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A good start in life

Lessons 1–2 Off to school

*Welcome back to school and welcome to your new English coursebook!
We want you to enjoy learning English this year and to have plenty of practice
in reading, listening, speaking and writing.
Good luck!*

The Authors

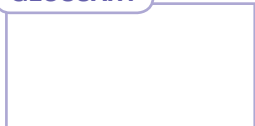
Welcome to your new Coursebook!

Here is a short quiz to help you find your way around the book. Take a few moments to find the answers.

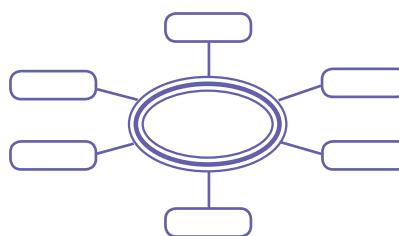
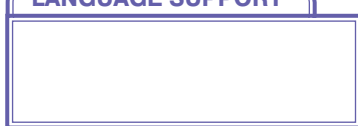


- 1 What's the title of the book? What does it mean?
- 2 How many units are there?
- 3 In which unit can you find:
 - information about a British University?
 - a text about Bill Gates?
 - description of festivals and traditions?
 - a picture of Olga Korbut?
 - a story about dinosaurs?
- 4 Where in the book can you find exercises to check your progress?
- 5 Where is a list of irregular words?
- 6 Where is a list of active vocabulary?
- 7 Where can you read some grammar rules?
- 8 What will you be doing in Lesson 10 of each unit?
- 9 Where can you find the texts to read for pleasure?
- 10 You can find such signs by the exercises. What do they mean?

GLOSSARY



LANGUAGE SUPPORT



1 A. These are some tips to help you learn English this year. Unjumble them.

- Which tip seems the most useful? Why?
 - a) notebook a start vocabulary new for
 - b) get yourself dictionary good a
 - c) our use every workbook lesson after extra it for exercises practice has
 - d) as as read to try can you much
 - e) pairwork groupwork speak or English you do when
 - f) unit check own progress after your every
 - g) well as phrases learn as words

1 B. Think of one more piece of advice. Write it down and jumble up the words.

- Show your tip to other students in your group and see if they can guess what your tip is.

Vocabulary

2 A. Look at the picture and say:

- how people in the picture feel on the first day at school.
- how you feel now you are back at school.



2 B. Listen to these Russian kids and guess which class they are in.

Tanya ___ Dmitri ___ Katya ___ Grigori ___

2 C. Listen again and say how each speaker feels.

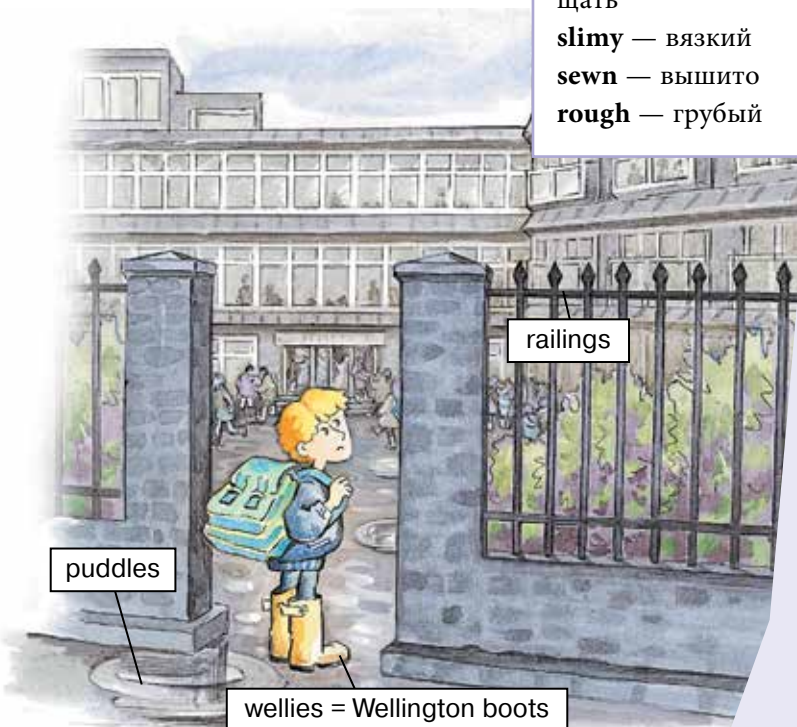
Reading

3 A. Read and listen to the poem.

- Give it a title.

GLOSSARY

invent — изобретать
swallow up — поглощать
slimy — вязкий
sewn — вышито
rough — грубый



* * *

A millionbillionwillion miles from home
 Waiting for the bell to go. (To go where?)
 Why are they so big, other children?
 So noisy? So much at home they
 Must have been born in uniform.
 Lived all their lives in playgrounds.
 Spent the years inventing games
 That don't let me in. Games
 That are rough, that swallow you up.
 And the railings.
 All around, the railings.
 Are they to keep out wolves and monsters?
 Things that carry off and eat children?
 Things you don't take sweets from?
 Perhaps they're to stop us getting out.
 Running away from the lessins. Lessin.
 What does a lessin look like?
 Sounds small and slimy.
 They keep them in classrooms.
 Whole rooms made out of glass. Imagine.
 I wish I could remember my name.
 Mummy said it would come in useful.
 Like wellies. When there's puddles.
 Yelloowwellies. I wish she was here.
 I think my name is sewn on somewhere.
 Perhaps the teacher will read it for me.
 Tea-cher. The one who makes the tea.

Roger McGough

3 B. Look through the poem again and answer these questions.

- a) Can you see any unusual words in this poem?
- b) Why do you think the words are like this?
- c) What words do they stand for?
- d) What are the feelings of the child?
- e) What other evidence of the child's feelings can you see in the poem?

Language work**4 A. Remember what it was like to be so small when you were at school for the first time etc.**

- How have things changed for you? Look at this sentence:

I **used to** be afraid of my teachers, but now I'm not.

What does "used to" tell us here?

4 B. Make some more true sentences about how things have changed for you, using the same pattern.

- Refer to your clothes, doing homework, school subjects etc.

4 C. Now work in pairs and tell your partner about these changes.**Writing****5 A. Read some extracts from a diary and learn about diary style.**

Hi! I am Katya!
I've learned a lot of new words in this lesson. They all mean feelings. My English teacher says, "If you want to remember words, USE them as often as you can." So I started A FEELINGS DIARY.

A FEELINGS DIARY
Katya

3rd September. Felt frustrated in physics class. Couldn't understand the textbook.
Couldn't understand the textbook!

2nd September. First English class. Loved it. I can't believe that I used to be bored in English lessons.

1st September. Woke up early. Felt nervous and excited. Couldn't eat breakfast! Happy to see S. and P. again. Liked Anya's new hairstyle.

LANGUAGE SUPPORT**Diary**

- Often written in the first person.
- Sometimes no pronouns.
- Abbreviations.
- No tenses or mostly past simple.
- Wide range of adjectives (see Ex. 2A for adjectives describing feelings).

5 B. Write your own Feelings Diary for one week.

- Express your feelings about your first week at school. (See List of irregular verbs, p. 193.)

Lessons 3–4 School rules

Warm-up

1 A. Look at this list of things. Decide whether they are

- appropriate for school
- inappropriate for school

tight jeans jeans with holes body piercing
tattoos bright coloured hair designer trainers
high heeled shoes platform shoes shorts
“crazy” T-shirts jewellery strange hairstyle
make-up baggy trousers track suits
cropped tops loose long hair for boys and girls
miniskirts bikini tops



1 B. Discuss these questions in pairs.

- What are the reasons why a certain thing can not be suitable for school?
- Are any of these things banned from your school? Why do you think they are?

Reading

2 A. Read these entries from the internet forum about dress code for schools and decide which one comes from

a student _____ a teacher _____ a parent _____

GLOSSARY

compelling evidence — good proof

integrate — become part of

contribute — give for a common purpose

ridiculous — foolish, laughable



A

Sophie Brown

I have many years of experience, and I've observed that the level of students' academic achievements and their behaviour both in and out of school is reflected in their appearance. There is compelling evidence that a smart dress code leads to academic success and makes students more disciplined. If a student looks tidy and smart, it shows that he takes pride in his school as a whole, and indicates that the individual is able to integrate and contribute to the whole social group. I believe that punk hair, rings in noses and dangerous heels are totally **unacceptable** at school, these things can **distract** other students **from** study and look really ridiculous in school environment.



B

Josh Whites

I don't think that students should all look dull and plain when they are at school. In many schools where students are not allowed to wear make-up or jewellery, or to have their own clothes or modern hairstyles, they end up looking the same, and some students get **rebellious** and **have** many **rows with** their parents or teachers. As a result many teenagers dress rather strangely out of school. I think school authorities should allow us to express ourselves to at least “some” degree and there should be a “dress code” i.e. a set of solid rules and regulations about what is allowed and what is **prohibited** to wear in a certain school. This will help us feel safe and keep focused on our study.



C

**Natalie
Richardson**

I do believe that a student should look really smart and tidy at school. It is good for discipline and gives a serious tone to the school in general. For example, if you come **to sit your final exam**, you definitely should have a formal dress on: it is silly to **put your future at risk** over something really unimportant, like a pierced belly or red hair. I believe that a dress code that suggests students should refrain from wearing jeans, trainers, sportswear and other casual dress, opting instead for classic trousers, stylish skirts, and elegant suits is to be introduced at each school. It allows students both to explore their own sense of style and to express their identity. In fact, I have a strong belief that dressing smartly can help people work, so I don't mind more washing for my children...

GLOSSARY

refrain from — not to do, avoid

opt for — make a choice

2 B. Read the entries again and decide whether these statements are true (T) or false (F). Correct the false statements.

- | | |
|---|----------------|
| 1 Students' looks and their academic results are interconnected. | _____ (Text A) |
| 2 Some fashionable items don't look strange in school environment. | _____ (Text A) |
| 3 All students should be allowed to wear what they want to school. | _____ (Text B) |
| 4 Dress code in school helps settle disagreements between teachers and parents. | _____ (Text B) |
| 5 It is important to dress properly in certain formal situations. | _____ (Text C) |
| 6 Dress code helps students become more conscientious. | _____ (Text C) |

2 C. Find in the text words and phrases in bold which mean the following

- | | |
|---|-----------------------------|
| 1 draw someone's attention away from something..... | 5 endanger |
| 2 improper | 6 have a disagreement |
| 3 forbidden | 7 take an exam..... |
| 4 hard to control..... | |

2 D. Discuss these questions in pairs, then share your opinions with another pair.

- Who of the people do you agree with most? Why?
- Do you think that introducing a dress code at school is a good idea? Why? / Why not?
- What is the difference between a dress code and a uniform?
- Why do you think many big companies have dress code for their employees?
- Is there much pressure to wear fashionable clothes in your school?
- Do you plan what you are going to wear for school?

Speaking

3 A. Work in pairs and do this role play. Use the flowchart of the dialogue to help yourself.

Student A

You are going to put on something totally unacceptable to school, but you decided to consult your friend about this. State your position.

Try to justify your choice of clothes to your friend. Give your arguments.

Give your explanations and more reasons.

Ask for a piece of advice.

Accept or reject your friend's advice giving your reasons. Thank your friend.

Student B

You see that your friend has decided to dress in a totally unsuitable way to school today. State your point of view on this.

Ask you friend for more explanations of his / her position and school dress policies.

State your understanding, but point out the disadvantages.

Give your advice on your friend's choice.

3 A. Report what you have agreed on to the rest of the class.

LANGUAGE SUPPORT

What do you think about...?
Do you really think that...? I doubt that.
Yes, I see. But you haven't convinced me yet...
I can agree with you, but only up to a point...

Don't forget that...
Perhaps you're right, but what about...?
I know, but even so...
What makes you feel that...?

Language work

4 A. Work in pairs or in small groups.

- Decide who these school regulations are for, students, teachers or both students and teachers.
- You will not marry during the term of your contract.
- You are not to keep company with men.
- You must be at home between the hours of 8 p.m. and 6 a.m. unless attending school.
- You may not visit ice cream cafés in the centre of the city.
- You may not travel beyond the city limits without the permission of the Chairman of the School Board (председателя школьного комитета).
- You may not ride in an automobile with any man unless he is your father or brother.
- You may not smoke cigarettes.
- You may not dress in bright colours.
- You may under no circumstances, dye your hair.
- Your dresses must not be any shorter than 2 inches above the ankles.
- To keep the school room clean you must:
 - sweep the floor at least once daily
 - scrub the floor with hot soapy water at least once a week
 - clean the blackboard at least once a day
 - start the fire at 7 a.m. so that the room will be warm by 8 a.m.

4 B. Study the Language Support box below for ways of permitting and forbidding.

- Find the examples in the text.

LANGUAGE SUPPORT

Ways of permitting and forbidding

- | | |
|---------------------------|----------------------------------|
| • You may | • You may not |
| • You can | • You will not |
| • You are (not) allowed | • You must not |
| • You are (not) permitted | • You may under no circumstances |

See Grammar reference section, p. 190.

Speaking

5 Discuss in pairs and report to the class.

- a) Which rule do you find the most ridiculous (глупым, смешным)? Why?
- b) Are there any rules similar to some at your school?
- c) What are the rules and regulations at your school about your looks and clothes?
- d) Do you think this dress code is fair?
- e) Do you think your teachers also have to follow a dress code at school?



Writing

6 Write a set of basic rules for the teacher and students in your English language classes.

- Use different ways of permitting and forbidding.

LANGUAGE SUPPORT

Speaking about school rules

- | | |
|---|--------------------|
| • to break a rule | • to interrupt |
| • strange hairstyle | • to listen to |
| • to dye one's hair | • to speak up |
| • to speak loudly | • to distract from |
| • to have a pierced lip / ear | |
| • to wear clothes / cosmetics / jewelry | |
| • to have a hairstyle | |

Lessons 5–6 Town vs gown

Warm-up

1 Look at the picture and answer the questions.

- Who do you think it is?
- What is the cyclist wearing?
- Who might wear such a piece of clothing?



Reading

2 A. What famous universities do you know in our country and abroad? Which are the oldest universities in Russia and what do you know about them?

2 B. Study the information about St Petersburg University and Cambridge University.

- Fill in the chart.
- See the Glossary on page 15.

St Petersburg University

1 Founded by Peter the Great in 1724

2 17,000 full-time students

3 Undergraduate tuition fee: none

4 Library volume: 6,574,000 books

5 The most popular faculties:
General Psychology (7.7 applications per vacancy), Politics (7.3), Law (5.8)

6 Number of faculties: 16

7 Striking facts:
Mikhail Lomonosov was the university rector from 1758 till 1760. In the 18th century several hundreds of students graduated from the university with degrees in history, philology, philosophy, law, physics, mathematics and oriental languages. Among alumni are writers and poets I. S. Turgenev, N. A. Nekrasov, N. S. Gumilev, O. E. Mandelshtam, composers M. I. Glinka, I. F. Stravinski, artists M. A. Vrubel, V. D. Polenov, politicians P. A. Stolipin, A. F. Kerenski, V. V. Ulianov-Lenin.



Number of colleges: 31 (28 mixed and 3 for women only).

Number of students: 15,500 full-time (11,000 undergraduate and 4,500 graduate).

Tuition fees: for UK students — the system of grants and loans; for overseas students the cost of study varies according to the subject.

Living alumni: more than 140,000.

Other aspects of work:

Cambridge University Press — a publishing house and the University of Cambridge Local Examinations Syndicate providing examinations in English and other subjects all over the world.

The modern University is an international centre of teaching and research in a vast range of subjects: about half of the students study science or technology. Members of the University have won over 60 Nobel Prizes.

Some interesting facts

about Cambridge University

1209 The earliest record of the University.

1584 The Cambridge University Press, the world's oldest-established press, begins its work.

1627 John Harvard enters Emmanuel College as an undergraduate. He later emigrates to America and, in 1636, starts the university which now bears his name.

1687 Isaac Newton publishes "Principia Mathematica", establishing the fundamental principles of modern physics.

1953 Francis Crick and James Watson discover the structure of DNA, unlocking the secret of life.

1997 Mrs Molly Maxwell becomes Cambridge's oldest graduate at the age of 105.

GLOSSARY

full-time student — registered for the whole length of the course

undergraduate — still doing the course

graduate — a person who has completed a degree course

tuition fees — payment for the course

alumni — former students



	Founded in	Number of students	3 interesting facts
St Petersburg University			
Cambridge University			

Language work

3 Work in pairs or in small groups. Discuss the following questions using the information from Ex. 2B.

- Which university would you prefer to study at and why?
- Which grades do you think you need in your school-leaving certificate to enter these universities?
- Where do you think it is more difficult to study?

Example: On the one hand I'd prefer to study at Cambridge University because it is far older than St Petersburg University, on the other hand, St Petersburg University is much closer to home (see Grammar reference section, p. 190).

LANGUAGE SUPPORT

Expressions with comparatives and connectives

- much
- a lot
- far (= a lot)
- a bit
- a little
- slightly
- on the one hand ... on the other hand
- whereas
- while

Listening

4 A. Listen to a local resident of Cambridge telling some funny stories about student life there.

- Say if the following statements are true (T), false (F) or not stated (NS).

- ☐ a) The speaker is a Cambridge graduate.
☐ b) She tells stories from her own experience.
☐ c) There are three main stories.
☐ d) The stories are all true.

4 B. Listen again and choose the correct answer.

1 “Town & Gown” means:

- a) relations between the city and the University.
 b) relations between the students and professors.
 c) relations between the students.
 d) relations in the University Administration.

2 It is better to be shown around Cambridge by a local resident because:

- a) the tourist brochures are not available.
 b) a local resident can show you some interesting places.
 c) there are no guided tours in Cambridge.
 d) the University is far from the city.

3 One of the decorations — a complete sphere — from Clare College bridge:

- a) fell into the river.
 b) was stolen by tourists.
 c) was broken by the students.
 d) was removed by the students.

4 Rag Day is:

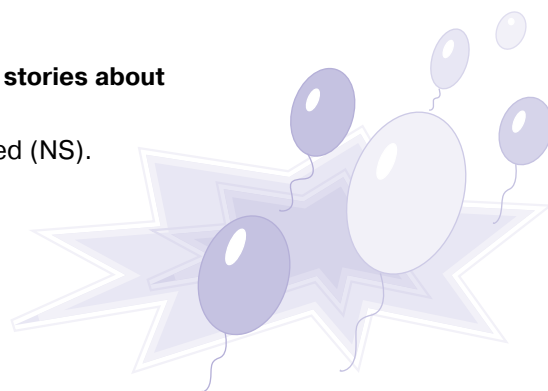
- a) the day when students have exams.
 b) the day when students collect money for charity.
 c) the day when students of Oxford and Cambridge compete.
 d) the day when holidays begin.

5 On top of the Senate House on one of the Rag Days there was:

- a) a cart.
 b) a cow.
 c) a car.
 d) a bicycle.

6 “The Senate House Leap” is:

- a) a kind of athletic competition between Oxford and Cambridge students.
 b) a jump from roof to roof.
 c) a jump on the ground not less than 8–9 feet wide.
 d) an athletic competition between Cambridge students and professors.



Speaking

- 5 Look at the following pictures and tell the story using the flowchart and the Language Support box.



Introduction

A statement to catch the listener's attention, e.g.
"I will never forget..."

Body of Story

Clearly develop the story using a variety of past tenses
(Past Continuous, Past Simple and Past Perfect)

Conclusion

Give a story a definite ending

LANGUAGE SUPPORT

Narrative. Picture story.

- Clare College bridge / Rag Day
- across the river
- stone circles / globes / complete spheres
- to collect money for charity
- to do all sorts of crazy things
- to be removed
- to auction it back to the college
- the back of it is missing
- There's a famous bridge called...
- One year...
- And then...
- When the globe was returned...