish to do so.
- There are prizes to the top 3 teams in each category.

IsDB

UNIT 8 PAINTING AND SCULPTURES

Lesson 1 What do they want to say?



Classwork

2 **Work in pairs. Read and choose the best answer.**

1 These pictures were done by the first prehistoric people more than ... years ago.
a) 40000 b) 1 million c) 4000

2 Homo sapiens were different from animals because ...
a) they had bigger brain and were faster than animals.
b) animals walk on four legs and are not able to communicate like humans.
c) animals simply survive in their environment, humans have developed technology and science to change their environment. People are creative. They want to express themselves through music, painting, dances and other forms of art.



3 Why did prehistoric people started creating pictures?
a) Children learned to paint.
b) They had a lot of time and did not know what to do.
c) They wanted to create a series of paintings of animals, hunting scenes and other graphic illustrations of their everyday life.

3a **Work in pairs. Listen to why people create art. Match the speakers and sentences.**
e.g. *Speaker 1 – e*
a) People are creative by their nature
b) Art tells our stories
c) Expressing emotions
d) To reflect the beauty of nature
e) Creating art for fun
f) To have an effect on other people
g) Means of communication

Homework

Write the answers to the questions.

1) What do you enjoy taking photos of? What photos do you have on your phone?
2) In your opinion, is photography a form of art? Why? Why not?
3) What photos, pictures, paintings or posters do you have on your walls at home?
4) Are you good at drawing? What do you like to draw?
5) What do you think is the most beautiful work of art in the world?

Lesson 2 What is this museum famous for?

Classwork

3a **Work in pairs. Look at the museums in the pictures. Match the museums and their descriptions.**

museum	was founded in ...	famous for ...
1) The State Art Museum of Uzbekistan, Tashkent	**e.g.** 1876	a) It has the best collection in the Asian region and the world's second-largest collection of Russian avant-garde.
2) The State Museum of Applied Arts of Uzbekistan, Tashkent		b) There are mostly paintings and drawings by Russian and Western European artists, sculptures, furniture and porcelain.
3) The State Museum of Arts of the Republic of Karakalpakstan, Nukus		c) The museum has over 250,000 objects, including archaeological, numismatic and historical things showing Uzbek history from the earliest times of 8000 years ago up to the present days.

4) The State Museum of History of Uzbekistan, Tashkent		d) In the museum there are more than 7,000 objects of applied art: handmade embroidery, duppis, jewellery, carpets and other exhibits.

Homework

1 Complete the text with the words.

a) founded b) instruments c) presented
d) storeys e) centre f) paintings g) things

The State Museum of the Temurids' history is in the (1) ... of Tashkent. It has more than five thousand (2) ... of that period. The museum was (3) ... in 1996 to celebrate the 660th anniversary of Amir Temur's birthday. The building of the museum has an unusual shape - the shape of a dome - in accordance with the local style. The Amir Temur Museum has three (4) ... . The second and third storeys are about the Temurids' history. The walls of the halls have (5) ... describing Amir Temur's life and pictures from the country's history from ancient times till the present. The important exhibits of the museum are (6) ... by gold decorations, clothes of war leaders and soldiers, musical instruments, astronomical (7) ... of Ulugbek and other things. Every year thousands of tourists visit the Amir Temur Museum.

2 Write the questions to the text in Activity 2. Answer them.

1) were/What/famous/Uzbek/craftsmen/for?
2) did/What/images/the craftsmen/to decorate/in the/use/buildings/9th century? Why?
3) formed/Uzbek/lacquer/miniature/painting/When/was?
4) famous/is/Ahmad Donish/What/for?
5) What/favourite/are/subjects/paintings/of/Uzbek/miniature?
6) miniature/painting/Uzbek/Does/belong/to/applied art/or/fine art? Why?

Lesson 3 What genre is this picture?

Classwork

4a Work in pairs. Listen to the dialogue and write about favourite art style, artist or picture.

	art style	favourite artist/picture	what museum/when it was founded
Nilufar	**e.g.** *modern art*		
Abror			

Homework

Complete the text. Choose the correct word.

My name is Catalina. I think it is interesting to find art in our life. I really enjoy (1) *going/go* to the cinema, art galleries or museums, and try to (2) *understanding/understand* what the artist (3) *want/wants* to tell us. I am not a very (4) *create/creative* person. The art I like most is (5) *photography/photos*. Some years ago I went to a photography course and learned some things about it and about the cameras. But one day my camera (6) *brakes/broke* down. Of course, my parents did not buy me a new one. I continue taking photos with my mobile phone, but these photos are not very (7) *good/well*. Many of my friends also love photography, and sometimes we go out to take photos together.

One more thing I like is writing. I think that it is very interesting to share your feelings with other people. I usually write when I am sad or happy, when I am full of feelings.

I think that art is something that (8) *needs/helps* us to share our feelings with other people and to (9) *create/understand* other people's feelings.

Lesson 4 What's your favourite picture?

Classwork

2b **Listen to the interview with a famous artist of Uzbekistan. Choose the correct answer to the questions.**

1) What are you looking for and what are you trying to find in your creative work?
   a) I think that every creative person should waste some time.
   b) I think that every creative person should try to find himself.
2) What are you working at now?
   a) I am working at the picture of a woman with a child.
   b) I am working at the picture of an angel.
3) Your works are full of love, aren't they?
   a) I am always taking portraits of beautiful women.
   b) I try to have a deeper look into the person's character to show my feelings.
4) Every artist has his own secret symbols in his works. Please, share the secret of your symbols with us.
   Match the symbols to explanations.
   1) Bread — a) life and youth
   2) Apple — b) purity
   3) Fish — c) God
5) Do you often go to other countries? What country was the most interesting?
   I changed my surname in ...
   a) Venice b) India
6) And what helps you create your works?
   It is Uzbekistan. Because ...
   a) the people and the language are special here.
   b) women wear white headscarves.
7) What is important for developing fine arts in Uzbekistan?
   a) I want to develop the European fine art school in Uzbekistan.
   b) I want to bring back the knowledge of the ancient oriental traditions to fine arts of Uzbekistan.

Homework

1 **Choose a picture and write a review. You can use any other picture.**



A woman peeling apples (1663) by Pieter de Hooch



Khiva girl by Pavel Benkov (1931)



French country landscape by Jean-Marc Janiaczyk (was born in 1966)



Mountain settlement Brichmulla by Vladimir Petrov (1920-1997)

analyzing genre painting:	analyzing landscapes:
1) Is this a true story or unreal? 2) What is happening at this moment? 3) What can we say about the characters? 4) What is your opinion about this painting?	1) What does it look like? 2) What is in the foreground/ middle ground/background? (place, season) 3) What are the colours? What atmosphere do they make? 4) What is your opinion about this painting?

2 **Use the correct word. Make any changes you need.**

1) This is a ... cotton shirt.
2) You can see the ... of the water here.
3) A pigeon is a ... of peace.
4) The Olympic torch ... peace and friendship in the world.

purity/pure, symbol/symbolize, create/creative

5) This artist ... a lot of beautiful pictures.
6) Only talented people make ... things.

Lesson 5 Do modern sculptures have meaning?

Classwork

4a Work in pairs. Read and write T for True, F for False and NG for Not Given.

1) In Madame Tussaud's, you must not touch the wax figures.
2) A lot of celebrities visit Madame Tussaud's.
3) Inside Madame Tussaud's, you can have a conversation with the wax figures.
4) Marie Tussaud learnt how to make wax models in France.
5) If you want to visit Madame Tussaud's, you have to buy a ticket.
6) If you don't like long queues, you should visit the exhibition in winter.
7) Most days visitors must stand in a long queue.
8) The wax figures are very expensive.

Many people like to see celebrities; but celebrities do not usually like being looked at – at least, not all day every day! There is, however, one place in England where you can look at celebrities every day: this is Madame Tussaud's, the most popular tourist attraction in London. On most days of the year, queues of visitors can be seen outside Madame Tussaud's, all wanting to get in and see some of the most famous people in the world – kings and queens, politicians, stars, and even famous criminals.

They are all inside, just waiting to be looked at or talked to. If you like, you can talk to film stars and politicians in Madame Tussaud's, but they won't say anything to you, because they can't! Madame Tussaud's is a waxworks museum, and the "famous people" in the building are really made out of wax.

Marie Tussaud was born in Strasbourg in 1765. As a child she learned how to make wax models of people, and later went to Paris. Then, in 1802, she moved to England, going round the country with her exhibition of wax figures. In 1835 (aged 70!), she finally settled in London. The most popular figures in the exhibition are royalty and stars. Princess Diana has been the most favourite for several years, and other popular figures include Tony Blair, David Beckham, Brad Pitt and Elvis Presley.



You can even see the Beatles.... as they were in the 1960's!

At Madame Tussaud's, it is only the very famous who get a place in the exhibition. That is not surprising really; it takes about six months to create a realistic wax model. A wax figure costs over £40,000 to make – a lot of money!

Homework

1 Complete the sentences with the words.

painted, painting (x2), paints, paintings

1) He always uses bright colours in his ... .
2) We were taught ... and drawing at art college.
3) We have ... the bedroom blue.
4) She was ... her fingernails.
5) He usually ... in watercolours.

2 Write the sentences in Passive or Active voice.

Active voice	Passive voice
Marie Tussaud made a lot of wax models.	**e.g.** A lot of wax models were made by Marie Tussaud.
	The Forsyte Saga was written by John Galsworthy.
Thomas Gainsborough painted a lot of pictures.	
	The Great Canyon is visited by many tourists every year.
V.Petrov painted Mountain settlement Brichmulla.	
	Who was this poem written by?

UNIT 9 THE ENVIRONMENT

Lesson 1 Mother Nature

Homework

1 **Read and complete the table.**

humans, clothes, furniture, animals, paper, plants, books, cars, stones, buses, birds, fish, mushrooms, trains, minerals, air, ships, soil, airplanes

natural things	man-made things
e.g. *humans*	**e.g.** *clothes*

2 **Read and complete the sentences with the words.**

life, needs, ecosystem, changed, future, invented, technology, sources

Human environment is a man-made environment. It was (1) ... by humans for their needs. Before (2) ... appeared, humans lived in the natural environment. They had an environment-friendly life. With time, their (3) ... grew and grew. Humans learnt new ways to change their environment for their needs.

They learnt to grow crops and animals, and build houses. They (4) ... the wheel, money, trade and business. Transportation became faster. It became possible after they had invented new technologies. Communication became easier and fast across the world. They formed a man-made (5) ... .

We need a balance between the natural and man-made environment. If we use the natural (6) ... wisely, we can have a healthy balance. We should use our resources wisely and learn to save them. Natural resources like wood, minerals, water and air are important for (7) ... . If we do not use them wisely, we may run out of them one day. We should think about our (8) ... .

Lesson 2 What are the alternative sources to fossil fuels?

Classwork

2c **Listen to the text one more time and complete the table about the sources of energy.**

energy sources	modern, old	dangerous, running out, expensive, cheap
wind power	**e.g.** *old*	
fossil fuels		
nuclear power		
solar power		

Homework

Read and match the titles and the texts.

a) Chemicals cause water and soil pollution
b) Future rise in prices
c) Less food
d) Bad for farming
e) High cost of production

Disadvantages of Biofuels

1) Even though there are lots of advantages in biofuels, they are expensive to produce. Such a disadvantage is a reason why biofuels are not becoming more popular.

2) The crops and plants which are grown year after year on the same fields make the soil poor.

3) Crops for biofuels need chemicals to grow better. But use of chemicals is bad for the environment and may cause water pollution. Chemicals can be washed away from fields to lakes or rivers. Production of biofuels also uses a lot of water which is not good for local water resources.

4) Biofuels are taken from plants and crops that have high levels of sugar. That is why these crops are also used as food by people and animals.

5) Now, the prices of biofuels is higher than fossil fuels. Biofuels take some agricultural space from other crops, which can cause a global rise in food prices. Constantly rising prices may make the use of biofuels difficult for the economy.

Classwork and homework

Lesson 3 Our green planet

Homework

1 **Read activity 4b and add three more examples.**
e.g. Turn off lights in any room if there is nobody there.

2 **Write about what your family does to save energy.**
e.g. When I open the refrigerator door, I try to quickly shut it to keep the cold air in and save energy.

Lesson 4 Global climate change

Classwork

4a **Work in pairs. Look at the pictures. Listen and complete the table with years and natural disasters.**

place	time	natural disaster	damage	reason
China	**e.g.** *1931*	*flood; long dry period*	*4 million people died*	*A long dry period without rain; hunger; floods; illnesses*
Europe				
East Africa				
Australia				

5 **Work in pairs. Think what people can do to reduce climate change. Complete the table. Use *mustn't, could, may, should, shouldn't*.**

problems	actions we can take
1) People burn old leaves. It (1) ... give CO_2 gas to the air.	1) We (2) ... burn old leaves.
2) People burn hay in the fields. It (3) ... start fires.	2) We (4) ... burn hay.
3) Birds and homeless animals in winter do not have food. They (5) ... die.	3) We (6) ... feed the birds in winter.
4) We use a lot of spray for body and hair. It creates greenhouse gas.	4) We (7) ... use it much. We (8) ... use other hygiene things.

Homework

1 **Complete the sentences. Use *very* or *really*.**

1) We had a ... fantastic time. 2) The food was ... delicious. 3) There was a ... interesting article on climate change in the paper yesterday. 4) There was a ... unpleasant smell coming from the kitchen. 5) Mr. Graham was ... surprised to find 46 ... ancient gold coins inside the pot. 6) They have always been ... friendly to me.

2 **Match the adjectives which have similar meaning.**

1) freezing	a) bad	5) ancient	e) sad
2) delicious	b) interesting	6) great, fantastic, amazing, wonderful	f) good
3) boiling	c) hot	7) exciting	g) old
4) awful, terrible	d) cold	8) miserable	h) tasty

3 **Look at the table in activity 5. Write sentences.**
e.g. If people burn old leaves, more harmful CO_2 gas will be produced. We mustn't do it.

Lesson 5 How can we help improve the world?

Homework

Write five tips to use less plastic.
e.g. Buy cardboard boxes instead of plastic bottles.

UNIT 10 ALL THE WORLD'S A STAGE

Lesson 1 Ancient theatres

Classwork

4a Work in pairs. Listen and complete the table about Uzbekistan.

	When was it formed?	Clothes?	Who speaks and operates a doll?	What are performances about?	What do puppets do?	Popular now?
Uzbek puppet show	**e.g.** 4th century BC	Uzbek national				
Japanese Bunraku	**e.g.** 17th century					

Homework

1 Complete the sentences with the words. Translate the sentences.

stage directions, scenes, stage set, acts, dialogue

1) A play is divided into several ... .
2) Each act is divided into several ... .
3) What the actors say is the ... .
4) The ... is the furniture and decoration on the stage.
5) The ... tell the actors how to speak, where to move, etc.

2 Write about any puppet show you have ever been to. Use the questions.

1) When did you go?
2) What dolls were there: glove puppets or marionettes?
3) What was the play about? Who were the characters?
4) Did you like the show? Why?/Why not?

Lesson 2 He asked her to say ...

Classwork

4 Listen and write the sentences in Reported Speech.

1) Albina (to her friend): **e.g.** *Albina asked her friend to visit her at hospital.*
2) Teacher (to the pupils): _____
3) Director (to the pupils): _____
4) Sasha (to his mother): _____
5) Mother (to her child): _____
6) Alisher (to his sister): _____

Homework

1 Write the sentences in Reported Speech.

e.g. *She often asked me to stay for lunch.*

1) She often said to me, "Could you stay for lunch?"
2) The doctor said to me, "Stop smoking!"
3) I said politely, "Please, make less noise."
4) She will certainly say to her sister, "Please help me with my homework."
5) "Get out of the car!" said the policeman.

2 Answer the questions.

1) Do you think Pygmalion is a comedy or tragedy? Why do you think so?
2) Would you like to see this play? Why? /Why not?

Lesson 3 Cinema or theatre?

Classwork

3a Listen and write if the speaker likes the theatre or cinema.

Speaker	Likes theatre or cinema	Why?
1	**e.g.** *theatre*	a) ... because it makes her want to cry. b) ... it makes her happy.

2		a) ... tickets are not cheap but there is always a theatre next to you. b) ... there is popcorn and cola; you can wear casual clothes.
3		a) ... it connects us to our childhood. b) ... it invented a campfire.
4		a) ... theatre is not passive. It needs imagination. b) ... it does not need work and participation from the audience.
5		a) ... uses images and actions to communicate with the audience. b) ... uses boring dialogues and makes you fall asleep.
6		a) ... makes him happy to watch beautiful stories. b) ... can make beautiful stories and tell them to his audience through beautiful images.

Homework

1a Write down the new words. Look them up.

a matinee, the stalls, the balcony

1b Read the letter and rewrite it. Make it negative. Use the words.

the balcony, tragedy, cried, expensive, little time, evening performance, awful, unhappy, by taxi, bad seats, theatre glasses, sad scenes, windy and cold, badly

Dear Ann,
Thank you for your letter. It was interesting to know that you have visited "The Globe" theatre in London which is so famous in the world. Last Saturday my friend invited me to go to the theatre to watch a new ***comedy****. I agreed because I like theatre and the weather was* ***wonderful****. It was* ***cloudy but warm****. We went by bus because we had* ***a lot of time****. It was* ***a matinee*** *and the tickets were* ***cheap****. We bought tickets in the box office, and we had* ***good seats*** *in the* ***stalls****. We could see the stage very* ***well****. There were a lot of* ***funny scenes*** *in the performance, and we* ***laughed*** *a lot. The comedy made us feel* ***happy****.*
Write me soon about the play you have seen.
Love
Nigora

Lesson 4 Great playwrights

Homework

1 Change the sentences from Reported Speech into Direct Speech.

1) He asked his son to bring him a glass of water.
2) The old woman ordered David to get out of her garden.
3) The man told them to look around.
4) Adrian asked Susan to listen to him.

2 Look at the fact file and write about the actor.

Name: Sir Ian Murray McKellen **Age:** born 25 May 1939
Job: an English actor
Genres: from Shakespearean and modern theatre to popular fantasy and science fiction
Awards: six Laurence Olivier Awards, a Tony Award, a Golden Globe Award, a Screen Actors Guild Award, a BIF Award, two Saturn Awards, four Drama Desk Awards, and two Critics' Choice Awards
Famous film roles: The King in Richard III (1995), James Whale in Gods and Monsters (1998), Magneto in the X-Men films, Gandalf in The Lord of the Rings and The Hobbit films.



Lesson 5 At the theatre

Homework

Get ready to perform a play. Choose a live performance or a puppet show. Choose a play. You can use a story about the Hodja, a tale, a legend, or a short scene from a film.

1 **Write a dialogue.**

2 **Design the stage set. Think about what can be put on the stage.**

3 **Write stage directions. Write how the characters will say their words and how they will move.**



Unskilled bird

One day the Hodja wanted to eat peaches and he saw a garden full of peach trees. So he climbed up the tree and began to eat them, one after the other.

But the Hodja was an unlucky man. While he was eating, the keeper of the garden came. The Hodja hid behind the branches, but the man heard something moving and shouted:

"Who is there?"

The Hodja was afraid and sang like a bird. The man shouted:

"You, come down, a bird doesn't sing like that!"

"What didn't you like?" shouted the Hodja. "Can a young and an unskilled bird sing better than this?"

AN EASTERN LEGEND ABOUT TOBACCO

A long time ago when tobacco had just appeared in the Caucasus, there lived at the foot of a high mountain a wise old man. He took a dislike to tobacco and tried to persuade others not to smoke it.

Once a group of foreign merchants came to the village where the old man lived to sell tobacco. They tried hard to make the old man support them, but they could not.

One day the old man saw that a crowd of people had gathered round the merchants who were shouting: "O divine leaf, o divine leaf, which cures all ailments!"

Then the wise man said: "But that is not all! This divine leaf brings people other advantages: no thief will enter the house of a man who smokes, no dog will bite him, and he will never grow old".

The merchants looked at him with joy. "Explain your words to us, o wise old man," they asked him.

"No thief will enter the house of a man who smokes," he replied, "because that man will be coughing all night, and no thief likes to go into the house of one who is awake. After several years of smoking a man will grow weak and will walk with a stick. Will a dog bite a man with a stick? Last, he will never grow old because he will die in his youth."

On hearing these words, the peasants went off, determined never to smoke.

Грамматический справочник

(Для учителей)

1) Словообразование: суффиксы *-tion, -ion, -er, -or*

В английском языке некоторые существительные образованы от глаголов при помощи таких суффиксов, как *-tion, -ion, -er, -or*. Например: *collect + ion = collection suggest + ion = suggestion instruct + ion = instruction teach + er = teacher direct + or = director* и т. д.

Когда существительные образованы таким способом, немая *«e»* в конце слов выпадает. Например: *celebrat**e** + ion = celebration decorat**e** + ion = decoration educat**e** + ion = education congratulat**e** + ion = congratulation illuminat**e** + ion = illumination bak**e** + er = baker* и т. д.

Иногда немая *«e»* меняется на *«a»* или *«i»*. Например: *continu**e** + tion = continu**a**tion declar**e** + tion = declar**a**tion imagin**e** + tion = imagin**a**tion invit**e** + ion = invit**a**tion compet**e** + tion = compet**i**tion* и т. д.

2) Фразовые глаголы *(Phrasal verbs)*

Фразовые глаголы в основном используются в разговорном английском и неформальных текстах. Чем формальнее разговор или текст, тем меньше встречаются фразовые глаголы.

Фразовые глаголы состоят из **глагола и частицы** (предлог, наречие). Частица может полностью изменить значение глагола, например:

look up — искать *(в словаре, справочнике и т. п.) (look a word up in a dictionary)*

look for — искать *что-либо, кого-либо (look for her ring)*

look forward — предвкушать *(что-либо)*; ожидать *(чего-либо)* с удовольствием/нетерпением *(look forward to meeting someone)*

Нет конкретных правил, которые могли бы объяснить, как фразовые глаголы формируются правильно. Поэтому, лучше найти их в хорошем словаре и изучить их значения.

3) Наречия степени: *very, too, quite* и т. д.

Некоторые наречия степени стоят перед наречиями и прилагательными и определяют их.

Они помогают выразить степень наречия и прилагательного. Например, домашняя работа может быть более или менее трудной, автомобиль может ехать быстрее или медленнее и т. д. Чтобы определить степень наречия, используются такие слова и выражения: *too, very, quite, a little, a bit, not very* и т. д. Например:

This car runs very fast. It is very helpful.

This task is quite difficult.

4) Наречия выражающие вероятность: *certainly, probably*

Эти слова используются тогда, когда мы хотим сказать, насколько мы уверены в чём-либо. Они стоят перед смысловым глаголом, но после вспомогательного или модального глагола. Например: *You are probably right. He is probably coming. They will certainly be there.*

5) Сравнение: *(not) the same as ...* и *different from ...*

Когда два предмета схожи друг с другом, мы говорим, что один предмет такой же, как и другой *(the same as)*. Например:

Your shirt is the same colour as mine. This movie is the same as this one. It is boring.

Выражение *not the same...as* употребляется, чтобы сказать, что два предмета отличаются друг от друга. Например:

The size of newspapers in Uzbekistan is not the same as the size in the UK.

Также используется выражение *different from ...*, чтобы сказать о различиях в предметах. Например: *The size of newspapers in Uzbekistan is different from the size in the UK.*

6) Прямая и косвенная речь

Существуют два способа передачи чужой речи:

1) при помощи прямой речи, когда мы точно воспроизводим сказанное;

2) при помощи косвенной речи, когда мы воспроизводим только основной смысл сказанного, используя слова автора с употреблением изменённых местоимений, времени и других необходимых слов. Например: прямая речь: *She says, "I am a little bit nervous."*

косвенная речь: *She says that she is a little bit nervous.*

В первом предложении говорящий передаёт сообщение девушки, используя её настоящие слова *("I am a little bit nervous.")*. А во втором предложении говорящий передаёт её сообщение, но своими словами, без каких-либо изменений смысла сообщения.

Личные и притяжательные местоимения, используемые в прямой речи, могут меняться в косвенной речи следующим образом:

Личные местоимения		**Притяжательные местоимения**	
прямая	**косвенная**	**прямая**	**косвенная**
I	s/he	my	his/her
we	they	our	their
you	I/we	your	our/their
s/he, it, they	s/he, it, they	their	their

6.1. Косвенная речь для реальных событий

Если события, о которых говорит автор, реальны и ситуация не изменилась, в косвенной речи нет необходимости изменить время глагола. Этот глагол может быть в любом времени, т. е. в настоящем, прошедшем или будущем. Например:

прямая речь: *He says, "I* ***am*** *ill."*
косвенная речь: *He says that he* ***is*** *ill.*

прямая речь: *She says, "I* ***sang*** *a song."*
косвенная речь: *She says that she* ***sang*** *a song.*

прямая речь: *You say, "I'****ll*** *visit London."*
косвенная речь: *You say that you* ***will*** *visit London.*

6.2. Косвенная речь с использованием прошедшего времени (Past Simple)

После слов автора *(said, told, answered* и т. д.*)* могут использоваться глаголы прошедшего времени. Например: прямая речь: *Akmal, "I'm strong."*
косвенная речь: *Akmal* ***said*** *he* ***was*** *strong.*

Здесь события в речи Акмаля были реальны в прошлом, но так как время прошло и некоторые события могли измениться и он, возможно, уже не такой сильный, каким был. Использование прошедшего времени в косвенной речи показывает, какими события были в прошлом.

Возможные изменения при замене прямой речи косвенной:

Прямая речь		**Косвенная речь**
глаголы настоящего времени	→	глаголы прошедшего времени
глаголы настоящего длительного времени	→	глаголы прошедшего длительного времени
am/is	→	was
are	→	were
will	→	would
do/does	→	did
today	→	that day
tonight	→	that night
now	→	then
tomorrow	→	the next day
here	→	there
these	→	those
this	→	that

В том случае, если события всё ещё реальны в настоящем, то можно сказать:
прямая речь: *Akmal* ***said****, "I* ***am*** *strong."*
косвенная речь: *Akmal* ***said*** *that he* ***is*** *strong.*

6.3. Косвенная речь с союзом *that*

Союз *that* употребляется в косвенной речи после слов автора, чтобы соединить слова автора с мыслями, словами говорящего.

После слов автора с наиболее распространёнными глаголами *said, told* может использоваться союз *that*, но может и опускаться. Например:

He said ***(that)*** *he was reading novels.*
She told me ***(that)*** *she didn't have any money.*

Но в словах автора с другими глаголами союз *that* не может опускаться. Например:
He replied ***that*** *he didn't know about that.*

Читайте о косвенной речи с прошедшим совершенным временем в пункте 8.
Читайте о повелительных предложениях в косвенной речи в пункте 22.

7) Прошедшее совершенное время *(Past Perfect)*

Прошедшее совершенное время выражает законченное действие в прошлом.

Например: *I played tennis yesterday.*

Но если мы хотим рассказать о событиях, которые произошли раньше этого времени, мы используем прошедшее совершенное время (Past Perfect). Например:

Before I played tennis, I ***had done*** *my homework.*

Чтобы рассказать о двух действиях, событиях, которые произошли один за другим, используются следующие союзы времени: *when, after, as soon as* и т. д. Например:

When I ***had eaten****, I began watching TV.*

After I ***had watched*** *TV, I started reading.*

As soon as I ***had finished*** *reading, I went to bed.*

Прошедшее совершенное время имеет следующую структуру:

Утвердительная форма:

Subject *(подлежащее)* + **had** + **past participle** *(причастие прошедшего времени)* + object *(дополнение)*

I/we/you/they he/she/it	**had (I'd, we'd, you'd, they'd, he'd, she'd, it'd)**	**finished lost read**	the book

Отрицательная форма:

Subject + **had not** + **past participle** + object

I/we/you/they he/she/it	**had not (hadn'd)**	**finished lost read**	the book

Вопросительная форма:

Had + Subject + **past participle** + object

Had	I/we/you/they he/she/it	**finished lost read**	the book

Причастие прошедшего времени (the Past Participle) — это третья форма глаголов.

Причастие прошедшего времени может быть выражено правильным и неправильным глаголом. Причастия прошедшего времени правильных глаголов, имеют такую же форму, что и глаголы прошедшего времени правильных глаголов. (Прошедшее время правильных глаголов — *finished/opened/talked* и т. д.)

Причастия прошедшего времени неправильных глаголов, имеют разные формы. (Например, *lost/been/gone/broken/had* и т. д.)

См. формы причастия прошедшего времени неправильных глаголов на стр. 127.

8) Косвенная речь с прошедшим совершенным временем *(Past Perfect)*

Если говорящий использует в своей речи настоящее совершенное *(Present Perfect)* или простое прошедшее время *(Past Simple)*, то при передаче его слов используется прошедшее совершенное время *(Past Perfect)*. Например:

прямая речь: *I* ***enjoyed*** *the film very much.*
косвенная речь: *He said he* ***had enjoyed*** *the film very much.*

прямая речь: *I* ***have finished*** *my work.*
косвенная речь: *He said he* ***had finished*** *his work.*

Следующие изменения могут происходить при замене прямой речи косвенной:

Прямая речь	Косвенная речь
Past Simple watched	Past Perfect had watched
Present Perfect has watched	Past Perfect had watched
yesterday	that day

9) Страдательный залог настоящего и прошедшего времени *(Present Passive and Past Passive)*

Существует два вида залогов: действительный *(active verb)* и страдательный *(passive verb)*. Действительный залог показывает, что предмет/человек сам выполняет действие, например:

Somebody ***cleans*** *this room every day.*

В данном случае *Somebody* — это подлежащее, выполняющее определённое действие, выраженное глаголом действительного залога.

Страдательный залог показывает, что над предметом/человеком выполняется действие:

This room ***is cleaned*** *every day.*

В этом случае *This room* является подлежащим, на которое направлено действие, выраженное глаголом страдательного залога.

Страдательный залог настоящего времени образуется следующим образом:

подлежащее + am/is/are + причастие прошедшего времени

Страдательный залог прошедшего времени образуется следующим образом:

подлежащее + was/were + причастие прошедшего времени

Например: *The State museum of Fine Arts* ***was founded*** *in 1918.*
Works of art ***were added*** *to the collection.*

В предложениях с использованием страдательного залога при указании исполнителя действия употребляется предлог *by*. Например:

In the morning the letters are collected ***by postmen****. The letters are sorted* ***by machines****.*

(Причастия прошедшего времени (past participle) неправильных глаголов приведены в таблице на стр. 127).

10) Американское и британское правописание

Существует много различий в правописании американского и британского вариантов. В приведённой таблице даются некоторые примеры этих различий.

Американский вариант	Британский вариант
organize	organise
specialize	specialise
realize	realise
theater	theatre
center	centre
practice (v)	practise (v)
auto park	car park
program	programme
traveled	travelled
canceled	cancelled
subway	underground, tube
encyclopedia	encyclopaedia
color	colour

11) Сложные предложения

Сложные предложения обычно состоят из двух простых предложений: *главного* и *придаточного*. Придаточное предложение дополняет главное и обычно употребляется с союзами *because, if, that* или с союзными словами, начинающимися с *wh-*. Придаточные предложения могут стоять до или после главного предложения. Если придаточное предложение стоит после главного, то запятая не ставится, а если перед главным, то запятая ставится. Например:

When you came, everybody was reading. (запятая)
Everybody was reading when you came. (нет запятой)
Because he was ill, he couldn't go to school. (запятая)
I didn't have my breakfast because I got up late. (нет запятой)

I think/believe/know that ...

Многие глаголы (например: *think, believe, know* и т. д.) описывают мысли и чувства людей. В сложных предложениях придаточное предложение со словом that стоит после этих глаголов. Например: *I* ***know that*** *the task's difficult. I* ***think that*** *it's already time to go. I* ***believe that*** *he's a good man.*

Иногда *that* не употребляется. Например: *I think it's already time to go. I believe he's a good man.*

12) Условные придаточные предложения с союзом *if*

В английском языке существуют разные виды условных предложений. Они используются, чтобы сказать о событиях, которые, возможно, могли бы произойти, или о возможных результатах этих событий.

12.1. Настоящее время *(Present Simple)* используется в главном предложении и в условном придаточном, когда речь идёт о чём-то реальном или о том, что часто происходит. Например:

If you ***heat*** *ice, it* ***melts***.

If it ***is*** *holiday, pupils usually* ***don't go*** *to school*.

12.2. Когда в условном придаточном предложении используется настоящее время *(Present Simple)*, то в главном предложении глаголы чаще всего стоят в повелительном наклонении. Например:

If you ***want*** *to join our club,* ***send*** *information about yourself*.

If he ***comes***, ***phone*** *me immediately*.

12.3. Если речь идёт о возможных событиях в будущем, тогда в условном придаточном предложении нужно использовать настоящее время *(Present Simple)*, а в главном предложении — будущее *(Future Simple)*. Например:

If I ***come*** *late, I'****ll let*** *you know*.

We ***will go*** *for a walk, if the weather* ***is*** *good tomorrow*.

12.4. В условном придаточном предложении нужно использовать простое прошедшее время *(Past Simple)*, а в главном предложении — *would + infinitive (*без частицы *to)*, если идёт речь о нереальных или воображаемых событиях. Например:

If I ***had*** *a lot of money, I* ***would buy*** *my family a new house*.

We ***would talk*** *more, if you* ***came*** *earlier*.

В условном придаточном предложении после союза *if* используется глагол *were* вместо *was*. Например:

It's a pity. If ***I were*** *you, I wouldn't miss the football and would find some time in the evening for the homework*.

13) *Feel* + прилагательное

Feel используется с личными местоимениями (*I, you* и т. д.), а после *feel* нужно использовать прилагательное. Например:

I ***feel bored***. *She* ***feels happy*** *when she meets her friend*.

14) *Make* + дополнение + глагол/прилагательное

После *make + дополнение* используется глагол без частицы *to* или прилагательное. Например:

It ***makes me (you, him, her, us, them) feel*** *sad*.

What kind of music ***makes you happy/relaxed****?*

Но в страдательном залоге, то есть во фразе *be made to do something,* используется глагол с частицей *to*. Например:

These movies ***are made to frighten*** *and* ***make*** *you scream and* ***be*** *afraid, very afraid!*

15) Принадлежность: *with*

With, так же как и глагол *have,* используется, чтобы выразить принадлежность. Например:

a big man ***with*** *long hair (= a big man* ***who has*** *long hair)*

a short girl ***with*** *green eyes (= a short girl* ***who has*** *green eyes)*

16) Предложения и приглашения: *Would you like to ...?*

Would you like to ....? используется для предложения сделать что-либо. Например:

Would you like to go to the cinema with me?

Ответ на такой вопрос-предложение может быть *I'd love to*. или *Sorry, I can't*.

17) Модальный глагол *may* для выражения возможности

May используется в предложениях, чтобы сказать о возможных действиях в настоящем и будущем. *May not* — отрицательная форма. Например:

I don't know the answer to this question. Let's ask Alex, he ***may know***.

It ***may rain*** *tomorrow or* ***may not***.

18) Could be/might be/perhaps/may be/must be

Could be/might be/perhaps/may be используются, чтобы выразить неуверенность в чём-либо и в то же время выразить предположение.

Could be и *might be* имеют одинаковое значение *(может быть)* и могут использоваться в одной и той же ситуации. Например:

Somebody is calling me. It ***might be*** *Jalil. (or It* ***could be*** *Jalil.)*
I have lost Malik. He ***could be*** *in groceries section. (or He* ***might be*** *in groceries section.)*

Perhaps и *maybe* тоже имеют одинаковое значение *(возможно)*. Они часто используются в речи, но значение *maybe* более формальный, чем *perhaps*. Например:

May be/perhaps *he is ill. The President* ***perhaps*** *is arriving soon.*

Must be используется в предложениях, чтобы с уверенностью сказать, что что-то верно, в зависимости от ситуации *(должно быть)*. Например:

A: My house is very near the airport. (Мой дом очень близко к аэропорту.)
B: It ***must be*** *very noisy.* (Должно быть очень шумно.)

19) Страдательный залог с модальными глаголами

Страдательный залог *be + past participle (причастие прошедшего времени)* после модальных глаголов может использоваться в различных значениях.

May/might + be done, в основном используются, чтобы сказать о возможных действиях в страдательном залоге. Например:

If we go there, we ***may/might be given*** *a lot of tasks.*

Can/could + be done используется в одном и том же значении как *may/might + be done*. Например: *This book can/could be found everywhere.*

Must + be done обозначает, что что-либо совершенно необходимо сделать. Например:
Your football ***must be finished*** *by 5 o'clock.*

Should + be done обозначает, что было бы не плохо что-либо сделать.

Should + be done используется вместо *must + be done*, чтобы отдавать распоряжения в вежливой форме. Например:

Your football ***should be finished*** *by 5 o'clock.*

20) *The* + прилагательное

The + прилагательное используется для обозначения группы людей. Например:
the blind/the young/the old/the poor/the rich/the poor/the sick и т. д.

По значению, они всегда указывают на множественное число. Например:

the blind = the blind people
the rich = the rich people
The sick ***are*** *given free hospital treatment.*

21) *Both* и *all*

Both (оба) используется, чтобы сказать что-либо о двух предметах, которые известны собеседнику. Например, мы говорим о двух телевизорах:

Both TV sets are of good quality.

Запомните, что *both* употребляется всегда с существительными во множественном числе.

All (все) используется с исчисляемыми и неисчисляемыми существительными во множественном числе, когда сказанное относится к каждому человеку или предмету в какой-либо совокупности. Например:

All people must live in peace.
All boys and girls of the class are wearing uniforms.

22) Косвенная речь: распоряжения

Если говорящий использует в своей речи распоряжения, то в косвенной речи его слова передаются при помощи инфинитива — неопределённой формы глагола (с частицей *to*). Неопределённая форма глаголов обычно используется после глаголов *tell, ask, order*.

Например: прямая речь: *"Do your homework," he said to them.*
косвенная речь: *He* ***told them to do*** *their homework.*
прямая речь: *"Do your homework now!" he ordered to them.*
косвенная речь: *He* ***ordered them to do*** *their homework immediately.*
прямая речь: *"I'd like you to do your homework," he said to them.*
косвенная речь: *He* ***asked them to do*** *their homework.*

List of irregular verbs
(Список неправильных глаголов)

Present Simple	Past Simple	Past Participle	Present Simple	Past Simple	Past Participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	sew	sewed	sewn/sewed
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hold	held	held	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
leave	left	left	write	wrote	written

English-Russian Wordlist

adj – adjective – прилагательное
adv – adverb – наречие
conj – conjunction – союз
det – determiner – определяющее слово
int – interjection – междометие
n – noun – существительное
num – number – число
phr.v – phrasal verb – фразовый глагол
pl – plural – множественное число
pp – past participle – причастие прошедшего времени
prep – preposition – предлог
pron – pronoun – местоимение
v – verb – глагол

ability [ə'bɪlɪtɪ] *n pl (-ies)* способность, возможность *(сделать что-либо)*
able *adj* ['eɪbl] способный, обладающий способностью
be able to do мочь ..., быть в состоянии /в силах/ ...
academic *n, adj* [ˌækə'demɪk] 1. преподаватель, профессор *или* научный сотрудник (высшего) учебного заведения; 2. академический, относящийся к академии
academic lyceum *adj+n* академический лицей
academy [ə'kædəmi] *n pl (-ies)* академия
access *n* ['ækses] доступ
accident *n* ['æksɪdənt] несчастный случай; катастрофа; авария
accompany *v* [ə'kʌmpəni] сопровождать; сопутствовать
be accompanied by smb. идти в сопровождении кого-либо
according to *prep* [ə'kɔ:dɪŋtə] в соответствии с, согласно, по
achieve *v* [ə'tʃi:v] достигать; добиваться
achievement *n* [ə'tʃi:vmənt] достижение, успех, победа
across *adv* [ə'krɒs] поперёк, в ширину; от края до края
act *v, n* [ækt] 1. а) действовать; б) поступать; вести себя; в) исполнять (роль), играть; 2. акт, действие *(в пьесе)*
action *n* ['ækʃən] действие
take actions *v+n* 1) начинать действовать; 2) принимать меры
action film *n+n* боевик (фильм)
active *adj* ['æktɪv] деятельный; энергичный; активный; живой
activity *n* [æk'tɪvɪtɪ] 1) деятельность; 2) классное занятие, упражнение
actor *n* ['æktə] актёр; артист
actress *n* ['æktrəs] актриса; артистка
actually *adv* ['æktʃuəli] фактически, на самом деле; в действительности
addict *n* ['ædɪkt] поклонник
administration *n* [ədˌmɪnɪ'streɪʃn] администрация; руководство
admire *v* [əd'maɪə] восхищаться, восторгаться; любоваться
adult *n* ['ædʌlt, ə'dʌlt] взрослый, совершеннолетний; зрелый человек
advance *n* [əd'vɑ:ns] продвижение, движение вперёд
advantage *n* [əd'vɑ:ntɪdʒ] преимущество; превосходство
adventurous *adj* [ə'dventʃərəs] 1) любящий приключения; 2) предприимчивый
advisory board *adj+n* [əd'vaɪzəri 'bɔ:d] консультативный совет
aerospace *adj* ['eərəspeɪs] авиационно-космический, аэрокосмический
affair *n* [ə'feə] дело; вопрос
affect *v* [ə'fekt] воздействовать *(на что-либо)*; влиять
afraid *adj* [ə'freɪd] испуганный, напуганный; боящийся
African *n, adj* ['æfrɪkən] 1. африканец; африканка; 2. африканский
after *prep* ['ɑ:ftə] после; через, спустя
again *adv* [ə'gen, ə'geɪn] снова, вновь; опять
against *adv* [ə'geɪnst, ə'genst] против
age *n* [eɪdʒ] 1) возраст; 2) век, эпоха
agency ['eɪdʒənsi] *n pl (-ies)* агентство, представительство
ago *adv* [ə'gəʊ] тому назад
agreement *n* [ə'gri:mənt] 1) согласие; 2) соглашение, договор
agricultural *adj* [ˌægrɪ'kʌltʃərəl] сельскохозяйственный; земледельческий
agriculture *n* ['ægrɪˌkʌltʃə] сельское хозяйство
ailment *n* ['eɪlmənt] недомогание, нездоровье, болезнь
aim *n* [eɪm] цель, намерение; стремление, замысел
air *n* [eə] воздух
air conditioner *n+n* кондиционер

airport *n* [ˈeəpɔ:t] аэропорт
allow *v* [əˈlaʊ] 1) позволять, разрешать; давать разрешение; 2) давать возможность, делать возможным

almost *adv* [ˈɔ:lməʊst] почти
alone *adv* [əˈləʊn] один, одинокий; в одиночестве
along *adv, prep* [əˈlɒŋ] 1. дальше, вперёд; 2. вдоль (по), по
alphabet *n* [ˈælfəbet] алфавит; азбука
also *adv* [ˈɔ:lsəʊ] 1) также, тоже; 2) к тому же; притом
alternative *adj, n* [ɔ:lˈtɜ:nətɪv] 1. альтернативный; 2. альтернатива
although *conj* [ɔ:lˈðəʊ] хотя, несмотря на то, что; если бы даже
aluminium *n* [ˌæljʊˈmɪnɪəm] алюминий
amazing *adj* [əˈmeɪzɪŋ] удивительный, поразительный
ambitious *adj* [æmˈbɪʃəs] 1) честолюбивый; 2) стремящийся *(к чему-либо)*; 3) трудолюбивый; активный, энергичный; инициативный

American *adj, n* [əˈmerɪkən] 1. американский; 2. американец; американка
among *prep* [əˈmʌŋ] среди, посреди, между
amongst = among
ancient *adj* [ˈeɪnʃənt] античный, древний; старинный
anecdote *n* [ˈænɪkdəʊt] анекдот, короткий интересный рассказ, эпизод
angel *n* [ˈeɪndʒəl] ангел
be angry (with/at) сердиться *(на что-либо)*
animated *adj* [ˈænɪmeɪtɪd] оживлённый, живой
anniversary *n* [ˌænɪˈvɜ:səri] годовщина; празднование годовщины *(какого-либо события)*
announce *v* [əˈnaʊns] объявлять, извещать
annoyed *adj* [əˈnɔɪəd] недовольный, раздражённый, раздосадованный
any *adj* [ˈeni] 1) *(в вопросительных предложениях)* какой-нибудь; 2) *(в отрицательных предложениях)* никакой, ни один; 3) *(в утвердительных предложениях)* всякий, любой

anymore *adv* [ˈenimɔ:] больше не; уже не
anyone *pron* [ˈeniwʌn] 1) *(в вопросительных предложениях)* кто-нибудь; 2) *(в отрицательных предложениях)* никто; 3) *(в утвердительных предложениях)* всякий, любой

anything *pron* [ˈeniθɪŋ] всё; (всё) что угодно
anytime *adv* [ˈenitaɪm] всегда, в любое время
anywhere *adv* [ˈenɪweə] везде, в любое место
app *n* [æp] приложение
appear *v* [əˈpɪə] появляться, показываться
appearance *n* [əˈpɪərəns] внешний вид, внешность, наружность
applied art adj+*n* [əˈplaɪd ˈɑ:t] прикладное искусство
apply *v* [əˈplaɪ] использовать, применять, употреблять
appreciation *n* [əˌpri:ʃɪˈeɪʃən] высокая оценка; благодарность *(за что-либо)*
appropriate *adj* [əˈprəʊpriət] соответствующий, подходящий; уместный
approval *n* [əˈpru:vl] одобрение
approximately *adv* [əˈprɒksɪmətli] приблизительно, приближённо
Arab *adj* [ˈærəb] арабский
Arabian *adj* [əˈreɪbɪən] аравийский
Arabic *adj, n* [ˈærəbɪk] 1. арабский; 2. арабский язык
archaeological *adj* [ˌɑ:kɪəˈlɒdʒɪkəl] археологический
architect *n* [ˈɑ:kɪtekt] архитектор, зодчий
architectural *adj* [ˌɑ:kɪˈtekʧərəl] архитектурный
architectural building *adj+n* архитектурное сооружение
architecture *n* [ˌɑ:kɪˈtekʧə] архитектура, зодчество; строительное искусство
area *n* [ˈeəriə] площадь, пространство, участок; район, область; зона
argument *n* [ˈɑ:gjʊmənt] 1) довод, доказательство, аргумент; 2) спор, дискуссия
arm *n* [ɑ:m] рука *(от плеча до кисти)*
arm-wrestling *n* [ˈɑ:mˌreslɪŋ] арм-рестлинг
army [ˈɑ:mi] *n pl (-ies)* армия
around *prep* [əˈraʊnd] 1) кругом; вокруг; 2) приблизительно, примерно, около
art *n* [ɑ:t] искусство; изобразительное искусство
article *n* [ˈɑ:tɪkl] статья
artist *n* [ɑ:ˈtɪst] художник, живописец
artwork *n* [ˈɑ:twɜ:k] 1) произведения искусства; 2) иллюстрация

as *conj* [əz; æz] 1) так как, поскольку; 2) как, в качестве
as a result of в результате
as for me что касается меня
as much as possible как можно больше
Asian *adj* ['eɪʃ(ə)n, 'eɪʒən] относящийся к Азии; азиатский
assignment *n* [ə'saɪnmənt] задание
assist *v* [ə'sɪst] помогать, содействовать
assistance *n* [ə'sɪstəns] помощь, содействие
assistant *n* [ə'sɪstənt] помощник; ассистент
associated with [ə'səʊʃieɪtɪd wɪð] связанный с ...
astronaut *n* ['æstrənɔ:t] астронавт, космонавт
astronomer *n* [ə'strɒnəmə] астроном
astronomical *adj* [ˌæstrə'nɒmɪkl] астрономический
astronomy *n* [ə'strɒnəmi] астрономия
astrophysicist *n* [ˌæstrəʊ'fɪzɪsɪst] астрофизик
astrophysics *n* [ˌæstrəʊ'fɪzɪks] астрофизика
athletics *n* [əθ'letɪks] атлетика; занятия спортом
atlas *n* ['ætləs] 1) атлас (ткань); 2) атлас *(географический, и т. п.)*
atmosphere *n* ['ætməsfɪə] 1) атмосфера; 2) окружающая среда, обстановка, атмосфера
atomic *adj* [ə'tɒmɪk] атомный
attach *v* [ə'tætʃ] прикреплять, присоединять; скреплять
attract *v* [ə'trækt] притягивать; привлекать
attraction *n* [ə'trækʃn] 1) притяжение; тяготение; 2) аттракцион; 3) привлекательность
audience *n* ['ɔ:dɪəns] публика, зрители, аудитория
audio *n* ['ɔ:dɪəʊ] аудио, звукозапись
the Australians *n* [ɒ'streɪlɪənz] австралийцы
author *n* ['ɔ:θə] автор, писатель
autobiography *n* [ˌɔ:təbaɪ'ɒgrəfi] автобиография
autograph *n* ['ɔ:təgrɑ:f] автограф
available *adj* [ə'veɪləbl] наличный, имеющийся в распоряжении, доступный
avant-garde *n* [ˌævɒŋ'gɑ:d] авангард
avenger *n* [ə'vendʒə] мститель
avoid *v* [ə'vɔɪd] избегать, сторониться, уклоняться
awake *adj* [ə'weɪk] бодрствующий, проснувшийся
award *n, v* [ə'wɔ:d] 1. (присуждённая) награда *или* наказание; 2. присуждать *(что-либо)*, награждать *(чем-либо)*

awful *adj* ['ɔ:f(ə)l] ужасный, отвратительный

back *n, adv* [bæk] 1. спина; 2. а) сзади, позади; б) обратно, назад
go back to восходить к определённой эпохе
background *n* ['bækgraʊnd] задний план; фон
bacterium [bæk'tɪrɪəm] *n pl (-ria)* бактерия, микроб
bad *adj, n* [bæd] 1. плохой, дурной; скверный; 2. плохое, дурное
bake *v* [beɪk] печь, выпекать; запекать
balance *n* ['bæləns] равновесие; состояние равновесия
balcony ['bælkəni] *n pl (-ies)* балкон
ballet *n* ['bæleɪ] балет
ballpoint pen *adj+n* ['bɔ:lpɔɪnt-'pen] шариковая авторучка
band *n* [bænd] оркестр; группа музыкантов
banner *n* ['bænə] знамя, флаг, стяг
base *n, v* ['beɪs] 1. основа, основание; базис; 2. основывать, обосновывать
based on на основе, основанный
basic *adj* ['beɪsɪk] основной, главный, самый существенный
battery *n* ['bætəri] батарея, аккумулятор
battery charger *n+n* зарядное устройство
battle *n* ['bætl] битва; сражение
beard *n* [bɪəd] борода
beast *n* [bi:st] зверь, животное
beat *n, v* [bi:t] 1. ритм; такт; 2. а) взбивать *(яйца и т. п.)*; б) бить, ударять
beauty *n* ['bju:ti] красота; прекрасное
because *conj* [bɪ'kɒz, bɪ'kəz] потому что, так как
become [bɪ'kʌm] *v* (*past* became; *pp* become) становиться; превращаться

before *adv, prep* [bɪˈfɔ:] 1. раньше, прежде; 2. до; раньше
Before Common Era до нашей эры
begin [bɪˈgɪn] *v* (*past* began; *pp* begun) начинать(ся); приступать *(к чему-либо)*
to begin with во-первых, прежде всего; начать с того, что ...
beginning *n* [bɪˈgɪnɪŋ] начало
behind *prep, adv* [bɪˈhaɪnd] 1. за; 2. сзади, позади; назад
believe *v* [bɪˈli:v] 1) верить; 2) думать, полагать, считать
beneficial *adj* [ˌbenɪˈfɪʃl] благотворный, полезный; целительный; выгодный
benefit *n* [ˈbenɪfɪt] преимущество, привилегия; польза, благо
besides *adv* [bɪˈsaɪdz] кроме того; помимо того, также, вдобавок к тому
best-seller *n* [ˌbestˈselə] ходкая, сенсационная книга; бестселлер
best-selling *adj* [ˌbestˈselɪŋ] ходкий *(о книге)*; популярный
better *adj, adv* [ˈbetə] (*сравнительный степень от* “good” *и* “well”) лучше
between *prep* [bɪˈtwi:n] между; посреди
Bible *n* [ˈbaɪbəl] Библия
the Big Bang *adj+n* большой взрыв
billion *num* [ˈbɪljən] миллиард
bimonthly *adv* [baɪˈmʌnθli] раз в два месяца
bin *n* [bɪn] мусорное ведро
biofuel *n* [ˌbaɪəˈfjʊəl] биотопливо, биологическое топливо
biographical *adj* [ˌbaɪəˈgræfɪkl] биографический
biography [baɪˈɒgrəfi] *n pl (-ies)* биография; жизнеописание
biology *n* [baɪˈɒlədʒi] биология
birth *n* [bɜ:θ] рождение
bite [baɪt] *v* (*past* bit; *pp* bitten) кусать, жалить
bitter *adj* [ˈbɪtə] горький
biweekly *adv* [baɪˈwi:kli] раз в две недели
blank *n* [blæŋk] пустое, свободное место
blend *n* [blend] смесь
blind *adj* [blaɪnd] слепой, незрячий
blog *n* [blɒg] блог *(веб-сайт, основное содержимое которого — регулярно добавляемые человеком записи, содержащие текст, изображения или мультимедиа)*
body [ˈbɒdi] *n pl (-ies)* тело; плоть
boiling *adj* [ˈbɔɪlɪŋ] кипящий; бурлящий
book *n, v* [bʊk] 1. книга; 2. заказывать заранее; бронировать *(комнату в гостинице, билет и т. п.)*
bookshelf *n* [ˈbʊkʃelf] книжная полка
bored *adj* [bɔ:d] скучающий
boring *adj* [ˈbɔ:rɪŋ] надоедливый; скучный
born *adj* [bɔ:n] рождённый
be born *v* родиться
borrow *v* [ˈbɒrəʊ] занимать, брать на время; одалживать; заимствовать
boss *n* [bɒs] хозяин, предприниматель; босс
bossy *adj* [ˈbɒsi] распоряжающийся, заправляющий всем
bot *n* [bɒt] бот, робот
both ... and ... не только ..., но и; как ..., так и; и ... и
bottle *n* [bɒtl] бутылка, бутыль
a bottle of бутылка ...
bought *v* [bɔ:t] *прошедшее время и причастие прошедшего времени глагола “buy”*
box *n* [bɒks] 1) коробка; ящик; сундук; 2) *(в театре)* ложа
boxer *n* [ˈbɒksə] боксёр
box office *n* [ˈbɒksˌɒfɪs] театральная касса
brain *n* [breɪn] 1) головной мозг; 2) рассудок, разум; интеллект, ум
branch *n* [brɑ:ntʃ] 1) ветка *(дерева)*; 2) отрасль *(науки и т. п.)*
brand new *adj* [ˈbrændˌnju:] совершенно новый, с иголочки
brave *adj* [breɪv] храбрый, смелый
bravery *n* [ˈbreɪvəri] храбрость, смелость, мужество
break *n, v* [breɪk] (*past* broke; *pp* broken) 1. перерыв; пауза; перемена; 2. ломать; разбивать
break down *phr.v* [ˈbreɪkˈdaʊn] 1) сломать, разрушить; сбить; 2) сломаться, разрушиться; выйти из строя *(о машине и т. п.)*; потерпеть аварию

bridge *n* [brɪdʒ] мост; мостик
bright *adj* [braɪt] яркий; блестящий; светлый
brilliant *adj* ['brɪljənt] 1) блестящий; яркий; 2) выдающийся
bring [brɪŋ] *v* (*past, pp* brought) приносить; привозить, доставлять
bring up *phr.v* воспитывать, растить
bring/join together *phr.v* мирить, примирять; соединять; связывать
British *n, adj* ['brɪtɪʃ] 1) британцы; 2) (велико)британский; английский
broadcast *adj* ['brɔ:dkɑ:st] 1. (радио)вещание;
2. а) телевидение; б) телепрограмма, телепередача

broken *adj* ['brəʊkən] 1) сломанный; разбитый;
2) сломанный, вышедший из строя *(о машине и т. п.)*

browser *n* ['braʊzə] браузер
build [bɪld] *v* (*past, pp* built) строить, сооружать; создавать
bull *n* [bʊl] бык
bullfight *n* ['bʊlfaɪt] бой быков
bunch *n* [bʌntʃ] связка; пучок; пачка
burn [bɜ:n] *v* (*past, pp* burnt) 1) жечь, сжигать; 2) обжигать, получать ожог
burn away *phr.v* гореть, сгорать
bury ['berɪ] *v* (*past, pp* buried) хоронить, погребать; совершать погребальный обряд
business *n* ['bɪznəs] дело, постоянное занятие
button *n* ['bʌtn] пуговица; кнопка, пуговка
buy [baɪ] *v* (*past, pp* bought) покупать, купить
by *prep* [baɪ] *после глагола в пассиве указывает на деятеля; при отсутствии глагола передаётся твор. и род. падежом*

cafeteria *n* [ˌkæfɪ'tɪərɪə] 1) кафетерий; 2) столовая самообслуживания
call *v, n* [kɔ:l] 1. а) позвать; подозвать; б) звонить *или* говорить по телефону; 2. телефонный вызов, звонок

calligraphy *n* [kə'lɪgrəfɪ] каллиграфия; чистописание
calm *adj* [kɑ:m] спокойный, тихий; мирный; невозмутимый *(о человеке)*
camcorder *n* [ˌkæm'kəʊdə] видеокамера
came *v* [keɪm] *прошедшее время глагола "come"*
camera *n* ['kæmərə] фотоаппарат, фотографический аппарат, фотокамера
cameraman ['kæmərəmən] *n pl (-men)* 1) фотограф; 2) кинооператор; телеоператор
campfire *n* ['kæmpfaɪə] костёр
can [kæn, kən] *modal verb* (*past* could) мочь, быть в состоянии; уметь
can *n* [kæn] 1) консервная банка; 2) жестяная банка; жестянка
can't stop doing не мочь перестать делать
canoeing *n* [kə'nu:ɪŋ] гребля, гонки на каноэ
canoeist *n* [kə'nu:ɪst] гребец на каноэ, каноист
can-opener *n* [ˌkæn 'əʊpnə] консервный нож
capital *n, adj* ['kæpɪtl] 1. столица; 2. а) главный, основной; б) прописная, заглавная *(буква)*

card *n* [kɑ:d] 1) открытка; 2) карточка, билет
cardboard *n* ['kɑ:dbɔ:d] картон
care *n* [keə] 1) забота, попечение; 2) внимательность; осторожность
care home for old people дом престарелых
take care of заботиться
career *n* [kə'rɪə] профессия, занятие; карьера
carefully *adv* ['keəfəlɪ] осторожно, с большой осторожностью; внимательно
carpet *n* ['kɑ:pɪt] ковёр
carry *v* ['kærɪ] нести, носить; вести, возить, перевозить
carry on продолжать
cartoon *n* [kɑ:'tu:n] мультфильм; мультипликация
cast *n* [kɑ:st] 1) распределение ролей; 2) состав исполнителей (*в данном спектакле*); актёрский состав

castle *n* ['kɑ:sl] замок; дворец
casual *adj* ['kæʒʊəl] 1) случайный; 2) повседневный *(об одежде)*
catalogue *n* ['kætəlɒg] каталог
catch [kætʃ] *v* (*past, pp* caught) поймать, схватить; ловить
category ['kætəgərɪ] *n pl (-ies)* категория
cause *v* [kɔ:z] быть причиной, служить поводом; причинять

B
C

Wordlist

celebrate *v* [ˈselɪbreɪt] праздновать, отпраздновать; торжественно отмечать
celebration *n* [ˌselɪˈbreɪʃ(ə)n] празднование; торжества
celebrity [sɪˈlebrɪti] *n pl (-ies)* знаменитость *(о человеке)*
cellist *n* [ˈtʃelɪst] виолончелист
cell phone *n* [ˈselfəʊn] сотовый телефон
Central Asian *adj* [ˌsentrəl ˈeɪʒən] среднеазиатский
century [ˈsentʃəri] *n pl (-ies)* столетие, век
ceramic *adj* [sɪˈræmɪk] керамический
ceremony [ˈserɪməni] *n pl (-ies)* церемония; торжество
certain *adj* [ˈsɜ:tn] некоторый, определённый; известный
certainly *adv* [ˈsɜ:tnli] конечно, непременно; несомненно; безусловно
certainty *n* [ˈsɜ:tnti] уверенность
certificate *n* [səˈtɪfɪkət] удостоверение, свидетельство; сертификат
certificate of honor почётная грамота
challenge *n* [tʃælɪndʒ] вызов *(на состязание, соревнование и т. п.)*
challenging *adj* [tʃælɪndʒɪŋ] 1) стимулирующий, побуждающий; 2) требующий напряжения *(сил)*; испытывающий *(способности, стойкость)*
championship *n* [tʃæmpɪənʃɪp] первенство, чемпионат; борьба за первенство
chance *n* [tʃɑ:ns] 1) удобный случай, возможность; 2) случайность; случай
change *v, n* [tʃeɪndʒ] 1. менять, изменять; 2. перемена, изменение
channel *n* [ˈtʃænl] канал передачи
chant *v* [tʃɑ:nt] говорить или читать нараспев
chapter *n* [ˈtʃæptə] глава, раздел *(книги)*
character *n* [ˈkærəktə] герой, персонаж; тип; образ
charge *v* [tʃɑ:dʒ] заряжать *(аккумулятор)*
chart *n* [tʃɑ:t] диаграмма
chatbot *n* [ˈtʃætbɒt] чат-бот (виртуальный собеседник, программа-собеседник)
chat show *n+n* [ˈtʃætʃəʊ] беседа или интервью со знаменитостью, видным деятелем
cheaply *adv* [ˈtʃi:pli] дёшево
cheerful *adj* [ˈtʃɪəfl] весёлый, радостный
chemicals *n* [ˈkemɪklz] химикалии; химические препараты
chemist *n* [ˈkemɪst] химик
chemist's [ˈkemɪstəz] аптека
chemistry *n* [ˈkemɪstri] химия
childhood *n* [ˈtʃaɪldhʊd] детство
childish *adj* [tʃaɪldɪʃ] ребяческий, ребячливый; детский
Chinese *adj, n* [ˌtʃaɪˈni:z] 1. китайский; 2. китаец; китаянка; китайский язык
choice *n* [tʃɔɪs] 1) выбор, отбор; 2) ассортимент
chop *v* [tʃɒp] рубить; крошить; нарезать
choreographer *n* [ˌkɒrɪˈɒgrəfə] балетмейстер, хореограф
choreography *n* [ˌkɒrɪˈɒgrəfi] хореография, искусство танца
chorus *n* [ˈkɔ:rəs] 1) хор, хоровая группа; 2) хор (*голосов и т. п.*)
Christmas *n* [ˈkrɪsməs] рождество
cinema *n* [ˈsɪnɪmə] кинотеатр
circle *n, v* [ˈsɜ:k(ə)l] 1. круг; 2. двигаться по кругу; вращаться, вертеться
circular *adj* [ˈsɜ:kjələ] круглый
cityscape *n* [ˈsɪtɪskeɪp] городской пейзаж *(вид и картина)*
civil *adj* [ˈsɪvəl] гражданский; относящийся к гражданам или гражданству
civilization *n* [ˌsɪvəlaɪˈzeɪʃn] цивилизация, цивилизованность
classic *n* [ˈklæsɪk] классическое произведение
classical *adj* [ˈklæsɪkl] классический
classical music *n* [ˈklæsɪkl ˌmju:zɪk] классическая музыка
clean *adj, v* [kli:n] 1. чистый; опрятный 2. чистить; очищать
cleaning *n* [ˈkli:nɪŋ] очистка; расчистка
clear *adj, v* [klɪə] 1. а) ясный; б) чистый; 2. очищать
clever *adj* [ˈklevə] умный
click *n, v* [klɪk] 1. щёлканье; 2. щёлкать
climate *n* [ˈklaɪmɪt] климат
climate change *n+n* изменение климата
climb *v* [klaɪm] карабкаться; взбираться, влезать; подниматься
cloakroom *n* [ˈkləʊkru:m] гардероб, раздевалка, вешалка
cloth *n* [klɒθ] ткань *(преим. шерстяная)*; сукно

CO2 (gas) = carbon dioxide [kɑ:bən daɪ'ɒksaɪd] двуокись углерода, углекислота, углекислый газ
coal *n* [kəʊl] *(каменный) уголь*
coast *n* [kəʊst] морской берег, побережье
coated paper *adj+n* ['kəʊtɪd 'peɪpə] мелованная бумага
cognitive *adj* ['kɒgnɪtɪv] познавательный, умственный, мыслительный
collect *v* [kə'lekt] собирать
collection *n* [kə'lekʃn] собрание, коллекция
colour *n, v* ['kʌlə] 1. цвет; тон; оттенок; 2. красить, раскрашивать
colourful *adj* ['kʌləfl] красочный, яркий
combinatorics *n* [ˌkɒmbɪnə'tɔ:rɪks] комбинаторика
combine *v* [kəm'baɪn] объединять; сочетать
come [kʌm] *v* (*past* came; *pp* come) приходить: идти
come true *v+n* сбываться *(о мечтах, предсказаниях)*
comedy ['kɒmɪdi] *n pl* (-ies) комедия
comfortable *adj* ['kʌmftəbl] удобный; комфортабельный; уютный
comic *adj* ['kɒmɪk] комический, юмористический; смешной
comics *n* ['kɒmɪks] комиксы, рассказы в картинках, *обыкн.* с подписями
comment *n* ['kɒment] комментарий, объяснительное примечание, толкование
committee *n* [kə'mɪti] комитет, комиссия
common *adj* ['kɒmən] 1) общий; 2) общеизвестный, общепринятый; 3) обыкновенный, обычный

Common Era *n* [ˌkɒmən 'ɪrə] наша эра
communicate *v* [kə'mju:nɪkeɪt] поддерживать связь, общаться
communication *n* [kəˌmju:nɪ'keɪʃn] 1) общение; связь; 2) сообщение; коммуникация
community [kə'mju:nəti] *n pl (-ies)* община; группа населения; сообщество; объединение
companion *n* [kəm'pænɪən] компаньон, партнёр; собеседник
company ['kʌmpəni] *n pl (-ies)* общество, компания
compare *v* [kəm'peə] сравнивать
compass *n* ['kʌmpəs] компас
compete *v* [kəm'pi:t] состязаться, соревноваться
competition *n* [ˌkɒmpɪ'tɪʃn] соревнование, состязание; конкурс
completely *adv* [kəm'pli:tli] совершенно, полностью, вполне, всецело
complex *adj* ['kɒmpleks] 1) сложный, составной, комплексный; 2) трудный
compose *v* [kəm'pəʊz] сочинять, создавать *(литературное или музыкальное произведение)*

composer *n* [kəm'pəʊzə] композитор
composition *n* [ˌkɒmpə'zɪʃn] 1) школьное, учебное сочинение; 2) музыкальное сочинение; литературное произведение; 3) композиция

concert *n* ['kɒnsət] концерт
conclusion *n* [kən'klu:ʒn] 1) заключение; 2) заключительная часть
condition *n* [kən'dɪʃn] 1) состояние, положение; 2) обстоятельства, условия
conductor *n* [kən'dʌktə] дирижёр
conference *n* ['kɒnfərəns] конференция, совещание
connect *v* [kə'nekt] соединять(ся), связывать(ся); соединять
conservation *n* [ˌkɒnsə'veɪʃn] сохранение
conservatoire *n* [kən'sɜ:vətwɑ:] консерватория
consider *v* [kən'sɪdə] полагать, считать
consist (of) *v* [kən'sɪst] состоять (из)
constantly *adv* ['kɒnstəntli] постоянно, непрерывно
construction *n* [kən'strʌkʃn] 1) строительство, стройка; 2) конструкция, сооружение; здание

container *n* [kən'teɪnə] ёмкость, вместилище; контейнер
contemporary *adj* [kən'temprəri] современный; в современном стиле
contest *n* ['kɒntest] соревнование, состязание
continent *n* ['kɒntɪnənt] материк, континент
continental *adj* [ˌkɒntɪ'nentl] 1) континентальный *(о климате)*; 2) континентальный, основной *(о части государства без (полу)островов)*

continue *v* [kən'tɪnju:] продолжать(ся)
contract *n* ['kɒntrækt] договор, соглашение, контракт
contribute *v* ['kɒntrɪbju:t] делать вклад *(в науку и т. п.)*; способствовать
control *n, v* [kən'trəʊl] 1. контроль, проверка; надзор; 2. контролировать
conversation *n* [ˌkɒnvə'seɪʃn] разговор, беседа

cookbook *n* ['kʊkbʊk] поваренная книга
cool *adj, v* [ku:l] 1. прохладный; 2. студить, охлаждать(ся); остывать
cooperation *n* [kəʊˌɒpə'reɪʃn] сотрудничество, совместные действия *или* усилия
copy *v, n* ['kɒpi] 1. переписать; 2. экземпляр
correspond *v* [ˌkɒrɪ'spɒnd] соответствовать
cost [kɒst] *n, v* (*past, pp* cost) 1. цена; 2. стоить *(о цене)*
costume *n* ['kɒstjʊm] одежда; платье, костюм
cough *v* [kɒf] кашлять
could [kəd; kʊd] *modal verb* *прошедшее время глагола "can"*
country ['kʌntri] *n pl (-ies)* страна; родина, отечество
country music *n+n* фольклорная музыка
countryside *n* ['kʌntrɪsaɪd] сельская местность
courage *n* ['kʌrɪdʒ] мужество, храбрость, смелость, отвага
courageous *adj* ['kʌrɪdʒəs] смелый, отважный, храбрый, бесстрашный
course *n* [kɔ:s] курс
cover *n* ['kʌvə] переплёт; обложка
craftsman ['krɑ:ftsmən] *n pl (-men)* ремесленник
crash *n* [kræʃ] крушение, авария; столкновение
create *v* [krɪ'eɪt] создавать, творить
creative *adj* [krɪ'eɪtɪv] творческий, созидательный
criminal *n* ['krɪmɪnl] преступник
crisis *n* ['kraɪsɪs] кризис
critical *adj* ['krɪtɪkl] критический
crop *n* [krɒp] урожай; посев
cross *n, v* [krɒs] 1. крестик; 2. перечеркнуть
crowd *n* [kraʊd] толпа
a crowd of толпа ...
cruel *adj* ['kru:əl] жестокий, безжалостный, бессердечный
cry *v* [kraɪ] плакать
cultural *adj* ['kʌltʃərəl] культурный
culture *n* ['kʌltʃə] культура
cure *n, v* [kjʊə] 1. лечение; курс лечения; 2. вылечивать, излечивать, исцелять
curious *adj* ['kjʊərɪəs] любопытный; любознательный
current *adj* ['kʌrənt] текущий; нынешний; современный
cursed *adj* ['kɜ:st] проклятый
curtain *n* ['kɜ:tən] занавеска; штора; портьера
curved *adj* ['kɜ:vd] изогнутый, искривлённый; кривой
custom *n* ['kʌstəm] обычай; обыкновение, привычка
cut *v* [kʌt] резать
cut down *v* ['kʌt 'daʊn] рубить
cycle *v, n* ['saɪk(ə)l] 1. ездить на велосипеде; 2. цикл, полный круг; период

daily *adj* ['deɪli] ежедневный, каждодневный; повседневный
damage *v* ['dæmɪdʒ] повреждать, портить; причинять ущерб, убыток
danger *n* ['deɪndʒə] опасность
data ['deɪtə] *n pl of datum* данные, факты; информация
dead *adj* [ded] мёртвый; умерший; дохлый
deal with ['di:lwɪð] иметь дело с
death *n* [deθ] смерть
deathly hallows *n* ['deθli 'hæləʊz] дары смерти
decide *v* [dɪ'saɪd] решать, принимать решение
decision *n* [dɪ'sɪʒn] решение
make a decision принять решение, решить; решиться
decorate *v* ['dekəreɪt] украшать, убирать; декорировать
decoration *n* [ˌdekə'reɪʃn] украшение, убранство, декорирование
deep *adj* [di:p] 1) глубокий; 2) сильный, глубокий *(вздох)*
deeply *adv* ['di:pli] 1) серьёзно; сильно, очень; 2) глубоко
defence *n* [dɪ'fens] защита, оборона
define *v* [dɪ'faɪn] 1) определять, давать (точное) определение; 2) определять, устанавливать
definition *n* [ˌdefɪ'nɪʃn] определение; толкование
delicious *adj* [dɪ'lɪʃəs] вкусный

deliver *v* [dɪˈlɪvə] передавать, вручать; доставлять
departmental *adj* [dɪˌpɑ:tməntl] ведомственный; относящийся к деятельности отдела, департамента, министерства и т. п.

depend (on) *v* [dɪˈpend] зависеть
depressing *adj* [dɪˈpresɪŋ] гнетущий, унылый; наводящий уныние, тоску
describe *v* [dɪˈskraɪb] описывать, изображать
description *n* [dɪˈskrɪpʃn] описание; изображение
design *n, v* [dɪˈzaɪn] 1. чертёж, эскиз; конструкция; проект; дизайн; 2. а) планировать, проектировать; предназначить; б) составлять план, схему

desire *n* [dɪˈzaɪə] (сильное) желание
despite *prep* [dɪˈspaɪt] вопреки, несмотря на
detail *n* [dɪˈteɪl] деталь, подробность
determine *v* [dɪˈtɜ:mɪn] определять; решить
develop *v* [dɪˈveləp] 1) развивать, совершенствовать; 2) разрабатывать, создавать

development *n* [dɪˈveləpmənt] развитие, рост; совершенствование
device *n* [dɪˈvaɪs] устройство, приспособление; механизм, аппарат, прибор
diagram *n* [ˈdaɪəgræm] диаграмма
dictionary [ˈdɪkʃənri] *n pl (-ies)* словарь
did [dɪd] *прошедшее время глагола "do"*
die *v* [daɪ] умирать
died *adj* [daɪd] умерший
differ *v* [ˈdɪfə] отличаться; различаться
difference *n* [ˈdɪf(ə)rəns] разница; различие, несходство, отличие
different *adj* [ˈdɪf(ə)rənt] различный, разный; отличный, несходный
digital *adj* [ˈdɪdʒɪtl] цифровой
digital media *adj+n* цифровые средства массовой информации
direct *v, adj* [daɪˈrekt] 1. а) руководить, управлять; б) показывать дорогу; в) дирижировать; 2. прямой, непосредственный

D

direct speech *adj+n* [daɪˈrekt ˈspi:tʃ] прямая речь
direction *n* [dɪˈrekʃn] 1) направление; 2) *(-s)* инструкция; директивы
director *n* [dɪˈrektə] 1) директор; 2) режиссёр
disabled *adj* [ˌdɪsˈeɪbld] повреждённый, неработоспособный, отключённый
disadvantage *n* [ˌdɪsədˈvɑ:ntɪdʒ] недостаток; невыгодное, неблагоприятное положение
disagree *v* [ˌdɪsəˈgri:] расходиться во мнениях, не соглашаться
disagreement *n* [ˌdɪsəˈgri:mənt] расхождение во мнениях, несогласие
disappear *v* [ˌdɪsəˈpɪə] исчезать, скрываться
disaster *n* [dɪˈzɑ:stə] бедствие, несчастье; катастрофа
discover *v* [dɪˈskʌvə] 1) открывать, делать открытие; 2) обнаруживать, находить
discussion *n* [dɪˈskʌʃn] обсуждение, дискуссия; дебаты
dishonest *adj* [dɪsˈɒnɪst] нечестный, бессовестный; бесчестный, позорный
dislike *v* [ˌdɪsˈlaɪk] испытывать неприязнь, не любить
display *v* [dɪˈspleɪ] показывать, демонстрировать
distance-controlled *adj* [ˈdɪstəns kənˈtrəʊld] дистационно управляемый
ditty [ˈdɪti] *n pl (-ies)* (короткая) песенка, частушка
divide *v* [dɪˈvaɪd] делить, разделять
divine *adj* [dɪˈvaɪn] божественный
do [du:] *v* (*past* did; *pp* done) 1) делать; 2) *вспомогательный глагол*
document *n* [ˈdɒkjumənt] документ
documentary *n* [ˌdɒkjuˈmentri] документальный фильм
donate *v* [dəʊˈneɪt] 1) преподносить в качестве дара, передавать в дар; 2) (от)давать в качестве донора

double *adj* [ˈdʌbl] двойной, удвоенный; сдвоенный; состоящий из двух частей
doubt *n* [daʊt] сомнение; нерешительность, колебание
downhill *adv* [ˌdaʊnˈhɪl] вниз, под уклон, под гору
download *v* [ˈdaʊnˌləʊd] загружать
draft *n* [drɑ:ft] проект; набросок; эскиз; план, чертёж
drama *n* [ˈdrɑ:mə] драма *(пьеса)*
draw [drɔ:] *v* (*past* drew; *pp* drawn) рисовать
drawing *n* [ˈdrɔ:ɪŋ] 1) черчение; рисование; 2) рисунок; изображение
dream [dri:m] *n, v* (*past, pp* dreamt) 1. а) сон; б) мечта; 2. мечтать, грезить (о чём-либо)

dress-circle *n* ['dres,sɜ:kl] *(в театре)* бельэтаж
drill *v, n* [drɪl] 1) сверлить; бурить; 2) упражнение, муштра
drink [drɪŋk] *n, v* (*past* drank; *pp* drunk) 1. питьё; напиток; 2. пить
drive [draɪv] *v* (*past* drove; *pp* driven) водить, вести *(машину)*; управлять *(лошадью)*
drop *n*, v [drɒp] 1. капля; 2. падать, выпадать; уронить
dubbed *adj* [dʌbd] дублированный *(фильм)*
during *prep* ['djʊərɪŋ] в продолжение, в течение; во время
duty ['dju:tɪ] *n pl (-ies)* 1) долг; 2) обязанность; 3) дежурство
dwarf *n* ['dwɔ:f] карлик
dynamic *adj* [daɪ'næmɪk] динамичный; активный, энергичный; движущий; живой

earring *n* ['ɪərɪŋ] серьга
easily *adv* ['i:zɪli] легко, свободно; без труда
easy *adj* ['i:zi] лёгкий, нетрудный
eat (up) [i:t (ʌp)] *v* (*past* ate; *pp* eaten) есть, кушать; съесть
e-book *n* ['i:bʊk] электронная книга
economy [ɪ'kɒnəmi] *n pl (-ies)* 1) хозяйство, экономика; 2) экономия, бережливость
ecosystem *n* ['i:kəʊ,sɪstəm] экосистема, экологическая система
edge *n* [edʒ] острый край, острота; край, кромка
edit *v* ['edɪt] редактировать
editor *n* ['edɪtə] редактор
editorial *adj, n* [,edɪ'tɔ:riəl] 1. редакторский, редакционный; 2. передовая статья,
educate *v* ['edjʊkeɪt] обучать, давать образование; воспитывать, развивать
education *n* [,edʒʊ'keɪʃn] образование; просвещение; воспитание
effect *n* [ɪ'fekt] 1) результат, следствие; 2) воздействие, влияние
elderly *adj* ['eldeli] пожилой, преклонного возраста
elect *v* [ɪ'lekt] выбирать, избирать *(голосованием)*
electrical *adj* [ɪ'lektrɪkl] относящийся к электричеству, электрический
electricity [ɪ,lek'trɪsɪti] *n pl (-)* электричество
electric feeling *adj+n* [ɪ'lektrɪk ,fi:lɪŋ] возбуждающее чувство
electric power plant [ɪ'lektrɪk ,paʊə 'plɑ:nt] электростанция
electrode *n* [ɪ'lektrəʊd] электрод
electromagnet *n* [ɪ,lektrəʊ'mægnɪt] электромагнит
electronic *adj* [ɪ,lek'trɒnɪk] электронный
electronic device *adj+n* электронное устройство
element *n* ['elɪmənt] 1) элемент; 2) составная часть, частица
else *adv* [els] ещё; кроме
email *n, v* ['i:meɪl] 1. электронная почта; 2. отправить через электронную почту

embroidered *adj* [ɪm'brɔɪdəd] вышитый
emoji *n* [ɪ'məʊdʒi:] эмодзи *(язык идеограмм и смайликов, используемый в электронных сообщениях и веб-страницах, а также сами пиктограммы)*

emotion *n* [ɪ'məʊʃn] чувство, эмоция; душевное волнение, возбуждение
emotional *adj* [ɪ'məʊʃənl] связанный с эмоциями, эмоциональный; волнующий
emotionally *adv* [ɪ'məʊʃnəli] с чувством, с волнением, эмоционально
empty *adj* ['empti] пустой, незаполненный, порожний
encourage *v* [ɪn'kʌrɪdʒ] ободрять; вселять надежду; воодушевлять; поддерживать
encyclopaedia *n* [ɪn,saɪklə'pi:dɪə] энциклопедия, энциклопедический словарь
end *v, n* [end] 1. кончать; заканчивать; 2. конец, окончание
at the end of в конце
in the end в конце концов, в конечном счёте
end up *phr.v* кончать(ся), завершать(ся)
ending *n* ['endɪŋ] окончание, конец, завершение
endless *adj* ['endlɪs] бесконечный; нескончаемый; беспредельный
energetic *adj* [,enə'dʒetɪk] энергичный, сильный, активный
energy ['enədʒi] *n pl (-)* энергия; сила
e-newsletter *n* ['i:nju:z,letə] электронный информационный бюллетень
engineer [,endʒɪ'nɪə] инженер; конструктор
engineering *n* [,endʒɪ'nɪərɪŋ] инженерное искусство; технология
enjoy *v* [ɪn'dʒɔɪ] получать удовольствие, наслаждаться
enjoyable *adj* [ɪn'dʒɔɪəbl] приятный, доставляющий удовольствие

enjoyment *n* [ɪn'dʒɔɪmənt] удовольствие, радость, наслаждение
enough *adj* [ɪ'nʌf] достаточный
entertain *v* [ˌentə'teɪn] развлекать, забавлять
entertaining *adj* [ˌentə'teɪnɪŋ] занимательный, интересный забавный, развлекательный
entertainment *n* [ˌentə'teɪnmənt] зрелище, представление; развлечение, увеселение
environment *n* [ɪn'vaɪərənmənt] окружающая среда
environmentally friendly *adj* экологически чистый
equality *n* [ɪ'kwɒlətɪ] равенство
equip *v* [ɪ'kwɪp] оборудовать; снаряжать; оснащать; снабжать, экипировать
equipment *n* [ɪ'kwɪpmənt] оборудование; оснащение; снаряжение
error *n* ['erə] ошибка, погрешность
especially *adv* [ɪ'speʃəlɪ] особенно, в особенности
essay *n* ['eseɪ] 1) сочинение; 2) очерк, этюд, эссе
essayist *n* ['eseɪɪst] 1) эссеист, автор эссе; 2) очеркист
essential *adj* [ɪ'senʃl] 1) непременный, необходимый; 2) основной
establish *v* [ɪ'stæblɪʃ] основывать, учреждать; создавать, организовывать
European *adj* [ˌjʊərə'piən] европейский
eve *n* [i:v] канун
even *adv* ['i:vn] даже
event *n* [ɪ'vent] 1) событие, важное явление; 2) мероприятие
everybody *pron* ['evrɪbɒdɪ] каждый, всякий (человек); все
everyday *adj* ['evrɪdeɪ] ежедневный, каждодневный; повседневный
everyone *pron* ['evrɪwʌn] каждый, всякий (человек); все
everything *pron* ['evrɪθɪŋ] всё
everywhere *pron* ['evrɪweə] всюду, повсюду, везде
evil *adj, n* ['i:vl] 1. злой, зловредный, злонамеренный; 2. зло
exactly *adv* [ɪg'zæktlɪ] точно
exam *n* [ɪg'zæm] экзамен
example *n* [ɪg'zɑ:mpl] пример; образец
excellent *adj* ['eksələnt] превосходный; отличный, великолепный
excited *adj* [ɪk'saɪtɪd] возбуждённый, взволнованный
be excited возбуждаться; быть взволнованным
exciting *adj* [ɪk'saɪtɪŋ] волнующий; захватывающий, увлекательный
exercise *n* ['eksəsaɪz] 1) упражнение; задача; пример; 2) тренировка
exhibit *n* [ɪg'zɪbɪt] 1) экспонат; 2) показ, экспозиция; выставка
exhibition *n* [ˌeksɪ'bɪʃən] выставка
exist *v* [ɪg'zɪst] быть, существовать
experience *n* [ɪk'spɪərɪəns] *(жизненный) опыт*
explain *v* [ɪk'spleɪn] объяснять, толковать, разъяснять
explanation *n* [ˌekspləˈneɪʃn] объяснение, пояснение, разъяснение
exploration *n* [ˌekspləˈreɪʃn] исследование
explore *v* [ɪk'splɔ:] исследовать, изучать
express *v* [ɪk'spres] выражать; высказать
expression *n* [ɪk'spreʃn] выражение; фраза
extra *adj* ['ekstrə] добавочный, дополнительный
extremely *adv* [ɪk'stri:mlɪ] крайне; чрезвычайно; в высшей степени

face *n, v* [feɪs] 1. лицо; 2. сталкиваться лицом к лицу *(с чем-либо)*
facility [fə'sɪlɪtɪ] *n pl (-ies)* удобства; средства обслуживания; средства; оборудование
fact *n* [fækt] 1) факт, явление; 2) реальность, действительность
in fact на самом деле, в действительности
factory ['fæktrɪ] *n pl (-ies)* фабрика, завод
fall [fɔ:l] *v* (*past* feel; *pp* fallen) 1) падать, понижаться; 2) идти *(о дожде, снеге)*
fall asleep *v+adj* [fɔ:l ə'sli:p] засыпать
fall down *phr.v* ['fɔ:l 'daʊn] падать
fan *n* [fæn] поклонник, почитатель; фанат
fantastic *adj* [fæn'tæstɪk] изумительный, потрясающий
fantasy *n* ['fæntəsɪ] 1) воображение, фантазия; 2) *(о фильме)* фантастика
faraway *adj* ['fɑ:rəweɪ] далёкий, дальний
farming *n* ['fɑ:mɪŋ] занятие сельским хозяйством; земледелие
farther *adv* ['fɑ:ðə] дальше, далее
fashion *n* ['fæʃən] 1) фасон, покрой, форма; 2) мода

fault *n* [fɔ:lt] 1) недостаток, дефект; 2) вина
fear *v* [fɪə] бояться; пугаться
feature *n* [fi:tʃə] особенность, характерная черта; свойство
feature film *n+n* художественный фильм
feel [fi:l] *v* (*past, pp* felt) чувствовать, ощущать
feel like *phr.v* [ˈfi:l ˈlaɪk] 1) производить впечатление чего-либо, быть похожим на что-либо; 2) быть склонным, иметь желание

feeling *n* [fi:lɪŋ] ощущение, чувство
feet [fi:t] *n (pl of foot)* ступни
fell [fel] *прошедшее время глагола "fall"*
fellowship *n* [ˈfeləʊʃɪp] товарищество, братство; содружество
ferry [ferɪ] *n pl (-ies)* паром; паромное судно
festival *n* [festəvl] празднество, праздник; фестиваль
few *det* [fju:] немного, мало
fiction *n* [ˈfɪkʃn] художественная литература
fictional *adj* [ˈfɪkʃənl] вымышленный, выдуманный; беллетристический
field *n* [fi:ld] 1) поле, луг; 2) площадка, участок
fight *n, v* [faɪt] 1. бой, битва; драка; схватка; 2. сражаться, воевать; бороться; драться

figure *n* [fɪgə] фигура, внешний вид, телосложение
file *n* [faɪl] файл
film *n* [fɪlm] 1) фотоплёнка; киноплёнка; 2) (кино)фильм,
film star *n+n* [ˈfɪlmstɑ:] кинозвезда
filter *n* [fɪltə] фильтр
final *adj* [ˈfaɪnl] последний, заключительный; конечный
finalist *n* [ˈfaɪnəlɪst] финалист, участник финальных состязаний
finally *adv* [ˈfaɪnəli] в конце концов, в конечном счёте
find [faɪnd] *v* (*past, pp* found) находить
find out *phr.v* [ˌfaɪndˈaʊt] разузнать, выяснить
fine art *n* [ˌfaɪnˈɑ:t] изобразительное искусство
fingernail *n* [ˈfɪŋgəneɪl] ноготь пальца (руки)
fireworks *n* [ˈfaɪəwɜ:ks] фейерверк
first of all [fɜ:stəvˈɔ:l] прежде всего
fishing rod *n+n* [ˈfɪʃɪŋrɒd] удилище; удочка
fix *v* [fɪks] укреплять; закреплять; прикреплять
flight *n* [flaɪt] 1) полёт; 2) рейс
flood *n, v* [flʌd] 1. наводнение; половодье; 2. заливать, затоплять
flute *n* [flu:t] флейта
fly *v* [flaɪ] *(past* flew; *pp* flown) летать
flying *adj* [ˈflaɪɪŋ] летучий, летающий; летательный
focus (on) *v, n* [ˈfəʊkəs] 1. сосредоточивать (внимание); 2. средоточие; центр
folder *n* [ˈfəʊldə] папка
folk *adj, n* [fəʊk] люди, народ
folk music *adj+n* [ˈfəʊk mju:zɪk] народная музыка; народные напевы
following *adj* [ˈfɒləʊɪŋ] 1) нижеследующий; 2) следующий
be fond of [bɪ ˈfɒnd əv] любить кого-либо, что-либо
at the foot of у подножья
foreground *n* [fɔ:graʊnd] передний план
foreign *adj* [ˈfɒrɪn] иностранный, чужеземный; заграничный, зарубежный
forever *adv* [fərˈevə] навсегда, навечно, навеки
forget [fəˈget] *v* (*past* forgot; *pp* forgotten) забывать, не помнить
form *n, v* [fɔ:m] 1. а) форма; б) бланк; анкета; форма; в) класс *(в школе)*; 2. образовывать(ся); формировать(ся)

formal *adj* [ˈfɔ:məl] 1) официальный; 2) формальный,
format *n* [fɔ:mæt] 1) формат; 2) размер; форма
formation *n* [fɔ:ˈmeɪʃn] образование, формирование; учреждение
fortune *n* [ˈfɔ:tʃən] 1) счастье; удача; 2) судьба; 3) богатство, состояние
forum *n* [ˈfɔ:rəm] форум, съезд
forward *adv* [ˈfɔ:wəd] вперёд, дальше
fossil fuel *n* [ˈfɒslˌfju:əl] ископаемое/ твёрдое топливо
found *v* [faʊnd] *прошедшее время и причастие прошедшего времени глагола "find"*

found *v* [faʊnd] основывать, учреждать; создавать
founder *n* [ˈfaʊndə] основатель, учредитель
frame *n* [freɪm] 1) *(в фотоплёнке)* кадр; 2) рамка, рама
framework *n* [ˈfreɪmwɜːk] рамки, пределы
free *adv* [friː] 1) незанятый; 2) свободный; 3) бесплатный
freedom *n* [ˈfriːdəm] свобода, независимость
free-of-charge *adj* [ˈfriːəvˈtʃɑːdʒ] бесплатный
freezing *adj* [friːzɪŋ] замораживающий; охлаждающий; ледяной, холодный
French *adj, n* [frentʃ] 1. французский; 2. французский язык
fresh *adj* [freʃ] 1) чистый, свежий; 2) свежий, только что полученный
freshwater *adj* [ˌfreʃˈwɔːtə] пресноводный
friendship *n* [frendʃɪp] дружба
frighten *v* [ˈfraɪtn] пугать
frightening *adj* [fraɪtnɪŋ] пугающий; ужасный
from time to time временами; время от времени
fuel *n* [fjʊəl] топливо, горючее
full *adj* [fʊl] полный; наполненный; заполненный
full of полный *чего-либо*
function *n* [ˈfʌŋkʃn] функция, назначение; деятельность
funny *adj* [ˈfʌni] забавный, смешной
further *adv* [ˈfɜːðə] дальнейший
future *n, adj* [ˈfjuːtʃə] 1. будущее; 2. будущий; грядущий

gadget *n* [ˈgædʒɪt] приспособление или устройство
gallery [ˈgæləri] *n pl (-ies)* галерея
gallop *n* [ˈgæləp] галоп (аллюр)
games console *n+n* [ˈgeɪmz kənˌsəʊl] игровая консоль
garbage can *n* [ˈgɑːbɪdʒ ˌkæn] мусорный ящик
gas [gæs] *n pl (-)* газ
gather *v* [ˈgæðə] собирать(ся), скоплять(ся)
gender equality *n+n* [ˌdʒendə rˈkwɒlɪti] гендерное равенство
general *adj* [ˈdʒenrəl] общий, всеобщий
in general *adv* обычно, вообще, в большинстве случаев
generally *adv* [ˈdʒenrəli] 1) обычно, как правило; 2) в большинстве случаев
generation *n* [ˌdʒenəˈreɪʃn] поколение
genre *n* [ˈʒɑːnrə] жанр
genre painting *n+n* [ˈʒɑːnrə ˈpeɪntɪŋ] жанровая живопись
geometry *n* [dʒɪˈɒmətri] геометрия
German *adj, n* [ˈdʒɜːmən] 1. германский, немецкий; 2. немецкий язык
gesture *n* [ˈdʒestʃə] жест, телодвижение
get lost [ˈgetˈlɒst] теряться; заблудиться
get out *phr.v* [ˈgetˈaʊt] выходить, вылезать, высаживаться
the Ghanaians *n* [ˈgɑːnɪənz] ганцы, жители *или* уроженцы Ганы
giant *n* [ˈdʒaɪənt] великан, гигант
gift *n* [gɪft] подарок, дар
give [gɪv] *v* (*past* gave; *pp* given) давать
glass *n* [glɑːs] 1) стекло; 2) стеклянная посуда; 3) стакан
glasses *n* [ˈglɑːsɪz] очки
global *adj* [ˈgləʊbl] всеобщий; всеобъемлющий, глобальный
global warming *adj+n* [ˈgləʊbəl ˈwɔːmɪŋ] глобальное потепление
glove puppet *n* [ˈglʌvˌpʌpɪt] кукла, надевающаяся на пальцы *(перчаточная кукла)*
go down *phr.v* [ˌgəʊˈdaʊn] спускаться, опускаться, снижаться
go for a walk идти гулять
go on *phr.v* продолжать
go out *v+adv* выйти
goal *n* [gəʊl] 1) цель, задача; 2) *спорт.* ворота, гол
golden *adj* [ˈgəʊldn] золотистый
good *adj, n* [gʊd] 1. хороший; 2. а) добро, благо; б) товар
gossip *n* [ˈgɒsɪp] болтовня; сплетня; слухи; россказни
gossip article *n+n* [ˈgɒsɪp ˈɑːtɪkl] статья сплетен
gossip newspaper *n+n* [ˈgɒsɪp ˈnjuːsˌpeɪpə] несерьёзная развлекательная газета
government *n* [ˈgʌvənmənt] правительство

GPS = Global Positioning System — ГПС *(глобальная система позиционирования)*
grammar book *n+n* ['græməbʊk] — учебник грамматики
gramophone *n* ['græməfəʊn] — 1) граммофон; 2) патефон
grandson *n* ['grænsʌn] — внук
graphic *adj* ['græfɪk] — графический; изобразительный
Greco-Roman *adj* ['gri:kəʊ 'rəʊmən] — греко-римский
Greek *adj, n* [gri:k] — 1. греческий; 2. греческий язык
greenhouse gas *n* ['gri:nhaʊs 'gæs] — парниковый газ
ground *n* [graʊnd] — почва, земля, грунт
grow [grəʊ] *v* (*past* grew; *pp* grown) — расти, вырастать
grow old *v* [ˌgrəʊ 'əʊld] — стариться
grow up *phr.v* [ˌgrəʊ'ʌp] — вырастать, становиться взрослым
grow weak *v* [ˌgrəʊ 'wi:k] — ослабеть, становиться слабым
growth *n* [grəʊθ] — 1) рост; развитие; 2) увеличение; усиление
guest *n* [gest] — гость
guide *n* [gaɪd] — 1) проводник; гид; экскурсовод; 2) путеводитель
guidebook *n* ['gaɪdbʊk] — путеводитель

hall *n* [hɔ:l] — зал
handicraft *n* ['hændikrɑ:ft] — ремесло; ручная работа; рукоделие
handicrafter *n* ['hændikrɑ:ftə] — ремесленник, кустарь
handmade *adj* ['hænd'meɪd] — изготовленный вручную, ручной работы
handsome *adj* ['hænsəm] — красивый *(чаще о мужчине)*
hang [hæŋ] *v* (*past, pp* hung) — вешать, подвешивать; развешивать
happen *v* ['hæpən] — случаться, происходить
happiness *n* ['hæpinəs] — счастье
hard disk recorder *n+n* [ˌhɑ:d 'dɪsk rɪ'kɔ:də] — устройства записи на жёсткий диск
hardworking *adj* ['hɑ:dˌwɜ:kɪŋ] — усердный; прилежный, трудолюбивый
have [həv, hæv] *v* (*past, pp* had) — иметь
have to *v* ['hæftə] — придётся/следует сделать
hay *n* [heɪ] — сено
HD TV *adj+n* ['eɪtʃ'di ˌti:'vi:] — HD телевизор
heading *n* ['hedɪŋ] — заглавие, заголовок
headline *n* ['hedlaɪn] — газетный заголовок
headscarf ['hedskɑ:f] *n pl* (headscarves) — головной платок
health *n* [helθ] — здоровье
healthy *n* ['helθi] — здоровый
hear [hɪə] *v* (*past, pp* heard) — слышать, услышать
heat *n* [hi:t] — жара, зной
heat wave *n* ['hi:tˌweɪv] — тепловая волна
heavy metal *n* ['heviˌmetl] — хеви-метал (тяжёлый металл) — жанр рок-музыки
helpful *adj* ['helpfl] — полезный
heritage *n* ['herɪtɪdʒ] — наследие; наследство, наследуемая недвижимость
hide *v* [haɪd] — прятать
high-quality *adj* [ˌhaɪ'kwɒlətɪ] — высококачественный
high-tech *adj* ['haɪtek] — высокотехнологичный
hill *n* [hɪl] — холм; возвышенность; пригорок
Hindi *adj, n* ['hɪndi] — 1. относящийся к языку хинди; 2. язык хинди
hip hop *n* ['hɪp'hɒp] — хип-хоп *(вид музыки)*
historic *adj* [hɪ'stɒrɪk] — исторический, имеющий историческое значение
hit *n* [hɪt] — 1) удар, толчок; 2) популярная песенка, шлягер, «хит»
hold [həʊld] *v* (*past, pp* held) — 1) держать; удерживать; 2) провести, устроить
homeless *adj* ['həʊmləs] — бездомный, бесприютный; беспризорный *(о детях)*
homo sapiens *n* [ˌhəʊməʊ 'sæpɪənz] — хомо сапиенс, человек как разумное существо
honest *adj* ['ɒnɪst] — честный
honey *n* ['hʌni] — мёд
honored *adj* ['ɒnəd] — заслуженный
horizontal *adj* [ˌhɒrɪ'zɒntl] — горизонтальный
horoscope *n* ['hɒrəskəʊp] — гороскоп
horror film *n+n* [ˌhɒrə'fɪlm] — фильм ужасов
hospitality *n* [ˌhɒspɪ'tælɪtɪ] — гостеприимство, радушие
housework *n* ['haʊswɜ:k] — работа по дому; домашнее хозяйство

How cool! [ˈhaʊ ˈkuːl] Как круто!
How long does it take to ...? Сколько времени потребуется, чтобы ...?
how much ... ? (*с неисчисляемыми существительными*) сколько ...?
however *adj* [haʊˈevə] тем не менее, однако; несмотря на это
human *n* [ˈhjuːmən] человечество, род человеческий
humanoid *adj* [ˈhjuːmənɔɪd] человекоподобный, гуманоидный
humanoid-like *adj* [ˈhjuːmənɔɪdˈlaɪk] человекоподобный
humble *adj* [ˈhʌmbl] 1) смиренный, покорный; 2) скромный
hundreds of [ˈhʌndrɪdzəv] сотни
hunger *n* [ˈhʌŋgə] голод; длительное недоедание; голодание
hunting *n* [ˈhʌntɪŋ] охота
hurricane *n* [ˈhʌrɪkeɪn] ураган
hurry (up) *v* [ˈhʌri] спешить, торопиться
hurt *v* [hɜːt] ушибить(ся); поранить(ся); причинять боль

idea *n* [aɪˈdɪə] 1) идея, мысль; 2) представление, понятие
ideal *adj* [aɪˈdiəl] идеальный, отличный
illness *n* [ˈɪlnɪs] болезнь, заболевание; нездоровье
illustration *n* [ˌɪləˈstreɪʃn] иллюстрация, рисунок, картинка
image *n* [ˈɪmɪdʒ] 1) изображение; 2) образ
imaginable *adj* [ɪˈmædʒɪnəbl] воображаемый, вообразимый
imagination *n* [ɪˌmædʒɪˈneɪʃn] воображение, фантазия
imaginative *adj* [ɪˈmædʒɪnətɪv] воображаемый
imagine *v* [ɪˈmædʒɪn] воображать, представлять себе
immediately *adv* [ɪˈmiːdiətli] незамедлительно, немедленно, тотчас
impact *n* [ˈɪmpækt] влияние, воздействие; последствия
important *adj* [ɪmˈpɔːtənt] важный, значительный, существенный
improve *v* [ɪmˈpruːv] улучшать, совершенствовать
include *v* [ɪnˈkluːd] содержать, включать, охватывать, иметь в своём составе
including *prep* [ɪnˈkluːdɪŋ] включая, в том числе, вместе с
increase *v* [ɪnˈkriːs] увеличивать, повышать, усиливать
incredible *adj* [ɪnˈkredəbl] неправдоподобный; невероятный
indeed *adv* [ɪnˈdiːd] в действительности, фактически
independent *adj* [ˌɪndɪˈpendənt] независимый, самостоятельный
Indian *adj* [ˈɪndiən] 1) индийский; относящийся к Индии; 2) индиец; индианка
indirect speech [ˌɪndaɪˈrekt ˈspiːtʃ] косвенная речь
individual *adj* [ˌɪndɪˈvɪdʒʊəl] 1) личный, индивидуальный; предназначенный для одного лица; 2) отдельный, частный

industry [ˈɪndəstri] *n pl (-ies)* 1) промышленность, индустрия; 2) отрасль промышленности
inexpensive *adj* [ˌɪnɪkˈspensɪv] недорогостоящий, недорогой, дешёвый
inform *v* [ɪnˈfɔːm] сообщать, извещать, уведомлять, информировать
initial *adj* [ɪˈnɪʃl] начальный, первоначальный; исходный
initiative *n* [ɪˈnɪʃətɪv] инициатива, находчивость, предприимчивость
ink *n* [ɪŋk] чернила
innovation *n* [ˌɪnəˈveɪʃn] нововведение, новшество
innovative *adj* [ˈɪnəveɪtɪv] новаторский, рационализаторский, передовой
inside *n* [ɪnˈsaɪd] внутреннее пространство; внутренняя часть
instead (of) *adv* [ɪnˈsted] вместо, взамен
institute *n* [ˈɪnstɪtjuːt] институт
instrument *n* [ˈɪnstrəmənt] 1) орудие; инструмент; прибор; 2) музыкальный инструмент
integrate *v* [ˈɪntɪgreɪt] 1) интегрировать, объединять, составить единое целое; 2) включить в состав, присоединить

interest *v, n* [ˈɪntrɪst] 1. интересовать, вызывать интерес; 2. интерес
be interested in [bɪ ˈɪntrəstɪd ɪn] интересоваться
interface *n* [ˈɪntəfeɪs] устройство сопряжения; связующее звено, интерфейс
international *adj* [ˌɪntəˈnæʃnəl] международный, интернациональный
Internet *n* [ˈɪntənet] Интернет
interpret *v* [ɪnˈtɜːprɪt] толковать, интерпретировать
interval *n* [ˈɪntəvl] 1) промежуток, расстояние между; 2) перерыв; перемена
introduce *v* [ˌɪntrəˈdjuːs] представлять, знакомить
introduction *n* [ˌɪntrəˈdʌkʃn] предисловие, введение; вступление, вступительное слово
invent *v* [ɪnˈvent] изобретать, создавать

invention *n* [ɪnˈvenʃn] изобретение, создание
inventor *n* [ɪnˈventə] изобретатель
inverted pyramid *n* [ɪnˌvɜ:tɪd ˈpɪrəmɪd] перевёрнутая пирамида
involve *v* [ɪnˈvɒlv] 1) вовлекать, втягивать, вмешивать; 2) включать, содержать
Get involved. Примите активное участие.
iron *n* [ˈaɪən] 1) утюг; 2) железо
Islamic *adj* [ɪzˈlæmɪk] мусульманский, относящийся к исламу, исламский
issue *n* [ˈɪʃu:; ˈɪsju:] 1) вопрос, проблема; 2) выпуск, издание; номер
item *n* [ˈaɪtəm] отдельный предмет *(в списке и т. п.)*
itself *pron* [ɪtˈself] себя, себе, собой

Japanese *n, adj* [ˌdʒæpəˈni:z] 1. японец; японка; японский язык; 2. японский
jazz *n* [dʒæz] джаз *(вид музыки)*
jewellery *n* [ˈdʒu:əlri] драгоценности; ювелирные изделия
join *v* [dʒɔɪn] соединять(ся); связывать(ся); объединяться
journalism *n* [ˈdʒɜ:nəlɪzəm] журналистика
journalist *n* [ˈdʒɜ:nəlɪst] журналист
joy *n* [dʒɔɪ] радость; веселье; удовольствие
jug *n* [dʒʌg] кувшин
jump off *phr.v* [ˈdʒʌmpˈɒf] спрыгнуть
just *adv* [dʒʌst] 1) именно, как раз, точно; 2) просто, всего лишь; 3) только что

keep [ki:p] *v* (*past, pp* kept) держать, хранить; не выбрасывать, беречь
keep doing продолжать делать
keep on *phr.v* [ˈki:pˈɒn] продолжать
keep up *phr.v* [ˈki:pˈʌp] продолжать, не прекращать
kind *n, adj* [kaɪnd] 1. разновидность, вид; 2. добрый, доброжелательный
a kind of 1) вид ...; разновидность ...; 2) что-то вроде
all kinds of всякие (разные) ...
kinetoscope *n* [kɪˈnetəʊˌskəʊp] кинетоскоп
kingdom *n* [ˈkɪŋdəm] королевство, царство, государство
knighthood *n* [naɪthud] рыцарство
knowledge *n* [ˈnɒlɪdʒ] знание; познания
the Koran *n* [kəˈrɑ:n] = Quran, Qur'an Коран

lack *n* [læk] недостаток, нехватка; (полное) отсутствие; нужда
lacquer *n* [ˈlækə] лак; политура; глазурь
ladder *n* [ˈlædə] лестница (приставная); трап
lamp *n* [læmp] лампа; фонарь
landfill *n* [ˈlændfɪl] свалка мусора, мусорная свалка
landscape *n* [ˈlændskeɪp] ландшафт; пейзаж
laptop *n* [ˈlæptɒp] портативный компьютер
large *adj* [lɑ:dʒ] большой, крупный; крупного масштаба
laser *n* [ˈleɪzə] луч лазера
last *adj, v* [lɑ:st] 1. а) прошлый; б) последний; 2. продолжаться, длиться
lately *adv* [ˈleɪtli] в последнее время
latest *adj* [ˈleɪtɪst] самый последний, самый свежий
Latin *adj, n* [ˈlætɪn] 1. а) латинский; б) романский; 2. а) латинский язык, латынь; б) латиница

laugh *v, n* [lɑ:f] 1. смеяться; 2. смех
lead [li:d] *v* (*past, pp* led) 1) вести; показывать путь; 2) руководить; управлять
leader *n* [ˈli:də] руководитель; вождь; глава; командир; лидер
leading *adj* [ˈli:dɪŋ] 1) ведущий; руководящий; 2) главный, основной
leaf [li:f] *n pl (leaves)* лист
learn *v* [lɜ:n] изучать, учить *(что-либо)*; учиться *(чему-либо)*
learner *n* [ˈlɜ:nə] учащийся, ученик
least *adj* [li:st] наименьший, малейший
at least [ətˈli:st] а) минимально; б) во всяком (в крайнем) случае
leave [li:v] *v (past, pp* left) 1) уходить, уезжать; 2) оставлять
lede / lead *n* [li:d] первое предложение *или* абзац информационной статьи
legend *n* [ˈledʒənd] 1) легенда; предание; 2) легендарная личность
legendary *adj* [ˈledʒəndri] легендарный

lend [lend] *v* (*past, pp* lent) — давать взаймы, давать на время
lense *n* [lenz] — линза
less *adj* [les] — меньший; менее
lethal *adj* ['li:θəl] — смертельный, летальный
level *n* ['levl] — 1) уровень; 2) ступень, степень; уровень
liberty *n* ['lɪbəti] — свобода
life [laɪf] *n pl (lives)* — жизнь
lifetime *n* ['laɪftaɪm] — продолжительность жизни; целая жизнь
lift *v* [lɪft] — поднимать
light *adj, n* [laɪt] — 1. а) светлый; б) лёгкий; в) бледный, светлый *(о цвете)*; 2. а) источник света; огонь, лампа *и т. п.;* б) свет

light bulb *n* ['laɪtbʌlb] — (электрическая) лампочка
lighting *n* ['laɪtɪŋ] — освещение
like *prep* [laɪk] — так; как кто-либо; как что-либо
likely *adv* ['laɪkli] — вероятно
limit *n* ['lɪmɪt] — граница, предел
liquid *adj, n* ['lɪkwɪd] — 1. жидкий; текучий; 2. жидкость
literary *adj* ['lɪtərəri] — литературный
literature *n* ['lɪt(ə)rətʃə] — литература
little *adj* ['lɪtl] — 1) маленький, небольшой; 2) мало, почти нисколько
live *adj* [laɪv] — 1) живой; 2) прямой *(о передаче)*
lively *adj* ['laɪvli] — живой, полный жизни; весёлый, оживлённый
local *adj* ['ləʊkəl] — местный
location *n* [ləʊ'keɪʃn] — местоположение; расположение
long-term *adj* [ˌlɒŋ'tɜ:m] — 1) долгосрочный; 2) долговременный, длительный
for a long time — в течение долгого времени
look *v* [lʊk] — 1) смотреть, глядеть; 2) выглядеть, иметь вид, казаться
look for *phr.v* [ˌlʊk'fɔ:] — искать *что-либо, кого-либо*
look forward to *phr.v* [ˌlʊk'fɔ:wəd tə] — предвкушать *(что-либо)*; ожидать *(чего-либо)* с нетерпением
look like ['lʊklaɪk] — быть похожим; напоминать
look through *phr.v* [ˌlʊk'θru:] — просматривать
look up *phr.v* [ˌlʊk'ʌp] — искать *(в словаре, справочнике и т. п.)*; наводить *(справку)*
lord *n* [lɔ:d] — 1) господь, бог; 2) повелитель, властитель, властелин
a lot of/lots of [ə'lɒtəv]/['lɒtsəv] — много, множество
loud *adj* [laʊd] — громкий; звучный
loudly *adv* ['laʊdli] — громко; громогласно
low-cost *adj* [ˌləʊ 'kɒst] — недорогой
loyal *adj* ['lɔɪəl] — верный, преданный
loyalty *n* ['lɔɪəlti] — верность, преданность
luck *n* [lʌk] — счастье, удача, успех, везенье
lyrics *n* ['lɪrɪks] — лирика; слова, текст песни

machine *n* [mə'ʃi:n] — машина, механизм
madrasah *n* [mə'dræsə] — медресе
magazine *n* [ˌmægə'zi:n] — журнал
magic *n* ['mædʒɪk] — 1) магия, волшебство; колдовство; 2) очарование
magic(al) *adj* ['mædʒɪkəl] — 1) волшебный, магический; 2) очаровательный, волшебный
magnetic tape *n* [mægˌnetɪk 'teɪp] — магнитная лента
main *adj* [meɪn] — основной, главный
mainly *adj* ['meɪnli] — главным образом, в основном
major *adj* ['meɪdʒə] — 1) больший, более важный; 2) главный; крупный
make [meɪk] *v (past, pp* made) — 1) делать; изготовлять; 2) заставлять, вынуждать
make proud of — гордиться
make up one's mind — решиться; принять решение
male *adj* [meɪl] — мужской; мужского пола
manager *n* ['mænɪdʒə] — управляющий, заведующий; директор; менеджер
man-made *adj* [ˌmæn'meɪd] — искусственный, созданный руками человека
manner *n* ['mænə] — манера; поведение; обычаи, нравы
manual *n* ['mænjuəl] — руководство; справочник, указатель; пособие
manuscript *n* ['mænjuskrɪpt] — рукопись
march *v* [mɑ:tʃ] — маршировать, двигаться походным порядком
marionette *n* [ˌmærɪə'net] — марионетка

marriage *n* ['mærɪdʒ] брак; замужество; женитьба; супружество
Mars *n* [mɑ:z] Марс
mask *n* [mɑ:sk] маска
mass *adj* [mæs] массовый, широкий
mass media *n+n* [ˌmæs'mi:dɪə] средства массовой информации
master *n* ['mɑ:stə] 1) хозяин, владелец; господин; 2) мастер
master class *n+n* [ˌmæstə'klɑ:s] мастер класс
master tape *n+n* [ˌmæs'teɪp] мастер-лента, оригинал записи
masterpiece *n* ['mɑ:stəpi:s] шедевр
masterwork *n* [ˌmɑ:stə'wɜ:k] шедевр
match *v* [mætʃ] 1) противостоять; 2) совпадать, сопоставлять
material *adj, n* [mə'tɪərɪəl] 1. материальный, вещественный; 2. а) материал, вещество; б) ткань, материя; в) данные, материал

mathematician *n* [ˌmæθəmə'tɪʃn] математик
matinee *n* ['mætɪneɪ] дневной спектакль *или* концерт
matter *n, v* ['mætə] 1. вещество; материя; 2. иметь значение
maybe *adv* ['meɪbi] может быть; возможно
mean [mi:n] *v* (*past, pp* meant) означать, значить
meaning *n* ['mi:nɪŋ] значение; смысл
means *n* [mi:nz] средство
means of communication ['mi:nzəv kəˌmju:nɪ'keɪʃn] средства связи (сообщения)
mechanism *n* ['mekənɪzəm] механизм, аппарат, устройство
media *n* ['mi:diə] средства массовой информации
medicine *n* ['medsən] 1) лекарство, медикамент; 2) медицина
medieval *adj* [ˌmedɪ'i:vl] средневековый
meeting *n* ['mi:tɪŋ] 1) собрание, совещание, заседание; 2) встреча
melody ['melədi] *n pl (-ies)* мелодия; напев
member *n* ['membə] член
memorize *v* ['meməraɪz] запоминать; заучивать наизусть
memory ['meməri] *n pl (-ies)* 1) память; 2) воспоминание, память
memory stick *n+n* карта памяти, флешка
mentor *n* ['mentə] наставник, руководитель, воспитатель, ментор
merit *n* ['merɪt] 1) заслуга; 2) достоинство
message *n* ['mesɪdʒ] сообщение, донесение; письмо, послание
messenger *n* ['mesɪndʒə] связной, посыльный; курьер
Mexican *n, adj* ['meksɪkn] 1. мексиканец; мексиканка; 2. мексиканский
microphone *n* ['maɪkrəfəʊn] микрофон
microwave *adj, n* ['maɪkrəweɪv] 1. микроволновый; 2. микроволновая печь
middle *adj* ['mɪdl] средний
middle ages *n* [ˌmɪdl 'eɪdʒəz] средние века; средневековье
middle eastern *adj* [ˌmɪdl 'i:stən] ближневосточный
middle ground *n* [ˌmɪdl 'graʊnd] средний фон
might *modal v* [maɪt] может быть
might be *adv* ['maɪtbi] может быть, возможно
military *adj* ['mɪlɪtri] военный, воинский
mind *n* [maɪnd] 1) ум, разум; 2) память; 3) рассудок
don't mind *v* не возражать
to my mind на мой взгляд, по-моему мнению
mind-control *adj* ['maɪnd kən'trəʊl] управляемый *или* контролируемый сознанием
mine *v* [maɪn] добывать *(руду и т. п.)*
mineral *n* ['mɪnərəl] минерал
miniature *n* ['mɪnɪətʃə] миниатюра
minister *n* ['mɪnɪstə] министр
ministry ['mɪnɪstri] *n pl (-ies)* министерство
miserable *adj* ['mɪzrəbl] жалкий, несчастный
miss *v* [mɪs] промахнуться, пропустить
mission *n* ['mɪʃn] задача; задание; миссия
mistake *n* [mɪ'steɪk] ошибка; недоразумение
mistakenly *adv* [mɪ'steɪkənlɪ] ошибочно, по ошибке
model *n* ['mɒdl] модель, макет; модель
moment *n* ['məʊmənt] момент, миг, мгновение, минута
monthly *adv* ['mʌnθli] ежемесячный

monument *n* [ˈmɒnjumənt] памятник
more *adj* [mɔ:] 1) более *(служит для образования сравнит. ст. многосложных прилагательных)*; 2) больше, более

the more... the more ... чем больше ... тем больше
moreover *adv* [mɔ:ˈrəʊvə] кроме того, более того, сверх того
most *adj* [məʊst] 1. самый *(служит для образования превосх. ст. многосложных прилагательных);* 2. большинство

mostly *adv* [ˈməʊstli] главным образом; обыкновенно, обычно
motion *n* [ˈməʊʃn] 1) движение, ход; 2) телодвижение; жест
motion picture *n+n* [ˈməʊʃn ˈpɪktʃə] кинофильм, кинокартина
moustache *n* [məˈstɑ:ʃ] усы; ус
move *v* [mu:v] двигать(ся), передвигать(ся), перемещать
movement *n* [ˈmu:vmənt] движение; перемещение, передвижение
movie *n* [ˈmu:vi] фильм, кинокартина
MP3 player *n+n* MP3 плеер
mud *n* [mʌd] грязь, слякоть
multiple *adj* [ˈmʌltɪpl] многократный; многочисленный; множественный
musical *adj, n* [ˈmju:zɪkl] 1. музыкальный; 2. музыкальная (кино)комедия
musician *n* [mjuˈzɪʃn] музыкант

NASA [ˈnæsə] = National Aeronautics and Space Administration НАСА *(национальное управление по аэронавтике и исследованию космического пространства)*
nation *n* [ˈneɪʃn] народ, нация; народность
national *adj* [ˈnæʃnəl] национальный, государственный; народный
nationality [ˌnæʃəˈnælɪti] *n pl (-ies)* национальность
natural *adj* [ˈnætʃrəl] естественный, природный
natural gas *n* [ˈnætʃrəl ˈgæs] природный газ
nature *n* [ˈneɪtʃə] природа
nature programme *n+n* [ˈneɪtʃə ˈprəʊgræm] программа о природе
nature-friendly *adj* [ˈneɪtʃə ˌfrendli] экологически безопасные
near *adv* [nɪə] близкий; близко
necessary *adj* [ˈnesɪsəri] (самое) необходимое
need *v, n* [ni:d] 1. нуждаться, иметь потребность; 2. потребность, нужда
need to *v* [ˈni:d tə] надо ..., следует ...
needle *n* [ˈni:dl] иголка, игла
negative *adj* [ˈnegətɪv] негативный, отрицательный
Nepalese *adj, n* [ˌnepəlˈi:z] 1. непальский; 2. непалец; непалка
nervous *adj* [ˈnɜ:vəs] нервный, нервозный, нервический
network *n* [ˈnetwɜ:k] сеть, сетка
newborn *n* [ˈnju:bɔ:n] новорождённый; только что родившийся
newspaper *n* [ˈnju:zˌpeɪpə] газета
newsprint *n* [ˈnju:zˌprɪnt] газетная бумага
next *adj* [nekst] следующий
next to *prep* [ˈnekst tə] рядом с ...
Nobel Prize [ˈnəʊbl ˈpraɪz] Нобелевская премия
nobody *pron* [ˈnəʊbədi] никто
no doubt [ˌnəʊ ˈdaʊt] без сомнения
non-fiction *n* [ˌnɒnˈfɪkʃn] документальная, научная литература
non-standard *adj* [ˌnɒnˈstændəd] нестандартный
normally *adv* [ˈnɔ:məli] 1) нормально; 2) обычно
the Norwegians *n* [nɔ:ˈweɪdʒənz] норвежцы
note *n* [nəʊt] 1) заметка, запись; 2) *муз.* нота
notebook *n* [ˈnəʊtbʊk] ноутбук
nothing *pron* [ˈnʌθɪŋ] ничего
notice *n, v* [ˈnəʊtɪs] 1. извещение, уведомление; заметка; 2. замечать
not-renewable *adj* [ˌnɒt rɪˈnju:əbl] не возобновляемый
novel *n* [ˈnɒvl] роман
novelist *n* [ˈnɒvlɪst] романист, автор романов
nowadays *adv* [ˈnaʊədeɪz] в наше время, в наши дни; ныне, теперь
nuclear power *n* [ˌnju:kliəˈpaʊə] атомная, ядерная энергия
number *n* [ˈnʌmbə] 1) номер, число; 2) число, количество
a number of ряд, несколько, множество

number theory *n+n* [ˈnʌmbəˌθiəri] теория чисел
numismatics *n* [ˌnjuːmɪzˈmætɪks] нумизматика

object *n* [ˈɒbdʒɪkt] 1) предмет; вещь; 2) цель; намерение; 3) *грам.* дополнение
observation *n* [ˌɒbzəˈveɪʃn] наблюдение
observatory [əbˈzɜːvətri] *n pl (-ies)* обсерватория
obvious *adj* [ˈɒbviəs] явный, очевидный; заметный
offer *v* [ˈɒfə] предлагать; выдвигать
official *adj* [əˈfɪʃl] официальный
officially *adv* [əˈfɪʃəli] официально
oil *n* [ɔɪl] 1) масло; 2) нефть
old-fashioned *adj* [ˌəʊldˈfæʃnd] старомодный, вышедший из моды
once *adv* [ˈwʌns] (один) раз, однажды
one after the other один за другим
online *adj* [ˈɒnlaɪn] подключённый к Интернету, онлайн
go online *v+adv* входить в Интернет
only *adv* [ˈəʊnli] только, исключительно; единственно
open *v, adj* [ˈəʊpən] 1. открывать; 2. а) открытый; б) откровенный; искренний
open-air *adj* [ˌəʊpənˈeə] проводимый или происходящий на открытом воздухе
open-minded *adj* [ˌəʊpən ˈmaɪndɪd] непредубеждённый, непредвзятый
opera *n* [ˈɒprə] опера
operate *v* [ˈɒpəreɪt] 1) действовать, работать; 2) управлять; 3) оперировать, делать операции
operation *n* [ˌɒpəˈreɪʃn] 1) управление; 2) операция
operator *n* [ˈɒpəreɪtə] оператор
opinion *n* [əˈpɪnjən] мнение; взгляд; убеждение
opportunity [ˌɒpəˈtjuːnəti] *n pl (-ies)* удобный случай; благоприятная возможность
opposite *prep, n* [ˈɒpəzɪt] 1. напротив; 2. противоположность
optical *adj* [ˈɒptɪkl] оптический; зрительный
oral *adj* [ˈɔːrəl] устный
orbit *n* [ˈɔːbɪt] орбита
orchestra *n* [ˈɔːkɪstrə] оркестр
orchestra pit *n+n* [ˈɔːkɪstrə ˈpɪt] место для оркестра или хора; оркестровая яма
order *n, v* [ˈɔːdə] 1. а) порядок; б) орден; в) приказ; 2. приказывать
in order to *prep* для того чтобы
Order of Merit орден «За заслуги»
ordinary *adj* [ˈɔːdnri] обычный, обыкновенный
organization *n* [ˌɔːgənaɪˈzeɪʃn] объединение, организация
organize *v* [ˈɔːgənaɪz] организовывать, устраивать
get organized быть организованным
oriental *adj* [ˌɔːriˈentl] восточный
origin *n* [ˈɒrɪdʒɪn] 1) источник; начало; 2) происхождение
original *adj* [əˈrɪdʒənl] 1) первый, первоначальный; 2) оригинальный, подлинный
ornament *n* [ˈɔːnəmənt] украшение, орнамент
orphanage *n* [ˈɔːfənɪdʒ] приют для сирот
other *det, pron* [ˈʌðə] другой
in other words другими словами
ourselves *pron* [ˌaʊəˈselvz] 1) себя, себе, собой; 2) сами
outdoor *adj* [ˈaʊtdɔː] находящийся вне дома, на открытом воздухе
outdoors *adv* [ˌaʊtˈdɔːz] на открытом воздухе
outside *adj, adv, prep, n* [aʊtˈsaɪd] 1. наружный, внешний; 2. с наружной стороны, снаружи; 3. вне; за (пределами); 4. наружная часть или сторона
oven *n* [ˈʌvn] печь; духовка
over *prep* [ˈəʊvə] 1) над; наверху; наверх; 2) свыше, сверх, больше
all over *prep* *движение или распространение по какой-л. поверхности в определённом или разных направлениях* по; на
be over закончиться
overhead *adv* [ˌəʊvəˈhed] наверху, над головой
overview *n* [ˈəʊvəvjuː] 1) общее представление *(о каком-л. предмете)*; впечатление в общих чертах; 2) (беглый) обзор *(деятельности и т. п.)*
own *adj* [əʊn] свой собственный
oxygen [ˈɒksɪdʒən] *n pl (-)* кислород

pain *n, v* [peɪn] — 1. боль; 2. причинять боль, болеть
paint *v* [peɪnt] — 1) красить, раскрашивать; 2) писать красками, заниматься живописью

painter *n* ['peɪntə] — 1) маляр; 2) художник, живописец
painting *n* ['peɪntɪŋ] — 1) живопись; 2) картина, изображение
paragraph *n* ['pærəgrɑ:f] — 1) параграф; 2) абзац
paranormal *adj* [ˌpærə'nɔ:ml] — паранормальный
paraphrase *v* ['pærəfreɪz] — пересказывать, перефразировать
parcel *n* ['pɑ:sl] — посылка, бандероль
Pardon! ['pɑ:dn] — Извините, я не слышал; Пожалуйста, повторите!
participant *n* [pɑ:'tɪsɪpənt] — участник
participate *v* [pɑ:'tɪsɪpeɪt] — участвовать, принять участие
participation *n* [pɑ:ˌtɪsɪ'peɪʃn] — участие; соучастие
participle *n* ['pɑ:tɪsɪpl; ˌpɑ:'tɪsipl] — причастие
particular *adj* [pə'tɪkjələ] — особый, особенный; специфический
pass *v* [pɑ:s] — 1) идти; проходить; проезжать; 2) передавать
passer-by [ˌpɑ:sə'baɪ] *n pl (passers-by)* — прохожий, проезжий
passive *adj, n* ['pæsɪv] — 1. пассивный; 2. страдательный залог
past *prep, n* [pɑ:st] — 1. прошлый, минувший; 2. прошлое, минувшее
pastime *n* ['pɑ:staɪm] — занятие, хобби; приятное времяпрепровождение
patent *n, v* ['peɪtnt] — 1. патент; 2. патентовать *(что-л.)*; брать патент *(на что-л.)*
path *n* [pɑ:θ] — тропинка, тропа; дорожка
patient *adj* ['peɪʃənt] — терпеливый
pattern *n* ['pætn] — 1) образец, пример; 2) рисунок, узор, форма, модель
pay [peɪ] *v (past, pp* paid*)* — платить; заплатить
pay attention *v+n* ['peɪ ə'tenʃn] — обращать внимание *на что-либо*
peaceful *adj* ['pi:sfl] — 1) тихий, спокойный; 2) мирный, миролюбивый
peasant *n* ['pezənt] — крестьянин
peel *v* [pi:l] — снимать кожицу, корку, кожуру; чистить фрукты, овощи
penname *n* ['peneɪm] — литературный псевдоним
percent *n* [pə'sent] — процент
perform *v* [pə'fɔ:m] — 1) исполнять, играть *(пьесу)*; 2) выполнять, делать
performance *n* [pə'fɔ:məns] — 1) выполнение, исполнение; 2) представление, спектакль
performer *n* [pə'fɔ:mə] — исполнитель; артист
perhaps *adv* [pə'hæps] — может быть, возможно
period *n* ['pɪərɪəd] — период, промежуток времени
period of time ['pɪərɪədəv 'taɪm] — период времени
Persian *adj* ['pɜ:ʃn] — 1) персидский; 2) персидский язык
personal *adj* ['pɜ:sənl] — личный, персональный
persuade *v* [pə'sweɪd] — убеждать; склонять, уговаривать
philharmonic *adj* [fɪlə'mɒnɪk] — филармонический
philosopher *n* [fɪ'lɒsəfə] — философ
phonograph *n* ['fəʊnəgrɑ:f] — фонограф
photograph *n* ['fəʊtəgrɑ:f] — фотографический снимок, фотография
photographer *n* [fə'tɒgrəfə] — фотограф
photographic *adj* [ˌfəʊtə'græfɪk] — фотографический
photography [fə'tɒgrəfi] *n pl (-ies)* — фотография, фотографирование
phrase *n* ['freɪz] — фраза
physical *adj* ['fɪzɪkl] — 1) физический; 2) телесный, физический; вещественный
physics [fɪzɪks] *n pl (physics)* — физика
pianist *n* ['pɪənɪst] — пианист
pick up *phr.v* [ˌpɪk'ʌp] — 1) поднимать, подбирать; 2) собирать, добывать
pigeon *n* ['pɪdʒɪn] — голубь
piloted *adj* ['paɪlətɪd] — пилотируемый
pioneer *n* [ˌpaɪə'nɪə] — пионер, первооткрыватель; первопроходец
plain *adj* [pleɪn] — 1) простой, обыкновенный; 2) невзрачный, некрасивый
plan *n* [plæn] — 1) план, замысел, намерение; 2) чертёж; схема
planet *n* ['plænɪt] — планета
plant *n, v* [plɑ:nt] — 1. растение; 2. сажать; сеять
plastic *adj* ['plæstɪk] — пластик; пластмасса
play *v, n* [pleɪ] — 1. а) играть; б) играть *(на музыкальном инструменте)*; в) исполнять, играть роль; 2. а) игра; забава; б) пьеса

playwright *n* [ˈpleɪraɪt] драматург
pleasant *adj* [ˈplezənt] приятный; милый, славный; симпатичный
pleasure *n* [ˈpleʒə] удовольствие; наслаждение
plot *n* [plɒt] сюжет
plug in *phr.v* [ˌplʌg ˈɪn] подключать *(к сети)*; вставлять вилку в розетку, штепсель в гнездо

poem *n* [ˈpəʊɪm] стихотворение
poet *n* [ˈpəʊɪt] поэт
poetic *adj* [pəʊˈetɪk] поэтический; относящийся к поэзии
poetry *n* [ˈpəʊətri] 1) поэзия; 2) поэтические произведения, стихи
point *v, n* [pɔɪnt] 1. показывать, указывать; 2. точка
poisonous *adj* [ˈpɔɪz(ə)nəs] ядовитый
pole *n* [pəʊl] 1) полюс; 2) столб; шест
the Polish [ˈpəʊlɪʃ] поляки
politely *adv* [pəˈlaɪtli] вежливо; любезно; обходительно
politician *n* [ˌpɒlɪˈtɪʃn] политик; государственный, политический деятель
politics *n* [ˈpɒlɪtɪks] политика
pollute *v* [pəˈluːt] загрязнять
pollution *n* [pəˈluːʃn] загрязнение
pool *n* [puːl] (плавательный) бассейн
pop *n* [pɒp] поп *(вид музыки)*
popcorn *n* [ˈpɒpkɔːn] попкорн, воздушная кукуруза
pop-star *n* [ˈpɒpstɑː] поп-звезда
popular *adj* [ˈpɒpjʊlə] популярный, пользующийся известностью, популярностью
pop-up toaster *n* [ˈpɒpʌpˈtəʊstə] тостер-автомат *(с выскакивающим ломтиком хлеба)*
porcelain *n* [ˈpɔːsəlɪn] фарфор
portrait *n* [ˈpɔːtrɪt] портрет
position *n* [pəˈzɪʃn] положение; должность, место
positive *adj* [ˈpɒzətɪv] позитивный; положительный
possibility [ˌpɒsɪˈbɪlɪti] *n pl (-ies)* возможность, вероятность
possible *adj* [ˈpɒsɪbl] возможный, вероятный; могущий произойти, осуществимый
post *v* [pəʊst] 1) отправлять по почте; опускать в почтовый ящик; 2) разместить в Интернете

postal *adj* [ˈpəʊstl] почтовый
post-it note *n* [ˌpəʊstɪtˈnəʊt] цветная бумага-стикер, листочек для записей
postmodernist *adj* [ˌpəʊstˈmɒdənɪst] постмодернистический
pot *n* [pɒt] горшок; котелок
pour *v* [pɔː] лить; литься *(о дожде)*
poverty *n* [ˈpɒvəti] бедность, нищета
power *n* [paʊə] 1) сила; мощь; 2) энергия; мощность
power station *n+n* [ˈpaʊəˌsteɪʃn] электростанция; генераторная станция; силовая станция
powerful *adj* [ˈpaʊəfl] сильный, мощный, могучий
practical *adj* [ˈpræktɪkl] практический; связанный с применением на практике
practice *n* [ˈpræktɪs] практика
practise *v* [ˈpræktɪs] тренироваться, упражняться, практиковаться
prediction *n* [prɪˈdɪkʃn] предсказание; прогноз; пророчество
prefer *v* [prɪˈfɜː] предпочитать, отдавать предпочтение
prehistoric *adj* [ˌpriːhɪˈstɒrɪk] доисторический
prepare *v* [prɪˈpeə] приготавливать, подготавливать, готовить
present *n* [ˈprez(ə)nt], *v* [prɪˈzent] 1. а) подарок; дар; б) настоящее время; 2. преподносить, дарить; 3. представлять, делать презентацию

at present *adv* в настоящее /в данное/ время
presentation *n* [ˌprezɪnˈteɪʃn] представление, презентация
president *n* [ˈprezɪdənt] 1) президент; председатель; 2) ректор
press *v* [pres] жать; нажимать, надавливать; давить
press conference *n+n* [ˈpresˌkɒnfrəns] пресс-конференция
pretty *adj* [ˈprɪti] милый, прелестный; привлекательный; хорошенький
price *n* [praɪs] цена
prince *n* [prɪns] принц
print *n, v* [prɪnt] 1. шрифт, печать; 2. а) распечатать (на принтере); б) печатать, публиковать, помещать в печати

in print в напечатанном виде; опубликованный; напечатанный

prisoner *n* ['prɪznə] 1) заключённый, арестант; 2) пленник, узник
prize *n* [praɪz] награда, премия, приз
probably *adv* ['prɒbəbli] вероятно
process *n* ['prəʊses] процесс; ход развития
produce *v* [prə'dju:s] производить, вырабатывать, выпускать; изготовлять
product *n* ['prɒdʌkt] продукт, продукция, изделие; товар
production *n* [prə'dʌkʃn] 1) производство; 2) продукция, продукт; 3) постановка *(пьесы, фильма);* произведение *(литературы, искусства)*

professional *adj* [prə'feʃənl] профессиональный
project *n* ['prɒdʒekt] проект, план
promise *v* ['prɒmɪs] обещать; давать обещание
pronounce *v* [prə'naʊns] произносить, выговаривать, артикулировать
pros and cons ['prəʊz ənd 'kɒnz] аргументы/доводы «за» и «против»; плюсы и минусы
prose *n* [prəʊz] проза
protect *v* [prə'tekt] защищать, охранять, предохранять
protection *n* [prə'tekʃn] 1) защита, охрана, предохранение; 2) покровительство
proud *adj* [praʊd] 1) гордый; 2) надменный, высокомерный; заносчивый
prove *v* [pru:v] доказывать; удостоверять, подтверждать документами
proverb *n* ['prɒvɜ:b] пословица
province *n* ['prɒvɪns] 1) область; 2) провинция
public *adj, n* ['pʌblɪk] 1. общественный; народный; публичный; 2. народ; публика
publication *n* ['pʌblɪkeɪʃn] опубликование; публикация; произведение, издание
publish *v* ['pʌblɪʃ] 1) публиковать, обнародовать; 2) издавать, опубликовывать
publisher *n* ['pʌblɪʃə] издатель, издательство
publishing *n* ['pʌblɪʃɪŋ] 1) издательское дело; 2) издание *(произведения)*
puppeteer *n* [ˌpʌpɪ'tɪə] кукольник, кукловод
puppet show *n* ['pʌpɪt ʃəʊ] кукольное представление, кукольный спектакль
pure *adj* [pjʊə] чистый; беспримесный
purity *n* ['pjʊərɪti] 1) чистота; беспримесность; 2) чистота, непорочность
purpose *n* ['pɜ:pəs] цель, намерение; замысел
push out *phr.v* [pʊʃ 'aʊt] оттолкнуть кого-либо
put away *phr.v* ['pʊt ə'weɪ] убирать

quality newpaper *n* ['kwɒlɪti 'nju:zˌpeɪpə] общественно-политическая газета
quarterly *adv* ['kwɔ:təli] раз в квартал; раз в три месяца; поквартально
quartz *n* [kwɔ:ts] кварц
queue *n, v* ['kju:] 1. очередь; 2. стоять в очереди
quick *adj* [kwɪk] 1) быстрый, скорый; 2) проворный; живой
quickly *adv* ['kwɪkli] быстро, скоро; поспешно; незамедлительно
quiet *adj* ['kwaɪət] тихий; бесшумный, неслышный
quietly *adv* ['kwaɪətli] тихо; бесшумно
quite *adv* [kwaɪt] 1. вполне, совсем; совершенно; 2. почти, довольно
quotation *n* [kwəʊ'teɪʃn] цитата
quote *n* [kwəʊt] цитата

race *n, v* [reɪs] 1. гонка, гонки; 2. участвовать в гонках / скачках
racetrack *n* ['reɪstræk] гоночный / скаковой круг
rainforest *n* ['reɪnfɒrɪst] тропический лес; влажные джунгли
rap *n* [ræp] рэп *(вид музыки)*
rapping *n* ['ræpɪŋ] исполнение рэп
rarely *adv* ['reəli] редко, нечасто, изредка
raw material *n* [ˌrɔ:mə'tɪrɪəl] сырьё
reach *v* [ri:tʃ] 1) доезжать, доходить, добираться; 2. *(for)* протягивать, вытягивать *(руку)*

react *v* [ri'ækt] 1) реагировать; отзываться; 2) *хим.* вступать в реакцию
reaction *n* [ri'ækʃn] реакция, реагирование
reader *n* ['ri:də] 1) читатель; 2) ридер, читающее устройство, считыватель
ready *adj* ['redi] готовый; *to be ready* быть готовым
real *adj* [rɪəl] действительный, реальный
realism *n* ['rɪəlɪzəm] реализм; практичность
realistic *adj* [rɪə'lɪstɪk] реалистический, реалистичный
reality [ri'æləti] *n pl (-ies)* действительность, реальность; реальное существование

really *adv* [ˈrɪəli] действительно, в действительности; на самом деле
Really? Разве? Вот как!
reason *n* [ˈriːzn] 1) причина; 2) основание
receive *v* [rɪˈsiːv] 1) получать; 2) принимать
recent *adj* [ˈriːsnt] недавний, последний; новый, свежий
recently *adv* [ˈriːsntli] недавно; на днях; в последнее время
rechargeable *adj* [ˌriːˈtʃɑːdʒəbl] перезаряжаемый
be recognized *v* [bɪ ˈrekəgnaɪzd] быть признанным
recommend *v* [ˌrekəˈmend] рекомендовать, советовать
record *v, n* [ˈrekɔːd] 1. записывать, регистрировать; 2. а) запись; б) рекорд
record player *n* [ˈrekɔːdˌpleɪə] проигрыватель
recording studio *n+n* [ˈrekɔːdɪŋˌstjuːdɪəʊ] студия (звуко)записи
recycle *v, adj* [ˌriːˈsaɪkl] 1. перерабатывать; 2. перерабатываемый
reduce *v* [rɪˈdjuːs] снижать; сбавлять, уменьшать; сокращать
reference *n* [ˈrefrəns] 1) справка; 2) рекомендация; отзыв
reflect *v* [rɪˈflekt] отражать(ся)
refrigerator *n* [rɪˈfrɪdʒəreɪtə] холодильник, рефрижератор
regional *adj* [ˈriːdʒənəl] областной, районный, местный
related *adj* [rɪˈleɪtɪd] связанный
be related to быть связанным с
relax *v* [rɪˈlæks] расслаблять(ся), ослаблять(ся); разжимать(ся)
relaxed *adj* [rɪˈlækst] спокойный, уравновешенный
release *v* [rɪˈliːs] выпускать на экран *(фильма)*
religious *adj* [rɪˈlɪdʒəs] 1) религиозный; 2) верующий
remind *v* [rɪˈmaɪnd] напоминать, делать напоминание
renewable *adj* [rɪˈnjuːəbl] восстановимый, возобновляемый *(о природных ресурсах)*
replace *v* [rɪˈpleɪs] замещать, заменять; сменить *(на что-либо)*
replant *v* [ˌriːˈplɑːnt] пересаживать *(растение)*
reply *v* [rɪˈplaɪ] отвечать
report *n, v* [rɪˈpɔːt] 1. доклад; сообщение; отчёт; 2. сообщать; докладывать
reported speech *adj+n* [ˌrɪpɔːtɪd ˈspiːtʃ] косвенная речь
represent *v* [ˌreprɪˈzent] 1) изображать или представлять *(в каком-либо аспекте)*; разъяснять; 2) олицетворять; символизировать
republican *adj* [rɪˈpʌblɪkən] республиканский
require *v* [rɪˈkwaɪə] требовать, приказывать
research *n* [rɪˈsɜːtʃ] исследование, изыскание; научно-исследовательская работа
researcher *n* [rɪˈsɜːtʃə] исследователь
resource *n* [rɪˈsɔːs] (материальные) запасы, ресурсы, средства
respect *v* [rɪˈspekt] уважать, почитать
result *n* [rɪˈzʌlt] результат, исход; следствие
return *v, n* [rɪˈtɜːn] 1. возвращать(ся); 2. возвращение, отдача, возврат
review *n, v* [rɪˈvjuː] 1. рецензия; отзыв; 2. рассматривать, пересматривать
revolutionary *adj* [ˌrevəˈluːʃənəri] революционный
rhythm *n* [ˈrɪðm] ритм
rhyming *n* [ˈraɪmɪŋ] рифмованный куплет
right *adj, n* [raɪt] 1. а) правильный; б) правый; 2. право; привилегия
ring *n, v* [rɪŋ] 1. а) кольцо; б) ринг; площадка *(для борьбы)*; 2. звонить; позвонить
rise *v, n* [raɪz] (*past* rose; *pp* risen) 1. восходить; подниматься; 2. повышение, увеличение
robotics *n* [rəʊˈbɒtɪks] роботехника, робототехника
rock'n'roll *n* [ˌrɒkənˈrəʊl] рок-н-ролл *(стиль музыки и танца)*
role *n* [rəʊl] роль
Romanian *adj* [rʊˈmeɪnɪən] 1) румынский; 2) румын; румынка
romantic *adj* [rəʊˈmæntɪk] романтический, романтичный
round *adj, adv* [raʊnd] 1. круглый; шарообразный; 2. кругом
go round *phr.v* [ˈgəʊˈraʊnd] идти куда-либо
routine *n* [ruːˈtiːn] заведённый порядок; определённый режим
royal *adj* [ˈrɔɪəl] 1) королевский, царский; 2) великолепный, роскошный
royalty *n* [ˈrɔɪəlti] 1) королевская власть; 2) члены королевской семьи
rub *v* [rʌb] тереть(ся); протирать; натирать
rubber sole *adj+n* [ˈrʌbə ˈsəʊl] резиновая подошва
rubbish *n* [ˈrʌbɪʃ] мусор, сор, хлам

rule *n, v* [ru:l] 1. правило; 2. управлять, править; господствовать
ruler *n* ['ru:lə] 1) линейка; 2. правитель
run out *phr.v* ['rʌn 'aʊt] кончаться, иссякать
running track *n+n* ['rʌnɪŋ 'træk] беговая дорожка
Russian *adj, n* ['rʌʃn] 1) русский; русская; 2) русский язык

sadness *n* ['sædnəs] печаль, грусть, уныние
safe *adj* [seɪf] безопасный; находящийся в безопасности
said [sed] *прошедшее время и причастие прошедшего времени глагола "say"*

sail *v* [seɪl] плавать, совершать плавание; плыть под парусами
(the) same *adj* [seɪm] то же самое, одно и то же
satellite *n* ['sætɪlaɪt] сателлит, спутник
satellite TV *n+n* спутниковое ТВ
satnav (GPS) *n* ['sætnæv] спутниковая навигация (GPS)
save *v* [seɪv] 1) уберегать; 2) спасать; 3) беречь, экономить
saw [sɔ:] *прошедшее время глагола "see"*
saxophonist *n* ['sæksəfəˌnɪst] *муз.* саксофонист
say [seɪ] *v* (*past, pp* said) говорить, сказать
scan *v* [skæn] сканировать
scarecrow *n* ['skeəkrəʊ] пугало, чучело *(в саду, огороде)*
scene *n* [si:n] 1) место *(события, происшествия и т. п.)*; 2) *театр.* сцена; картина; явление; 3) вид, пейзаж

science *n* ['saɪəns] наука
science fiction *n+n* [ˌsaɪəns 'fɪkʃn] научная фантастика
scientific *adj* [ˌsaɪən'tɪfɪk] научный
scientist *n* ['saɪəntɪst] учёный
Scotch tape *n* [ˌskɒtʃ'teɪp] скотч, клейкая лента *(канцелярская)*
Scottish *adj* ['skɒtɪʃ] шотландский
scream *v* [skri:m] пронзительно кричать, вопить, визжать
screen *n* [skri:n] 1. защита, прикрытие; 2. *(телевизионный или кино)* экран
sculptor *n* ['skʌlptə] скульптор, ваятель
sculpture *n* ['skʌlptʃə] скульптура, ваяние
seascape *n* ['si:skeɪp] марина, морской пейзаж
seat *n* [si:t] место *(для сидения)*; стул, скамья, кресло
secondhand *adj* [ˌsekənd'hænd] 1) подержанный; бывший в употреблении; 2) из вторых рук
secret *n* ['si:krət] секрет, тайна
the secret service [ˌsi:krət'sɜ:vɪs] секретная служба; разведывательное управление
security [sɪ'kjʊərəti] *n pl (-ies)* 1) безопасность; 2) защита, охрана
see [si:] *v* (*past* saw; *pp* seen) 1) видеть; 2) понимать, сознавать
seem *v* [si:m] казаться, представляться
self-driving *adj* [ˌself'draɪvɪŋ] с автоматическим управлением
sell [sel] *v* (*past, pp* sold) продавать
seller *n* ['selə] продавец, торговец
send [send] *v* (*past, pp* sent) посылать, присылать, отправлять, отсылать
senior *n* ['si:niə] вышестоящий, старший *(по положению, по званию)*
serial *adj, n* ['sɪəriəl] 1. серийный; 2. сериал, многосерийный телефильм
series ['sɪəri:z] *n (pl series)* 1) серия, выпуск; 2) ряд ...
serious *adj* ['sɪəriəs] серьёзный; глубокомысленный
seriously *adv* ['sɪəriəsli] серьёзно, всерьёз
server *n* ['sɜ:və] сервер
service *n* ['sɜ:vɪs] служба; обслуживание, сервис
set [set] *v* (*past, pp* set) 1. ставить, помещать, класть; 2. устанавливать, назначать *(время, цену)*; 3. садиться, заходить *(о солнце)*; 4. ставить *(задачи, цели и т. п.)*

set fire (to) *v* [ˌset 'faɪə tə] поджигать
set up *phr.v* ['set'ʌp] 1) основывать, учреждать; 2) помещать, ставить, класть
settle *v* ['setl] поселяться
settlement *n* ['setlmənt] заселение; посёлок
shape *n* [ʃeɪp] форма, очертание
share *v* [ʃeə] делить, разделять, распределять
share tea ['ʃeə ˌti:] поделиться чаем

shield *n* [ʃi:ld] щит; защита; защитник
ship *n* [ʃɪp] 1) корабль; судно; 2) самолёт, космический корабль
shopper *n* ['ʃɒpə] покупатель
short *adj* [ʃɔ:t] 1) короткий; 2) низкий, невысокий
shout *v* [ʃaʊt] кричать; выкрикивать; громко говорить
show *v, n* [ʃəʊ] 1. показывать; 2. шоу, эстрадное представление; показ
shut [ʃʌt] *v* (*past, pp* shut) затворять, закрывать
shy *adj* [ʃaɪ] застенчивый, стеснительный, стыдливый; робкий
side *n* [saɪd] сторона
sign *n, v* [saɪn] 1. а) вывеска; б) знак; 2. подписывать
silent movie *adj+n* ['saɪlənt 'mu:vi] немое кино
silly *adj* ['sɪli] неумный, неразумный; глупый
similar *adj* ['sɪmələ] похожий, подобный
simple *adj* ['sɪmpl] 1) простой, нетрудный, несложный; 2) явный, очевидный
simplify *v* ['sɪmplɪfaɪ] упрощать; делать более простым или понятным
simply *adv* ['sɪmpli] просто, прямо-таки
since *prep, conj* [sɪns] 1. с тех пор; с, со; 2. так как, поскольку; раз
single *n* ['sɪŋgl] *муз.* сольная песня
single-use *adj* ['sɪŋgl ˌju:s] одноразовый; одноразового использования
site *n* [saɪt] 1) место; 2) *(Интернет)* сайт
situation *n* [ˌsɪtʃu'eɪʃn] ситуация, обстановка, положение (дел)
size *n* [saɪz] размер(ы), величина; объём
skill *n* [skɪl] мастерство, искусность, искусство; ловкость, умение
skin *n* [skɪn] кожа
skyscraper *n* ['skaɪskreɪpə] небоскрёб, высотный дом
slightly *adv* ['slaɪtli] слегка, немного, едва; слабо
slim *adj* [slɪm] тонкий, стройный
smartphone *n* ['smɑ:tfəʊn] смартфон
smell *n, v* [smel] 1. запах; 2. а) нюхать, вдыхать запах; б) пахнуть; иметь запах
smog *n* [smɒg] смог, туман с дымом
smoke *v* [sməʊk] 1) курить; 2) дымить; дымиться
smoke signal *n+n* ['sməʊk 'sɪgnl] дымовой сигнал, сигнальный дым
so that *conj* ['səʊ ðæt] (для того) чтобы
soap opera *n+n* ['səʊpˌɒpərə] «мыльная опера», телесериал
social *adj* ['səʊʃl] общественный, социальный
society [sə'saɪəti] *n pl (-ies)* общественный строй, общество
soft *adj* [sɒft] мягкий
softly *adv* ['sɒftli] мягко, нежно
software *n* ['sɒftweə] программное обеспечение, программные средства
soil *n* [sɔɪl] почва, грунт
solar *adj* ['səʊlə] солнечный, использующий энергию солнца
solar power *n* [ˌsəʊlə'paʊə] солнечная энергия
soldier *n* ['səʊldʒə] солдат
solve *v* ['sɒlv] решать, разрешать
some *det, adj* [sʌm] некоторые; одни
someone *pron* ['sʌmwʌn] кто-то, кто-нибудь, кто-либо
something *pron* ['sʌmθɪŋ] что-то, кое-что; что-нибудь
sometimes *pron* ['sʌmtaɪmz] иногда, время от времени, временами
sonnet *n* ['sɒnɪt] сонет
soon *adv* [su:n] скоро, вскоре
soul *n* [səʊl] душа, сердце
soundtrack *n* ['saʊndtræk] 1) фонограмма; 2) звуковая дорожка
source *n* [sɔ:s] источник
the South Koreans *n* [ˌsaʊθ kə'rɪənz] южнокорейцы
souvenir *n* [ˌsu:və'nɪə, 'su:vənɪə] сувенир, памятный подарок
space [speɪs] *n pl (-)* 1) космос; 2) место, пространство
spaceflight *n* ['speɪsflaɪt] космический полёт
spaceman ['speɪsmən] *n pl (-men)* космонавт; астронавт
spaceship *n* ['speɪsʃɪp] космический летательный аппарат, космический корабль
the Spaniards *n* ['spænjədz] испанцы
spare *adj* [speə] 1) запасной, запасный, резервный; 2) лишний
speak [spi:k] *v* (*past* spoke; *pp* spoken) говорить

speaker *n* ['spi:kə] говорящий; выступающий *(на собрании и т. п.)*
special *adj* ['speʃl] особый, особенный; специальный
specialized *adj* ['speʃəlaɪzd] специализированный
specific *n* [spə'sɪfɪk] характерный, специфический
spectator *n* [spek'teɪtə] зритель; посетитель *(театра, стадиона и т. п.)*
speech *n* [spi:tʃ] речь; речевая деятельность
speed *n* [spi:d] скорость; быстрота, темп; скорость хода
spend [spend] *v* (*past, pp* spent) 1) тратить, растрачивать, расходовать; 2) проводить *(время)*
spirit *n* ['spɪrɪt] дух
spoil [spɔɪl] *v* (*past, pp* spoilt) портить(ся)
sportswear *n* ['spɔ:ts 'weə] спортивная одежда
spray *n* [spreɪ] 1) брызги, водяная пыль; 2) брызги, водяная пыль; аэрозоль
square *adj, n* [skweə] 1. прямоугольник, квадрат; 2. площадь; сквер
stage *n, v* [steɪdʒ] 1. сцена; 2. ставить *(пьесу, оперу)*
stage set *n+n* ['steɪdʒ 'set] декорации и реквизит *(к одной пьесе)*
stair *n* [steə] ступеньки, лестница
stall *n* [stɔ:l] прилавок, лоток
stalls *n* [stɔ:lz] *театр.* кресла партера
stand *v* [stænd] стоять; вставать; *stand for* означать что-либо.
star *n, v* [stɑ:] 1. а) звезда; б) звезда, выдающаяся личность;
2. играть главные роли; быть звездой
starry *adj* ['stɑ:ri] звёздный
starship *n* ['stɑ:ʃɪp] звездолёт
state *n, adj* ['steɪt] 1. а) государство; б) штат; 2. а) государственный;
б) относящийся к штату
statesman ['steɪtsmən] *n pl (-men)* государственный деятель
stay (at) *v* [steɪ] оставаться, не уходить; останавливаться, гостить
steel *n* [sti:l] сталь
step *n, v* [step] 1. а) шаг; б) этап, шаг; 2. шагать, ступать
stick *n* [stɪk] палка, палочка
still *adv* [stɪl] до сих пор, (всё) ещё
still life *n* [ˌstɪl'laɪf] натюрморт
stimulate *v* ['stɪmjʊleɪt] побуждать, поощрять; стимулировать
stock market *n+n* ['stɒkˌmɑ:kɪt] фондовая биржа
store *n* [stɔ:] магазин
store data *v+n* ['stɔ: 'deɪtə] хранить данные
storey *n* ['stɔ:ri] этаж; ярус
storm *n* [stɔ:m] буря, гроза, ураган
stormbreaker *n* ['stɔ:mˌbreɪkə] громобой
story-line *n* ['stɔ:rilaɪn] сюжетная линия
strategy ['strætədʒi] *n pl (-ies)* стратегия
strength *n* ['strengθ] 1) сила; сильная сторона; 2) прочность, крепость
stress *n* [stres] стресс
stressed *adj* [strest] в стрессе
stress-free *adj* ['stresfri:] без стресса
string *n* [strɪŋ] верёвка, бечёвка
structure *n* ['strʌktʃə] 1) структура; 2) здание, сооружение, строение
student *n* ['stju:d(ə)nt] студент, ученик
studio *n* ['stju:diəʊ] студия
study *v, n* ['stʌdi] 1. изучать, учить; 2. изучение, исследование
stupid *adj* ['stju:pɪd] 1) глупый, тупой, бестолковый; 2) дурацкий
style *n* [staɪl] 1) стиль; 2) манера; стиль
subject *n* ['sʌbdʒɪkt] 1) учебный предмет, дисциплина; 2) предмет, тема
subtitled *adj* ['sʌbˌtaɪtld] с субтитрами
success *n* [sək'ses] успех, удача
successful *adj* [sək'sesfəl] успешный, удачный, имеющий успех
successfully *adv* [sək'sesfəli] успешно
(in) succession *n* [sək'seʃən] последовательность
such *adj* [sʌtʃ] такой, подобный
such as *conj* ['sʌtʃəz] а) как например; б) такой как
suddenly *adv* ['sʌdnli] внезапно, вдруг, неожиданно, непредвиденно
suit *n* [su:t; sju:t] костюм

suitable *adj* ['sju:təbl] подходящий, соответствующий; (при)годный
suitcase *n* ['sju:tkeɪs, 'su:tkeɪs] небольшой плоский чемодан
sunshine *n* ['sʌnʃaɪn] (яркий) солнечный свет
superb *adj* [su:'pɜ:b] великолепный; величественный, грандиозный
superhero *n* [ˌsu:pə'hɪərəʊ] супергерой
superlative *n* [su:'pɜ:lətɪv] *грам.* превосходная степень
support *v* [sə'pɔ:t] 1) поддерживать; 2) помогать, поддерживать *(материально)*
sure *adj* [ʃəʊə, ʃɔ:] уверенный; убедившийся
make sure *v+adj* убедиться, удостовериться
surf on the Net ['sɜ:fɒnðə 'net] путешествовать по Интернету
surface *n* ['sɜ:fɪs] поверхность
surgery ['sɜ:dʒəri] *n pl (-ies)* хирургия
surprise *n* [sə'praɪz] 1) неожиданность, сюрприз; 2) удивление, изумление
be surprised [bɪ sə'praɪzd] удивляться
surprising *adj* [sə'praɪzɪŋ] удивительный, поразительный; неожиданный
surround *v* [sə'raʊnd] окружать; обносить; обступать
survive *v* [sə'vaɪv] 1) остаться в живых, выжить, уцелеть; 2) продолжать существовать, сохраняться

switch off *phr.v* [ˌswɪtʃ 'ɒf] выключать *(ток и т. п.)*
switch on *phr.v* [ˌswɪtʃ 'ɒn] включать *(ток, мотор и т. п.)*
symbol *n* ['sɪmbəl] символ; знак, условное обозначение
symbolic *adj* [sɪm'bɒlɪk] символический; знаменательный
symbolize *v* ['sɪmbəlaɪz] символизировать; изображать символически
system *n* ['sɪstɪm] система

tablet *n* ['tæblɪt] 1) таблетка *(лекарство);* 2) планшет
tablet PC *n+n* [ˌtæblɪt 'pi:'si:] планшет-компьютер
tabloid *n* ['tæblɔɪd] (малоформатная) бульварная газета
take off *phr.v* [ˌteɪk 'ɒf] убирать, уносить
take out *phr.v* [ˌteɪk 'aʊt] 1) вынимать; 2) выводить *(из дому, на прогулку и т. п.)*
take part (in) [ˌteɪk 'pɑ:t] участвовать, принять участие
take place *v+n* [ˌteɪk 'pleɪs] происходить, случаться; состояться
take to ['teɪktə] нести
tale *n* [teɪl] 1) рассказ; история; повесть; 2) выдумки
talented *adj* ['tæləntɪd] талантливый, одарённый
talk *v, n* [tɔ:k] 1. разговаривать; беседовать; 2. а) разговор, беседа; б) переговоры

tap water *n* ['tæpwɔ:tə] водопроводная вода
tape *n* [teɪp] 1) лента; 2) магнитофонная лента, магнитофонная запись
tape recorder *n* ['teɪprɪˌkɔ:də] магнитофон
taste *n* [teɪst] вкус
teach [ti:tʃ] *v* (*past, pp* taught) учить, обучать; преподавать *(какую-либо дисциплину)*
tech *adj* [tek] технологический, технический
techie *n* ['teki] техник
technique *n* [tek'ni:k] 1) техника, техническое мастерство; умение; 2) технический приём; способ, метод; методика

technologic(al) *adj* [ˌteknə'lɒdʒɪk(l)] 1) технологический; 2) технический
technology [tek'nɒlədʒi] *n pl (-ies)* технология
teenager *n* ['ti:nˌeɪdʒə] подросток; юноша *или* девушка
telecommunication *n* [ˌtelikəˌmju:nɪ'keɪʃn] дистанционная связь, телесвязь, телекоммуникация
telegraph *n* ['telɪgrɑ:f] телеграф
telescope *n* ['telɪskəʊp] телескоп
television *n* ['telɪˌvɪʒn] 1) телевидение; 2) телевизор
tell [tel] *v* (*past, pp* told) рассказывать; говорить
the Temurids *n* ['temʊrɪdz] темуриды
tend *v* [tend] иметь тенденцию; иметь склонность, быть склонным
term *n* [tɜ:m] термин
terrible *adj* ['terəbl] страшный, ужасный; внушающий страх, ужас
test *n* [test] тест; проверочная или контрольная работа; экзамен
test-drive *n* ['testdraɪv] пробная езда *(до покупки автомобиля)*
textbook *n* ['tekstbʊk] учебник
thank *v* [θæŋk] благодарить

thanks to *prep* [ˈθæŋkstə] благодаря; из-за
that's why [ðætsˈwaɪ] вот почему; поэтому
theatre *n* [ˈθɪətə] театр
theme *n* [θi:m] тема, предмет *(разговора, рассуждения, сочинения)*
themselves *pron* [ðəmˈselvz] 1) себя, себе, собой; 2) сами
thief [θi:f] *n pl (thieves)* [θi:vz] вор
think [θɪŋk] *v* (*past, pp* thought) думать, размышлять; мыслить
thinking *n* [ˈθɪŋkɪŋ] размышление
thrilling *adj* [ˈθrɪlɪŋ] волнующий, захватывающий; щекочущий нервы
through *prep* [θru:] через, сквозь
throughout *adv* [θru:ˈaʊt] повсюду, везде
throw [θrəʊ] *v* (*past* threw; *pp* threwn) бросать, кидать; швырять
ticket *n* [ˈtɪkɪt] билет
tie *n* [taɪ] галстук
till *conj* [tɪl] до
timeline *n* [ˈtaɪmlaɪn] шкала времени, хронология
tin-can *n* [ˈtɪnˈkæn] консервная банка
tip *n* [tɪp] намёк, совет
title *n* [ˈtaɪtl] заглавие, название
tobacco *n* [təˈbækəʊ] табак
together *adv* [təˈgeðə] вместе, совместно, сообща
tonight *adv* [təˈnaɪt] сегодня вечером, ночью
tool *n* [tu:l] 1) инструмент; орудия труда; 2) средства
top *n* [tɒp] верхушка; вершина
topic *n* [tɒpɪk] тема, предмет обсуждения *или* дискуссии
totally *adv* [ˈtəʊtəli] полностью, абсолютно
touch *v* [tʌtʃ] 1) касаться, трогать; 2) влиять, оказывать влияние
tour *n* [tʊə] путешествие; поездка; прогулка; экскурсия
tower *n* [taʊə] башня; вышка
track *n* [træk] след; дорожка
trade *n* [treɪd] 1) торговля; 2) занятие, ремесло, профессия
tradition *n* [trəˈdɪʃ(ə)n] традиция; старый обычай
traditional *adj* [trəˈdɪʃnl] традиционный
traditionally *adv* [trəˈdɪʃnəli] по традиции, традиционно
tragedy *n* [ˈtrædʒɪdi] трагедия; трагическое событие
transfer *v* [trænsˈfɜ:] переносить, перемещать; переводить; передавать
transport *n, v* [ˈtrænspɔ:t] 1. транспорт; 2. перевозить, транспортировать
transportation *n* [ˌtrænspɔ:ˈteɪʃən] 1) перевозка; транспортирование; 2) транспорт, средства сообщения
travel *n, v* [ˈtrævəl] 1. путешествие; 2. путешествовать
traveller *n* [ˈtrævələ] путешественник; путник
travelling *n* [ˈtrævəlɪŋ] путешествие
tropical *adj* [ˈtrɑpɪkl] 1) тропический; 2) жаркий *(о климате)*
try *v* [traɪ] пытаться, стараться
tsunami *n* [tsʊˈnɑ:mi] цунами
tune *n, v* [tju:n] 1. мелодия, мотив; 2. настраивать
turn *n, v* [tɜ:n] 1. очередь; 2. поворачивать(ся)
turn down *phr.v* [ˌtɜ:nˈdaʊn] убавлять, уменьшать *(свет, газ и т. п.)*
turn off *v* [ˌtɜ:nˈɒf] выключать *(радио, газ);* гасить *(свет);* закрывать *(кран, воду)*
turn on *phr.v* [ˌtɜ:nˈɒn] включать *(газ, свет, радио и т. п.)*
turn up *phr.v* [ˌtɜ:nˈʌf] прибавлять *(газ, свет)*; усиливать *(звук);* сделать погромче
TV guide *n+n* [ˌti:ˈvi: ˈgaɪd] телевизионная программа
type *n, v* [taɪp] 1. тип, разновидность; 2. писать, печатать на машинке
typewriter *n* [ˈtaɪpˌraɪtə] пишущая машинка
typical *adj* [ˈtɪpɪkl] типичный; типический

ugly *adj* [ˈʌgli] безобразный; уродливый
umbrella *n* [ʌmˈbrelə] зонт, зонтик
UN [ju:ˈen] = United Nations ООН (Организация Объединённых Наций)
uncertainty *n* [ʌnˈsɜ:tnti] неуверенность, нерешительность
underground *adj* [ˈʌndəgraʊnd] подземный

unfortunately *adv* [ʌnˈfɔ:tʃənətli] к несчастью, к сожалению
unfriendly *adj* [ʌnˈfrendli] неблагоприятный; недружелюбный, недружественный
unhappy *adj* [ʌnˈhæpi] 1) несчастливый, несчастный; 2) грустный
unhealthy *n* [ʌnˈhelθi] вредный, нездоровый
unique *adj* [ju:ˈni:k] единственный в своём роде, уникальный
(in) unison *adv* [ɪn ˈju:nɪsn] в унисон; вместе
unit *n* [ˈju:nɪt] 1) раздел; 2) единица; целое
united *adj* [ju:ˈnaɪtɪd] соединённый, объединённый
United Nations *n* [ju:ˈnaɪtɪd ˌneɪʃənz] Организация Объединённых Наций
universe *n* [ˈju:nɪvɜ:s] вселенная, мир, космос
unkind *adj* [ˌʌnˈkaɪnd] недобрый, злой
unknown *adj* [ˌʌnˈnəʊn] неизвестный
unlike *prep* [ˌʌnˈlaɪk] в отличие от
unlimited *adj* [ʌnˈlɪmɪtɪd] 1) неограниченный; 2. безграничный, беспредельный
unlucky *adj* [ʌnˈlʌki] 1) неудачный; невезучий; 2) несчастливый
unmanned *adj* [ˌʌnˈmænd] беспилотный
unpleasant *adj* [ʌnˈpleznt] неприятный, противный; отталкивающий
unreal *adj* [ˌʌnˈriəl] нереальный, воображаемый
unskilled *adj* [ˌʌnˈskɪld] неумелый, неопытный
until *prep* [ʌnˈtɪl; ənˈtɪl] до; (до тех пор) пока (не)
unusual *adj* [ʌnˈju:ʒʊəl] необыкновенный, необычный
unwanted *adj* [ˌʌnˈwʌntɪd] нежеланный, нежелательный; ненужный
upbringing *n* [ˈʌpˌbrɪŋɪŋ] воспитание
upload *v* [ʌpˈləʊd] разместить, загрузить
urgent *adj* [ˈɜ:dʒənt] срочный, неотложный; крайне необходимый
useless *adj* [ju:sləs] бесполезный, тщетный
usual *adj* [ˈju:ʒuəl] обыкновенный, обычный

vacancy [ˈveɪkənsi] *n pl (-ies)* вакансия, незанятая должность
vacation *n* [vəˈkeɪʃn] каникулы; перерыв
vacuum cleaner *n+n* [ˈvækjuəm ˈkli:nə] пылесос
verse *n* [vɜ:s] 1) строфа; 2) стихи, поэзия
version *n* [ˈvɜ:ʃn] вариант; версия; модификация, тип, вид
vertical *adj* [ˈvɜ:tɪkl] вертикальный; стоячий; направленный вверх
vet *n* [vet] ветеринар, ветеринарный врач
video clip *n+n* [ˈvɪdɪəʊ ˌklɪp] видеоклип
the Vietnamese *n* [ˌvietnəˈmi:z] вьетнамцы
view *n, v* [vju:] 1. вид, пейзаж, панорама; 2. осматривать, смотреть
violin *n* [ˌvaɪəˈlɪn] *муз.* скрипка
violinist *n* [ˈvaɪəlɪnɪst] скрипач
virtual *adj* [ˈvɜ:tʃuəl] виртуальный, фактический, действительный
virtual reality headset [ˈvɜ:tʃuəl rɪˌælɪti ˈhedset] шлем виртуальной реальности
virus *n* [ˈvaɪrəs] вирус
visit *v, n* [vɪzɪt] 1. ходить, ездить *(куда-либо)*; 2. визит, посещение
visual *adj* [ˈvɪʒuəl] зрительный; наглядный; визуальный
vocabulary *n* [vəʊˈkæbjʊləri] 1) словник; 2) словарный запас / состав *(языка)*, лексика
vocal *adj* [ˈvəʊkl] вокальный, голосовой; речевой
voice *n* [vɔɪs] голос
volunteer *n, v* [ˌvɒlənˈtɪə] 1. доброволец, волонтёр; 2. поступить добровольцем, волонтёром
vote *v* [vəʊt] голосовать, баллотировать, вотировать

wait (for) *v* [ˈweɪtfɔ:] ждать; ожидать; дожидаться
waste *n pl (-), v* [weɪst] 1. отходы; 2. расточать; растрачивать без пользы
waste-to-energy *adj* [ˈweɪsttəˈenədʒi] преобразование отходов в энергию
watch *v, n* [wɒtʃ] 1. а) смотреть; б) наблюдать; 2. часы *(наручные)*
water power *n* [ˈwɔ:təˌpaʊə] водная энергия, гидроэнергия
watercolours *n* [ˈwɔ:təkʌləz] акварель, акварельные краски
wave *n* [weɪv] волна
wave power *n* [ˈweɪv ˌpaʊə] волноэнергетика
wavy *adj* [ˈweɪvi] вьющийся, волнистый *(о волосах)*
wax *n, adj* [wæks] 1. а) воск; б) парафин; 2. восковой; вощёный

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waxworks *n* [ˈwækswɜ:ks] паноптикум; галерея восковых фигур
way *n* [weɪ] 1) путь; дорога; 2) направление; 3) метод, способ
on the way to по пути, по дороге
wear [weə] *v* (*past* wore; *pp* worn) быть одетым *(во что-либо)*; носить *(одежду и т. п.)*
weather *n* [ˈweðə] погода
web browser *n+n* [ˈwebˈbraʊzə] веб-браузер
web page *n+n* [ˈwebˈpeɪdʒ] веб-страница
website *n* [ˈwebsaɪt] веб-сайт
weekly *adv* [ˈwi:kli] еженедельно, каждую неделю; раз в неделю
welcome *v* [ˈwelkəm] приветствовать *(гостя)*; радушно принимать
well-known *adj* [ˌwelˈnəʊn] известный, знаменитый, популярный,
Welsh *adj, n* [welʃ] 1. валлийский, уэльский; 2. валлийский, уэльский язык
What is more [ˌwɒtsˈmɔ:] больше того
what kind of [ˌwɒtˈkaɪndəv] какой? какого рода?
whatever *pron* [wɒtˈevə] 1) какой бы ни; 2) что бы ни; 3) любой; всё, что
wheat *n* [wi:t] пшеница
wheel *n* [wi:l] 1) колесо; колёсико; 2) рулевое колесо, штурвал
wheeled *adj* [wi:ld] колёсный; на колёсах
whether *conj* [ˈweðə] *вводит косвенный вопрос* ли: *he asked whether he could help* — он спросил, не может ли он помочь
while *conj* [waɪl] *вводит временные придаточные предложения, выражающие: а) действие, процесс, во время совершения которого что-либо происходит* пока; в то время как; когда; *б) вводит предложения, выражающие противопоставление* в то же время; тогда как; а
whisper *v* [ˈwɪspə] шептать, говорить шёпотом
whole *adj* [həʊl] 1) целый; полный; 2) весь, целый
wide *adj* [waɪd] 1. широкий, обширный; огромный; 2. широко открытый
widely *adv* [ˈwaɪdli] широко
wild *adj, n* [waɪld] 1. дикий; 2. дебри, чаща
wildlife *n* [ˈwaɪldlaɪf] живая природа; дикие животные
wind *n* [wɪnd] ветер
wind power *n* [ˈwɪnd ˌpaʊə] 1) ветровая энергия; 2) ветровая энергетика
windmill *n* [ˈwɪndˌmɪl] ветряная мельница
winner *n* [ˈwɪnə] победитель
wise *adj* [waɪz] мудрый, премудрый; умудрённый; умный, разумный
wisely *adv* [ˈwaɪzli] мудро, с умом
wish *n, v* [wɪʃ] 1. желание; пожелание; 2. желать, хотеть
within the framework of smth. в рамках чего-либо
without *prep* [wɪðˈaʊt] 1) без ...; 2) (без того чтобы) не, так чтобы не
wizard *n* [ˈwɪzəd] колдун, маг, чародей, кудесник, волшебник
wonderful *adj* [ˈwʌndəf(ə)l] удивительный, изумительный, поразительный
wood *n* [wʊd] 1) лес; роща; 2) древесина; лесоматериал
woodcutter *n* [ˈwʊdˌkʌtə] 1) дровосек; лесоруб; рубщик (леса); 2) гравёр по дереву
wool *n* [wʊl] 1) шерст; 2) шерстяная ткань *или* одежда
workshop *n* [ˈwɜ:kʃɒp] 1) мастерская; цех; 2) кружок; студия; семинар
World Wide Web [ˌwɜ:ldˈwaɪdˌweb] всемирная паутина; всемирная сеть Интернета
worry *n, v* [ˈwʌri] 1. беспокойство, волнение; 2. беспокоить,(ся) волновать(ся)
wrestling *n* [ˈreslɪŋ] борьба
written [ˈrɪtn] *причастие прошедшего времени глагола "write"*

young *adj* [jʌŋ] молодой; юный
yourself *pron* [jəˈself; jɔ:ˈself] себя, себе, собой, сам, сама, сами
youth *n* [juːθ] молодость, юность; юноша, молодой человек
youthful *adj* [ju:θfl] 1) юный, молодой; 2) юношеский; свойственный молодости
Yugoslavian *adj* [ˌju:gəʊˈslɑ:vɪən] югославский

zoology *n* [zəʊˈɒlədʒi; zuˈɒlədʒi] зоология

Geographical names

Almaty *n* [ˈælmətɪ] Алматы
Amsterdam *n* [ˌæmstəˈdæm] Амстердам
Athens *n* [ˈæθɪnz] Афины

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Atlantic Ocean *n* [ət'læntɪk 'əʊʃən]	Атлантический океан
Australia *n* [ɒ'streɪlɪə]	Австралия
Belgium *n* ['beldʒəm]	Бельгия
Bishkek *n* [bɪʃ'kek]	Бишкек
Bombay *n* [bɒm'beɪ]	Бомбей
Britain *n* ['brɪtn]	Британия
Buckingham Palace *n* [ˌbʌkɪŋəm'pælɪs]	Букингемский дворец
California *n* [ˌkælɪ'fɔ:nɪə]	Калифорния *(штат США)*
the Caucasus *n* ['kɔ:kəsəs]	Кавказ
Central Africa *n* ['sentrəl 'æfrɪkə]	Центральная Африка
Central Asia *n* ['sentrəl 'eɪʒə]	Центральная Азия
China *n* ['tʃaɪnə]	Китай
Columbia *n* [kə'lʌmbɪə]	Колумбия
Denmark *n* ['denmɑ:k]	Дания
Dublin *n* ['dʌblɪn]	Дублин
Ecuador *n* ['ekwədɔ:]	Эквадор
Egypt *n* ['i:dʒɪpt]	Египет
England *n* ['ɪŋglənd]	Англия
Eurasia *n* [jʊə'reɪʒə]	Евразия
Europe *n* ['jʊərəp]	Европа
France *n* ['frɑ:ns]	Франция
Geneva *n* [dʒɪ'ni:və]	Женева
Germany *n* ['dʒɜ:mənɪ]	Германия
Ghana *n* ['gɑ:nə]	Гана
Greece *n* [gri:s]	Греция
Holland *n* ['hɒlənd]	Голландия
Iceland *n* ['aɪslənd]	Исландия
Illinois *n* [ˌɪlə'nɔɪ]	Иллинойс *(штат США)*
India *n* ['ɪndiə]	Индия
Japan *n* [dʒə'pæn]	Япония
Kokand *n* [kɒ'kʌnd]	Коканд
Lahore *n* [lə'hɔ:]	Лахор
Latin America *n* ['lætɪn ə'merɪkə]	Латинская Америка
Marathon *n* ['mærəθən]	Марафон
Massachusetts *n* [ˌmæsə'tʃu:sɪts]	Массачусетс *(штат США)*
Mexico *n* ['meksɪkəʊ]	Мексика
the Netherlands *n* ['neðələndz]	Нидерланды
North Sea *n* ['nɔ:θ 'si:]	Северное море
Norway *n* ['nɔ:weɪ]	Норвегия
Oslo *n* ['ɒslәʊ; 'ɒzlәʊ]	Осло
Peru *n* [pə'ru:]	Перу
Philippines *n* ['fɪlɪpi:nz]	Филиппины
Poland *n* ['pəʊlənd]	Польша
Romania *n* [rʊ'meɪnɪə]	Румыния
Russia *n* ['rʌʃə]	Россия
San Francisco *n* [ˌsænfrən'sɪskəʊ]	Сан-Франциско *(штат США)*
Saudi Arabia *n* [ˌsaʊdi ə'reɪbɪə]	Саудовская Аравия
Scotland *n* ['skɒtlənd]	Шотландия
Scottish Island ['skɒtɪʃ 'aɪlənd]	Шотландский остров
Shetland *n* ['ʃetlənd]	Шетланд
South Korea *n* [ˌsaʊθ kə'rɪə]	Южная Корея
Southampton *n* [ˌsaʊθ'hæmptən]	Саутгемптон
Spain *n* [speɪn]	Испания
Stockholm *n* ['stɒkhəʊm]	Стокгольм
Strasbourg *n* ['stræsbɔ:g]	Страсбург
Switzerland *n* ['swɪtsələnd]	Швейцария
Sydney *n* ['sɪdnɪ]	Сидней
Thailand *n* ['taɪlænd]	Таиланд
Turkey *n* ['tɜ:kɪ]	Турция
United States *n* [ju:'naɪtɪd ˌsteɪts]	Соединённые Штаты Америки
Venice *n* ['venɪs]	Венеция
Vietnam *n* [vi,et'næm]	Вьетнам
Westminster Abbey *n* ['west,mɪnɪstə 'æbi]	Вестминстерское аббатство

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Сведения о состоянии учебника, выданного на прокат

№	Имя, фамилия ученика	Учеб-ный год	Состояние учебника при получении	Подпись классного руководи-теля	Состояние учебника при сдаче	Подпись классного руководи-теля
1.						
2.						
3.						
4.						
5.						
6.						

Таблица заполняется классным руководителем при передаче учебника в пользование и возвращении назад в конце учебного года. При заполнении таблицы используются следующие оценочные критерии:

Новый	Состояние учебника при первой передаче.
Хорошо	Обложка цела, не оторвана от основной части книги. Все страницы в наличии, не порваны на страницах нет записей и помарок.
Удовлетво-рительно	Обложка не смята, слегка испачкана, края стёрты. Удовлетво-рительно восстановлен пользователем. Вырванные страницы восстановлены, но некоторые страницы исчерчены.
Неудовлет-ворительно	Обложка испачкана, порвана, корешок оторван от основной части книги или совсем отсутствует. Страницы порваны, неко-торых вообще не хватает, имеющиеся исчерчены, испачканы. Учебник к дальнейшому пользованию не пригоден, восста-новить нельзя.