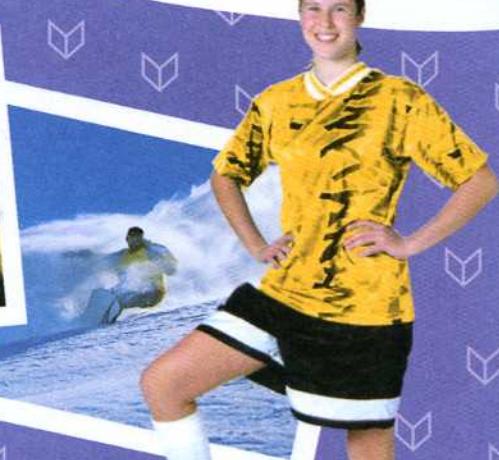
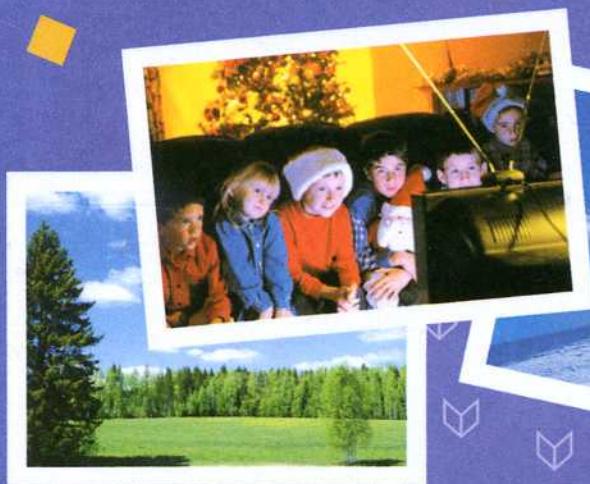


O. V. AFANASYEVA
I. V. MIKHEEVA

ENGLISH



Student's Book



VII

PROSVESHCHENIYE
P U B L I S H E R S

О. В. АФАНАСЬЕВА
И. В. МИХЕЕВА

АНГЛИЙСКИЙ ЯЗЫК

VII класс

Учебник для общеобразовательных
учреждений и школ с углублённым
изучением английского языка
с приложением на электронном носителе

Рекомендовано
Министерством образования и науки
Российской Федерации

13-е издание

Москва «Просвещение» 2012

УДК 373.167.1:811.111

ББК 81.2Англ-922

A94

На учебник получены положительные заключения Российской академии наук (№ 10106—5215/15 от 31.10.07) и Российской академии образования (№ 01—380/5/7д от 22.10.07)

The authors are sincerely grateful to our British colleagues Prof. Bryan Woodriff and Carmen E. Boothe for practical support and valuable comments.

Афанасьева О. В.

A94 Английский язык. VII класс : учеб. для общеобразоват. учреждений и шк. с углубл. изучением англ. яз. с прил. на электрон. носителе / О. В. Афанасьева, И. В. Михеева. — 13-е изд. — М. : Просвещение, 2012. — 352 с. : ил. — ISBN 978-5-09-028688-6.

Учебник является основным компонентом учебно-методического комплекта «Английский язык» и предназначен для учащихся VII класса общеобразовательных учреждений и школ с углублённым изучением английского языка.

В учебник включены задания для повторения материала, пройденного в VI классе. Основной курс для VII класса состоит из 9 тем (Units): *Russia, My Homeland; English — a Language of the World; Me and My World; It Takes Many Kinds to Make the World; Christmas; The Pleasure of Reading; Popular Arts; Sport in Our Life; Exploring the World*. Задания учебника направлены на тренировку учащихся во всех видах речевой деятельности (аудировании, говорении, чтении и письме).

УДК 373.167.1:811.111
ББК 81.2Англ-922

ISBN 978-5-09-028688-6

© Издательство «Просвещение», 2001, 2008

© Художественное оформление.

Издательство «Просвещение», 2001, 2008

Все права защищены



UNIT

RUSSIA, MY HOMELAND

- THE WAY WE SEE OURSELVES
- THE WAY OTHERS SEE US
- US AND THEM¹



Revision

Knowing a foreign language gives you a chance to exchange information with people from other countries. Naturally, we want to know as much as possible about each other.

Russia has always been a country of mystery and attraction for foreigners. Winston Churchill once said that Russia “is a riddle wrapped in a mystery inside an enigma²”.

We, people living in Russia, love our country and are proud of it. We would like other nations to understand and love our homeland. That’s why it’s important to learn to talk about ourselves.

¹ us and them = we and they (*colloq.*)

² an enigma [ɪ'nɪgma] — загадочное, непостижимое явление; загадка

UNIT 1

1. See if you can answer these questions about Russia. Textbooks IV (Lessons 53-57), V (Lesson 5), VI (Lessons 2, 3, 8) can help you.



I-21 Republics in the Russian Federation

① Caucasus ② Urals (Ural Mountains) ③ Altai ④ Mountains of East Siberia

1. What is the official name of our country? 2. How many republics are there in the Republic of the Russian Federation? 3. Who was the first Russian President? 4. What is the highest law of the Russian Federation? 5. Who is the Russian President at the moment? Who is its Prime Minister? 6. When did Russia stop being a monarchy [mənəkɪ] and become a republic? 7. What is its capital? What can you say about it? 8. Can you name some other major cities of Russia? 9. Russia is the largest country in the world, isn't it? 10. Where are the Altai and the Caucasus mountains situated? What other Russian mountain chains do you know? 11. Where are the rivers Lena and Ob situated? What other Russian rivers do you know? 12. What are the names of the seas around our coasts? 13. What do you know about Lake Baikal? 14. What do you think are the most important events in the history of Russia? 15. Can you name any famous people of Russia? Who are they? What are they famous for? 16. What symbols of Russia do you know? 17. What do you know about the Russian national flag? Say why white, blue and red have always been symbolic colours in Russia and what they symbolize.

2. Look at the table and describe the Russian National Government. Say who the Head of the country is, who the Head of the Council of Ministers¹ is. What is the official name of the Russian Parliament? Who is the Head of the Federal Council²? Who is the Head of the State Duma?



3. Choose the right item.

1. The official name of our country is
a) Russia
b) the Russian Federation
c) the Republic of the Russian Federation
2. There are ... republics and 65 other regions in the Russian Federation.
a) 21 b) 12 c) 17
3. The National Government of Russia consists of
a) the President and the Prime Minister
b) the President and the Council of Ministers
c) the President, the Council of Ministers and the Federal Assembly³
4. There are ... Houses in the Federal Assembly.
a) two b) three c) four

¹ the Council [ˈkaʊnsl] of Ministers — Совет министров

² the Federal Council — Федеральное Собрание

³ the Federal Assembly [ə'sembli] — Совет Федерации

UNIT 1

5. The lower House of the Federal Assembly is
a) the State Duma b) the Council of Ministers c) the Federal Council
6. The population of Russia is about
a) 145 000 000 b) 48 000 000 c) 548 000 000
7. The Head of the Republic of the Russian Federation is
a) the President b) the Prime Minister c) the Speaker of the State Duma
8. The original name of the city founded on the Neva banks by Peter the Great was
a) Petrograd b) St Petersburg c) Leningrad
9. The five ancient Russian towns which are known as Zolotoe Koltso (the Golden Ring) include Rostov Veliky, Suzdal, Vladimir, Zvenigorod and
a) Tver b) Smolensk c) Yaroslavl
10. Russia is a land of over ... nationalities.
a) 10 b) 100 c) 1000

4. A. We talked to a group of British teenagers and asked them what they would like to know about Russia. This is what they asked. Answer their questions.

1. What are the most popular activities carried out by young people?
2. Is it cold all the year round?
3. What is the most fashionable make of shoes?
4. What kind of music do you listen to?
5. Who are the most popular musicians?
6. Do you like living in Russia?
7. What sports do you do at your school?
8. Would you like to come to Britain?
9. What types of cars are popular in Russia?
10. What foreign languages do you learn at school?

B. Make a list of questions you would like to ask these children.

5. Perhaps the most difficult question the British children asked was this: "How does Russia compare with what you know of Britain?" Try to answer the question comparing Russia and Great Britain in:

- | | | |
|---------------|--------------------------|-------------|
| 1) geography | 5) peoples and languages | 9) capitals |
| 2) size | 6) natural world | 10) housing |
| 3) climate | 7) hobbies | 11) schools |
| 4) population | 8) food and drink | 12) pets |

6. The British children asked us more questions. Read the answers and guess what the questions were.

1. The ecological situation in Russia is not very safe. Pollution in some industrial towns is high. Some parts of western Russia were badly influenced by radiation from Chernobyl in 1986. In many places wildlife is in danger. Anyhow, more and more people are beginning to realize that a clean environment is extremely important. Ecological education has found its way into schools. We all hope that the situation will soon become better.

2. Perhaps the greatest love of Russians is for tea. It's drunk without milk and is often served with homemade jam (*varienye*), *baranki* (circles of dry pastry¹) and *pirozki* (baked pastry with some filling). Russian-style tea is a special ceremony when people sit around a table with a *samovar* ['sæməvə:] (tea-urn) placed in the middle and drink hot strong tea with a slice of lemon either from cups or from glasses in glassholders.



3. Usually tourists buy traditional Russian souvenirs such as Matryoshka dolls, beautifully painted mugs, plates and spoons from the village of Khokhloma and Palekh boxes. Richer people buy amber,² furs, art books and caviar. Some tourists are more interested in badges, T-shirts and Russian fur-hats (*ushankas*).

4. The main dishes of the traditional menu are *blini* (pancakes) with honey, caviar or sour cream, different soups (like *shchi* and *borshch*), *pirozki*, *pelmyeni* (boiled pastry with a meat filling) served with mustard, butter, vinegar or sour cream. Russian people eat brown bread with nearly every meal.



5. Many Russians are religious people. The main church is the Russian Orthodox Church.³ It has survived the hard times and now people speak about a rebirth of religion in the country. New churches and cathedrals are built every year, old ones are restored.⁴ But not all

¹ pastry ['peɪstri] — тесто

² amber ['æmbə] — янтарь

³ the Russian Orthodox ['ɔ:kθədəks] Church — Русская православная церковь

⁴ to restore [ri'stɔ:] — реставрировать

people in Russia belong to the Orthodox Church. There are other religions too and there are a lot of people who are non-believers.

7. To know a country means to know its people. These are the portraits of some famous people of Russia. Imagine that your foreign guests have asked you about them. Use the information below and tell your guests about these people.



Alexander Pushkin (1799—1837), the greatest poet [ˈpəʊʃkɪn] and writer.

- born in Moscow into a family belonging to the “cream” of Moscow society
- received his early education at home
- at the age of eight composed his first poem
- published his first poem “*Ruslan and Lyudmila*” in 1820 and became famous
- created literary Russian, wrote a lot of poems
- had political views close to the “Decembrists”
- died after a duel ['dju:əl]
- buried in Svyatogorsk Monastery ['mɒnəstərɪ] near his family estate¹ Mikhailovskoye
- the best known work is “*Eugene Onegin*”² (1823—1831)



Peter Tchaikovsky (1840—1893), a Russian composer

- was born in a village near modern Izhevsk
- composed a lot of symphonies, created beautiful music for operas and ballets
- his most famous operas — “*Eugene Onegin*” (1878), “*Iolantha*” (1891), “*The Queen of Spades*”³ (1890); his famous ballets — “*Swan Lake*”, “*Sleeping Beauty*”, “*The Nutcracker*”⁴
- the Tchaikovsky House Museum in Klin was opened in 1894
- the International Tchaikovsky Music Competition started in 1958 in Moscow

¹ a family estate [i'steɪt] — фамильное поместье

² “*Eugene Onegin*” [ju:nɛkɪn ə'neɪgɪn] / [ju'venɪŋ ə'njeɪgɪn]

³ “*The Queen of Spades*” — «Пиковая дама»

⁴ a nutcracker — щелкунчик



- Isaac [aɪzək] Levitan (1860—1900), a Russian artist
- was born in August; had two sisters and a brother
 - spent his childhood in the small village of Kibarty
 - in 1873 began learning to paint
 - had to earn his living after the death of his parents (mother — 1875, father — 1877)
 - showed the poetic beauty of Russian nature in his paintings
 - used the best traditions of Russian artists
 - studied the countryside, the fields, the woodlands, the meadows
 - one of his famous works is “*Autumn Day. Sokolniki Park*” (1879)
 - A. Chekhov called him “Russia’s best landscape¹ painter”



- Georgy Zhukov (1896—1974), a famous Russian army officer, marshal ['mɑːʃl] of the USSR
- was born into the family of a poor shoemaker
 - at the age of 11 went to Moscow to find a job
 - took part in World War I
 - in 1940 became a general in the Soviet Army
 - took part in many battles during World War II
 - was at the head of the armies in the battles of Moscow, Stalingrad, Leningrad, Kursk
 - in 1969 wrote a book about his life
 - was made Hero of the country four times



- Yuri Gagarin (1934—1968), the first Russian cosmonaut
- was born in a village near Smolensk
 - spent his childhood in a big family, had a sister and two brothers
 - in 1951 finished a vocational school,² then a school of aviation and an Airforce Academy in Moscow

¹ a landscape ['lændskɛp] — пейзаж

² a vocational [vəʊ'keɪʃənl] school — зд. ремесленное училище

- 12.04.1961 made a space flight on board the spaceship “Vostok”
- made a tour around the Earth that lasted 1 hour 48 minutes
- was the first man on Earth to fly into space

Reading for Information

- 8.** Read the text in this leaflet.¹ You'll see that the text falls into two parts. Say what they are about.

SWAN LAKE
Music by Peter Ilyich Tchaikovsky

"Swan Lake" is one of the best-loved ballets the world over, and it is very difficult to imagine that its first performance in 1877 was not a success. Since that time, however, the ballet has won the hearts of ballet lovers. "Swan Lake" is a powerful story of the love of Prince for the beautiful Odette, transformed by a wicked magician² into a swan. Set to Tchaikovsky's immortal³ music, "Swan Lake" offers an evening of passion and beauty, leaving an unforgettable impression.

The St Petersburg Ballet Theatre now makes its first appearances in Scotland, visiting Edinburgh, Glasgow and Aberdeen.

The beautiful Russian city of St Petersburg is the place where Russian Classical Ballet was born. The city has produced some of the world's greatest ballet dancers. Continuing that unbroken tradition, the St Petersburg Ballet Theatre was founded in October 1994 by Konstantin Tatchkin. Many members of this young company came to the Theatre from the Ballet Academy of Vaganova and other leading Russian ballet companies. Now this Theatre includes over eighty dancers, musicians and technicians.⁴

- 9. A. Read the text "Swan Lake" again. Say true, false or don't know.**

1. The first performance of "Swan Lake" impressed the public greatly.

¹ a leaflet [ˈli:flt] — лист. рекламный проспект

² a magician [mə'dʒɪən] — колдун, волшебник

³ immortal [ɪ'mɔ:təl] — бессмертный

⁴ technicians [tek'nju:nz] — лич. технический персонал театра

2. Tchaikovsky was a young man when he wrote the music for this ballet.
3. The Prince's name was Odette.
4. In this story a girl was turned into a swan.
5. The St Petersburg Ballet Theatre had been to Scotland before.
6. St Petersburg is the birthplace of Russian Classical Ballet.
7. Konstantin Tatchkin is a composer.
8. Many members of the young company came from other cities.
9. The Ballet Academy of Vaganova is well-known in Russia.
10. The St Petersburg Ballet Theatre includes eighty dancers.

B. These are answers to some questions on the text. Make up the questions.

1. Peter Ilyich Tchaikovsky.
2. No, it's famous the world over.
3. In 1877.
4. A wicked magician.
5. Edinburgh, Glasgow, Aberdeen.
6. St Petersburg.
7. In 1994.
8. By Konstantin Tatchkin.
9. Eighty dancers, musicians and technicians.

R*ead*ing for Discussion

- 10.** Elizabeth, a teacher from Britain, has just visited Moscow. This is a page from her diary. Read it, then listen to the text,  1, and say if she liked the capital of Russia.

A Page from a Diary

 When I first arrived in Moscow everything appeared to be rather grey and dark but as I came to the city centre there was a dramatic¹ change. There were so many fantastic buildings with very interesting architecture. I found Red Square and the Kremlin very impressive and was surprised by the number of churches and cathedrals in and around Moscow. I got the impression that religion is still at the heart of the Russian culture. Although a large number of churches are not used for services they are beautifully kept. The frescoes [freskəʊz] and icons ['aɪkɒnз] are brilliant.²

My first journey by Metro was unforgettable. Some of the stations are beautifully decorated. At one of the stations I thought I was in

¹ dramatic — эд. значительный

² brilliant — восхитительный

a palace. There were huge chandeliers¹ and wonderful artwork all around. I felt important.

Moscow is definitely a city of contrasts. So rich in many ways, yet in other ways, quite poor. There is so much history here, you can feel it everywhere you go. Everything tells a story: demonstrators marching² through Red Square, people reading books, magazines and newspapers on the Metro, modern buildings, shops and the things they sell, street markets ... the list is endless! The dramatic changes over recent years are quite evident.³

Russia has produced a great number of very creative⁴ and talented people. Theatrical performances, museums and picture galleries in fact all aspects of Russian life prove that. Moscow is one of the cities of the world that must be seen, I think, and this is what I'll tell my friends when I come back home. 

11. Explain why:

- 1) Elizabeth's impression of Moscow was "rather grey and dark" at first; 2) her idea of Moscow changed when she saw the city centre; 3) Elizabeth got the impression that religion is still at the heart of the Russian culture; 4) Elizabeth thought she was in a palace when she was having her first journey by Metro; 5) she calls Moscow a city of contrasts; 6) Elizabeth says there is much history in Moscow; 7) Elizabeth thinks that Moscow is the city that must be seen.

12. Say if you agree with Elizabeth on these statements and explain why.

1. Moscow is definitely a city of contrasts.
2. Religion is still at the heart of the Russian culture.
3. There are many fantastic buildings in Moscow.
4. A large number of churches not used for services are beautifully kept.
5. The Moscow Metro looks like a palace.
6. People read a lot on the Metro.
7. The dramatic changes over recent years are easy to notice.
8. Russia has produced a lot of very creative and talented people.
9. Moscow is the city that must be seen.

13. In her diary Elizabeth has mentioned only a few things about Moscow. What else can you add? Imagine you are giving your impressions of Moscow. What places will you describe and what will you say about them? What other things will you mention?

¹ a chandelier [ʃændə'lɪə] — люстра

² to march — маршировать

³ evident ['evidənt] — очевидный

⁴ creative [kri:'eitiv] — творческий, созидательный

Speaking

14. “*Moscow is a city where a lot can be seen and much can be done.*” Develop this idea and say what people can see and do in the capital of Russia.

15. Imagine that a group of teenagers has come to Moscow or your native city. You have met them at the airport and are taking them to the place where they will stay. What will you tell them about Moscow or the place where you live?

16. Look at this plan of Red Square. Use the information below or any information that you have and imagine that you’re taking a group of tourists around Red Square. Tell them about the places they can see around. Answer their questions. Work in small groups.



St Basil’s / Pokrovsky Cathedral built in 1551–1561 after the victory over the Kazan Kingdom; architects — Barma and Postnik; unusual architecture: eight churches placed around the tallest ninth church; nine beautifully painted cupolas [‘kjupoləz]; thick walls; could be used as a fort.¹

The Monument to Minin and Pozharsky built in 1818; the first statue put up in Moscow; the words on the monument: “To Citizen Minin and Prince Pozharsky — from a grateful² Russia”. Minin and

¹ fort [fɔ:t] — форт

² grateful ['grɛitfʊl] — благодарный

Pozharsky were heroes of the people's struggle in the war against Poland in 1612.

Lobnoye Mesto — a platform of white stone constructed in the 16th century; the tsar's [za:z] orders were read from it; also used as a place for execution.¹

The Spasskaya Tower — the tallest tower of the Kremlin: 67.3 metres tall; one of the symbols of Moscow; the Kremlin clock made in the 16th century strikes on the hour, the half hour and the quarter; the minute hand is 3.28 metres long.

The Lenin Mausoleum [ˌmə:sə'lɪəm] (**Mavzoley Lenina**) — in the centre of Red Square by the Kremlin wall; built in 1924; the architect — Alexey Victorovich Shchusev; rebuilt in 1930; at first was made of wood; now built of stone, brick, and marble [ma:bł] and granite ['grænit].

The State History Museum opened in 1883; a rich collection of documents, drawings, pictures, maps showing the country's past; materials about Russia's great people.

The State Department Store (GUM) — in the 16th century this place was occupied by the first stone shops; one of the largest department stores in the country; an impressive building with a glass roof; hundreds of small shops inside; just about anything² to buy.

17. Match these important dates in the history of Russia with the events.

1147	Napoleon tries to conquer Russia
1237	the USSR enters World War II
1613	Alexander II writes the decree abolishing serfdom ³
1703	Khan [kɑ:n] Batyi of the Golden Horde [hɔ:d] conquers Moscow, the Tartar yoke ⁴ which lasted until the 16th century begins
1812	Peter the Great founds St Petersburg on 16 May
1861	the USSR breaks up
1917	Moscow hosts the XX Olympic Games
1941	Mikhail Romanov is elected Tsar of all Russia, the Romanov dynasty begins
1980	the October Revolution takes place
1991	Yuri Dolgoruky founds Moscow

¹ execution [eksɪ'kjʊʃn] — казнь

² just about anything — практически все

³ the decree abolishing serfdom [sɜ:fdom] — декрет, отменяющий крепостное право

14 ⁴ the Tartar yoke [tɑ:tə 'jɔ:k] — татарское иго

18. The question “*How can you describe your nation?*” is difficult. Let’s think of the answer together.

Ideas: 1. One nationality or more?

2. Good characteristics (hospitable, friendly, open, ...)?

3. Bad characteristics (sometimes careless, often unsmiling, having poor manners, ...)?

4. A high cultural level?

5. A reading nation?

6. A nation of sport lovers?

7. Keeping traditions?

8. A nation who takes good care of children, old people and invalids?

9. National hobbies?

10. A nation that has done a lot for world civilization [sivilai'zeifn]?

19. There are some of the things that people from abroad often say about us. Do you think they are true? Support what you say.

1. The memory of World War II is deeply felt in Russia. 2. The Russians are much interested in the rest of the world. 3. Russian people are very hospitable. 4. The key symbol of Russia is *the troika*. 5. The Russians love to sit down for a nice long chat. 6. The Russians have a habit of lying. 7. Religion is important to most Russians. 8. Pollution is high in Russia. 9. Childhood is the best time in a Russian’s life. 10. The Russians love animals, especially horses and dogs. 11. At table the Russians help themselves without asking. 12. The Russians never do anything by halves.¹ 13. The Russians shake hands with strangers. 14. Before leaving on a journey, Russians sit down together for a few moments. 15. The Russians talk non-stop.

20. A. Listen to the talk,  2, and say: a) where Bob, Ann and Alice spent their summer holidays and b) what country Alice comes from.

Back from Holiday

(A group of students at the International School of English in London on their first day after the summer holidays.)

Alice: Had a good holiday?

Bob: All right, thank you. We went to Spain actually.²

¹ by halves — наполовину

² actually ['æktyjuəli] — на самом деле, в сущности

UNIT 1

Ann: Oh? What was it like?

Bob: We enjoyed ourselves very much. The weather was fine and we just lay on the beach all day. It felt really wonderful to be lazy for a change.

Alice: What was the weather like there?

Bob: Excellent. The brilliant sunshine and the warm blue sea, sometimes a bit too hot in the afternoon, but on the whole very pleasant.

Ann: Well, you are certainly looking brown. And we went touring round St Petersburg.

Bob: What was it like?

Ann: Not bad. The weather was not as hot as in Spain and we didn't enjoy long sandy beaches but I think the trip was pretty good. We visited Pavlovsk, Peterhof, Tsarskoe Selo with its two royal palaces. The Great Palace in Peterhof is just wonderful. Picturesque countryside. I'd never realized how beautiful it was.

Bob: Yes, I've always wanted to go there. What about you, Alice? Where did you go?

Alice: Oh, I stayed at home and helped my mother.

Bob: That doesn't sound much of a holiday, does it?

Alice: No, but with four little brothers and sisters it's a bit of a problem going away. So my family decided to stay at home and just go out for the day.

Ann: That sounds sensible.¹

Alice: It's surprising how little one knows of one's own country. You won't believe I'd never been to the Tower of London before!

B. Act out the talk.

C. Make up your own dialogue (talk) about your summer holidays.

21. A. In the group of British students we met in summer there were some who wanted to know more about Russian schools. Try to answer some of their questions.

1) How big is a typical ['tipikəl] Russian school? 2) Do you wear a uniform at your school? 3) How many school holidays do you have each year? 4) How long is your school day? 5) Must all the pupils learn a foreign language? 6) What are the teachers like in Russia? Are they strict?²

¹ sensible ['sensibl] — разумный

² strict [strikt] — строгий

B. Think of what you can say to a British teenager about your class and your school. You can use these ideas:

- 1) you and your classmates; if you are good friends, what you like to do together; 2) what your school building is like; what you have in your school; 3) what subjects you do at school; which of them you like and why; 4) what your typical day at school is like; 5) whether you like your school and what makes you like or dislike it.

22. A. Make sure that you know the Russian national holidays and festivals¹ and match the names of the holidays, the dates and their descriptions.



- 1 January
- 7 January
- February/March
- 23 February
- 8 March
- March/April
- 1 May
- 9 May
- 12 June
- 4 November

- 1) Russia Day
- 2) Orthodox Christmas
- 3) Maslenitsa
- 4) New Year Holiday
- 5) Victory Day
- 6) Day of People's Unity²
- 7) Easter (Paskha)
- 8) International Women's Day
- 9) Day of Spring and Labour
- 10) The Motherland Defender's Day

¹ a festival ['festəvl] — is a special holiday often held in memory of a religious event marked by public enjoyment

² Day of People's Unity — День народного единства

UNIT 1

- a) It celebrates the end of the Soviet Union's participation in World War II in Europe. Parades and processions of veterans are held in big cities. People lay flowers in Moscow's Park Pobedi and at the Tomb¹ of the Unknown Soldier.
- b) This day is celebrated with all-night services in church.
- c) This is a day off. Probably the busiest people on this day are flower-sellers. Men and young boys try to please their mothers, sisters and friends by giving them presents, flowers and chocolates.
- d) We celebrate the day when Russia became an independent country, the Republic of Russian Federation after the break up of the Soviet Union in 1991. This is an official holiday.
- e) It is the main Orthodox festival. Children colour eggs and enjoy traditional Russian dishes. Churches hold special services on this day.
- f) This is a new holiday in Russia to celebrate the unity of the nation. Now this day is marked by marches and demonstrations in central parts of Russian cities and towns. For many people it's just another day off. This day was chosen as four centuries ago at the beginning of November the Polish invaders were driven out of Moscow by Russian troops under Citizen Minin and Prince Pozharsky.
- g) This is the day when gifts are given by Ded Moroz (Father Frost), decorating New Year trees and joyful parties.
- h) This festival marks the end of winter and the beginning of spring and Lent.² During this festival people make pancakes, sing traditional songs and dance traditional dances or go visiting each other.
- i) This holiday is devoted to soldiers and officers and everyone else who ever defended the country or is in the Army. These people are sent special cards and given presents. Concerts are also given in their honour.
- j) On this spring day people prefer to go out into the streets and take part in all kinds of outdoor activities.

B. Speak about one of the holidays in greater detail.

¹ tomb [tu:m] — могила

18 ² Lent — Великий пост

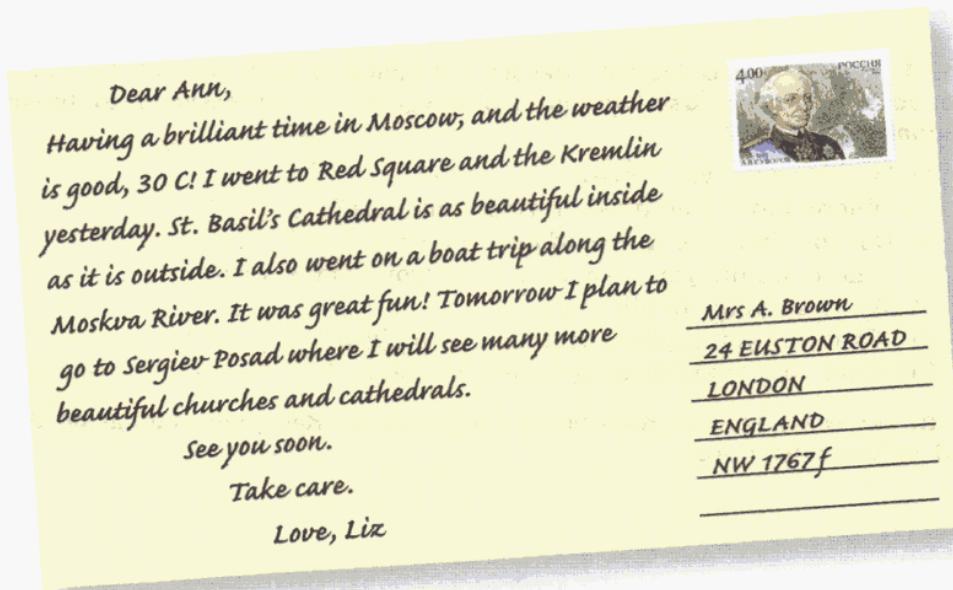
Writing

23. Write 3-5 sentences to answer these questions of British students.

1. What is the most popular TV programme in Russia?
2. What are the main sports played in Russia?
3. What kind of things do you do in your free time?
4. What are your hobbies?
5. What is your town like?
6. Do you celebrate Christmas?
7. Do many people have pets? What kinds of pets?
8. Is it easy to travel in and out of Russia?
9. What are the most common forms of transport in Russia?
10. What does it feel like to live in one of the biggest countries of the world?

24. One of the British students wanted to know what Russian apartments (flats) are like. Write a paragraph to describe your flat. Draw a plan of your flat.

25. This is a postcard that Elizabeth sent from Moscow to her friend in London. Read it and write a postcard to your friend who lives in some other town about the place where you spent your summer holidays.



26. Imagine that you are having a holiday in Britain (or any other English-speaking country). Write a postcard to your parents or to your friend from that place.

27. Imagine that your friend Roger came back from the holiday he spent in Scotland. You want to know what kind of holiday he had. Write Roger's part to complete the dialogue. The words can help you.

had a coach¹ tour; the coach was old, the weather was nasty; the passengers were too noisy; third-rate hotels; my money was stolen; the police were most unhelpful

You: What was your holiday like?

Roger: Terrible, quite, quite terrible...

You: What exactly was the matter?

Roger: ...

You: I see!

Roger: ...

You: So you are not pleased with your holiday at all, are you?

Roger: ...

28. A. Make a Group Journal.² Devote 1-2 pages to each student. Decorate the cover together. Use photos, pictures, etc. Write answers to these Journal questions:

- 1) Where were you born?
- 2) Where have you lived during your life?
- 3) Do you like the town where you live now?
- 4) Where would you like to live if you had a choice?³
- 5) What is your family like?
- 6) What do you expect of this school year?
- 7) What are your three greatest wishes?

B. Let every student read his/her page aloud. Keep the Journal till the end of the school year.

¹ a coach [kəʊtʃ] — междугородний автобус

² a journal ['dʒɜːnl] = зд. a diary

20 ³ if you had a choice — если бы у тебя был выбор

Miscellaneous

29. Match the pictures with their descriptions. Say who the monuments are to.

a)



b)



c)



d)



e)



1) the work of the sculptor Alexander Mikhailovich Opekushin is situated in front of the "Rossia" cinema and "Pushkinsky" concert hall, there are fountains behind it

2) the work of Nikolai Andreevich Andreev, Russian sculptor and painter, is situated in front of the Maly Theatre

3) the work of Nikolai Vasilievich Tomski is situated in front of the Moscow University on the Vorobyev Hills

4) the work of Sergei Vladimirovich Orlov and several other sculptors, the bronze statue is 14 metres high, is situated opposite the Mossoviet building

5) the work of the sculptor Sergei Mikhailovich Volnukhin, a member and lecturer of the Petersburg Academy of Arts; a bronze statue on a black stone pedestal¹ with the words "The Printer² of books till then unknown"

¹ a pedestal ['pedɪstl] — пьедестал

² printer ['prɪntə] — печатник

30. Listen to the song, 3, and sing it along.

Moscow Suburb¹ Nights

(Music by Soloviov-Sedoy)

Not a rustling² leaf, not a bird in flight
 In the sleepy grove³ until dawn.

How I love these nights, Moscow suburb nights, } twice
 The caress⁴ of the waking sun.

The calm rilling⁵ stream seems to ebb and flow⁶
 Like a silver web⁷ of moonlight,
 In my heart I hear singing come and go } twice
 On this wonderful summer night.

Why this downcast⁸ look? Does the rising day
 Bring us near the hour when we part?
 It's as hard to keep as to give away } twice
 All that presses⁹ upon my heart.

Dawn is nigh,¹⁰ and pale grow the amber lights.
 Let me hope, my dear, that you too
 Will remember these Moscow suburb nights } twice
 And our love that has been so true.

31. Did you know that...

... Moscow, the capital of Russia was named after the River Moskva on which it stands? The name of the river has many possible origins. For example a) from Slavonic *moskva*=“wet, swampy”; b) from Slavonic *most-kva*=“bridge water”; c) from Finno-Ugrian¹¹ *mosca*=“river, water”.

... St Isaac's Cathedral in St Petersburg is decorated with 112 granite columns? About half a million people from different parts of Russia took part in its building.

¹ suburb [ˈsʌbɜ:b] — пригородный

² rustling [ˈrʌslɪŋ] — шуршащий

³ grove [grəʊv] — роща

⁴ caress [kə'res] — ласка

⁵ rilling — струящийся

⁶ ebb and flow — движется и не движется

⁷ web — паутинка

⁸ downcast — печальный

⁹ presses — тревожит

¹⁰ nigh [nai] — близкий

¹¹ Finno-Ugrian [fɪnəʊ'ju:griən] — финно-угорский (группа языков)

... there are 93 rivers and streams, 20 canals [kə'nælz], and more than 100 lakes in St Petersburg?

... the State Museum of the Revolution in Moscow used to be the famous English Club which rich people visited?

... Her Majesty Queen Elizabeth II visited Russia in October 1994? It was the first visit to Russia by a reigning British monarch. She visited Moscow and St Petersburg.

... the Romanov tsars are blood relatives of the Windsors? Tsar Nicholas II was a cousin of the Queen's grandfather. His wife, Alexandra grew up at the court of her grandmother Queen Victoria.

... the Bolshoi Theatre is the oldest theatre in Moscow? It was founded on 28 March, 1776. But the theatre got its beautiful building so familiar to any Muscovite only in 1915.

... Russian people say “Neither fur nor feather” before beginning something important? But English-speaking people (mostly actors) say “Break a leg”.

Home Reading Lesson 1

ENGLISH - A LANGUAGE OF THE WORLD

- ▶ SOME FACTS FROM THE HISTORY OF ENGLISH
- ▶ THE LANGUAGE WE ARE LEARNING
- ▶ WHY WE LEARN IT
- ▶ WHERE WE USE IT
- ▶ WHERE AND BY WHOM IT IS SPOKEN

Revision

1. Answer these questions.

1. How long have you been learning English?
2. Do you learn English only at school?
3. Where else is it possible to learn a foreign language?
4. Have you ever tried to learn English on your own (reading books, watching educational programmes on TV, videos and films in English, listening to radio programmes)?
5. Which of these ways of learning a language do you find most effective? Why?
6. How much time do you think a person should learn a foreign language to be able to say:
 - a) "I can speak English", b) "My English is fluent"?
7. Do you think it is possible to know a second language as well as native speakers do?
8. Why are you learning English? Do you find it interesting? Hard? Useful? How can it be useful?
9. Why do people learn foreign languages do you think?
10. Do you think language learning has become less popular or more popular recently? Try and prove it.

2. Say true, false or don't know. Correct the false statements.

1. The English spoken in the USA and Australia doesn't differ from the English spoken in Great Britain.

2. There are many borrowed words in English.
3. People cut down long words to get new ones.
4. There are three English-speaking countries in the world.
5. Some words came to English from Russian.
6. There are 450 words in Webster's Third New International Dictionary.
7. All dictionaries are always made in two languages.
8. You can learn English only if you live in an English-speaking country.
9. English is the most popular foreign language in Russia.
10. There are thirty-two letters in the English alphabet.

3. Look at the map and see how many countries of the English-speaking world you can name. In some of these countries English is a native language (say in which) and in others it is another official language. You can use the box for help.



1. Great Britain	13. South Africa [saʊθ 'æfrɪkə]
2. The USA	14. Nigeria [naɪ'jerɪə]
3. Canada	15. Ghana ['gɑ:nə]
4. Australia [ɒ'streɪljə]	16. Sierra Leone [sɪ,erə ˈləʊn]
5. New Zealand [nju: 'zi:lənd]	17. Gambia ['gæmbiə]
6. India	18. Tanzania [tænzə'nɪə]
7. Pakistan [pɑ:kɪ'stɑ:n]	19. Guyana [gaɪ'ænə]
8. Bangladesh [bæn'glə'deʃ]	20. (the) Bahamas [bə'hæ:məz]
9. Sri Lanka [sri: 'læŋkə]	21. Barbados [ba:'beɪdəʊs]
10. Malaysia [mə'lajɪə]	22. Trinidad and Tobago ['trinɪdæd ənd tə'bɛgəʊ]
11. Brunei ['bru:neɪ]	
12. Papua New Guinea [pə:pʊə] ['gīnə]	

4. Complete the tag-questions and let your groupmates answer them.

1. You know everything about English grammar, ...?
2. You can tell an American from¹ an Englishman when you talk to them, ...?
3. English is taught in all schools of Russia, ...?
4. You will start learning Chinese this year, ...?
5. Students don't like to do tests in English or other foreign languages, ...?
6. Your parents have never learnt English or other foreign languages, ...?
7. Nowadays all educated people should know English, ...?
8. Students at your school speak English during the break-times as well as during the English lessons, ...?

5. Look at the table to remember how to form simple tenses. Give examples of your own to illustrate each formula.**The Simple (Indefinite) Tenses**

Present	Past	Future
usually, often, always, seldom, hardly ever, occasionally	yesterday, ago, last..., the other day, in 1998... When? Where?	some time in the future tomorrow, the day after tomorrow, soon

26 ¹ to tell smb from smb else — отличить кого-то от кого-либо другого

Present		Past		Future	
+ + V	?/- do/don't + V	+	?/- did/didn't + V	+	?/- will (shall)/ won't (shan't) + V
I we V you they	do/don't + V	Ved/ (V₂)	did/didn't + V	will (shall) + V	will (shall)/ won't (shan't) + V
he she Vs it	does/ doesn't + V			will + V	will/won't + V

6. A. Study the *Reference Grammar* material (p. 325) to find out how to use *simple tenses*.

B. Look at the examples and say which of the rules they illustrate.

1. The year has four seasons.
2. Thank you very much; I won't forget your kindness.
3. We occasionally go to the seaside in summer.
4. Peter drove straight on for ten minutes and then turned off the road.
5. Dinner will be ready when mother comes back from work.
6. Sorry, I don't understand him, he is talking so fast.
7. I'm afraid I forgot her telephone number.
8. It rained for the whole day yesterday and we had to stay indoors.

7. A. Match the two parts of these proverbs and sayings.

- | | |
|-------------------------------|-----------------------|
| 1) Honesty is | a) travels fast. |
| 2) Bad news | b) in a day. |
| 3) It never rains | c) you'll catch none. |
| 4) Rome was not built | d) but it pours. |
| 5) If you run after two hares | e) the best policy. |

B. Choose one phrase and say how you understand it. Give an example or examples to illustrate it. Think of a Russian proverb or saying which expresses the same idea.

8. Work in pairs and make up a dialogue in which one of you will be an interviewer and the other — a famous scientist who can say what is to be expected in the future. Use (*simple*) *future*. These ideas can help you.

- 1) how the population of the world will change;
- 2) if people will have enough food, water, oil, etc.;
- 3) how people will travel; where

UNIT 2

they will live; 4) if the climate will change and how; 5) if there will be any forests and wild animals left; 6) if there will be any separate countries and languages; 7) if people will go into space and/or live under water; 8) if people will be happy.

9. Complete these sentences.

Example: *We'll go to the cinema when you do your lessons.*

We'll go to the cinema if you do your lessons well.

1. I'll call you later if
2. He'll never be happy if
3. The plants will grow better if
4. I'll write a poem when
5. We'll go skiing when
6. Jane will learn French if
7. I won't speak to you if
8. They'll work on the computer as soon as
9. Our group will visit Sydney when
10. I'll feed the dog and walk him as soon as

10. Express the same in English.

1. — Я звонил тебе вчера, но ты не ответил. — Да, я вчера гулял в это время. Я гулял два часа перед сном.
2. Когда бы Лиза ни готовила, она всегда готовит прекрасно.
3. Ты сыграешь на гитаре, если я буду петь?
4. Металлы плавятся при высоких температурах.
5. — Где ты купила эту ручку? — Я не помню. — А зачем ты ее купила? — Я слышала, что такие ручки хорошо пишут.
6. Джон почти никогда не ходит на стадион.
7. Вчера у меня был удивительный день: что бы я ни делала, у меня прекрасно получалось.
8. Я закончила сочинение, купила маме подарок и сама сделала открытку к ее дню рождения.
9. Когда мы жили у бабушки, мы обычно ели овсянку на завтрак.
10. Мне сказали, что он предпочитает французский итальянскому.
11. Когда ты ходила в библиотеку в последний раз?

11. Look at the table to remember how to form *continuous tenses*. Give examples of your own to illustrate each formula.

The Continuous (Progressive) Tenses

Present	Past	Future
now, at the moment	at ... o'clock, when ..., while ...	at ... o'clock, in the future, tomorrow

Present	Past	Future
+/-		
I am/'m not + V ing	was/wasn't + V ing	will (shall) be/ won't (shan't) be + V ing
we are/aren't + V ing	were/weren't + V ing	
you, they are/aren't + V ing	were/weren't + V ing	will be/won't be + V ing
he, she, it is/isn't + V ing	was/wasn't + V ing	
?		
am I V ing	was I V ing	will
are we, you, they V ing	were we, you, they V ing	I, we be + (shall) V ing
is he, she, it V ing	was he, she, it V ing	he she will it be + V ing you they

12. A. Study the *Reference Grammar* material (p. 328) to find out how to use *continuous tenses*.

B. Look at the examples and say which of the rules they illustrate.

1. Lucy is coming to see us on Sunday morning.
2. Tom was only 20 when the Second World War began. He was living with his mother at that time.
3. He is always borrowing money!
4. (*In a restaurant*) — What would you like to drink, sir? — Nothing, thank you. I'm driving.
5. At this time tomorrow I will be lying on the beach.
6. As I was walking down the road I saw Irene.
7. I can't take the phone: I am washing up.
8. While I was reading John was playing the guitar.
9. It was raining all night.

13. Choose the correct tense: simple present or present continuous.

1. Do you know that water (freezes/is freezing) at -4 °C. 2. Sue (looks/is looking) very smart today: she (wears/is wearing) her new black evening dress. 3. Robert (plays/is playing) football best of all in the team. 4. I (don't eat/am not eating) honey: it always (makes/is making) me sick. 5. What beautiful swans! Look! One (swims/is swimming) towards us. 6. — What (do you look/are you looking) at? — This book. It hasn't been here before. 7. — Can you explain the rule again? I (don't understand/am not understanding) it, I am afraid. 8. My father usually (has/is having) coffee in the morning but today he (has/is having) tea. 9. Where (do you go/are you going)? May I go with you? 10. Fewer and fewer people (smoke/are smoking) tobacco nowadays.

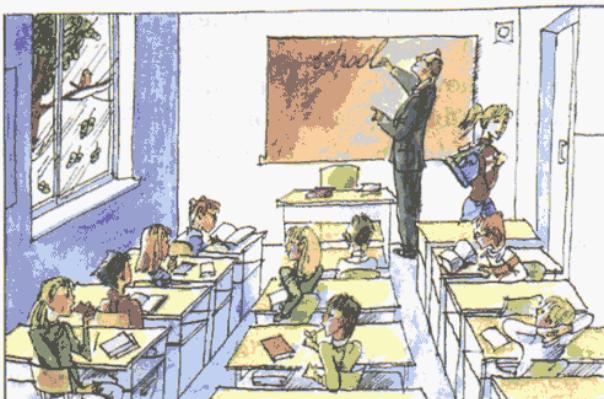
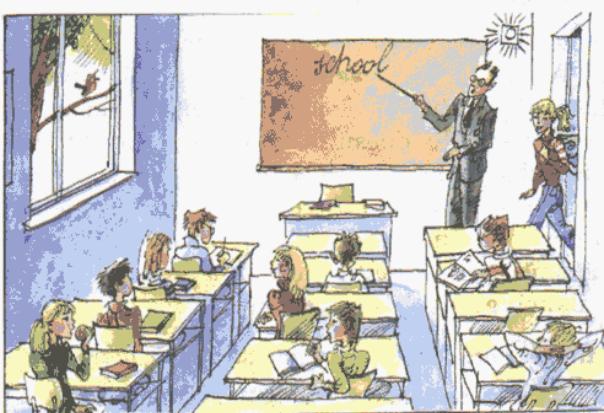
14. Match the questions and answers.

- 1) What languages does he speak?
- 2) Is he speaking German to us?
- 3) Do you buy any periodicals?
- 4) Why are you buying this funny hat?
- 5) Do you go to the opera at all?
- 6) Are you going with us?
- 7) (At) what time do you usually get your mail?
- 8) Are we going home already?
- 9) Who is solving the mystery of the lost notebook?
- 10) Does Holmes solve all the mysteries easily?

- a) I like it. I think I can wear it at the Halloween party.
- b) Between seven and eight in the morning.
- c) Yes, dear. It is getting dark.
- d) Yes, he does. He is a great detective.
- e) I'd like to.
- f) Just one — his native.
- g) Sherlock Holmes is. He is a great detective.
- h) Yes, I do, but not many.
- i) I don't think so. I think he is speaking Spanish.
- j) I do, but not very often.

15. Compare the pictures. Say what is different in picture B. (There are ten differences.)

Example: *The bird in picture B is singing. It is not singing in picture A.*

A**B**

16. Put the verbs in the correct tenses.

1. — What you (do) at about 9 o'clock tonight? — I don't know yet. Probably I (watch) television.
2. — What you (think) about? — My brother. I often (think) about him these days.
3. When I (be) younger I (prefer) bananas to all fruits but now I (eat) only citrus fruits.
4. Yesterday evening when my sister and I (do) our homework the telephone (ring). I (answer) it and (hear) a strange voice.
5. — Could you give me a lift? — Not today, I (not drive) I (go) by bus. Sorry.
6. Tomorrow after classes John (work) in the library. He usually (go) to the library after classes. He (prepare) for his exams.
7. — You (fly) to the sea or (go) by train? — I (fly); my flight is tomorrow morning.
8. — Whom you (talk) to when I (meet) you in the shop? — To my friend. We (do) shopping together.
9. — How can I get to the station? — I (take) you in my car. I (go) to the sta-

UNIT 2

tion myself. 10. Usually Mary (not make) mistakes in her spelling, but yesterday she (do) the spelling test rather badly. I hope she (learn) the new words now. 11. They (walk) in silence for a long time and then Ben (turn) to Johnny and (smile), "Why you never (tell) me about your family?" he (ask). 12. If someone (call), tell them I (be) free after seven.

17. Express the same in two different ways. (See Reference Grammar, p. 327.)

Example: *Some time ago we often went to the cinema together.
We don't do it any longer.*

- a) *Some time ago we used to go to the cinema together.*
- b) *Some time ago we would go to the cinema together.*

1. In summer we lay in the sun and swam in the river. Now we don't do it. 2. When I was seven I went to the toy shop and looked at the toys there. I don't do it now. 3. My father played the piano when he was younger. He doesn't do it any longer: he has no time. 4. When the Smiths came to Moscow, they always stayed with us. Now they stay at the hotel. 5. In older times people often wrote letters to each other. Not many people do it now. 6. When my granny was young, she and her friends danced a lot. But now she says she is too old for dancing.

18. Complete these phrases to express stronger feelings.

Example: *They are never coming ...! They are never coming on time!*

- 1. Jim is always laughing ...!
- 2. Granny is always buying ...!
- 3. My elder brother is constantly giving ...!
- 4. Jane is always making jokes ...!
- 5. Why are you constantly ...?
- 6. Why is he always ...?
- 7. They are never ...!

19. Express the same in English.

- 1. — Почему ты плачешь? — Я не плачу. Я никогда не плачу.
- 2. Дождь шел всю ночь, а теперь дождь не идет. На улице ярко светит солнце, но дует холодный ветер. 3. Оливер обычно катался верхом, когда жил в деревне. Теперь он живет в городе, но часто вспоминает о тех днях. 4. — Что ты будешь делать завтра в четыре часа дня? — Не знаю. Думаю, что я буду в это время плавать в бассейне, а может быть, буду играть в баскетбол. 5. — Мама приезжает завтра. — Я знаю. Я вчера весь день убирал квартиру.

6. — Где ты купила этот диск? — Не помню. Но я слышала, что они продаются повсюду. 7. Никола никогда не ест мясо, она вегетарианка (vegetarian). 8. Если ты придешь вовремя, мы будем в это время обедать и ты сможешь присоединиться к нам. 9. Мэри завтра будет шестнадцать лет. У нее будет вечеринка. Ты придешь?

Complex Object

somebody	want(s) would like expect(s)	you us them him her me the girl Nina	to do something
	let(s) make(s)		do something
	hear(s) see(s) feel(s) watch(es) notice(s)		do (doing) something
			My mother expects us to arrive early. I will make him do what he must do. She has never seen Galina Ulanova dance. I can hear Mary playing the piano next door.

20. A. Use to where necessary to complete the sentences.

1. Have you ever seen fish ... jump? 2. How can you make a child ... learn to be polite? 3. We all want you ... be very happy.
4. Yesterday I heard someone ... say that the weather was going to change. 5. I'll let you ... go to the cinema if you are good. 6. Sara didn't expect her mother ... give her a pet as a birthday present.
7. I didn't notice him ... leave the room. 8. The children were made ... learn a long poem by heart. 9. In the dark the boy felt his father ... take him by the hand. 10. Margo would like her teacher not ... be so strict.

B. Express the same in English.

1. Все мы слышали, как Миша говорил по-английски с американцами. 2. Кто ожидал, что Джейн выиграет соревнование? 3. Мен

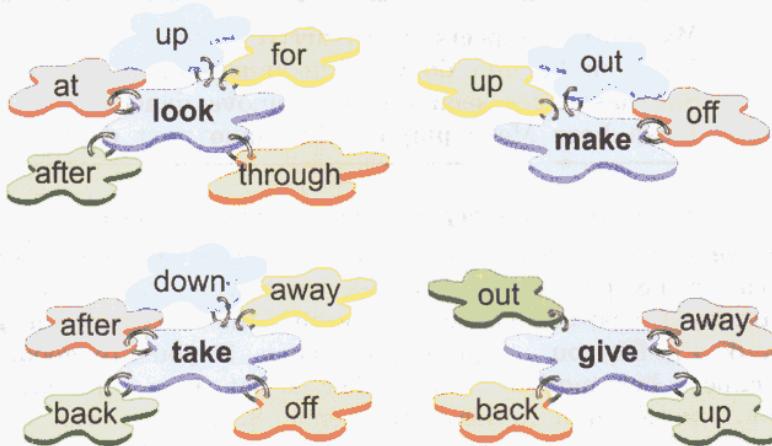
ня заставили сделать всю работу снова и не разрешили идти гулять. 4. Позволь мне объяснить тебе, почему я опоздала. 5. Нина почувствовала, что кто-то дотронулся до ее руки. 6. Маленькая девочка с интересом наблюдала, как лебеди и утки плавали в пруду. 7. Я не ожидала, что он так изменится. 8. Нам бы хотелось, чтобы наши гостям понравился наш город.

21. A. Read the words in transcription and find the countries on the map (p. 25).

[p'streɪlɪə]	[nju: 'zi:lənd]	['ɪndiə]
[pa:kɪ'sta:n]	['bæŋglə'deʃ]	['sri: 'læŋkə]
[mə'lɪzɪə]	['bru:nai]	[nai'fjɪərɪə]
['gə:nə]	['tænzə'nɪə]	[bə'hə:məz]
[ba:'beɪdəʊs]	[gaɪ'ænə]	

B. Listen to the tape, 4, and check your reading.

22. A. Look at the phrasal verbs, remember what they mean and give examples to show how to use them. (Textbook VI, Lessons 14, 18, 19, 20 can help you.)



B. Complete the sentences by putting the right verb in.

1. James was carefully ... down what the teacher was saying.
2. — I'd like a cheese pizza, please. — To eat here, or to ... away?
3. Who is going to ... after your cat when you are away? 4. The coat I bought is too small for me, do you think I should ... it back to

the shop? 5. I have no time to read the book, but I'd like to ... it through. 6. I won't ... off my jacket: I'm not staying long. 7. Is it a true story or have you ... it up? 8. Unfortunately she didn't ... after her mother, she is a lazybones. 9. I know the task is difficult but don't ... up.

Reading for Information

23. Read the text once carefully and say why English is taught and learnt in almost¹ all the countries of the world.

An English-speaking World

Language belongs to each of us. Everyone uses words. What is it about language that makes people so curious?² The answer is that there is almost nothing in our lives that is not touched by language. We live in and by language. We all speak and we all listen: so we are all interested in the origin of words, in how they appear and die.

The rise of English is a story of wonderful success. When Julius Caesar ['sɪzə] landed in Britain nearly two thousand years ago, English did not exist. Five hundred years later, in the 5th century, English was already spoken by the people who inhabited Great Britain but they were not many, and their English was not the language we know today. Nearly a thousand years later, at the end of the 16th century, when William Shakespeare created his works, English was the native language of about 6 million Englishmen. At that time English was not used anywhere else except Great Britain.

Nowadays, four hundred years later, 750 million people all over the world use English, and half of those speak it as a mother tongue.³ Of all the 2700 world languages English is one of the richest. For example, compare English, German and French: English has a vocabulary of about 500 000 words, German — 185 000, and French — fewer than 100 000. At the beginning of the 21st century English is more widely spoken and written than any other language has ever been. It has become the language of the planet, the first truly global language. Three quarters of the world's mail and its telexes and telegrammes are in English. More than half of the world's scientific

¹ almost ['ɔ:lmost] — почти

² curious ['kjʊərɪəs] — любопытный

³ a mother tongue [,_mʌðə 'tʌŋ] — родной язык

UNIT 2

periodicals and eighty per cent of the information in the world's computers are also in English. English is the main language of business. It is the language of sports: the official language of the Olympics.

The English language surrounds us like a sea, and like the waters of a deep sea it is full of mysteries. English is and has always been constantly changing. Some words die, some change their meanings and all the time new words appear in the language.

There are several ways to add new words to the language. One of them is by borrowing words from other languages. In modern English there are many words that were borrowed from Latin, French, Spanish, Italian, Dutch¹ and other languages. When Columbus came back from South America he brought home to Spain new plants — potatoes, tomatoes and tobacco. With the plants he brought their names. This is how these words appeared in Spanish and later were borrowed from it by the English language.

The words that are borrowed tell us about the countries they have come from. For example, many Italian words that are now part of English (*opera, operetta, piano*) have to do with music. This is natural as Italian musicians have always been among the most famous in the world. Many of the words that people borrow from other languages are names of food.

24. Read the text again for more detailed information and answer these questions.

1. Is there anything about the language that makes you curious? What is it?
2. Are you interested in the origin of words? What words?
3. Who spoke English two thousand years ago when Julius Caesar landed in Britain?
4. Was the 5th-century English like English today?
5. How many people spoke English in Shakespeare's times?
6. How many people speak English nowadays?
7. Which of the three languages has the most words — English, French or German? Which one has the least words?
8. Do you think it's good to have an international, global language? Why?
9. Why can English be called the language of business and the language of sports?
10. From what languages did English borrow a lot of words?
11. How did the words "potato", "tomato" and "tobacco" find their way into English?
12. What words came into English from other languages?
13. What else about the history of English would you like to know?

New language**Grammar Section**

25. Look at the table and compare different classes of nouns.

Noun

	Countables (Исчисляемые)		Uncountables (Несисчисляемые)	
	Concrete (Конкрем- тные)	Collective (Собира- тельныйе)	Material (Веществен- ные)	Abstract (Абстракт- ные)
Common (Наричательные)	a chair a stone a lamp a tree a human a cat ...	a group a crowd a govern- ment a family a team ...	snow water bread lemonade sand meat ...	love friendship beauty politics pleasure poverty ...
Proper (Собственные)	Andrew Dickens Swift the Browns Pussy Rex Bagheera...	Personal names	Geographical names	Australia Moscow the Urals the Baikal the Volga Tower Bridge

26. Divide these nouns into *proper* (8) and *common* (24). Find in the list of common nouns 9 abstract, 7 concrete, 4 material and 4 collective nouns.

Celt, agriculture, anorak, cloud, ice, carelessness, buffalo, Berlin, team, audience, Robin Hood, bravery, California, cream, Chicago, citizen, cockatoo, comfort, company, eucalyptus, ecology, John, energy, horror, influence, knowledge, legend, Mary, Macdonald's, caviare, cheese, family.

UNIT 2

27. A. Remember and say how most of the nouns form the plural in English and how we pronounce and spell nouns in the plural. Read the words.

Places, marks, meadows, lungs, mysteries, leaves, watches, oceans, ostriches, insects, churches, ladies, intervals, ghosts, messages, hopes, hundreds, hedges, peaches, graves, fields, giants, wolves, countries.

B. Listen to the tape, 5, and check your reading.

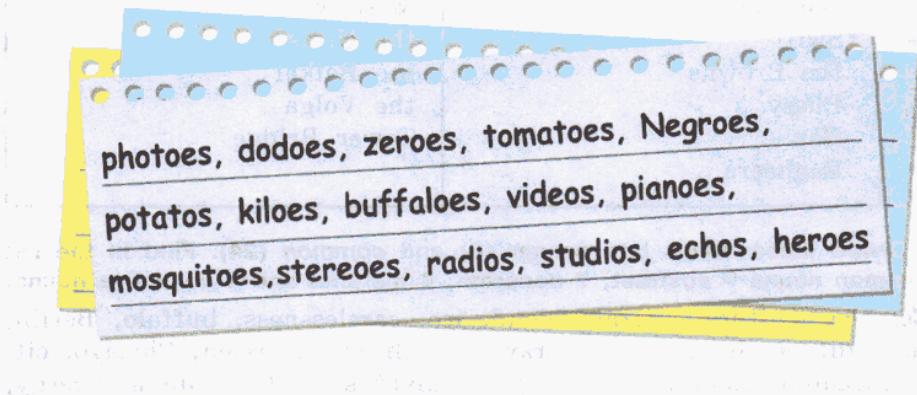
28. Give the plural of these nouns:

university	sky	party	way	leaf
thief	ski	key	tragedy	comedy
day	taxi	story	language	knife ¹

29. A. The nouns ending in o have a tricky spelling in the plural. Look at the table and learn.

-s	-s/-es	-es
radios	studios	dodo(e)s
pianos	stereos	dingo(e)s
photos	cockatoos	buffalo(e)s
kilos	kangaroos	zero(e)s
videos	zoos	volcano(e)s
	discos	[vɒl'keɪnəʊz]

B. Find six mistakes in Robin's spelling test.



¹ The nouns *roof*, *chief*, *handkerchief*, *belief*, *safe* do not change -f for -ve in the plural: roofs, chiefs, handkerchiefs, beliefs, safes.

30. Some nouns form the plural differently. Read and remember.

a man — men	a tooth — teeth	a sheep — sheep
a woman — women	a foot — feet	a deer — deer
a child — children	a goose — geese	a fish — fish
an ox — oxen	a mouse — mice	a swine — swine

31. Express the same in English.

Прошлым летом я жил в Шотландии на ферме у моего дедушки. Там было очень интересно, потому что у дедушки много животных. Там я впервые в жизни увидел коров и быков. Свиньи мне не понравились, зато я подружился с тремя дедушкиными овечками и иногда кормил их хлебом. Недалеко от фермы было озеро с холодной чистой водой. В озере было много рыбы. Однажды мы с дедушкой ходили на рыбалку и я поймал только одну рыбку, а дедушка — шесть. Когда мы пришли к озеру, там пили воду олени. Один из них был совсем маленький. Каждое утро я кормил гусей, кур и цыплят. Это была моя обязанность.

Недалеко от дедушкиной фермы стояла еще одна большая ферма, где работали много мужчин и женщин. У фермера — нашего соседа — большая семья. У него три сына и две дочери. Маленький Питер очень славный. Когда я уезжал, он принес мне в подарок двух белых мышей. Теперь они живут у меня дома. Следующим летом я снова хочу поехать в Шотландию.

Read and compare!

Fruit or fruits?

A fruit / fruits (countable) — *фрукт/фрукты (разные виды), разнообразные фрукты.*

Many fruits taste sweet: pears, peaches, melons.

This drink is made from four tropical fruits.

A lot of tropical fruits grow on this island: bananas, apples, oranges.



Fruit (uncountable) — *фрукты (вид питания, в отличие от овощей, ягод и т. д.).*

We need to buy fruit and vegetables.

Do you prefer fresh or tinned fruit?

32. Complete the sentences with the right words.

- There were a lot of (fruit/fruits) on the plate: apples, grapes and oranges.
- We often have (fruit/fruits) for dessert.
- Such (fruit/fruits) as bananas and oranges do not grow in our climate.
- Let's make (fruit/fruits) salad for the party.
- Do you prefer fresh or dried (fruit/fruits)?
- Would you like (fruit/fruits) or coffee to finish your meal with?
- Are tomatoes (fruit/fruits) or vegetables?
- What (fruit/fruits) do you put in your salad?
- What tropical (fruit/fruits) do you know?
- We always buy fresh (fruit/fruits) at the market.

33. Express the same in English.

- Как называются эти странные фрукты? — Это не фрукты, а овощи.
- Мама часто кладет в пирог сушеные фрукты.
- На этом дереве всегда много фруктов?
- На этом острове растут различные цитрусовые фрукты.
- Пойди в магазин и купи овощей и фруктов.
- Я люблю, когда на столе разные фрукты.
- Тебе нужны фрукты, чтобы приготовить торт?
- Мой братишко очень любит фрукты, особенно бананы.
- Мы выращиваем в саду много разных фруктов.
- Я никогда в жизни не видел таких фруктов.

34. A. Look at the table and compare the use of the articles in English.



The Indefinite Article



The Definite Article

one → a/an	that → the [ðə] the lesson [ðɪ] the apple
1. a) There is a pen on the desk. b) A parrot is a bird. 2. Mr Brown is a driver. 3. I haven't got a dog, I've got a cat. 4. Let's have a break. We are tired.	1. Close the window, please! 2. Jack bought a radio and a CD ¹ player, but the CD player didn't work. 3. It's the film Carmen advised me to see. 4. Is it the right number?

one → a/an	that → the [ðə] the lesson [ðɪ] the apple
<p>5. What a pleasant voice! What a strange bag!</p> <p>Zero article¹ with the plural: He hasn't got pets at home. (See <i>Reference Grammar</i>, p. 319.)</p>	<p>5. The moon moves round the earth.</p> <p>6. The squirrel eats nuts.</p> <p>7. We often spend our holidays in the country.</p>

B. Complete the sentences, use a (an), the or zero article.

1. We knew he was ... foreigner because he spoke with a strange accent.
2. There was ... old Lady of France who taught ... little ducklings to dance.
3. He has not worked hard so there is not much hope that he will pass ... exam.
4. ... hotel is ... place where ... students of ... travellers can get ... meals and ... rooms.
5. "Never lend ... books, for no one ever returns them; ... only books I have in my library are ... books that other people have lent me." (*Anatole France*)
6. I'd like ... glass of water.
7. Who's ... boy standing by ... piano?
8. Today is ... last day when we can give them ... papers.
9. What ... thick dictionaries!
10. The Browns have got ... boy and ... girl. ... girl is three years older than ... boy.

Vocabulary Section**SOCIAL ENGLISH**

35. It's important that you should use good English at your lessons. These phrases can be helpful in class. Listen to them and repeat them after the announcer,  **6.**

I'm sorry I'm late.
I'm afraid I've left my book at home.
Can I have a copy, please?
Shall I read the text?
Shall I do this exercise on the blackboard?

What do you call this thing in English?
Can I say it like that?
Sorry, I didn't get this. Could you say it again, please?
Could you repeat the last sentence?

¹ zero article — нулевой artikel, отсутствие artikelя

How do you spell this word?

How do you pronounce this word?

I'm not sure how to put/say it in English.

What's a better way of saying this?

Could you explain it again, please?

Could you write it up on the board?

Is it my turn? (Am I next?)

36. Think of what you should say if:

1. you don't know how to spell a word;
2. you don't understand what your teacher has just said;
3. you want to get a copy of something;
4. you want to find out how to say something in English;
5. you are late for your English class;
6. you want the teacher to write a word up on the blackboard;
7. you don't know how to pronounce a word;
8. you want to know the English word for «землетрясение»;
9. you want to know if it's your turn to read the text;
10. you've left your book at home and want to say you're sorry;
11. you want to know how to say something in a better English;
12. you don't know how to say something in English and want your teacher to help you.

PHRASAL VERBS

to get



1. **to get on** — а) *сесть на велосипед, поезд, автобус и т. д.*

The boy **got on** his bike and rode away.

б) *делать успехи, двигаться вперед*

How is he **getting on** with his English?



2. **to get off** — *сойти с велосипеда, поезда, автобуса и т. д.*

We **got off** the train in London.

Compare: to get on/off the bus but to get into/out of the car

3. to get along — уживаться, ладить с кем-то
 My dog and my cat **get along** with each other.

4. to get out — выйти наружу
 Get **out** of the room now.

5. to get up — подниматься (с постели)
 What time do you **get up**?

6. to get away — удрать, исчезнуть, сбежать
 The thieves **got away** with our money.

7. to get over — справиться с чем-то, преодолеть
 He can't **get over** his illness yet.

8. to get down to work/business — приняться за работу/за дело
 “It's 11 o'clock. It's time to **get down to work**.”

37. Complete the sentences using the missing words: **over, to, on, out, off, along, up, away**.

1. Jack always gets ... early: he is a farmer and has a lot of work to do.
2. Ladies and gentlemen, I think it's time to get down ... business.
3. I'm afraid that our secret can get
4. Does she get ... well with her classmates?
5. If you're going to the Tower you should get ... at the next stop.
6. Hello! How are you getting ... ?
7. Don't let him get ... with my bike!
8. The old lady got ... of the car with difficulty.
9. That news was a real shock and we still can't get ... it.
10. Get ... the bus near London Bridge and go as far as Trafalgar Square.

38. Express the same in English.

1. Я надеюсь, они смогут преодолеть все трудности.
 2. К сожалению, она не ладит со своим сводным братом.
 3. Убирайтесь отсюда и не шумите (to make a noise)!
 4. Вы разбудите ребенка.
 5. Сядьте в ав-
- 43

тобус здесь и выйдите на второй остановке. 6. Завтра мы едем на рыбалку и мне придется встать в шесть часов утра. 7. Стой! Не уйдешь! 8. Как у вас дела с концертом? Все уже готово? 9. Садитесь в машину поскорее, мы уезжаем. 10. На какой остановке ты обычно выходишь из автобуса?

NEW WORDS TO LEARN**39. A. Read and guess what the words in bold type mean.**

The **foundations** [faʊn'deɪʃnz] (*usually in the plural*) of a building are usually below the ground; they are made to support the building.

He lived in complete **isolation** [aɪsə'leɪʃn] in the country; no one ever came to see him and he never saw or spoke to anyone.

His memory was fantastic: he could read a whole page and **memorize** ['meməraɪz] it in three minutes.

An **idiom** ['ɪdɪəm] is a group of words with a special meaning. For example a “*mystery tour*” is an idiom but has little mystery about it. It means a pleasure trip in which the travellers do not know where they will be taken. “*To get into hot water*” doesn’t mean getting into any water. It is an English idiom that means to be in trouble because of bad behaviour. “*A white elephant*” is not an animal, it is an idiom which means something very expensive but useless.

In English general questions are spoken with a rising **intonation** [ɪntəʊ'nейʃn] and special questions are spoken with a falling intonation.

We had dinner and **afterwards** ['a:ftəwədz] we all helped with the washing up.

Jack is always so **helpful**: he does a lot of things about the house. It was very helpful of you to clean the windows.

— What’s his **mother tongue**? — I’m not sure, French, perhaps.

B. Look the words up to make sure that you have guessed right.**40. Read the words, look them up and then study the word combinations and sentences to know how to use them.**

a **drill** [drɪl] (*n*): a grammar drill, a spelling drill. A drill is a way of teaching something with the help of repetition or special exercises.

an interpreter [ɪn'tɜ:pri:tə] (*n*): a good interpreter, to talk through an interpreter. I couldn't speak Italian so Maria was my interpreter in the shop. Natasha knows English well and often works as an interpreter for tourist groups. He spoke very little French so I talked to him through an interpreter.

to interpret (*v*): 1. To interpret is to translate immediately into another language what someone is saying. We didn't know Italian and Paul had to interpret for us.

2. to interpret a novel, to interpret a dream, to interpret someone's words. I am not quite sure how to interpret his question. Can you interpret the meaning of the word "isolation"?

to practise ['præktɪs] (*v*): You'll never learn to speak English fluently if you don't practise. He had to practise playing the piano for hours before the concert.

practice (*n*): a lot of practice, to be out of practice, it takes a lot of practice to do something. It takes practice to become a good teacher. Max is not a very good driver yet: he hasn't had enough practice. Practice makes perfect.

related [rɪ'lætid] (*adj*): unrelated, related words, to be related to smb or sth. This problem is related to the economic situation in the country. They are related by marriage.

up-to-date (*adj*): an up-to-date car, up-to-date information, up-to-date ideas. We should use up-to-date methods in teaching.

old-fashioned [,əʊld'fæʃnd] (*adj*): old-fashioned clothes, old-fashioned glasses. What a funny old-fashioned radio! I'm afraid such ideas are quite old-fashioned.

average ['ævrɪdʒ] (*adj*): an average temperature, an average person, above average, below average. An average thirteen-year-old child should be able to understand it. His knowledge of the language is above average.

rude [ru:d] (*adj*): a rude manner, a rude person, to be rude to smb. Don't be rude to your mother! It's rude to leave without saying goodbye. I don't like him: he is always rude to me.

to realize ['riəlaɪz] (*v*): 1. I didn't realize that Mark was your friend. Do you realize your mistake? All people should realize that we live on a small and fragile planet.

2. to realize a plan, to realize one's wish/dream. I hope she will realize her dream to be an actress.

UNIT 2

to disappoint [dɪsə'pɔɪnt] (*v*): to disappoint smb, to disappoint smb's hopes. I'm sorry I have disappointed you.

disappointed (*adj*): to be disappointed at/about sth, to be disappointed with/in smb. I must say I'm disappointed in you. We were disappointed to hear that our friends were not coming. Mary is so disappointed about her new house.

almost ['ɔ:lmost] (*adv*): ≈ nearly. Don't go away because dinner is almost ready. It's almost lunchtime. I almost think you are right.

41. A. Use the words from Ex. 39, 40 and give the opposite to these:
polite, modern, firstly, useless, happy, to forget, unrelated.

B. Make up your own sentences with these words.

42. A. Name three things that can be:

- up-to-date — helpful
- old-fashioned — average
- rude

B. Name three things that you can:

- memorize
- practise
- realize

43. Give it a name.

1. not fashionable any longer
2. to translate smb's speech into another language
3. willing to help, useful
4. to know and to understand the importance of something
5. later, after that
6. to understand
7. a group of words used together as a word combination with a special meaning
8. the part of a building that supports it
9. rise and fall of the voice
10. ordinary, not special or the middle member of a group
11. training someone by doing an exercise again and again
12. connected
13. fashionable, modern or new
14. sad or unhappy because the things you hoped for do not happen
15. to do something often so that you will do it well
16. taking or acting in a way that makes other people sad or angry

44. Complete these sentences using the words from Ex. 39, 40.

1. Our team is ...ing for the match on Saturday.
2. It's important to say things with the right
3. Clothes of 20 years ago look very ... today.
4. What's an ... temperature in Moscow in winter?
5. — Are those two boys ...? — Yes, they are cousins.
6. It's ... to turn

your back when someone is talking to you. 7. It takes a lot of ... to play the piano well. 8. Thank you very much, you've been very ... with washing up. 9. As soon as I opened the door I ... that there was no one at home. 10. Norman was very ... because his team had lost the final match. 11. My teacher thinks that grammar ... are very important. 12. I didn't know Spanish and Maria ... for me.

Read and compare!

<i>interpreter</i>	<i>translator</i>
interpreter [ɪn'tɜ:pri:tə] (<i>n</i>) is a person who repeats what someone else is saying by translating it into another language so that other people can understand it	translator [træns'leɪtə] (<i>n</i>) is a person whose job is translating from one language to another, especially in writing

Which of the two — an interpreter or a translator — usually does translations in writing? Orally?

Read and compare!

<i>vocabulary</i>	<i>dictionary</i>
vocabulary [vəʊ'kæbjʊləri] (<i>n</i>) (<i>pl.</i> vocabularies) 1. all the words in a language; 2. a list of words in a lesson or a book; 3. all the words that one person knows A young child has a small vocabulary.	dictionary ['dɪkʃənri] (<i>n</i>) (<i>pl.</i> dictionaries) a book that gives words in alphabetical order and explains what each word means This book is a dictionary.

45. Express the same in English.

- В мире существует огромное количество словарей.
- Учителя обычно просят своих учеников вести (keep) словари, чтобы записывать в них новые слова.
- Дай мне, пожалуйста, вот тот большой словарь с полки.
- Каждый, кто учит иностранный язык, должен

стремиться расширить (enlarge) свой словарь. 5. В конце нашего учебника есть словарь. 6. Открыв словарь, вы можете многое узнать о языке. 7. Словарь Пушкина отличается от словаря Гоголя. 8. Сколько слов содержит словарь английского языка?

Read and compare!

to be + Adj
(быть ...)

to be { sick, tired, lost,
hungry, thirsty, dark,
late, dirty, married,
cold, warm, dry, sunny,
windy, cloudy

In June it is never **dark** in
St Petersburg.

If you **are hungry**, have a sand-
wich.

How long **have you been mar-
ried?**

to get + Adj

(стать ..., превратиться,
перейти в другое качество)

to get { sick, tired, lost,
hungry, thirsty, dark,
late, dirty, married,
cold, warm, dry, sunny,
windy, cloudy

It is **getting dark**. Let's go
into the house.

When we **get hungry**, we'll
have pizza.

She says she is **getting mar-
ried** next June.

46. A. Complete the sentences using the right adjective from the table above.

1. Please come home before it gets
2. If you **are** ..., get some juice out of the fridge.
3. My parents **got** ... 15 years ago.
4. — Can you help me, please? — I'm afraid I'm Where is the metro station?
5. Why are your hands **so** ... ? Have you been watering the flowers?
6. It had **got** so ... that we had to stay at home.
7. I know you're Go to bed and have a good sleep.

B. Complete the sentences using *be* or *get*.

1. — ... your sister married? — No, she isn't. She is going to ... married next summer.
2. It has already ... dark. Why don't we turn back and walk home?
3. — Yesterday I ... so tired that I couldn't even wash up after dinner. — How did you ... so tired?
4. It's very unpleasant when it suddenly ... windy and cloudy.
5. Don't ... late for school, please.
6. ... you hungry again? We've just had breakfast!

48 7. If you ... sick we'll call the doctor.

Reading for Discussion

47. Read the dialogue, listen to it carefully,  7, and say what Anna [ænə] finds most difficult in learning English.

Are You Happy with the Way You Are Taught English?

Interviewer: Anna, I know you have been learning English for almost five years and you are planning to become an interpreter. What do you feel about learning grammar? Do you think your teacher spends too much or too little time on it?

Anna: Of course, you must learn the grammar in any language. After all, you can't build a house without foundations. But that's all we do at school — grammar, grammar and more grammar, for half an hour four times a week! We have too many drills.

Int: So grammar is important, but not too much of it. But should it be taught in isolation?

Anna: No. You need to practise grammar together with vocabulary. It's not good when you learn new words but don't have much practice using them with the grammar you've learnt.

Int: With vocabulary — is it better to learn a few words at a time and practise them, rather than a lot of words by heart?

Anna: Practice helps you to memorize the words. Also I remember words better if they are related to my interests. I have no problem learning words connected with my hobby which is animals and wildlife.

Int: One of the problems for learners of English is phrasal verbs — *to get on*, *to get along with* and so on, and, of course, idioms. Is it a problem for you? Have you learnt enough to cope with idioms?

Anna: They're very difficult. And you have to keep yourself up-to-date with them too. For example, when I first came to England I used the idiom "It's raining cats and dogs" very proudly, and everyone laughed at me because it's so old-fashioned and the average English person doesn't use that expression.

Int: So, make sure the idioms you learnt are up-to-date. Now, how about pronunciation? A lot of students find that hard.

Anna: English intonation is awful! I mean, I think it's the most difficult part of pronunciation, because if you get it wrong, people think you're rude. Intonation is far more difficult than learning to pronounce words correctly. It's important to learn both formal and informal English — how to ask for information, how to be

polite. Let me give you an example. My English teacher phoned me yesterday asking about something he wanted to know and I just said "no". Then, when I thought about it afterwards, I realized that I had sounded rude. I should have said¹ "I'm afraid I don't know" — or something like that. Learning social English is very useful, take writing letters in English for example.

Int: What advice would you give to people who are just beginning to learn English?

Anna: I find reading very helpful — I read books, newspapers, magazines and other periodicals. I try to guess the meaning of words I don't know from their context. This helps me to read more quickly. But I also look up words in the dictionary and make a note of the most useful ones.

Int: How about listening to pop music?

Anna: Yes — that can be useful. I was a bit disappointed actually, because some songs have such silly words, though the music is lovely. Listening to the radio and watching videos and educational TV programmes in English help me, too, especially listening to the news. I was very proud when I realized that I could easily get the idea of what I was listening to.

Int: As I can see, learning a language isn't as simple as all that. You can learn rules for grammar and pronunciation and also for vocabulary, but the most difficult feature of any language is perhaps learning the elements for which there are no written rules — for example "social English". This means learning about expected ways of behaviour, knowing what sort of English to use in different situations, formal or informal and how to understand what is said, all that is so easy and natural in your mother tongue.

48. Imagine that you are Anna and answer these questions:

1. Is it necessary to learn grammar? 2. Should one practise grammar and vocabulary together or in isolation? 3. Which is better: to practise using new words or learn them by heart? 4. Are idioms easy to learn? 5. Why is it important to keep yourself up-to-date with idioms? 6. Why is it important to use the right intonation when you talk to people? 7. Why is it useful to try to guess the meaning of words from the context? 8. What can one do to learn to understand spoken English? 9. What is the most difficult feature of learning a language? 10. What does "social English" mean?

49. A. Match the phrases in English and Russian, find and read out the sentences with them in the dialogue.

- | | |
|---|---|
| 1. what do you feel about ... ? | a) допустить ошибку |
| 2. to get (have) an/the idea of sth (how to do sth) | b) выяснить что-то, получить сведения |
| 3. to find sth hard | c) несколько слов за один раз |
| 4. I'm afraid, I don't know | d) боюсь, что я не знаю |
| 5. far more difficult | e) испытывать трудности в чем-либо |
| 6. I have no problem (learning words) | f) гораздо труднее |
| 7. to make a note of sth | g) я без труда заучиваю слова |
| 8. to do/to get sth wrong | h) понять что-либо |
| 9. to keep yourself up-to-date with idioms | i) стараться не использовать устаревшие выражения |
| 10. to ask for information | j) что ты думаешь по поводу ... ? |
| 11. a few words at a time | k) записывать что-то |
| 12. to make sure | l) справиться с чем-то |
| 13. to cope with | m) удостовериться, убедиться |

B. Express the same idea using the phrases above.

1. What does Anna think about learning grammar? 2. Anna thinks that learning idioms is not easy. 3. Anna finds learning idioms much more difficult than learning words. 4. Anna knows the way how to learn grammar. 5. Anna finds it easy to learn words connected with her interests. 6. It is important not to use old-fashioned idioms. 7. If you make a mistake in intonation, people may think you're rude. 8. It's important to know how to find things out. 9. It's much more polite to say "I'm sorry I don't know" than just "I don't know". 10. Some people find it useful to write down words to memorize them. 11. It's good to know that you can easily understand what you are listening to. 12. Be sure to do your homework before five o'clock. 13. I am sure he can do the job well.

50. Look through the text again and say what Anna thinks about:

- 1) learning grammar 2) learning vocabulary (words and idioms)
- 3) learning pronunciation 4) reading 5) learning social English 6) listening to pop music, the radio, watching videos and educational TV programmes.

51. Imagine that Anna's interviewer is asking you the same questions about learning English. Answer them and explain your points of view.

UNIT 2

52. A. Listen to the text "Laugh, Please",  8, and say which of the two is right.

1. The writer found giving lectures (more difficult/easier) than writing books.
2. Last year he was invited to give a lecture to (Chinese/Japanese) students.
3. Most of his listeners (could/couldn't) understand spoken English.
4. The writer spoke to the students through (an interpreter/another lecturer).
5. The writer told the listeners a (sad/amusing) story.
6. The interpreter made his story very (long/short).
7. The students (laughed/didn't laugh) afterwards.
8. The interpreter (told/didn't tell) the writer's story in Japanese.

B. Answer the questions below.

1. Why did the writer ask the interpreter to translate his lecture for him?
2. Why was the writer surprised?
3. Why did the students laugh?

C. Tell the story to your friends.

Speaking

Discussing the Text

53. Develop these ideas from the text "Are You Happy with the Way You Are Taught English?" and say what you think about them.

1. You must learn the grammar in any language.
2. You need to practise the grammar together with the vocabulary.
3. Practice helps to memorize words.
4. I remember words better if they are related to my interests.
5. One of the problems for learners of English is phrasal verbs.
6. You have to keep yourself up-to-date with idioms.
7. Intonation is the most difficult part of pronunciation.
8. It's important to learn both formal and informal English.
9. Learning social English is very useful.
10. Reading is very useful.
11. Listening to the radio, watching videos and TV programmes in English are helpful, too.
12. Learning a language isn't simple.

54. A. Complete the dialogue with the interviewer's words.

Interviewer: (1) ...

*Val:*¹ I've been learning it for five years, and I like it very much.

Int: (2) ...

Val: I think that most of all I like speaking English, but I enjoy reading too.

Int: (3) ...

Val: We do a lot of exercises at home but sometimes our teacher asks us to do them in class too.

Int: (4) ...

Val: Yes, we do. We watched a part of the animated cartoon "*Snow White and the Seven Dwarfs*"¹ in English last week. We loved it so much that everyone stayed behind after classes to see the end of the film.

Int: (5) ...

Val: For me the most difficult thing is listening. When our English teacher plays tapes and we have to listen to them and answer the teacher's questions I sometimes can't get the idea of what I hear and so I can't give the right answer.

Int: (6) ...

Val: Yes, I know. Everybody says that it takes a lot of practice.

Int: (7) ...

Val: Thank you. You are very kind. But I'd like to practise my English more to make it more fluent and correct.

B. Act out the dialogue with your partner.

Discussing the Topic



One of the reasons why a lot of people all over the world learn English is that English has taken the position of the world language. It means that:

- 750 million people all over the world use it
- it has become the language of the planet
- it's the first truly global language
- it's the main language of business, sports, science
- it's one of the richest languages
- there are many borrowings from English in other languages
- three quarters of the world's mail are in English
- English is the world's computer language

¹ a dwarf [dwarf] — гном, карлик



Everyone can easily think of more reasons to give if asked why he or she wants to know English. Some of such reasons are below:

- It's fun.
- My parents want me to do it.
- I like reading English.
- I want to use English in my future job.
- I want to use computer programmes in English.
- I like English songs.
- My friends are learning English.
- I want to go to Britain or the USA or Australia some day.
- I want to travel and meet a lot of people. Then I'll talk to them in English.
- I would like to read English and American books in the original.



There are many ways of learning a foreign language. But most people begin learning it at school. This is what they do to master the language and then keep it up and brush it up:

- Have grammar and vocabulary drills.
- Read texts, poems, etc.
- Write tests, dictations, etc.
- Sing songs and play games in English.
- Speak about different things.
- Make up and act out dialogues.
- Watch videos and educational programmes.
- Translate texts and poems into Russian.
- Learn things by heart.
- Learn words in isolation/in context.
- Learn a certain number words at a time.



Many people learn foreign languages outside school or after classes. These are the things that they usually do:

- Borrow English books from the library and read them.
- Watch English films, cartoons and educational programmes at home.
- Put on/stage plays in English.
- Have a student exchange with a foreign school and receive guests from abroad.

- Have a pen friend (pen pal) and write letters to him/her.
- Take an English course outside school.
- Have private lessons at home.
- Go to an international summer camp.
- Use educational computer programmes.
- Go to an English-speaking country.
- Make wall newspapers in English.
- Have concerts and parties in English.

55. Explain why:

1) English has become a world language; 2) people who speak English have better job opportunities; 3) we use dictionaries to learn a foreign language; 4) it's important to talk to native speakers whose language you are learning; 5) so many people in Russia are learning English now; 6) learning a foreign language can be fun; 7) it's not possible to have only amusing¹ lessons of English at school.

56. Talk about the way English is taught and learnt in your school. Here are some of the ideas:

1. textbooks and other materials you use while learning English;
2. most effective activities (singing songs, playing language games, reading texts, etc.);
3. the easiest way to learn new words;
4. important things in language learning: grammar, vocabulary and pronunciation;
5. television, computers, videos in English classes;
6. some of the things you do to better your English after classes;
7. meeting English-speaking people.

57. Talk about the way you are learning English. Answers to these questions will help you.

1. Where and when did you begin learning English?
2. Who was your first English teacher? What can you remember about your first English classes?
3. What do you find most interesting (most useful and effective; most amusing) about learning English?
4. Do you read anything in English? Have you read any English books up to the end? What were the books? Did you find them difficult?
5. Do you think reading in English is useful? In what way? Do you use dictionaries to look up words you don't know? What do you prefer: to read stories in easy English or to have difficult texts for reading? Why?
6. What is the easiest way for you to learn new words? How many

¹ amusing [ə'mju:zɪŋ] — развлекательный

new words can you learn at a time? Do you learn new words in isolation or in context? 7. Do you like grammar drills? Do you find them important? easy? difficult? useless? boring? Do you think you have too many grammar drills at school? Do you agree that you must learn grammar in any language? 8. Do you think correct pronunciation and intonation are important in learning English? How can wrong pronunciation and intonation lead you to misunderstanding? Do you think the same is true about learning Russian? 9. While learning a language you learn to listen and understand what you hear, you learn to write, to... and to... . How can you complete this sentence? 10. What do you and your friends find most difficult about learning English? What are your strong and weak points?¹ 11. How are you planning to use English in future?

58. A. Describe your English room. Say what you like and/or don't like about it.

B. Describe an ideal English room as you see it.

59. Make up dialogues and act them out.

1. Two students from different schools are talking about the way they are taught English. One of them is very happy about her English classes, the other is not.

2. A grandmother (grandfather) and her/his granddaughter (grandson) are talking about the way English was taught fifty years ago and the way it is taught now.

3. A student from Britain and a student from Russia are talking about their foreign language classes; the British student is learning Russian and the Russian student is learning English.

4. An older student, who has been learning English for five years, is talking to his/her younger brother or sister who is just beginning to learn English and finds it rather difficult and sometimes even boring. The older boy (girl) is talking about the pleasures of learning a foreign language.

60. Say how you understand it.

1. "There is almost nothing in our lives that is not touched by language." 2. "The rise of English is a story of wonderful success." 3. "Of all the 2700 world languages English is one of the richest."

4. "English has become the language of the planet, the first truly world language." 5. "English is and always has been constantly changing." 6. "There are several ways to add new words to the language. One of them is by borrowing words from other languages." 7. "The words that are borrowed tell us about the countries they have come from."

61. Imagine that your little brother or sister doesn't want to learn English. What will you say to him or her to encourage¹ their learning English?

62. Discuss what you would like to do at your English lessons next year and what you would like to learn.

63. Comment on this:

When you look at language under a microscope, you can see it changing almost as you watch it: words and phrases, pronunciations and rhythms change at astonishing² speed.

"The Story of English"

Writing

64. Do these exercises in writing: 9, 10, 16, 18, 19, 20B, 28, 31, 33, 38, 45.

65. Put in prepositions where necessary.

1. Please help Michael, he is not coping ... the translation. 2. Can I ask you a question? What do you feel ... learning two or three foreign languages at school? 3. Tanya always makes notes ... new useful words that she finds in books. 4. How many new words can you learn ... a time? 5. If you don't know what book to choose in the library you can always ask ... information. 6. When we talk to Englishmen or Americans we practise ... our English. 7. I never have a problem ... memorizing poems but I know that a lot ... students find it hard. 8. Are you happy ... the way you are taught English? 9. The text was so difficult that I couldn't get the idea ... it, though I read it three times. 10. You can use an old idiom and sound funny if you don't keep yourself ... up-to-date. 11. I must say I was quite disappointed ... the film we saw yesterday. 12. My parents will be disappointed ... me if I am late.

¹ to encourage [ɪn'kaɪrɪdʒ] — поощрять

² astonishing [ə'stonɪʃɪŋ] — изумительный, потрясающий

66. Complete the sentences.

	going ... playing ... doing ... changing ... using ...	2. I'm afraid I have a problem	learning ... understanding ... reading ... memorizing ... finding ... with ...
3. He tries to keep himself	up-to-date ... busy ... happy ... helpful ... healthy ...	4. A lot of students find it	hard to ... easy ... helpful ... interesting ... boring ...
5. English is	more ... than ... far more ... than ... a lot more ... than ... a good deal more ... than ...	6. Excuse me, can I ask for	... ? ... ? ... ?
7. I tried hard, but couldn't get an idea of	8. Make sure	that ... to ...

67. Express the same in English.

1. На уроках мы практикуемся в чтении, речи и письме.
2. — Ты можешь справиться со всеми новыми словами? — Конечно. Я могу запомнить двадцать новых слов за один раз.
3. Не пользуйся этими старыми книгами, тебе нужна современная информация о компьютерах.
4. Слово “memorize” родственно слову “memory”.
5. Прежде чем идти на урок, убедись в том, что ты положил в портфель все необходимое.
6. — Что вы думаете по поводу этого нового учебника? — Я нахожу его очень полезным.
7. По-моему, очень трудно заучивать отдельные слова, гораздо проще учить их в контексте.
8. Средний (обычный) ученик может прочесть и понять этот текст.
9. Какое старомодное выражение! Не пользуйся им.
10. Ты разочарован результатами контрольной? Мне очень жаль. Но я думаю, что тебе надо практиковаться в письме.

68. Spell the words.

[ɪn'tɜːprɪtə]	[mʌðə 'tʌŋ]	[memə'reɪz]
[ɪntə'neɪʃn]	['ænə]	[ru:d]
['præk'tɪs]	[drɪl]	['a:ftəwədz]
[dɪsə'poɪnt]	['riəlaɪz]	['ɔ:lmaʊst]

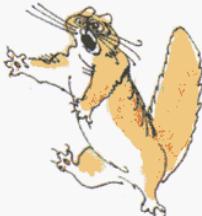
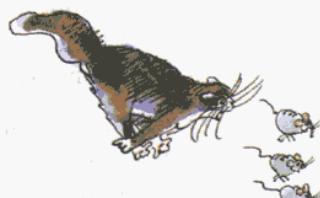
69. Test your spelling. Listen to the tape, 9, and write down the sentences.

Miscellaneous

70. See if you can guess the real meanings of these idioms and match the idioms with the phrases explaining them.



- 1) A fat cat.
- 2) To let the cat out of the bag.
- 3) Like cat and dog.
- 4) Like a cat on hot bricks (on a hot tin roof).
- 5) Like the cat that got the cream.
- 6) Put the cat among the pigeons.
- 7) While the cat is away the mice will play.
- 8) Has the cat got your tongue?



- a) Very pleased about something.
- b) To do something that makes people angry.
- c) Lost your tongue?
- d) When their boss is away people often behave badly.
- e) In a nervous or excited way.
- f) Fighting badly.
- g) Somebody rich and powerful.
- h) To tell people a secret.



71. Listen to the song,  10, and sing it along.**It's a Small World**

It's a world of laughter, a world of tears,¹
 It's a world of hopes and a world of fears²
 There's so much that we share³
 That it's time we're aware⁴ —

It's a small world after all.
 It's a small world after all.
 It's a small, small world.

There's just one moon and one golden sun
 And a smile means friendship to everyone.
 Though the mountains divide and the oceans are wide.
 It's a small world after all.

72. A. A *limerick* is a humorous short poem with five lines, three long and two short ones. Find out where the word *limerick* came from.B. Read these limericks, listen to them,  11, and then draw a picture to illustrate the limerick you like most.

I. There was a Young Lady whose nose
 Was so long that it reached to her toes;
 So she hired⁵ an old lady,
 Whose conduct⁶ was steady
 To carry that wonderful nose.

II. There was an Old Man with a poker,⁷
 Who painted his face with red ochre⁸
 When they said, "You're a Guy!"⁹
 He made no reply,
 But knocked them all down¹⁰ with his poker.

¹ tears — слезы

² fears — страхи

³ There's so much that we share — У нас так много общего

⁴ it's time we're aware — нам пора понять

⁵ hired — наняла

⁶ conduct [kɒndʌkt] — поведение

⁷ poker — кочерга

⁸ ochre [əʊkə] — охра, бурая краска

⁹ guy [gaɪ] — парень

¹⁰ knocked down — свалил, сбил с ног

III. There was an Old Man of the North,
 Who fell into a basin of broth;¹
 But a laudable² cook
 Fished him out with a hook,³
 Which saved that Old Man of the North.

IV. There was an Old Man of the East,
 Who gave all his children a feast;⁴
 But they all ate so much,
 And their conduct was such
 That it killed that Old Man of the East.

73. Did you know that ...

... the shortest sentence in English containing all the 26 letters of the alphabet is “Pack my box with five dozen liquor jugs”?

... there is no word in the English language rhyming with “orange”?

... a *polyglot* is a person speaking or using many languages? One of the famous polyglots was Cardinal Giuseppe Mezzofanti (1774—1849), who used 58 languages, and was familiar with a total of 114 languages and dialects.

... we do not usually know when a new word comes into a language? But we can say that about the word “sputnik”. On the third of October 1957 the word was unknown. By the evening of the 4th of October, it had entered hundreds of languages.

Home Reading Lessons 2, 3

¹ basin of broth — большая миска/таз бульона

² laudable [ləʊdəbl] — достойный

³ hook — крюк

⁴ feast [fεst] — пир

**UNIT**

ME AND MY WORLD

- FAMILY
- FRIENDS
- HOBBIES AND PASTIMES
- TRADITIONS
- LIKES AND DISLIKES
- BIOGRAPHY

Revision

1. Answer these questions.

1. What can you tell a stranger¹ about yourself? 2. What three things do you think are the most important about you? 3. How big is your family? Are you good friends? What do you like doing together? Have you got any family traditions? What are they? 4. How many friends have you got? Have you got any really close² friends? Are they your classmates? Do you share³ any interests? Do you spend much time together? Where do you go and what do you do? 5. What are the three things that you enjoy doing most of all and the three things that you hate doing?

2. A. Turn the notes into questions and interview one of your classmates.

1. what / your / full name?
2. where / you / born?
3. when / you / born?
4. where / you / live?
5. how long / you / live there?
6. you / have / brothers / sisters?
7. they / younger / older?
8. what / you / do / free time?
9. you / be / other towns / countries?
10. you / have / holidays / in summer?



¹ a stranger ['streɪndʒə] — незнакомец

² close [klaʊs] — близкий

³ to share — разделять, делить

11. how long / you / study English?

12. you / speak / other languages?

13. what / you / enjoy doing in English?

14. what / you / want to do after you leave school?

15. what / be / your dream

B. Tell the class what you have found out about each other.

3. Look at the phrases in the boxes and make up short dialogues to discuss: a) *weather*, b) *clothes*, c) *food*, d) *sports*, e) *films*, f) *TV programmes*, g) *books*, h) *school subjects*.

Model dialogue: A: *Do you like sunny hot weather?*

B: *No, I don't. I hate it when it's hot outdoors.*

A: *Why don't you like it? Most people enjoy such weather.*

B: *Not me. I can't stand it when my T-shirt gets wet, when it's hard to breathe. Yesterday I couldn't even bring an ice cream home from the shop. It melted on the way.*

How do you like it (when) ...?	I like it a lot (very much) ...	(I'm afraid) I don't like it
How do you want your ...?	I like it when ...	I don't like it a bit
What do you prefer ...?	I like it how ...	I don't like it at all
Do you really like it ...?	I love it ...	I hate it
Is this OK (all right) ...?	I prefer ... to ...	I can't stand it
What do you feel about ... (doing something)?	I would like ... (doing something)	I feel/don't feel like ... (doing something)

4. There are so many things to do. Say which of the activities you a) *enjoy*, b) *hate* and explain why.

1. working on the computer

2. doing the sights of a city

3. playing musical instruments

4. roller-skating/skateboarding

5. going out with friends

6. going to the museums

7. shopping

8. gardening

9. cooking

10. fishing

UNIT 3

- | | |
|---------------------------|-------------------------|
| 11. travelling | 16. doing crosswords |
| 12. keeping pets | 17. taking photographs |
| 13. reading books | 18. going to a disco |
| 14. camping out in a tent | 19. watching videos |
| 15. practising sports | 20. writing poems, etc. |

5. Say which of the activities in Ex. 4 are:

- | | |
|----------------------------------|--|
| a) more popular/less popular | d) more suitable for young people/for older people |
| b) more exciting/less exciting | e) the most interesting/the least interesting |
| c) more expensive/less expensive | f) old-fashioned/up-to-date |

6. Look at the table to remember how to form and use *perfect tenses*. Give examples of your own to illustrate each formula.

The Present Perfect Tense	The Past Perfect Tense
just, yet, already, ever, never, lately, recently, today, this week, this month, etc.	1) by ... o'clock, by the summer, by that time 2) after ... , ... before ... , ... when ...
+/-	
I, we, you, they have/haven't + V₃	had/hadn't + V ₃
he, she, it has/hasn't + V₃	
He has already come. They have not done it yet.	He had finished it by three. We hadn't cleaned the room before Daddy came.
?	
have I, we, you, they V₃ (yet)	had I, we, you, they, he, she, it V₃
has he, she, it V₃ (yet)	
Have you seen it yet?	Had she left when you came?

7. Open the brackets to make the sentences complete.**A. Past indefinite or present perfect?**

1. Nancy (travel) a lot. She (be) to many countries. Last year she (visit) Greece. 2. Hello, Pat! I'm glad to see you in Oxford again. How long you (be) here? When you (arrive)? 3. When you first (meet) your teacher? How old you (be) then? How many years you (know) him already? 4. You ever (taste) any tropical fruit? Where you (eat) it? You (like) it? 5. — Helen (write) the letter yet? — No, she She (begin) doing it only ten minutes ago. 6. She says she always (want) to come to Australia. Now she is happy, she (be) here since Thursday. 7. Kate (not, type) all the letters. She (type) three of them yesterday. But she (not, do) anything today. 8. Uncle Tom never (fly) in his life. But the other day he (make up) his mind to take a flight to America.

B. Present perfect or past perfect?

1. a) I phoned Mr Williams to find out if Pat (go) away. He was not sure. b) Wait, I'll go and see if she (go) out. 2. a) Look at this house. I (live) here for 12 years and I am moving to another one next week. b) I (live) in a small cottage for 12 years before my family moved to town. 3. a) Jack (play) tennis three times this week. He said he (not, play) tennis a week before. 4. Alan (see) a lot of Alexandra recently. 5. I often (wonder) how he earns his living. 6. She told me she (work) in England before. 7. When I arrived at the country house I realized I (lose) the keys. 8. "John (telephone) yet?" she asked entering the house, but her brother said he didn't know if John (telephone).

8. Join the beginnings and ends to get the sentences that make sense:

1. After William had read four detective stories
2. When Bill had learnt the last idiom
3. When Charlie had finished painting
4. After John had practised driving the car
5. After he had written out all the unknown words

- a) he felt he could take no more.
- b) he decided to give his picture to the school museum.
- c) he understood he would never pass the driving test.
- d) he started to learn them.
- e) he thought he could solve any mystery himself.

9. Make one sentence instead of two using *when* or *after*.

1. Joe did all the shopping. Then he went to the café for a cup of coffee. 2. Max looked through the three dictionaries he had. Then he found the word he was looking for. 3. Ron wrote three letters. Then he posted them. 4. Jane told her granny about everything. Then she felt much happier. 5. Bill finished learning the sonnet by heart. Then he watched television for an hour or so. 6. Edward bought Christmas presents for everyone in his family. Then he bought a camera for himself as well.

10. Express the same in English.

1. Мой новый друг спросил, откуда я родом. 2. Мы не знали, где родилась наша бабушка. 3. Что ты выяснил о его семье? Когда они переехали в наш город? 4. Где ты был все это время? 5. Джейн спросила своего младшего брата, где он был. 6. Когда мы жили за городом, мы с удовольствием (to enjoy) удили рыбу. 7. Я не знала, что Ник любит спать на открытом воздухе. 8. — Где Питер? — Он ушел погулять с собакой. 9. К тому моменту, когда мама вернулась, мы уже выучили все новые слова. 10. Он сказал, что не справится с этим заданием.

11. Look through the dialogue. Change it into the reported speech and then read it aloud.

Tolya: We had a grammar class yesterday. We discussed the use of articles in English.

Vera: No wonder. They are the shortest and yet the most difficult words in English.

Tolya: I don't think all English people understand how they should use articles.

Vera: Neither do I. In many cases they are a complete mystery. Do you think one can realize the difference between the articles? Is it possible to learn how to use them?

Tolya: I am not quite sure. Our teacher says it is. We should simply have more grammar drills.

Vera: Will they really help? And then they are so boring!

Tolya: Don't lose hope. Let's hope for the best.

12. Remember the new language of Unit 2 and do these tasks.**A. Find the words and word combinations which mean almost the same as:**

A vocabulary, a translator, a native language, nearly, to go out of the room, to run away, to start work, to drill, to understand.

B. Ask for more information.

1. He memorized it. 2. They disappointed him. 3. She practised it.

C. Think of the correct way to express the same in Russian.

to live in complete isolation, the foundations of the town, the boy was helpful, reading is helpful, a grammar drill, to be out of practice, practice makes perfect, to be related to the problem, a man of average height [hæɪt], to realize one's dream

13. Look at the pairs of words. In each pair there is a word you know. Read the sentences below and guess what the other word in each pair means.

- | | |
|---------------------|--------------------------|
| 1. tasty — to taste | 5. doubt — to doubt |
| 2. tasty — taste | 6. education — educated |
| 3. dirty — dirt | 7. childhood — boyhood |
| 4. wood — woody | 8. comfortable — comfort |

1. Will you taste the soup to see if it has enough salt? I can taste onions in it.
2. I like the taste of chocolate.
3. The farmer came back from the fields with dirt on his boots.
4. There was a woody valley not far from the cottage where we lived.
5. I have never doubted his honesty.
6. John has deep knowledge. He is a well educated man.
7. He had a happy boyhood in the country.
8. Comforts are things which are not necessary but which make your life easier and more pleasant. Fiona [fɪ'əʊnə] didn't earn enough money to get the comforts she needed.
9. Sugar tastes sweet and lemon tastes sour.

14. A. Read the words in transcription.

[mə'leɪzɪə]	['kænədə]	[bə'hə:məz]
[gə:nə]	[nju: 'zi:lənd]	[,pə:kɪ'stə:n]
[ba:'beɪdəʊs]	[sauθ 'æfrɪkə]	[,greɪt 'brɪtn]

B. Listen to the tape,  12, and check your reading.**15. Fiona doesn't know how to spell the plural of these words. Can you help her?**

- 1) a video — 2) a zoo — 3) a tooth — 4) a deer — 5) a potato — 6) a fish — 7) a woman — 8) a mouse — 9) a roof — 10) a hero — 11) a dodo — 12) a leaf — 13) a ski — 14) a comedy —

Reading for Information

16. Read the text once very attentively and try to understand and remember as much as you can.

Great Britain: a Country of Traditions

Just like families have their own traditions so do countries. It's common knowledge that the British are lovers of traditions. In a whole year, each season in Britain is connected with various colourful traditions, customs and festivals.

Spring



St David's Day. March 1st is a very important day for Welsh people. It's St David's Day. He is the "patron" or national saint of Wales. On March 1st, the Welsh celebrate St David's Day and wear daffodils in the buttonholes ['bʌtnhəʊlz] of their coats or jackets.

May Day. May 1st was an important day in the Middle Ages, the celebration of summer's beginning. For that day people decorated houses and streets with branches of trees and flowers. In the very early morning young girls went to the fields and washed their faces with dew [dju:]. They believed this made them beautiful for a year after that. Also on May Day the young men of each village tried to win prizes with their bows and arrows. People put a striped maypole decorated with flowers and danced round it. Some English villages still have maypole dancing on May 1st.



Summer



The Trooping of the Colour. The Queen is the only person in Britain with two birthdays. Her real birthday is on April 21st, but she has an "official" birthday, too. That's on the second Saturday in June. And on the Queen's official birthday, there is a traditional ceremony called the Trooping of the Colour. It's a big parade [pə'reɪd] with brass [bra:s] bands and hundreds of soldiers at Horse Guards'

Parade in London. The Queen's soldiers, the Guards, accompany her. At the front of the parade is the flag or "colour". The Guards are trooping the colour. Thousands of Londoners and visitors watch Horse Guards' Parade. And millions of people at home watch it on television.



young swans and marks the royal ones. The name of this custom is Swan Upping.

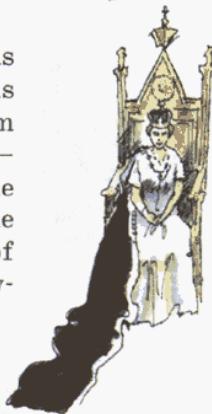
Swan Upping. Here's a very different royal tradition. On the River Thames there are hundreds of swans. A lot of these beautiful white birds belong, traditionally, to the King or Queen. In July the young swans on the Thames are about two months old. Then the Queen's swan keeper goes, in a boat, from London Bridge to Henley.¹ He looks at all the



Highland Games. In summer Scottish people traditionally meet together for competitions called Highland Games. After Queen Victoria visited the games at Braemar [breɪ'ma:] in 1848, the Braemar games became the most famous tradition in Scotland. Today thousands of visitors come to see sports like tossing the caber² (when a tall pole is thrown into the air as a test of strength) or throwing the hammer. The games always include Scottish dancing and bagpipe music.

Autumn

The State Opening of Parliament. Parliament controls modern Britain. But traditionally the Queen opens Parliament every autumn. She travels from Buckingham Palace to the Houses of Parliament in a gold carriage — the Irish State Coach. At the Houses of Parliament the Queen sits on a throne in the House of Lords. Then she reads the Queen's Speech. At the State Opening of Parliament the Queen wears a crown and the crown jewels.



¹ Henley — a town on the Thames

² to toss the caber — бросать бревно (спортивное состязание)

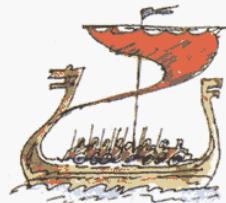


Guy Fawkes Day. November 5th is Guy Fawkes Day in Britain. All over the country people build wood fires, or “bonfires”, in their gardens. On top of each bonfire is a guy.¹ That is a figure of Guy Fawkes. He was one of a band of conspirators [kən'spirətəz] who wanted to blow up the Houses of Parliament and kill King James I and his ministers. However, the plot failed, Fawkes was caught on the 5th of November 1605. The conspirators were executed and Britain has celebrated Guy Fawkes night since then. Before November 5th, children use their guys to make money. They stand in the street and shout “Penny for the guy”. Then they spend the money on fireworks.

Winter

Up-Helly-Aa. The Shetland Islands are north of Scotland. In the ninth century the Vikings ['vaɪkɪŋz] from Norway came to the Shetlands. They came to Britain in ships and took away gold, animals and sometimes people.

Now, 1000 years later, people in the Shetlands remember the Vikings with the festival, which they call “Up-Helly-Aa”. Every winter people of Lerwick, the capital of the Shetland Islands, make a model of a Viking longship with the head of a dragon at the front. Then, on Up-Helly-Aa night in January, the Shetlanders dress in Viking costumes and carry the ship through the town to the sea and burn it there. The festival is a party for the people of the Shetland Islands.



Carol Singing. Originally, carols were songs performed with dancing at Christmas and other festivals. They were often sung outside houses by fantastically-dressed actors called Mummers. Many of today’s carols have been written since the 19th century as Christmas hymns celebrating the birth of Jesus Christ [,dʒi:zəs 'kraɪst].

17. Now that you've read the text once match the names of the traditions with the season of the year.

Winter	St David's Day
Spring	Swan Upping
Summer	Carol Singing
Autumn	Up-Helly-Aa
	Guy Fawkes Day
	The State Opening of Parliament
	The Trooping of the Colour
	Highland Games
	May Day

18. Read the text again for more detailed information and say which of the two is right.

1. The Shetlanders build a ... a Viking longship and then burn it.
a) real b) model of
2. St David's Day is an important day for ... people.
a) Welsh b) Scottish
3. In the past on May Day young ... went to the fields and washed their faces with dew.
a) men b) girls
4. On the day of Trooping the Colour the Queen's soldiers, ..., march in front of her.
a) the Guards b) the troopers
5. On the day of Swan Upping the Queen's swan keeper marks ... swans.
a) young b) old
6. At Highland Games you can see
a) only sports competitions
b) sports competitions and dancing
7. During the State Opening of Parliament the Queen sits on a throne in
a) the House of Commons
b) the House of Lords
8. Guy Fawkes was ... of King James I.
a) a minister b) an enemy
9. Carols are often sung ... houses.
a) outside b) inside

New language**Grammar Section****The Future Perfect Tense**

by this time		
+/-		
I, we	will (won't) / shall (shan't)	have + V ₃
he, she, you, they	will (won't)	have + V ₃
?		
will / shall	I, we	have + V ₃
will	he, she, you, they	have + V ₃
<p>When we see you next week, we'll have bought a new car. I am sure John won't have read "War and Peace" by the end of the year. Will Nick have finished this work before you leave?</p>		

19. Open the brackets to make the sentences complete. Use **the future perfect tense**.

1. By half past eight they (not, have) supper yet.
2. The birds (fly) away before winter comes.
3. In five years' time we (finish) school.
4. By this time next week Jack (take) his exam.
5. I hope it (stop) raining before we have to go.
6. I don't think my parents (buy) a computer by the end of the week.
7. George (not, memorize) all the idioms by Friday.
8. The Rogers (finish) building their new cottage before summer.
9. The party (not, start) before we get there.
10. He (not, come) back by supper time.

20. A. Look at this page from Tony's personal organizer and say what he will have done by the end of the week.

Monday-Call Jack, tell him about Sam's letter.	Sunday-Mum's birthday.
Tuesday-Write to Sam.	
Wednesday-Take the clothes to the cleaner's.	
Thursday-Cut the grass.	
Friday- Shopping for food.	
Saturday- Tennis at 11 a.m. Buy a present. Mum's birthday on Sunday.	

- B. Name 3-5 things that you will have done by the end of this week.

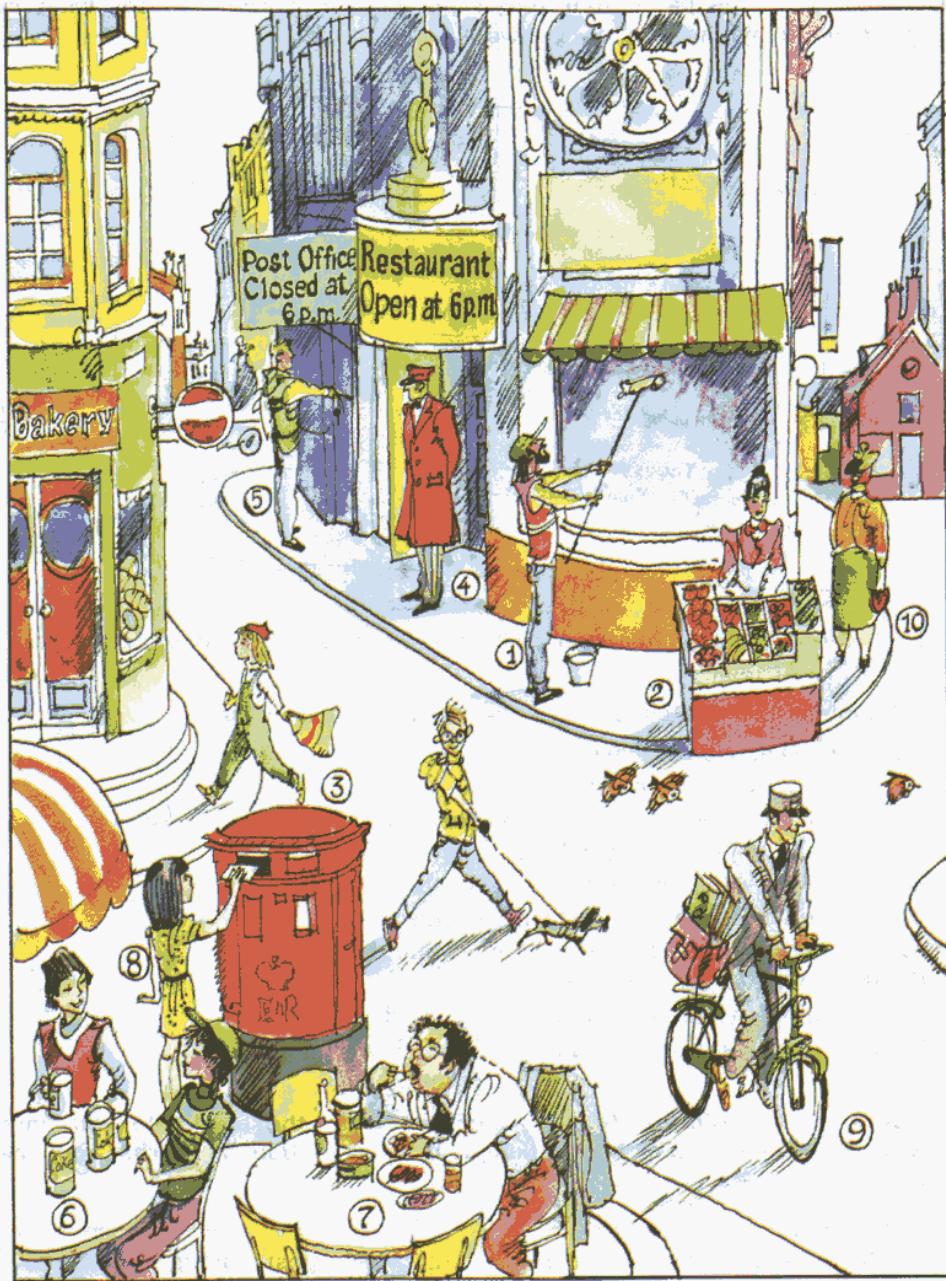
21. Complete the sentences, use *the future perfect tense*.

Example: *Don't worry we... / Don't worry we will have finished the work by Friday.*

- When we meet on Saturday they ...
- By this time next week ...
- By seven o'clock we'll already ...
- When the class is over the pupils ...
- By the end of the month everyone ...
- If you give us a chance we ...
- I promise that by the end of the day I ...
- The book is not so long, I think I ...

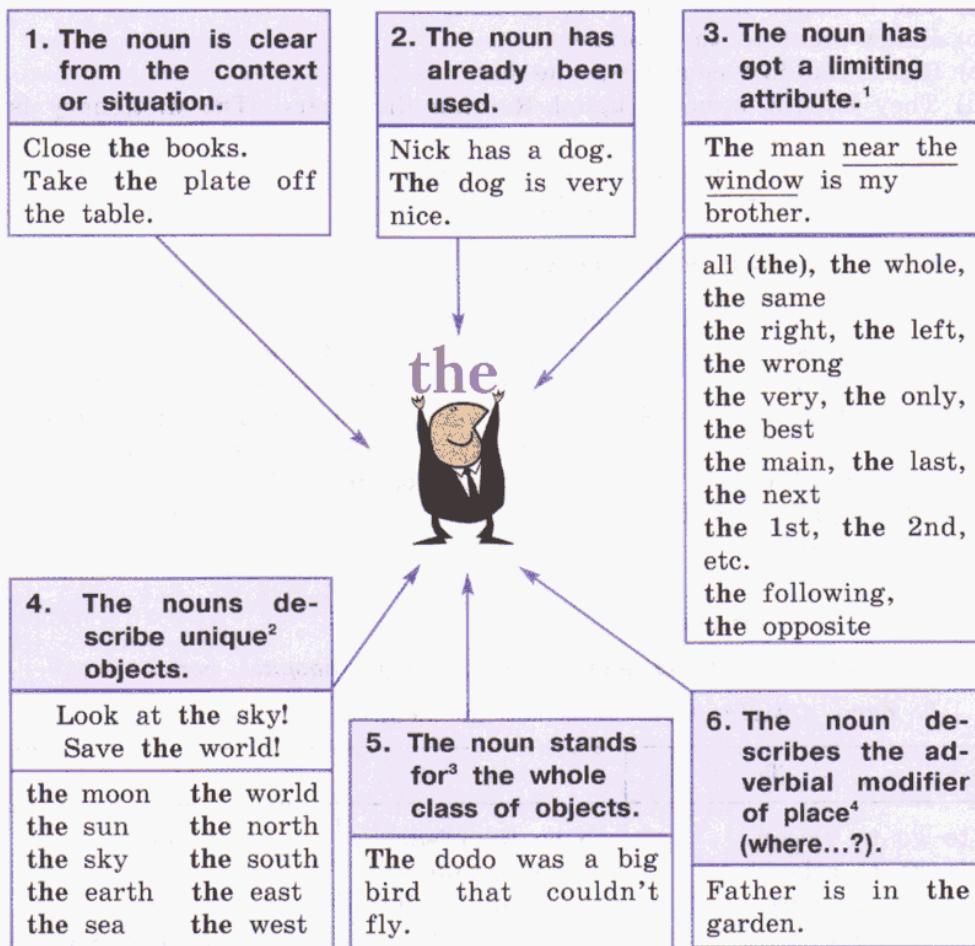
22. Look at the picture (p. 74) and say what these people will have done by six o'clock when the working day is over. Use the verbs from the box.

clean, sell, buy, open, shut, drink, eat, post, bring, come



23. Study the table.

The Definite Article

¹ a limiting attribute [ˈlɪmitɪŋ ˈætribjʊ:t] — уточняющее определение² unique [juˈnɪk] — уникальный, единственный в своем роде³ to stand for — употребляться вместо⁴ an adverbial [əd'vɜ:bɪəl] modifier ['mɒdɪfɪər] of place — обстоятельство места

24. A. Match the rules (1, 2, 3, 4, 5, 6) in the table with these sentences to explain the use of the article.

- a) The anteater is a primitive animal.
- b) Henry went to the library.
- c) Robin couldn't cope with the last text.
- d) They bought a new English-Russian dictionary. The dictionary is very expensive.
- e) The idiom was not easy to memorize.
- f) They live in the north of England.

B. Put in articles where necessary.

1. What is ... difference between ... opera and ... operetta?
2. English is ... global language nowadays.
3. What ... interesting periodicals!
4. ... Indian elephant is ... endangered animal.
5. Will ... mystery of Loch Ness Monster be ever discovered?
6. Each child got ... sweet.
7. Put on ... clean shirt, Alec!
8. ... sun is shining so brightly but there are ... clouds in ... sky.
9. — Where are ... potatoes I bought yesterday? — I put them in ... fridge.
10. Have you done ... exercises yet, Mary?

25. Read and remember.

Articles with the nouns school, college, hospital, bed ...

1. **Zero article.** Here these words mean an *activity*.

To	In / At	At
to go to prison	to be in prison	to be at school
to go to school	to be in church	to be at church
to go to church	to be in hospital	to be at college
to go to college	to be in bed	to be at university
to go to hospital	to be in space	to be at work
to go to university		
to go to bed		
to go to work		
to go to space		
Also! to start/finish work, to watch television		

2. *The/A (An)*. Here these words mean *buildings, specific objects or places*.

We need a **home** for this little dog.

Yesterday my mother went to the **school** to talk to my teacher.

There's going to be a big party in the **college (university)**.

Nancy works in a **hospital**.

There were a lot of police at the **prison**.

Tourists often come to look at the **church**.

Lie down on the **bed** and let the doctor examine you.

Thank you for the **work** you have done.

Turn on the **television**, please, I'd like to see my favourite film.

We planted some trees in the **space** between the houses.

Also!

- 1) to watch the **telly**
- 2) to listen to the **radio**
- 3) to hear something on the **radio**

26. Open the brackets and complete the sentences.

1. If the patient doesn't get better, he'll have to go to (—/the) hospital. 2. What's on (—/the) television tonight? 3. Would you like to go to (—/the) university with me to listen to Mr Robertson's lecture? 4. I've just heard on (—/the) radio that Russian cosmonauts are in (—/the) space. 5. My father started learning English when he was at (—/the) school. 6. The king's orders were to take the young man to (—/the) prison. 7. Mother was very angry when she found our cat Milly sleeping on (—/the) bed. 8. (—/the) space between the wall and the table is not enough for this big grandfather's clock. 9. Dr Clark works in (—/the) hospital where I spent three weeks last year. 10. We thought it would be nice to take our English friends to (—/the) new Church of Christ the Saviour.¹

27. Some of these sentences are not grammatical because they have no articles. Use the right articles in the right places to get correct sentences.

1. What big college! It has thousand students. Ben is planning to go to college as soon as he finishes school. College that my brother goes to trains managers.

¹ the Church of Christ the Saviour ['kraɪst ðə 'seɪvə] — храм Христа Спасителя

2. On Sundays we often watch television together. We have just bought new television, it's biggest television I've ever seen. Turn off television: it's past your bedtime.
3. Poor man, he hasn't got home and he hasn't got family. Come at any time, I'll be at home. This house is best home for them, I'm sure they'll be very happy here.
4. Look at hospital! Can you see man at window on ground floor? After his third day at hospital Victor felt much better. I'd like to be nurse and work in big hospital.
5. At what age do English children go to school? School I go to is not far from my house. — What's this red brick building? — It's school.

Vocabulary Section

SOCIAL ENGLISH

28. A. Learn to give your opinion and discuss things. Listen to them and repeat them after the announcer,  13.

I think (that) ...	As I see it ...	If you ask me ...
I guess (that) ...	My view [vju:] is that ...	I'd say that ...
I suppose (that) ...	My opinion is that ...	In my view ...
I feel (that) ...	The point is that ...	In my opinion ...

I'd rather not say anything about it.

B. When you agree or disagree with somebody (or something) you may find these phrases helpful. Repeat them after the announcer,  13.

You agree	You're not sure	You disagree
Just so.	Yes, but	On the contrary! ¹
I quite agree here.	On the other hand	Certainly not.
Certainly.	I'm afraid	Don't be so silly!
Sure.	I don't agree.	Just the other way round. ²
Exactly.	I don't think	round.

¹ on the contrary ['kontrəri] — наоборот

² just the other way round — как раз напротив

I should think so.	I can't agree
That's just what	with you there.
I was thinking.	I'm not so sure.

29. Change the sentences and use other ways of saying *I think*.

Example: *I think English is the most popular foreign language in schools at the moment.*

My view is that English is the most popular foreign language in schools at the moment.

1. I think shopping for food is boring.
2. I think there are few good shows on television.
3. I think the climate is changing very quickly.
4. I think reading books is enjoyable.
5. I think stories with a happy ending are better than stories with a bad ending.
6. I think all people should be friends.
7. I think translating from Russian into English is difficult.
8. I think ice hockey is not a good sport for girls.
9. I think pollution is one of the greatest problems today.
10. I think pupils should be given a chance to choose the school subjects they want to do.

30. Here are some opinions. Say what you feel about them (agree or disagree).

1. The New Year is the very best holiday.
2. English is a very easy language to learn.
3. Every pupil should learn Latin or Greek at school.
4. I would like to have a computer in every classroom.
5. I believe that having ten lessons a day is just right for students.
6. School holidays should be far longer than they are.
7. All pupils should get free meals at school.
8. Every student should wear a uniform.

PHRASAL VERBS

to turn

1. **to turn around** — *поворнуться, обернуться*
Walk along the road and **don't turn around**.

2. to turn out — *оказаться*

It **turned out** that all the children liked the idea of going on a trip.

The comedy **turned out** to be very funny.

3. to turn over — *перевернуть(ся)*

Turn the pancake **over**, please: I smell it burning.

4. to turn up — *появиться, очутиться*

Soon after the bell he **turned up** in the doorway of our classroom.

5. to turn into — *превратиться (в ...)*

In the winter, the water **turned into** ice.

6. to turn inside out — *вывернуть наизнанку*

He **turned** his sweater **inside out** to show me the labels.

7. to turn upside down — *перевернуть вверх тормашками (вверх ногами)*

She **turned** her room **upside down** looking for her watch.

8. to turn up — *сделать громче* to turn on — *включить*

to turn down — *сделать тише* to turn off — *выключить*

Please **turn off** the radio or at least **turn it down**: I'm trying to sleep.

Turn up the television, I can't hear anything.

Turn off the light.

31. Complete the sentences, be sure that they make sense.

1. Give him his letter if he turns 2. I turned ... and saw Mary's face in a window. 3. "I'll turn you ... a frog!" said the Witch to the Prince. 4. He turned the whole house ... trying to find some up-to-date information on computers. 5. He couldn't sleep but just

turned ... in his bed till 6 o'clock in the morning. 6. Charles turned ... to be a very good friend; he was really very helpful when I was in trouble. 7. The wind was so strong that it turned our umbrellas 8. Will you turn the television ... : I have a problem hearing what mother is saying. 9. In a few seconds six white mice turned ... six beautiful horses. 10. Elizabeth was turning ... the pages of her book without reading.

32. Express the same in English.

1. Оказалось, что Джон был весьма грубым мальчиком. 2. Во многих сказках злые ведьмы превращают людей в животных. 3. Поверни три страницы, и ты увидишь картинку, которую ты ищешь. 4. Том вывернул карманы наизнанку, но не нашел ни одного цента. 5. Он появился в самом конце вечеринки и сразу попросил чашку чая и кусок пирога. 6. А теперь выключите магнитофоны и запишите то, что вы слышали. 7. Оказалось, что практиковаться в игре на фортепиано не всегда интересно. 8. Мне бы хотелось, чтобы ты сделал звук телевизора потише. 9. Мы обернулись и были очень разочарованы, когда увидели, что наши друзья не вышли из дома, чтобы попрощаться. 10. Оказывается, что английский язык позаимствовал гораздо больше слов из других языков, чем немецкий и французский.

NEW WORDS TO LEARN

33. A. Read and guess what the words in bold type mean.

The child opened his eyes and said **sleepily** "Good morning".

Let's put our best **tablecloth** on the table today: it's mother's birthday. The new plates looked nice when we put them on the white **tablecloth**.

A **plateful** of food is the food that is on a plate and fills it. There was a **plateful** of sandwiches on the table.

This novel was turned into a TV **serial** [sɪəriəl].

B. Look the words up and make sure that you have guessed right.

34. Read the words, look them up and study the word combinations and sentences to show how to use them.

a **candle** [kændl] (*n*): a tall candle, a beautiful candle, to blow out a candle. When do you use candles? Try to blow out all the candles on your birthday cake. The game is not worth the candle. A **can-**

dlestick ['kændlstɪk]: unusual candlesticks. On the table there were three candles in tall candlesticks.

light [laɪt] (*n, uncount.*): daylight, sunlight, moonlight, candlelight, in the light of. The sun gives us heat and light. I could see very little in the light of my candles.

a **light/lights**: a burning light, the lights of the city, to turn on/off the light. She went into her daughter's room and turned on the light. There was a bright light in the middle of the ceiling.

light (*adj*): 1. (*not heavy*) She wore only a light dress and sandals. Stone is heavy, but paper is light.

2. (*not dark*) Wake up! It's light already. What a nice and light classroom! Do you prefer light colours for your summer clothes?

to **light** (**lit, lit/lighted, lighted**) (*v*): Let's light a candle and put it in the middle of the table. Suddenly all the lights on the New Year tree lit up.

cheerful [tʃɪəfʊl] (*adj*): a cheerful smile, a cheerful look, a cheerful place, cheerful colours. 'Cheerful' means happy and joyful.

cheerfully [tʃɪəfʊli] (*adv*): to say sth cheerfully, to laugh cheerfully. She smiled cheerfully at everybody. He greeted us cheerfully.

to **pull** [pʊl] (*v*): to pull hard, to pull the door, to pull out a tooth, to pull smb's hair, to pull sth out of the river. The horse was pulling the heavy sledge along the road. The little boy pulled the toy train along behind her.

to **push** [pʊʃ] (*v*): to push a button, to push the door, to push the doorbell, to push one's way through. I pushed the button that locked the door. The children were pushing each other into the water. I pushed my way through the crowd of people.

to **struggle** ['strægl] (*v*): to struggle with someone, to struggle for independence, to struggle to do something. I'm afraid I'm not ready yet, I'm still struggling with the last sentence. Are the people on the screen struggling for the revolver?

a **struggle** (*n*): in the struggle, the struggle for life. What do you know about the struggle of Russian people during the Second World War? Reading is a struggle for some children.

to **wind** [waɪnd] (**wound** [waʊnd], **wound**) (*v*): to wind a toy, to wind a clock/a watch. The river winds through the town. Does the road wind through the wood? It was cold so she wound a scarf round

her neck. Don't forget to wind the alarm clock before you go to bed. To unwind.

winding (*adj*): a winding river. It was fun to walk together along the winding path among the trees.

to share [ʃeə] (*v*): to share sth with smb. Do you share your bedroom with your sister? Share this bag of sweets with your friends.

to regret [rɪ'gret] (**regretted**) (*v*): 'To regret' means to feel sorry. Does John regret that he was rude to Jane?

regretful [rɪ'gretfʊl] (*adj*): a regretful look, a regretful smile, to be regretful about something. I'm very regretful about what happened.

regretfully [rɪ'gretfʊlɪ] (*adv*): He looked at me regretfully and shook his head.

to bounce [baʊns] (*v*): to bounce a ball, to bounce from one thing to another. The ball bounced to my right and I couldn't catch it. He bounced the ball before throwing it into the basket. He bounced from one film to another trying to see all he could.

bouncy ['baʊnsɪ] (*adj*): A person or animal that is bouncy has lots of energy and is very lively and enthusiastic. The puppies looked healthy and bouncy.

to knock [nɒk] (*v*): to knock on/at a door or a window. In the middle of the night somebody knocked on the window.

a bowl [bəʊl] (*n*): a big bowl, a salad bowl, a cereal bowl, a bowl of fruit. I need a big bowl to mix the salad. His breakfast consisted of a bowl of cornflakes and a cheese sandwich.

close [kləʊs] (*adj*): 1. a close friend, a close relative, to be close by, to be close to sth. She did not have many close friends. The church is close to the shop. The shop was quite close by so it didn't take us long to get there.

2. Why don't you keep this dictionary close at hand? You may find it helpful.

to repair [rɪ'peə] (*v*): to repair a house, to repair a car, to repair a radio. Can you repair my watch?

firm [fɜ:m] (*adj*): a firm bed, a firm decision, firm views. I don't think that chair is firm enough to stand on. Do you prefer to sleep on a firm bed or on a soft one? Is it your firm decision to leave tonight? Their views on politics are firm.

firmly (adv): Could you close the door firmly? Hold me firmly by the hand.

35. Match the words with their definitions.

- | | |
|----------------|--|
| 1. to light | a) to move something strongly towards yourself |
| 2. to knock | b) to go round |
| 3. to pull | c) to make a noise by striking something |
| 4. to push | d) to move something strongly away from yourself |
| 5. to struggle | e) to jump like a ball |
| 6. to wind | f) to fight |
| 7. to bounce | g) to make something start to burn or shine |

36. Name 3-5 things that can be: *close*, *firm*, *light* (2 meanings), *bouncy*, *regretful*, *cheerful*, *sleepy*.

37. Add as many nouns as you can to each line:

- | | |
|-------------------------------------|---------------------------|
| 1. to repair a washing machine, ... | 2. to push a sledge, ... |
| 3. to pull a toy train, ... | 4. to share a flat, ... |
| 5. to struggle with a thief, ... | 6. to wind a toy car, ... |
| 7. to wind through the field, ... | 8. to light a fire, ... |

38. Complete these sentences with the missing words where necessary.

1. On his desert island Robinson Crusoe had to struggle ... his life.
2. The wind blew ... the candle and we found ourselves in the dark.
3. Sam smiled ... us so cheerfully, that we all smiled back.
4. Just push ... the door and it will open.
5. Americans had to struggle ... their independence ... Britain.
6. This river winds ... the forest.
7. Hold me firmly ... the hand: you can get lost in the crowd.
8. Can you hear a noise? I think someone is knocking ... the window.
9. Is there a bank close ... your house?
10. I'm so hungry I could eat a whole bowl ... porridge.

39. Express the same in English.

Белая скатерть, тянуть за собой санки, взглянуть на кого-то с сожалением, свеча в красивом высоком подсвечнике, жесткая постель, полные энергии ребяташки, миска супа, зажечь свечи, твердые взгляды, яркий свет, вести мяч (в баскетболе), нажать на кнопку дверного звонка, выключить свет, веселые расцветки, метаться от одного к другому, таскать кого-то за волосы, мучиться с заданием, извилистая тропка, бороться за свободу, завести будильник.

Read and compare!***home***

Home is the place where you live and feel that you belong because that is where your family is.

1. These children are in need of a normal **home**.
2. Here we are (at) **home** at last.
3. I want to go **home**.

house

A house is a building in which people live.

1. It takes only 35 minutes from my **house**.
2. John has a **house** in Florida.
3. How many rooms are there in your **house**?

40. Choose the right word: *home* or *house*.

1. Do you live in a ... or a flat? 2. Is he .. yet? 3. He went into the ... and closed the door. 4. A young lady came out of the ... and walked along the street. 5. Nelly is on her way 6. (At) what time do you leave the ... in the morning? 7. I got ... at 5.30 and started to cook at once. 8. We returned ... rather late that night.

41. Express the same in English.

1. Они живут в огромном доме в конце этой улицы. 2. Когда ты обычно приходишь домой? 3. «Кто-нибудь есть дома?» — спросила девочка, когда она вошла в дом. 4. По обеим сторонам улицы тянулись (to be lined with) необычные дома. 5. Пора идти домой. Уже поздно. 6. Это их дом?

Read and compare!***to go to sleep***

1. He went to bed and tried **to go to sleep**.
2. I usually **go to sleep** at about 10.30.
3. “**Go to sleep** now,” said the mother to the child.

to fall asleep

1. He went to bed but didn't **fall asleep**.
2. I was so tired that I **fell asleep** in the armchair.
3. She usually reads magazines before she **falls asleep**.

We can't make ourselves **fall asleep** but we can make ourselves **go to sleep**.

42. Say which of the two word combinations or both you would use in these sentences.

1. I'm tired, I'm going to bed. I think I'll ... at once.
2. I said to myself, "... ! ... ! ... !" but I couldn't.
3. I usually ... at ten o'clock.

43. A. If a *plateful* means *полная тарелка* what can these words mean?

a handful, a cupful, a glassful, a spoonful, a teaspoonful,
a mouthful

B. Choose the right word from the box above to complete the sentences.

1. — How much sugar do you want? — Two ..., please.
2. One ... of coup is just enough for me, thanks.
3. "Look, what I have," said the child and showed me a ... of beautiful stones.
4. You need two ... of flour to make this cake.
5. "Take a ... of this mixture three times a day," said the doctor.

44. A. Read the word combinations and translate them into Russian. Say what structural difference you see between English and Russian phrases. Say what other verbs in English are used in the same structures (see Textbook V, Reference Grammar, § 16).

to sound sad	to sound serious	to look sad	to look serious
to sound happy	to sound fine	to look happy	to look fine

B. Express the same in English.

чувствовать (себя) плохо, звучать громко, пахнуть сладко, выглядеть печально, звучать серьезно, быть горьким на вкус, выглядеть забавно, звучать счастливо

C. Make up your own sentences with these combinations.

45. A. Make sure that you know these words. Listen to the text "The Story Bag",  14.

poisonous ['pɔɪzənəs] — ядовитый

delicious [dɪ'lɪʃəs] — вкусный

couple ['kʌpl] — пара (в т. ч. муж и жена)

sword [sɔ:d] — меч

spiteful ['spaɪtfl] — злой, злобный

B. Answer the questions.

1. What did the boy like to do in his childhood? 2. What did the devoted servant discover while listening to a strange murmuring sound coming from the bag? 3. What did the voices from the story bag speak about? 4. How did the servant save his master? 5. What can happen to stories when they are put away?

C. Explain why:

1) the voices from the story bag discussed the boy's behaviour; 2) the old servant didn't stop the horse and didn't go to pick red berries for the young man; 3) the old servant took a sword and walked into the room in front of his master; 4) stories should be shared.

D. Tell the story to your friends.

Reading for Discussion

46. Read the text. Listen to it carefully,  15, and say what Danny thought of his father.

Danny's Story

(After Roald Dahl)

 When I was four months old, my mother died suddenly and my father was left to look after me all by himself.

I had no brothers or sisters with whom I could share toys or play together. So all my boyhood, from the age of four months on, there were just us two, my father and me. We lived in an old gypsy caravan¹ behind a filling station.² My father owned the filling station and the caravan and a small meadow behind, that was about all he owned in the world and my father struggled to make both ends meet. It was a very small filling station on a small country road with fields and woody hills around it.

While I was still a baby, my father washed me and fed me, changed my diapers³, pushed me in my pram to the doctor and did all the millions of other things a mother normally does for her child. That is



a pram

¹ a gypsy caravan [ˈdʒipsɪ ˈkærəvæn] — цыганский фургон, вагончик, кибитка

² a filling station — автозаправочная станция

³ diapers ['daɪəpəz] AmE (nappies BrE) — пеленки



not an easy task for a man, especially when he has to earn his living at the same time.

But my father didn't mind. He was a cheerful man. I think that he gave me all the love he had felt for my mother when she was alive. We were very close. During my early years, I never had a moment's unhappiness, and here I am on my fifth birthday.

I was now a bouncy little boy as you can see, with dirt and oil all over me, but that was because I spent all day in the workshop¹ helping my father with the cars. The workshop was a stone building. My father built that himself with loving care. "We are engineers, you and I," he used to say firmly to me. "We earn our living by repairing engines² and we can't do good work in a bad workshop." It was a fine workshop, big enough to take one car comfortably.

The caravan was our house and our home. My father said it was at least one hundred and fifty years old. Many gypsy children, he said, had been born in it and had grown up within its wooden walls. In old times it had been pulled by a horse along winding country roads of England. Different people had knocked at its doors, different people had lived in it. But now its best years were over. There was only one room in the caravan, and it wasn't much bigger than a modern bathroom.

Although we had electric lights in the workshop, we were not allowed to have them in the caravan as it was dangerous. So we got our heat and light in the same way as the gypsies had done years ago. There was a wood-burning stove³ that kept us warm in winter and there were candles in candlesticks. I think that the stew⁴ cooked by my father is the best thing I've ever tasted. One plateful was never enough.

For furniture, we had two narrow beds, two chairs and a small table covered with a tablecloth and some bowls, plates, cups, forks and spoons on it. Those were all the home comforts we had. They were all we needed and we never regretted that our caravan was far from a perfect home.

¹ a workshop ['wɜ:kʃɒp] — мастерская

² an engine ['endʒɪn] — мотор, двигатель

³ a stove [stəʊv] — печь

88 ⁴ (a) stew [stju:] — рагу

I really loved living in that gypsy caravan. I loved it particularly in the evenings when I was tucked up in my bed and my father was telling stories. I was happy because I was sure that when I went to sleep my father would still be there, very close to me, sitting in his chair by the fire.

My father, without any doubt, was the most wonderful and exciting father any boy ever had. Here is a picture of him.

You may think, if you don't know him well, that he was a stern and serious man. He wasn't. He was actually full of fun. What made him look so serious and sometimes gloomy¹ was the fact that he never smiled with his mouth. He did it all with his eyes. He had bright blue eyes and when he thought of something funny, you could see a golden light dancing in the middle of each eye. But the mouth never moved. My father was not what you would call an educated man. I doubt he had read many books in his life. But he was an excellent storyteller. He promised to make up a bedtime story for me every time I asked him. He always kept his promise. The best stories were turned into serials and went on many nights running.²



47. Imagine that you are Danny and answer these questions.

1. Where did you spend your early years? 2. How big is your family?
3. Did you have many friends in your boyhood? 4. What is your house like?
5. What is your father like? 6. Where does your father work?
7. It is not comfortable to live in a gypsy caravan, is it?
8. Why is your father so gloomy and serious sometimes?

48. Decide which of the adjectives you can use to describe a) Danny; b) his father.

helpful, active, bouncy, serious, gloomy, cheerful, devoted, loving, caring,³ wonderful, exciting, happy, friendly, quick

49. A. Match the phrases in English and Russian, find and read out the sentences with them in the text.

- | | |
|-------------------|------------------------------|
| 1) to go to sleep | a) сам, без чьей-либо помощи |
| 2) all by himself | b) сводить концы с концами |

¹ gloomy — угрюмый

² running — эд. подряд

³ caring [keərɪŋ] — заботливый

- | | |
|-----------------------------|--|
| 3) to make both ends meet | c) без сомнения |
| 4) with loving care | d) не возражать |
| 5) not to mind something | e) заботливо укрыть кого-либо
одеялом (подоткнуть одеяло) |
| 6) to tuck somebody (up) in | f) заснуть |
| 7) without any doubt | g) с любовью и заботой |

B. Express the same idea using the phrases above.

1. Ann never asked anybody to help her.
2. The family didn't have enough money.
3. It is very difficult to make little Tom go to bed.
4. When I was a little girl, my mother always covered me carefully with my blanket.
5. Jane gave the right answer very quickly. She was sure of it.
6. My mother has nothing against my friends. We always play together in our flat.
7. My parents have always spoken to me in such a way that I was sure they loved me and cared for me.

50. Find in the text and read out the sentences describing the following:

- a) the workshop
- b) the caravan and its history
- c) the furniture and other things they had in the caravan
- d) the father's duties when Danny was a baby
- e) Danny's early years
- f) the way the father looked
- g) Danny's evenings in the caravan with his father

51. Say who in the story:

- 1) lived in the caravan;
- 2) loved living there;
- 3) had lived in the caravan before;
- 4) cooked the stew in Danny's family;
- 5) never was unhappy in his early years;
- 6) repaired cars in the workshop.

52. Say true, false or don't know.

1. Danny's mother died when he was four years of age.
2. There were two deep lakes near the caravan.
3. Danny's father was a cheerful man.
4. Danny's father looked serious.
5. Danny was very unhappy in his early years.
6. Danny helped his father to build the workshop.
7. The gypsy caravan was about fifty years old.
8. The caravan was made of stone.
9. Danny's father never smiled.

Speaking

Discussing the Text

53. These are answers to several questions on the text. Make up the questions.

1. When Danny was four months old. 2. No, he looked after Danny all by himself. 3. No, Danny was an only child in the family. 4. In an old gypsy caravan. 5. He was a cheerful man. 6. One hundred and fifty years old. 7. Particularly in the evenings. 8. We had electric light in the workshop.

54. Explain why:

- 1) There were just two people in Danny's family.
- 2) Danny's father struggled to make both ends meet.
- 3) The life of Danny's father was not easy.
- 4) Danny's father thought they should have a fine workshop.
- 5) Danny had dirt and oil all over him.
- 6) Danny's father often looked serious and gloomy.
- 7) Danny loved his caravan particularly in the evenings.
- 8) Danny called his father "the most wonderful and exciting father any boy ever had".
- 9) They didn't have electric lights in the caravan.

55. Imagine that you are: a) Danny and tell the story of his life; b) Danny's father and speak about Danny's early years and his life in the caravan.

56. Say how you understand Danny's words "*The caravan was our house and our home*" and comment on them.

Discussing the Topic



Your family are probably the most important people in your life. Families consist of parents and children. But we can also say that a family is a group of people consisting of a parent or parents, children and their close relations [rɪ'leɪfɪnz]:

- grandparents
- great-grandparents
- grandchildren (grandsons ['grænsʌnz] and granddaughters)
- cousins

UNIT 3

- aunts
- uncles
- nieces
- nephews
- stepbrothers
- stepsisters and all in-laws ['ɪnlɔ:z]:
 - a mother-in-law ['mʌðərɪnlɔ:]
 - a father-in-law
 - a son-in-law
 - a daughter-in-law
 - a sister-in-law
 - a brother-in-law



Every person goes through different stages in his or her life:

- a new-born baby ['beɪbɪ]
- a baby (an infant)
- a toddler ['tɒdlə]
- a little boy/girl
- a child coming up to school age
- a teenager
- a person coming of age (= is going to be 21 soon)
- a person in his/her midtwenties/thirties, etc.
- an adult ['ædʌlt] (a grown-up)
- a middle-aged person
- a person getting on in years
- a person advanced in years
- an elderly person
- an old age pensioner
- an old man/woman
- a person who is as old as the hills



No matter how old you are your family and your friends support you, encourage [ɪn'kʌrɪdʒ] you in what you do and brighten your life. Good friends are: *helpful, supportive, close, devoted, loyal* ['lɔɪəl] and *reliable* [rɪ'laiəbl].



We often ask each other: "What is he or she like?" and "What does he or she look like?" To the first question you are likely

to say,¹ “He is a very kind man” and to the second question you will probably say, “He is a tall man with black hair and large brown eyes.”



You, your family and friends usually do certain things together, you share likes and dislikes and have much in common. These can be your hobbies and pastimes:

- fishing
- collecting things
- watching TV
- keeping pets
- cooking
- going to a disco (discotheque)
- gardening
- drawing and painting
- travelling
- listening to music
- going in for sport
- playing musical instruments
- playing games
- going to the cinema or theatre
- taking photos
- visiting museums

57. A. Say what the English for these Russian words are.

свекровь (*мать мужа*)

свекор (*отец мужа*)

тесть (*отец жены*)

теща (*мать жены*)

шурин (*братья жены*)

деверь (*братья мужа*)

сноха (*жена сына по отношению к его отцу*)

золовка (*сестра мужа*)

невестка (*жена брата или жена сына или замужняя женщина по отношению к родным ее мужа*)

B. Name all the relatives that your mother and your father have. Say how you can describe their age.

C. Describe one of your relatives. Say what he is like and what he looks like.

58. Say how people can describe your age when you are:

three months old

two years old

four years old

¹ you are likely to say — ты скорее ответишь

thirteen years old
thirty-five years old
forty-seven years old
ninety-eight years old

59. Think of the qualities¹ that make a good parent and a good child. Compare your lists. Decide which of these qualities are more important and less important.

- a) A good parent is someone who:
 - thinks about the child's safety²
 - talks to the child
 - ...

 - b) A good child (son or daughter) is someone who:
 - has good manners
 - helps about the house
 - ...
- 60. Answer the questions about yourselves, your families and friends.**
1. What is better: to have a small family or a big family with a lot of children and other relations? Why?
 2. What is your family like? Have you got any brothers or sisters? Are you good friends with them?
 3. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?
 4. What is an ideal family as you see it?
 5. What are your family's favourite pastimes? What do you like to do together?
 6. Do your parents know your friends and do you know theirs? Is it important that you should know each other's friends? Why?
 7. Do you have any good friends? What are they like? What do they look like?
 8. Why is it good to have friends?
 9. Do friends always have much in common? Is it important in friendship?
 10. Can girls and boys be good friends? Why? Why not?
 11. Are you a good friend? What do you do to be a good friend?

¹ a quality ['kwɒlɪtɪ] — черта характера

² safety ['seɪftɪ] — безопасность

61. Look at these pictures and describe these people's age in other words.



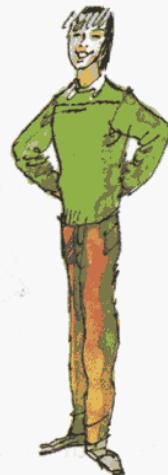
1) about one year old



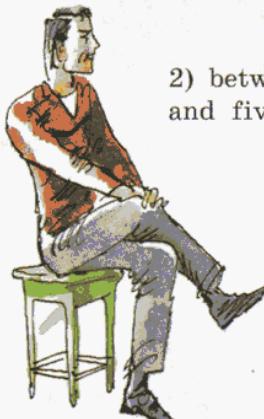
2) between four and five



3) about six



4) between 16 and 18



5) about thirty



6) over fifty



8) 100 years old



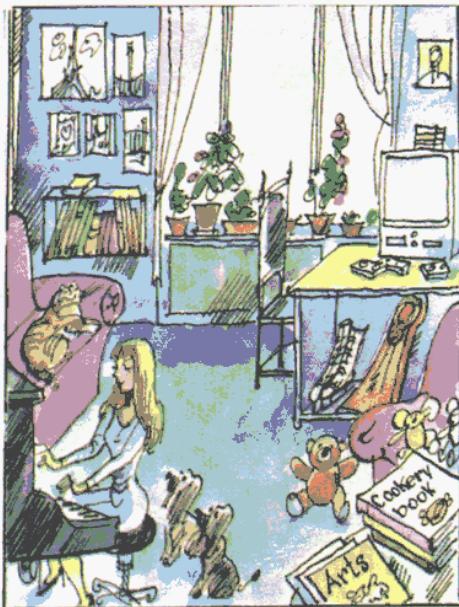
7) about seventy

62. Speak about your early years and your family.

63. Look at the picture and make up a story based on it.



64. Look at these pictures of Jane's and Mark's rooms and say how Jane and Mark spend their free time.



65. The words in the word boxes describe different activities. Say what activities they describe. Now choose the activity that you like or dislike most of all and describe it in as much detail as you can.

1.

to unlock the door to nature's secrets
 to enjoy picturesque places
 to watch birds and animals
 to examine mysteries of plants
 to watch the countryside change
 to spend a lot of time in the open air
 to enjoy a landscape to the full
 to climb mountains
 to sleep out

4.

to read about great artists of the past
 to collect books on art
 to learn to draw or paint
 to take lessons of drawing
 to buy paper, brushes, etc.
 to draw portraits, landscapes
 to make sketches outdoors
 to go to picture galleries

2.

best friends
 to keep/not to keep in cages
 to feed regularly
 to admire sth
 to take for a walk
 to show to a vet
 to train pets
 to teach tricks

5.

the best way to relax¹
 to enjoy the beauty of sth
 to spend a weekend in the garden
 to plant flowers, bushes
 to look after
 to water the plants
 a large collection of flowers
 to be one of life's greatest pleasures

3.

to read books about theatre
 to visit regularly/occasionally
 to watch performances/films
 favourite actors/actresses
 a comedy
 a musical show
 a puppet film
 to go to the cinema with smb
 expensive/cheap seats

6.

to be fond of music
 to collect records, CDs, tapes
 to go to concerts
 to play a musical instrument
 to take musical lessons
 to go in for dancing
 to train regularly

¹ to relax [rɪ'læks] — расслабиться (отдохнуть)

7.

to collect badges (stamps, post-cards, pictures, books, etc.)
 famous collections and exhibitions
 different collections
 to get some knowledge of history
 to exchange things
 to spend a lot of money and time on sth
 to ask for advice
 to join clubs

8.

to learn to cook
 to make new dishes
 to boil/fry meat (fish, chicken)
 to cook for the family (for your friends)
 to make soups (sauces, desserts)
 to be good at cooking sth
 to use spices (vinegar, oil, pepper, etc.)
 to ask for advice
 to set/lay the table beautifully
 to present the food nicely

66. A. Look at the list of hobbies and pastimes (Ex. 65) and say which of them are:

- 1) active/non-active, 2) outdoor/indoor, 3) noisy/quiet, 4) expensive/cheap, 5) really intellectual/less intellectual.

B. Say how you feel about all these different kinds of activities (Ex. 65), use:

- 1) can't stand/hate, 2) don't mind, 3) fond of, 4) really love/like very much, 5) don't like.

Writing

67. Just or just now? Put them in the proper places to complete the sentences.

1. Eric has blown out the candle.
2. Elizabeth turned on the light.
3. Jake sounded sad.
4. Little Philip has fallen asleep.
5. Andrew pushed the door and came in.
6. Tom knocked at the door.
7. Rex pulled the tablecloth off the table.
8. The two friends have solved the mystery.

68. Open the brackets to write a complete story.

My father was a fine mechanic. He (1. love) engines. And certainly I, too, should (2. fall) in love with engines and automobiles. (3. Not, forget) that even before I could (4. walk), the workshop (5. be) my

playroom. My father (6. put) me there so that he could (7. keep) an eye on me all day long. My toys were springs and pistons that (8. lie) around all over the place, and these, I can (9. promise) you, (10. be) far more fun (11. play) with than most of the plastic toys most children (12. give) nowadays.

When I (13. grow) older and (14. be) five years old, my father (15. talk) to me about school. He (16. lay) a hand on my shoulder. "I (17. want) you (18. become) a great mechanic. You (19. learn) a lot already. But when you (20. grow) up, I (21. hope) you (22. become) a great engineer, a man who (23. make) better engines for automobiles and airplanes. For that you (24. need) a really good education."

69. Express the same in English.

A. 1. Джон задул свечу минуту назад и сказал, что он почти все сделал. 2. — Как он выглядит? — Он небольшого роста, у него голубые глаза и светлые волосы. 3. — Что он за человек? — Он добрый и всегда всем помогает. 4. Ник только что завел часы, но они не идут (not work). 5. Мой маленький брат никогда не слышал о Роалде Дале. 6. Ты сидишь вместе с кем-нибудь за партой? (Ты делишь с кем-нибудь парту?) 7. Она всегда была жизнерадостным ребенком. 8. Маленькая Сара только что набрала полный рот конфет. Она их съест? 9. Он никогда ничего не говорил сожалением. 10. Ты когда-нибудь зажигал свечи? Когда ты это делал в последний раз? Где это было? 11. Минуту назад Хелена обмотала шарф вокруг горла, а затем размотала его снова.

B. 1. Когда мама вернется, мы уже заснем. 2. Думаю, я приготовлю ужин к тому времени, как ты вернешься. 3. Ты накроешь на стол к 6 часам? 4. К этому времени завтра мы уже прилетим в Вашингтон. 5. К тому времени, как это письмо придет, он уже будет знать обо всем. 6. Фильм уже закончится к этому времени. 7. Ты уже позавтракаешь к 10 часам? 8. Приходи в семь. Я уже закончу делать уроки.

C. 1. Ты видел, как он сам толкал санки? 2. Без сомнения, Аня — самый жизнерадостный (веселый) ребенок в классе. Вчера я наблюдала за тем, как она прыгала. 3. Ты слышала, что кто-то стучит в дверь? 4. Я не ожидала, что Джордж будет выращивать цветы с такой любовью и заботой. 5. Эндрю заметил, что Алиса подткнула одеяльце маленькому Филиппу. 6. Я слышал, что Джейн сказала, что она едва может свести концы с концами. 7. Мы не ожидали, что они будут возражать против нашего плана.

70. Spell the words.

[sɪərɪəl]	[ʃeə]	[ri'gretfʊl]
[teɪblklɒθ]	[kændlɪstɪk]	[waɪndɪŋ]
[tʃɪəfʊl]	[strægl]	[baʊnsɪ]

71. Test your spelling. Listen to the tape,  16, and write down the sentences.

Miscellaneous

72. A. Read the idioms and study them.

To Push and to Pull Idioms

to pull

1. to pull somebody's leg — дурачить кого-либо, морочить голову
2. to pull a face/faces — гримасничать, корчить рожи, изображать недовольство
3. to pull to pieces — разорвать на куски
4. to pull oneself together — взять себя в руки, собраться с духом

to push

1. to push one's luck — искушать судьбу
2. to push one's way — протискиваться через толпу, прокладывать дорогу
3. to push someone to the wall — притереть к стенке, довести до крайности

B. Complete the sentences using the missing idioms.

1. Luke! I know that the situation is quite serious. But it's not the end of the world. ... You will get over all the difficulties.
2. There were so many people in the square that they had to ... to reach the entrance.
3. John told me he had seen an alien. I almost believed him but looked at him to see if he was
4. Polly took a risk and hid the golden pen. Then she brought it home. She was not caught that time. But she was
5. Though Boris said he hadn't ridden his elder brother's bike, Allan ... and Boris had to explain where he had been and how he had broken his brother's bike.
6. Ben didn't like the idea of going to the library instead of watching a football match and

73. Listen to the song,  17, and sing it along.**You Are My Sunshine**

(By Jimmie Davis and Charles Mitchel)

You are my sunshine, my only sunshine;
 You make me happy when skies are grey.
 You'll never know, dear, how much I love you;
 Please don't take my sunshine away.

The other night, dear, as I lay sleeping,
 I dreamed I held you in my arms.
 When I awoke, dear, I was mistaken,
 So I hung my head and I cried.

You are my sunshine, my only sunshine;
 You make me happy when skies are grey.
 You'll never know, dear, how much I love you;
 Please don't take my sunshine away.

74. Read these quotations to find out what famous people said about friendship.

1. "No friend's a friend till he shall prove a friend."
2. "The most I can do for my friend is simply to be his friend."
3. "He will never have true friends who is afraid of making enemies."
4. "Instead of loving your enemies, treat¹ your friends a little better."
5. "Friends are like melons. Shall I tell you why? To find one good, you must a hundred try."
6. "A friend to all is a friend to none."
7. "Friendship is the sweetest form of love."
8. "True friendship is a plant of slow growth."
9. "Tell me what company you keep, and I'll tell you what you are."
10. "A friend is a second self; another me."
11. "What is a friend? A single soul dwelling² in two bodies."

Home Reading Lessons 4, 5¹ to treat [trit] — обращаться (с кем-то)² a soul dwelling ['soul 'dwelin] — душа, живущая

IT TAKES MANY KINDS TO MAKE THE WORLD

- ▶ BEHAVIOUR AND MANNERS
- ▶ APPEARANCE
- ▶ PERSONALITY
- ▶ LIKES AND DISLIKES
- ▶ BELIEFS AND OPINIONS
- ▶ WHY IS IT GOOD TO BE DIFFERENT?
- ▶ WE ARE DIFFERENT, WE ARE ALIKE

Revision

1. A. Look around you and name the colours of the things you see.

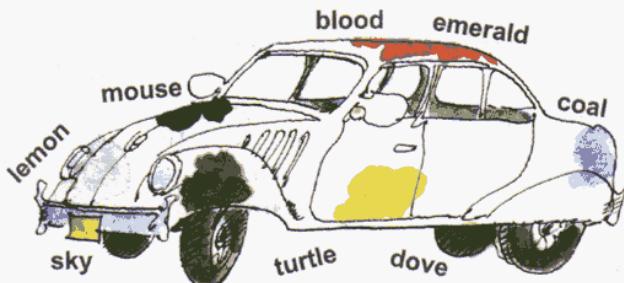


B. Look at the pictures and say which of the objects are: a) dark/light blue; b) dark/light green; c) dark/light brown; d) dark/light yellow.
102

2. Ask your friend:

- 1) what his favourite colour is;
- 2) what colour most of the houses in his/her street are;
- 3) what colour the sky in the spring is;
- 4) what colour the first spring flowers are;
- 5) what colour his/her favourite sweater is;
- 6) what colour the planet Mars [ma:z] is;
- 7) what colour his/her best friend's eyes are.

3. A. The Robinsons have got an old car. They want to paint their car to make it look more attractive. Unfortunately they cannot agree upon the colour for their car. Say what colour each of them chose. The words can help you.



Example: Norman wants to paint the car emerald green.

Jack — blue	Mary — yellow
John — black	Norman — green
Duncan — white	Peter — grey
Jenny — red	Ann — green

B. Imagine that you have a car. What colour would you like to paint it? What's your second choice?

4. We often have to describe objects from different points of view. To do it accurately we need certain words.

A. Remember all the adjectives that describe: a) the size of an object; b) the shape of an object; c) what an object is made of.

B. Listen to the tape,  18, and check yourselves.

UNIT 4

C. Memorize some new words to continue these lists:

Size:

tiny ['taɪni] — крошечный
bulky ['bʌlkɪ] — громоздкий
broad [brəʊd] — широкий
narrow ['nærəʊ] — узкий

Shape:

straight [streɪt] — прямой
regular in shape — правильной
формы
irregular in shape — неправиль-
ной формы
**shaped like a ball (star,
heart...)** — в форме шара
(звезды, сердца...)

Feel:

smooth [smu:ð] — гладкий
rough [rʌf] — шершавый
sharp [ʃɑ:p] — острый
blunt [blʌnt] — тупой
pointed ['poɪntɪd] — заостренный
fluffy ['flaʃɪ] — пушистый

Temperature:

cool [ku:l] — прохладный
stone-cold — холодный как лед
ice-cold — очень холодный, ле-
дяной
pleasantly warm — приятно
теплый
piping hot — обжигающе горя-
чий

Weight:

heavy ['hevɪ] — тяжелый
light — легкий

5. Express the same in a different way.

Example: *Boots made of rubber are rubber boots.*

- 1) A bag made of paper is a ...
- 2) A bowl made of plastic is ...
- 3) A key made of metal ...
- 4) A ring made of silver ...
- 5) A watch made of gold ...
- 6) A chimney made of iron ...
- 7) A dish made of glass ...
- 8) A belt made of leather ...

6. These are some adjectives that describe taste and smell. Name at least

104 3 objects for which such tastes and smells are typical.

Example: Mustard is usually bitter (in taste).

bitter, salty, sweet, sour, sugary, pleasant, nice, terrible

7. A. Read this description and guess what object is described here.

This object is not very large, it's as big as a tennis ball, sometimes a little bigger or a little smaller. It is usually round and quite regular in shape. When you touch it it feels smooth and firm. It is usually cool and smells fresh. You can eat it and it tastes sweet or sweet and sour. It can be red, yellow or green. What is it?

B. Describe these objects: a knife, a bed, a stone, a pencil, a wardrobe.

C. Think of an object and describe it. Let your classmates guess what object you mean.

8. Continue the lists with more nouns, see whose list is the longest.

- | | |
|-----------------------------|----------------------------|
| 1) (a) tiny bell, ... | 7) (a) smooth cheek, ... |
| 2) (a) bulky suitcase, ... | 8) (a) rough sheet, ... |
| 3) (a) sharp axe [æks], ... | 9) (a) blunt pencil, ... |
| 4) (a) narrow door, ... | 10) (a) pointed pen, ... |
| 5) (a) broad river, ... | 11) (a) heavy bag, ... |
| 6) (a) fluffy cat, ... | 12) (a) straight path, ... |

9. Look at the list of adjectives and divide them into 3 categories: a) adjectives describing a person's appearance; b) adjectives describing a person's character; c) adjectives describing other qualities.

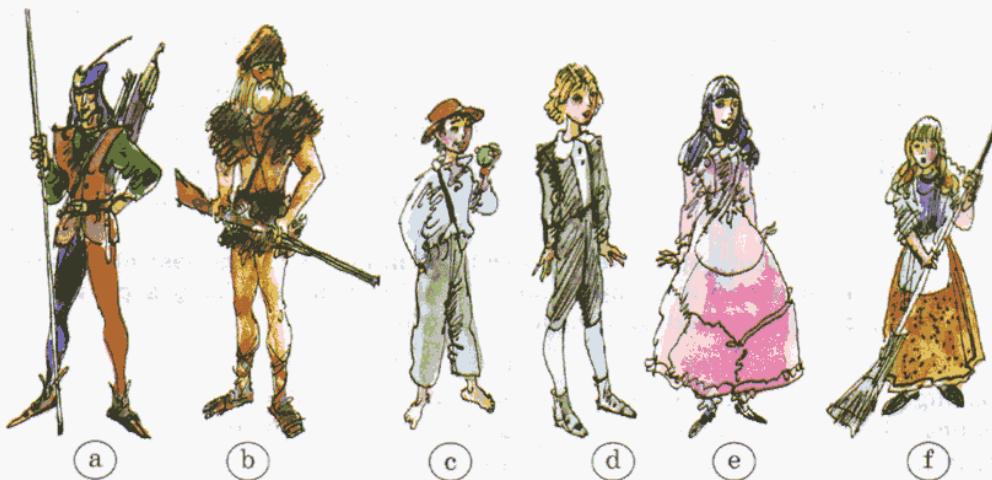
attractive	slim	tall	poor
boring	attentive	serious	stern
educated	stupid	ugly	pleasant
fragile	short	gloomy	shy
independent	progressive	clever	careless
famous	cheerful	polite	lazy
noble	mysterious	brave	free
greedy	strong	honest	dull
bouncy	fat	great	lovely
lonely	curious	wise	slow
modest	young	thin	tidy
smart	wicked	sad	firm

UNIT 4

10. Describe these people and think of what kind of people they are.



11. These are some popular characters from children's books. Choose one of them or any other character you remember well and describe him or her.



- a) Robin Hood
- b) Robinson Crusoe
- c) Tom Sawyer
- d) Oliver Twist

- e) Alice (from "Alice in Wonderland")
- f) Cinderella
- g)

12. Look at the table to remember how to form the degrees of comparison of adjectives. Give 3 examples of your own to illustrate their usage.

Adjectives. Degrees of Comparison

	Absolute (Positive)	Comparative	Superlative
A.	—	-er	-est
1. Односложные прилагательные	low nice hot	lower nicer hotter	lowest nicest hottest
2. Двусложные прилагательные на: 1) -y 2) -ow 3) -le 4) -er	pretty wealthy narrow shallow simple gentle clever tender	prettier wealthier narrower shallower simpler gentler cleverer tenderer	prettiest wealthiest narrowest shallowest simplest gentlest cleverest tenderest
3. Двусложные прилагательные с ударением на втором слоге	severe [sɪ'veɪə]	severer	severest
4. Трехсложные прилагательные с приставкой un-	unhappy untidy	unhappier untidier	unhappiest untidiest
B.	—	more ...	most ...
1. Все остальные двусложные прилагательные	modern useful	more modern more useful	most modern most useful
2. Многосложные прилагательные (три и более словов)	terrible comfortable	more terrible more comfortable	most terrible most comfortable

UNIT 4

- 13. A. Read the poem, 19, and say to whom it can be addressed and who, in your opinion, the speaker is.**

Just for You

I picked¹ the reddest apple from the tree
It was the finest one that I could see
I saved² it all except a bite or two
Just for you.

I carried home the groceries from the store
I wanted to be helpful with a chore³
I put them all away except a few
Just for you.

Some day I'll be grown up too
And if I can I'll grow up just like you
I ate up all my lunch just like you said
But I think there was a little too much bread
And so I left the crust⁴ when I was through
Just for you.

- B. Complete the chart with the missing forms of these adjectives from the poem.**

—	—	(the) reddest
—	—	(the) finest
helpful	—	—

- C. Make up a similar poem of your own under the title “Just for You”.**

- 14. A. Ask your classmates questions beginning with *Which is ... ?* and let them answer these questions. Use the ideas below and your own ideas.**

E x a m p l e: *Russia, China, Canada — Which of these countries is the largest? — Russia (is).*

1. a kangaroo, a horse, a cheetah (fast)
2. English, French, Chinese (widely spoken)
3. the Nile, the Volga, the Mississippi (long)
4. the Arctic Ocean, the Atlantic Ocean, the Pacific Ocean (big)
5. the Tower of London, St Paul's Cathedral, the National Gallery (old)

¹ to pick — сорвать

² to save — сохранить, сберечь

³ a chore [tʃɔ:] — работа (*по дому*)

⁴ a crust [krast] — корочка

6. a Volga, a Ford, a Rolls-Royce (expensive)
7. English grammar, English pronunciation, English spelling (difficult for you)
8. Italy, Norway, German (cold/warm)
9. Moscow, St Petersburg, Tula (populated)
10. a hot climate, a cold climate, a mild climate (healthy)

B. Use the same ideas and make up more questions on the models that follow. Ask your classmates to answer these questions.

Model 1: Is China as large as Canada?

Model 2: Is China larger or smaller than Canada?

Model 3: Is English less popular than Chinese?

15. Work in groups of 4–6 students and find out these things about each other:

1. who can eat more chocolate bars than the others;
2. who sleeps the longest hours;
3. who has ever tasted the most exotic food;
4. who finds English the most difficult school subject of all;
5. who spends the most time outdoors;
6. who is the tallest;
7. whose home is the farthest from/the closest to the school;
8. whose grandparents are the oldest/the youngest;
9. who spends their holidays in the most interesting way;
10. who has the most unusual pet/pets.

16. Look at the table to remember how to form *the present perfect continuous tense*. (See Reference Grammar, p. 333.)

The Present Perfect Continuous Tense

since 1980, since the time you came back, all day, all my life, for 10 years, for a long time, for years, during the 20th century, recently

+/-

I, we, you, they	have/haven't	been + <u>Ving</u>
he, she, it	has/hasn't	

Nick **has been working** non-stop all day.

Jane and Pete **haven't been working** very well recently.

		?
have	I, we, you, they	been + V <u>ing</u>
has	he, she, it	
<p>Have you been writing this book all these years? What has John been doing since he left for Paris?</p>		

Read and compare!**The Present Perfect Continuous Tense**

Процесс не завершен. Действие длилось какое-то время в прошлом и продолжается в момент речи.

1. Nick has been writing his exercises for 2 hours. (Ник пишет.)
2. Olga has been painting her "Autumn Landscape" since 2 o'clock. (Ольга рисует.)
3. Mother is in the kitchen. She has been cooking all morning. (Мама готовит.)

Процесс завершен. Действие только что закончилось. Есть видимое свидетельство того, что действие или процесс имели место.

1. Nick's hands are covered in ink. He has been writing. (Ник писал.)
2. There is paint on Olga's dress. She has been painting. (Ольга рисовала.)
3. Mother looks tired. She has been cooking all morning. (Мама готовила.)

17. Look at the picture (p. 111) and say what the people have been doing and for how long.

18. Little Alec doesn't understand some things about his friends and relatives. Try and explain these things to him. Use the verbs in brackets in *present perfect continuous*.

1. Why are my sister's eyes red? (cry)
2. Why are my brother's hands dirty? (work in the garden)
3. Why are Jane's hands covered in flour? (make a pie)
4. Why is the room in such a mess? (pack)



UNIT 4

5. Why does my cousin look so hot? (run) 6. Why does Granny look sleepy? (sleep) 7. Why are Philip's clothes torn? (fight) 8. Why is Uncle Roger's face red? (lie in the sun)

Read and compare!

Present Perfect Continuous

1. I **have been writing** since 10 o'clock. (*пишу, процесс не завершен*)
2. The man **has already been standing** near the bank for 3 hours. Isn't that strange?
3. I **have been reading** detective stories with much interest lately.
4. What **have you been doing** here for so long?

Present Perfect

1. I **have written** six letters. (*написал, действие закончено*)
2. Edinburgh castle **has stood** above the city for centuries.
3. I **have lately read** two detective stories. Both of them were rather boring.
4. What **have you done** since last Friday?

19. Read the sentences below and translate them into Russian.

1. a) We've been learning English for 6 years. b) John has learnt two sonnets by Shakespeare this month.
2. a) Sorry about the mess: I've been painting the house since lunchtime. b) My brother has painted Granny's room.
3. a) Margaret has been lying in bed all day. b) For centuries the pirates' gold has lain under that tree.
4. a) Jane hasn't been working very well recently. b) My granny hasn't worked for years.
5. a) Mr Brown has been waiting for half an hour. b) He has never waited for anybody.

20. Complete the sentences. Use the verbs in brackets either in present perfect or present perfect continuous.

1. Patricia can't go on holiday. She (break) her leg.
2. I can't listen to him any more. He (lecture) us for an hour and a half.
3. Boris never (speak) Chinese.
4. We (phone) Mrs James for half an hour but can't get through.
5. — You (phone) Mrs James? — Sorry, not yet. I'll do it in a minute.
6. Irene (live) in Sally's flat over the last month.
7. — Jane's voice sounds strange. She (cry)? — Oh, no. She (laugh).
8. How long you (live) here?
9. Eliza (work) as a teacher here since she left London.
10. What you (cook) all morning, dear?

21. Express the same in English.

1. Мы знаем друг друга 20 лет. 2. Мои друзья изучают английский язык четыре года. 3. Ты выучил эти глаголы? 4. Мы никогда не были в Японии, но всегда хотели побывать там (посетить эту страну). 5. Он катается на велосипеде целый вечер! 6. Анна неважно работает в последнее время. 7. Она не пишет стихи уже 3 года, но она написала много стихотворений за свою жизнь. 8. — Почему ты такой грязный? — Я играл с Рексом в саду. 9. Как давно ты ждешь Машу?

22. A. See if you remember words from Units 1—3 and give these in English:

полная чашка молока, толкнуть дверь, извилистая тропка, заводить часы, чистая скатерть, с сожалением, твердое решение, подоткнуть одеяло, близкий друг, ваза с фруктами, с трудом сводить концы с концами, стучать в окно, говорить с сожалением, полная столовая ложка лекарства, легкая коробка, свеча в подсвечнике, борьба с врагами, скакать как мячик по комнате.

B. Make up sentences with word combinations above.

Reading for Information

23. Read the text once carefully and say how Christopher Milne is related to A. A. Milne.**A. A. Milne**

(1882—1956)

Alan Alexander Milne [miln] was born in London on January 18th, 1882. His father was the headmaster of a small preparatory school.¹ One of the teachers at the school was the famous writer H. G. Wells.

Milne, the youngest of the family's three sons, went to Westminster School at the age of 11 and then went on to Cambridge to become a



¹ preparatory (prep) school — a private school in Britain for children between ages of 8 and 13, where they are made ready to go to a school for older pupils



mathematician [mæθəmə'tɪʃn]. But he never did. Instead he became editor ['edɪtə] of the university's journal ['dʒɜːnl] "Granta" in which he published some of his light humorous poems. Then he went to London hoping to earn his living as a writer. By and by London magazines began to publish his witty works, and in 1905 he published his first book, a shilling paper-back collection of humorous essays ['eseɪz]. Aged only 24 he was given a post of assistant editor of the famous magazine "Punch",¹ at the salary of 5 pounds a week — a lot of money at that time.

In 1913 he married Dorothy De Selincourt (Daphne ['dæfnɪ] to her friends) and the following year when the war broke out he joined the Army. At the front line he got ill and had to return home, to London.

The Milnes' only child was born on August 21st, 1920. Mrs Milne had hoped for a girl, to be called Rosemary ... instead she presented her husband with a lovely, fair-haired and adorable son, Christopher Robin. The Milnes bought him a teddy bear for his first birthday. The teddy bear was soon named Winnie, after a real-life bear that lived at London Zoo.

A. A. Milne wrote a lot of poems for Christopher Robin and about him. Some of the poems became very popular songs.

One rainy summer Milne rented a house in the country. He took with him a pencil and an exercise book, and in eleven days wrote so many children's poems that they filled a book. It was published in 1924 under the name "*When We Were Very Young*" and sold half a million copies!

In 1925 the Milnes bought a farm in Sussex, which they used for weekends away from London. From this old house it was a short walk over a bridge into the Ashdown ['æʃdaʊn] Forest where Christopher Robin and his teddy, now known by the name of "Winnie-the-Pooh" or "Pooh-bear", used to play. Each daily adventure in the Forest gave A. A. Milne more material for his now famous book "*Winnie-the-Pooh*" published in 1926. The illustrations to it were done by Ernest Shepard, who visited the Milne family in their farmhouse and draw quite a few

¹ "Punch" — a British weekly magazine (1841—1992) known for its humorous articles and its literary criticism

sketches of Christopher Robin with his bear, the bridge nearby where the two played "Poohsticks",¹ and all the well-loved Pooh characters and places.

A. A. Milne's secret for success was that he could get inside the mind of a child. He used his story-telling talents to describe how one little boy so loved his teddy bear that — for him at least — the toy animal came alive. After the book "*Winnie-the-Pooh*" A. A. Milne wrote another books of children's verses ['vɜ:sɪz] — "*Now We Are Six*" and "*The House at Pooh Corner*" which sold to a waiting public in millions of copies. The four Pooh books and Milne's enjoyable play "*Toad of Toad Hall*" are still as popular today as they were many years ago when they were written.

Christopher Milne (he no longer uses the name Robin) spent six years in the Army during the war. Then he ran a bookshop in Dartmouth ['dɑ:tmaθ] until he retired to live in the countryside.

What happened to Winnie-the-Pooh? Well, the bear was put into a glass case with all the other toy animals like Eeyore [i:ɔ:] the donkey, and little Piglet ['pɪgl̩t], at the Milnes' house in London when Christopher went off to school in 1930. Then when the war came the toys were "evacuated" to America. Now they belong to some American publishing houses.

24. Now that you've read the text once say:

A. Who is who in the text?

Alan Alexander Milne	is	a famous writer Alan Milne's son the man who did illustrations for the book a teddy bear the author of " <i>Winnie-the-Pooh</i> " a toy animal Alan Milne's wife
H. G. Wells		
Daphne		
Christopher Robin		
Ernest Shepard		
Winnie-the-Pooh		

B. Say true, false or don't know.

1. Alan Alexander Milne's father was a doctor.
2. Milne became a mathematician.
3. In London Milne worked for a famous magazine.

¹ "Poohsticks" — a game played by characters in which sticks are thrown into a stream above a bridge, after which the players watch to see which stick appears at the other side of the bridge first (from the stories of Winnie-the-Pooh)

UNIT 4

4. Milne's wife didn't want him to join the Army. 5. Christopher Robin is the name of a bear. 6. Milne wrote a lot of poems for Christopher Robin. 7. Milne wrote a book about Pooh's adventures in the Forest. 8. Milne drew illustrations for his book himself. 9. All the Pooh books became very popular. 10. Now Christopher Robin's old toys are in Australia.

25. Read the text again for more detailed information and find in it the words and word combinations which mean:

- | | |
|--|--|
| 1. директор небольшой подготовительной школы | 11. подарила своему мужу |
| 2. математик | 12. обожаемый сын |
| 3. редактор университетского журнала | 13. плюшевый/игрушечный медведь |
| 4. он опубликовал | 14. снял/арендовал дом |
| 5. незамысловатые юмористические стихи | 15. иллюстрации |
| 6. остроумные произведения | 16. наброски/скетчи |
| 7. (книга) в мягкой обложке | 17. игрушка ожила |
| 8. юмористические очерки | 18. книга детских стихов |
| 9. помощник редактора | 19. он был управляющим (менеджером) в книжном магазине |
| 10. зарплата | 20. игрушки были «эвакуированы» |

26. Answer the questions.

1. Where was A. A. Milne born? In what century was he born?
2. When did he publish his first book? Where did he publish it?
3. How much did Milne's first book cost?
4. What famous magazine did Milne work for?
5. Why did A. A. Milne have to return home from the front line?
6. Whose teddy bear was Winnie-the-Pooh?
7. What was the first book A. A. Milne wrote for children?
8. What did Milne write about in his book "Winnie-the-Pooh"?
9. Why did Ernest Shepard draw sketches of Christopher Robin with a bear?
10. What was A. A. Milne's secret for success?
11. How much do you know about Christopher Milne?
12. What happened to Winnie-the-Pooh and other toy animals when Christopher Robin went off to school?

New language

Grammar Section

The Past Perfect Continuous Tense

for some time, for an hour, since 3 o'clock, when he came		
+/-		
I, we, you, they	had/hadn't	been + <u>Ving</u>
he, she, it		
<p>The class had been discussing the article for some time when Henry came in.</p> <p>John said he had not been phoning his mother for a month.</p>		
?		
had	I, we, you, they, he, she, it	been + <u>Ving</u>
<p>For how long had the children been playing on the computer when father arrived?</p>		

27. Use *past perfect continuous* to complete the sentences.

1. Her eyes were red. It was clear she (cry).
2. Mrs Thompson (wait) for 3 quarters of an hour before the secretary came.
3. Jane was very tired. She (do) her room since afternoon.
4. Alec said he (stand) there since 6 o'clock.
5. Jill (study) English for five years before she visited the USA.

28. Choose the right tense: *past perfect* or *past perfect continuous*.

1. You were out of breath when you came in this morning. You (run)?
2. When mother got home she found that little Kitty (paint) her room. She (paint) two walls red and one wall yellow.
3. It (rain) for several days before the wind changed.
4. Jane told me she (write)

UNIT 4

regularly to her Granny, but (not, receive) any answer. 5. We (cook) all day for the party that evening but by 8 o'clock in the evening Jane (not, finish) laying the table yet.

Read and compare!

later (более поздний) — **latest** (последний, очередной)
late

latter (последний из двух упомянутых) — **last** (самый последний, больше не будет)

1. Let's take a **later** train.
2. Computers are one of the **latest** discoveries of the 20th century.

1. Pete and his friend entered the room. The **former**¹ was short. The **latter** was very tall.
2. Sorry I'm **late** — am I the **last**?

29. Translate these sentences into Russian.

1. She always dresses in the **latest** fashion. 2. What time does the **last** bus leave? 3. December is the **last** month of the year. 4. The teacher told us about the **latest** elections in this country. 5. We've read two books this month — "Alice in Wonderland" and "Matilda". As for me the **latter** was more interesting. 6. This poem belongs to his **later** works.

Read and compare!

the last
 (последний, больше не будет)

the last page in a book
the last day of November
the last summer show
the last novel she wrote before she died

the latest
 (последний на данный момент)

the latest fashion
the latest news
the latest movie (film)
the latest book

30. Choose the right word to complete the sentences.

1. I bought the (latest/last) edition¹ of Webster Dictionary.
2. I bought the (latest/last) copy of today's paper.
3. His (last/latest) words were: "The end."
4. What is the (last/latest) news?
5. What do you think of John's (last/latest) play?
6. What is the (last/latest) day of the week?

Read and compare!

<i>last</i> (прошлый по времени)	<i>the last</i> (последний по порядку)
last year — в прошлом году	the last house on the left
last month — в прошлом месяце	the last question in the exam paper
last week — на прошлой неделе	the last month of the year
last summer — прошлым летом	the last bus

31. Express the same in English.

1. Ты слышал последние новости? Анна приехала.
2. Страница 254 — последняя страница в этой книге.
3. — Где ты провел свой прошлый отпуск? — В прошлом году мы ездили в Санкт-Петербург.
4. Его последняя книга очень популярна. А что он пишет сейчас?
5. У меня нет последнего издания этой книги.
6. «Приключения Тома Сойера» ("The Adventures of Tom Sawyer") — это не последний роман Марка Твена.
7. Мой брат мало что понимает (знает) в последней моде.
8. — Какой последний фильм ты смотрел? — В прошлом месяце я не ходил в кино.

¹ edition — издание

UNIT 4

32. Match the columns to complete the comparisons.



- 1) as poor as
- 2) as cold as
- 3) as hard as
- 4) as cool as
- 5) as brave as
- 6) as old as
- 7) as happy as
- 8) as fresh as

- a) nails
- b) a lion
- c) a church mouse
- d) ice
- e) a daisy
- f) a lark
- g) the hills
- h) a cucumber



Read and compare!

older (*старший по возрасту*) — **oldest** (*старейший, самый старый*)

old <

elder (*старший по рождению: о детях, братьях, сестрах ...*) — **eldest** (*самый старший, старшенький*)

1. Jane is 2 years **older** than Jack./Jane is **older** than Jack by two years.
2. Granny is the **oldest** member of the family.

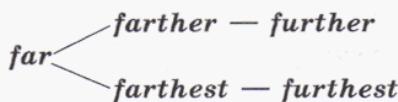
There are 4 children in our family. My **elder** sister is Florence. My **elder** brother is Nick. John is the **eldest** child.

В сравнительных конструкциях с *than* **elder** не употребляется.
My **elder** brother is 5 years older than me.
Jill is the **eldest** daughter. (*Она раньше всех родилась.*)
Jill is the **oldest** child. (*Ей больше всего лет.*)

33. Choose the right form to complete the sentences.

- Mary's (older/elder) sister has been staying in the USA for seven years now.
- Whose grandfather is (older/elder) — yours or Ivan's?
- Collin is the (oldest/eldest) student in our class.
- Is Steve your (older/elder) or your younger brother?
- My uncle is the (oldest/eldest) member of my family.
- My friend William is a year and a half (older/elder) than me.
- The building of our school is (older/elder) than all the other buildings in this area.
- Do you know that Mr Richardson's (older/elder) daughter is a ballet dancer?

Read and compare!


 far → farther — further
 far → farthest — furthest

Указание на расстояние

- Vladivostok is **farther/further** away from Moscow.
- My house is the **farthest/furthest** from the station.

Указание на дополнение

- For **further** information, see p. 2.
- Any **further** questions?
- That's a **further** reason to do it.

further improvement — дальнейшее улучшение

further education — дальнейшее образование

further notice — дальнейшее уведомление

34. Choose the right form to complete the sentences. In some sentences both forms can be used.

- What do you think of your (further/farther) education?
- He lives four miles (further/farther) away from the cinema than I do.
- We have no (further/farther) information. Call us later, please.
- The post office is (further/farther) from the school than the park.
- They agreed to meet in the (farthest/furthest) corner of the park.
- I wonder what her (farther/further) explanation is going to be.
- The hunter's house is on the (further/farther) shore of the lake.
- Have you any (further/farther) questions?

35. Express the same in English.

дальнейшее образование, самый дальний магазин, более удаленная деревня, самый дальний район, дальнейшие детали, дальнейшие сведения, самый удаленный город от столицы, самый дальний угол сада, дальнейшие извинения, более удаленная площадь от центра

Read and compare!

near — *nearer — nearest* (ближайший, самый близкий)
next (следующий по порядку, соседний)

nearest

- Where is the **nearest** post office?
- The **nearest** house to ours is 2 miles away.

next

- The **next** train to London is at 10.00.
- The telephone was ringing in the **next** room.

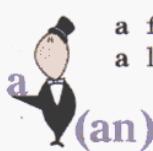
But: in the **near** future — в ближайшем будущем

next door — по соседству, рядом

next-door — соседний

36. Choose the right form to complete the sentences.

- Two passengers talking on the bus: "What's the (nearest/next) stop?"
- We'll have to walk to the (nearest/next) shop, I'm afraid.
- How do you usually get to the (nearest/next) underground station?
- Do you know the name of your (nearest/next) door neighbour?
- Excuse me, where is the (nearest/next) telephone box?
- What is your (nearest/next) question?
- Peter lives (nearest/next) to the school of all of us.
- We have to hurry if we want to catch the (nearest/next) bus to Liverpool.

37. Remember the word combinations where *the indefinite article* is used.

a few
a little

a lot (of)
a great deal (of)
a great number (of)

in a hurry
in a whisper
in a low/loud voice
for a while

to be at a loss
to tell a lie
to go for a walk
to have a good time

to have a swim — поплавать
 to have a smoke — покурить
 to have a talk — поболтать
 to have a look — посмотреть, взглянуть
 to have a break — передохнуть

What a pity! Какая жалость! What a shame! Какая досада!

38. Match the columns.

- | | |
|---------------------------------------|------------------------|
| 1) шепотом | a) to have a good time |
| 2) солгать | b) to go for a walk |
| 3) в спешке | c) in a low voice |
| 4) пойти погулять | d) for a while |
| 5) хорошо провести время | e) in a hurry |
| 6) громко, громким голосом | f) to be at a loss |
| 7) быть в растерянности (растеряться) | g) in a loud voice |
| 8) какое-то время, недолго | h) to tell a lie |
| 9) тихо, тихим голосом | i) in a whisper |

39. Ask your friend when he/she last: a) spoke in a whisper, spoke in a low/loud voice; b) went for a walk; c) had a swim; d) had a talk with your headmaster; e) said "What a pity!"; f) told a lie; g) had a good time; h) was in a hurry; i) said "What a shame!"; j) felt unhappy for a while.

40. Use the right form of the verb in brackets or one of the word combinations with the verb *have* from the table, complete the sentences.

Example: My younger brother often ... his toys. I'm tired, let's ... (break).

My younger brother often breaks his toys. I'm tired, let's have a break.

- When he was younger he used to ... every morning. Can you ... from here to that rock? (swim)
- Can you come in for a moment? I'd like to ... to you. Can I ask you not to ... at the lessons? (talk)
- My father doesn't But my grandfather likes to ... after every meal. (smoke)
- ... at the picture carefully and answer my questions. Let me ... at the photos, I haven't seen them yet. (look)
- When would you like to ... now or a bit later? Don't play football here, kids: you can ... the window. (break)

Vocabulary Section**SOCIAL ENGLISH**

41. Learn the proper way of asking and answering questions. Listen to them and repeat them after the announcer,  20.

Questions

- Excuse me, where...?
- Excuse me, do you happen to know who...?
- Would you mind telling me why...?
- This may sound a stupid question, but I'd like to know ...
- Something else I'd like to know is...
- What do you think of...?
- Can you help me? I wonder when...

Answers

- Certainly. (Sure)
- I can't tell you exactly, but...
- I can't tell you off-hand, I'm afraid, ...
- Let me think for a moment...
- Well, let me see...
- I'm not very sure, I'll have to find out.
- That's a very interesting question.
- I'm not really sure.
- I have no idea, I'm afraid.
- I'd rather not answer that. Sorry. (If you don't mind.)

42. Imagine that you are talking to a boy or a girl from Great Britain. These are the things you want to find out. Ask questions politely and let your partner answer them in a proper manner.

1. Which is the most unusual British tradition? 2. What is Up-Helly-Aa? 3. Who were the Vikings? 4. Where are the Shetlands situated? What is their capital? 5. When is St Valentine's Day celebrated? 6. For whom — the Welsh, the Scottish or the English — is 1st March a very important day? 7. Who in Great Britain has two birthdays? 8. Is the Queen's birthday in April or in June? 9. Does the Queen open Parliament every spring? 10. Why is the 5th of November a special day in Britain? 11. What is a carol?

PHRASAL VERBS

to rush**1. to rush at — наброситься, накинуться на кого-либо (что-либо)**

As soon as he came to the office he **rushed at** his work: he knew there was no time to lose.

Mel is afraid of bulls because when he was a child a big bull **rushed at** him.

to rush to conclusions — торопиться с выводами

2. to rush in/into — торопливо войти, ворваться

Please don't **rush in** without knocking.

The firemen **rushed into** the burning building to save the child.

3. to rush out/off — торопливо выйти/уйти прочь

Why did he **rush out** of the room without saying goodbye?

The children **rushed off** as soon as the bell went.

4. to rush to — броситься, спешно отправить(ся)

We all **rushed to** the door when the postman arrived.

I'm afraid we'll have to **rush the baby to** the doctor, his temperature is too high.

43. A. Complete the sentences using the missing prepositions.

1. Don't rush ... conclusions. Everything can change soon.
2. Doctors were rushed ... the place of the accident. 3. They rushed John ... the hunter's house. 4. Please don't rush ..., we still have something to discuss. 5. I rushed ... my lunch. 6. He rushed ... the concert hall but there was nobody there. 7. Nick had to be rushed ... hospital when the snake bit¹ him. 8. The dog rushed ... him.

¹ to bite (bit, bitten) — кусать

B. Express the same in English.

1. Большой гусь набросился на маленького мальчика. 2. Не торопись с выводами. Он починит все сам. 3. Маленький Джонни ворвался в комнату и закричал: «Мы выиграли!» 4. Ученики бросились к двери, чтобы поприветствовать старого учителя. 5. Нам нужно спешно отправиться на вокзал.

NEW WORDS TO LEARN**44. A. Read and guess what the words in bold type mean.**

Rachel has a new **stripy** blouse. The **stripes** on her blouse are black and white.

Condensed milk is sweet milk which is thickened by taking away some of the water. It is usually sold in tins.

B. Look the words up to make sure that you have guessed right.**45. Read the words, look them up and then study the word combinations and sentences to know how to use them.**

gloomy ['glu:mɪ] (*adj*): gloomy weather, a gloomy day, a gloomy sky.

A gloomy person, a gloomy face. Nobody wanted to leave the house on a gloomy day like that. If you say that the sky is gloomy you mean that the sky is covered with clouds. On that day John looked gloomier than usual.

particular [pə'tɪkjʊlə] (*adj*): a particular thing, a particular person, a particular place; in particular, nothing in particular, nobody in particular. This particular story is very difficult to read. Let me ask you about one particular student in your class. Are you looking for anything in particular?

kindly ['kaɪndlɪ] (*adj*): a kindly woman, a kindly smile. Someone who is kindly is kind and caring. She smiled at us with a kindly smile.

The kindly old woman let the boy stay in her house.

anxious ['æŋkʃəs] (*adj*): an anxious face, an anxious look, an anxious person, to be anxious about sth. Let's go home: Mother will be anxious. Why do you look so anxious? Is anything wrong? Do you know that Martin is very anxious about his job?

fussy ['fʌsɪ] (*adj*): a fussy woman, a fussy parent, to be fussy about sth. Fussy people are difficult to please. I hope the little girl is not fussy about her food. — Tea or coffee? — I'm not fussy.

to promise ['prɒmɪs] (*v*): to promise smb a present, to promise to come home early. Did father promise to take us to the circus on Sunday? The child promised to behave well. — Say that you promise. — OK, I promise.

a promise (*n*): to make a promise, to break a promise, to keep a promise. He is always making promises and then breaking them. — Are we going to the stadium to watch a football match on Friday? — Yes, it's a promise.

solemn ['sɒləm] (*adj*): solemn words, a solemn speech, solemn music, a solemn promise. His words sounded so solemn, that I believed him.

I give you a solemn promise that I'll come back and help you.

solemnly (*adj*): to speak solemnly, to nod solemnly, to move solemnly

tremendous [tri'mendəs] (*adj*): a tremendous idea, a tremendous scene, a tremendous party. We walked through the forest of tremendous old trees. What tremendous news! Have you ever seen such a tremendous view before?

to wave [weɪv] (*v*): to wave one's hand, to wave to/at smb, to wave in the wind. We waved at our friends from the train. Mother waved goodbye to us from the window.

to seem [si:m] (*v*): to seem nice, to seem important, to seem like a good idea. Does Mary seem to be a friendly girl? The medicine seems to be very helpful. The story seems interesting, doesn't it?

to murmur ['mɜ:mə] (*v*): to murmur sth. If you murmur something, you say it very quietly, so that not many people can hear what you are saying. The frightened boy could only murmur his name to the teacher.

to mumble ['mʌmbəl] (*v*): to mumble sth. If you mumble, you speak very quietly and in such a way that your words are difficult to understand. Stop mumbling, please. He mumbled something in answer to my question.

to bend [bend] (**bent** [bent], **bent**) (*v*): to bend down, to bend over sth, to bend one's head. She tried to warm her hands bending over the fire. The boy bent his head, but said nothing. The strong wind made the flowers bend to the ground.

a paw [pɔ:] (*n*): a cat's paw, the paw of a dog. They called their cat Socks because it was a black cat with white paws. Tigers have paws.

weight [weɪt] (*n*): the weight of the roof, 20 kg in weight, to be of the same weight. I'd like to know the weight of the vegetables.

UNIT 4

Bananas are usually sold by weight. To put on weight, to lose weight. If you want to lose weight you should eat less.

to weigh [wei] (v): How much do you weigh? Do you weigh 60 kilos? He weighed the stone in his hand.

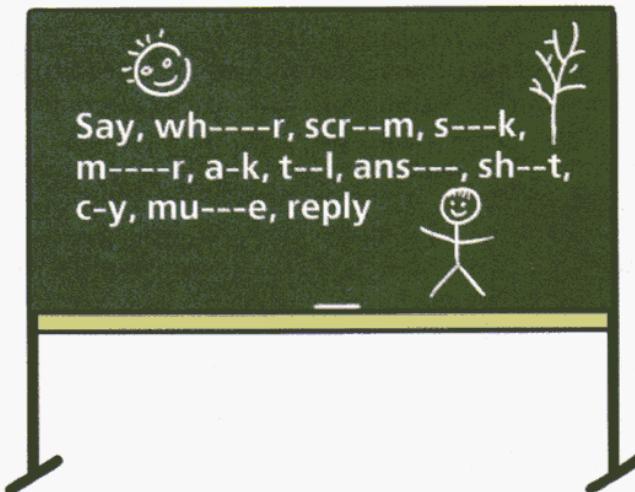
46. A. Form the adverbs from these adjectives and give their Russian equivalents.

gloomy — gloomily	anxious — ?	tremendous — ?
particular — ?	solemn — ?	fussy — ?

B. Use these word combinations in sentences or situations of your own.

to look at someone gloomily; to say something gloomily; particularly good; particularly difficult; to wait anxiously for someone; to look for something anxiously; to speak solemnly; to promise solemnly; to miss someone tremendously; to work tremendously hard; to check the luggage fussily; to speak fussily

47. A. All the words on the blackboard describe speaking. Put in the missing letters and get the list of “speaking” verbs. Check yourselves with the help of the tape,  **21.**



B. Below you can read a dialogue between a schoolboy, Nigel [*nædʒəl*], and a terrible schoolteacher, Miss Trenchbull.¹ The dialogue comes from the

book "Matilda" by Roald Dahl. Fill in the blanks with the verbs from task A. Use every verb at least once.

The Trenchbull, who never (1)... quietly to children, began to walk slowly along the rows of desks inspecting the hands. All went well until she came to a small boy in the second row.

"What's your name?" she (2)...

"Nigel," the boy (3)...

"Nigel what?"

"Nigel Hicks," the boy (4)...

"Nigel Hicks what?" the Trenchbull (5)... at him. She (6)... so loudly that she nearly blew the little boy out of the window.

"That's it," Nigel (7)... "Or shall I give you my middle names?" She (8)... "What is my name?"

"Miss Trenchbull," Nigel (9)...

"Then use it when you address me! Now then let's try again. What is your name?"

"Nigel Hicks, Miss Trenchbull," Nigel (10)...

"That's better," the Trenchbull (11)... him. "Your hands are dirty, Nigel! When did you last wash them?"

"Well, let me think," Nigel (12)... . "That's rather difficult to remember exactly. I think it was yesterday or the day before."

"You are hateful!" the Trenchbull (13)... "I don't wish to see any more of you today! Go and stand in the corner on one leg with your face to the wall!" She (14)... at the top of her voice.

"But Miss Trenchbull..." the boy (15)...

"Don't argue with me, boy, or I'll make you stand on your head! Now do as you're told!"

Nigel went.



Read and compare!

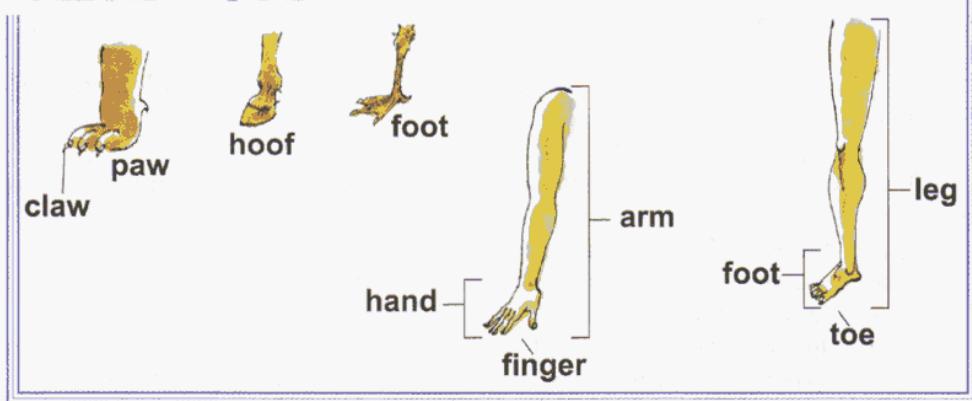
<i>to murmur</i>	<i>to mumble</i>
<i>to murmur — to speak or say in a low voice</i>	<i>to mumble — to say something very quietly and indistinctly (not in a clear voice)</i>

UNIT 4

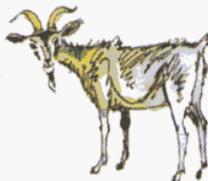
48. Use the words from the vocabulary section instead of the words in bold type.

1. Jane is always **nervous** and excited about her clothes.
2. What are you so **sad about**? Cheer up!
3. Jack is **especially** interested in children's books.
4. The Brown brothers are very shy: they never **speak loudly**, but say things so, that you can't hear them properly.
5. There was a huge box in the **dark** corner of the old pirate's room.
6. Auntie Catherine was always **worried** about her little son.
7. John said he **would be back** before eight.
8. "That was a **great** success," the famous actress said.
9. It's difficult to understand people when they **murmur**.

Read and compare!



49. Which of these animals have paws (3), which of them have hooves (1) and which of them have feet (2)?



50. Learn to read these names. Translate them.

Winnie-the-Pooh ['wɪni ðə 'pu:], Tigger ['tɪgə], Piglet ['pɪglət], Eeyore [iːɔ:], Kanga ['kæŋgə], Roo [ru:], Christopher Robin ['krɪstəfə 'rɒbɪn].

51. A. Make sure that you know these words and word combinations. Listen to the text "Christopher's Toys",  22.

to hum [hʌm] — мурлыкать, бурчать под нос

"tight place" ['taɪt 'pleɪs] — «узкое место», затруднительные обстоятельства

squeaky ['skwi:kɪ] — визгливый, плаксивый

B. Choose the right way to complete the sentences.

1. Pooh was only ... younger than Christopher Robin.
 - a) a year
 - b) two years
 - c) three years
2. Eeyore looked gloomy because his ... hung down.
 - a) tail
 - b) ears
 - c) neck
3. Piglet was a present from ...
 - a) a friend
 - b) a neighbour
 - c) Christopher's father
4. Rabbit was ...
 - a) a toy
 - b) an animal
 - c) an invented character
5. Pooh couldn't climb out of Rabbit's hole because ...
 - a) he had eaten a lot
 - b) he didn't try hard enough
 - c) Rabbit didn't want him to go
6. Staying in the hole Pooh ...
 - a) had a bowl of honey every day
 - b) had some condensed milk every day
 - c) had no meals at all
7. Tigger arrived ... Pooh, Eeyore and Piglet.
 - a) at the same time as
 - b) earlier than
 - c) later than
8. Pooh's house was ... an old walnut tree.¹
 - a) on
 - b) inside
 - c) under

**C. Say how much you can remember about the history of Christopher Milne's toys.**

¹ a walnut ['wɔ:lnat] tree — грецкий орех (*дерево*)

52. Express the same in English.

1. Принц дал торжественную клятву, что отыщет Золушку.
2. Кейт кажется такой взволнованной сегодня. Ты знаешь, в чем дело?
3. — Сколько весят эти фрукты? — Продавец назовет нам вес через минуту.
4. Британский флаг развевался на ветру; это означало, что королева была во дворце.
5. Взгляни на это огромное дерево, склонившееся над водой.
6. Дядя Джек никогда не казался счастливым человеком, но в тот день он был особенно мрачен.
7. Если ты будешь бормотать себе под нос, класс тебя не услышит. Обещай мне, что будешь говорить громко.
8. Не суетись, я все сделаю сам.
9. У тигров, кошек, гепардов и львов — лапы, а у быков, коров, овец и свиней — копыта.

Reading for Discussion

53. Read the text, listen to the first part of the text carefully,  23, and say what Tiggers like and what they don't like.

Tigger Comes to the Forest and Has Breakfast

(After A. A. Milne)

This story began when Winnie-the-Pooh woke up in the middle of the night because of a strange noise. The noise went on so Pooh decided to find out who it was. This is how he met Tigger.

Tigger was a stranger in the forest but he was friendly and cheerful. In the morning Pooh offered Tigger honey for breakfast. Tigger tasted honey and said he didn't like it. Piglet's haycorns¹ were not to his taste either. That's why Pooh and Piglet decided to take Tigger to Eeyore's place.



"Hallo, Eeyore!" said Pooh. "This is Tigger."

"What is Tigger?" said Eeyore.

"This," explained Pooh and Piglet together, and Tigger smiled the happiest smile and said nothing.

"He's just come," explained Piglet.

Eeyore thought for a long time and then said:

"When is he going?"

Pooh explained to Eeyore that Tigger was a great friend of Christopher Robin, and Piglet explained to Tigger that he mustn't



mind what Eeyore said because he was always gloomy; and Eeyore explained to Piglet that, on the contrary, he was feeling particularly cheerful this morning; and Tigger explained to anybody who was listening that he hadn't had any breakfast yet.

"Tiggers always eat thistles," said Pooh. "So that was why we came to see you, Eeyore."

"Don't mention it, Pooh."

"Oh, Eeyore, I didn't mean that I didn't want to see you."

"Quite-quite. But your new stripy friend — naturally, he wants his breakfast. What did you say his name was?"

"Tigger."

"Then come this way, Tigger."

Eeyore led the way to the most thistly-looking patch¹ of thistles that ever was, and waved a hoof at it.

"A little patch I was keeping for my birthday," he said; "but, after all, what are birthdays? Here today and gone tomorrow. Help yourself, Tigger."

¹ a patch [pætʃ] — небольшой участок земли

UNIT 4

Tigger thanked him and looked a little anxiously at Pooh.

“Are these really thistles?” he whispered.

“Yes,” said Pooh.

“What Tiggers like best?”

“That’s right,” said Pooh.

“I see,” said Tigger.

So he took a large mouthful.

“Oh!” said Tigger.

He sat down and he put his paw in his mouth.

“What’s the matter?” asked Pooh.

“Hot!” mumbled Tigger.

“Your Friend,” murmured Eeyore, “appears to have bitten on a bee.”¹

Pooh’s friend stopped shaking his head and explained that Tiggers didn’t like thistles.

“Then why spoil a perfectly good one?” asked Eeyore.

“But you said,” began Pooh, “you said that Tiggers liked everything except honey and haycorns.”

“And thistles,” said Tigger, who was now running round in circles. With his tongue hanging out.

Pooh looked at him sadly.

“What are we going to do?” he asked Piglet.

Piglet knew the answer to that, and he said at once that they must go and see Christopher Robin.

“You’ll find him with Kanga,” said Eeyore. He came close to Pooh, and said in a loud whisper:

“Could you ask your friend to do his exercises somewhere else? I shall be having lunch soon, and don’t want it bounced on just before I begin. Fussy of me, but we all have our little ways.”

Pooh nodded solemnly and called to Tigger:

“Come along and we’ll go and see Kanga. She’s sure to have lots of breakfast for you.”

Tigger finished his last circle and came up to Pooh and Piglet.

“Hot!” he explained with a large and friendly smile.

“Come on!” and he rushed off.

Pooh and Piglet walked slowly after him. As they walked Piglet



¹ appears to have bitten on a bee — зд. кажется, ему попала в рот пчела и ужалила его

said nothing, because he couldn't think of anything, and Pooh said nothing, because he was thinking of a poem. Tigger had been bouncing in front of them all this time, turning round every now and then to ask. "Is this the way?" 

And now at last they came in sight of Kanga's house, and there was Christopher Robin. In the house they told Kanga what they wanted, and Kanga said very kindly: "Well, look in my cupboard, Tigger, dear, and see what you'd like." Because she knew at once that, however big Tigger seemed to be, he wanted as much kindness as Roo.

"Shall I look, too?" said Pooh, who was beginning to feel a little eleven o'clockish.¹ And he found a small tin of condensed milk, and something seemed to tell him that Tiggers didn't like this, so he took it into a corner by itself where nobody would stop him.

But the more Tigger put his nose into this and his paw into that, the more things he found that Tiggers didn't like. And when he had found everything in the cupboard, and couldn't eat any of it, he said to Kanga, "What happens now?"

But Kanga and Christopher Robin and Piglet were all standing round Roo, watching him have his Extract of Malt.² And Roo was saying, "Must I?" and Kanga was saying, "Now, Roo, dear, you remember what you promised."

"What is it?" whispered Tigger to Piglet.

"His Strengthening Medicine," said Piglet. "It helps him to put on weight but he hates it."

So Tigger came closer, and he leant over the back of Roo's chair, and suddenly he put out his tongue, and the Extract of Malt was gone. Kanga said "Oh!" and pulled the spoon safely back out of Tigger's mouth just as it was disappearing in it.

"Tigger, dear!" said Kanga.

"He's taken my medicine, he's taken my medicine, he's taken my medicine!" sang Roo happily, thinking it was a tremendous joke.

Then Tigger looked up at the ceiling, and closed his eyes, and his tongue went round and round his chops,³ in case he had left any outside, and a peaceful smile came over his face as he said, "So that's what Tiggers like!"

¹ In some British families a light meal, tea or coffee is often taken at about 11 o'clock in the morning.

² Extract of Malt [ekstrækt əv 'mɔlt] — рыбий жир

³ chops [tʃɔps] — пасть

UNIT 4

54. A. Match the phrases in English with their Russian equivalents. Find the sentences with them in the text and read them out.

- | | |
|-----------------------|--|
| 1) on the contrary | a) то и дело, время от времени |
| 2) anyhow | b) сгущенное молоко |
| 3) every now and then | c) во всяком случае, как бы то ни было |
| 4) to come in sight | d) напротив, наоборот |
| 5) help yourself | e) появиться (попасть в поле зрения) |
| 6) condensed milk | f) угощайтесь |

B. Use the suitable phrases from task A in the dialogues.

1. — What would you like in your coffee — sugar or ... ?
— ... , please.
— ...
2. — Bob is such a shy boy, isn't he?
— Not at all ... he only seems to be quiet. In fact he is never afraid of anything.
3. — Shall I walk to the station or shall I take a bus?
— It doesn't matter. You won't be late
4. — Do you often visit your Granny?
— No, but I call her

55. A. Try and explain how you understand these:

- a) a stripy friend;
- b) the most thistly-looking patch of thistles that ever was.

B. Draw these things as you see them.

56. A. Who said it?

1. "When is he going?" 2. "Don't mention it, Pooh." 3. "... I didn't mean that I didn't want to see you ..." 4. "Then come this way, Tigger." 5. "Hot!" 6. "Well. Look in my cupboard, Tigger, dear, and see what you'd like." 7. "He's taken my medicine, he's taken my medicine!" 8. "So that's what Tiggers like!"

B. Who in the text:

1. gave Tigger a lot of wonderful thistles; 2. went to look for Christopher Robin; 3. was thinking of a poem; 4. found a small tin of condensed milk in the cupboard; 5. took Roo's medicine.

Speaking

Discussing the Text

57. Explain why:

- 1) Pooh began to apologize saying: "Oh, Eeyore, I didn't mean that I didn't want to see you."
- 2) Eeyore kept the patch of thistles for his birthday.
- 3) Tigger looked anxiously at Pooh when he saw thistles.
- 4) Tigger began running round in circles with his tongue hanging out.
- 5) Eeyore said: "... we all have our little ways," when he asked Tigger to stop running about.
- 6) Tigger rushed out of the house where Eeyore lived.
- 7) Eeyore thought that Tigger had bitten on a bee.
- 8) Pooh and Piglet didn't speak on their way to Kanga.
- 9) The author mentioned that Pooh began feeling 11 o'clockish.

58. Say all you can using this outline. Use past tenses.

- a) Tigger meets Eeyore.
- b) Eeyore gives Tigger his breakfast.
- c) Tigger doesn't like thistles.
- d) Pooh and Piglet take Tigger to Kanga's place.
- e) Roo doesn't want to take his medicine.
- f) Tigger finds something that he really likes.

59. Use the reported speech and tell the story of Tigger coming to**a) Eeyore and b) Kanga on the parts of:**

- a) the storyteller,
- b) Pooh,
- c) Tigger,
- d) Eeyore,
- e) Piglet,
- f) Kanga,
- g) Christopher Robin.

60. Work in small groups and act out the two parts of the text: a) at Eeyore's place; b) at Kanga's place. One of the students should read the storyteller's part.

Discussing the Topic

- ✓ People say "*It takes many kinds to make the world*" meaning that all people are different. People can be different in:

I.

- appearance
- education
- personality
- tastes
- beliefs and opinions
- language and culture
- behaviour and manners
- dreams and plans for the future
- skills and experience

- ✓ Some people are nice and *loveable*, others are unpleasant and difficult to socialize with. These lists include words that can help you to describe people:

II.

Good qualities

- considerate [kən'sɪdərət]
- well-mannered
- caring
- having a good sense of humour
- reliable
- intellectual [ɪntel'ektʃuəl]
- independent
- cheerful
- patient

...

Bad qualities

- spiteful
- ill-mannered
- strict
- gloomy
- moody
- nasty
- fussy
- curious
- greedy

...

- ✓ People's appearances and their taste in clothes can also be different:

III.

- We wear our hair long, short, shoulder-length, close-cropped, in a (pony) tail, in a plait [plæt] (in plaits) or in a braid (braids), loose over our shoulders.
- Our hair can be straight, curly, wavy, thick, thin, smooth [smu:ð], fair (light), dark, red, etc. People who have no hair are bald [bo:ld].

- Our noses can be short, long, straight, turned-up, pointed.
- Our eyebrows are thick or thin or sometimes bushy.
- Our eyes can be narrow, round, with long or short eyelashes, big and small, bright, shiny, expressive.
- Our mouths can be small and big, with thin or full lips.
- Our teeth can be white, even, uneven, big or small.
- Our chins can be round, square, pointed and have a dimple.
- Our figures can be bulky, stout, thin, slim, skinny, slender.
- Some people wear a beard [biəd] and a moustache [məʊstə:f].

61. A group of British schoolchildren was asked to write on the topic "*What Makes People Different*". These are some of their ideas. Match the lines from their works with the categories from vocabulary, p. 138–139 (e.g. appearance, personality, etc.).

1. "No one in the world looks exactly alike, even identical¹ twins. People are different colours and sizes ..."
2. "People are brought up² differently: some can be kind, considerate and well-mannered, others are selfish, unhelpful and very ill-mannered. Some are happy and caring, others are sad, spiteful and strict."
3. There are people with a nice sense of humour. Some people laugh at things, others don't. Different people find different things funny. Some people are moody and take things too seriously."
4. "People have different tastes in clothes and friends, they like different styles and fashions and different kind of music. Some people like dresses and some like jeans."
5. "People behave differently and act differently. Not everybody knows how to socialize with others. Some people think that they are better than other people and there are people who are very good but don't talk about it. Some are better on the inside than on the outside, others are better on the outside than on the inside."
6. "We also have different dialects and languages and different cultures."
7. "Things you believe in can be quite different. Some people might be Christian, some people might not have a religion at all."
8. "Some people want to work in an office or to be a doctor, some want to be a lifeguard, but other people want to be a lazy lump of cheese."

¹ identical [aɪ'dentɪkl] — идентичный

² to be brought up — воспитываться

UNIT 4

9. "The main thing that makes people different is how they look. Some have blond and some have brown hair. People also have different eyes colour. Some people are taller than others. People have faces of different shapes and hair of different length. Some people are fat and some are hairier than others..."

10. "Some people are bigheaded, clever and smart. And everybody has a different level of education."

11. "Some people have a bad temper and don't get along with others. There are nasty people and nice people. Most people are loving but some are not."

12. "We all have different views and opinions."

13. "Some people are good at practical things, others sit for hours with their noses in the books, but everyone has a special talent for some particular activity."

B. Work in small groups and decide what else you can add to what the children wrote on each point: appearance, personality, etc.

62. Remember the conversational formulas to express agreement and disagreement (Unit 3, Ex. 28) and agree or disagree with these.

1. People are both — different and alike. 2. Living in the same place, reading the same books make us alike. 3. Good-looking people are always kind and friendly. 4. Our personalities, tastes, likes and dislikes change with years. 5. Personality mostly comes from the inside not the outside. 6. Teachers and parents are never good friends to children. 7. It doesn't matter what people think of you. The only person who matters is you. 8. Only people who like and dislike the same things can understand each other.

63. Comment on these:

1. *Everyone is special by being different.*
2. *Everybody is different but we are all equal.*
3. *Different people often get on well.*
4. *It takes many kinds to make the world.*

64. Work in small groups and continue the lists of good and bad qualities from vocabulary (p. 138—139). See which group has made the longest list.

65. A. Describe the characters of the text "Tigger Comes to the Forest and Has Breakfast". Say what they were like and what they looked like.

B. Look at these well-known Disney characters. Each of them is a personality. What are they like? What do they look like?



66. A. Make a list of qualities that you believe to be important. Put them in the order of importance.

B. Make a similar list of qualities that you dislike in people. Discuss your lists.

67. Speak about someone you admire (a real person or a film/book character) and explain why you admire him or her.

68. Look at these portraits of famous people and describe their appearances.

E x a m p l e: *The man in this picture is as old as the hills. He is bald but he wears a beard and a moustache. His eyes are small but expressive. They are light blue or probably light green. He has a long nose and a big mouth. He is smiling in the picture. I think he is a kindly old man with a good sense of humour.*



Pavel Bure



Mark Twain



Mother Teresa



Irina Rodnina 141

UNIT 4

69. A. Describe yourself when you were much younger (you can use a photo to illustrate your story).

B. Say what you think you will look like and be like in the future.

70. Practically every child in this country knows Winnie-the-Pooh and other wonderful characters from A. A. Milne's book, but not many people know anything about Milne himself. Imagine that your teacher has asked you to tell younger pupils about the author of "Winnie-the-Pooh". How will you do it? (See Ex. 23 of this unit.)

Writing

71. Do these exercises in writing: 5, 8, 14, 18, 20, 21, 22, 30, 31, 33, 34, 35, 36, 39, 40, 43, 52.

72. Fill in the gaps with articles where necessary to complete the sentences.

1. ... young woman in ... picture has ... long wavy hair and ... big mouth with ... white even teeth. 2. Paul has never worn ... beard but now he is wearing ... moustache. 3. Margo is ... tall stout girl, she is ... teenager. 4. The baby was loveable. It had ... round blue eyes, ... button nose and ... mouth that was always smiling. 5. Who is ... short dark-haired man standing at ... door? 6. ... best friend of mine is ... very intellectual boy. And his manners are ... most polite in our class. 7. — Does Alice always wear her hair in ... ponytail? — No, sometimes she makes ... braid.

73. Express the same in English.

A. 1. Ты видел, как Виктор зажег свечи? Они в подсвечниках? 2. Алиса наблюдала за тем, как ее старшая сестра стелила (to spread) скатерть на стол. 3. Не думаю, что в комнате достаточно света. Включи свет, пожалуйста. 4. Я почувствовал, что кто-то толкнул меня. 5. Позволь мне везти (тащить) санки самому. 6. Ты слышишь, что кто-то стучит в дверь? 7. Мама всегда хочет, чтобы я говорил с маленькой сестрой с любовью и заботой. 8. Ты жалеешь о том, что ты сказал? 9. Кто заставил тебя завести эти старые часы? 10. «Как она выглядит?» — спросила Кейт. 11. Моя бабушка пожилая женщина. У нее седые волосы и бледно-голубые глаза.

Она невысокого роста. У нее доброе, веселое лицо. 12. Мы заметили, что мама унесла вазу с фруктами на кухню. 13. С сожалением, но твердо моя тетя сказала, что она не имеет ничего против громкой музыки.

В. 1. Я считаю, что внешность человека не так важна, как его характер, поведение, манеры и вкусы. 2. Никогда не видел таких зловредных людей. К тому же он часто бывает в мрачном настроении. Не хочу видеть его снова. 3. Какой очаровательный ребенок! Только посмотри на эти светлые кудрявые волосы и длинные черные ресницы. 4. Мой друг очень самостоятелен и надежен. Я очень люблю его, хотя иногда он поднимает шум по пустякам. 5. Больше всего в моей маме мне нравится то, что она так заботлива и терпелива, а еще то, что она всегда жизнерадостна. 6. Моя подруга очень хорошенка, она носит волосы до плеч, у нее выразительные голубые глаза, она высокая и стройная. Но, главное, она умна, добродушна и обладает потрясающим чувством юмора. 7. Преступник в этом фильме выглядел ужасно: у него была черная борода, длинный нос и маленькие сверкающие глазки.

74. Open the brackets to make the story complete.

One day when Pooh Bear already (1. visit) some of his friends and had nothing else to do, he (2. think) he (3. go) round to Piglet's house (4. see) what Piglet (5. do). It (6. snow) since early morning. Pooh (7. expect) (8. find) Piglet (9. warm) his toes in front of his fire, but to his surprise he (10. see) that the door (11. be) open, and the more he (12. look) inside the more Piglet (13. not, be) there.

"So what I (14. do)," said Pooh, "is this. I (15. go) home first and see what the time (16. be), and perhaps I (17. put) a scarf round my neck, and then I (18. go) and (19. see) Eeyore and (20. sing) my new hum¹ to him."

He (21. hurry) back to his own house; when he (22. open) his door he suddenly (23. see) Piglet (24. sit) in his best armchair and looking as if he (25. sit) there for a long time. Pooh could only (26. stand) there (27. wonder) whose house he (28. be) in.

"Hallo, Piglet," he said. "I (29. think) you (30. be) out."

"No," said Piglet, "it's you who (31. be) out. I (32. sit) here for an hour already."

¹ a hum — зд. «пыхтелка»

UNIT 4

Pooh (33. look) up at his clock, which (34. stop) at five minutes to eleven some weeks before.

"Nearly eleven o'clock," said Pooh happily. "You (35. be) just in time for a little something," and he (36. put) his head into the cupboard. "And then we (37. go) out, Piglet, and (38. sing) my song to Eeyore."

"Which song, Pooh?"

"The one we (39. be) going to sing to Eeyore," (40. explain) Pooh.

The clock (41. show) still five minutes to eleven when Pooh and Piglet (42. set) out on their way half an hour later.

75. Write a paragraph on what makes people different and alike.

76. A. Draw a picture of your family tree. (You may use photos too.)
Include all your relations in it.

B. Describe your family tree.

C. Write about the member of the family you like most.

77. Write 10 sentences about your favourite toy when you were a small child. Describe what it looked like and explain why you liked it. You may do a drawing of it too.

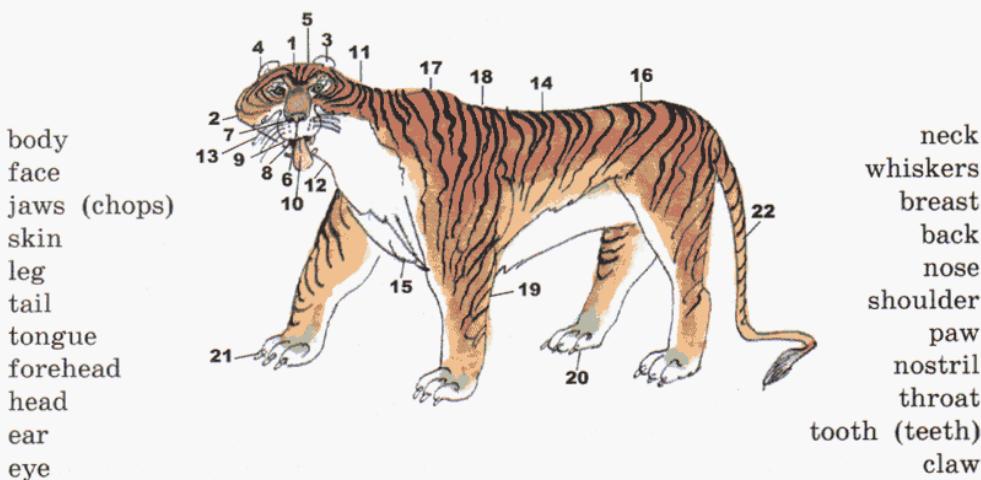
78. Spell these words.

[fʌsɪ]	[weit]	[pə'tukjʊlə]
[tri'mendəs]	['mʌmbɪl]	[kən'denst]
[glumɪ]	['mɜ:mə]	['straɪpɪ]
['æŋkʃəs]	[po:]	[bend]
[spɒləmli]	[prɒmɪs]	[weɪv]

79. Test your spelling. Listen to the tape,  24, and write down the sentences.

Miscellaneous

80. Look at the picture of a tiger and match the number with the words describing parts of its body. Listen to the tape,  25, and check yourselves.



81. Listen to the poem, 26, and read it.

Waiting at the Window

(By A. A. Milne)

There are my two drops of rain
Waiting on the window-pane.¹
I am waiting here to see
Which the winning one will be.
Both of them have different names.
One is John and one is James.
All the best and all the worst
Comes from which of them is first.
James had just begun to ooze.²
He's the one I want to lose.
John is waiting to begin.
He's the one I want to win.
James is going slowly on.
Something sorts of sticks³ to John.
John is moving off⁴ at last.



¹ window-pane — оконное стекло

² to ooze — медленно течь

³ ...sorts of sticks... — ...похоже, что-то прилипло...

⁴ is moving off — сдвигается с места

James is going pretty fast.
John is rushing¹ down the pane.
James is going slow again.
James has met a sort of smear.²
John is getting very near.
Is he going fast enough?
(James has found a piece of fluff.³)
John has hurried quickly by.
James was talking to a fly.
John is there, and John has won!
Look! I told you! Here's the sun!

82. The poem "Waiting at the Window" describes the game Christopher Robin invented on a rainy morning looking through the window. Have you ever played a game like this? Have you ever invented games of your own? Describe them.

83. These are six English idioms in which colours are mentioned. Read the idioms and then say which of them you can use in the sentences below.

Colour Idioms

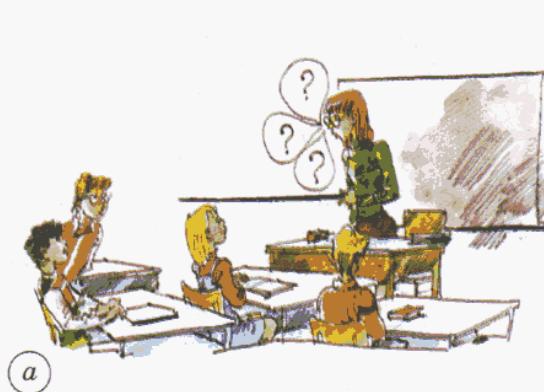
1. to give a **black** look — гневно взглянуть
 2. once in a **blue** moon — очень редко, почти никогда
 3. to be (feel) **blue** — грустить, быть в плохом настроении
 4. to be like a **red** rag to a bull — действовать на кого-либо, как красная тряпка на быка
 5. a **white** elephant — дорогой, но бесполезный подарок
 6. to be **yellow** — струсить, быть трусом
-
1. My daddy has a car, but he doesn't drive and he has no garage.
 2. Jack is not brave at all, he always runs away when we fight.
 3. My aunt Polly can't stand long hair and platform shoes.
 4. I think he hates me.
He always looks at me angrily.
 5. What has happened?
Why are you so sad?
 6. Call me more often.
You hardly ever call me these days.

¹ is rushing — торопится

² a sort of smear [smɪə] — что-то липкое

³ fluff — пушинка

84. Read the jokes and match them with the pictures.



(a)



(b)



(c)



(d)

(e)

1. One day Ben came home from school and said proudly:
“You know what? I was the only pupil who could answer the teacher’s question today!”
“That’s very good, Ben. And what was the question?”
“The teacher asked, “Who put the glue on my chair?”
2. Little Johnny went to school when he was six. It was his first day at school. When he came home, his mother asked him:
“Did you like it at school, Johnny?”
“Oh, yes. I liked it very much.”
“And did you like your teacher?”
“Yes, I did. But she can’t be very clever.”
“What made you think that?” asked the surprised mother.
“You see, she asked us so many questions,” replied little Johnny. 147

UNIT 4

3. Someone asked Will, "Do you know why our language is called our mother tongue?"

"That question is easy to answer," replied Will. "It's mothers who use it most. You should just hear my mother talking to our neighbour."

4. A grateful student who was leaving school came to say goodbye to his teacher.

"Thank you very much," he said. "I owe you everything I know."

"Don't mention it," answered the teacher. "That is nothing much."

5. A small boy with a camera in his hands ran up to a man in the street.

"Help! Help!" he shouted. "A big dog is running after my father!"

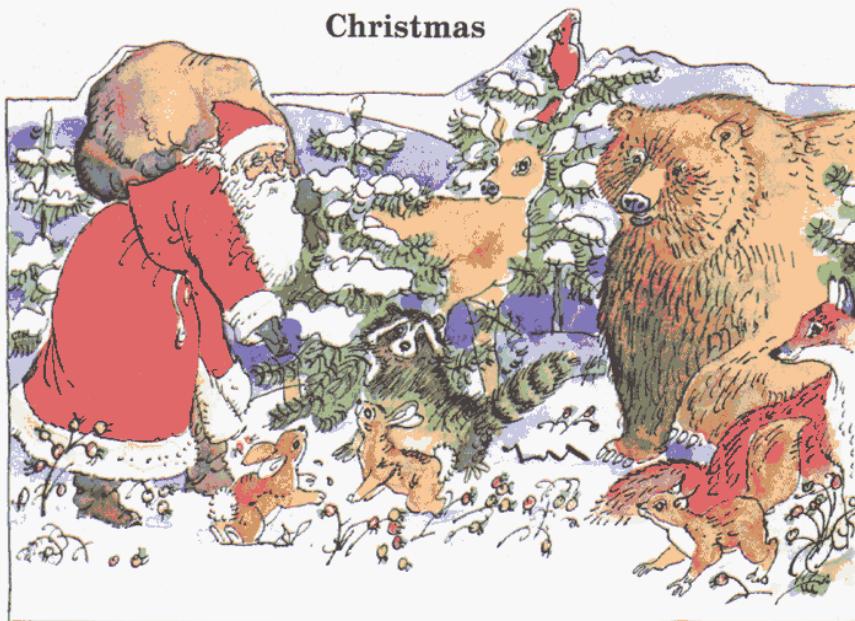
"How can I help you?" asked the man.

"Put a film in my camera. I don't know how to do it," explained the boy.

Home Reading Lessons 6,7

Revision

1. Read the text “Christmas” and say what else you know about this festival. (Textbook VI, Lesson 12 can help you.)

Christmas

Christmas is the main public holiday in Britain and the US. This **Christian holy day** is held on December 25th (in Russia on January 7th) in honour of the birth of Christ. People often see it as a time of merry-making and present-giving. They usually spend time with their families, eat special food and drink a lot. On Christmas Eve

Christian ['krɪstʃən] **holy** ['hɔːli] **day** — святой для христиан день
in honour — в честь
merry-making — веселье

some people go to a special church service called **Midnight Mass** or Christmas Eve Service at 12 o'clock at night. Others may have a drink with their friends.

Midnight Mass — мес-
са (рождественская)

Reading for Information

2. Match the pictures with the proper parts of the text "Before Christmas Day" and their titles.



a)



b)



c)



d)



e)



f)



150

g)



h)



i)

Before Christmas Day

Titles:

1. Shopping before Christmas.
2. Christmas cards.
3. Carol singing.
4. Christmas tree.
5. Santa Claus [sæntə klɔːz]:
what he looks like.
6. Santa Claus: the way he travels.
7. Santa Claus: where he lives.
8. Christmas stockings.
9. Christmas presents.

1. People sometimes go *carol singing*, which means singing carols in the street, outside people's houses. Some carols, for example "O, Come All Ye Faithful" and "Silent Night", are very well-known.

ye = you

2. Santa Claus is thought to live at the North Pole where he spends most of the year in his **workshop** making toys for children with the help of **elves** often called "brownies" in America. People think of him as a happy man, who says, "Ho [həʊ], ho, ho."

workshop — мастерская
elves — эльфы, гномы

3. There is a tradition that children should put a long sock called a Christmas stocking at the end of their bed or by the chimney or hang it by the fireplace so that Santa Claus will fill it with presents. A **tangerine** or a nut are often put into the stockings. Santa Claus is **supposed** to visit each house on Christmas Eve by climbing down the chimney.

tangerine — мандарин
supposed — предполагается, что

4. Young children are told that Santa Claus will bring them presents if they are good. Children sometimes write a letter to Santa Claus telling him what presents they would like for Christmas. On Christmas Eve (December 24th, the day before Christmas Day), they often leave out something for him to eat or drink.

5. People also buy and send Christmas cards to their friends usually containing the

message "Merry Christmas". The cards often show pictures of "the nativity [nə'tivəti] (the birth of Christ), Santa Claus, a Christmas tree, robins" or scenes of old-fashioned Christmases.

6. Because people give each other presents, in the days and weeks before Christmas the shops become very busy. Newspapers and television, etc. say how many shopping days there are left and people often spend a lot of money. But many people feel that Christmas has become too much of business and so has lost its meaning.
7. Santa Claus, also called Santa, Father Christmas (in Britain), or Kriss Kringle (in America) is an **imaginary** old man in red clothes and with a long white beard.
8. He is supposed to fly about the sky in a sleigh [slei], pulled by reindeer.
9. People usually decorate their houses and many people have a Christmas tree with coloured balls or lights on it in their house which they also decorate.

imaginary — воображаемый

Reading for Discussion

3. Read the text, divide it into logical parts and give them titles.

Christmas Day

Christmas Day is a public holiday. Families usually spend the day opening their presents which are often **piled around** the Christmas tree decorated with **tinsel**, **baubles**, **fairy lights**, etc. They eat and drink together. The most important meal is Christmas dinner. At the start of the meal, British people often pull a **cracker**, which contains a small toy, a paper bat, and a joke. The typical meal nowadays consists of turkey with

piled around — складываются под

tinsel ['tɪnsl] — гирлянды

baubles ['bɔ:blz] — бусы, шарики

fairy lights — елочные огни

cracker — хлопушка

potatoes and other vegetables such as carrots and sprouts. In Britain this is followed by Christmas pudding — a sweet pudding containing a lot of dried fruit and often covered with burning brandy. Other traditional foods in Britain include Christmas cake — a cake containing a lot of dried fruit and usually having a covering of icing (hard sugar) made to be eaten at Christmas, and mince pies.

Americans bake special biscuits called Christmas cookies which they eat over the Christmas season (the time when people prepare for and celebrate Christmas, from mid-December to the end of the year).

In Britain, the day after Christmas is called Boxing Day and is also a public holiday. A lot of sports take place on Boxing Day and many people now spend time watching sport on television. In the US many stores hold special sales, where things can be bought cheaply, on the day after Christmas. Twelve days after Christmas is the time when people are supposed to take down their decorations and remove their Christmas trees.

4. Put together all the information about Christmas and sum it up in a short talk about X-mas celebrations. Let each student add something to the story. Don't repeat each other.

5. Follow your teacher reading the poem or listen to the tape,  27, and say what made King John happy.

King John's Christmas

(After A. A. Milne)

King John was not a good man —
He had his little ways.
And sometimes no one spoke to him
For days and days and days.

sprouts [sprouts] — брюс-
сельская капуста

covering of icing — ко-
рочка из глазури

mince pie — пирожок с
начинкой из изюма,
миндаля, корицы и са-
хара

bake — пекут

ways — привычки

UNIT 5

King John was not a good man,
And no good friends had he.
He stayed in every afternoon...
But no one came to tea.
And, round about December,
The cards upon his shelf
Which wished him lots of Christmas
cheer,
And fortune in the coming year,
Were never from his near and dear,
But only from himself.



King John was not a good man,
Yet had his hopes and fears.
They'd given him no present now
For years and years and years.
But every year at Christmas,
While minstrels stood about,
He stole away upstairs and hung
A hopeful stocking out.

King John was not a good man,
He lived his life aloof,
Alone he thought a message out
While climbing to the roof.
He wrote it down and propped it
Against the chimney stack:
“To all and sundry — near and far —
F. CHRISTMAS IN PARTICULAR.”
And signed it not “Johannes R.”
But very humbly, “Jack.”



“I want some crackers,
And I want some candy;
I think a box of chocolates
Would come in handy;
I don't mind oranges,
I do like nuts!
And I should like a pocket-knife
That really cuts.

154 And, oh! Father Christmas,

cards = greetings cards

fortune — удача

near and dear — родные
и близкие

fears — страхи, опасе-
ния

minstrel — менестрель,
певец

stole away upstairs —
тайком пробираться
наверх

aloof — в одиночестве

thought a message out —
придумал послание

propped — прислонил

chimney stack — дымо-

вая труба

to all and sundry —

всем и каждому

F. = Father

R. (*lat. rex*) = king

would come in handy —
пригодилась бы

If you love me at all,
Bring me a big, red india-rubber ball!"

King John was not a good man —
He wrote this message out,
And got him to his room again,
Descending by the spout.
And all that night he lay there,
A prey for hopes and fears.
"I think that's him a-coming now,"
.....
"He'll bring one present, anyhow —
The first I've had for years."

"Forget about the crackers,
And forget about the candy;
I'm sure a box of chocolates
Would never come in handy;
I don't like oranges,
I don't want nuts.
And I have got a pocket-knife
That almost cuts.
But, oh! Father Christmas,
If you love me at all,
Bring me a big, red india-rubber ball!"

King John was not a good man —
Next morning when the sun
Rose up to tell a waiting world
That Christmas had begun,
And people took their stockings,
And opened them with glee,
And crackers, toys and games appeared,
And lips with sticky sweets were smeared.
King John said grimly: "As I feared,
Nothing again for me!"

King John stood by the window,
And frowned to see below
The happy bands of boys and girls
All playing with the snow.

india-rubber — резино-
вый

him = himself
descending by the spout —
спустившись по трубе
prey for hopes and
fears — терзаемый на-
деждами и страхами

glee — радость

smeared — перепачкан-
ные
grimly — мрачно

frowned — хмурился
bands — стайки

UNIT 5

A while he stood there watching,
And **envying** them all.

When through the window big and red
There **hurtled** by his royal head
Fell and bounced upon the bed,
An india-rubber ball!

And, oh, Father Christmas,
My **blessings** on you fall
For bringing him
A big, red, india-rubber ball!



envying — завидуя

hurtle ['hɜ:tł] — нестись,
мчаться

blessings — благослове-
ние, благодарность

Speaking

6. Act the poem out: distribute the lines of the poem between the pupils of your group. Let one pupil do the part of King John and say the final words together. Use greetings cards, a ball, costumes, etc. to make it look like a real performance.

7. Look at the picture and make up a Christmas Story.



Miscellaneous

8. Learn the words of this popular carol and sing it along, 28.

O Christmas Tree

O Christmas tree, O Christmas tree,
With faithful¹ leaves unchanging.

Not only green in summer's heat;
 But also winter's snow and sleet.¹
 O Christmas tree, O Christmas tree,
 With faithful leaves unchanging.

9. Read X-mas Alphabet. Write each letter of X-mas Alphabet on coloured paper and decorate the classroom with your alphabet tinsels. Look up the words that you don't know in a dictionary.

- | | |
|---|--|
| A is for Apple that hangs on the tree. | N is for Nuts which grandpapa cracks. |
| B is for Bells that chime out in glee. | O is for Oranges, yellow and sweet. |
| C is for Candy to please boys and girls. | P is Plum Pudding, a holiday treat. |
| D is for Dolly with long flaxen curls. | Q is the Quadrille in which each one must dance. |
| E is for Evergreen decking the room. | R is for Reindeer that gallop and prance. |
| F is for Flowers of sweetest perfume. | S is for Snow that falls silently down. |
| G is for Gifts that bring us delight. | T is for Turkey so tender and brown. |
| H is for Holly with red berries bright. | U is for Uproar that goes on all day. |
| I is for Ice, so shining and clear. | V is for Voices that carol this day. |
| J is for Jingle of bells far and near. | W is for Wreaths hung up on the wall. |
| K is Kriss Kringle with fur cap and coat. | X is for X-mas with pleasures for all. |
| L is for Letters children all wrote. | Y is for Yule log that burns clear and bright. |
| M is for Mistletoe shining like wax. | Z is for Zest shown from morning till night. |

10. Make up more X-mas decorations. Decide whose decoration is: a) the most beautiful; b) the most original; c) the most traditional; d) using English in the best way.

¹ sleet — мокрый снег



- ▶ HOW TO SPEAK ABOUT BOOKS AND AUTHORS
- ▶ KINDS OF BOOKS
- ▶ CHOOSING A BOOK TO READ
- ▶ LIBRARIES
- ▶ HISTORY OF BOOKS
- ▶ FAMOUS WRITERS AND THEIR WORKS
- ▶ READERS OF BOOKS

Revision

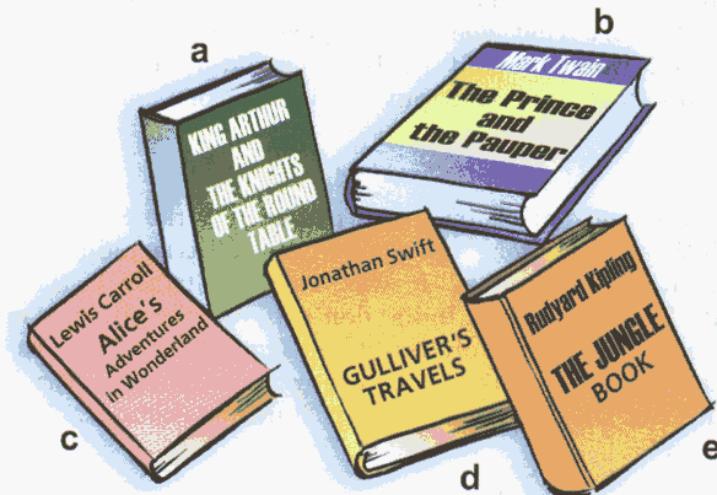
1. Answer these questions to find out what reading habits you and your classmates have got.

1. How much time do you spend on reading?
2. What kind of reading do you prefer: do you like reading books? newspapers? magazines? What kind of books, newspapers and magazines?
3. When and where do you usually read?
4. Do you read books only for your Russian Literature classes or do you do any extra reading?
5. Have you got any favourite books, favourite authors ['ɔ:θəz] or favourite characters?
6. How old were you when you began reading? Do you remember what book was the first that you read? What book did you especially like when you were a young child? Did your parents or grandparents read to you when you were very young? Have you heard of the tradition of reading aloud in the family circle? What do you think of it? Have you ever read books to your younger brother or sister? Do you like doing it? Why?
7. Do you collect books? How many books have you got at home? Are they mostly your books or your parents' books? Where do you keep them?
8. How do grown-up books differ from children's books? Do you read grown-up books? Do your parents or teachers help you to choose books that you read?

9. Do you use any libraries? What libraries? What are they like? Do you find them helpful? In what way?

10. What does reading do for you? Is it an important part of your life? In what way can reading be useful to people?

2. These are extracts from very famous books. Match them with the covers of the books. Say if you've read them.



1.

"The prince began to take off his fine clothes, and Tom took off his old clothes and put on the clothes of the prince. Tom looked at the prince as he stood there dressed in Tom's clothes. He had seen someone very like him before. Where had he seen him? 'Come and look at us in the glass!' cried the prince. They were just like each other."

2.

"I had slept for many hours. When I awoke it was just daylight. I tried to get up from the ground, but I could not move! My arms and feet were held down to the ground with strings.¹ I heard some noise around me, but I could see nothing. In a little time I felt something alive

¹ a string — веревка

moving on my foot, then it came over my body and up to my face. Turning my eyes down as much as I could, I saw a man. He was less than 15 centimetres high."

3.

"Alice and her big sister were sitting on the grass. Her sister was reading a book, but Alice had nothing to read ... She was too sleepy ... Just then, a white rabbit ran by, very near to her. That does not happen every day, but Alice did not wonder about it. But she did wonder when the rabbit took a watch out of its pocket and looked at it."

4.

"At seven o'clock on a hot evening in the Seeonee hills, Father Wolf woke up. There was a little animal at the mouth of the cave.¹ It was Tabaqui [tæ'bækɪ], the jackal. The wolves of India don't like Tabaqui. He makes trouble, Father Wolf could see from Tabaqui's eyes that he wanted to make trouble now. 'Shere Khan [ʃiə 'kɑ:n], the Big One, has changed his hunting grounds,' Tabaqui said."

5.

"There were 150 places at the table. Each knight² had his name written in his place. There were one hundred and twenty-eight knights at the table. As time went on other brave and good knights came, and King Arthur gave them places. One place was not filled for a long time. That place was for a knight who had never done any bad thing to anyone. It was called the 'Seat Perilous ['perələs]: if a bad man sat in it, he would die. After many years Sir Galahad ['gæləhæd] came and was given that place."

3. Certain words and word combinations help us to tell a story. List A has words that show you how events follow each other. List B has words that show you how facts are connected with each other. Look through both lists and remember the words.

¹ a cave — пещера

² a knight [naɪt] — рыцарь

List A**Narration**

beginning the story	continuation	going back	parallel action(s)	finishing the story
first first of all	next then after that afterwards	previously	just then meanwhile (<i>тем временем</i>) = in the meantime	eventually (<i>в конце концов</i>) finally in the end

List B**Connectors**

so	— таким образом, поэтому
as	— поскольку
however, anyhow	— как бы то ни было
nevertheless	— тем не менее
because	— потому что
although	— хотя
on the contrary	— напротив
actually	— на самом деле
that's why	— вот почему

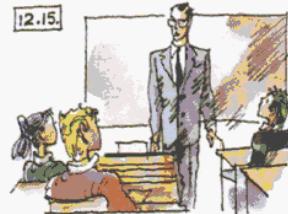
4. A. Look at the pictures showing the beginning and the end of the day of Pauline Bailey. Describe her day using List A.



B. Fill in the gaps with the words of List B to complete the story.

The story of King Arthur and the knights of the Round Table has been popular in Europe for more than a thousand years.

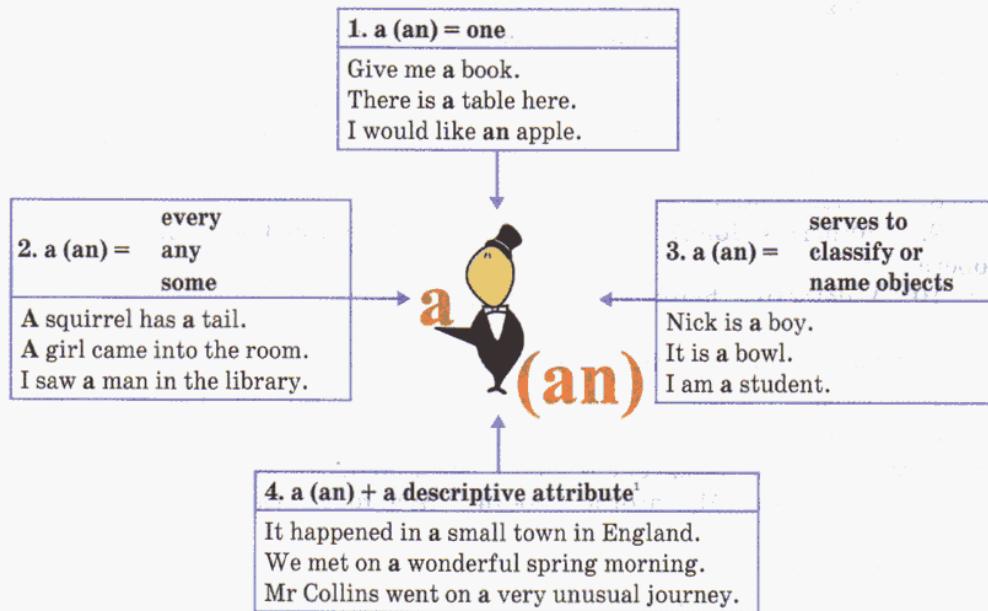
Once the knights of England decided to choose a new king. They knew how to choose their king ... (1) previously they had found a huge stone with a sword which said, "The man who can pull the sword out of the stone will be king." ... (2) all the knights tried to pull the sword out of the stone, ... (3) it seemed none of them could do it. ... (4) England eventually got a king: Arthur was a young boy at the time, but ... (5) he pulled the sword from the stone. ... (6) Arthur became king.

5. A. Look at the pictures and tell the story.



B. Try and guess what the people in the pictures are saying.

6. Study the table.



7. Say what their jobs are.

Example: Vickie makes photos. She is a *photographer*.

1. George teaches children at school.
2. Nataly performs on the stage.
3. Walter writes articles to newspapers.

¹ a descriptive attribute [di'skriptiv 'ætribjut] — описательное определение

UNIT 6

4. Andrew drives a taxi.
5. Simon drives a bus.
6. Robert plays football professionally.
7. Bob flies planes.
8. Paul plays tennis professionally.
9. Emily can cure you if you are ill.
10. Betsy paints pictures.

8. Give equivalents to the indefinite articles in these sentences: *one, some, any, certain, every*.

1. A tiger has paws, *a* sheep has hooves.
2. Fiona bought *a* candlestick yesterday.
3. There was *a* knock at the door.
4. It happened in *a* small village in the South of France.
5. Have you got *a* map of Europe?
6. When I was walking home I met *a* boy who was carrying a basket with *a* small puppy in it.
7. Even *a* child knows where the sun rises, and you don't.
8. I must send *a* telex.
9. — Where's John? — He has gone to the theatre to listen to *an* opera.
10. A detective helps to find criminals.

9. Use *the* indefinite article where necessary.

1. I have ... brother. I have no ... sisters. My brother is ... student. He is ... first-year student. He is ... very good student. Yesterday he got ... excellent mark for his paper and ... good marks for his two tests. My brother doesn't live in ... flat, he lives in ... small cottage.
2. Yesterday I bought ... book. This book is ... dictionary. It's ... Russian-English dictionary. It is ... dark green book, rather thick. There is ... special page where all the symbols are explained. It is ... Page 8.
3. I have ... very good job. It is not ... difficult job, but very interesting. I work in ... library. Our library is situated in ... tall building. It is ... ten-storeyed building. There is ... reading hall in the library. It is on ... Floor 5.

Read and compare!

 (an) <i>a/an</i>	 the
<p>1. Jack lives in a small village. 2. Jane works at an office, not at a pub. 3. You can rarely find an apple tree or a cherry tree in a park. They usually grow in gardens. (<i>just giving a name to this or that place</i>)</p>	<p>1. Nick lives in the city centre. 2. John is at the office. 3. The children went for a walk. They are in the park. <i>(the exact place)</i></p>

10. In these sentences there are no articles. Add *a/an* or *the* to make them correct.

1. This is house. It is house made of wood. 2. This is house that Jack built. 3. Your blouse is in washing machine. It will be ready for tomorrow's party. 4. What lovely dress! Are you going to wear it? 5. In good library there are always lots of children's books. 6. Story was so exciting that children could hardly believe their ears. 7. — Book looks very unusual. I haven't seen book like this before. — I'm not surprised. It's very old and expensive book. 8. I know man who lives in house.

11. Miss A. has only one student. Miss B. has three students. Miss A. and Miss B. are very much alike, they tell their students the same things. The only difference will be in how they do it. What are Miss B.'s words?

**Example:**

Miss A.: "Buy a thick red pencil."
 Miss B.: "Buy thick red pencils."



1. Take a pen and write down the new words. 2. Draw a black cat with a bushy tail. 3. You need a brush and some black paint to do 165

UNIT 6

this. 4. You must be hungry, have a sandwich. 5. I was very touched when you gave me a flower on my birthday. 6. Please bring a chair from the room next door. 7. I want you to choose a good book and read it during your holidays. 8. Don't forget to write a greetings card to your grandparents and post it well before the event.

12. Put these nouns into the right category: *countables* or *uncountables*. Write the countable nouns in the plural.

mystery, knock, bread, hoof, murmur, information, mosquito, weather, carrot, candle, milk, toast, housework, mother tongue, practice, idiom, tomato, vocabulary, play, advice, money, butter, coin, hair (*волосы*), paper, potato.

Countables:

Uncountables:

Tenses and Forms That Are Used to Describe the Future

1. We express some action in the future, we cannot change anything.	(Simple) Future	a) John will be ten in May. b) We shall have snow in winter.
2. We predict ¹ things.	(Simple) Future	a) I think it will rain tomorrow. b) I am sure we won't get the answer.
	to be going to (we can see that something is on the way to happen)	Look at the clouds. It is going to rain.
3. We decide to do something at the time of speaking.	(Simple) Future	— There are no potatoes left. — OK. I'll buy some.

4. We express intentions, promises, invitations, hopes, expectations, threats.	(Simple) Future	a) I promise I'll buy you a ring. b) I hope he will come on time. c) He will punish you.
5. We talk about timetables.	Simple Present	a) My train leaves at 3.20. b) When does the film start?
6. We mention conditions.	Simple Present (clauses of time and condition) (Simple) Future (main clause)	When Mother gets some money, she will buy me a new bike.
7. We talk about planned actions, near future.	Present Continuous to be going to	We are having a party tomorrow. I have written all the invitations. We are going to have a party on Saturday.
8. We talk about a certain time in the future.	Future Continuous	Boris will be flying to Vladivostok at 3 o'clock tomorrow.
9. We speak about an action completed by a certain moment in the future.	Future Perfect	Nataly will have finished her article by 3.

13. Complete the sentences with the right verbs.

1. Next year he (will be/is) five.
2. Tomorrow it (will be/is) warm with a few showers.
3. Who do you think (will win/wins)?
4. It (doesn't rain/won't rain) next week.

5. Clothes (are/will be) very different in the year 2010.
6. If you (come/will come) there first, keep a seat for me.
7. When you (find/will find) some material related to the topic, let me know.
8. When it (will get/gets) dark, we (will light/light) the candles.
9. He (will be/is) anxious if you (will come/come) late.
10. — There is a doorbell. — I (will go/go) and open the door.

14. Andrew has just passed his English examination. Nina is taking the same exam tomorrow. She is asking Andrew for advice. Complete the dialogue using suitable *future forms*. (In some cases more than one form is possible.)

Nina: I _____ (take) this exam tomorrow and I'm awfully nervous.

Andrew: Don't be nervous, you _____ (be) fine. You _____ (please) the examiners with your English, I'm sure.

Nina: You are kidding, aren't you? They _____ (ask) me many questions?

Andrew: No, I don't think so: just two or three.

Nina: Oh! And I _____ (have to read) a text and then translate it?

Andrew: Yes, that's one of the things everybody does.

Nina: And I _____ (write) anything?

Andrew: I think they _____ (tell) you to write some questions on the text.

Nina: I see. I hope I _____ (have) enough time to write the questions.

Andrew: Don't worry, they _____ (give) you at least half an hour to get ready.

Nina: I _____ (look) through my grammar books this afternoon and _____ (practise) reading aloud.

Andrew: I hope you _____ (not, stay) up late. You should rest well before the exam.

Nina: I _____ (try) to. Thanks for your time, Andy. See you.

Andrew: See you and the best of luck.

Nina: Thanks.

15. All these captions¹ describe future actions. Explain the choice of grammar forms. Match the captions with the pictures.

a) Today I'm going to cut the sermon short.¹

c) You're going on a long journey.

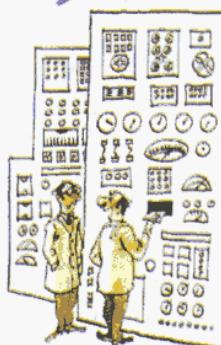


(1)

b) It says we both'll have lost our jobs by the end of the month.



(3)



(2)

d) I know I forgot your birthday. There'll be others!



(5)



(4)

e) No, you won't have dessert. You haven't finished your greens.²

¹ to cut the sermon short — сократить проповедь

² greens — овощной гарнир (слово, характерное для детей)

16. A. Irene is going to Laura's birthday party at 5 p.m. on Saturday. Find out:

- 1) time / she / to get up
- 2) dress / she / to wear
- 3) the way / she / to travel to Laura's
- 4) things / she / to take to the party
- 5) time / she / to come back

B. Find out what Irene plans to do at 10.00, 11.00, 15.00, 16.00, 17.00.

C. Work in pairs. Imagine that your friend is going to somebody's birthday party. Ask him/her questions about his/her plans. Let your friend answer them.

17. A. In these situations you offer people your help. What will you say?

Example: *It's hot and stuffy in the room.*

You say: Shall I open the window?

1. It's got too dark in the room.
2. Your mother is very tired after work and your family are hungry.
3. Your dad's car is very dirty and he is too busy to wash it.
4. Your little brother can't read and wants to know the end of the story that Granny began reading to him the day before.
5. It's hot and the plants in the garden are dying.
6. Your teacher is carrying a lot of books and can't open the door of the teachers' room.
7. There's no bread in the house.
8. There are a lot of dirty plates left after dinner.

B. In these situations you ask for advice or instruction. What will you say?

Example: *You don't know what to buy for tea.*

You say: Shall I buy a cake or some biscuits?

1. You're driving a car but you don't know the way. There's a turn to the left and a turn to the right.
2. You are in the library and you want advice as to what book to choose.
3. You are not sure what to give your friend as a birthday present.
4. You want your mother's advice about laying the table.
5. You'd like to know what programme on television your family are going to watch.
6. You're on the bus. You're not sure where to get off.
7. You need your grandmother's advice: you're not sure if it's the right time to pick strawberries in the garden.
8. You are talking to your friend about the best way to finish your story.

Reading for Information

18. Read the text once very attentively and try to understand and remember as much as you can.

The Printed Word

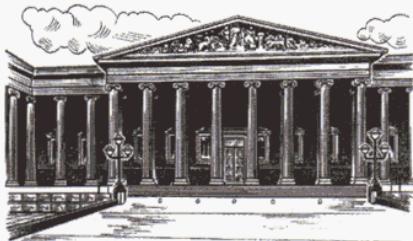
The earliest books were written on tablets of wood or pieces of bark. In Greece and Rome, the tablets of wood were covered with wax [wæks], and writing was impressed upon them with a small stick called "stylus". These tablets were held together on one side with thin strips of leather or metal rings. In Assyria [ə'sɪriə] and Babylonia [bæbɪ'ləvnɪə] clay tablets were used for writing and the words were drawn with a piece of wood. After baking, the tablets were kept on shelves, just like books are kept today. Although the clay tablets didn't look very beautiful, they were long-lasting and some of them survived until the present day. The earliest books of the ancient world were written on papyrus [pə'paɪərəs] and skins of young animals. These books took the form of a long strip, rolled from one cylinder to another. These writings were known to the Romans as *volumen* from which comes the word *volume*. Though paper has been known in China since the first century, the secret of papermaking came to Europe much later.

Books were quite common in ancient Rome: we know that there were many booksellers and the first public library was founded there about 39 B.C.¹ Only the rich could buy books or make their slaves copy books from important libraries. By the time of the Middle Ages all books were handwritten and often beautifully decorated. Libraries used to chain books to the shelves so that they could not be removed from the building. But very few people could read them. The invention of printing was a really great event in history. The first people to invent printing were the Chinese. In Europe there were several people who can be called inventors of printing. The best-known is Johann Gutenberg [dʒəʊ'æn 'gʊtənbɜ:g] from Germany.

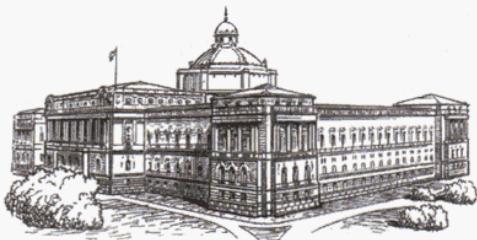
Printing spread quickly over Europe and by the end of the 15th century there were more than 200 presses. The early printers were not only craftsmen, but also editors, publishers and booksellers. The first printing press in England was set up by William Caxton ['kækstən] at Westminster in 1476, and the first printing press in Russia — by Ivan Fedorov in Moscow in 1564. Printed books soon reached a very

¹ B.C. — Before Christ — до нашей эры (A.D. — Anno Domini [ænəu 'dəmnai] — нашей эры)

UNIT 6



The British Museum Library



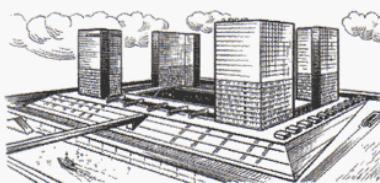
The Library of Congress

high standard and the craftsmen were rightfully proud of their work. Eventually there were more and more people in Europe who could read and they wanted more and more books. That led to opening more libraries.

Early libraries were used only by scientists and were few. By and by they grew in number and began to be used by the public. The 19th century saw the appearance of a proper system of public libraries. Now most countries have their own national libraries. Many old university libraries have rich collections of books: Oxford and Cambridge in England, Harvard and Yale [jeil] in the United States. Among the great libraries of the world we can name the *British Museum Library* (the British Library) in London, the *Library of Congress* in the United States, *Bibliothèque [bibliɔ'tek] Nationale [nasjɔ'nal]* in France, the *Beijing¹ Library* in China, the *State Public Library* in Moscow. The world's largest is the US Library of Congress. It holds about 90 million items — books and manuscripts ['mænju-skripts]. The library was founded in 1800 in Washington, DC for the use of Congress and later became a pub-



The Beijing Library

*The State Public Library**Bibliotheque Nationale*

lic library. Bibliotheque Nationale dates back to the 17th century and the British Museum Library was set in the 18th century. The State Public Library in Moscow was founded in 1862 and has unique [ju'nik] collections of books.

Modern libraries do their best to help people get information as quickly as possible. They use computers and electronic catalogues ['kætəlɒgz]. Probably the most difficult problem for any library is to keep their books, journals ['dʒɜ:nlz] and films. How they do it is a new story.

19. Now that you've read the text once, answer these questions.

1. What materials were used to make ancient books? 2. In what places of the world did people have books in ancient times? 3. Where and when was printing invented? 4. By whom were early libraries used? 5. When did many public libraries appear? 6. What old universities have good libraries? 7. What cities of the world have great libraries?

20. Read the text again for more detailed information and find in the text words and word combinations which mean:

1. деревянные дощечки
2. куски коры
3. воск
4. полоски кожи
5. глиняные таблички
6. обжигание
7. они могли долго храниться
8. дожили до сегодняшних дней

9. папирус
10. полоска, которая перематывалась с одного цилиндра на другой
11. книжный том
12. Средние века
13. книги были довольно широко распространены
14. приковывать цепями

15. изобретение книгопечатания
16. распространилось по Европе
17. ремесленники
18. редакторы, издатели и книготорговцы
19. появление настоящей системы публичных библиотек
20. девяносто миллионов единиц хранения
21. книги и рукописи
22. уникальные коллекции
23. сохранить

21. Say what new things you've learned from the text.

22. The text "The Printed Word" has got a lot of international words. Guess what they are.

ta---t	-ecr---	--lic
cy-----r	m----m	jo-----
c-----ss	---pu---	c-l-----
i-----m---o-	f---	manu-----
c-t---g--	p-p---u-	ele----ic
m-t--	st----d	

23. These sentences are answers to certain questions on the text "The Printed Word". Say what the questions are.

- | | |
|---|---------------------------------|
| 1. On tablets of wood or pieces of bark. | 6. The Chinese. |
| 2. With thin stripes of leather or metal rings. | 7. About 200. |
| 3. In Assyria and Babylonia. | 8. His name was William Caxton. |
| 4. From a tall plant. | 9. In Moscow in 1564. |
| 5. About 39 B.C. | 10. The US Library of Congress. |

24. Give each paragraph of the text "The Printed Word" a name to make a general outline of the whole text.

N*ew language*

Grammar Section

- 25.** Collective nouns are names of a group of people, animals or collections of things — *a crowd, a class, a family, a government, a club*.

A. Learn some new collective nouns.

1. a flock

a) a flock of sheep or goats



b) a flock of birds



3. a swarm

a) a swarm of flies



b) a swarm of bees



4. a herd

a) a herd of cows



b) a herd of deer



c) a herd of elephants

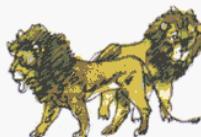
5. a school

a) a school of fish

b) a school of whales¹¹ a whale [weil] — кит

UNIT 6

6. a pride of lions



7. an audience



8. a committee



9. a team



10. a crew



11. an army



12. the police [pə'lis]



13. a bunch

- a) a bunch of keys
- b) a bunch of flowers



14. a bundle



B. Say what these collective nouns mean in Russian.

26. Use one of the collective nouns from the word box to express the same.

an army, an audience, a bunch, a bundle, a class, a committee, a school, a crew, a crowd, a family, a flock, a government, a herd, a pack, a pride, a swarm, a school, a team

1. A number of cows or bulls is a
2. A large number of people is a
3. All the people working on a ship or plane are a
4. A number of sticks is a
5. A number of sheep is a
6. A group of people who play, act or work together is a
7. A number of flies or other insects is a
8. A group of people chosen to direct some work is a
9. A group of relatives is a
10. People listening to or watching a performance are an
11. A number of flowers is a
12. A big number of soldiers is an
13. A group of elephants is a
14. A group of lions is a
15. A number of dogs or wolves is a
16. A group of statesmen or rulers of a country is a
17. A group of pupils is a
18. A group of whales is a

Read and compare!

A whole group	Individuals that make up a group
<ol style="list-style-type: none"> 1. The new government is better than the old. It has much more success. 2. Class 7 "A" is responsible for the job. 3. The average Russian family has 3—4 members. It is smaller than at the beginning of the century. 4. A football team is made up of 11 players. It is smaller than a rugby team. 	<ol style="list-style-type: none"> 1. All the government agree that the situation is difficult. They are making new plans for the year. 2. Our class have decided to hold our ski races next Saturday. 3. My family are angry with me. They don't like my idea of going to Siberia alone. 4. Our team are going to lose the game. They are useless.

But: The police have arrived. The police are looking for Mr N. Are the police here?

Read and compare!

Substances (Вещества)	I	Single Items (Отдельные предметы)
<ol style="list-style-type: none"> Can I have some paper to write on? What is glass made of? Stone is often used to build houses. There's egg on your face. This new bridge is made of iron. Don't eat too much cake, it isn't good for you. I don't like meat but I like chicken. I need more apple for the pie. 	<ol style="list-style-type: none"> My father buys two or three papers every morning. I'd like a glass of water, please. Look what pretty stones I've found on the beach. Today I had two boiled eggs for breakfast. I need a new iron. My old one doesn't work. I want to make a birthday cake for you. Little chickens are so lovely. Cut up 3 apples and use them for the pie. 	
Substances	II	Sorts and Kinds
<ol style="list-style-type: none"> How many days can a man live without water? The table is made of metal. Eat more salad. It is healthy. 	<ol style="list-style-type: none"> Narzan is a mineral water. Silver is a metal. There are so many salads on the menu. 	
Food and Drinks	III	A Portion of Food or Drink
<ol style="list-style-type: none"> Don't drink so much coffee. All children like ice cream. Soup is traditionally eaten at the beginning of a meal. I love chocolate! 	<ol style="list-style-type: none"> Can I have another coffee, please? Would you like an ice cream? We would like two soups, please. A box of chocolates can make a good present. 	

27. A. Use a or zero article to complete the story.

Last Sunday was mother's birthday and we decided to eat out. Dad took us to ... new restaurant, that his friend had recommended to him. The restaurant was ... tall building made of ... glass and ... stone. Inside it was as beautiful as outside. Every table was covered with ... red-and-white tablecloth. In front of each of us the waiter put ... glass, ... plate, ... spoon, ... knife and ... fork. On the menu there were ... lot of things that we liked: ... meat, ... fish, ... chicken, ... vegetables and ... fruit. My brother and I had ... green salad with ... egg in it (just the way we like it). Then we had ... fish and ... chips with ... greens. For dessert each of us had ... fruit salad with ... ice cream on top of it. We drank ... coke and ... tea and mum and dad had ... glass of wine each. It was ... lovely meal!

B. Speak about a nice meal that you once had.**28. Express the same in English, use articles a/an, the or zero article, some or any.**

E x a m p l e: *Передай мне кофе, пожалуйста. Pass me the coffee, please.*

Кофе растет в жарких странах. Coffee is grown in hot countries.

Два кофе, будьте добры. Two coffees, please.

Чашку кофе, пожалуйста. A cup of coffee, please.

Кофе остался? Is there any coffee left?

a) 1. Я люблю чай с лимоном. 2. Лимон на столе. Порежь его.
3. Сходи в магазин и купи яблок и лимон. 4. Для пирога мне нужны лимоны. Купи лимонов, пожалуйста.

b) 1. Дай мне стакан молока. 2. Масло делают из молока. 3. Молоко холодное. 4. В холодильнике есть молоко? 5. Я не люблю молоко, но сейчас я хочу выпить молока.

c) 1. Масло свежее. Оно тебе понравится. 2. Где масло? 3. Положи масло в холодильник. 4. Дай мне немного масла, кусочка масла хватит. 5. Дома есть масло? 6. Масло — это молочный продукт.

d) 1. Три чая, пожалуйста. 2. — Вам чай или кофе? — Мне стакан чая. 3. Англичане любят пить чай с молоком, а русские предпочитают чай с лимоном. 4. В коробке для чая (tea caddy) нет чая. Купи чая, пожалуйста.

29. A. Read and remember.

Articles with the Names of Meals

breakfast brunch lunch dinner supper tea

a/an

- a cold **breakfast** (etc.)
 a light **lunch**
 a hot **supper**
 a nice/tasty **brunch**¹

the

food itself
 I'll go to the kitchen
 and have a look at
 the **dinner**.

some particular meal
 The **dinner** we had
 at the restaurant was really
 good.

zero article

to have **breakfast**
 to take **brunch**
 to go to **dinner**

after/before **tea**
 for **supper**
 at/during **lunch**

to **serve/to make tea**
 Dinner is ready/laid/served.
 Supper is at 7 p.m.

B. In some of these sentences articles are missing. Put in the articles to make the sentences grammatically correct.

1. (At) what time do you usually have breakfast?
2. I advise you to have light supper; that'll help you to lose weight.
3. Dinner they gave us yesterday was very good.
4. Supper is in fridge. Warm it up.
5. Wash your hands, dinner is ready.
6. What huge breakfast!
7. Thanks very much for supper.
8. I always have lunch at school.
9. Lunch consisted of two sandwiches and cup of coffee.
10. What do you want me to cook for dinner?

¹ a brunch [brʌntʃ] (*especially AmE*) — a meal taken in the middle of the morning (*a combination of a late breakfast and early lunch*)

The Future Perfect Continuous Tense

for 5 years, next year, by this time,
next week, by the end of the year

+/-

I, we	shall, will/shan't, won't have been + Ving
you, they, he, she, it	will/won't have been + Ving

We will have been flying non-stop for four hours before we get to Rome.

Мы будем лететь без перерыва в течение 4 часов, прежде чем доберемся до Рима.

30. Translate these sentences into Russian.

1. Mr Finch will have been living in Rome for 3 years next May.
2. By this time next week, Dr Johnson will have been working on this project for a year.
3. By the end of the year they will have been constructing this swimming pool.
4. Miss Honey will have been teaching for 10 years this summer.
5. By 6 o'clock John will have been playing on the computer for 5 hours!

Read and compare!

Clauses of time and condition	Object clauses
<ol style="list-style-type: none"> 1. We shall discuss it when Alice comes. 2. If you send the letter today, they will get it on time. 3. Call me when he arrives. 4. You won't be tired if you don't stay up late. 	<ol style="list-style-type: none"> 1. I don't know when Alice will come. 2. We are not sure if they will send the letter on time. 3. He never says when he will arrive. 4. Tell Mother if you will stay up late.

31. Complete the sentences using the ideas in brackets.

1. Ask the teacher (когда вы пойдете в музей).
2. I want to know (когда Эндрю пошлет нам телекс).
3. (Когда урок закончится) we shall go home.
4. I won't be able to do the exercise (если ты мне не поможешь).
5. Don't tell them (когда начнется собрание).
6. Bob wonders (придем ли мы к нему на вечеринку).
7. Will you find out (когда у нас последнее занятие по географии).
8. (Если вы не откроете окно) it will be hot in the room soon.
9. I don't know (останется ли он в Москве надолго).
10. We are not sure (придут ли они), but (если они придут), explain everything to them.

Vocabulary Section

SOCIAL ENGLISH

32. Very often in a certain situation people expect us to say some particular thing. It is important to know how to react to people's words. Check yourselves and match the phrases in these columns,  29.

1. How's your father keeping?
2. How do you do?
3. Thank you very much.
4. What a nice blouse!
5. I'm awfully sorry, I've broken a cup.
6. Thank you for a wonderful meal.
7. Have a nice weekend.
8. Goodbye, give my love to your son.
9. How nice to see you again.
10. Hallo. John here. Can I speak to Rob, please?
11. How about a nice cup of tea before you go?
12. You must have some more chicken.
13. Meet my sister Jane.
14. Happy Easter!
15. I've just passed my exam.

- a) Thank you. Do you really like it?
- b) No, thank you. I've had a lot.
- c) Thanks, you too.
- d) It's nice to see you too.
- e) Oh, that doesn't matter.
- f) Thank you, I will. Goodbye.
- g) He's fine. Thank you.
- h) Hold the line, please.
- i) You're welcome.
- j) Pleased to meet you.
- k) Thanks. The same to you.
- l) How do you do?
- m) Congratulations.
- n) Yes, I'd love one.
- o) I'm glad you enjoyed it.

33. Choose the suitable reply and check yourselves with the help of the tape,  30.

1. — How do you do?
 a) — I'm fine, thanks.
 b) — Not at all.
 c) — How do you do?
2. — Meet my friend Alec.
 a) — Glad to meet you.
 b) — You look wonderful.
 c) — Thank you.
3. — Have a nice holiday.
 a) — You are welcome.
 b) — Thank you.
 c) — Yes, I'd love to.
4. — How's your mum?
 a) — She's fine, thank you.
 b) — Thanks, you too.
 c) — And how are you?
5. — I've won in a lottery!
 a) — My best wishes.
 b) — Congratulations.
 c) — Take my warmest greetings.
6. — Goodbye and thanks for everything.
 a) — Nice to hear that.
 b) — Oh! That doesn't matter.
 c) — You're welcome.
7. — I'm sorry, I'm late.
 a) — You're right.
 b) — That doesn't matter.
 c) — The same to you.
8. — Can I speak to Kate, please?
 a) — No problem.
 b) — Do you really want to speak to her?
 c) — Hold on, please.

PHRASAL VERBS

to run

1. to run away/off — убегать, удрать

Don't run away and leave me alone. When I gave him the news, he ran off at once.

2. to run down — а) останавливаться (о механизмах, часах)

The clock has **run down** and will stop if not wound.

б) говорить с пренебрежением

He is always running down his sister.

3. to run in/into — *быстро войти, вбежать*
 Run in the house and bring my other coat, please.

4. to run out — a) *выбежать*
 The cage was open and the monkey ran out.
 b) *кончаться, иссякать*
 The money is running out. My patience has run out.

5. to run over — a) *переехать, задавить*
 Be careful! Don't run over the dog! A small kitten was run over by the train.
 b) *переливаться через край, убежать*
 I forgot to turn off the tap and the water ran over (the sink).

34. Complete the sentences using the missing prepositions.

1. The old gentleman was run ... by the car. 2. Your time has run Hand in your papers. 3. The girl's mother called her from the garden, and the child ran 4. Give me a pencil, please. I have run ... of them. 5. Mother asks me to go shopping as we have run ... of vegetables. 6. Cross the street carefully. There is always a danger to be run 7. Don't run I want to talk to you. 8. There's no need to run ... my plans and ideas all the time. 9. I opened the door and the cat ran 10. The sink is running

NEW WORDS TO LEARN

35. A. Read and guess what the words in bold type mean.

There are four people in our **household** ['haʊshəuld]. Washing the plates is one of my **household** duties.

What's on the **telly** today? It's bad for your eyes to watch the **telly** too much.

Charles Dickens was one of the best **storytellers** in the history of literature. My friend Michael is a very good **storyteller**.

Someone who is **watchful** is careful to notice everything that is happening. The child spent his days under the **watchful** eyes of several old women.

They **transport** [træns'pɔ:t] fresh vegetables to Moscow and other big cities. They **transported** the bricks in a boat.

Someone who works in a library is a **librarian** [laɪ'breeəriən].

Her **speech** is very good though she is very young. John is good at public **speaking**. Let's ask him to make a **speech** at the conference.

Notice the difference in spelling: speak but speech.

B. Look the words up to make sure that you have guessed right.

36. Read the words, look them up and then study the word combinations and sentences to know how to use them.

to pop (popped) (v): 1. to pop to some place, to pop one's head into the room. Little John popped a sweet into his mouth.

2. *about eyes:* His eyes popped when he saw a brown bear riding on a bike.

pop-eyed (adj): pop-eyed children, pop-eyed tourists. We listened to the story pop-eyed and couldn't believe our ears.

to spoil (spoiled/spoilt) (v): to spoil sth, to spoil a child, to spoil easily. I spoiled the soup by putting too much salt in it. This fish has spoilt. What a spoilt child!

to manage ['mænɪdʒ] (v): to manage to do sth (often something that is difficult), to manage sth (a job, a book, a translation). Did you manage to talk to him before he left? I couldn't manage the lock and rang the doorbell. I am so full that I can't manage another sandwich.

cosy [kəʊzɪ] (adj): a cosy house, a cosy room; to be/feel cosy. The room was wonderfully warm and cosy. She felt warm and cosy in the armchair near the fire.

a cosy (n): a soft cover which you put over sth to keep it warm. A tea cosy. An egg cosy.

to devour [dɪ'vauə] (v): to devour food, to devour a book, to devour a magazine. He devoured a plateful of cakes. When I was a boy, I devoured Russian fairy tales.

a search [sɜːf] (n): a long search, a dangerous search; a search for knowledge, a search for the lost child, in search of sth. After a long search she found the key. They spent a lot of time in search of a cheap hotel.

to search (v): to search (for) sth. I searched for this book in all the shops but never found it.

- to pick** [pɪk] (*v*): **1.** to pick smb, to pick the best, to pick a book. Bob couldn't interpret what Michelle was talking about. Next time let's pick somebody who speaks French better. What books have you picked in the library? **2.** to pick flowers, to pick fruit, to pick mushrooms. Do you like to pick flowers in the field? **3. to pick up** = to lift up. Could you pick up the newspaper for me?
- fascination** [fæsɪ'neɪʃn] (*n*): in fascination, with fascination. He watched the play with great fascination. This kind of literature has some strange fascination for me.
- fascinating** ['fæsɪneɪtɪŋ] (*adj*): fascinating music, a fascinating idea.
- an adventure** [əd'ventʃə] (*n*): a dangerous adventure, a strange adventure. Will he ever be able to forget his jungle adventure?
- an edition** [ɪ'dɪʃn] (*n*): a new edition of the book, an old edition of the novel. I'm trying to find a particular edition of "Romeo and Juliet".
- to contain** [kən'teɪn] (*v*): to contain food, to contain information, to contain paper, etc. This book contains all the information you need. This little box contains only old letters.
- a container** (*n*): a small container. Boxes and bottles are containers.
- a chatterbox** (*n*): My sister Lizzy is a real chatterbox: she talks from morning till night. Could you, two chatterboxes, keep silent for a moment?
- tiny** ['taɪni] (*adj*): a tiny baby, a tiny room, a tiny shoe, etc. The seven dwarfs [dwɔ:fs] lived in a tiny house on the shore of a forest lake. When we found Tommy he was only a tiny hungry kitten.
- a spell** [spel] (*n*): to say a spell, to whisper a spell, to put a spell on smb, to break a spell, to be under the spell. A spell is magic words. The spell of the wicked witch was broken.
- contents** ['kɒntents] (*n*): (*usually plural*) the contents of the book, the contents of the letter, the contents of the bag. The contents of English books are always at the beginning. Why were the contents of her letter so sad? The contents of this fairy tale are very unusual.
- to impress** [ɪm'pres] (*v*): to impress people, to impress greatly. Diana's singing impressed Bob so much that he asked her to sing on the radio.
- an impression** (*n*): my first impression, the impressions of London. What was your first impression of Australia?
- to make an impression on smb**: Frank made a good impression on Mary's parents.

impressive (adj): an impressive palace, an impressive view.

to introduce [ɪntrə'dju:s] (v): to introduce smb to smb, to introduce oneself, to be introduced to smb. I want to introduce you to my parents. I don't think we've been introduced. Our teacher usually introduces new words in class.

37. Answer the questions to practise the new words.

- When can people be pop-eyed?
- Is it a compliment to be called a 'chatterbox'?
- Can you name the usual containers for milk, lemonade, jam, sugar, cream and flour?
- What word is missing here: ... — small — regular in size — big — huge?
- What is the title of Mark Twain's book about Tom Sawyer?
- What usually makes a room cosy?
- Have you ever spoiled a dish? How did it happen?
- Who are the members of your household?
- Who do the police usually search for?
- Why do you have to keep a watchful eye on the milk when you boil it?
- What do we call young boys and girls who are under twenty?
- Who is the best storyteller in your class?
- What happened to Cinderella when the magic spell was broken?
- How are goods transported from Europe to America?
- When do people pick fruit and vegetables in the place where you live?
- Which is better: to devour books or to read them slowly and carefully? Does it depend on the book?

38. Name 3—5 things that can be:

- a) tiny; b) cosy; c) fascinating; d) impressive; e) amazing.

Read and compare!

to introduce oneself	to introduce smb to smb
<ol style="list-style-type: none"> Let me introduce myself. John introduced himself and began to speak about his life. Caroline couldn't wait. She introduced herself at once as she entered the room. 	<ol style="list-style-type: none"> I introduced Bob to Jim. Nobody in the village knew Patrick and John introduced him to his neighbours. "Nicola came from Paris yesterday," said Caroline. "Let me introduce her to you."

39. Choose the right pronoun to complete the sentences.

1. Bob introduced ... new friend to ... mother. 2. I don't know Polly. Can you introduce ... to ... ? 3. I'm not sure we have met before. Let me introduce 4. I forget you know John. When were you introduced to ... ? 5. Last year I introduced John to Mary and now ... are married. 6. "Bob, introduce ..." I cried. "They know nothing about ...!" 7. Well, young lady, will you introduce ... to your parents? I haven't met them before. 8. Don't introduce ..., wait till somebody does it for

40. Change the underlined part of the sentences. Use your new vocabulary.

1. Old Tom is always careful and notices everything that is happening. 2. Gulliver couldn't believe his eyes when he saw very little people around him. 3. Little Robin couldn't cope with the huge plateful of soup. 4. My granny used to tell me fairy tales and was very good at it. 5. He looked around trying to find a place to sit. 6. Do all your family watch television before going to bed? 7. I looked at the strange box and couldn't guess what it held. 8. These two little girls talk so much. 9. The princess was turned into a frog with the help of magic words. 10. I don't know what the book is about. 11. Tell me what things you found most interesting in London. 12. This book was published seven times. 13. She is fond of reading and reads a lot and very fast. 14. Lora had never cooked that's why her first meal was ruined. 15. He was in such a hurry that he ran into the room to say goodbye.

Read and compare!

to impress smb	to make an impression on smb
<p>1. Diana's singing impressed him very much.</p> <p>2. He impressed the manager and got a good job.</p> <p>3. Margaret's poems did not impress the audience.</p>	<p>1. Diana's singing made a great impression on him.</p> <p>2. He made a good impression and the manager gave him a good job.</p> <p>3. Margaret's poems made a poor impression on the audience.</p>

41. Express the same in English.

Example: *Dolly's painting impressed Bob.*

Dolly's painting made a great impression on Bob.

1. Jane's words didn't impress Mary.
2. Charles's photos made a deep impression on me.
3. Natasha's poems were really interesting. They produced a good impression on the audience.
4. What impressed you most about his acting?

42. Express the same in English.

1. Он побывал в стольких странах, у него было столько приключений! 2. Он узнал (learned) волшебную силу слов. 3. «Крошечный» — меньше, чем «маленький». 4. Ты справишься с этой работой? 5. Содержание рассказа было сложным, и дети его не поняли. 6. Многие ребята в нашем классе читают «запоем» (глотают книги). 7. У Мэри была обворожительная улыбка. 8. Злая волшебница заколдовала юного принца, но чары рассеялись, когда его поцеловала принцесса. 9. Джимми дал сестренке шоколадную конфету, и она тут же запихнула ее в рот. 10. Я где-то потерял свой дневник. Мы с друзьями ищем его повсюду. 11. Здание Московского университета выглядит очень впечатляюще. 12. Когда Нина сказала, что пингвины живут на Северном полюсе, все в классе сидели, вытаращив от удивления глаза. 13. Какой поразительный ребенок! Он читает по книге в день, он просто глотает книги. 14. Что содержится в этой бутылке? 15. Молоко стоит на столе с утра, я думаю, что оно испортилось.

Read and compare!

содержание (оно)	contents (they)
<ol style="list-style-type: none"> 1. Содержание фильма было интересным. 2. Ты знаешь содержание этого рассказа? Оно очень необычно. 3. Каково содержание этой пьесы? 	<ol style="list-style-type: none"> 1. The contents of the film were interesting. 2. Do you know the contents of this story? They are very unusual. 3. What are the contents of this play?

43. Choose the right form of the verb.

1. On what page ... (is/are) the contents of the book? 2. Your clothes ... (is/are) wet again. 3. The police ... (is/are) near. 4. What ... (is/are) the news? 5. Where ... (is/are) the contents in Russian books? 6. Your advice ... (is/are) always useful.

44. Make up sentences with the help of this table.

		takes has taken took will take	me her him my friend Vickie Ben the Browns ...	10 minutes an hour	to wash the car to win the game to clean the class- room to make breakfast to run around the school to read a long novel ...
Does Has Did Will	it	take taken			

45. A. Make up sentences as in the example.

Example: *It takes Andrew at least two hours to do his homework.*

1. Polly/to draw the picture 5. Vera/to cook dinner
 2. Roger/to feed the chickens 6. Alice/to do the shopping
 3. Agnes/to make a dress for
her doll 7. Victor/to swim 200 metres
 4. Maria/to paint the walls of
her bedroom 8. Diana/to do the translation
 9. Fiona/to clean the window
 10. Rob/to study the map

B. Ask your classmates how long certain activities took them.

Example: *How long did it take you to read the text?*

C. Ask your classmates how long they think certain activities will take them.

Example: *How long do you think it will take you to prepare for
the match?*

46. Look at the pictures and say what these people would like to do instead of doing what they have to.

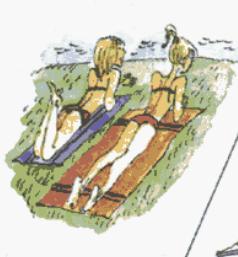
Example: James would like to read a book instead of working in the garden.



James



Chris



Jane and Mary



Laura



Nick and Peter



Mr. Robertson

UNIT 6



Mrs Smith



Irene



the children



the dog



47. A. Make sure that you know these words. Listen to the text "Aladdin and the Magic Lamp", 31.

Morocco	[mə'rɒkəʊ]	— Марокко (государство на севере Африки)
certain	['sɜ:tən]	— некий, какой-то
jewels	['dʒu:əlz]	— драгоценности
lastly	['la:stli]	— наконец

B. Answer these questions.

1. Where did Aladdin and his mother live? 2. Where did their relative come from? 3. What presents did he bring to Aladdin's household? 4. What did Aladdin's "uncle" ask the boy to do? 5. The journey was going to be long, wasn't it? 6. Do you think it was a boring journey? Why? 7. Where did they stop? 8. How did the hole appear in front of them? 9. What did the "uncle" ask Aladdin to search for in the garden?

C. Explain why:

1) Aladdin's relative had to introduce himself; 2) Aladdin and his mother looked at their relative in fascination; 3) Aladdin was taken aback when his "uncle" asked him to go to the mountains; 4) the "uncle" was telling the boy many interesting things during their journey; 5) the "uncle" asked the boy to keep a watchful eye on all the trees in the garden; 6) the uncle asked Aladdin not to push or rub the lamp.

D. Remember the end of the story. Tell it to your friends. If you have never heard it, ask your friends to tell you the end.

Reading for Discussion

48. Read the text "The Reader of Books", listen to the first part of it carefully,  32, and say what made Matilda an unusual girl.

The Reader of Books

(After Roald Dahl)

 Matilda's brother Michael was a perfectly normal boy but his sister was something to make your eyes pop. By the age of one and a half her speech was perfect and she knew as many words as most grown-ups. The parents, instead of applauding her, called her a noisy chatterbox and told her angrily that small girls should be seen and not heard.¹ By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she could read fast and well. The only book in the whole of this "educated" household was something called Easy Cooking² belonging to her mother, and when she had read this from cover to cover and had learned all the recipes³ by heart, she decided she wanted something more interesting.



¹ should be seen and not heard — word often said to young children in Victorian times (the time Queen Victoria ruled Britain, 1837—1901), meaning that children should keep silent in the presence of the grown-ups

² Easy Cooking — кулинарная книга «Простые рецепты»

³ a recipe [rɪspɪ] — рецепт приготовления пищи

"Daddy," she said, "do you think you could buy me a book?"

"A book?" he said. "What's wrong with the telly, for heaven's sake?¹ We've got a lovely telly and now you come asking for a book! You're getting spoiled, my girl!"

Nearly every weekday afternoon Matilda was left alone in the house. So on the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself. When she arrived, she introduced herself to the librarian, Mrs Phelps [felps]. She asked if she could sit for a while and read a book. Mrs Phelps was taken aback when she saw that such a tiny girl had arrived at the library without a parent, but told her she was very welcome.

"Where are the children's books, please?" Matilda asked.

"They're over there on those lower shelves," Mrs Phelps told her. "Would you like me to help you find a nice one with lots of pictures in it?"

"No, thank you," Matilda said. "I'm sure I can manage."

From then on, every afternoon, Matilda came to the library. The walk took her only ten minutes and this allowed her two wonderful hours in the library where she sat quietly by herself in a cosy corner devouring one book after another. When she had read all children's books in the place, she started searching for something else.

Mrs Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. "Can I help you, Matilda?" she asked.

"I'm wondering what to read next," Matilda said. "I've finished all the children's books."

"You mean you've looked at the pictures?"

"Yes, but I've read the books as well. I thought some were very poor," Matilda said, "but others were lovely. I liked the *Secret Garden* best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall."

Mrs Phelps was taken aback, but she did not show it.

"What sort of a book would you like to read next?" she asked.

Matilda said, "I would like a really good one that grown-ups read. A famous one. I don't know any names."

Mrs Phelps looked along the shelves, taking her time. She didn't quite know what to bring out. How, she asked herself, does one

choose a famous grown-up book for a four-year-old girl? Her first thought was to pick a young teenager's romance¹ of the kind that is written for fifteen-year-old schoolgirls, but for some reason she walked past that particular shelf.

"Try this," she said at last. "It's very famous and very good. If it is too long for you, just let me know and I'll find something shorter and a bit easier."

"*Great Expectations*," Matilda read, "by Charles Dickens. I'd love to try it."

Over the next few afternoons Matilda sat reading in the big arm-chair at the far end of the room with a book on her lap. She was totally absorbed in the wonderful adventures of Pip and old Miss Havisham in her house and the spell of magic that Dickens the great storyteller had created with his words. 

Within a week, Matilda had finished *Great Expectations* which in that edition contained four hundred and eleven pages. "I loved it," she said to Mrs Phelps.

"Has Mr Dickens written any others?"

"A great number," said Mrs Phelps. "Shall I choose you another?"

Over the next six months under Mrs Phelps's watchful eye, Matilda read the following books: *Nicholas Nickleby* by Charles Dickens, *Oliver Twist* by Charles Dickens, *Jane Eyre* by Charlotte Brontë, *Pride and Prejudice* by Jane Austen, *Tess of the D'Urbervilles* by Thomas Hardy, *Kim* by Rudyard Kipling, *The Invisible Man* by H. G. Wells, *The Old Man and the Sea* by Ernest Hemingway, *The Good Companions* by J. B. Priestley, *Brighton Rock* by Graham Greene, *Animal Farm* by George Orwell.

It was an impressive list. Once Mrs Phelps said, "Did you know that public libraries like this allow you to borrow books and take them home?"

"I didn't know that," Matilda said. "Could I do it?"

"Of course," Mrs Phelps said.

"When you have chosen the book you want, bring it to me so I can make a note of it and it's yours for two weeks. You can take more than one if you wish."

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. Her own small bedroom now became her reading room and there she sat reading most

¹ a romance [rəʊ'mæns] — роман или повесть романтического и любовного содержания

afternoons, often with a mug¹ of hot chocolate beside her. It was pleasant to take a hot drink up to her room and have it beside her as she sat in her silent room reading in the empty house in the afternoon.

The books transported her into new worlds and introduced her to wonderful people who lived exciting lives. She went on old sailing ships with Joseph Conrad.² She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.

49. Match the phrases in English with their Russian equivalents. Find the sentences with them in the text and read them out.

- | | |
|-----------------------|-------------------------------|
| 1. spell of magic | a) на коленях |
| 2. from then on | b) дай мне знать |
| 3. to take one's time | c) полностью поглощенный |
| 4. for some reason | d) волшебные чары, колдовство |
| 5. let me know | e) медлить, не спешить |
| 6. in (on) one's lap | f) по какой-то причине |
| 7. totally absorbed | g) с тех пор |

50. See how well you remember the text:

A. Who said it?

1. "What's wrong with the telly?"
2. "Would you like me to help you find a nice one with lots of pictures in it?"
3. "I've finished all the children's books."
4. "If it's too long for you, just let me know."
5. "Did you know that public libraries allow you to borrow books and take them home?"

B. Who did it?

1. Could read fast and well at the age of four.
2. Was left alone in the house nearly every weekday afternoon.
3. Gave Matilda advice about choosing books.
4. Asked Matilda about her impression of the books.
5. Began to borrow books from the library.
6. Travelled all over the world with the help of reading.

¹ a mug — кружка

² Joseph Conrad, a British novelist of Polish origin. His books, which include "Heart of Darkness", "Lord Jim" and "Nostromo", are about foreign setting, sea life and how it feels to be an outsider.

C. Choose the right item.

1. Matilda had an elder
 - a) brother
 - b) sister
2. The only book Matilda's parents had was a
 - a) travel book
 - b) cook book
3. Mrs Phelps was a
 - a) teacher
 - b) librarian
4. At first Matilda read ... books.
 - a) children's
 - b) popular
5. Matilda liked ... the books she read.
 - a) some of
 - b) all
6. Mrs Phelps thought that Dickens was ... for Matilda.
 - a) too difficult
 - b) just right
7. The first book by Dickens that Matilda read was
 - a) "Oliver Twist"
 - b) "Great Expectations"
8. When Matilda began to borrow books from the library she turned her ... into a reading room.
 - a) living room
 - b) bedroom
9. She liked to drink ... when she was reading.
 - a) tea
 - b) chocolate

Speaking**Discussing the Text****51. Answer the questions on the text "The Reader of Books".**

1. What was Matilda's progress in reading? 2. What did Matilda's father think she should do instead of reading books? 3. What way out did Matilda find? 4. Why was the librarian, Mrs Phelps, taken aback when she saw Matilda? 5. How did Matilda describe her impression of children's books to Mrs Phelps? 6. What problem did Mrs Phelps have when Matilda asked her for a book that grown-ups read? 7. Did she recommend the little girl anything? What book did she recommend? 8. What impression did *Great Expectations* by Charles Dickens make on Matilda? 9. How did it happen that Matilda started to read library books at home? 10. What did reading books allow

Matilda to do? 11. Do you feel the same when you read books? 12. Do you think Matilda's parents were right when they didn't help the girl to find books for reading? Why (not)? 13. Do you think watching television is enough to become a well-informed and well-educated person? Why (not)? 14. What do you feel about children reading books written for grown-ups? Have you ever read books meant for grown-ups? What was your impression? Which books? 15. Which of the books from Matilda's list have you read? What other books by these authors can you name?

52. A. Develop each item of this outline.

1. Matilda as a child prodigy.¹
2. Matilda's parents and what they thought about Matilda's abilities.
3. Matilda finds her way to the public library.
4. Mrs Phelps helps Matilda with books.
5. Matilda begins reading at home.

B. Speak about the events described in the text on the part of:
a) Matilda, b) Mrs Phelps, c) Matilda's father.

**C. Make up and act out these talks: a) *Mrs Phelps and Matilda*,
b) *Matilda's parents*.**

Discussing the Topic



People often speak about the books they are reading or have read. Here are the most popular types of books:

- a novel ['nɒvəl]
- a historical novel
- a war novel
- an adventure novel
- a romance
- a fairy tale
- a science fiction ['fɪkʃn] book
- a biography [baɪ'ɒgrəfi]
- an autobiography [ə:təbaɪ'ngrəfi]
- a classic ['klæsɪk]
- a detective [dɪ'tektɪv] story
- a love story
- an adventure story
- a folktale
- a (short) story
- a humorous story
- a horror story
- a travel book



Speaking about people who wrote books you may need these words and word combinations:

- an author ['ɔ:θə]
- a short story writer
- a writer
- a dramatist ['dræmətɪst]
- a novelist
- a poet/a poetess
- a humorist
- a children's writer
- a book by Chekhov
- a book/play after Chekhov



You can characterize an author as:

- | | | |
|---------------|----------------------|-------------|
| • good | • well-known | • ancient |
| • interesting | • talented | • modern |
| • great | • medieval | • classical |
| • famous | • eighteenth-century | |



A novel or a story has a plot (*what happens in the book*) and *characters* — *main* characters and *secondary* ['sekəndri] characters. Good characters can be also called heroes.

Speaking about books we often want to characterize them. This is how you can do it.

Good books can be:

- interesting
- enjoyable
- entertaining
- original
- amusing
- funny
- witty
- exciting
- fascinating
- fast-moving
- powerful
- true-to-life
- well-written
- easy to read

Bad books can be:

- boring
- badly-written
- slow-moving
- unoriginal
- heavy-going
- depressing
- shallow



If you want to speak about a book as an edition you may need these:

- (a) hardback (hardcover)
- (a) paperback
- a cheap (expensive) edition
- a rare edition
- a pocket edition
- an abridged (adapted) edition
- an unabridged (not adapted) edition

- a book with an interesting design and coloured illustrations
- a colourful book
- a collection of plays (stories/poems)
- a book in the original
- a book in translation
- a book in one (two) volumes, etc.

53. A. Say to what categories these books belong:

Oliver Twist
Kashtanka
Life of Leo Tolstoy
Frankenstein
Gulliver's Travels

Little Mermaid
Three Musketeers
The Time Machine
Ivanhoe ['aɪvənhəʊ]

Little Red Riding Hood
Around the World in Eighty Days
Hound of the Baskervilles
Robin Hood and the Sheriff
Three Men in a Boat

B. Name three books that you like and say to what types of books they belong.

C. Remember the names of the main and secondary characters in one of them. Tell your friends what its plot is like.

54. Interview your classmates to find out what types of books are the most and the least popular with them.

55. Give brief information about these writers: a) when they worked; b) what books they wrote; c) what kind of writers they are/were:

- | | | |
|------------------------|----------------|------------------|
| 1) William Shakespeare | 4) A. A. Milne | 7) I. Turgenev |
| 2) Agatha Christie | 5) A. Pushkin | 8) S. Marshak |
| 3) Charles Dickens | 6) N. Nosov | 9) M. Tsvetayeva |

56. Match these Russian words and word combinations with the English adjectives from the vocabulary list (p. 199).

Книга:

- 1) увлекательная, 2) оставляющая сильное впечатление, 3) легко читающаяся, 4) остроумная, 5) забавная, 6) волнующая, 7) достоверная, 8) трогательная, 9) трудно читающаяся, 10) производящая мрачное впечатление, 11) затянутая, 12) плохо написанная,

200 13) скучная, 14) неоригинальная.

57. Bring to the class one of your favourite editions and speak about it.
58. A. Read the dialogue, listen to it,  33, and say what kind of books Alex likes most and think of other books you can advise him to read.

A Book to Read on Holidays

Alex: Jane.

Jane: Yes?

Alex: Can you help me?

Jane: Certainly. What's the problem?

Alex: I need your advice. I've read all the books we have at home. Now I'm going to the local library because I want to borrow two or three books that I can read during our school holidays. Can you think of any good books? I want some really good stuff.

Jane: What kind of books do you prefer? Do you read adventure novels or detective stories?

Alex: No, in fact I enjoy historical novels a lot more.

Jane: Have you read Alexandre Dumas ['dju:ma:]?

Alex: Of course I have. I have only just finished "The Count of Monte Cristo" ['mɔnti 'kristɔ].

Jane: I see. Let me think ... And do you like Walter Scott?

Alex: I do. I read "Ivanhoe" some years ago and ... Well, that's it. Scott sounds like a good idea. What novels by Scott are the best?

Jane: I personally like "Quentin Durward" ['kwentin 'dʒ:wəd]. It's set in France in the fifteenth century. You are sure to like it.

Alex: Good. I've put it down. What else? One book isn't enough.

Jane: If you like Walter Scott why don't you take something else by him? "Rob Roy", for example. Rob Roy was known as the "Robin Hood of Scotland" and the book describes him and his adventures.

Alex: Great. Are you reading anything interesting now?

Jane: I'm reading another English classic — "David Copperfield" by Charles Dickens and I love it.

Alex: I don't think that I like Dickens as much as you do ... but ... well, he's not bad. Thanks for your help, Jane. I knew you would give me good advice.

B. Act out the dialogue. Then make up your own dialogues and discuss the books you would like to read on holiday.

59. Speak about the books you've read recently and your tastes in reading.

60. Interview your classmates to find out:

- 1) how many students read books regularly;
- 2) how many read them from time to time;
- 3) how many don't read books;
- 4) what kinds of books they prefer;
- 5) what authors they like;
- 6) who advises them what books to read;
- 7) if they borrow books from a school library/local library/friends or relatives;
- 8) if they think that reading books is important and why.

61. Describe: a) your school library, b) a public library in your city, c) an ideal library.**62. Use the beginning of one of the fairy tales and tell it with the help of the words from Ex. 3, Unit 6.**

1. Once upon a time there lived a nice and kindly lady. She had only one wish: she wanted to have a child. ...
2. Once upon a time there was a girl called Little Red Riding Hood who lived with her mother. ...
3. Once there lived a poor boy who had neither a mother nor a father. The boy's name was Dick Whittington. ...
4. Once there lived a little girl with golden hair. Everybody called her Goldilocks. One day Goldilocks went for a walk in the forest.
...
5. Once upon a time there lived an old man who had three sons. When the man died he left his house to his eldest son, his mill — to his second son, and his cat — to the youngest boy. ...

Writing**63. Do these exercises in writing: 10, 12, 13, 14, 16 (A, B), 23, 24, 29 (B), 32, 41, 43.****64. Choose the best or the only possible tense to complete the sentences.**

1. When (do/will) our classes start tomorrow? 2. The train from Liverpool (arrives/will arrive) at 7.30. 3. I don't think the train (arrives/will arrive) on time. There's a heavy snowfall in Glasgow

area. 4. I (will apologize/apologize) if you (will explain/explain) to me why I should. 5. I (play/am playing) football tomorrow. 6. I (will promise/promise) I (will phone/phone) my granny. 7. We (go/are going) to St Petersburg some time soon. 8. What time (does/will) the bus arrive in Cardiff? 9. Alec (is going to write/is writing) a letter to his parents in the evening. 10. We are having a party on Saturday night, (will you come/are you coming)?

65. Write 5–8 sentences about your plans for the coming week.

66. This is Sophia's letter to her family who are in Italy. Sophia is taking an English course in Great Britain and is planning to visit her relatives at home. Open the brackets to complete the letter.

Sophia Writes a Letter Home

Dear Mother and Father,

I (feel) very excited at the thought that in another week I (be) with you again on holiday. I (enjoy) my stay in England very much indeed. My teachers and my fellow-students (be) all very nice to me but as they (say) in England, "There (be) no place like home".

I (leave) here early on Saturday, 24th, and so I (be) at home somewhere about lunch time. The train (start) from Calais ['kælɛɪ] at 22.30 p.m., so I (think) I (sleep) on the train all through the night and by 5 o'clock on Sunday I (finish) my train journey. The train (arrive) in Rome at 4.55. I (be) very excited, and when I (see) you on the platform. I (think) I (cry).

How you all (be) at home? I (hope) you all (keep) well. I can't (say) how much I (want) (see) you all again. Can you (meet) me at the station, as I have a lot of luggage? Enrico and Marchello (meet) me? Or the whole family (be) there? Saturday can't (come) too soon!



Love and all good wishes.
Sophia

67. Express the same in English.

A. 1. Все выбежали из горящего здания. 2. Бедного котенка переехала машина. 3. Наше время истекает. 4. У нас кончились яблоки. Купи килограмм по дороге домой. 5. Бабушка открыла дверь, и щенок вбежал в прихожую. 6. Давай заглянем к твоим родственникам сегодня (заглянем, чтобы повидать). 7. В часах кончился завод. 8. Этот парень всегда говорит обо мне с пренебрежением.

B. 1. Эмили говорит, что будет расстроена, если никто не придет к ней на вечеринку. 2. Не уверена, что он справится с этой работой, но, если он справится с ней, он нам очень поможет. 3. Когда Гэри вернет в библиотеку книги, которые он взял, чтобы почитать? 4. Боюсь, я не знаю, пойдет ли он слушать оперу. 5. Если девочка толкнет дверь, та откроется. 6. Наташа не уверена, сможет ли она съесть полную тарелку супа. 7. Если не будет идти снег, завтра мы поедем за город кататься на лыжах.

C. 1. — Мне нужно только пять минут, чтобы дочитать этот увлекательный приключенческий роман. Он произвел на меня огромное впечатление. — Не спеши. Дай мне знать, когда закончишь. 2. Я хочу справиться с этим переводом сама, хотя он содержит много незнакомых слов. 3. Мне нравится, когда мой любимый крошечный котенок сидит у меня на коленях. 4. Мы купили компьютер. С этого момента маленький брат играет на нем, вместо того чтобы читать книги или смотреть телевизор. 5. «Внимательно приглядывай за этими мальчиками, — сказал библиотекарь. — Я боюсь, что они могут испортить книги». 6. Она сидела в удобном кресле в уютной комнате и была полностью поглощена историческим романом, который она читала. 7. Он бегло и правильно говорит по-английски, но его речь не содержит идиом. 8. Позвольте представиться, меня зовут Лора Браун. Я библиотекарь и работаю в публичной библиотеке на севере Англии. У нас есть редкие издания известных романов. Они обычно производят большое впечатление на читателей.

68. Add more details to turn this skeleton story into a real one.



The princess went for a walk and saw a frog. The frog was in a pond. The frog talked to the princess. The princess got interested and came to the pond every day. Once the frog asked the princess to



kiss him. The princess was in love with the frog so she kissed him. The frog turned into a prince. A wicked witch had put a spell on the prince. The prince and princess got married and lived happily ever after.

69. Spell the words.

[lai'breərɪən]	[dr'vavə]	[ti:nɛɪdʒə]
[ɪ'dɪʃn]	[,intrə'dju:s]	[fæsi'neɪʃn]
[sɜ:tʃ]	[ɪm'pres]	['tainɪ]
[kən'teɪn]	[træns'pɔ:t]	['mæniðʒ]

70. Test your spelling. Listen to the tape, 34, and write down the sentences.

Miscellaneous

71. Listen to the poem, 35, and try to read it in the same manner.

Little Red Riding Hood and the Wolf

(By R. Dahl)

As soon as Wolf began to feel
 That he would like a decent¹ meal,
 He went and knocked at Grandma's door.
 When Grandma opened it, she saw
 The sharp² white teeth, the horrid grin,³
 And Wolfie said, "May I come in?"
 Poor Grandmamma was terrified,⁴
 "He's going to eat me up!" she cried.
 And she was absolutely right.
 He ate her up in one big bite.⁵
 But Grandmamma was small and tough,⁶
 And Wolfie wailed,⁷ "That's not enough!"
 "I haven't yet begun to feel
 That I have had a decent meal!"
 He ran around the kitchen yelping⁸

¹ decent — приличный

² sharp — острый

³ grin — ухмылка

⁴ was terrified — испугалась, в ужасе

⁵ in one big bite — одним глотком

⁶ tough — жесткая

⁷ wailed — простонал

⁸ yelping — скуля



“I’ve got to have another helping!”¹
 Then added with a frightful leer,²
 “I’m therefore³ going to wait right here
 Till Little Miss Red Riding Hood
 Comes home from walking in the wood.”
 He quickly put on Grandma’s clothes,
 (Of course he hadn’t eaten those.)
 He dressed himself in coat and hat.
 He put on shoes and after that
 He even brushed and curled⁴ his hair,
 Then sat himself in Grandma’s chair.
 In came the little girl in red.
 She stopped. She started.⁵ And then she said,
 “What great big ears you have, Grandma.”
 “All the better to hear you with,” the Wolf replied.⁶
 “What great big eyes you have, Grandma,”
 Said Little Red Riding Hood.
 “All the better to see you with,” the Wolf replied.
 He sat there watching her and smiled.
 He thought, I’m going to eat this child.
 Compared with her old Grandmamma
 She’s going to taste like caviare.
 Then Little Red Riding Hood said, “But, Grandma,
 What a lovely great big furry⁷ coat you have on.”
 “That’s wrong!” cried Wolf. “Have you forgot
 To tell me what BIG TEETH I’ve got?
 Ah well, no matter what you say,⁸
 I’m going to eat you anyway.”
 The small girl smiles. One eyelid flickers.⁹
 She whips¹⁰ a pistol from her knickers.¹¹

¹ helping — порция² frightful leer — злобный взгляд³ therefore — поэтому⁴ curled — завил⁵ started — вздрогнула⁶ replied — ответил⁷ furry — пушистый⁸ no matter what you say — что бы ты ни сказала⁹ eyelid flickers — веко подмигивает¹⁰ whips — выхватывает¹¹ knickers — спортивные брюки

She aims¹ it at the creature's head
 And bang, bang, bang,² she shoots him dead.
 A few weeks later, in the wood,
 I came across³ Miss Riding Hood.
 But what a change! No cloak⁴ of red,
 No silly hood⁵ upon her head.
 She said, "Hello, and do please note⁶
 My lovely furry WOLFSKIN COAT."



72. Guess which of these authors wrote which books.

Authors

- 1) C. A. Nurse
- 2) Val N. Tyne
- 3) Will E. Winn
- 4) Ken O. Meet
- 5) Polly Ester and A. Nylon
- 6) Ern A. Lott
- 7) Chris P. Bacon
- 8) L. O. Darling

Books

- a) Feeding a Dog
- b) Greetings
- c) In Hospital
- d) In the Money
- e) It's Breakfast Time
- f) Materials
- g) Sweethearts
- h) The Final

73. Listen to the song, 36, and sing it along.

Clementine

In a cavern⁷ in a canyon
 Excavating for a mine⁸
 Lived a miner forty-niner⁹
 And his daughter Clementine.

Chorus:

Oh my darling, oh my darling,
 Oh my darling, Clementine,

¹ aims — целится

² bang — зд. паф-паф

³ came across — встретил

⁴ cloak — накидка

⁵ hood — капюшон

⁶ note — заметьте, обратите внимание

⁷ a cavern — пещера

⁸ excavating for a mine — роя шахту

⁹ miner forty-niner — золотоискатель, отправившийся в Калифорнию в 1849 г. во времена золотой лихорадки

You were lost and gone forever
Dreadful sorry,¹ Clementine.

Light she was and like a feather
And her shoes were number nine
Herring boxes without topses
Sandals were² for Clementine.

Chorus

Drove she ducklings³ to the water
Every morning just at nine
Hit her foot against a splinter⁴
Fell into the foaming brine.⁵

Chorus

Ruby⁶ lips above the water
Blowing bubbles⁷ soft and fine
But alas⁸ I was no swimmer
So I lost my Clementine.

Chorus

74. Match the objects in the picture with their names.

- | | |
|-----------------------|-----------------|
| a) a fork | h) a teapot |
| b) a spoon | i) a tea cosy |
| c) a knife | j) a coffeepot |
| d) a glass | k) a milk-jug |
| e) a cup and a saucer | l) a bowl |
| f) a mug | m) a sugar bowl |
| g) a butter-dish | n) a bread-bin |



¹ dreadful sorry — очень извиняюсь

² herring boxes without topses sandals were — коробки из-под селедки служили босоножками

³ drove she ducklings — гнала утят

⁴ splinter — щепка

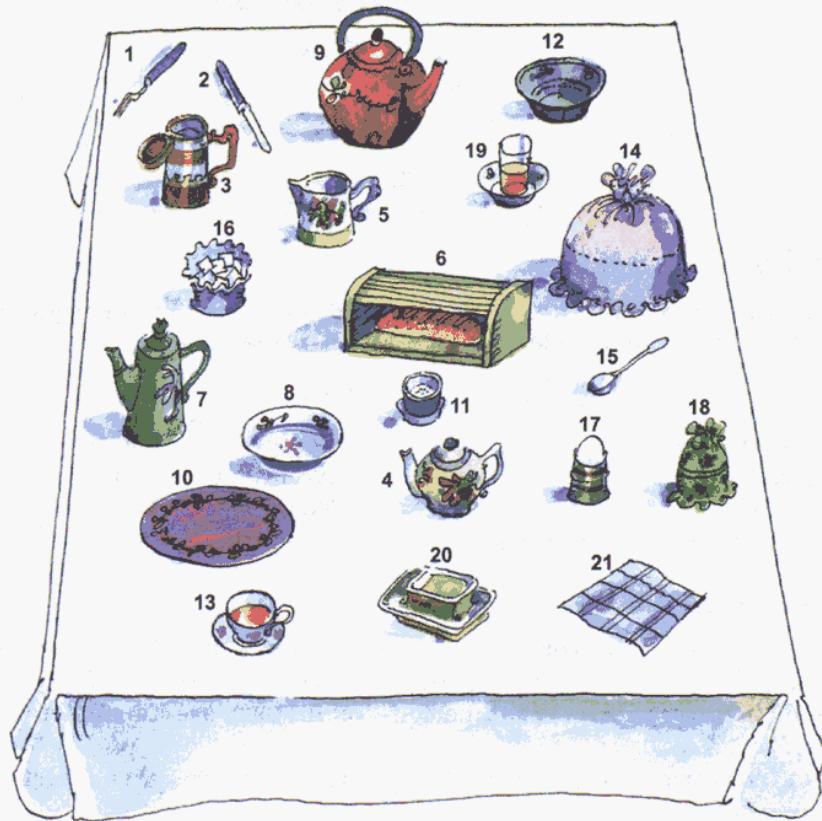
⁵ foaming brine — пенящийся поток

⁶ ruby [rʊbi] — рубиновые, алые

⁷ blowing bubbles — пускай пузыри

⁸ alas [ə'læs] — увы

- o) an eggcup
 - p) an egg cosy
 - q) a plate
 - r) a tablemat
- s) a napkin/serviette [sɜːvɪ'tet]
 - t) a saltcellar
 - u) a kettle



Home Reading Lessons 8, 9

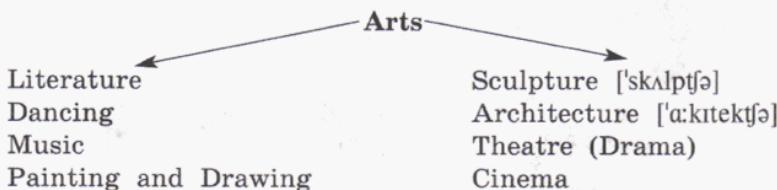


POPULAR ARTS

- FAMOUS PEOPLE IN THE ARTS
 - KINDS OF ARTS
 - DANCING
 - MUSIC
 - THEATRE
 - CINEMA

Revision

1. Here is a list of the arts. Look at it and say which of them you prefer and which of them you understand better than the others.



- ## 2. Answer these questions about arts.

1. Which of the arts from the list above can you call visual arts...?^
 2. What role do arts play in people's lives? In your life?
 3. When did art begin? What periods in history are famous for great works of art?
 4. What countries are famous for great literature, visual arts, theatre, cinema?
 5. What places all over the world are connected with particular arts?
 6. What do we usually mean when we speak about prehistoric art, ancient art, Renaissance [rə'neisəns] art, classical art, modern art?
 7. Where do you go if you want to enjoy the arts? Do you like to go to these places alone? With your parents? With your friends? Why?
 8. Can you do anything in the way of the arts yourself? What can you do? What art would you like to be really good at? Why?

9. What arts are the most popular nowadays? Do you think some of the arts will eventually die? What makes you think that?
10. Which of the two is more popular nowadays — theatre or cinema? Which of them do you prefer?
11. Do you think radio and television are arts?

3. A. Make sure that you can name these people's jobs correctly and match the arts with the names of people's activities.

- | | |
|--|---|
| 1) Someone who writes music or plays a musical instrument is... | a) a poet |
| 2) Someone who acts in plays or films is... | b) a dramatist or a playwright ¹ |
| 3) Someone who paints pictures is... | c) a ballet dancer |
| 4) Someone who makes up songs and music is... | d) a musician [mju:zɪʃn] |
| 5) Someone who writes plays is... | e) a singer |
| 6) Someone who plans buildings is... | f) an architect ['ækɪtekt] |
| 7) Someone who makes statues or other shapes from metal, wood, stone, etc. is... | g) an actor or an actress |
| 8) Someone who dances in ballet is... | h) a composer [kəm'pəʊzə] |
| 9) Someone who writes poems is... | i) a sculptor ['skalptə] |
| 10) Someone who sings is... | j) an artist |

B. Match the names of these people with the fields in which they worked.

- | | |
|-----------------------|---------------|
| 1) Francisco Goya | a) theatre |
| 2) Elvis Presley | b) cinema |
| 3) Maya Plisetskaya | c) music |
| 4) Friedrich Schiller | d) sculpture |
| 5) Sergei Rakhmaninov | e) painting |
| 6) Pablo Picasso | f) ballet |
| 7) Luciano Pavarotti | g) literature |
| 8) Michelangelo | |
| 9) Vasily Bazhenov | |
| 10) Rembrandt | |

¹ a playwright ['pleɪrət] — драматург

UNIT 7

4. The words and word combinations below help us to speak about certain arts. Organize them according to the arts that they describe. (Certain words can belong to more than one category.)

1. Theatre

2. Cinema

...

3. Music

4. Sculpture

...

5. Painting

6. Literature

...

drama

flute

sculpture

success

classical

stage

violin

balcony

fiction

piano

bronze

applause

ballet

to draw

operetta

concert

box

screen

audience

opera

scenery

tragedy

gallery

sound

comedy

to act

work of art

colour film

monument

horror movie

cinema-goer

feature film

to compose

character

statue

to applaud

seat

dress circle

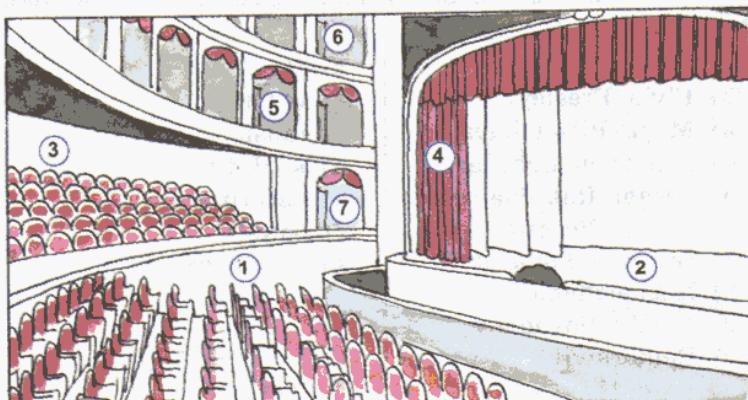
museum

stalls

performer

to paint

5. Look at the picture of a theatre hall and match the numbers with the words.



- a) the curtain
- b) a box
- c) the stalls
- d) the stage
- e) the gallery
- f) a balcony
- g) the dress circle

Passive Voice

be + <i>V₃</i>		
Simple Present Passive	Simple Past Passive	(Simple) Future Passive
am/is/are + <i>V₃</i>	was/were + <i>V₃</i>	shall/will be + <i>V₃</i>
English is spoken here. Grapes are not grown in the North. Is this food easily cooked? What is made from milk?	The door was closed. The letters were not posted yesterday. Were the keys found? Why was the window left open in the rain?	The story will be finished soon. The information won't be received next week. Will the letter be answered? When will the guests be met?
<p>We use passive forms (passives) when:</p> <ul style="list-style-type: none"> a) we don't know WHO did it; b) we are interested in WHAT happens, not WHO it is done by; c) the situation is rather formal. 		

6. Look at the text, find and read out the sentences where verbs are used in the *passive voice*.

Jazz

Have you ever heard anything about jazz [dʒæz]? We are sure you have. Jazz is a type of music and the only art form that was created in the United States. Jazz was created by black Americans. Many blacks were brought from Africa to America as slaves. Different native songs were sung by the black slaves and the music of their homeland was played in America.

Jazz is a mixture of many different kinds of music. It is made up of the music of West Africa, the work songs of the slaves and religious music. The first jazz bands¹ were formed at the end of the

¹ a band — оркестр

19th century. They played in bars and clubs in many towns and cities of the South, especially New Orleans [nju: 'ɔ:lənz].

Nowadays New Orleans is an international seaport, and people from all over the world come to New Orleans to hear jazz. Improvisation [imprə'veɪzɪsn] is an important part of jazz. This means that jazz music is made up or created on the spot.¹ This is why a jazz song can sound a little different each time it is played.

With time jazz became more and more popular. By the 1920s,² jazz was popular all over the United States. By the 1940s,³ you could not only hear jazz in clubs and bars, but in concert halls too. Today jazz is played all over the world. On every continent special festivals are held where jazz musicians from the United States, Asia, Africa, South America and Europe meet and share their music. In this way jazz continues to grow and change. Let's hope that no matter what happens in music jazz will always be performed and listened to.

7. Choose the best way to continue the situation.

1. My sister is a writer.
 - a) A nice children's book was written by her.
 - b) She wrote a nice children's book.
2. Many people in Russia eat potatoes.
 - a) Someone brought them to Russia from South America.
 - b) They were brought to Russia from South America.
3. Christopher Columbus discovered America.
 - a) He discovered it in 1492.
 - b) It was discovered in 1492.
4. The Browns live in a huge castle.
 - a) People built it in the 16th century.
 - b) It was built in the 16th century.
5. How many people learn English nowadays!
 - a) It is spoken all over the world.
 - b) People speak it all over the world.
6. You can buy this dictionary in Russia now.
 - a) Somebody published it in our country.
 - b) It was published in our country.

¹ on the spot — спонтанно, без предварительной подготовки

² 1920s = nineteen-twenties [,nam'ti:n'twentiz] — двадцатые годы XX столетия

³ 1940s = nineteen-forties [,nam'ti:n'fɔ:tiz] — сороковые годы XX столетия

Modal Verbs + Passive Voice

Passive forms are often used with modal verbs (**can**, **must**, **should**, **have to**, **ought to**).

Modal Verb + be + V₃

Difficult rules **must be explained**.

Can such poems be easily memorized?

People in hospitals **ought to be visited**.

These words **don't have to be learnt by heart**.

Should this door be pulled or pushed to open it?

8. Express the same using passive.

A. 1. We must discuss the contents of the novel. 2. The actors ought to impress the audience. 3. You should stop these chatterboxes. 4. We must introduce the members of the team to each other. 5. You can't devour such books. 6. People have to transport these boxes. 7. They must translate the speech when the time comes.

B. 1. English borrowed a lot of words. 2. The postman brings them a lot of periodicals. 3. Mr William's secretary will send this telex tomorrow. 4. They didn't find the origin of the adjective "big". 5. People easily memorize such idioms. 6. Somebody bought a bronze candlestick and three candles. 7. People push the door to open it.

9. Use the prepositions and adverbs where necessary and complete the sentences to remember the new vocabulary of Unit 6.

A. 1. Jimmy ran ... of the room without saying a word. 2. There is too much water in the bath. It is running 3. I opened the door and my little puppy ran 4. It's raining! Let's run ... the house. 5. The thief ran ... with the money. 6. The poor boy has been nearly run ... by the bus. 7. Why are you running ... my words? 8. Don't run ... I want to talk to you.

B. 1. Some old magazines are ... the floor. Can't you pick them ...? 2. Lora is fond ... devouring ... books. When she reads she is totally absorbed ... what she is reading. 3. Whenever she comes to visit my granny she always tries to make a good impression ... her. 4. Let me introduce Mr Brian ... all of you. 5. I am tired ... some reason. 6. She popped a sweet ... her mouth and smiled happily ...

us. 7. Irene was sitting near the window with tiny Kitty ... her lap.
 8. The box contained ... seven pounds ... rice. 9. How long had the
 Sleeping Beauty been ... the spell before the Prince woke her up?

10. Express the same in English.

A. 1. с вытаращенными глазами; 2. удивительный рассказчик;
 3. очарование; 4. забавное приключение; 5. уютный дом; 6. содержание книги; 7. короткая речь; 8. впечатляющий пейзаж; 9. справиться с работой; 10. последнее издание; 11. наблюдательный мальчик; 12. подвижный подросток; 13. на коленях; 14. дай мне знать; 15. вместо учителя; 16. произвести впечатление на друзей; 17. глотать книги; 18. восхитительный библиотекарь; 19. быть поглощенным романом; 20. опасное приключение; 21. серьезное содержание; 22. крошечная болтушка; 23. с этого самого времени; 24. не спешить; 25. разрушить чары; 26. редкое издание книги.

B. 1. Я не могу справиться с этой книгой сама. У нее сложное содержание. 2. Речь директора произвела большое впечатление на учеников. 3. «Позвольте представиться, я Матильда», — сказала крошечная девчушка библиотекарю. 4. Давай поищем какой-нибудь роман на этих полках. Дай мне знать, если найдешь что-нибудь интересное. 5. Сколько времени тебе требуется, чтобы добраться до театра? 6. Моя кошка любит сидеть у меня на коленях. 7. Боб был озадачен, когда понял, что его пластиковая сумка должна была стать контейнером для воды. 8. Болтушки, вы разговариваете уже целый час! 9. По какой-то причине он не смог присоединиться к нашей группе. 10. Алик ворвался в класс с громким криком «Ура!».

Reading for Information

11. Read the text once very carefully and try to understand and remember as much as you can. Say what new things you've learned from the text.

Theatre and Cinema: How It All Began

Theatrical drama, as we understand it today, is based on three things. First, there must be an actor or actors speaking or singing. Second, there must be some dramatic conflict (or different relations) between actors. The two sides may be enemies, they may be friends that can't agree with each other, or they may be divided by misunderstanding. Third, and just as important as the other two, there must be an audience following the progress of the drama.

The first theatrical performances of this kind took place in ancient Greece. The Greek drama developed from hymns sung to Dionysius [daiə'nisiəs], the god of wine and good life. But it did not become true theatre until such performances included stories of the other gods and actors to represent them.

The first known actor was called Thespis ['θespɪs]. He was the leading singer and travelled from his birthplace to Athens in a cart that carried all his belongings and could be turned into a stage for performance. In Athens he won a prize at the new drama festival. People believe that he was also the first man who separated himself from other singers to make a dialogue with them. He was the first professional performer who was brave enough to play a god. Before him this role had always belonged to priests or kings.

Cinema is much younger than theatre. It was born at the end of the 19th century. The first people who showed the first movies to a paying public were the Lumière ['lu:mieə] Brothers of France. They did this at the Grand Café, Boulevard des Capucines,¹ Paris, on the 20th February 1896. This was the first cinema show and it was quickly followed by many others in all parts of the world. The first films showed moving people and transport or newsreels ['nju:zri:lz] of processions and wars, and short comedies. In 1901 France was the first country to produce a dramatic film, *The Story of a Crime*, which was followed by *The Great Train Robbery* in the United States in 1903.

At first, films were shown anywhere: in music halls, clubs and shops. By 1908, special film theatres were being built to give regular programmes. At this time cinema rapidly developed in both the New and the Old World. Charlie Chaplin made his first film, *Making a Living*, in 1914 in the USA. The Russian film industry was now going its own way. It produced such great films as Protazanov's *The Queen of Spades* (1916) and *Father Sergius* ['sɜ:gjɪəs] (1918). Both films starred Ivan Mosjoukhin, the famous actor. A little later Russia's great achievement in cinema was connected with its directors such as Eisenstein ['aɪznstain] (*The Battleship "Potemkin"*), Pudovkin (*Mother*), Kuleshov (*By the Law*), Dovzhenko (*Earth*), and others. Then, in 1927, Warner Brothers in Hollywood made the first film in which an actor sang and spoke. The film was called *Jazz Singer*. It opened a new era in films — the era of the “talkies”. The film mostly told its story with titles, but it had three songs and a short dialogue. There

¹ Boulevard des Capucines ['bu:ləva:də ,kɒpʊ'si:nɪ]

were long lines of people in front of the Warner Theatre in New York. The silent film was dead within a year. The first one hundred percent sound film, *Lights of New York*, appeared in 1928. The first colour films were made in the 1930s, but black-and-white films are still made today.

12. Now that you've read the text once, say:

- 1) in what country theatre was born; 2) why we remember Thespis;
- 3) when cinema was born; 4) what country produced the first dramatic film; 5) why the film *Jazz Singer* is important in the history of cinema; 6) how many names of films, actors and actresses mentioned in the text you can remember; 7) into what two parts the text can be divided logically.

13. Read the text again for more detailed information and find in the text words and word combinations which mean:

1. основана на ...; 2. взаимоотношения; 3. они могут поссориться из-за того, что неправильно поняли друг друга; 4. драма развилась из (произошла от) гимна; 5. повозка, в которой он вез все свое имущество; 6. он получил награду (приз); 7. первый профессиональный исполнитель; 8. эта роль всегда принадлежала священникам или королям; 9. публика, которая платит деньги; 10. хроники новостей, показывающие процесии и войны; 11. искусство кино быстро развивалось; 12. великие достижения России в области кинематографии; 13. с помощью титров; 14. длинные очереди; 15. немые фильмы; 16. полностью звуковой фильм.

14. Find in the text the names of these films:

- | | |
|---------------------------|--------------------------------|
| 1. «Зарабатывая на жизнь» | 7. «Отец Сергий» |
| 2. «История преступления» | 8. «По закону» |
| 3. «Пиковая дама» | 6. «Большое ограбление поезда» |
| 4. «Огни Нью-Йорка» | 9. «Земля» |
| 5. «Броненосец Потемкин» | 10. «Мать» |

15. A. Find in the first three paragraphs of the text at least 10 international words.**B. Guess what the international words from paragraphs 4 and 5 are.**

p-b---	pr----mm-	-j--z	dia---e-v	-r-	-ndu---y
--ema	pr-----n	r-g--ar	f--m	th----	d-r-t--

New language

Grammar Section

Continuous (Progressive) Forms of the Passive Voice

Present Continuous Passive	Past Continuous Passive
am being is being + V_3 are being	was being were being + V_3
	+ -
1. Where are the letters? They are being written at the moment. 2. A new school is being built in our street.	1. I entered the room and saw that the letters were being written . 2. When I came back home a new school was being built in our street.
	-
1. The article is not being translated . 2. The toys are not being made now.	1. When I telephoned Vic told me that the article was not being translated . 2. The factory didn't work. The toys were not being made at the moment.
	?
1. Is the fax being sent ? 2. Are the magazines being looked through ?	1. Was the fax being sent when the director called? 2. Were the magazines being looked through when the mail arrived?

16. Choose the right form of the verb to make the sentences complete.

- A. 1. Such long bridges seldom (are built/are being built).
 2. Excuse the mess. The house (is painted/is being painted). 3. I can't give you the articles now. They (are translated/are being translated).
 4. Room 47 is not ready yet. It (is cleaned/is being cleaned). 5. At the moment a new road (is built/is being built) round the city.
 6. Such books (are not translated/are not being translated) easily.
 7. We are expecting guests. Tables (are laid/are being laid). 8. Your room will be ready soon. The beds (are made/are being made).

- B. 1. John said they couldn't take photos. The camera (was repaired/was being repaired). 2. When they arrived home the walls of the dining room (were painted/were being painted). 3. We couldn't get inside. The floors (were washed/were being washed). 4. Computer games (were not played/were not being played) when I was your age. 5. Last summer this edition of the novel (was not sold/was not being sold). 6. When Mr Brown phoned, the article still (was translated/was being translated). 7. When I lived in Germany, newspapers (were brought/were being brought) to us early in the morning. 8. I entered the hotel at 8. Everybody was busy. Rooms (were prepared/were being prepared) for the arriving guests.

Perfect Forms of the Passive Voice

Present Perfect Passive	Past Perfect Passive
have been + V₃	had been + V₃
	+ <i>(for past continuous)</i>
1. A new library has been built in our street. 2. Many new schools have been constructed this year. 3. The plan has been discussed for two hours. 4. We have just been shown a new film.	1. John said a new library had been built in his street. 2. John added that many new schools had been constructed that year. 3. The plan had been discussed for two hours when John came. 4. We had been shown a new film before John came.

Present Perfect Passive	Past Perfect Passive
1. The new project has not been finished yet.	1. Jack was sorry that the new project had not been finished yet. 2. We were happy that the library had not been turned into a shopping centre.
?	?
1. Has the problem been discussed yet? 2. Have the letters been posted?	1. Had the problem been discussed by 6? 2. Had the letters been posted by then?

17. Make these sentences passive.

1. They have published her new book recently.
2. The town council has just opened our local museum.
3. Their house looks very smart after they have painted it.
4. The room looks nice. Somebody has cleaned it.
5. My dress is clean. Someone has washed it.
6. Dinner is ready and hot. Someone has just cooked it.
7. They have opened a new theatre in the city.
8. There are no letters on the table. Somebody has posted them.

18. John had been away from his home city for ten years. When he came back to Mainfield he saw many changes. Say what John saw using *passive structures*.

- 1) they had built a new hospital
- 2) they had rebuilt the old library
- 3) they had turned the city centre into a real shopping area
- 4) they had opened a new fire station
- 5) they had changed the names of some streets
- 6) they had closed the city exhibition hall
- 7) ...

Passive Voice with the Verbs That Have Two Objects

Somebody gave Tom an apple.

1. Tom was given an apple.

2. An apple was given to Tom.

Тому дали яблоко.

Other verbs with two objects: to allow, to send, to show, to lend, to pay, to tell, to offer, to refuse, to ask,¹ etc.

19. Give English equivalents to these word combinations and make up true sentences with them.

Example: I was shown the new edition of William Shakespeare's sonnets.

- 1) мне показали
- 2) нам одолжили
- 3) им заплатили
- 4) ему сказали
- 5) мне предложили
- 6) вас спросили
- 7) ей отказали
- 8) им отослали
- 9) ей дали
- 10) тебе разрешили

20. Match the two parts of the sentences to get logical phrases.

1. Laura was told
2. Peter was shown
3. Jimmy is being paid
4. David has been sent
5. Philip will be asked
6. Emma was being offered

- a) and he'll be rich in a minute.
- b) to hospital to see his doctor.
- c) the new bike his parents had bought for him.
- d) a new job when Dr Black came in.
- e) where he will be on Friday.
- f) they were leaving tomorrow.

¹ В подобных случаях структуры первого типа — Tow was given..., Boris was sent..., I was told..., They were paid..., He was offered..., Jim was refused... являются более употребительными.

21. Express the same in Russian.

1. You will be driven to the airport, Mr Gibson. 2. The other day I was informed of their arrival. 3. My parents have been paid less than they expected. 4. I was taught a lot of subjects at school. 5. Nick was sent to the baker's to buy a loaf of brown bread. 6. They will never be shown these films. 7. Who has been told about the incident? 8. Tom is being offered an apple.

Verbs with Prepositions in the Passive Voice

to look after	→ to be looked after
to laugh at	→ to be laughed at
to look for	→ to be looked for
to send for	→ to be sent for
to speak of/about	→ to be spoken of/about
to speak to	→ to be spoken to

He is much spoken about. О нем много говорят.

She was never laughed at. Над ней никогда не смеялись.

Will he be spoken to? С ним поговорят?

22. Complete the table to practise passive structures.

Active	Passive
1.	1. The film is much spoken about.
2. They will look after the children.	2.
3.	3. The little girl was laughed at.
4. Somebody has looked for my granny's glasses.	4.
5.	5. His speech won't be listened to.
6.	6. The children will be spoken to tomorrow.
7.	7. The cab was sent for.

Read and compare!

1. The bridge was built by five workers. (*They (five workers) built the bridge.*)

2. Two kilos of meat that you had bought were eaten by my dog yesterday!

1. The bridge was built with axes, hammers and other instruments.

(*Somebody built the bridge with the help of these instruments.*)

2. Meat is eaten with a fork and a knife.

23. Choose the right preposition *with* or *by* to make the sentences correct.

1. Fish is cut ... a special knife.
2. What do we usually dig ... ?
3. These novels are written ... A. J. Cronin.
4. The big tree was cut down ... Jim, an old servant.
5. In ancient times people wrote on clay tablet ... special styluses.
6. Women's dresses are sewed ... dressmakers.
7. Who is the portrait painted ... ?
8. Do you prefer to paint ... long or short brushes?

24. A. Match the two parts of these sentences to make well-known proverbs and sayings and find their Russian equivalents in the box.

- | | |
|------------------------------|-----------------------|
| 1. Marriages are made | a) cannot be undone. |
| 2. Easily earned money | b) than badly taught. |
| 3. The devil is not so black | c) is quickly spent. |
| 4. Things done | d) as he is painted. |
| 5. Better untaught | e) in heaven. |

- | |
|---|
| a) Браки совершаются на небесах. |
| b) Недоученный хуже неученого. |
| c) Не так страшен черт, как его малюют. |
| d) После драки кулаками не машут. |
| e) Что легко наживается, легко и проживается. |

25. Decide which caption belongs to which cartoon.

①



b) Thanks, dad, it's for my water pistol in case¹ our house is broken into.

a) And this is the small, economy model, that has just been bought by the Zoo.

②



c) I think the mistake has at last been found, sir!

③

26. Express the same in English using *passive forms* of the verbs.

1. Мои часы украли вчера.
2. Когда Павел вошел в комнату, обсуждали его проект.
3. Посмотри! Новый кинотеатр построили!
4. За учителем послали?
5. Когда с ним поговорят?
6. Текст нужно будет перевести.
7. Когда папа приехал, вещи были упакованы.
8. Слова Эндрю вскоре забылись.
9. — Где статья? — Ее переводят.
- Ее переведут часа через полтора.
10. Где строят новый магазин?
11. Все упражнения сделаны.
- Мы можем идти в кино.
12. Пассивный залог часто используется в английском языке.
13. Джона Леннона (John Lennon) знают не только в Англии.
14. Встреча состоится в центре города.
15. Этот замок построен в 1830 году.
16. Мне разрешили пойти в кино.

¹ in case [keɪs] — в случае

27. Name three things that during last week: a) you were asked to do; b) you were allowed to do; c) you were told to do.

Example: a) Last week I was told that Lora had come.

b) I was allowed to go to Nick's party.

c) I was told to take part in school competitions.

28. A. Read and remember.

Articles with the Names of Seasons

spring summer autumn winter

- I. We usually don't use any article when we speak about a season generally.

Time passed, and autumn began to change into winter.

Spring has come.

Winter is the season between autumn and spring.

- II. But with the preposition **in** we can say **in winter** or **in the winter**, **in spring** or **in the spring**, **in summer** or **in the summer**, **in autumn** or **in the autumn** and **in the fall** in American English.

In (the) winter the weather is usually cold.

In (the) summer the weather is usually hot or warm.

- III. When we speak about some definite season, we use **the**.
He left in **the spring** of 1997.

She is spending **the summer** in Europe.

Read and compare!

<i>a</i>	<i>zero article</i>
any adjective + season	adjectives: early, broad, ¹ late, high, real + season
It is a frosty winter . It is a warm autumn . It is a cold summer . It is a rainy spring .	It is early winter . It is real autumn . It is broad (high) summer . It is late spring .

B. Put in the articles where necessary to complete the sentences.

1. We get a lot of apples from this tree in autumn.
2. It was terrible winter.
3. They are going to spend spring in the country.
4. I'd like to go to London in coming autumn.
5. Spring came early that year.
6. It was most beautiful early autumn I had ever seen.
7. When we arrived at the country house it was real autumn.
8. I love it when it is frosty and snowy winter.
9. There are four seasons in the year: spring, summer, autumn and winter.
10. The best time to visit this island is when it is broad summer.

29. A. Read and remember.

Articles with Parts of Day		
a (an)	day night evening morning noon, afternoon midnight dawn ¹ dusk ² twilight ³	the
any adjective + parts of the day	adjectives: early, broad, late, high, real + parts of the day	the article is clear from the context
It was a fine April morning. It was a warm night.	It was broad day. ⁴ It was high noon. ⁵ Evening came. It was morning. It is night. Night fell.	The evening was windy and cold. She woke up. The day was unusually hot.

¹ dawn [dɔ:n] — рассвет² dusk [dʌsk] — сумерки, густые сумерки³ twilight ['twailait] — сумерки, начало сумерек⁴ broad day — разгар дня⁵ high noon — самый полдень

B. Express the same in English.

I. Ночь. Утро. Вечер. Сумерки. Рассвет. Раннее утро. Поздний вечер. Был разгар дня. Наступила ночь. Пришло утро. Наступил рассвет. Полночь.

II. Было холодное зимнее утро. Стояла теплая ночь. Был прохладный вечер. Сегодня ветреный вечер. Сегодня темная ночь.

III. Утро будет морозным. День был очень жарким. Утро было прохладным. Полдень был дождливым.

Read and compare!

<i>in</i>	<i>on</i>	<i>at</i>	—
in the morning	on a summer morning	at night	this morning
in the evening	on a dark evening	at noon	last night
in the afternoon	on a sunny afternoon	at dawn	next day
in the daytime	on a cold night	at dusk	yesterday
in the night		at twilight	afternoon
			tomorrow
			midnight

30. Complete situations 1, 2, 3 with proper articles where necessary, in number 4 speak about yourself.

1. Jane woke up. It was 12 o'clock. It was (1) ... high afternoon. (2) ... day was bright but rather cold. It was (3) ... unusually cold day for (4) ... summer, as in (5) ... summer the weather is usually hot or warm. "(6) ... autumn is coming nearer," Jane thought.
2. "(1) ... winter has come!" thought Susan when she came up to the window. It was (2) ... late autumn but the ground was covered with white soft snow. "What (3) ... day!" cried Susan's brother running into the room. "It is (4) ... real winter. I would like to throw snowballs on (5) ... fine day like that. Let's go." But Jane had other things to do at (6) ... noon. She wanted to finish the job she had begun (7) ... day before but never finished.
3. It was (1) ... cold winter morning. Andrew was taking his dog Spot out. He usually did it in (2) ... morning about 8 or 9 o'clock. But that (3) ... morning he got up at (4) ... dawn. It was really (5) ... early morning. Andrew understood he could not sleep on (6) ... morning like that and walked out of the house.
- 228 4. That (1) ... evening at (2) ... dusk I ...

31. Say when you like to do these things.

Example: I like to go for a walk on a warm spring evening (in the evening, on a sunny summer morning, etc.).

1. to go for a walk in the park
2. to pick berries and mushrooms
3. to go skiing
4. to play outdoor games with friends
5. to sing songs with friends around a campfire
6. to read a book in a comfortable armchair
7. to admire the rising sun
8. to work in the garden
9. to lie in the sun
10. to ride a bicycle

32. Look at the pictures and say what seasons they show, what people usually do in these seasons and what they are doing in the pictures.

Vocabulary Section**SOCIAL ENGLISH**

33. Learn to make offers and to reply to offers. Listen to the text and repeat it after the announcer,  37.

If you want to do something together with a friend you can put it like this:

- It might be an idea to go to the cinema.
- Have you ever thought of travelling?
- Why don't we play football in the gym?
- (How) would you like to come to my place this afternoon?
- What about going to the theatre on Sunday?
- Do you feel like watching a new video film?
- Let's go ice-skating.

And then your friend will probably reply:

Yes

- Great!
- That's a wonderful idea.
- I'd love to.
- I'd like that very much.
- That would be very nice. Thank you.
- That sounds like a good idea.

No

- That's all very well, but I'm really busy tonight.
- That's quite a good idea, but I don't think I can make it.
- It's nice of you to ask, but I'm afraid I must stay at home and help mother.
- I don't think I will, thanks all the same.

34. Complete these dialogues.

I. A: ... to a football match with me tonight?

B: ... and do my homework.

A: ... next week?

B: ... Thank you.

- II. A: ... a new video after classes?
 B: ... Thank you all the same.
 A: ... tomorrow?
 B: ... I'd love to. ...
- III. A: ... to a party with me tonight?
 B: ... but I'm afraid I can't make it.
 A: ... Then why don't we ...?
 B: ... very much.
- IV. A: ... Look, I've got two tickets to the theatre. ...?
 B: That sounds?
 A: On Saturday. The play begins
 B: ... Thank you.

35. Work in pairs. Invite your partner to some place or decide if you would like to do something together. Do it in a proper manner.

PHRASAL VERBS

to set

1. **to set about (doing) sth** — *приняться за что-то, начать что-то делать*

They **set about** their work at 9.

He **set about** writing a letter to his son.

I don't know how to **set about** it.

2. **to set smb to sth/to do sth** — *заставить кого-либо приняться за дело*

Mother **set** John **to** work. Who(m) did you **set to do** this?

3. **to set out/off** — a) *помещать, выставлять*

The milk can was **set out**.

They **set out** vegetables for sale.

b) *отправляться (в путешествие, экспедицию и т. д.)*

They **set out/off** on their journey late in the afternoon.

Bob **set out** early the next morning.

Let's **set out** before it gets dark.

36. Complete the sentences using prepositions with the verb *to set*.

1. Let's set the table ... and have dinner in the garden.
2. When do you think we should set ... our business?
3. It's not easy to set some children ... homework.
4. She looked at the pile of dirty plates, thought for a while and set ... washing-up.
5. My school is far from my home so I have to set ... rather early in the morning.
6. In summer we usually set our house plants ... on the balcony.
7. Before Christmas the children were set ... making Christmas decorations: tinsel, crackers and toys.
8. How can I do the job if I don't know even how to set ... it?

NEW WORDS TO LEARN**37. A. Read and guess what the words in bold type mean.**

They live in a quiet **neighbourhood** ['neɪbəhʊd] with good shops. Do the three friends live in the same **neighbourhood**?

Do your parents give you any **pocket money**? Children usually spend their **pocket money** on sweets and ice creams. How much **pocket money** have you got?

Gerry was a **handy** boy and knew how to do things about the house. A **handy** person is good with his hands.

They drove through a **deserted** [dɪ'zɜ:tɪd] village. There were no people about: they had all left the place some time before. The doors and windows of the **deserted** house were open.

The **inhabitants** [ɪn'hæbitənts] of a place are people or animals who live there. The **inhabitants** of this town are friendly and polite.

When you **greet** someone, you show friendliness or pleasure when you meet them. He went to the door to **greet** his guests. When their father arrived home from work the children ran out to **greet** him.

The children laughed happily. Their **laughter** ['la:ftə] was so loud that it almost woke up their old grandmother. **Laughter** and applause came from behind the closed door of the classroom.

B. Look these words up to make sure that you have guessed right.**38. Read the words, look them up and then study the word combinations and sentences to know how to use them.**

- a **fair** [feə] (*n*): a book fair, a trade fair, a country fair. A country fair is a big market where animals, dairy products, vegetables and fruit are sold.

fortune [fɔ:tʃn] (*n*): 1. (*uncount.*) the boy's fortune, my fortune, to seek one's fortune. Fortune is what happens to you as life goes on. The old lady looked at my hand and told my fortune.

2. (*count.*) A fortune is a large sum of money. His father left him an immense fortune.

fortunate ['fɔ:fnt] (*adj*): a fortunate event, a fortunate person, a fortunate choice. I have always been fortunate in my friends. Is Martin fortunate enough to have a good job?

unfortunate (*adj*): It's unfortunate that you were ill that day.

fortunately/unfortunately (*adv*): Fortunately no one noticed the broken cup. Fortunately for us the bus came exactly on time. Unfortunately they were late and missed the beginning of the performance.

to mend [mend] (*v*): to mend shoes, to mend the roof of a house. Granny, could you mend these socks for me? Oliver often mended toys for his little brother. We often mend something that has a hole in it. Do you know how to mend a clock?

a **bargain** ['ba:gɪn] (*n*): a good bargain; to be a real bargain, to make a bargain, bargain prices. Let's shake hands on the bargain. I promise to keep my part of the bargain. Olga bought ten books instead of five: they were a bargain!

noble ['nəʊbl] (*adj*): a noble man, a noble profession, noble behaviour, a noble action, a noble character. Someone who is noble is honest, brave and unselfish. In this book you can see the names of the noblest people in our history.

sour ['saʊə] (*adj*): sour fruit, sour milk, sour cream; a sour face, a sour smile, a sour look. These apples are green and taste very sour. Put some sour cream into your soup to make it taste better. She gave me a sour look each time I passed her table. By the boy's sour smile I understood that something was wrong.

to set (*set, set*) (*v*): 1. (*usually passive*) to be set. The second act is set in London. Their house is set in a beautiful garden.

2. (*about the sun*) The sun is setting. We like to watch the sunset.

3. (*about the table*) He quickly set the table for three. The table was set for dinner.

4. to set a task, to set smb a problem, to set the time, to set a date, to set a clock, to set a good (bad) example, to set one's heart upon sth. The time and date of the meeting have not yet been set.

I want you to set your watch by mine. His clock was set for 233

UNIT 7

5 a.m. All is set. As soon as she saw the ring in the shop she set her heart upon it.

thread [θred] (*n*): 1. (*uncount.*) gold thread, nylon thread, cotton thread. Thread can be used for sewing pieces of cloth together.

Mum, can I have a needle and some thread? 2. (*count.*) A thread is a long, very thin piece of cotton, silk, nylon or wool.

a sight [saɪt] (*n*): a familiar sight, the sight of sth, to be in sight, to be out of sight, at the sight of sth, to come into sight. Mary cried at the sight of the broken toy. There's paint all over your face. What a sight you are! The sight of the beautiful valley made a great impression on the artist. At last the bus came into sight. As soon as the car was out of sight, we walked home.

a tune [tju:n] (*n*): a merry tune, a sad tune, a new tune, to play a tune. What's this tune? I can't remember where it comes from. He walked along the road singing a tune.

to tune (*v*): to tune a musical instrument, to tune up. Before the performance musicians always tune their instruments. The orchestra were tuning up.

to spread [spred] (**spread/spread**) (*v*): to spread butter on a piece of toast, to spread bread with jam, to spread news or information, to spread one's arms or fingers. The news of their marriage spread quickly. Children like toast spread with marmalade. Jack lay on the grass with his arms spread.

to drop [drɒp] (*v*): to drop a pen, to drop a spoon, to drop a tear. Careful! Don't drop the plates! Gordon dropped the cup and it broke. His temperature dropped. The apple dropped from the tree to the ground. She closed her eyes and dropped into a chair.

39. Name three things that can taste: 1) **sour**; 2) **sweet**; 3) **bitter**; 4) **unusual**; 5) **nice**; 6) **hot (spicy)**.

Example: Mustard tastes (can taste) bitter.

40. Say:

1. what public places (cinemas, hospitals, etc.) there are in your neighbourhood;
2. if it is a compliment when someone calls you handy;
3. if you would like to live on a deserted island or in a deserted village;
4. what people in Russia (men, women, children) usually do when they greet each other;

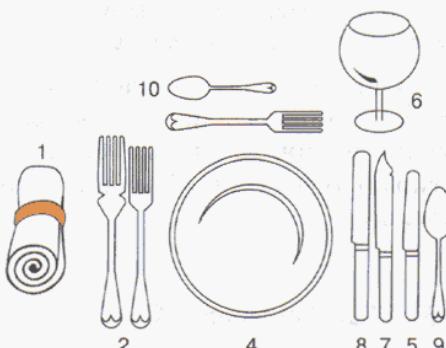
5. where the sun sets and rises;
6. what people do when they set the table;
7. where you can hear laughter most often, when laughter may sound impolite;
8. if you have ever been to a fair, when it was and what impression it made on you;
9. who mends and repairs things in your family;
10. if you have ever had a bargain buying something and how it happened;
11. what in your opinion fortune-tellers do;
12. when people may have sour faces or sour smiles;
13. when and how often you use thread and needles;
14. what your mother usually says when you drop a glass or a cup and break them;
15. what you can spread bread with.

41. Say what book characters or film characters that you know are noble.

42. A. Look at the pictures and say what the difference is between an American place setting and a British place setting. The words in the box can help you.



An American place setting



A British place setting

- | |
|---|
| 1) napkin/serviette; 2) fork; 3) side plate; 4) plate; |
| 5) butter knife; 6) wineglass; 7) fish knife; 8) knife; |
| 9) soup spoon; 10) dessertspoon |

B. Explain to someone who doesn't know how to set the table "in style". Say what things you use and where you put them. Don't forget that the table should look beautiful, so think of the colour of the tablecloth, and napkins, flowers, candles, etc. (Unit 6, Ex. 74 can also help you.)

Read and compare!

<i>to repair</i>	<i>to mend</i>
<p>1. We repair something that is torn, broken. to repair clothes and shoes to repair furniture to repair houses, roads</p> <p>2. We repair something that is not working properly. to repair a clock/a watch to repair a washing machine to repair a TV set</p>	<p>1. We mend something that is torn, broken (often has a hole in it). to mend clothes and shoes to mend furniture to mend a roof, a fence</p> <p>2. —</p>

43. Give English equivalents for these and use them in sentences of your own. Say where you can use both the verbs *to mend/to repair*.

Заштопать носки, заделать дыру в заборе, починить сломанный стул, починить наручные часы, починить будильник, починить башмаки, починить старые брюки, починить радиоприемник, починить стиральную машину, залатать рубаху, отремонтировать дом, чинить одежду.

Read and compare!

<p><i>to throw</i> = <i>to make something move (on purpose)</i> He threw a ball 100 metres. Throw the ball to me. Someone threw a stone at him.</p>	<p><i>to drop</i> = <i>to fall or let fall suddenly (without purpose)</i> She dropped her glasses and broke them. I dropped the box on my foot. The fruit dropped down from the tree.</p>
---	---

44. Complete the sentences using the necessary forms of *to throw* or *to drop*.

1. During dinner they ... bones to the dog.
2. Betsy ... the vase and it broke.
3. The boy ... a bundle of sticks in the fire.
4. "Catch it," Ron cried and ... a small box to me.
5. Careful! Don't ... the box.
6. Rob ... away the broken cup.
7. Nicola ... the bottle of medicine on the floor. How careless of her!

Read and compare!

golden

1. made of gold (not often used)
a golden crown
a golden cross
a golden ring
2. looking like gold (золотой,
золотистый)
golden hair
golden sand
golden light

gold

1. made of gold
a gold watch
a gold chain
a gold ring
2. —

45. Choose the right adjective *gold* or *golden*. In some cases both will do.

a ... ring, a ... chain, a ... field, a ... cross, ... hair, a ... watch,
... light, ... sand, ... corn, ... autumn, ... colours of November, a ...
crown, ... threads

46. Express the same in English.

1. Стол был накрыт к обеду.
2. Почини мою рубашку, ладно?
3. Фиона намазала хлеб маслом и вдруг уронила его.
4. Давай договоримся о дне и времени нашей встречи.
5. При виде бледного лица дочери мать поняла все.
6. Преподавание (teaching) — это благородная профессия.
7. Не добавляй молоко в кофе. Оно кислое.
8. Ты веришь, что гадалки могут предсказывать судьбу?
9. Ты когда-нибудь бывал на книжной ярмарке?
10. Смех мальчиков звучал громко и неприятно.
11. Это выгодная сделка?
12. Почему у Тома такая кислая улыбка? С ним все в порядке?
13. К несчастью, маленький Крис опаздывал на урок.
14. У меня на варежке дырка. Починишь?
15. Было раннее утро. Мы отправлялись в путешествие.
16. По обеим сторонам дороги были поля золотистой пшеницы.

47. A. Make sure that you know this word. Listen to the text "A Family of Musicians",  38.

a music stand — пюпитр

B. Say who in the Parkers family:

- 1) loved Mrs Parker's cooking; 2) was handy; 3) played the bagpipes;
- 4) played in the bedroom; 5) could practise all through the day;
- 6) tried to share as many things as they could; 7) could enjoy the Parkers' concerts; 8) was the family piano player; 9) practised downstairs in the hall.

C. Imagine that the Parkers were invited to take part in the musical competition one day and think of what happened there.

Reading for Discussion

48. Read the text, listen to the first part of it carefully,  39, and say who put the gold ring on Lady Littlecare's finger.

The Story of Merrymind

(After Frances Browne)



 Once upon a time there lived a certain man and his wife, who had two cornfields, three cows, two oxen, five sheep, and thirteen children. Twelve of the children were called by names common in the country, but the thirteenth child got a strange name of Merrymind.¹

The thirteen children grew taller and stronger every year, and they did hard work earning their living. But when the youngest was old enough to look after his father's sheep, there happened the great fair, to which everybody in the neighbourhood went. As the fair happened only once in seven years, the man and his family couldn't miss it.²

¹ The names in this story are meaningful: Merrymind (merry mind) — Весельчак, Dame Dreary [driəri] — Госпожа Тоска, Lady Littlecare (little care) — Леди Беззаботность

² couldn't miss it — не могли пропустить ее

The father opened the bag in which he kept his money and gave everyone of the thirteen a silver penny.

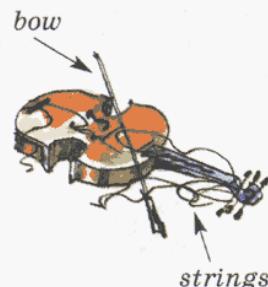
The boys and girls had never before owned so much pocket money and, thinking of what they should buy, they dressed themselves in their holiday clothes, and set out with their father and mother to the fair. Before evening the twelve of the children had spent their money on clothes and all sorts of beautiful things, but Merrymind hadn't bought anything. The reason was that he had set his heart upon a fiddle.¹ Unfortunately fiddles cost a lot more than a silver penny. The sun was getting low and red upon the hill, and Merrymind was still looking about. Suddenly he saw a little grey-haired man with just one old dirty fiddle the strings of which were broken.

"Buy the fiddle, my young master," he said as Merrymind came up to him. "You'll have it cheap: I ask but a silver penny for it. Mend the strings and you'll have the best fiddle in the country."

Merrymind thought this a great bargain. He was a handy boy and could mend the strings while watching his father's sheep.


Everybody laughed at Merrymind's bargain except his mother, who was a very kindly woman. The boy began repairing the strings — he spent all his time, both night and day, upon them, but no string would hold on his fiddle. At last Merrymind decided to leave home where everyone except his mother laughed at him and go to seek his fortune. So he set out on a summer morning with the broken-stringed fiddle under his arm.

Merrymind walked through the woods and found himself in the mountains. He was so tired of his journey that he fell asleep in a deserted cottage in the valley. He woke up in the middle of the night and saw that the valley was full of inhabitants, and they were all busy in houses, in fields and in mills. They were wearing fine clothes and looked rich but very unhappy. Even the birds of that valley did not sing — they were too busy building their nests. The cats did not lie by the fire — they were all on the watch for mice. The dogs went out after hares and the cows and



¹ a fiddle (*informal*) = a violin

sheep grazed¹ without stopping. In the middle of the valley there stood a beautiful castle. The gates stood open and Merrymind walked in. The courtyard² was full of people who were so busy working that they didn't even look up at the boy. In the highest tower of that busy castle, at a window from which she could see the whole valley, there sat a noble lady. Her dress was rich, her hair was iron-grey; her look was sour and gloomy. She and her twelve maidens were spinning as hard as they could, but all the yarn they made was black. No one in or out of the castle would greet Merrymind or answer his questions. They said: "We have no time to talk!" The only person who talked to him was a soldier. He told the boy the story of the valley.



shepherd

"This valley belongs to the lady of the castle, whose name is Dame Dreary. She had another name in her youth — they called her Lady Littlecare; and then the valley was the happiest and the most beautiful place in the whole country. There were May games, harvest festivals and Christmas parties among them.

Shepherds piped on the hillsides, people sang in the fields, and laughter was heard in every house in the evening. All that was changed, nobody knows how. Some say it was because of a magic ring which fell from the lady's finger, and she became Dame Dreary. Hard work and hard times spread over the valley. They say it will be so till Dame Dreary lays down her distaff and dances."



The next night Merrymind came to the castle again and took his broken fiddle with him. In one of the rooms he found some golden threads to mend his fiddle. As soon as he put them on the old fiddle it began to shine. This sight made Merrymind so joyful, that he tried to play, although he had never played before. When his bow touched the strings, they began playing a pleasant tune. Merrymind went out and walked along the valley with his fiddle. The music filled the air; the busy people heard it and stopped working. When he came to the castle Dame Dreary's distaff stood still in her hand.



yarn

¹ to graze — пастись

² courtyard — внутренний двор

Merrymind played through the halls and up the tower stairs. As he came nearer the lady dropped her distaff and danced with all her might.¹ All her maidens did the same; and as they danced she grew young² again. They brought her the dress of white and cherry colour she used to wear in her youth, and she was no longer Dame Dreary, but Lady Littlecare, with golden hair and laughing eyes and cheeks like summer roses. The heavy mist disappeared; the sun shone out; a blue sky was seen; a white bird came from the east with a gold ring, and put it on the lady's finger. Everybody praised Merrymind and his fiddle; and when news of his wonderful playing came to the king's ears, he made Merrymind his first fiddler, which under that wise monarch was the highest post in his kingdom.

49. Say true, false or don't know.

1. The man and his wife had thirteen children.
2. The whole neighbourhood was excited because of the great fair.
3. Merrymind was the first to spend his money.
4. He bought a fiddle from an old magician.
5. The whole family laughed at Merrymind's bargain.
6. The inhabitants of the valley looked very unhappy.
7. The noble lady of the castle was under a spell.
8. The valley had always been an unhappy place.
9. Merrymind mended his fiddle with the help of a golden button.
10. The fiddle began playing a pleasant tune without Merrymind's help.
11. The lady grew young again while she was dancing.
12. Soon after the spell was broken Merrymind left the country and returned home.

50. Put these sentences in the right order.

- 1) Merrymind finds some golden threads and mends his fiddle.
- 2) Merrymind falls asleep in the deserted cottage.
- 3) The soldier tells Merrymind the lady's story.
- 4) The great fair begins in the neighbourhood.
- 5) Merrymind walks through the valley and comes to the castle.
- 6) Merrymind buys an old dirty fiddle.
- 7) Merrymind leaves home and goes to seek his fortune.
- 8) Merrymind plays the fiddle.
- 9) Merrymind's music breaks the spell.

¹ with all her might — изо всех сил

² to grow young = to get young

51. These are answers to several questions. Make up the questions.

1. No, it was an unusual name.
2. Each one got a silver penny.
3. They bought clothes and some beautiful things.
4. Because it cost a lot more than a silver penny.
5. Because he was a handy boy.
6. He went to seek his fortune.
7. In the midst of the valley.
8. Because they had no time to talk.
9. People had called her Lady Littlecare.
10. His broken fiddle.
11. It began to shine.
12. They stopped working.
13. She had golden hair, laughing eyes and cheeks like summer roses.
14. A white bird.
15. The king's first fiddler.

Speaking**Discussing the Text****52. Say which of these three sentences describes the idea of the story.**

- a) It's better to dance and listen to music than to work.
- b) Art makes people's lives brighter and happier.
- c) You never know where you will find your happiness.

53. Explain why:

- 1) the family didn't want to miss the fair;
- 2) Merrymind found it difficult to buy something for himself;
- 3) Merrymind's brothers and sisters laughed at his bargain;
- 4) the inhabitants of the valley seemed strange to the boy;
- 5) Merrymind wanted to talk to someone;
- 6) Lady Littlecare became Dame Dreary;
- 7) Dame Dreary dropped her distaff;
- 8) everybody praised Merrymind and his fiddle.

54. A. Tell the story of Merrymind. Organize your story with the help of Unit 6, Ex. 3.**B. Tell the same story on the part of:**

- | | |
|------------------------------------|-----------------------------|
| a) Merrymind, | d) Lady Littlecare, |
| b) one of his sisters or brothers, | e) one of her maidens, |
| c) the soldier, | f) the king of the country. |

**55. Imagine talks between these people and act them out: a) two of
242 Merrymind's brothers or sisters; b) two maidens of the court.**

56. Say how you understand this proverb and comment on it.

All work and no play makes Jack a dull boy.

Discussing the Topic

I.



Let's speak about theatre in English. People go either to the theatre to see plays or to the opera house to see a ballet or to listen to an opera. There are several famous opera houses in the world: *The Bolshoi Opera House*, Moscow; *The Mariinsky Opera House*, St Petersburg; *The Royal Opera House*, Covent Garden, London; *La Scala*, Milan and others.

Some of the popular theatres in Moscow are:

The Moscow Art Theatre
The Children's Theatre
The Sovremennik Theatre
The Taganka Theatre

The Maly Theatre
The Satire Theatre
The Malaya Bronnaya Theatre
The Mayakovsky Theatre



Inside the theatre you can go to:

- the box-office • the house
- the bar • the cloakrooms
- the foyer [fɔɪə]



The part of the building that is used by actors and actresses has:

- a stage (with scenery on it) • wings
- backstage • dressing rooms



People who work for a theatre are called a theatre *company*. People who take part in a particular show are called a *cast*. Some of the members of the company are:

- directors [dɪ'rektəz] • dancers
- actors ['æktəz] • ballet dancers
- actresses ['æktrɪsɪz] • designers [dɪ'zainəz]
- stars • costume designers
- singers • conductors
- soloists ['səuləvɪsts] • ushers ['ʌʃəz]

✓ Plays are written by playwrights or dramatists and can be of different kinds:

- a tragedy
- a comedy
- a tragicomedy [trædʒɪ'kɒmɪdi]
- a drama (or a straight play)
- a musical

✓ People who work in the theatre:

- stage (put on) plays
- rehearse [rɪ'hɜ:s] plays (have rehearsals)
- play (sing or dance)
- wear make-up and costumes
- perform for the audience
- have curtain calls

✓ Dancers, actors, actresses, singers dance, play or sing:

- the main part (role)
- the leading part (role)
- supporting parts (roles)

✓ People who come to the theatre (the audience):

- buy tickets/seats for a play (opera or ballet)
- leave their coats and hats in the cloakroom
- buy a programme
- take out (prepare) opera glasses
- find their seats
- watch the performance
- applaud to the actors
- call the actors

✓ Before the performance:

- the lights go down
- the musicians tune up
- the actors and the musicians take their places
- the curtain goes up/rises (the curtains draw)



After the performance:

- the lights go up
- the actors answer/take curtain calls
- the curtain falls/drops/goes down (the curtains draw)

57. Say what you call them.

1. a dancer who takes part in a ballet; 2. something actors and actresses put on their faces to change their appearances; 3. the part of a theatre/cinema where the audience sits; 4. a funny or light play in the theatre; 5. a large area inside the theatre/cinema where people meet or wait and walk in the interval; 6. a sad or serious play in the theatre; 7. a person who shows people where their seats are; 8. someone who leads a group of music players or singers; 9. a person whose job is to design things by making drawings of them; 10. a very famous and popular actor/actress; 11. something that helps you to see the actor and the stage better; 12. a group of actors appearing in a particular performance; 13. a room where a performer can get dressed; 14. the sides of the stage which the audience cannot see because of the curtains and scenery; 15. everything that is on the stage to give an impression of the place where the play (ballet, opera) is happening.

58. Answer these questions.

1. How often do you go to the theatre or an opera house? 2. What is (are) your favourite theatre(s)? 3. What was the performance you liked most of all/least of all? 4. What seats in the theatre do you prefer? 5. With whom do you like to go to the theatre? Why? 6. What do you usually do during the interval? 7. Have you ever been backstage? Would you like to go? Why? 8. What makes a performance successful? 9. Is there a drama circle in your school? What is it like? If you haven't got one, would you like to have one? Why? 10. Have you ever acted in a play? When? What part did you play?

59. Describe one of your visits to the theatre or an opera house.

60. Read these talks and say in what parts of the theatre they are taking place.

- a) A: Are there any seats left for Saturday night?
 B: Would you like something in the front stalls?

- A: Haven't you got anything cheaper?
 B: Let me see ... I think you can have seats in the dress circle.
 b) A: Well, how did you like the first act?
 B: I loved it! Especially the soloists. I think it's the best singing I've ever heard.
 A: Quite so. It was really good.
 B: I hope the second act will be just as excellent.
 c) A: It's a little hot in here, isn't it? I'm thirsty. I think I'll have some lemonade. And what about you?
 B: I'll have a glass of lemonade or an ice cream.
 A: Ice cream? I can have it too.
 B: Good. I hope they have my favourite strawberry ice cream.
 d) A: Are these seats ours?
 B: No, I don't think so. These are C-14 and C-15, and we have C-16 and C-17.
 A: I see, they are further in the row.
 B: Let's hurry up. The lights will be going down in a minute.

II.



Let's speak about cinema in English. Cinema means the same as pictures and movies (*AmE*). So you can say that you often go to the cinema, pictures or movies. But you see or watch films. People who go to the cinema are *cinema-goers*. Cinemas usually have names like:

The Coliseum [kɒlɪ'si:əm], the Zenith ['zenɪθ], the Saturn ['sætən], the Rossia, the Odeon ['əʊdɪən], the Forum.



Inside a cinema has:

- stalls
- rows of seats
- a foyer
- a balcony
- a screen
- a box-office



You can sit:

- at the front
- at the side
- at the back
- in the centre/in the middle



You can go to:

- an evening performance
- the nine o'clock performance
- a matinée ['mætɪneɪ]
- the two o'clock performance, etc.



There are different kinds of films:

- a feature [fɪ:tʃə] film
- a tragedy
- a comedy
- a drama
- a science fiction film
- a documentary
- a western
- a thriller
- a musical
- a crime film
- a historical film
- a war film
- a horror film
- a cartoon



People who make films are:

- a film actor/actress
- a cameraman
- a scriptwriter
- a designer
- a director
- a film star

61. Match the names of these films with their types.

1. A film about space travel or life in an imaginary future.
 2. A film about criminals and detectives.
 3. A film with lots of music and dance.
 4. A film about cowboys and life in the Wild West.
 5. A funny film with a happy ending.
 6. A film in which mysterious and frightening things happen.
- a) musical
 - b) a western
 - c) a comedy
 - d) a science fiction film
 - e) a crime film
 - f) a horror film

62. Answer the questions.

1. Is cinema a popular art nowadays? Do people often go to the cinema? What about your family and friends?
2. Where do you like to sit when you go to the cinema?
3. Do you think television and videos influence the popularity of cinema? In what way?
4. Which of the two arts, cinema or theatre is more popular? Why do you think it is so?
5. What are the most popular cinemas in the place where you live? Where are they situated?
6. What war or historical films do you know? Do you like such films?
7. What famous cartoons are made in Russia/in the USA? Can you say a few words about their characters?
8. Do you think small children should be allowed to watch horror films? Why (not)?
9. Why do you think a lot of people are interested in documentaries?
10. What are your favourite kinds of films?

63. Match the names of these actors and actresses with the information about them.

Yury Nikulin	Marilyn Monroe [mærɪln mən'rəʊ]
Charlie Chaplin	Jean Marais [ʒɑ:n ma'rei]
Lubov Orlova	Sophia Loren [sə'fi:a 'lɔ:rən]

1. He was born in 1889 in England and lived a long life. He was a film actor and director who worked mainly in the US in silent black-and-white comedy films. His favourite role was that of a tramp¹ wearing funny clothes and walking in a funny way. During his life he was tremendously popular and is still admired. He died in 1977.
2. She is a beautiful Italian actress, born in 1934, who has become an interesting film star and has won several Academy Awards. She was most popular in the 1950s and 1960s. Her art is loved and admired in Russia.
3. This Russian actor was born in 1921. He was at the front during the Second World War. In 1950 he began to work in the circus as a clown. He became a popular film actor and is remembered for his comic and tragicomic parts.
4. She is an American film actress, born in 1926, whose real name was Norma Jean Baker. She played a number of characters in many successful films. She was a perfect example of a Hollywood studio star. She had a tragic life and died at the age of 36. Since her death she has become one of the most written-about film stars.
5. He is a popular French actor who was born in 1913 and died in 1998. He starred in a number of well-known films. Probably, he is best remembered for the parts of the count of Monte Cristo and Phantomas.
6. She was born in 1902 in Russia and died in 1975. She played in one of the Moscow theatres but was better known as a film star. Some of her parts are in the films *The Spring*, *The Circus* and *Volga-Volga*.

64. A. Find information about a modern actor or actress and speak about him or her.

B. Speak about one of the films that you like. Say who directed the film and played in it. Explain why you like it.

Writing

65. Do these exercises in writing: 4, 8, 10, 13, 16, 17, 18, 19, 26, 28B, 29B, 43, 46, 50.

66. Choose the right form.

1. Sarah (was told/told) that all the letters (were/had been) written.
2. Benny (was greeted/greeted) the people who (have been/had been) invited to the meeting.
3. These children (are/are being) never given any pocket money.
4. The inhabitants of the village (were/were being) asked about people living in their neighbourhood when the police arrived.
5. Jane (allowed/was allowed) her brother go to the cinema.
6. Children (are/are being) seldom allowed to see horror films.
7. I entered the house when our seats (were/were being) shown to my parents.
8. The funny scene (followed/was followed) by the laughter of the audience.
9. John (asked/was asked) by his uncle if the fairs in the village (were/had been) often visited.
10. John says the socks (have not been/had not been) mended yet.

67. A. Open the brackets to make the story complete.

Deep in a lonely forest there once (1. live) a woodcutter. One day the woodcutter (2. cut) down trees, when he (3. hear) a cry of a bird. He (4. wonder) what (5. happen) and (6. go) (7. look) at the bird. Under a big green bush he (8. see) a nest that (9. build) by a bird, with many eggs inside it. A great snake (10. prepare) (11. kill) the mother bird, who bravely (12. defend) her nest. The woodcutter (13. strike) the snake with the stick that he (14. find) in the forest and (15. kill) it.

Some years after this, the woodcutter one day (16. set) out on a journey. He (17. walk) along a lonely mountain path, hungry and tired, when night (18. fall). Suddenly, he (19. see) a light in the woods. He (20. go) toward this light and (21. come) to a large beautiful house that (22. build) in the middle of the wood by some mysterious people. The woodcutter (23. be) surprised as he (24. not, expect) to find such a fine house so deep in the forest. He (25. knock) on the door, and a beautiful young woman (26. come) out.

B. Write another paragraph to finish this tale.

68. Choose the right preposition to make the sentences complete.

1. At last the bus came ... sight. 2. As soon as his car was ... sight we all began laughing. 3. ... the sight of the impressive building she understood she would like to live nowhere else. 4. The ship was not ... sight yet. 5. It was rather misty and soon the boat was sight. 6. ... the sight of the children's faces Carolyn felt happy.

69. Express the same in English.

A. 1. Фрукты были выставлены на продажу. 2. Отец заставил Роберта приняться за работу. 3. Рано утром мы отправились в наше путешествие по окрестностям. 4. Дети принялись ремонтировать сломанный велосипед сразу же, как его принесли. 5. Семья отправилась в Лондон. Они взяли с собой золотые вещи. 6. Вы уже начали собирать материалы о театрах и кинотеатрах в Великобритании? 7. Модное платье было помещено в витрине магазина (in the shop window). 8. Кого ты заставишь делать это?

B. 1. Была холодная зимняя ночь. 2. Мы отправились в путешествие весенним утром. 3. Стояла настоящая осень. Листья падали с деревьев, было прохладно, но сухо. 4. Ранняя весна и поздняя весна различны. Ранняя осень и поздняя осень тоже не похожи. 5. Вторая мировая война началась весной 1939 года. 6. Дождливой осенью многие птицы улетели на юг. 7. Каковы твои планы на лето? 8. В Европе школьные занятия обычно начинаются осенью. 9. Лето было в разгаре. 10. Вчера вечером мы наблюдали, как солнце садилось.

70. Make up 10–15 questions for a “Theatre and Cinema Quiz”. Think of a prize you can give to the winner.**71. Spell the words.**

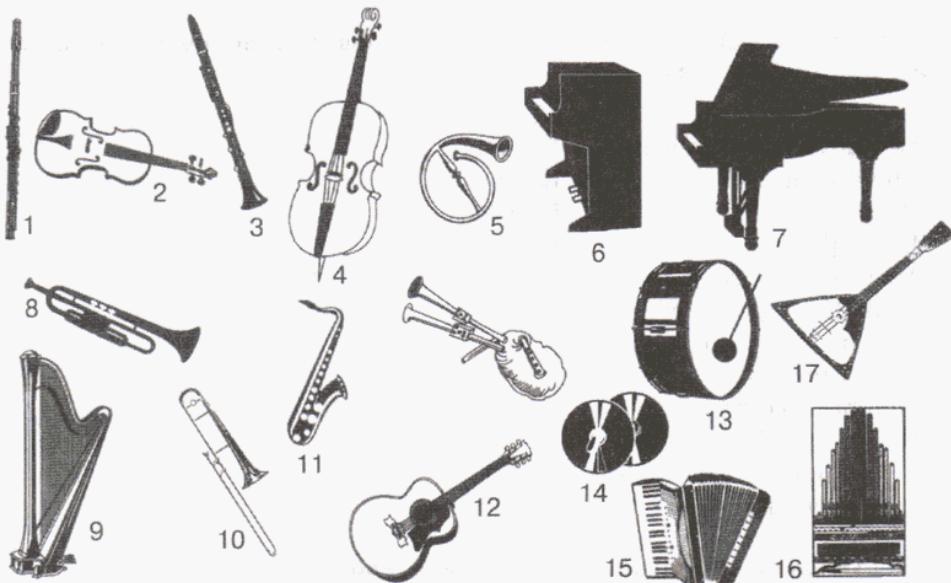
[ˈba:gɪn]	[ˈla:fθə]	[ɪnˈhæbitənts]
[feə]	[θred]	[spred]
[dɪ'zɜ:tɪd]	[tju:n]	['saʊə]
[nəʊbl]	[fɔ:tʃn]	[saɪt]

72. Test your spelling, listen to the tape,  40, and write down the text.

Miscellaneous

73. Look at the pictures of the musical instruments and match them with their names.

a violin, a flute [flüt], a clarinet [klærɪ'næt], a horn, a piano, a cello ['tʃeləʊ], a grand piano, a trumpet, a harp, a trombone [trɔm'bœn], a saxophone, a bagpipe, cymbals ['sɪmbəlz], a balalaika, an organ, a guitar, an accordion [ə'kɔ:dɪən], a drum



74. Listen to the song, 41, and sing it along.

She'll Be Coming Round the Mountain

She'll be coming round the mountain when she comes.

She'll be coming round the mountain when she comes.

She'll be coming round the mountain,

She'll be coming round the mountain,

She'll be coming round the mountain when she comes.

She'll be driving six white horses when she comes. (2 times)

She'll be driving six white horses, (2 times)

She'll be driving six white horses when she comes.

Oh, we'll all go out to meet her when she comes. (2 times)

Oh, we'll all go out to meet her, (2 times)

Oh, we'll all go out to meet her when she comes.

Oh, we'll all have chicken and dumplings¹ when she comes. (2 times)

Oh, we'll all have chicken and dumplings, (2 times)

Oh, we'll all have chicken and dumplings when she comes.

We'll be singing "Hallelujah"² when she comes. (2 times)

We'll be singing "Hallelujah," (2 times)

We'll be singing "Hallelujah" when she comes.

75. Match the names of these famous composers with the names of the countries in which they lived.

Bach [ba:k]	Germany
Beethoven ['beithəʊvn]	Norway
Chopin ['ʃɒpæn]	Russia
Grieg [gri:g]	France
Liszt [list]	Hungary
Mozart ['məʊtsa:t]	Italy
Prokofiev [prə'kɒfɪef]	Poland
Puccini [pu:'tʃi:nɪ]	Austria
Ravel [ræ'vel]	
Schubert ['ʃu:bət]	
Shostakovich [ʃɒstə'kəʊvɪtʃ]	
Tchaikovsky [tʃaɪ'kɔfski]	
Verdi [veədi:]	

76. A. Listen to the poem,  42, and read it.

In Two Months Now

(By George Dillon)

In two months now or maybe one

The sun will be a different sun

And earth that stretches white as straw³

With stony ice will crack and thaw⁴

¹ dumplings — are made from flour mixed with water, cooked by boiling in water and often served with meat or having meat inside. They are like Russian "pelmeni".

² Hallelujah [hælɪ'lujə] is a song or a shout, that is an expression of praise, joy, and thanks to God.

³ straw — солома

⁴ crack and thaw — растрескиваться и таять

And run in whistling¹ stream and curve²
 In still blue-shadowed pools.³ The nerve
 Of each pink root will quiver bare⁴
 And orchards in the April air
 Will show black breaking white.⁵
 Red roses in the green twilight
 Will glimmer ghostly blue⁶ and swell⁷
 Upon their vines⁸ with such a smell
 As only floats⁹ when the breeze is loud¹⁰
 At dusk from roses in a crowd.
 I know that there will be these things,
 Remembering them from other springs.
 All these and more shall soon be seen;
 But not so beautiful as they
 Seem now to be, a month away.

B. Learn the poem by heart.

77. Did you know that ...

- ... films are usually classified like this:
- a *U film* — a film for all age groups
- a *A film* — a film which is mostly for grown-ups
- an *AA film* — a film not for children under 14
- an *X film* — a film not for children under 18
- an *XX film* — a film not for young people under 21?

Home Reading Lessons 10, 11

¹ whistling — насвистывающий

² curve — зд. влияться

³ blue-shadowed pools — озерца в голубоватой тени

⁴ the nerve of each pink root will quiver bare — дрожит обнаженный нерв каждого розового корня

⁵ orchards ... black breaking white — белые (цветы) появятся на черных (ветках)

⁶ glimmer ghostly blue — мерцать загадочным голубоватым цветом

⁷ swell — набухать

⁸ vines — стебли (плети)

⁹ floats — зд. уносится прочь

¹⁰ loud — зд. сильный



SPORT IN OUR LIFE

- ▶ SPORTS AND GAMES
- ▶ OLYMPIC GAMES
- ▶ SPORT IN SCHOOLS
- ▶ FAMOUS ATHLETES

Revision

1. Answer these questions.

1. What role does sport play in your life? Are you good at any sports or games? Have you ever taken part in sports competitions? Did you win?
2. Why do many people go in for sport?
3. In what way does sport help you to keep fit?
4. What are the most popular sports in Great Britain and in Russia? And what games are popular in these countries?
5. What sports and games do you prefer? Why? Do you practise them or watch them on TV?
6. Many people call themselves football fans, basketball fans or hockey fans. Can you call yourself a fan?
7. Have you ever watched competitions at the stadium? What were your impressions?
8. Do you know any big national or international competitions? What are they?
9. How many summer and winter sports and games can you name? And how many indoor and outdoor sports and games?
10. What sports or games can you call: a) the most beautiful, b) the most dangerous, c) the most useful for health, d) the most interesting to watch, e) the least interesting to watch?

2. Guess what sports and games are described here:

1. the sport of fighting with fists;¹
2. the sport of riding in a small boat with sails;

3. the sport of one who swims;
4. the sport of playing a type of football with an oval ball;
5. a game for two people who use rackets, a small soft ball and a low net;¹
6. the sport of moving through the water in a boat without sails;
7. the sport of going on horseback;
8. a game played by two teams of 6 players each that is played on an ice rink;
9. an outdoor game, popular in Britain played in summer with a small ball by two teams of 11 players each, usually dressed in white.

3. Match the pictures with the names of sports and games in which they are used.



1.



2.



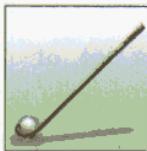
3.



4.



5.



6.



7.



8.



9.



10.

1. a shuttlecock and a racket
2. a stick and a puck
3. a chessboard and chessmen
4. a basketball and a ring
5. a racket and a ball

6. a club and a ball
7. skates
8. boxing gloves
9. a yacht [jɔ:t]
10. a boat

a) figure skating, b) golf, c) chess, d) tennis, e) badminton, f) rowing, g) boxing, h) basketball, i) ice hockey, j) sailing

¹ a net — сетка

UNIT 8

4. Choose the right names of British popular sports and games to complete the sentences. Textbook V, Lesson 19 can help you.

1. People in England began to play ... as early as 1550. golf
2. ... is one of the oldest British sports that existed in Saxon times. cricket
3. ... is the sport that began to develop in Scotland. football
4. ... was first played in England in 1872, whose first championship was at Wimbledon. boxing
5. ... is a game invented and developed in England which is nowadays played all over the world. tennis

5. Say which of them are sports and which of them are games.

skiing, skating, football, rugby, boxing, rowing, horseracing, basketball, golf, volleyball, running, high jump, cricket, ice hockey, field hockey, badminton, tennis, baseball

Read and compare!

to play games

to play tennis

to play golf

to play basketball

to go in for sports

to go in for rowing

to go in for skiing

to go in for boxing

to do a lot of/a bit of sport

to do quite a lot of rowing

to do a lot of skiing

to do a bit of boxing

6. Look at the pictures and say what sports the children go in for or do.





7. This is a page from a *Travellers Guide Book* about sports in Moscow. Complete the text with the missing headlines from the box.

- | | |
|----------------------------------|--------------------------|
| a) Horseracing and Horse-riding, | b) Ice Hockey, |
| c) Football (Soccer), | d) Cross-country Skiing, |
| e) Ice-skating, | f) Tennis. |

As one of the world's greatest sporting nations, Russia has a lot to offer sports fans. You can enjoy first-rate football and ice-hockey matches, go skiing and skating or even hunting.

1) ... Russia is mostly a flat country, so downhill skiing is not widespread but cross-country skiing is very popular. Go to any of the outlying parks in winter. Skis can be bought at most sports shops.

2) ... Risk a few roubles on buggy racing at the Hippodrome. And remember that it's hard to beat the charm of riding through birch forests in springtime or taking a horsedrawn sleigh ride after a fresh snowfall.

3) ... When it's too cold for football, people turn their attention to ice hockey played to world standard in Russia's two big cities. International matches are advertised in the local press. Tickets at stadiums.

4) ... You can skate in the ice lanes of Moscow's Gorky Park in winter or visit one of many covered rinks. Some places offer skates but you must bring extra pairs of socks in case your size isn't available.

5) ... Russians adore the game. Fortunately you seldom see acts of European-style hooliganism at stadiums. Tickets are always available for local matches on the day. The season is from March to October.

6) ... This is a boom sport in Russia and the country's best compete against foreign stars in Moscow's Kremlin Cup, held each autumn. See local press for details.

UNIT 8

8. Revise clauses' of time and condition and match the two parts of the sentences.

A

- 1) If Jane has free time,
- 2) If Nick buys skates,
- 3) If Tom wins the match,
- 4) If Christine joins us,
- 5) If Rachel starts regular training,

- a) we will win the game.
- b) she will become a good sports-woman soon.
- c) she will go in for swimming.
- d) he will become a member of the national team.
- e) he will skate a lot during his winter holidays.

B

- 1) When Andrew becomes rich and famous,
- 2) When Jane arrives,
- 3) When the children finish their homework,
- 4) When the classes are over,
- 5) When I am free,

- a) she will be really tired.
- b) they will go to the swimming pool.
- c) I will go in for sports.
- d) he will buy a Mercedes [mə'seɪdəz].
- e) the students will do a bit of skating.

9. Complete the sentences using the ideas from the brackets. The words in the word box can help you.

as soon as, after, before, in case, if, on condition that, till (until)

1. You'll be allowed to join the group (при условии, что ты придешь вовремя).
2. Do it (прежде, чем она представится).
3. (В случае, если Филиппа не будет дома), search for him in the garden.
4. (Как только она придет), you'll be under the spell of her fascination.
5. It will take you half an hour (при условии, что ты поедешь на метро).

6. I won't go anywhere (до тех пор, пока он не позвонит).
7. (В случае, если ты пойдешь покупать словарь Вебстера), buy the latest edition.
8. (Как только она увидит новую интересную книгу), she will be totally absorbed in it.
9. (После того как придет библиотекарь), the library will be opened.
10. (Как только чары разрушатся), the frog will become a prince.
11. (В случае, если она будет дома), let me know.
12. I won't say a word (до тех пор, пока эти болтушки не прекратят разговаривать).

Read and compare!

<i>unless</i>	<i>if</i>
You can't come in unless you buy a ticket.	You can come if you buy a ticket.
You can't borrow my bike unless you return it by 5.	You can borrow my bike if you return it by 5.
Nothing will be done unless we get the instructions.	Nothing will be done if we don't get the instructions.
I won't do the house unless you help me.	I will do the house if you help me.
Mother won't let you go out unless you promise to be back early.	Mother will let you go out if you promise to be back early.

10. A. Use the definite article with the geographical names where necessary. Remember the general rule of using articles with them.

- | | |
|-----------------------|-----------------------------|
| 1. ... Great Britain | 10. ... Europe |
| 2. ... Baltic Sea | 11. ... France |
| 3. ... Atlantic Ocean | 12. ... Royal Hotel |
| 4. ... Moskva River | 13. ... Tverskaya Street |
| 5. ... Lake Ontario | 14. ... Hyde Park |
| 6. ... Red Square | 15. ... Bolshoi Opera House |
| 7. ... USA | 16. ... Kosmos Cinema |
| 8. ... Urals | 17. ... Tretyakov Gallery |
| 9. ... Madrid | 18. ... History Museum |

B. Use the definite article where necessary to complete the text.

... Moscow was built on ... Moskva River in ... twelfth century. Today it is ... world's sixth largest city with a population of almost 10 million.

... St Petersburg is ... most northerly place of ... world's biggest cities and has five million inhabitants. The city is situated on forty-four islands in delta of ... Neva.

As both Hitler and Napoleon discovered, ... winter can be extremely cold with ... temperature dropping as low as a record -42 °C in ... Moscow.

There can be nothing more Russian than the crisp frost¹ of ... winter, ice on ... Neva and snow falling upon ... golden cupolas ['kjupələz] of ... Moscow's churches.

Probably ... best time for a winter trip to ... Russia is from ... late November to ... early January before the strong winds of ... February and the slush² of ... March.

In the warmer season, ... August and ... July can be very hot in both ... Moscow and ... St Petersburg. ... air is fresher around ... May and ... September and if ... weather holds, these are perhaps ... most attractive times in ... year. To catch the legendary St Petersburg White Nights, when... sun never sets and ... whole city celebrates, plan your trip for ... end of ... June or ... beginning of ... July.

11. Express the same in English.

1. Как только вы приедете в Лондон, покатайтесь на речном трамвайчике (boat) по Темзе. 2. В случае, если ты поедешь в Санкт-Петербург в июне, ты можешь увидеть белые ночи. 3. При условии, если вы пересечете Уральские горы, вы сможете побывать в Азии. 4. Прежде чем ты будешь планировать путешествие по Канаде, почттай о ее реках, Великих озерах, Ниагарском водопаде и столице страны Оттаве. 5. После того как вы прилетите в Иркутск, вы сможете увидеть озеро Байкал. 6. Если ты хочешь взглянуть на Альпы, поезжай в Центральную Европу. Горы расположены в трех странах — Италии, Франции и Швейцарии. 7. Когда вы приедете на Британские острова, у вас будет возможность познакомиться с четырьмя странами: Англией, Уэльсом, Шотландией и Ирландией.

¹ crisp frost — трескучий мороз

² slush [slʌʃ] — хлябь, мокрый снег под ногами

Read and compare!***to do***

to do (morning) exercises
to do the cooking (the cleaning, the shopping, the ironing, the reading, etc.)
to do one's teeth (hair)
to do homework
to do housework
to do a subject (geography, P.T., etc.)
to do one's best
to do well
to do a translation
to do the sights of a city (a museum, a city)
to do smb a favour
to do smb good (harm, wrong)
to do with something

to make

to make a mistake
to make dinner
to make money
to make a decision
to make a noise
to make progress
to make a fire
to make a bed
to make a fortune
to make a choice
to make an effort
to make friends/enemies
to make a law
to make a list
to make a note

12. Say what these people do.

Example: — *What does a baker do?* — *He makes bread.*

1. What does a dressmaker do? 2. What does a lawmaker do?
3. What does a shoemaker do? 4. What does a cook do? 5. What does a film director do? 6. What does a clown do? 7. What does a glove-maker do? 8. What does a clock-maker do?

13. Express the same in Russian.

1. — Who is going to do the washing-up? — I am.
2. The Americans will do London in the afternoon. They don't like to do the sights of the city in the evening.
3. She has made great progress studying English.
4. How much money do you make a week?
5. — Have you done Shakespeare yet? — No, we are doing Chaucer at the moment.
6. Why are the children making such a noise in the corridor?
7. Can you do me a favour? Go and fetch these dictionaries from the library.
8. I'm tired. Let's have a break and make some tea or coffee.
9. I can do with a sandwich, I'm hungry.
10. Whose turn is it to make brunch today?
11. I don't like the way Betsy does her

UNIT 8

hair. 12. We made friends with Tom very quickly. 13. Who in your household does the housework? 14. I'll make a bed for you on the sofa. 15. — How are you doing? — Very well, thanks.

14. Choose either *do* or *make* to complete the sentences.

1. I like the way you've ... your hair. 2. A long night's sleep will ... you a lot of good. 3. From school reports parents can see what progress their children are ...ing at school. 4. I liked Andrew and we ... friends very soon after we met. 5. It took us a whole week to ... the main sights of London. 6. Teaching is not the easiest way to ... money. 7. Could you ... me a great favour and ... the shopping today? 8. I heard nothing because of the noise the children were ...ing. 9. How many school subjects are you ...ing this year? 10. Don't forget to ... your bed before you leave. 11. It's my little brother's first year at school, but he's ...ing very well. 12. Dentists advise to ... your teeth at least two times a day. 13. Do you find it easy to ... decisions? 14. These are the books I recommend you. ... your choice. 15. Why are you angry? Have I ... anything wrong?

15. Remember the new language of Unit 7 and do these tasks.

A. Give English equivalents to these:

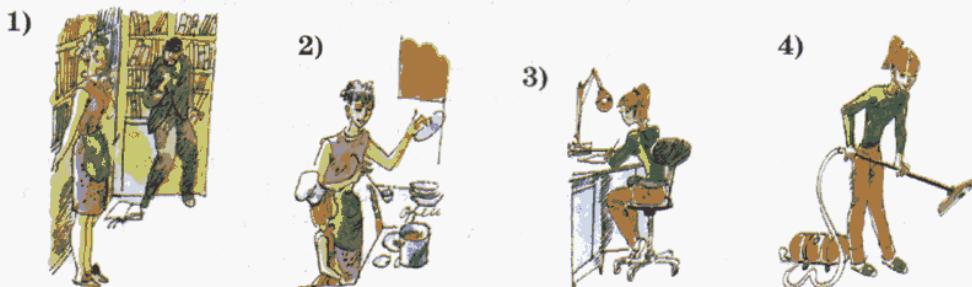
приняться за работу, отправиться в путешествие, заставить Джона приняться за дело, выставить корзину, в тех же самых окрестностях, умелый (рукастый) мальчик, приветствовать гостей, жители города, покинутая (опустевшая) деревня, книжная ярмарка, искать счастье, предсказать судьбу, быть удачливым, совершить выгодную сделку, кислая улыбка, скрыться из виду, намазать хлеб вареньем, уронить слезу.

B. Work in pairs. Join the words from the word box together to get new ones. Compare your lists and see how many you can get.

knife	dessert	wine	butter	pocket	fish	side
soup	money	spoon	glass	plate	spoon	

16. Name 3 things or three people that can be a) *deserted*; b) *fortunate*; c) *unfortunate*; d) *noble*.

17. Choose the right picture for each caption.



- a) Emily is doing her housework now.
- b) "What are you doing here?"
- c) Emily is doing her homework now.
- d) "What are you making here?"

Reading for Information

18. Read the text once very attentively, try to understand and remember as much as you can; say when the first modern Olympic Games were held.

History of the Olympic Games

The Olympic Games are an international sports festival that began in ancient Greece. The original Greek games took place every fourth year for several hundred years, until they were brought to an end in the early Christian era. The Olympic Games were renewed in 1896, and since then they have been staged every fourth year, except during World War I and World War II. Perhaps the main difference between the ancient and modern Olympics is that for the ancient Greeks the Games were a way of saluting [sə'lutɪŋ] their gods, when the modern Games are a manner of saluting the athletic talents of people of all nations. The original Olympics included competitions in music, oratory,¹ and theatre performances as well. The modern Games haven't got them, but they represent a lot more sports than before. For two weeks and a half any international conflicts must be stopped and replaced with friendly competitions. This is the noble idea on which the modern Olympic movement is based.

¹ oratory [ɔrətɔri] — ораторское искусство

The earliest record¹ of the Olympic Games goes back to 776 BC, but historians think that the Games began well before then. The ancient Games were held in honour of Zeus [zju:s], the most important god for ancient Greeks. According to the earliest records, only one athletic event was held in the ancient Olympics — a footrace of about 183 metres, or the length of the stadium. A cook, Coroibus [kʊ'rɔɪbəs] of Elis, was the first recorded winner. Only men were allowed to compete or watch the games. When the powerful, warlike Spartans began to compete, they changed the programme of the Games. The 18th Olympics already included wrestling ['resliŋ] and pentathlon [pen'tæθlən], and later Games — chariot ['tʃærɪət] races and other sports. The winners of the Games were highly praised and honoured for their results. In 394 AD the Games were officially ended by the Roman emperor Theodosius [θɪə'deʊsɪəs], who felt that they had pagan² meaning.



Pierre de Coubertin [pjɛr də 'kubɛ:tən], a young French nobleman, had an idea to bring the Olympic Games back to life. With the help of the people who supported him he managed to organize the first modern Olympic Games in 1896. Baron de Coubertin had planned to hold the Olympic Games in France, but the representatives from the nine countries that supported his idea decided that Greece was the right place to host³ the first Olympic Games. The nine countries were Belgium ['beldʒəm], Great Britain, France, Greece, Italy, Russia, Spain, Sweden ['swidn] and the United States.

They agreed that every four years the Olympics would move to other great cities of the world.

The Athens ['æθɪnz] Games in 1896 were a success. Athletes from thirteen countries competed in nine sports. A second Olympiad was held in France in 1900. The 2004 Summer Olympics were held in Athens, Greece and hosted 201 countries. The USA took the first place. And Russia took the third place.

Beginning in 1924 Winter Olympics were included. They were held in the same year as the Summer Games, but starting in 1994, the

¹ record ['rekɔ:d] — письменное упоминание; to record [r'ekɔ:d] — делать запись

² pagan ['peɪgən] — языческий

³ to host [həʊst] — принимать, проводить Олимпийские игры

Winter Games are held two years after the Summer Games. The Olympics are governed by the International Olympic Committee (IOC), situated in Lausanne [ləʊ'zæn], Switzerland.

19. Now that you've read the text once, say into what two parts it falls. Give titles to these parts. Say what new things you've learned from the text.

20. Answer these questions.

1. Where did the Olympic Games begin? 2. How often did the Games take place in ancient times? How often are they held now?
3. Did the original Olympic Games consist only of sports competitions? 4. What was the only athletic event that was held in the ancient Olympics? 5. Could women take part in the ancient Olympics?
6. At about what time were the ancient Olympics officially ended? 7. Whose idea was it to bring the Olympic Games back to life? 8. In what city were the first modern Olympic Games held? And what country hosted the second modern Olympiad? Where were the latest Olympic Games held? 9. When are the Winter Olympic Games held now? 10. What committee organizes the Olympic Games?

21. Read the text again for more detailed information and find in it words and word combinations which mean:

1. первые (впервые появившиеся) Олимпийские игры; 2. в начале христианской эры (нашей эры); 3. игры были возобновлены; 4. способ чествовать своих богов; 5. способ прославить спортивные таланты; 6. на которой основывается современное олимпийское движение; 7. в честь Зевса; 8. состязание в беге; 9. сильные, воинственные спартанцы; 10. борьба, пятиборье, гонки на колесницах; 11. вернуть Олимпийские игры к жизни; 12. поддержали его идею; 13. самое подходящее место для проведения первых Олимпийских игр; 14. Олимпиады проводятся под руководством Международного олимпийского комитета (МОК).

22. A. Find in the text several examples of international words. Say how they help you to understand the text.

B. Say what elements of the words below help you to understand them.

International, renewed, replaced, friendly, movement, athletic, powerful, warlike, winner, nobleman.

New language

Grammar Section

The Subjunctive Mood¹

Read and compare!

If it **were** summer now!
 If he **were** with us! (now)
 If we **were** younger! (now)
 If I **were** in Russia! (now)
 If I **were** eating an ice cream!
 If I **were** swimming!
 If he **had** that dictionary now!

If she **found** the keys tomorrow!

If we **went** to London in May!

If I **passed** the exam in June!

If I **could** explain everything to you.

Если бы сейчас было лето!
Если бы он был с нами!
Если бы мы были моложе!
Если бы я была в России!
Если бы я ел мороженое!
Если бы я плавал сейчас!
Если бы у него был сейчас
тот словарь!
Если бы она завтра нашла
ключи!
Если бы мы поехали в Лон-
дон в мае!
Если бы я сдала экзамены
в июне!
Если бы я могла объяс-
нить вам все!

23. Make the sentences more emphatic using the word **only**.

Example: *If it were July now! If only it were July now!*

1. If it were warm outdoors!
2. If we were older!
3. If the princess were not under the spell.
4. If grapes and oranges were grown here.
5. If I were at the theatre.
6. If I were watching my favourite film.
7. If we went to the USA in June.
8. If our group visited the Bolshoi Theatre at the end of the week.
9. If they had more animals!
10. If you came earlier tomorrow!
11. If I could memorize all the poems I like.
12. If I could dance like a ballet dancer.

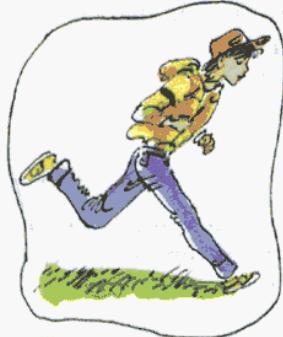
¹ The Subjunctive Mood [səb'fʌŋktɪv 'mʊd] — сослагательное наклонение (особая глагольная форма, описывающая нереальное действие)

24. A. Look at the picture and say what Nick's other wishes are.

Example: *to be summer now*

If it were summer now!

1. to be July
2. to be warm
3. to be at the seaside
4. to be lying in the sun
5. to be swimming in the sea
6. to be playing volleyball
7. to be eating ice cream
8. to be reading a detective story



UNIT 8

B. Imagine that Nick is thinking about some other seasons (winter, spring, autumn). What can his wishes be?

Example: *If it were winter now! If it were snowing!*

C. Say what your wishes are. Begin with *If....*

Read and compare!

If it were summer now!

1. Если бы сейчас было лето!
2. Как жаль, что сейчас не лето.

I wish it were summer now.

1. Я бы хотела, чтобы сейчас было лето.
2. Как жаль, что сейчас не лето.

25. A. Amanda loves winter and hates hot weather. Imagine you are Amanda. Use the word combinations below to speak about her wishes.

Example: *I wish it were winter.*

to be winter, to be skiing, not to be freezing, to be covered with snow, to throw snowballs, to be on the skating-rink

B. Use the same model and speak about your wishes at the moment.

More Facts about the Subjunctive Mood

Read and compare!

1. If it were autumn now, there would be a lot of fruit in the gardens.

Если бы была осень, в садах было бы много фруктов.

2. If Nina were here, she would help us.

Если бы Нина была здесь, она бы помогла нам.

3. If I were you, I would go in for sport.

На твоем месте я бы занялась спортом.

4. If I had a lot of money, I would buy a car.

Если бы у меня были деньги, я бы купил машину.

5. If I bought a ticket to London, I would see the Tower of London.

Если бы я купил билет в Лондон, я бы увидел лондонский Тауэр.

26. Mr Stubbs has an old car. It's broken down again. Say what other people advise him to do. The word combinations in the box can help you.

Example: *If I were you, I would sell it.*

to be you	to sell
to have enough money	to buy a new one
to have tools	to repair it
not to know what to do	to ask smb for help
to have another car	to take (it) to the service station

27. Nick is punished and is staying at home. He's thinking of the things he could do. What is he thinking about? Begin with *If I had ...*.

Example: *If I had the key to the door, I could go out.*
If I had an interesting book, I could read it.

28. If people want to do something dangerous you could warn them, saying *I wouldn't do it if I were you*. What would you say to these people?

1. Someone's car has no brakes.¹
2. Someone's going to swim, but the water is very cold.
3. Someone's going to drink the milk. It's not fresh.
4. Someone's going to eat the cake. It's two weeks old.
5. Someone's parking his car in a no-parking zone.
6. Someone's going to buy a car from Denis Cook. This person has a very bad reputation.
7. Someone's going to buy a washing machine from Mrs James. It doesn't work properly.
8. Someone's going to an African country to spend his holidays there. The political situation in that country is rather dangerous.

29. Say what these people would do if they had a lot of money.

Example: *If Mr Collins had a lot of money, he would go on a journey.*

1. Mr Collins
2. John Willis
3. Richard Black
4. Polly Wane
5. Alexander Wilson
6. Lucy Benson

- to go on a journey
- to build a new hospital
- to help poor people
- to spend it on science development
- to try to improve ecology in the world
- to go to university

¹ brakes — тормоза

30. Look at the pictures and say what these people would do if they saw a ghost.

Example: Eliza: If I saw a ghost I would scream.



1. Eliza



2. Mr Green



3. Mr Simon



4. Old Jack



5. The policeman



6. Mrs Dobbin

31. Express the same in English.

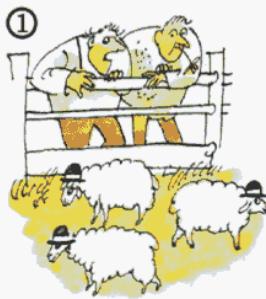
- Если бы мы встретили Анну, мы бы ей все рассказали.
- Жаль, что сейчас не зима. — А мне бы хотелось, чтобы сейчас было лето.
- Если бы сегодня было тепло, мы бы поехали на вязорье.
- Если бы я знал французский, я бы смог поговорить с нашим гостем.
- Если бы Эндрю хорошо играл на пианино, скрипке или на трубе, он бы принял участие в нашем концерте.
- Если бы мы сейчас были в Москве, мы бы пошли осматривать город.
- Если бы Анита была с нами, она бы знала, что делать.
- На твоем месте я бы водила машину более осторожно.
- На твоем месте я бы не пошла на вечеринку к Полю. Там будет скучно.

32. Look at Betsy's room. Tell Betsy what you would do if you were in her place.

Example: If I were you I would make the bed.



33. Match the cartoons with the captions.



a) I wish I were somewhere else and had a little money in my pockets.



b) I'd say the farmer is a real gentleman.



c) I wish you came here more often, Mrs Jones.

Vocabulary Section

SOCIAL ENGLISH

34. A. Very often our choice of words depends on where we are or whom we are talking to. For example, you can say "children" when you are talking to your teacher and "kids" when you are talking to your friends. In other words, the situation in which we find ourselves can be *more formal* and *less formal*, or *informal*. Study the words and word combinations in the box below and then change the dialogue "Stolen Bicycle" making it sound informal.

More formal or neutral	Quite informal
a bicycle	a bike
a television	the telly
a friend	a pal
a man	a guy
a toilet	a loo
a refrigerator	a fridge
the underground	the tube
a pound	quid (no plural)
mother and father	mum and dad
intelligent	bright
wonderful	terrific
to arrive in/at	to get to (a place)
to telephone	to phone
Hello!	Hi!
Thank you.	Ta.
What's the matter?	What's up?

Stolen Bicycle

Polly: Hello, Walter! What's the matter?

Walter: Someone has stolen my bicycle! It makes the second time this year.

Polly: Poor Walter! My mother saw a programme on television yesterday. They said something about a thief stealing bicycles in our neighbourhood.

Walter: Really? I have a friend who is a policeman. Do you think I should telephone him?

Polly: I think it's a wonderful idea. Meanwhile, I can drive you to work. I know how much you hate the underground.

Walter: Oh, thank you. And ...

Polly: What?

Walter: Could you lend me about a hundred pounds? I'd like to buy a new bicycle.

B. Listen to the informal version of the dialogue and check yourselves,



43.

PHRASAL VERBS

1. **to do away with sth** — покончить с чем-то

The government has **done away with** the old law.

2. **to do out** — вычистить, хорошенъко убрать

I'll **do out** the living room.

3. **to do up** — a) *застегивать(ся)*

Do **up** your coat, it's cold. This dress **does up** at the back.

b) *прихорашивать(ся)*

Janie **did** herself **up** for the party.

4. **to do with** — *хотеть, нуждаться* (often used with "can")

I could **do with** a sandwich, I'm hungry.

35. Fill in the gaps to complete the sentences.

- Dan never **did** ... his jacket, even in winter.
- What are you so busy **with**? — I'm doing ... the house for my birthday party.
- Would you like something to eat? — No, thanks. I'm not hungry but I could **do** ... a glass of juice.
- We're eating out tonight and I think you should **do** yourself
- It won't be easy to **do** ...

UNIT 8

with this bad habit. 6. Could you do the dress ... for me, please? I can't reach the buttons. 7. — Are you tired? — Oh, yes. I can do ... a good night's sleep. 8. Before you leave the kitchen do it ... , Cinderella.

NEW WORDS TO LEARN

36. A. Read and guess what the words in bold type mean.

The country **folk** [fəʊk] are people who belong to one community, have the same way of life.

“**Fill her up**, please,” is a phrase often said to someone who is putting petrol in your car.

The man was fat and unpleasant. His little **piggy** eyes were unpleasant too.

John didn't want his household to know that he was taking part in the competition. That was why he **secretly** sent his papers to London.

Triumph ['traɪəmf] is a complete success.

The football match was so exciting! Our team won. The captain led our team to **victory** ['viktəri].

B. Look the words up to make sure that you have guessed right.

37. Read the words, look them up and then study the word combinations and sentences to know how to use them.

beyond [bɪ'jɒnd] (*prep*): beyond one's duties, beyond one's responsibilities, beyond one's understanding, beyond one's power, beyond smb.
How he managed to find us is beyond me. Mathematics is beyond my understanding.

either ['aiðə]: 1. (*conj*) either today or tomorrow. You either love him or hate him. Either you eat your soup or you go out without ice cream.

2. (*pron*) either of the two. — There are two apples left. Which one do you want? — I don't want either. There are two dictionaries here. You can use either. — Which of the two dresses should I take? — Either. There were two men in the street but she could not see either (man).

property ['prɒpəti] (*n*): private property, public property, school property. Their job is to protect private property. Who does her property pass to? Someone's property is all the things that belong to them.

a patch [pætʃ] (*n*): a patch of land, a patch of grass. All of them had patches on their trousers. I mended holes in the sheets by sewing on square patches.

ground [graʊnd] (*n*): 1. on the ground, to throw sth to the ground. The ground all round was very wet and swampy.

2. a playground, sports grounds, football grounds. A ground is an area of land where sport is played, especially football or cricket. There is a nice playground near our school.

desperate ['despərət] (*adj*): to be desperate, a desperate situation, desperate screams. She was desperate to find a job. A desperate person is dangerous and aggressive. A desperate situation is very difficult and dangerous.

desperately (*adv*): Do you know how desperately busy I have been all this time?

enormous [ɪ'nɔːməs] (*adj*): an enormous success, an enormous house, an enormous amount of money, enormous interest, enormous pressure. There was an enormous cat in the kitchen eating fish.

to bark [ba:k] (*v*): to bark loudly, to bark at smb or sth. I could hear a dog barking. Do you know that foxes also bark? Our dog always barks at strangers.

to bark up the wrong tree: If you think that, you're barking up the wrong tree.

filthy ['filθi] (*adj*): 1. filthy hands, a filthy sweater, filthy shoes. A filthy thing is extremely dirty.

2. a filthy temper, in a filthy way. Something can be filthy if it is morally very unpleasant. That's a filthy thing to say.

to point [pɔɪnt] (*v*): to point at the girl, to point the stick (finger) at smb. "Is that the boy who did it?" she asked pointing at me. It is not polite to point. I asked where the bank was and he pointed at a tall grey building.

to beat [bit] (**beat, beaten**) (*v*): to beat with a stick, to beat to death. Never beat animals! The rain was beating against the window.

to threaten ['θretn] (*v*): to threaten smb with punishment. She threatened that she would leave home. Are you threatening me?

to stare [steə] (*v*): to stare at people, to stare out of the window. Why did she stare at me with surprise? If you stare at something, you look at it for a long time.

to despise [dɪ'spaɪz] (*v*): to despise people, to despise smb's opinion, to despise one's job. He is very stupid and unkind that's why many people despise him. Why do you all despise Mr Williams?

UNIT 8

dust [dʌst] (*n*): chalk dust, gold dust, radioactive dust, a cloud of white dust, to lie in the dust, to raise the dust. There was a lot of dust on the books before I cleaned them. The car raised a cloud of dust as it went down the road.

dusty ['dʌsti] (*adj*): dusty furniture, a dusty room. The goods in the shop window were dusty.

amazing [ə'meɪzɪŋ] (*adj*): an amazing film, an amazing book, an amazing player. I find it amazing that you can't swim. It is quite amazing how short people's memories are.

willing ['wɪlɪŋ] (*adj*): a willing student, a willing helper, to be willing to do sth. Are you willing to help? He is always willing to play football. Teachers are so fond of willing students.

38. Say:

1. when it is necessary to sew a patch on somebody's clothes;
2. if there is a playground near your house or school;
3. if you have ever felt desperate and when it was;
4. if there is any school subject that is beyond your understanding;
5. if you have ever seen people beat their dogs and how you reacted;
6. if it is polite to point at people or stare at them;
7. what film/book you can call amazing;
8. where sports are usually played;
9. if you are a willing student.

39. Name: a) 3–5 things that can be *dusty, enormous, amazing, filthy, desperate*; b) 3–5 things that are *your property*; c) 3 animals that can *bark*; d) 3–5 things that you are *willing to do*.

40. Put in the right prepositions: *at, against, of, to, out of, up, with*.

1. Jemma was staring the window. 2. That small patch ... land belongs ... him and is his property. 3. Never point your finger ... people. It's impolite. 4. Does your dog bark ... people in the street? 5. The rain was beating ... the window. 6. — I think it's Peter who has broken the computer. — Oh, no. I'm sure you are barking ... the wrong tree. 7. Sometimes animal keepers beat them ... sticks. I hate it. 8. If I were you I wouldn't stare ... people even if they look strange.

41. Give it a name:

- 1) a complete success;
- 2) a place where petrol and oil are sold;
- 3) people who have the same way of living;
- 4) all things that belong to somebody;
- 5) a small piece of land;
- 6) an area of land where sport is played;
- 7) a person wishing to help.

42. Use the words from the box to complete the text.

to bark, to despise, to point, to beat, to stare, to threaten

I want to tell you how my dog Milly came to live with us. My mother is a schoolteacher and she was taking her class to the park. Suddenly one of the boys ... at the grass at the side of the road and said he had just seen something moving. Mother came closer and saw a small white-and-black dog. She ... at mother with her big black eyes and then ... “bow-wow” trying to ... mother and the children standing around. But for mum it was love at first sight. She took Milly home. She was thin when we got her, but now she loves to eat so much, we sometimes call her Piggy. We never ... Milly (I ... people who ... animals!) and try to be kind to her. She pays us back with her devotion.

There are many dogs desperate for love and a home. If you help them they make the best friends.

Read and compare!

<i>any (each of many or some)</i>	<i>either (each of the two)</i>
<p>1. There are some books on the desk. Any will do.</p> <p>2. There are many pens in the box. You can take any.</p> <p>3. We can stay at any hotel of the city.</p>	<p>1. There are two books on the desk. Take either of them.</p> <p>2. There is a green pen in the box and a blue one. You can take either.</p> <p>3. You can land at either bank of the river.</p>

43. Express the same in English.

1. Ты можешь взять любое яблоко из корзины. 2. В каждой из двух газет ты найдешь информацию о новостях внутри страны и за рубежом. 3. Мы можем поговорить с людьми, живущими в любом из домов на этой улице. 4. На тарелке два пирожных. Возьми любое. 5. Любой человек в нашем городе может побывать в центральном парке. 6. Любая из книг на этой полке удивительна и оригинальна. 7. Возьми веревку за любой из ее концов и потяни как можно сильнее. 8. Каждое из этих двух слов означает одно и то же.

44. A. Listen to the text "Favourite Sports and Games",  44, and choose the right item:

1. One of Sophia's favourite sports is
a) skiing b) rowing c) fencing
2. Patrick's favourite games are
a) football and tennis
b) volleyball and basketball
c) football and volleyball
3. Sophia is ... at skiing.
a) very good b) rather poor c) not great
4. Sophia prefers to ski in the
a) forest b) mountains c) valley
5. Patrick thinks skiing is very
a) dangerous b) cheap c) exciting
6. Patrick plays volleyball
a) in the summer b) in the winter c) all the year round
7. Patrick plays football
a) in the summer
b) in the winter
c) all the year round
8. Patrick is ... at playing football.
a) very good b) rather poor c) very bad
9. Patrick plays football
a) only on the beach
b) only at the sports centre
c) in different places

B. Imagine that you could meet Patrick or Sophia. Think of the questions you could ask them. Find out:

1. if Sophia goes in for indoor sports and what they are;
2. if she has ever taken part in a ski race;
3. if she does skiing regularly;
4. if she trains with a coach;
5. if she could call herself a professional athlete;
6. if Patrick has ever played chess, with what result and when it was;
7. if he likes to play any other games and what they are;
8. how many cities he has visited with his football team;
9. if he has any friends among his team-mates and who they are;
10. if his team has ever lost any matches and when it was.

Readings for Discussion

45. Read the text, listen to the text carefully,  45, and say why Danny and his father disliked Mr Victor Hazell.

The Great Shooting Day

(After R. Dahl)

 Mr Victor Hazell ['heɪzl] was rich beyond words, and his property stretched for miles along either side of the valley. All the land around us belonged to him, everything on either side of the road, everything except the small patch of ground on which the filling station stood. That patch belonged to my father. It was a little island in the middle of the vast ocean of Mr Hazell's property.

Mr Victor Hazell was a snob and he tried desperately to get on with what he believed were the right kind of folk. He hunted with the hounds and gave shooting¹ parties. And every weekend he drove his enormous silver Rolls-Royce past our filling station on his way to the factory.



hounds

¹ In Britain they use the words *shooting* and *hunting* differently. By *shooting* they mean the sport of killing birds and animals with gun. By *hunting* they mean using dogs to chase the animal (usually a fox) while riding a horse.

"No," my father used to say, "I do not like Mr Victor Hazell one little bit. I haven't forgotten the way he spoke to you last year when he came in for a fill up."



a gasoline
tank



a cap

I haven't forgotten it either. Mr Hazell had arrived in his expensive Rolls-Royce and had said to me, "Fill her¹ up and look sharp about it."² I was eight years old at the time, he didn't get out of the car, he just handed me the key to the cap of the gasoline ['gæsəlin] tank and as he did so, he barked out, "And keep your filthy little hands to yourself, you understand?"

I didn't understand at all, so I said, "What do you mean, sir?"

There was a walking stick on the seat. He picked it up and pointed it at me like a pistol. "If you spoil my car, I'll beat you up," he shouted.

My father was out of the workshop³ almost before Mr Hazell had finished speaking. He came up to the window of the car and placed his hands on it. "I don't like you speaking to my son like that," he said. His voice was dangerously soft. "You had no reason to threaten him," my father went on. "He has done nothing wrong. Next time you threaten someone why don't you pick on a person your own size," my father said. "Like me, for instance."

Mr Hazell did not look at him. He sat quite still in the seat of his Rolls-Royce, his tiny piggy eyes staring straight ahead.

"Now go away, please," my father said. "We do not wish to serve you." He took the key from my hand and threw it through the window. The Rolls-Royce drove away fast in a cloud of dust. A silence fell between us.

"I'll tell you something interesting," my father said at last. "The shooting season starts on Saturday. It always starts on the first of October," he said. "And every year Mr Hazell celebrates the day by giving a big shooting party. It is a very famous event, Danny, that shooting party of Mr Hazell's."

"Do lots of people come?" I asked.

¹ her — 3ð. the car

² to look sharp about it = hurry

³ workshop — ремонтная мастерская

"Hundreds," he said. "They come from miles around. Dukes and lords, barons and baronets,¹ rich businessmen, and all important folk in the country. They come with their guns and their dogs and their wives, and all day long the noise of shooting is heard across the valley. But they don't come because they like Mr Hazell. Secretly they all despise him."

"Then why do they come, dad?"

"Because it's the best pheasant [fezənt] shoot in the South of England, that's why they come. But to Mr Hazell it's the greatest day in the year because it makes him feel important. For one day in the year he becomes a big cheese in a little world² and even the Duke of so-and-so³ tries to remember his first name when he says goodbye. So he is willing to pay almost anything to make it a success. He spends a fortune on those pheasants. Each summer he buys hundreds of young birds from the pheasant farm and puts them in the wood where the keepers feed them, and it's a deadly secret, Danny." My father looked carefully all around him.

"I would like," he whispered, "to find a way of getting so many pheasants from Hazell's Wood that there would not be any left for the big opening-day shoot on October the first."

"Dad!" I cried. "No!"

"Ssshh," he said. "Listen. Just imagine, Danny," he went on, "what a triumph, what a glorious victory that would be! All the dukes and lords and famous men would arrive in their big cars and then out they would all go with their guns under their arms — and they would take up their positions in the famous wood — and there wouldn't be a single pheasant to be found anywhere! And Mr Victor Hazell's face would be redder than a boiled beetroot! Now wouldn't that be the most amazing and beautiful things if we could pull it off,⁴ Danny!"



a beetroot



a pheasant

¹ dukes [dju:ks] (герцоги), lords, barons, baronets — these are ranks of noblemen: *duke* is the highest, *earls* (графы) *barons* and *baronets* follow. *Dukes*, *earls* and *barons* can be all called *lords*.

² a big cheese in a little world — шишка на ровном месте

³ so-and-so — такой-то и такой-то

⁴ to pull it off — to manage to do sth difficult

46. See how well you remember the text and say who:

- 1) owned all the land around the filling station;
- 2) told Victor Hazell to stop threatening the boy;
- 3) came to Mr Hazell's shooting parties;
- 4) wanted to teach Victor Hazell a lesson;
- 5) owned the filling station;
- 6) gave shooting parties;
- 7) was rude to the boy once;
- 8) spent a fortune on pheasants.

47. Choose the right item.

1. Mr Victor Hazell was a snob and tried to get on with what he believed were the ... kind of folk.
a) rich b) right c) real
2. Every weekday he drove his car past the filling station on his way to the
a) forest b) factory c) office
3. Danny was ... years old at that time.
a) eight b) nine c) ten
4. Victor Hazell said that Danny's hands were
a) filthy b) clean c) dirty
5. He wanted to beat the boy up with
a) a pistol
b) an umbrella
c) a walking stick
6. The shooting season always starts on the first of
a) September
b) October
c) November
7. The "important" people ... Victor Hazell.
a) liked b) hated c) despised
8. Mr Hazell bought hundreds of young pheasants from the pheasant
a) house b) farm c) shop
9. Danny's father wanted the shooting party to find ... pheasants in the famous forest.
a) no b) many c) the best

Speaking

Discussing the Text

48. Say why:

1. the author compares Mr Hazell's property with an ocean and Danny's father's property with an island;
 2. Danny's father couldn't forget how Victor Hazell had spoken to his boy a year before;
 3. Danny's father got very angry with Victor Hazell;
 4. Victor Hazell gave shooting parties;
 5. hundreds of dukes, lords, barons and baronets came to his parties;
 6. Victor Hazell paid a lot of money to make his parties a success;
 7. Danny's father was sure that getting the pheasants from the forest was a good idea;
 8. Mr Hazell's face would be redder than a boiled beetroot.

49. Say how you would get all the pheasants from the forest if you were Danny's father. Discuss your versions in the group and decide whose plan is a) the most interesting, b) the most effective.

50. A. Speak about Victor Hazell as if you were:

- a) Danny, c) a duke or a baron from his shooting party,
b) Danny's father, d) Mr Hazell himself.

B. Make up a dialogue about Victor Hazell between a) Danny and his father, b) two people from the shooting party.

51. Read the definition of the word *snob* below and say what you think about snobbery. Think of whether you have ever met snobs and what you felt about them.

A snob is 1) someone who admires the higher social class in society, and despises people of a lower social class; 2) someone who is too proud of having special knowledge in a certain subject and thinks that what other people like is no good.

52. Say what you think about the so-called *blood sports* — *shooting* and *hunting*. Would you like to take part in shooting and/or hunting? Why? Would you like to have them stopped? Why?

Discussing the Topic



Let's talk about sport in English. We say *sport* when we mean this physical activity generally (for example *sport is good for keeping fit*) and a *sport/sports* when we mean a particular kind of sport (for example *Athletics is an ancient sport*).

The Russian word «спортивный» is usually *sports* in English: a *sports* car, a *sports* jacket, *sports* news.

People who go in for sport are *sportsmen* and *sportswomen* or *athletes*.

If you go in for sport you:

- train for a competition (match, game)
- compete in a championship
- take part in a tournament ['tɔ:nəmənt]
- set/break records
- score points and goals
- win or lose (in) the competition
- win a prize/a cup
- draw the game



Other people who are important in sport are:

- a coach
- an instructor [ɪn'strʌktə]
- a judge or a referee [,refə'rei:] (in games)



Athletes compete either *individually* in *teams* and *crews* (in sailing and rowing). We can speak about:

- a national team
- a school team, etc.
- an Olympic team



Sports are practised *indoors* (*indoor sports*) and *outdoors* (*outdoor sports*). Here are some names of special places for practising sport or doing physical exercise:

- | | |
|---------------|-------------------------|
| • a gym | • a track (a racetrack) |
| • a court | • a swimming pool |
| • a ring | • a football field |
| • a stadium | • sports grounds |
| • an ice rink | • school sports grounds |



Some of the popular sports are:

- boxing
- cycling
- rowing
- swimming
- gymnastics
- ice-skating
- weightlifting
- athletics/track-and-field
- high/long jump
- downhill/skiing
- cross-country skiing
- aerobics [eə'rəʊbiks]
- working out (in the gym)
- wrestling ['reslɪŋ]
- figure skating
- races: a running race
a swimming race
a horse race
a motor race



Some of the popular games are:

- golf
- darts
- chess
- table tennis (ping-pong)
- tennis
- draughts [dra:fts]
- snooker
- ice hockey
- field hockey
- rugby (rugger)
- badminton
- basketball
- volleyball
- football (soccer)



These sports and games are less common:

- archery ['a:tʃəri]
- fencing
- climbing
- mountaineering [,maʊntə'nɪərɪŋ]
- riding
- surfing and windsurfing
- sailing/yachting ['jɔ:tɪŋ]
- diving
- water polo ['pəʊləʊ]
- water-skiing
- baseball
- martial ['mɑ:tl] arts:
aikido [a'kɪ:dəʊ]
karate [kə'ræ:tɪ]
judo ['dʒu:dəʊ]
taekwondo [,taɪkwɒn'dəʊ]

53. Look through the list above and say:

1. the names of those sports you didn't know before;
 2. which of these sports in your view are a) the most dangerous;
b) the least dangerous; c) the most exotic; d) the most common;
e) the best for keeping fit; f) the most attractive for you and why;
- 285

UNIT 8

3. which of the sports can be practised a) both indoors and outdoors;
b) only indoors or outdoors;
4. which of these sports are more popular in a) Russia; b) the USA;
c) Great Britain;
5. which sports in your view are easy to practise in a) Australia;
b) Switzerland;¹ c) Norway; d) Canada and why;
6. practising which sports needs special equipment² or doesn't need any equipment.

54. Match these pictures of sports equipment with their names and say what sports they belong to.



- a) a yacht
b) a club and a ball
c) a net and a ball
d) a stick and a puck
- e) a goal and a ball
f) a racing car
g) a windsurfing board
h) a racket and a shuttlecock

¹ Switzerland ['switsələnd] — Швейцария

² equipment [ɪ'kwɪpmənt] — снаряжение, оборудование

- i) skis, ski poles and ski boots
- l) darts and a dartboard
- j) swords [sɔ:dz]
- m)a cue [kjue:], a table and balls
- k)a bow and arrows
- n) a barbell

55. A. Look through this text about athletics and say which of these sports are track-and-field events and which are not.

swimming, horse-riding, discus throwing, boxing, running, water polo, 100-metre race, wrestling, figure skating, gymnastics, long jump, aerobics, skiing, rugby

Athletics

Athletics (*BrE*) or track-and-field (*AmE*) is the general name given to such kinds of sports as running, long jump, high jump and some others. Athletics includes both track events (= running races) and field events (= sports involving jumping, throwing things, etc., which are not races).



Most of track events are named according to distance, for example *She's running in the 400 metres. She is running in a race over a distance of 400 metres.* The person who comes first in an event wins a gold medal, the person who comes second wins a silver medal and the person who comes third wins a bronze medal. People usually talk about somebody winning *the gold, the silver or the bronze*, for example *He won the gold in the 100 metres. She won a bronze in the long jump.*

Athletes compete with their *opponents* [ə'pəvnənts] or *rivals* ['raɪvlz]. People who follow the competition are *spectators* [spek'teɪtəz] or *sports fans*. They *support* their team or *shout* for it.

B. Use this outline to speak about track-and-field.

- 1) athletics — what it is;
- 2) the way people speak about races and field events in Britain and the US;
- 3) track events;
- 4) field events;
- 5) the usual way to name track events;
- 6) winners in athletics;
- 7) people supporting athletes.

56. Look at these items of sportswear, name them and say what sports they are suitable for. The words from the box can help you.

swimming-trunks and a swimsuit;	knee-length socks;
trainers (sneakers <i>AmE</i>);	a ski cap and a ski-suit;
a sports jacket;	
a waterproof jacket;	a T-shirt and shorts
a tracksuit;	



57. Name as many as you can:

- | | |
|-----------------------------------|------------------------------|
| 1) summer sports and games | 4) indoor sports and games |
| 2) winter sports and games | 5) outdoor sports and games |
| 3) sports done all the year round | 6) items of sports equipment |

58. A. Say what we call it.

1. A game in which two teams of five players each try to score goals by throwing a large ball through a net fixed¹ to a metal ring at each end of the court. The players bounce the ball while running, and pass it to each other.
2. A game in which two teams hit² a large ball with their hands, backwards and forwards over a high net. The ball is not allowed to bounce on the ground.
3. A game played between two teams of eleven players who kick³ a ball around a field trying to score a goal.
4. A game of two players who each start with sixteen different playing pieces to move on a board. The aim is to move your pieces so that your opponent's king will be killed.
5. A game in which the players use rackets to hit a small feathered object called a shuttlecock over a high net.
6. A game in which you use long sticks called clubs to hit a small ball into holes that are spread out over a large area of grassy land.

B. Describe one of these games:

- | | | | |
|-----------|-----------------|-------------|-----------------|
| 1) tennis | 3) table tennis | 5) draughts | 7) field hockey |
| 2) rugby | 4) ice hockey | 6) darts | 8) badminton |

59. These are sports recommended for different age-groups. Look through the list and say which of them you have ever done, are doing or are planning to do.

What's the best time to do these sports?

3-year-olds: skiing

4-year-olds: cycling

5-year-olds: swimming

6-year-olds: pony riding, skateboarding, roller-skating

¹ to fix — закреплять

² to hit — ударять

³ to kick — ударить ногой

- 7-year-olds: tennis, table tennis, badminton
8-year-olds: fencing, diving, ice hockey, football
9-year-olds: judo, archery
10-year-olds: boxing, water-skiing, athletics
11-year-olds: skating, surfing
12-year-olds: rowing
13-year-olds: volleyball, water polo, basketball
14-year-olds: martial arts, American football
15-year-olds: weightlifting
16-year-olds: sailing
17-year-olds: parachuting [pærəʃʊtɪŋ]

60. Work in groups of 3–5 students. In each group there should be an interviewer trying to get information about sport in your school. Answer the interviewer's questions and give your opinions. Let the interviewer put the information together and then speak about what he/she has learnt. The interviewer may want to find out:

- 1 what sports the students do in their P.T. lessons; what games they play; which of them are more popular with the students; what sports they would prefer to do in their school and why;
- 2 where they practise these sports; what sports equipment the school has got; what new equipment they would like to have;
- 3 if the school takes part in any competitions and what results their teams usually show, if these students take part in competitions personally;
- 4 why it is important to do sports at school; if the students think that they have enough physical exercise; if they manage to find time for sports and games;
- 5 where they can do sports outside school; if they have ever done sports elsewhere; what the result was;
- 6

61. Choose a sport or a game and describe it trying to make your story sound as attractive as possible. When you're finished, decide whose story was the best.

62. These are some of the athletes who helped to make history in Russian sport. Find information about one of them and present this information.

Lev Yashin (*football*)

Larisa Latynina (*gymnastics*)

Yuri Vlasov (*weightlifting*)

Valeri Borzov (*running race*)

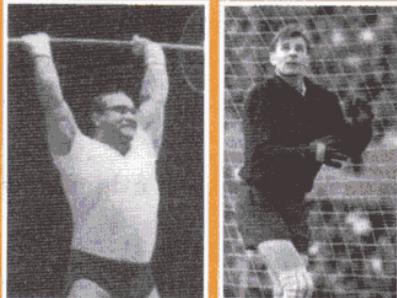
Evgeni Plushenko (*figure skating*)

Irina Rodnina and Alexander Zaitsev (*figure skating*)

Vladimir Salnikov (*swimming*)

Lidiya Skoblikova (*ice-skating*)

Alina Kabaeva (*rhythmic gymnastics*)



UNIT 8

63. A. Find out some information about the rest of the Olympic Games and complete the chart.

Number of the Games	Year	Continent	Country	City
I	1896	Europe	Greece	Athens
II	1900	Europe	France	Paris
III	1904	North America	the USA	St Louis
IV	1908	Europe	Great Britain	London
V	1912	Europe	Sweden	Stockholm
VI	1916	did not take place because of World War I (were meant to be held in Berlin, Germany)		
VII	1920	Europe	Belgium	Antwerp [æntwɜ:p]
...

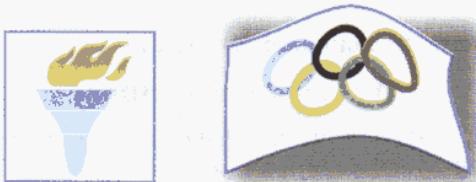
B. Choose one of the Olympic Games and get ready to speak about them in class. The outline below can help you:

1. the number and the year of the Games;
2. the place where they were held;
3. Olympic sports of these Games;
4. the number of countries that took part in the Games;
5. the number of sportsmen and sportswomen who took part in the Games;
6. the medals that were won;
7. some of the Russian (Soviet) athletes who took part in the Games, their results;
8. some of the records set during the Games;
9. the central event or the central figure of the Games.

64. Speak about the Olympic Games. Choose one of the items and develop it.

1. The history of the Olympic Games in ancient times.
2. The history of the modern Games.
3. Russia in the Olympic Games.
4. Winter and Summer Olympics.
5. The latest Olympic Games.
6. The role of the Olympics in modern life.
7. Some Olympic champion(s).

65. Find as much information about the Olympic symbols as you can and tell your class what you have found.



БЫСТРЕЕ, ВЫШЕ, СИЛЬНЕЕ
CITIUS, ALTIUS, FORTIUS

Writing

66. Do these exercises in writing: 8, 9, 11, 24, 25, 31, 32, 43, 44B, 70.

67. Choose one of the words from the brackets to complete the sentences.

- A. 1. If I were an athlete, I (will/would) take part in big competitions and probably win. 2. If you tell your friends about your favourite sport, they (will/would) tell you about theirs. 3. If your team wins the cup, I (will/would) be very proud of you. 4. If Linda were your coach, she (will/would) make you practise a lot. 5. If Paul ran faster, he (will/would) be in our school team. 6. If the match lasted longer, the football players (will/would) have a chance to win. 7. If you go to the stadium to watch a basketball game, you (will/would) see how exciting it can be.

UNIT 8

B. 1. If Nina (thinks/thought) about keeping fit, she would go in for sport and spend more time outdoors. 2. If Gary (plays/played) with us, we are sure to win. 3. If you (see/saw) the match with us, we will drive you back home. 4. If Nataly (is/were) a better athlete, she would be one of the winners. 5. If George (knows/knew) the difference between mountaineering and climbing, he would explain it to you. 6. If the game (starts/started) a little later, I would come in time for the beginning. 7. If our boys (lose/lost) the game, I will be very sorry.

68. Write about 10 sentences beginning with *I wish...* and *If only...* connected with sport.

Example: *If only I could swim fastest of all in this school.*

69. Open the brackets to complete the text.

My Favourite Sport

I (1. love) many sports, but my favourite sport always (2. be) skating. I first (3. skate) when I (4. be) eight. We (5. live) in Norway then. I always (6. remember) the lights of the skating rink and my Dad who (7. help) me and (8. explain) what (9. do) and (10. make) me (11. smile) when I (12. fall) on the ice. Three years later we (13. move) to Florida, and then for many years I (14. not, can) (15. skate) because I (16. live) in hot places.

Now I (17. live) in Canada. I (18. do) skating since I (19. come) here. And now it (20. be) even better than it used to (21. be). The equipment you (22. need) (23. be) very simple — skates, boots and suitable clothes. The clothes (24. be) very important. They should (25. be) light and warm. If I had more money, I (26. buy) a good skating suit. My granny (27. make) socks and mittens for me. Thus I (28. can) (29. say) I (30. be) well-equipped. I would say I (31. not, be) one of the world's greatest skaters but I (32. skate) well.

70. Express the same in English.

1. Земля была покрыта снегом. 2. Если бы я был на твоем месте, я бы делал это тайно. 3. Обе футбольные команды хороши. Любая может выиграть, и каждой нужна победа. 4. Все эти вещи — школьное имущество. 5. Я не буду это делать. Это вне моих обязанностей. 6. Вся эта ситуация была отчаянной. Никто не знал, что делать. 7. Ты идешь по ложному следу. На твоем месте я бы ис-

кал их в другом городе. 8. На что ты показываешь? Ты показываешь на башню? 9. Не угрожайте нам. 10. Не смотри так пристально на людей. Это невежливо. 11. Не желаешь ли присоединиться к нам?

71. Write a postcard to your friend describing a recent sports match, competition or game you watched. Mention where and when it took place, if you watched it at the stadium or on TV, who you went there with, what sort of match or game it was, who won, if you enjoyed it. Start like this:

Dear ,
 There was a match (competition) on (in, at)
 yesterday.
 I saw it with I found the match (competition)

72. Complete the words to make a list of traditional Olympic sports.

Summer Olympics:

badminton

ball

baseball

box

wrestling

cycling

water polo

volleyball

gymnastics

rowing

judo

horse racing

athletics

swimming

diving

handball

shotting

ary

unning

lifting

fencing

foot

field

Winter Olympics:

skating

skiing

figure skating

ice skating

73. Spell the words.

[ɪ'nɔ:məs]

[prəpəti]

[dɪ'spaɪz]

[θretn]

[graʊnd]

[dɛspərət]

[traɪəmf]

[ba:k]

[ə'meɪzɪŋ]

[fɪlθɪ]

[brɪ'jɒnd]

[aɪðə]

74. Test your spelling. Listen to the tape,  46, and write down the text.

Miscellaneous

75. Match the two parts of these proverbs with *make* and *do*. Explain how you understand them.

- | | |
|------------------------------|---|
| 1. Make hay ¹ ... | a) make a summer. |
| 2. Two wrongs don't ... | b) is half done. |
| 3. One swallow doesn't ... | c) while the sun shines. |
| 4. Well begun ... | d) as you would like them to do to you. |
| 5. Do to others ... | e) make a right. |

76. Listen to the poem,  47, and read it.

Silver

(By Walter de la Mare)

Slowly, silently, now the moon
 Walks the night in her silver shoon;²
 This way, and that, she peers,³ and sees
 Silver fruit upon silver trees,
 One by one the casements⁴ catch
 Her beams beneath the silvery thatch,⁵
 Couched in his kennel,⁶ like a log,⁷
 With paws of silver sleeps the dog;
 From their shadowy cote⁸ the white breasts peep⁹
 Of doves in a silver-feathered sleep;¹⁰
 A harvest mouse goes scampering¹¹ by
 With silver claws¹² and silver eye
 And moveless fish in the water gleam,¹³
 By silver reeds¹⁴ in a silver stream.



¹ hay — сено

² shoon — башмачки (*устар.*)

³ peers — смотрит

⁴ casements — окна

⁵ thatch — соломенная крыша

⁶ couched in his kennel — лежа в будке

⁷ log — бревнышко

⁸ cote — голубятня

⁹ peep — выглядывают

¹⁰ silver-feathered sleep — окутанный серебристыми перьями сон

¹¹ scampering — вприпрыжку ¹³gleam — сверкают

¹² claws — коготки ¹⁴reeds — тростник, камыш

77. Listen to the song,  48, and sing it along.**Yankee Doodle**

Father and I went down to camp
 Along with Captain Doodling;
 There we saw the men and boys
 As thick as hasty¹ pudding.

Chorus:

Yankee Doodle, keep it up,²
 Yankee Doodle dandy!³

There was Captain Washington
 Upon a slapping stallion,⁴
 Giving orders to his men —
 I guess there was a million.

Chorus:

Mind the music and the step
 And with the girls be handy!

Here we saw a thousand men
 As rich as Squire⁵ David;
 What they wasted⁶ every day,
 I wish it could be saved.

Chorus

Yankee Doodle, keep it up,
 Yankee Doodle, dandy!

Then the feathers on his hat,
 They looked so very fine, oh!
 I wanted desperately to get
 To give to my Jemima.

Chorus

Mind the music and the step
 And with girls be handy!

¹ hasty ['heisti] — приготовленный наспех

² keep it up — не унывай

³ dandy — щеголь

⁴ a slapping stallion ['stæljən] — скачущий жеребец

⁵ a squire ['skwaiə] — сквайр, землевладелец

⁶ to waste [weɪst] — тратить попусту

UNIT 8

78. Did you know that ...

... the song “*Yankee Doodle*” became popular with American soldiers during the American Revolutionary War? The soldiers changed the words of the original British song that made fun of the Americans:

Yankee Doodle went to town,
Riding on a pony.
Stuck a feather in his hat,
And called it macaroni.

During the American Civil War the word yankee meant a person born or living in the northern states. Now it mostly means a citizen of the United States of America.

... fox hunting started in Britain in the 13th century? It takes place every year between November and spring. Riders often wear red coats. People think that it is an occupation for the rich. Many people in Britain would like to see hunting stopped as they believe it is a cruel sport. Young people often form groups and go to hunting grounds where they make a noise and try to stop hunting because they think that wild animals should not be killed in this way.

Home Reading Lessons 12, 13



EXPLORING THE WORLD

- EXPLORING YOUR OWN COUNTRY
- LEARNING ABOUT YOURSELF AND PEOPLE ROUND YOU
- EXPLORING THE WORLD OF SPORT
- EXPLORING THE WORLD OF ARTS
- EXPLORING THE WORLD OF LITERATURE
- EXPLORING THE WORLD OF LANGUAGES

Speaking

1. Read this text and name other ways through which we can explore the world and learn about people and their relations.

You learn things in many different ways. You learn by looking at the world around you. You learn by listening to others. You learn by reading books and by doing new things. Everything you do helps you learn about yourself and the world round you.

2. In your English class through learning the language you get to know many new things about the world and the people in it. This year you have discussed some topics. Answer these questions to sum up what you have learnt.

1) You and the People Round You.

1. What makes people alike and what makes them different?
2. Why is it good to be different? 3. In what way is your family important for you? 4. What role do your friends play in your life? 5. Who makes a good friend? 6. What are your favourite pastimes and hobbies? 7. What would you like to do in the future? 8. What kind of family would you like to have? 9. What kind of person would you like to be?

2) Language Learning.

1. What makes English an interesting language to learn? How much do you know about its history?
2. Why is it important to know foreign languages in the modern world?
3. Which things do you enjoy doing in English most of all? Why?
4. Which things do you find difficult?
5. What would you like to do at your English lessons next year?
6. How can you better your English outside school?
7. In what way are you planning to use English in the future?

3) The World of Literature.

1. Are there many real book readers in your class? In what way are they happier than the others?
2. In what way have books been important for people throughout our history?
3. What can good books teach people?
4. What are the few books that every person must read?
5. Do you think books will ever disappear? Why (not)? What would life be like without books?
6. What kinds of books do you read? What books and characters from books can you call your favourites? Why?
7. What would you call a well published book? Why do people prefer to buy and read good editions of books?
8. What should a modern library be like?

4) The World of Cinema and Theatre.

1. What role do theatre and cinema play in your life?
2. Have you ever seen plays or films that you can call great? What were they? What makes them great?
3. How many different types of films do you know? Can you say which of your friends like which films?
4. When you go to the cinema or to the theatre where do you like to sit? What do you like to do before and after the play or film and in the interval?
5. What do you know about some of the world's greatest opera houses? What do you think makes people like opera and ballet? Do you like them? Why (not)?
6. Why is art important for people?
7. Would you like to appear on the stage or on the screen? In what roles?
8. People of what professions take part in making a film or a play? Which of them could you choose?

5) The World of Sport.

1. Do you like sport? Do you do sports or do you watch them? And what about your friends?
2. How is sports activity organized in your school? Is there anything that you'd like to change?
3. What are the sports which Russia has traditionally been good

at? Do you know the names of any famous Russian sportsmen? Are there any athletes that you admire? 4. Why is the Olympic movement so popular? What do you know about its history? 5. Why is it important that people should go in for sport? What does practising sport give us? 6. What are your best results in different sports? 7. What is your greatest wish connected with sport?

3. Choose one of the topics below and interview your classmates on these.

1. geographical position of Russia, its climate; 2. Russian history;
3. its political system and symbols; 4. its main cities; 5. Russian festivals and holidays, traditions of the country; 6. Russian schooling;
7. Russian literature; 8. theatres and cinemas in Russia; 9. famous picture galleries and museums of Russia; 10. famous people of the country; 11. relations with other countries; 12. foreign languages in Russia

4. Add to the things you have found out during the interview (Ex. 3) those which have not been mentioned and prepare a talk for the school conference "Russia in the 21st century".

5. Imagine that an American school in Florida and your own school have a student exchange. You are asked to give information about yourself. Introduce yourself to your host school. Mention these things.



6. Imagine that you are taking your foreign friend to the capital of Russia. What places in Moscow would you choose? What would you tell him/her about the city?

7. Speak about traditions and customs. Express your view on these items:

- 1) if it's important to keep up traditions and why;
- 2) which countries are famous for their traditions, describe some of the traditions;
- 3) if there are any old traditions in Russia, what traditions;
- 4) if you know any new traditions in Russia and what you think about them (for example the Day of the City in Moscow, the Day of Knowledge, Mother's Day, Teacher's Day, etc.);
- 5) if your school has any traditions and what they are; what you do to keep them;
- 6) what new tradition you would like to have in your school, city and country.

Grammar Revision

8. A. Match column A with column C and make correct sentences using the simple passive of the verbs in column B.

A	B	C
1) "Treasure Island"	write	a) Christopher Columbus
2) "Swan Lake"	compose	b) Robert L. Stevenson
3) The radio	invent	c) Conan Doyle
4) The Eiffel Tower	build	d) Peter I. Tchaikovsky
5) America	discover	e) Gustave Eiffel
6) Sherlock Holmes	create	f) James Cook
7) "Golden Autumn"	paint	g) Alexander Popov
8) Australia	explore	h) Isaac Levitan

B. Work in pairs and ask each other questions as in the example.

E x a m p l e: Who was Australia explored by?

It was explored by Captain James Cook.

9. A. Mr Jones is the head of a firm. He has been away on a business trip for two weeks. Now he is back and wants to know what has been done while he was away. Imagine you are Mr Jones and find these things out.

E x a m p l e: *you/post/invitations?*

Have the invitations been posted?

- | | |
|--------------------------------|----------------------------|
| 1) you/pay/the bills? | 6) you/copy/the documents? |
| 2) you/type/the letters? | 7) ... ? |
| 3) you/translate/the articles? | 8) ... ? |
| 4) you/visit/exhibitions? | 9) ... ? |
| 5) you/repair/the computer? | 10) ... ? |

B. Work in pairs. Use the questions from part A. Answer them as in the example.

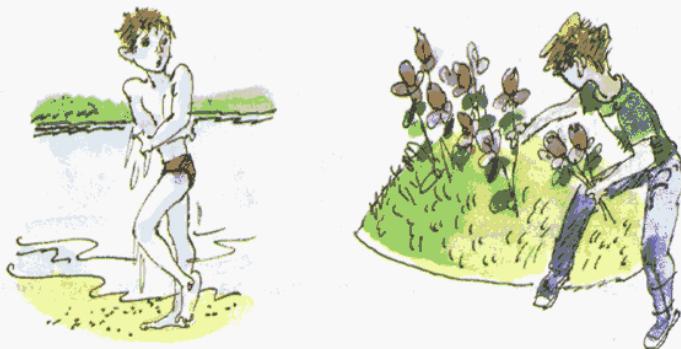
E x a m p l e: — *Have the invitations been posted?*

— *No, they are being posted now.*

10. Look at the pictures and say what Ann's wishes are. Use the example.

E x a m p l e: *I wish Peter wouldn't scream at the top of his voice.*





11. Say what you would do if:

- 1) you were a) a king b) a famous actor c) a very rich person d) an explorer e) Father Christmas;
- 2) you had a) a talent for painting b) a toy factory c) a computer d) a camera e) a big collection of books.

12. In this table of English tenses there are no examples. Look at the sentences below and decide which of them belongs to which square.

Present	Past	Future
1. Simple Present	2. Simple Past	3. (Simple) Future
4. Present Continuous	5. Past Continuous	6. Future Continuous
7. Present Perfect	8. Past Perfect	9. Future Perfect
10. Present Perfect Continuous	11. Past Perfect Continuous	12. Future Perfect Continuous

- a) A new edition of *Longman Grammar* has appeared recently.
- b) My Granny has had this tea cosy for ages.
- c) It takes me five minutes to get to school.
- d) Bill will have been travelling for 5 months by this time next week.
- e) We are discussing the contents of the novel tomorrow.
- f) The young princess could not speak. She was under the spell.

- g) He had been playing football for an hour before the seven o'clock meeting.
- h) I'll be working in the garden then.
- i) Ann had left by five o'clock.
- j) Jane has been painting since early morning.
- k) Will you join us for dinner?
- l) Summer follows spring.
- m) Emily was speaking to the librarian at that time.
- n) Why have you been crying?
- o) You will have changed your mind by tomorrow.

13. Choose the right item.

1. George usually ... his weekends with his granny.
a) has spent b) is spending c) spends
2. I'm tired because I ... up very early today.
a) get b) have got c) got
3. We always meet on Sunday. Next Sunday we ... again.
a) meet b) will meet c) will have met
4. Where have you been? I ... for forty minutes!
a) have been waiting b) am waiting c) waited
5. I know the boy with whom you ... 10 minutes ago.
a) had been talking b) have been talking c) were talking
6. I couldn't eat anything as I ... a huge meal before.
a) had b) have had c) had had
7. If you ... to the shop, can I go with you?
a) will go b) are going c) have gone
8. I hope that tomorrow at this time he ... his car on the way to London.
a) will be driving b) will drive c) will have driven
9. Polly ... her homework for an hour and a half when her mother came back from work.
a) was doing b) has been doing c) had been doing
10. Father ... the house before the children get home from school.
a) will leave b) will have left c) is leaving
11. Don't worry, I ... your letter yesterday morning.
a) posted b) have posted c) was posting

UNIT 9

12. Anna ... English for 6 years by the end of this school year.
- has been learning
 - will learn
 - will have been learning

14. Open the brackets and complete the sentences with the proper verb forms.

- Jane, dear, you (1. call) Emily? — Yes, I (2. call) her about an hour ago, but I (3. not, speak) to her because she (4. have) a bath. I think I (5. try) again in a few minutes. She (6. have) her bath by this time.
- By seven o'clock yesterday evening the train (1. not, arrive) yet. The people on the platform (2. feel) cold as a strong wind (3. blow). Suddenly there (4. come) a voice from the loudspeaker which (5. say) that the train (6. arrive) a quarter of an hour later. Mark who (7. stand) on the platform for half an hour already (8. decide) that he (9. go) to the snack bar and (10. drink) a cup of hot coffee.
- Can I (1. have) my book back, Chris? — Sorry, I (2. not, read) it yet. But I (3. think) I (4. read) it by Saturday. Then I (5. bring) it to you myself. — You (6. like) it? — Oh, yes. Very much. Yesterday I (7. read) it for five hours non-stop. When mother (8. come) into my bedroom at twelve o'clock (9. say) "good night" to me I still (10. read) it.
- Last Sunday Alice's neighbour (1. ask) her (2. keep) her cat Fluff for three days when she (3. be) away on business. She (4. say) the cat (5. be) no trouble. But when Alice (6. wake) up the next morning she (7. notice) that the cat (8. eat) all the goldfish. When Alice (9. leave) for school the cat (10. sleep) peacefully in the sun. When the girl (11. come) home the cat (12. disappear). It (13. take) poor Alice two hours (14. find) Fluff in someone's garden where the cat (15. run) after birds.

15. Last Sunday 7A went to Moscow and spent the whole afternoon in the city. On Monday their teacher wanted to know what her pupils were doing or had done. Report her questions.

1. What places did you visit, Kate?
2. Did you go to the Tretyakov Gallery, Nina?
3. What are your impressions of the city centre, Natasha?

4. Where were you in the afternoon, Sasha?
5. Did you see any films, Denis?
6. Why didn't you buy any cinema tickets, Lora?
7. Did you find the way to the circus easily, Andrew?
8. Who explained the way to the city centre to you, Nick?
9. What made the greatest impression on you, Boris?
10. How long did it take you to have a tour of the Kremlin, Paul?

16. Choose the right word.

1. Who was the (last/latest) person to leave the classroom?
2. Have you heard the (last/latest) news?
3. She is three years (old/older) than he is.
4. Little Bobbie wants to do everything as his (elder/older) brother does.
5. What's your (next/nearest) question?
6. The (further/farther) problem for discussion is air and water pollution.
7. Linda and Nina are twins. The (latter/later) is a bit (older/elder) than her sister — she was born some minutes earlier.
8. (The last/Last) week we had fewer visitors.
9. When does the (last/latest) train leave?
10. Who lives (next/nearest) door to you?

17. Put in the missing articles *a* or *the* where necessary.

1. ... giraffe is ... animal that lives in Africa and has ... long neck.
2. It was ... wonderful day: ... sky was blue, ... sun was shining, ... sea looked warm and calm — ... world was ... great place to live in.
3. We have ... new history teacher. ... teacher arrived only last week.
4. — Which of the two dictionaries are you going to buy? — I like ... dictionary that has more words.
5. — Where did you pick these lovely flowers? — In ... forest.
6. — Can I speak to Olga, please? — Sorry, you've got ... wrong number.
7. I'm planning to go to ... college after I leave ... school.
8. How long can ... human stay and work in ... space?
9. What's on ... television tonight? (What's on ... telly tonight?)
10. If Robin doesn't get better, he'll have to be taken to ... hospital.
11. They've just built ... nice new school near our house.
12. Dad is at ... work till 6.30. Could you call later, please?
13. What ... shame we missed ... train! ... next one leaves only at ten.
14. George likes to have ... swim in the morning before breakfast.
15. How was ... party? Did you have ... good time?

Vocabulary Revision**18. Choose the right word from the brackets to complete the sentences.**

1. In England men shake (hands/arms) only when they meet for the first time. 2. Excuse me, I'm afraid you're standing on my (fingers/toes). 3. Most fast runners have long (legs/feet). 4. Bears have four (paws/hooves) and deer have four (paws/hooves). 5. Lullaby, lullaby, (go to sleep/fall asleep), little baby. 6. Please speak louder: I can't hear you when you (mumble/murmur) like this. 7. — Where did you buy this (vocabulary/dictionary)? — In the bookshop near our school. 8. The work of a/an (interpreter/translator) is very hard: you have to think very fast and be inventive. 9. (Gold/Golden) hair always looks beautiful. 10. Look at this pretty little (house/home) on the top of the hill! 11. Are you going to (mend/repair) the watch yourself? If I were you, I wouldn't. 12. I promise to (do/make) my best and (do/make) good progress in English.

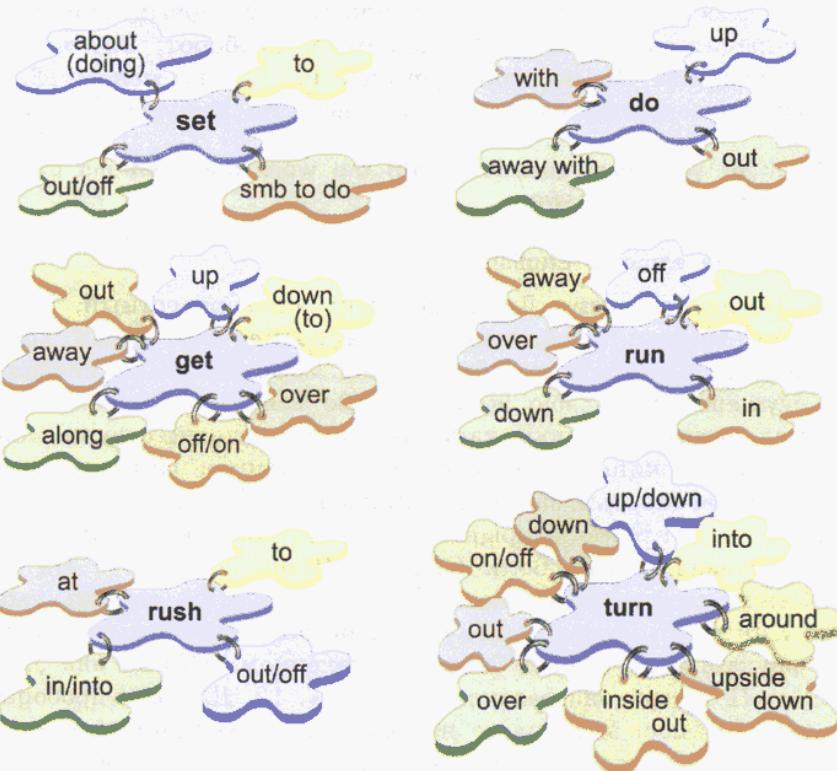
19. Express the same ideas in a different way. Use the words in the word box and follow the example.

Example: *This letter is quite brief.* — *This letter is not so long.*

impressive, cheerful, fussy, modern, up-to-date, willing, light,
kindly, tiny, fascinating, filthy, polite

1. Jessie is quite gloomy today. 2. Polly's new dress is rather dark. 3. Mary was nervous and unhappy yesterday, but today she is a lot calmer. 4. I suddenly understood that this character in the book was unkindly and at times even cruel. 5. The baby has grown up a little. It is a little bigger now. 6. I found yesterday's film rather boring. 7. Next time when you come home from walk I'd like your clothes to be cleaner. 8. All the students in this group are very hard-working, only Bill is a little lazy. 9. I'm afraid Bill is also rather rude when he talks to his friends. 10. The Smiths' car is rather old-fashioned but Mr Smith says he likes it. 11. The shops in this street were built over a hundred years ago, it's not surprising they are old and badly-equipped. 12. The last story in this book is quite unimpressive compared to the others.

20. A. These are the phrasal verbs you've studied this year. Remember their meanings and give examples to show how to use them.



B. Fill in the blanks in the sentences that follow with *turn*, *rush*, *do*, *run*, *get*, *set*.

- In a warm room ice soon ... into water.
- I'm afraid we'll have to ... with these books. These are as many as I've got.
- I'm afraid the news has been a bit of a shock for Laura. She still can't ... over it.
- Poor Joe didn't say anything, he got very red in the face and ... out of the room.
- When I go somewhere with my granny I always help her to ... on and off the bus.
- It's seven o'clock, it's time for us to ... off. Our train leaves in an hour.
- I ... the bag inside out looking for the key, but never found it.
- I don't like it when people ... their friends down.
- I think you should ... your room before your party.
- What's happening? Why are these children ... in and out of the classrooms?

21. A. Give English equivalents to these word combinations:

1. подоткнуть; 2. сводить концы с концами; 3. без сомнения; 4. с любовью и заботой; 5. заснуть; 6. выучить пять новых слов за один раз; 7. справиться с чем-то; 8. напротив, наоборот; 9. то и дело, время от времени; 10. по этой причине; 11. тем не менее; 12. быть полностью поглощенным чем-то; 13. пойти по ложному следу.

B. Think of your own questions with the word combinations of part A for your classmates to answer.

22. Express the same in English.

1. — Последнее время Джим не очень жизнерадостный. Что случилось? — Ничего не случилось. Напротив, все очень хорошо.
2. Он очень мрачный. Всегда был таким.
3. Медвежонок сказал, что он ест сгущенку всю свою жизнь.
4. Во всяком случае маленький Джон съел полную тарелку каши и выпил полный стакан молока.
5. Ты всегда держишь обещания?
6. Ты видишь, Нина машет нам рукой.
7. В аэропортах багаж взвешивают.
8. Я стучу в дверь уже 10 минут, но никто не открывает.
9. «Толкни дверь, она и откроется», — сказал Серый Волк Красной Шапочки.
10. — На улице темно. Зажги свечи, пожалуйста.
- Я пытаюсь это сделать уже несколько минут, но не могу.
11. «Лора разбила мамину любимую вазу для фруктов», — сказал Стив с сожалением.
- «Когда она это сделала?» — «Полагаю, она разбила ее утром».
12. Джордж пробормотал что-то себе под нос.
- Мы ничего не поняли.
13. В комнате много света.
14. Почему ты торопишься? Мне бы хотелось поговорить с тобой.
15. Я в растерянности. Не знаю, что делать.
- Что за резвый ребенок!
16. Не говори шепотом, говори громко (громким голосом).

Reading for Discussion

- 23. Read the text, listen to it carefully,  49, and say what made Wendy agree to go away with Peter Pan.**

Come Away, Come Away!

(After J. M. Barrie)

 Some loud noise woke Wendy, and she sat up in bed. Then she searched for the candle and lit it. She was not frightened to see a stranger crying on the floor; she was only pleasantly interested.

310 “Boy,” she said kindly, “why are you crying?”

Peter could be extremely polite, so he rose and bowed¹ to her beautifully.

“What’s your name?” he asked.

“Wendy Moira Angela Darling,” she replied solemnly. “What’s your name?”

“Peter Pan.”

“Is that all?”

“Yes,” he said rather anxiously. He felt for the first time that it was a tremendously short name.

She asked where he lived.

“Second to the right,” said Peter, “and then straight on till morning.”

“What a funny address!”

“No, it isn’t,” he said firmly.

“I mean,” Wendy said nicely, remembering she was hostess, “is that what they put on the letters?”

“Don’t get any letters,” he said with regret.

“But your mother gets letters?”

“Don’t have a mother,” he mumbled. Not only had he no mother, but he had not the slightest wish to have one. Wendy, however, felt at once that she was in the presence of tragedy.

“O Peter, no wonder you were crying,” she said, and got out of bed and ran to him.

“I wasn’t crying about mothers,” he said staring at her. “I was crying because I can’t get my shadow to stick on. Besides, I wasn’t crying.”

“It has come off?” asked Wendy pop-eyed.

“Yes.”

Then Wendy saw the shadow on the floor and she was frightfully sorry for Peter and willing to help him. “How awful!” she said. Fortunately she knew at once what to do. “It must be sewn on,” she said. “I shall sew it on for you, my little man,” she said, though he was as tall as herself, and she got out her sewing basket and sewed the shadow on to Peter’s foot. Peter was so happy that he started bouncing about. He had already forgotten that it was Wendy who helped him. He thought he had sewn the shadow on himself. “How clever I am,” he shouted, “oh, the cleverness of me!” he repeated with triumph.

¹ to bow [bau] — кланяться

UNIT 9

Wendy was taken aback. "Indeed," she exclaimed with sarcasm, "of course I did nothing!" "You did a little," Peter said carelessly, and continued to dance.

"A little!" she replied angrily. "If I am no use I can go to bed," and she got into bed and covered her face with the blankets.

Peter sat on the end of the bed. "Wendy," he said, "don't go to sleep." And then he continued in a voice that no woman has ever yet been able to resist,¹ "Wendy, one girl is more use than twenty boys."

"Do you really think so, Peter?" murmured Wendy.

"Yes, I do. Without any doubt."

"I think it is perfectly sweet of you," she smiled, "and I'll get up again."

When people are introduced, it is customary for them to ask each other's age, and so Wendy, who always liked to do the correct thing, asked Peter how old he was. It was not really a happy question to ask him; it was like an examination paper that asked grammar, when what you want to be asked is Kings of England.

"I don't know," he replied gloomily, "but I am quite young." He really knew nothing about it. "Wendy, I ran away the day I was born. It was because I heard father and mother talking about what I was to be when I became a man. I don't want ever to be a man. On the contrary, I want always to be a little boy and to have fun. So I ran away to Kensington Gardens and lived a long-long time among the fairies."

Wendy had lived such a home life that to know fairies struck her as quite wonderful. She poured out questions about fairies and though the questions were rather a nuisance² to him, Peter told her what he knew. Then Wendy asked him more questions.

"If you don't live in Kensington Gardens now —"



"Sometimes I do still," Peter mumbled.

"But where do you live mostly now?"

"With the lost boys."

"Who are they?" Wendy seemed much interested.

"They are the children who fall out of their prams when the nurse is looking the other way. If they are not asked back in seven days they are sent far away to the Neverland. I'm captain."

¹ to resist [rɪ'zɪst] — устоять

² a nuisance ['nju:sns] — досада

"What fun it must be!" said Wendy in fascination.

"Yes," said cunning¹ Peter, "but we are rather lonely. You see we have no girlfriends."

"Are there no girls?"

"Oh no, girls, you know, are much too clever to fall out of their prams."

Wendy was impressed. "I think," she said, "it is perfectly lovely the way you talk about girls; my brother John just despises us."

Wendy felt she was having a real adventure. She was just slightly disappointed when Peter said that he came to her window not to see her but to listen to stories which her mother told every evening.

"You see I don't know any stories for some reason. None of the lost boys knows any stories," said Peter with regret.

"How perfectly awful," Wendy said. "Can you all be under the spell?"

"I am not sure," Peter answered. "O Wendy, your mother was telling you such a lovely story."

"Which story was it?"

"About the prince who couldn't find the lady who wore the glass slippers."

"Peter," said Wendy excitedly, "that was Cinderella, the prince was desperate to find her and he did. They lived happily ever after."

Peter was so glad that he rose from the floor, where they had been sitting, and hurried to the window.

"Where are you going?" she cried.

"To tell the other boys."

"Don't go, Peter," she asked, "I know such a lot of stories. I have devoured so many books. I'm a great storyteller."

He came back and there was a greedy look in his eyes now.

"Wendy, do come with me and tell the other boys. How we should all respect you. You could tuck us in at night."

"Oo!"

"None of us has ever been tucked in at night. And you could mend our clothes, and make pockets for us. None of us has any pockets."

How could she resist? "Of course it's awfully fascinating!" she cried. "But I can't fly."

"I'll teach you." 



² cunning ['kʌnɪŋ] — хитрый

24. Read the text again and answer these questions.

1. How did Peter demonstrate his politeness when he met Wendy?
2. In what way did Wendy's name differ from Peter's? 3. What was Peter's address?
4. What made Peter very happy? 5. When did Peter run away from home?
6. Where had Peter lived before and where was he living then?
7. What story was Wendy's mother telling the children when Peter came to listen at the window?
8. What made Peter ask Wendy to come away with him?
9. What did he say she could do for them?

25. Here are answers to some questions on the text. Make up the questions.

1. No, she wasn't. She was just pleasantly interested.
2. Because she was hostess.
3. She sewed it on to Peter's foot.
4. She got into bed and covered her face with blankets.
5. He said he was quite young.
6. About fairies.
7. John.
8. To listen to her mother's stories.
9. To tell the other boys.
10. To fly.

26. Explain why:

- 1) Peter's address seemed funny to Wendy;
- 2) Wendy felt sorry for Peter;
- 3) Wendy forgave Peter's tactless behaviour;
- 4) Wendy asked Peter about his age;
- 5) it was not a happy question to ask;
- 6) Peter didn't want to grow up;
- 7) knowing fairies struck Wendy as quite wonderful;
- 8) Peter's words about girls impressed Wendy;
- 9) Wendy agreed to come away with Peter;
- 10) the country where Peter lived was called "Neverland".

27. Say:

- 1) how much you've learnt about Peter;
- 2) how much you've learnt about Wendy;
- 3) if you've read the book of Peter Pan or seen the film made after this book and what impression they made on you;
- 4) why Peter Pan has remained a favourite book character for so many years;
- 5) where you can see the statue of Peter Pan.

28. Act out the talk between Wendy and Peter Pan.**29. Say:**

1. if you would be afraid if you saw a stranger crying on the floor of your room at night;
2. what you would do if it happened;
3. what questions you would ask this strange boy;
4. what you would feel if

Peter told you that he couldn't stick his shadow on; 5. if you would try to help him; 6. if you would want to be a little boy or a little girl and have fun or if you would like to grow up, why; 7. if you would believe cunning Peter when he said how much he needed Wendy's help if you were Wendy; 8. if you would like to learn to fly if you could; 9. where you would fly; 10. if you would go away with Peter.

Writing

30. Do these exercises in writing: 8, 9, 10, 11, 14, 15, 21, 22.

31. Form the plural of the following nouns.

Chair, mystery, negro, fish, fruit, wolf, vocabulary, piano, drill, mouse, foot, idiom, day, postman, sky, zero, watch, ski, radio, key, dictionary, roof, kangaroo, ox, woman, goose, leaf, sportsman, kilo, bench, bush.

32. Use the right adjectives from the box to complete the comparisons.

hard cold strong old cool poor fresh happy

1. Walter is as ... as a lion. 2. Old Miss Allsop is as ... as a church mouse. 3. Little Freddie is as ... as a lark. 4. I tried to make him change his mind, but it didn't help. He is as ... as nails. 5. My younger niece is so pretty, always as ... as a daisy. 6. Why are you trembling? And your hands are as ... as ice! 7. My great-grandfather is nearly 95. I think he is as ... as the hills. 8. He never shows his emotions. He is always as ... as a cucumber.

33. Open the brackets to make the story complete.

Midas¹

Once upon a time there lived a King, Midas by name. He (1. be) a bit gloomy because he (2. love) gold better than anything else, except his daughter. Midas (3. spend) days and often nights counting

¹ Midas ['maɪdæs]

anxiously the pieces of gold he (4. collect). Once when he (5. count) solemnly his money a stranger (6. enter) the room. He (7. bend) his head and (8. say): "Midas, (9. be) you really happy now that you (10. collect) so much gold which it (11. be) difficult (12. weigh)?" "No," (13. mumble) Midas. "I never (14. be) happy until everything that I (15. touch) (16. become) gold."

"You shall have what you wish!" (17. promise) the stranger.

The next morning while Midas (18. dress) he (19. notice) that his clothes (20. turn) into gold. He (21. go) into the garden. He (22. walk) there for an hour and everything he (23. touch) (24. become) gold at once. After he (25. walk) along his favourite path Midas (26. turn) to the house. Suddenly his daughter (27. come) in sight. It was clear she (28. work) in the garden for some time already as she (29. plant) a lot of flowers. She (30. run) to her father and (31. take) his hand. She (32. turn) to gold at once. "What I (33. do)?" (34. cry) Midas. "I always (35. want) more and more gold. I (36. dream) about more riches. I (37. be) wrong Gold (38. be) not the most important thing in the world. It never (39. be), it never will be."

34. Express the same in English.

Разрешите представиться. Меня зовут Лена Иванова. Я живу в России, самой большой стране мира. Москва — столица моей родины и мой родной город. Я очень ее люблю. Москва изменилась за последние годы. В ней построены высокие здания, современные гостиницы, торговые центры. Москва стоит на Москве-реке. Она основана князем Юрием Долгоруким в XII веке. Москва-река не самая большая река России, и, к сожалению, она не самая чистая, но мы любим гулять по ее берегам и смотреть, как прогулочные катера (pleasure boats) плывут по воде.

Я учусь в 7-м классе средней школы с углубленным изучением английского языка (a general secondary school specializing in English). Английский — мой самый любимый предмет. Я думаю, что люди, живущие в XXI веке, должны хорошо знать иностранные языки. Это могло бы помочь нам узнать побольше о мире, в котором мы живем, о людях из других стран и о нас самих. Изучая иностранный язык, мы исследуем различные сферы (worlds) — мир искусств, мир литературы, мир языка, мир спорта и другие. Мы изучаем английский язык уже шесть лет и многое узнали. На будущий год, после летних каникул, мы снова приедем в школу, чтобы научиться еще многому.

35. Fill in another page in the Group Journal that you made at the beginning of the school year (Unit 1, Ex. 28). Write a) in what way the school year has been good or not very successful; b) if your three greatest wishes have come true; c) about your expectations for the summer and the new school year.

Miscellaneous

36. Read the poem, listen to it,  50, and say what the author warns the students of English about. Look the new words up.

Warning¹

When it's English that we speak
 Why is steak not rhymed with weak?
 And couldn't you please tell me how
 Cow and now can rhyme with bough?

I simply can't imagine why
 High and eye sound like buy.
 We have food and blood and wood.
 And yet we rhyme should with good.

Bead is different from head,
 But we say red, bread, and said.
 Gone will never rhyme with one
 Nor home and dome with some and come.

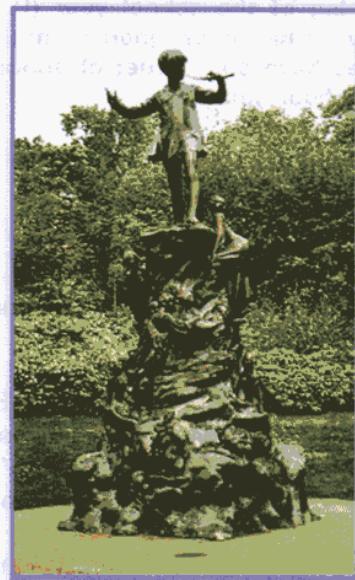
Nose and lose look much alike,
 So why not fight and height and bite?
 Dove and dove look quite the same,
 But not at all like rain, rein, and reign.

Shoe just doesn't sound like toe,
 And all for reasons I don't know,
 For all these words just prove to me
 That sounds and letters disagree.

¹ warning ['wɔ:ning] — предупреждение

37. Did you know that ...

- ... James Barrie wrote a number of books for grown-ups but he is best remembered as the author of *Peter Pan*?
- ... J. M. Barrie was born in a poor Scottish family? His parents wanted to give their children a good education and they did it. His mother was a talented woman. She knew a lot of Scottish legends and folktales and made her children love their homeland?
- ... among other books James M. Barrie wrote comedies which were a great success with the public?
- ... James M. Barrie admired brave travellers and explorers? Among his friends was Captain Scott. When Scott's body was found in the Antarctic, they also found his letter addressed to James Barrie?
- ... James Barrie's will was to give all the money brought by publications of "Peter Pan" and staging the book to a children's hospital in London?
- ... the statue of Peter Pan was put up in Kensington Gardens, London, in 1912? You can see it there — the statue of the boy who never grew up?



38. During your summer holidays read the book "Peter Pan" by James M. Barrie. If it is difficult for you to read the book in the original, read it in Russian. It has been translated into your mother tongue. Get to know Peter Pan and the other characters of the book better and enjoy their adventures together with them. Share your impressions with your classmates when you come back to school next year.



Reference grammar

The Noun

§ 1. Имена существительные подразделяются на имена собственные (proper nouns) и имена нарицательные (common nouns). При этом имена собственные могут быть именами людей (*Andrew Wood, Mark Twain*), животных (*Bagheera, Baloo*), а также географическими названиями (*Australia, New Zealand*).

Наричательные имена существительные могут быть конкретными (concrete nouns: *a man, a dog, a house*), абстрактными (abstract nouns: *anger, happiness*), вещественными (material nouns: *water, milk, sand*) и собирательными (collective nouns: *government, class, flock*).

§ 2. Некоторые собирательные имена существительные, такие, как *crew, crowd, audience, class, club, committee, company, congregation, council, family, government, group, team*, могут употребляться с глаголами как во множественном, так и в единственном числе.

The *team* are celebrating their victory tonight (все члены команды).

A basketball *team* consists of five players (команда как единое целое).

The Article

§ 1. Артикль в английском языке является определителем имени существительного и употребляется только с именем существительным. В английском языке используются два артикля: определенный *the* (the definite article) и неопределенный *a/an* (the indefinite article). В предложении артикль произносится без ударения.

§ 2. Неопределенный артикль произошел от древнеанглийского числительного *один* (*one*), поэтому он употребляется только с исчисляемыми именами существительными в единственном числе. Неопределенный артикль имеет две формы — *a* (перед именами су-

ществительными, начинающимися с согласной буквы) и *an* (перед именами существительными, начинающимися с гласной, за исключением буквы “и” — a university).

В предложении неопределенный артикль употребляется обычно в тех случаях, когда имя существительное является:

- 1) *подлежащим*: а) после конструкции *there is/there was*:

There is a plane in the sky.

There was a blue cup on the table.

б) когда значение имени существительного — **любой, каждый, всякий**:

A dictionary is a special book that is used for finding the meanings of words.

A dog is an animal.

A teacher is a person who helps people to learn things.

- 2) *именной частью составного именного сказуемого* (предикативом) после глаголов-связок *to be, to look, to seem, to become*:

He is a student.

She has become a real teacher.

Eliza seems a happy child now.

- 3) *дополнением* (после глаголов *to have, to see, to show, to give, to like, etc.*) чаще всего, когда:

а) имеется в виду **один** предмет:

Maria has a dog.

I would like an apple, please.

Can you see a squirrel in the tree?

б) описывается **однократное** действие:

We are having a good time.

Let's have a swim!

The girl gave him an angry look.

Неопределенный артикль используется также в восклицательных предложениях с исчисляемыми именами существительными в единственном числе:

What a picturesque valley!

What a deep lake!

Во всех вышеперечисленных случаях исчисляемые имена существительные во множественном числе употребляются без артикля,

иными словами, употребляются с нулевым артиклем (zero article) или перед ними используются уточняющие слова типа **some**, **any**:

There are (*some*) **fish** in the river.
They are **farmers**.
Would you like (*some*) **tomatoes**?
There are not *any* vegetables at home.

§ 3. Определенный артикль **the** произошел от древнеанглийского указательного местоимения **that**. Он употребляется с именами существительными как в единственном, так и во множественном числе.

Перед именами существительными, начинающимися с согласной, определенный артикль произносится [ðэ]: **the day** [ðэ 'deɪ], а перед словами, начинающимися с гласной, — [ðɪ]: **the egg** [ðɪ 'eg].

В предложении определенный артикль употребляется обычно в тех случаях, когда:

1) из ситуации или контекста становится ясно, о каком предмете или явлении идет речь:

Go to **the kitchen**! (Ясно, о какой кухне идет речь.)
The puppies are so funny! (Щенки находятся рядом.)
Please close **the door**. (Надпись на двери, ясно, какая это дверь.)

2) имя существительное уже употреблялось:

My cat has four **kittens**. **The kittens** are grey.
I've bought some **apricots**. **The apricots** are fresh.

3) имя существительное имеет при себе *уточняющее определение* (a limiting or restrictive attribute):

The girl over there is my sister.
Here is **the book I've told you about**.

В роли уточняющего определения часто используются такие слова, как а) *all*, *whole*, *very*, *right*, *wrong*, *left*, *only*, *last*, *next*, *following*, *main*, *opposite*, *same*: **the wrong address**; **the same word**; **the very dictionary**, **the only way**, **the last moment**; б) порядковые числительные: **on the first floor**, **in the second story**; в) качественные прилагательные в превосходной степени: **the best novel**, **the most unusual answer to get**.

4) имя существительное обозначает *уникальный, единственный в своем роде предмет или явление*: *the moon, the earth, the sun, the sky, the North Pole, the Far East, the world, the south, the north, the east, the west* (исключением является слово *space*, которое употребляется без артикля: *There are millions of stars in space*).

5) имя существительное обозначает целый класс лиц или предметов:

The tiger is in danger of dying out.

The violin is one of the hardest instruments to play.

6) имя существительное является обстоятельством места: *in the park, in the country, at the theatre, on the bank of the river, on the coast, at the seaside*.

§ 4. Артикли с названиями трапез (meals). К этой группе имен существительных относятся *breakfast, brunch, lunch, dinner, supper* и *tea*. Чаще всего эти имена существительные описывают процесс принятия пищи и употребляются без артикля. Это относится к устойчивым сочетаниям типа *to have (cook, take, serve) breakfast, etc.; to be at lunch/dinner, etc.; after/before lunch, etc.; for tea, etc.*

Lunch (dinner) is ready.

Lunch is usually at two.

Однако если перед этими именами существительными используется описательное определение (*hot, cold, expensive, tasty, nice, etc.*), то необходим неопределенный артикль:

Can we have a hot supper here?

В том случае, если имеется в виду сама еда (*the breakfast you cooked*) или ясно из контекста, какая конкретно трапеза имеется в виду (*the lunch we had yesterday*), употребляется определенный артикль.

§ 5. Артикли с именами существительными *school, church, work, bed, hospital*, etc.

Английские слова *home, school, college, university, hospital, prison, church, bed, work* часто употребляются в переносном значении и называют не объект или место, а деятельность, связанную с ними: *пойти в церковь* (т. е. *пойти помолиться Богу*), *пойти в школу* (т. е. *быть/стать учеником, учиться в школе*), *отправить-*

ся в постель (т. е. лечь спать). В этих случаях все они употребляются с нулевым артиклем: **to go to school**, **to go to bed**, **to go to church**. Сравните также: **to go to college/university** — учиться в колледже/университете; **to go to hospital** — лечиться в больнице; **to go to prison** — сидеть в тюрьме.

Если те же самые слова обозначают конкретные объекты, с ними употребляются определенный или неопределенный артикли в соответствии с общим правилом. Например: **a school** — здание школы, **a church** — здание церкви, **a prison** — здание тюрьмы, **the work** — конкретно выполняемая человеком работа, **a bed** — кровать (предмет мебели) и т. д.

The Adjective

§ 1. Имена прилагательные обозначают качества, свойства, состояния. В предложении они обычно выступают в роли определения (**a famous writer**, **a cold drink**) или именной части составного именного сказуемого (**The water is cold**. **The writer is famous**).

Обычно прилагательные подразделяются на два класса — 1) качественные (qualitative) — **good**, **deep**, **old** и 2) относительные (relative) — **woollen**, **wooden**, **Italian**, **English**, **daily**. Относительные прилагательные характеризуют предметы по отношению к другим объектам, например, к материалу (**wool**, **wood**); месту (**Italy**, **England**); времени (**day**).

Качественные прилагательные имеют степени сравнения — положительную, сравнительную и превосходную (**absolute/positive** — **comparative** — **superlative**). При сравнении предметов (людей) обычно используются следующие модели: **as... as**; **not so/as... as**; **Adj + -er + than**; **less + Adj + than**; **(the) least + Adj**; **(the) most + Adj**.

Bob is **as thin as** Don.

James is **not so/as smart as** Jill.

Jill is **smarter than** James.

James is **less capable than** Jane.

It is **the least populated** area.

It is **the most popular** song.

§ 2. Односложные имена прилагательные образуют сравнительную степень при помощи суффикса **-er**, а превосходную — при помощи суффикса **-est** (**thick** — **thicker** — **thickest**).

Важно знать изменения, которые происходят в правописании прилагательных при образовании степеней сравнения:

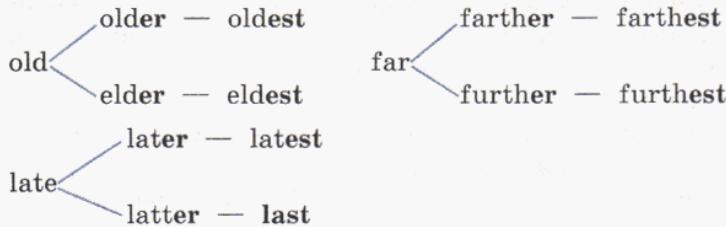
1) согласная, стоящая в конце прилагательного, удваивается, если предшествующая гласная находится под ударением: **big** — **bigger** — **biggest**; **hot** — **hotter** — **hottest**; **sad** — **sadder** — **saddest**.

Заметим, что прилагательное **cruel** имеет два варианта правописания (второй более типичен для американского варианта английского языка): а) **cruel** — **crueller** — **cruellest**; б) **cruel** — **crueler** — **cruelerest**.

2) если имя прилагательное оканчивается на **-у** с предшествующей согласной, то в сравнительной и превосходной степенях **-у** заменяется на **-и:** **busy** — **busier** — **busiest**; **funny** — **funnier** — **funniest**; **noisy** — **noisier** — **noisiest**.

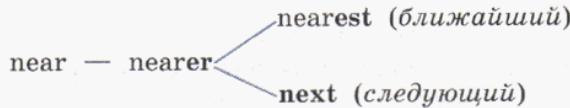
3) если прилагательное оканчивается на немое **-е**, то при добавлении **-ер/-ест** немое **-е** опускается: **brave** — **braver** — **bravest**; **safe** — **safer** — **safest**.

4) прилагательные **old**, **far**, **late** имеют два способа образования степеней сравнения:



Эти формы отличаются по своим значениям: 1) **old** (**older** — **oldest**) — *старый по возрасту* 2) **old** (**elder** — **eldest**) — *старший в семье, в кругу родственников* 3) **far** (**farther** — **farthest**) — *удаленный, дальний по расстоянию* 4) **far** (**further** — **furthest**) — *дальний по расстоянию и дальнейший, добавочный* 5) **late** (**later** — **latest**) — *более поздний, позднейший по времени* 6) **late** (**latter** — **last**) — *второй из двух, последний по порядку*.

Прилагательное **near** имеет две формы превосходной степени.



§ 3. Большинство двусложных прилагательных, а также прилагательные, состоящие из трех и более слов, образуют сравнительную степень при помощи слова **more** (*более*), а превосходную — при помощи слова **most** (*самый*).

difficult — **more** difficult — **most** difficult

The Verb

§ 1. The Simple (Indefinite) Tenses

I. The Simple Present Tense — настоящее неопределенное время употребляется в следующих случаях:

1) для описания обычного, постоянного, повторяющегося действия в настоящем:

She often **stays** with her granny.

It never **rains** in this part of the desert.

Does he often **ask** for help?

We hardly ever **discuss** such problems.

2) для описания законов природы, общих истин, общизвестных фактов (часто в пословицах и поговорках):

Snow **melts** at 0 degrees C.

People **wear** dark glasses in strong light.

He **laughs** best who **laughs** last.

One swallow **does not make** a spring.

3) для передачи будущего действия в придаточных временах и условия (if and when clauses):

I'll tell you as soon as he **comes**.

If the temperature **goes down** you'll have to put on your warm jacket.

If they **don't come** on time, we shall begin without them.

When my parents **buy** me a computer, I will work on it.

Однако, если if и when вводят в предложение придаточные дополнительные (изъяснительные), после них глагол стоит в форме Future.

He has told me when he **will arrive**.

4) для обозначения действия, происходящего в момент речи, с глаголами, которые обычно не используются в продолженном времени (**see, hear, know, understand, love, hate, like, prefer, remember, want, think, mean**, etc.):

Now **do** you **understand** it?

John **prefers** fish to meat.

The porridge **smells** strange.

I don't know what you **mean**.

5) для выражения следующего:

Я забыл(а)! — Oh, I **forget!** I must phone my granny at once.

Нам сказали ... — We are **told** the pupils have been there.

Они слышали ... — They **hear** he has already come back from Sochi.

II. The Simple Past Tense — прошедшее неопределенное время употребляется в следующих случаях:

1) для выражения действия, произошедшего когда-то в прошлом и не связанного с настоящим, момент совершения действия либо указывается в предложении, либо подразумевается:

They **travelled** in Spain *in August*.

Did you wait for John long *yesterday*?

We **didn't** play tennis *last Friday*.

We **met** in Paris.

Указателями этого времени являются слова **when** и **where**. Обычно, если известно, где и когда происходило действие, — это указание на некое время в прошлом. Вот почему в вопросах, которые начинаются с **When?**, **Where?** (*где?*), а иногда и **Why?**, употребляется это время:

When did you do it?

Where did you buy the tape?

Why did you leave so early?

2) для описания ряда последовательных действий в прошлом:

David **had** a horrible day yesterday. First he **broke** his favourite

326 cup, then he **missed** his bus, as a result he **came** late to his office.

3) для описания обычного, повторяющегося действия в прошлом:

When I lived in the country I **swam** every morning.

Очень часто в этом случае употребляются обороты **used to + infinitive** и **would + infinitive**:

There **used to be** a green field here — now there's a supermarket.

Didn't you use to live in Manchester?

He **didn't use to like fish**, but now he does.

He never **used to like milk**.

He **would come to the seashore and watch the waves**.

Оба оборота употребляются примерно в одинаковых контекстах, однако **would + infinitive** чаще в литературном стиле. Кроме того, если **used to + infinitive** подчеркивает, что данное событие больше не имеет места, то, употребляя оборот **would + infinitive**, говорящий не столь категорично подчеркивает это:

We **used to work** in the same office. We **would often have coffee together**.

(Мы в одном офисе уже не работаем, однако это не обязательно означает, что мы не пьем иногда кофе вместе.)

4) для выражения действия, которое в прошлом занимало определенный период времени. Этот временной отрезок обычно указан в предложении при помощи оборота с предлогами **for** или **during**:

She **didn't speak for** a minute or two.

The old lady **sat on a bench for** half an hour and then went away.

Did you **stay there long (for a long time)**?

III. The (Simple) Future Tense — будущее неопределенное время употребляется для выражения отдельного события или нескольких действий, которые произойдут в будущем:

I don't think I **will see him tonight**.

When **will you finish these letters**?

Radio waves from earth **will travel** for some years before they reach some of the faraway planets.

В современном английском языке существует тенденция употреблять **will** со всеми лицами, хотя с 1-м лицом возможно употребление **shall**:

I (we) **will/shall** come.

§ 2. The Continuous (Progressive) Tenses

I. The Present Continuous Tense — настоящее продолженное время употребляется в следующих случаях:

1) для описания действия, происходящего в момент речи:

I'm **making** a cake, that's why I've got flour on my hands.

Are you **sitting** comfortably?

He **is not taking** a bath, he **is taking** a shower.

2) для описания действия, происходящего не в момент речи, но в настоящий период времени:

Два юноши сидят в кафе: — Are you **driving**? — No, not today.

На встрече с писателем: What book **are you writing** now?

3) для описания запланированного действия, которое произойдет в не слишком отдаленном будущем (особенно с глаголами движения **to go, to come, to leave, to start, to move, to return** и сочетаниями с глаголом **to have**):

I **am not leaving** tomorrow, I **am leaving** on Wednesday.

We **are having** a party next Saturday night. Will you come?

When **is John coming** back?

4) для описания типичного действия, вызывающего раздражение, неодобрение говорящего, при характеристике того или иного человека в эмоционально окрашенных предложениях:

You're always **talking** in class!

He **is constantly telling** lies!

He **is always inventing** something!

В этих случаях в предложениях почти всегда есть указатель — наречия неопределенного времени **always, constantly**, которые в большинстве своем переводятся на русский язык наречием **вечно**:

He **is always playing** on the computer!

Он **вечно** играет на компьютере!

II. The Past Continuous Tense — прошедшее продолженное время употребляется в следующих случаях:

1) для описания действия, которое происходило в определенный момент в прошлом, причем этот момент может уточняться обстоятельством времени или при помощи придаточных предложений времени, вводимых союзами **when** и **while**:

She was driving her car at 6 yesterday.

I was having a bath when the phone rang.

Pete was not working when Mary returned.

While Mother was vacuuming the sofa Jane and Pete were washing up.

В последнем случае действия протекали одновременно. В предложениях этого типа помимо **while** может использоваться **as**:

As I was not listening I didn't hear what he said.

2) для выражения длительного действия, которое протекало в определенный период времени в прошлом:

The children were playing in the yard from five to seven yesterday.

В этом случае в предложении часто встречаются обстоятельства времени типа **from two to four, all day long, the whole day**:

The Smiths were packing all day long yesterday.

Однако при наличии оборота с предлогом **for** Past Continuous не употребляется. Вместо него используется Simple Past:

He walked for 10 minutes in silence.

III. The Future Continuous Tense — будущее продолженное время употребляется для описания длительного действия, которое будет протекать в определенный момент в будущем:

Nelly will be flying over the Atlantic Ocean at five o'clock tomorrow.

John won't be at home at six. He will be working at the library.

§ 3. The Perfect Tenses

I. The Present Perfect Tense — настоящее совершенное время как бы соединяет в себе настоящее и прошедшее времена.

Оно обычно подразделяется на два вида:

1) the Present Perfect Resultative и 2) the Present Perfect Durative.

Present Perfect Resultative. Это настоящее совершенное время используется для выражения действия, законченного в прошлом, но связанного с настоящим моментом через результат. При этом информация о том, где произошло это действие и когда оно происходило, не важна для говорящего. Важен его результат, и то, как он проявляется в настоящем:

I can't walk — I **have hurt** my leg.

You **have passed** your exam. Congratulations!

He **has come** back home. Here he is.

В этом значении Present Perfect часто употребляется с наречиями неопределенного времени: **just, already, lately, recently, ever, never, yet.**

They **have already finished** the job.

Has Lucy **found** her keys **yet?**

Nora **has never been** to France.

В этом же значении Present Perfect используется с обстоятельствами времени, описывающими период времени, который еще не завершен, **today, this week, this month, this year:**

I **haven't seen** John **today.**

We **haven't met** this month.

Однако, если этот период времени завершен (утро закончилось, час дня — это уже полдень), используется Simple Past:

Did you **read** the leading article in the newspaper **this morning?**

Необходимо отметить, что Present Perfect практически никогда не употребляется в тех случаях, если есть указание на то, когда и где действие происходило. В этих случаях используется Simple Past. Вот почему обычно в вопросах, которые начинаются с **where** и **when**, используется простое прошедшее время:

When **did** you go to St Petersburg?

Where **did** you buy the dictionary?

Однако, когда **where** означает *куда* (*Куда ты положил ключи?*),

330 нас прежде всего интересует, где предмет находится сейчас. В этих

случаях в вопросах, которые начинаются с **where**, используется Present Perfect:

Where have you put the keys? (Где они сейчас?)

Where has he gone? (Где он сейчас?)

Present Perfect Durative. Это настоящее совершенное время используется для описания действия, которое началось в прошлом, длилось определенный период времени в прошлом и продолжается в момент речи, и употребляется с теми глаголами, для которых не характерно использование в форме продолженного времени (**to be, to have, to know**). В подобных случаях отмечается наличие предлогов **since** и **for**, а на русский язык глаголы в этих предложениях переводятся формами настоящего времени:

The Browns **have been** here *since July*.

I **have had** the watch *for 3 years*.

How long **have you known** John?

В отрицательных предложениях со словосочетаниями **for ages, for a long time** также отмечается употребление этой формы:

Hallo, Alan! Haven't **seen** you *for ages*!

Present Perfect Durative также используется для обозначения действия, которое началось в прошлом, продолжалось определенный период времени в прошлом и только что закончилось:

I **have always wanted** to visit London.

She **has always lived** in that street.

Важным моментом при сопоставлении употребления Simple Past и Present Perfect является использование наречий **just** и **just now**. Just является формальным показателем употребления Present Perfect и обычно переводится на русский язык как *только что*:

— Where's Eric? — He's **just gone** out.

I've **just had** a phone call.

Однако в английском языке также употребляется сочетание **just now**, которое означает *a minute ago* и соответственно является формальным показателем употребления Simple Past:

Sarah **rang up just now**.

I **felt** a sudden pain *just now*.

II. The Past Perfect Tense — прошедшее совершенное время обычно используется в повествовании для описания действий, которые были закончены к определенному моменту в прошлом:

They had cleaned their flat by 5 o'clock.

Nora had gone away by the time the letter came.

Чаще всего эта форма используется в косвенной речи:

Peter said he had bought the sweets the day before yesterday.

John asked if I had ever been to Paris.

Past Perfect употребляется также для того, чтобы показать, что одно событие в прошлом произошло раньше другого:

Nobody came to the meeting because Angela had not posted the invitation cards.

She couldn't find the book that I had lent her.

Past Perfect часто употребляется в придаточном предложении после союза **after** (*после того как*):

After she had cried, she felt better.

Эта же форма употребляется в главном предложении сложноподчиненного предложения, когда придаточное начинается с союза **before** (*прежде чем, до того как*):

Before Mother came home, Bob had already made lunch.

III. The Future Perfect Tense — будущее совершенное время употребляется для выражения будущего действия, которое закончится до определенного момента в будущем:

My granny will have become a pensioner by the year 2010.

Этот определенный момент в будущем, до которого закончится действие, может быть выражен по-разному. Помимо точной даты, например *the year 2010*, это может быть обстоятельство времени, вводимое предлогом **by**:

By the end of the week Nick will have finished his report.

К концу недели Ник закончит свой доклад.

By the middle of the 21st century we'll have built a lot of space stations.

332 К середине XXI века мы построим много космических станций.

Точный момент в будущем может также быть выражен другим будущим действием, например Simple Present в придаточном предложении времени и условия. Эти придаточные чаще всего начинаются с союзов **before** (*до того как*) и **when** (*когда*):

When we meet again, I am sure Jane will have become a famous writer.

Когда мы встретимся снова, я уверен, Джейн станет знаменитой писательницей.

Наречие **already** в предложениях с Future Perfect употребляется после вспомогательного глагола **shall/will**:

They will already have left for Chicago by this time next week.

Они уже уедут в Чикаго к этому моменту на следующей неделе.

§ 4. The Perfect Continuous Tenses

I. The Present Perfect Continuous Tense — настоящее совершенное продолженное время имеет две разновидности.

1) Это время употребляется со всеми глаголами (кроме глаголов **to know**, **to be**, **to have** и некоторых других, обычно не используемых в форме продолженного времени) для описания действия, которое началось в прошлом, длилось какое-то время в прошлом и продолжается в момент речи:

It has been snowing for 3 hours already.

Снег идет уже 3 часа. (Это означает, что снег начал идти три часа тому назад, шел все эти три часа и идет в момент речи.)

It is 12 o'clock. Bob has been working since 9 o'clock. It's time to have a break.

Время — 12 часов. Боб работает с девяти. Пора сделать перерыв.

Как видно из вышеприведенных примеров, на русский язык подобные случаи переводятся настоящим временем. В предложениях этого типа часто встречаются указатели типа **for 3 hours**, **since 1978**, **since he came**, **for a long time**, **for years**, **during this month**, **recently**.

Необходимо отметить, что в придаточных предложениях после союза **since** употребляется простое прошедшее время:

Robert has been playing chess so well since he began to train regularly.

С тех пор как Роберт начал тренироваться регулярно, он так замечательно играет в шахматы.

2) Present Perfect Continuous употребляется для того, чтобы показать, что длительное действие только что закончилось и определенным образом связано с настоящей ситуацией, может ее объяснить:

— Why are you so hot? — I've been running all the way.

— Почему ты так запыхался? — Я бежал всю дорогу. (*Но уже не бегу, процесс только что завершился.*)

I've got a headache. I've been writing postcards since morning. I have written 6 postcards.

У меня болит голова. Я с утра пишу открытки. Я написала шесть открыток. (*Но в момент речи уже не пишу, только что закончила.*)

II. The Past Perfect Continuous Tense — прошедшее совершенное продолженное время употребляется:

1) для описания длительного прошедшего действия, которое началось раньше какого-либо другого действия в прошлом и продолжалось в тот момент, когда это другое действие началось:

At 4 she realized she had been working for 3 hours.

John and Bill had been fighting for about 10 minutes when the teacher came in.

2) для описания длительного прошедшего действия, которое закончилось непосредственно перед моментом начала другого действия в прошлом:

When Jane arrived I had been waiting for 3 hours.

She was tired because she had been washing up all evening.

III. The Future Perfect Continuous Tense — будущее совершенное продолженное время употребляется для выражения длительно-го будущего действия, которое начнется ранее другого действия в будущем или до определенного момента в будущем и будет продолжаться в этот момент:

By seven o'clock Jill will have been writing her article for 3 hours non-stop.

К семи часам Джил будет уже 3 часа писать, не прерываясь, свою статью.

Это время очень редко употребляется в современном английском языке и только с глаголами, которые предполагают выражение длительного действия: **learn, live, study, work, travel, write, read, listen (to), lie, sit, wait, rain, snow, etc.**

§ 5. Passive Voice

Страдательный залог. Данное явление значительно чаще встречается в английском языке, нежели в русском. Глагол в форме страдательного залога употребляется в тех случаях, когда либо не известно, либо не важно, кто совершает действие:

The letters **will be posted**.

В тех случаях, когда при использовании страдательного залога необходимо указать источник действия, он вводится в предложение при помощи предлога **by**:

That **was done by John, not by Kate.**

За глаголом в страдательном залоге может следовать предлог **with**, указывающий на инструмент, при помощи которого совершается действие:

Meat **should be cut with a knife.**

В страдательном залоге существуют следующие видовременные формы:

Simple Present Passive	am/is/are + V₃	The work is done.
Simple Past Passive	was/were + V₃	The work was done.
(Simple) Future Passive	will be/shall be + V₃	The work will be done.
Present Progressive Passive	is being + V₃ are being	The work is being done.
Past Progressive Passive	was being + V₃ were being	The work was being done.

Present Perfect Passive	has been + V₃	The work has been done.
Past Perfect Passive	had been + V₃	The work had been done.
Future Perfect Passive	will have been + V₃	The work will have been done.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим (When **was** the book **written?**). Если вспомогательных глаголов два, то перед подлежащим ставится первый из них (When **will** the letters **be posted?**).

В отрицательной форме отрицание следует за первым вспомогательным глаголом:

The article **has not been translated yet.**

В английском языке есть группа глаголов (**to give, to allow, to show, to tell, to offer**), после которых возможно употребление и прямого, и косвенного дополнения (**Mother gave Tom an apple**). Хотя эти глаголы могут употребляться в двух страдательных оборотах (1) **Tom was given an apple.** 2) **An apple was given to Tom**), первый вариант оказывается более предпочтительным.

I was offered an interesting job.

Nick was allowed to go there.

We were told about it yesterday.

Следует обратить внимание на употребление в страдательном залоге глаголов, которые часто используются с предлогами — **to laugh at, to speak to (about), to listen to, to send for, etc.**

He is much spoken about.

О нем много говорят.

They are never listened to.

Их никогда не слушают.

The doctor has been sent for.

За доктором послали.

§ 6. Mood

Наклонение — это грамматическая категория, показывающая, как говорящий рассматривает определенное действие относительно действительности (**реальный факт — изъятие**)

тельное наклонение (the Indefinite Mood), *нереальный, желаемый* — сослагательное (the Subjunctive Mood). Побуждение к действию (просьба, приказ) выражают глаголы в **повелительном** наклонении (the Imperative Mood).

§ 7. The Subjunctive Mood

Глаголы в **сослагательном наклонении** указывают на нереальность описываемого действия или на его желательность/нежелательность. В русском языке в подобных случаях употребляется соответствующая форма глагола с частицей бы (Если бы сейчас была зима! Я бы поехал в Санкт-Петербург летом). В английском языке сослагательное наклонение выражается различными формами. Если речь идет о нереальном или желаемом действии в настоящем или будущем и об этом действии сообщается в придаточном предложении, то глагол ставится в форму сослагательного наклонения, которая совпадает с формой простого прошедшего времени.

If I had time.	Если бы у меня было время.
If he came early.	Если бы он приехал рано.
If he did it tomorrow.	Если бы он сделал это завтра.

Для глагола **to be** во всех лицах грамматически более правильно употреблять форму “*were*”.

If it were autumn now!	Если бы сейчас была осень.
If I were grown-up.	Если бы я была взрослой.
If he were at home now.	Если бы он был дома сейчас.

В главном предложении употребляется форма **would + инфинитив** без частицы **to**.

I would go there.	Я бы поехала туда.
She would buy it.	Она бы это купила.

Следует обратить внимание на перевод конструкции **I wish + глагол** в сослагательном наклонении, которая может переводиться двояко:

- I **wish** he **were** in Moscow.
1) Было бы хорошо, если бы он был в Москве.
2) Жаль, что его нет в Москве.

§ 8. Complex Object

Конструкция «**с ложн ое дополнение**» характерна для английского языка. Она состоит из *имени существительного* в *именительном падеже* (the child, the boy, the students) или *местоимения* в *объектном падеже* (me, him, her, them, you, it) и либо *глагола* в неопределенной форме (с частицей **to** или без нее), либо *причастия первого*:

I want the boy (him) to understand me.

Я хочу, чтобы мальчик (он) меня понял.

I'll make the students (them) do it.

Я заставлю студентов (их) сделать это.

We saw you crossing the street.

Мы видели, как вы переходили улицу.

Complex Object употребляется после трех групп глаголов.

1) Первая включает глаголы **to want**, **to expect**, **to like**, структуру **would like**, после которых в конструкции Complex Object используется только неопределенная форма глагола с частицей **to**:

Would you *like* me to come early?

We didn't *expect* you to arrive so late.

I don't *want* my brother to go away.

2) После второй группы глаголов **to see**, **to watch**, **to notice**, **to hear** (так называемых глаголов зрительного, слухового и чувственного восприятия) в конструкции Complex Object возможно использование как неопределенной формы глагола без частицы **to**, так и причастия первого:

I *saw* her walk into the house.

We *noticed* him walking along the street.

В группе с глаголами зрительного, слухового и чувственного восприятия следует различать случаи использования инфинитива и причастия. Инфинитив употребляется для обозначения завершенного действия или нескольких последовательных действий (глагол совершенного вида в русском варианте).

All of us *heard* Max say that.

Все мы слышали, как Макс сказал это.

The students *saw* the teacher enter the room and stop at the blackboard.

Учащиеся видели, как учитель вошел в комнату и остановился у доски.

Причастие первое используется для обозначения действия в процессе (глагол несовершенного вида в русском варианте).

All of us **heard** Max saying that.

Все мы слышали, как Макс говорил это.

The students **saw** the teacher **entering** the house.

Учащиеся видели, как учитель входил в дом.

I **felt** something crawling up my leg.

Я почувствовал, что что-то ползет у меня по ноге.

Конструкция Complex Object не используется, если глаголы **to hear**, **to see** и **to feel** имеют переносное значение.

I **feel** that my father is right.

Я чувствую (понимаю), что мой папа прав.

We **see** that you are not going to give up.

Мы видим (понимаем), что ты не собираешься сдаваться.

They **hear** that a new teacher is coming to our school.

Им стало известно, что новый учитель приходит к нам в школу.

3) Третья группа включает глаголы **to let**, **to make**, после которых в конструкции Complex Object неопределенная форма глагола употребляется без частицы **to**:

Olga **makes** me work very hard.

I won't **let** you go there alone.

Однако в пассивных структурах с глаголом **make** частица **to** употребляется. Глагол **let** в пассиве обычно не используется совсем.

The children **were made** to sing.

Детей заставили петь.

They **let us watch** the film.

Они позволили нам смотреть фильм.

We **were allowed** to **watch** the film.

Нам разрешили смотреть фильм.

English-Russian Vocabulary

adj — adjective — прилагательное
adv — adverb — наречие
conj — conjunction — союз
n — noun — существительное
pl — plural — множественное число
prep — preposition — предлог
pron — pronoun — местоимение
smb — somebody — кто-то
sth — something — что-то
v — verb — глагол
uncount — uncountable — неисчисляемое
count — countable — исчисляемое

Aa

adventure [əd'ventʃə] приключение
afterwards ['a:ftəwədz] потом, позже
almost ['ɔ:lmost] почти
amazing [ə'meɪzɪŋ] удивительный
anxious ['æŋkʃəs] озабоченный, беспокоящийся
average ['ævərɪdʒ] средний

Bb

bargain ['ba:gɪn] сделка, удачная покупка
bark [ba:k] лаять
to bark up the wrong tree идти по ложному следу
beat [bi:t] (beat, beaten) бить
bend [bend] (bent, bent) согнуть, сгибать
340 beyond [bi'jond] вдали, за, свыше

bounce [baʊns] подпрыгивать, скакать
bouncy ['baʊnsɪ] резвый
bowl [bəʊl] миска, глубокая тарелка
brunch [brʌntʃ] поздний завтрак

Cc

candle [kændl] свеча
candlestick ['kændlɪstɪk] подсвечник
chatterbox ['tʃætəbɒks] болтун, болтуны
cheerful ['tʃiəfʊl] бодрый, веселый
cheerfully ['tʃiəfʊlɪ] бодро, весело
claw [klɔ:] коготь
close [kləʊs] *adj* близкий
condensed milk [kən'denst 'milk] сгущенное молоко
contain [kən'tein] содержать
container [kən'teinə] контейнер



contents ['kɒntents] содержание
cosy ['kəuzi] *adj* уютный
 tea cosy ['ti: ,kəuzi] *n* стеганая
 салфетка для чайника
cupful ['kʌpfʊl] *n* полная чашка

Dd

deserted [dɪ'zɜ:tɪd] пустынный
desperate ['despərət] отчаянный
desperately ['despərətlɪ] безнадеж-
но, отчаянно
despise [dɪ'spaɪz] презирать
devour [dɪ'veuə] глотать
dictionary ['dɪkʃənri] словарь
disappoint [,dɪsə'pɔɪnt] разочаро-
вывать

disappointed [,dɪsə'pɔɪntɪd] разоча-
рowanyй

do [du:] делать
 to do away with sth покон-
 чить с чем-либо
 to do out вычистить, убрать
 (*комнату*)
 to do up 1) застегиваться;
 2) прихорашиваться
 to do with хотеть, нуждаться
drill [drɪl] тренировать
drop [drɒp] ронять
dust [dʌst] пыль
dusty ['dʌsti] пыльный

Ee

edition [ɪ'dɪʃn] издание
either ['aɪðə] любой (*из двух*); то-
же (*в отрицательных пред-
ложениях*)
enormous [ɪ'nɔ:məs] огромный

Ff

fair [feə] ярмарка
fascinating ['fæsɪneɪtɪŋ] чарующий
fascination [,fæsɪ'neɪʃn] очарование

feather ['feðə] перышко
fill [fɪl] наполнять
 to fill up заполнять
filthy ['filθɪ] грязный
firm [fɜ:m] твердый
folk [fəʊk] народ, люди
fortunate ['fɔ:tʃnət] счастливый,
 удачливый
fortune ['fɔ:tʃn] 1) судьба, удача;
 2) богатство, состояние
foundation [faʊn'deɪʃn] основание
fur [fɜ:] *n* мех; *adj* меховой
fussy ['fʌsɪ] суеверный, шумный

Gg

gallop ['gæləp] скакать, нестись
 вскакь
get [get] получать, доставать
 to get along уживаться, ла-
 дить
 to get away удрать, исчез-
 нуть, сбежать
 to get down to work принять-
 ся за дело
 to get off сойти с поезда (ве-
 лосипеда, автобуса)
 to get on сесть на поезд (ве-
 лосипед, автобус)
 to get out выйти наружу
 to get over преодолеть, спра-
 виться
 to get up вставать (*обычно с
 постели*)
glassful ['glas:fʊl] *n* полный ста-
 кан
gloomy ['glu:mi] угрюмый
greet [grɪ:t] приветствовать
ground [graʊnd] земля

Hh

handful ['hændfʊl] *n* полная рука
handy ['hændɪ] умелый

helpful ['helfpfl] полезный
house [haʊs] 1) дом; 2) палата
household ['haʊshəʊuld] 1) домочадцы; 2) домашние дела; домашнее хозяйство

Ji

idiom ['ɪdɪəm] идиома
impress [ɪm'pres] впечатлять
impression [ɪm'preʃn] впечатление
impressive [ɪm'presɪv] впечатляющий
inhabitant [ɪn'hæbitənt] житель
interpret [ɪn'tɜ:pri:t] 1) интерпретировать; 2) переводить (*устно*)
interpreter [ɪn'tɜ:pri:tə] переводчик (*устный*)
intonation [ɪntəʊ'neɪʃn] интонация
introduce [ɪn't्रɔ:dju:s] представлять
isolation [aɪsə'læʃn] изоляция, одиночество

Kk

kindly ['kaɪndlɪ] *adj* добродушный
knock (at/on) [nɒk] стучать

Ll

laughter ['la:ftə] смех
librarian [laɪ'breeəgɪən] библиотекарь
light [laɪt] *n* 1) свет; 2) огонек;
adj 1) светлый; 2) легкий; *v* (lit, lit) освещать

Mm

manage ['mænɪdʒ] справляться
memorize ['meməraɪz] запоминать, заучивать наизусть

mend [mend] чинить
miscellaneous [misi'leɪnjəs] разное, всякая всячина
mother tongue [,mʌðə 'tʌŋ] родной язык
mouthful ['maʊθfʊl] *n* полный рот
mumble ['mʌmlb] мямлить, бормотать
murmur ['mɜ:mə] *n* бормотание; *v* бормотать

Nn

neighbourhood ['neɪbəhʊd] окрестности, округа
noble ['nəʊbl] благородный

Oo

old-fashioned [,əʊld'fæʃnd] старомодный

Pp

particular [pə'tɪkjʊlə] отдельный, частный
in particular [ɪn pə'tɪkjʊlə] в частности
particularly [pə'tɪkjʊləlɪ] особенно, в особенности
patch [pætʃ] заплата, клочок
paw [pa:] лапа
periodical [,riərd'ɒdɪkl] периодическое издание

pick (up) [pɪk] поднимать
piggy ['piɡɪ] пороссячий
plateful ['pleɪtfʊl] *n* полная тарелка
pocket money ['pɒkit 'mʌni] карманные деньги
point [rɔɪnt] указывать, показывать



pop (in) [pɒp] 1) всунуть; 2) внезапно появиться
pop-eyed [pɒp'aid] с вытаращенными глазами
practice ['præktsɪ] практика
practise ['præktɪs] практиковаться
pram [præm] коляска
prance [pra:n̩s] скакать, гарцевать
promise ['prɒmɪs] *n* обещание; *v* обещать
property ['prəpər̩tɪ] собственность
pull [pu:l] тащить
push [puʃ] толкать

Qq

quadrille [kwə'drɪl] кадриль

Rr

realize ['rɪelaɪz] 1) представлять себе, понимать; 2) осуществлять, выполнять
regret [rɪ'gret] сожалеть
regretful [rɪ'gretfʊl] сожалеющий
regretfully [rɪ'gretfʊlɪ] с сожалением
reindeer ['reɪndɪə] северный олень
related [rɪ'læɪtɪd] родственный, связанный с
repair [rɪ'peɪ] чинить
reply [rɪ'plaɪ] отвечать
rude [ru:d] грубый
run [rʌn] убегать
 to run away/off убежать, удрать
 to run down 1) останавливаться (о часах); 2) говорить с пренебрежением
 to run in заглянуть, забежать, заехать
 to run out 1) выбежать; 2) кончаться, иссякать

to run over 1) переехать, задавить; 2) перелиться через край

rush:

to rush at smb/sth накинуться на кого-либо/что-либо
 to rush to conclusions торопиться с выводами
 to rush in/into торопливо войти, ворваться
 to rush off/out торопливо выйти, уйти
 to rush to броситься, спешно отправиться

Ss

search [sɜ:tʃ] *n* поиск; *v* искать
 to search (for) искать что-либо
secretly ['sɪ:kritli] секретно, тайно
seem [si:m] казаться
serial ['sɪərlɪ] сериал
set [set] (*set, set*) ставить, класть
 to set about doing sth начать делать что-то; приняться за что-то
 to set out/off 1) помещать, выставлять; 2) отправляться в (путешествие)
 to set smb to do sth заставлять кого-либо приняться за дело
share [ʃeə] делить(ся)
sight [saɪt] 1) вид, зрелище; 2) достопримечательность
 to come in sight появиться в поле зрения
sleepily ['slɪ:pɪlɪ] сонно
solemn ['sɒləm] торжественный
sour ['saʊə] кислый
speech [spɪ:tʃ] речь
spell [spel] чары, колдовство
 under the spell заколдованный



spoil [spɔɪl] (**spoiled, spoiled**) портить
to spoil a child избаловать ребенка
spoonful ['spu:nfl] *n* полная ложка
spread [spred] (**spread, spread**)
1) распространять; 2) намазывать
stare [steə] *n* пристальный взгляд; *v* смотреть пристально
storyteller ['stɔ:rtelə] рассказчик
stripy ['straɪpɪ] полосатый
struggle ['strʌgl] *n* 1) трудное задание; 2) борьба; *v* 1) с трудом что-то делать; 2) бороться
to struggle with sth биться над чем-то

It

tablecloth ['teɪblklɒθ] скатерть
teenager ['ti:nɪdʒə] подросток (*от 13 до 19 лет*)
telly ['telɪ] (*разг.*) телевизор
thread [θred] нить
threaten ['θretn] угрожать
tiny ['taɪni] крошечный
toe [təʊ] палец ноги
translator [træns'leɪtə] переводчик (*письменных материалов*)
transport [træns'pɔ:t] перевозить, переносить
tremendous [trɪ'mendəs] потрясающий
triumph ['traɪəmf] триумф
tune [tju:n] *n* мелодия; *v* настраивать
to tune up настраивать инструмент(ы)
turn [tɜ:n] 1) вращать(ся);
2) вертеть(ся)
to turn around обернуться

to turn down сделатьтише
to turn inside out вывернуться наизнанку
to turn into превратить(ся)
to turn off выключить
to turn on включить
to turn out оказаться
to turn over перевернуться
to turn up 1) появиться, очутиться; 2) сделать громче
to turn upside down перевернуться; перевернуть вверх дном

Un

unwind [ʌn'waɪnd] разматывать, раскручивать
up-to-date [ʌptə'deɪt] современный

Vo

victory ['viktərɪ] победа
vocabulary [vəʊ'kæbjʊlərɪ] 1) словарь; 2) лексикон, словарный запас

Vw

wake (up) [weɪk] (**woke (up), woken (up)**) просыпаться, будить
watchful ['wɒtʃfʊl] внимательный
wave [weɪv] махать
weigh [wei] взвешивать
weight [wei:t] вес
willing ['wɪlɪŋ] охотно делающий что-либо
wind [waɪnd] 1) виться, извиваться; 2) наматывать; 3) заводить (часы)
winding ['waɪndɪŋ] выющийся



Topical Vocabulary

UNIT 2 English — a Language of the World

to brush up English — улучшить знания по английскому языку

to do sth right/wrong — делать что-либо правильно/неправильно

to find sth helpful (hard, etc.) — считать что-либо полезным (трудным)

to keep your English up — работать над английским, поддерживать язык на уровне

to master a language — овладеть языком

to read books in the original — читать книги в оригинале

social English — английский для общения

UNIT 3 Me and My World

an adult ['ædʌlt] — взрослый

as old as the hills — древний, очень старый

to brighten ['braɪtn] — сделать радостнее, светлее

a brother-in-law ['brʌðərɪnlɔ:] — шурин, деверь

a daughter-in-law ['dɔ:tərɪnlɔ:] — сноха, невестка

an elderly person — пожилой человек

to encourage [ɪn'kʌrɪɡ] — вдохновлять, одобрять, поощрять

a father-in-law ['fa:ðərɪnlɔ:] — тестя, свекор

to have much in common — иметь много общего

an infant ['ɪnfənt] — маленький ребенок

in one's mid-twenties — около 25 лет

in-laws ['ɪnlɔ:z] — родственники со стороны жены или мужа

loyal ['lɔɪəl] — преданный, верный

a middle-aged [.mid'lɛɪəd] person — человек среднего возраста

a mother-in-law ['mʌðərɪnlɔ:] — теща, свекровь

a new-born baby — новорожденный

an old-age pensioner — пенсионер

a pastime — занятие, времяпрепровождение

a person advanced in years — человек преклонного возраста

a person coming of age — человек, вступающий в пору совершеннолетия

a person getting on in years — человек пожилого возраста

a relation [rɪ'lейʃn] — родственник

reliable [rɪ'laiəbl] — надежный, тот, на кого можно положиться

a sister-in-law ['sɪstərɪnlɔ:] — золовка

a son-in-law ['sʌnɪnlɔ:] — зять

a toddler ['tɒdlə] — ребенок 1—2 лет, только научившийся ходить

How does he look? — Как он выглядит? (Я его давно не видел.)



What does he look like? — Как он выглядит? (*Каков он внешне?*)

What is he like? — Что он за человек?

UNIT 4 It Takes Many Kinds to Make the World

bald [bɔ:lд] — лысый

a beard [bi:rd] — борода

belief [bri'li:f]/**beliefs** [bri'li:fs] — верование(я)

bulky ['bulki] — крупный

bushy ['buʃi] (*eyebrows* ['aɪbraʊz]) — кустистые, густые (брови)

caring ['keərɪŋ] — любящий, заботливый

considerate [kən'sɪdərət] — внимательный к другим

curious ['kjʊərɪəs] — любопытный

curly ['kɜ:li] (*hair*) — кудрявые (волосы)

a dimple ['dimpl] — ямочка на щеке или подбородке

even ['i:vн] (*teeth*) — ровные (зубы)

expressive — выразительный

eyebrows ['aɪbraʊz] — брови

eyelashes ['aɪlæfɪz] — ресницы

fair (*hair*) — светлые (волосы)

full (*lips*) — пухлые (губы)

greedy — жадный

having a good sense of humour ['hju:mə] — обладающий чувством юмора

ill-mannered [i'l'mænəd] — плохо воспитанный, с дурными манерами

independent [indi'pendənt] — самостоятельный, независимый

intellectual [intɛ'lektʃuəl] — умный

loveable ['lʌvəbl] — чудный

moody ['mu:dɪ] — в дурном расположении духа

a moustache (**moustaches** [məʊ'staʃ]) — усы

nasty ['na:sti] — отвратительный, неприятный

patient ['peɪsnt] — терпеливый

personality [pɜ:sə'næləti] — личность

pointed ['pɔɪntɪd] (*nose*) — острый (нос)

skinny ['skini] — тощий

slender — стройный

slim — изящный

smooth [smu:ð] (*hair*) — гладкие (волосы)

to socialise ['səʊʃəlaɪz] — общаться

stout [staut] — полный

thick (*hair*) — густые (волосы)

thin (*hair*) — редкие, тонкие (волосы)

turned-up (*nose*) — вздернутый (нос)

uneven (*teeth*) — неровные (зубы)

wavy (*hair*) — волнистые (волосы)

to wear one's hair long — носить длинные волосы

... **short** — короткие волосы

... **shoulder-length** — волосы до плеч

... **close-cropped** [kləʊs 'krɒpt] — коротко стриженные

... **in a (pony)tail** — хвостик

... **in a plait** [plæt] — косы

... **in a braid** [breɪd] — косу

... **loose over one's shoulder** — волосы, распущенные по плечам

well-mannered — воспитанный, с хорошими манерами



UNIT 6 The Pleasure of Reading

an adventure [əd'ventʃə] **story/novel** — приключенческий рассказ/роман
an author ['ɔ:θə] — автор
an autobiography [ɔ:təbə'vgrəfi] — автобиографическая книга
a biography [ba'biogrəfi] — биография
a character ['kærəktə] — герой
a classic — классическое произведение
a detective story — детективный рассказ или повесть
a dramatist ['dræmətɪst] — драматург
enjoyable [ɪn'fɔ:ʒəbl] — доставляющий удовольствие
entertaining [entə'teinɪŋ] — развлекательный
exciting [ɪk'saitɪŋ] — волнующий, захватывающий
fascinating ['fæsɪneɪtɪŋ] — увлекательный
a folk [fəuk] **tale** — народная сказка
a historical novel — исторический роман
a horror ['hɔ:gə] **story** — страшный рассказ
a humorous ['hju:mərəs] **story** — юмористический рассказ
a love story — рассказ или повесть о любви
moving — трогательный
a novel ['nɒvl] — роман
a novelist ['nɒvəlist] — романист
a plot — сюжет
a poetess ['prəʊtɪs] — поэтесса
a romance [rəʊ'mæns] — роман, повесть романтического содержания

a science fiction [saɪəns 'fɪkʃn] **book** — научно-фантастическая книга
secondary — второстепенный
a travel book — книга о путешествии
a war [wɔ:] novel — роман о войне
witty — остроумный

UNIT 7 Popular Arts

an actor — актер
an actress — актриса
to applaud [ə'plɔ:d] **the actor** — аплодировать актеру
backstage ['bæksteɪdʒ] **adv** — за кулисами
a ballet dancer ['bæleɪdɑ:nə] — балерина или танцор
a box-office — театральная билетная касса
to buy a seat — купить билет в театр
to call the actors — вызывать на поклон
a cameraman ['kæmərəmæn] — оператор
a cloakroom ['kləʊkrʊm] — гардероб
a conductor [kən'dʌktə] — дирижер
a costume ['kɒstju:m] **designer** [dɪ'zainə] — художник по костюмам
a crime film — детектив
curtain calls ['kɜ:tn 'kɔ:lz] — вызовы на поклон
to take curtain calls — выходить на поклон
the curtains draw — занавес открывается или закрывается
the curtain falls/drops/goes down — занавес опускается



the curtain goes up/rises — занавес поднимается
a designer [dɪ'zaɪnə] — художник
a director [dɪ'rektə] — режиссер
a drama ['dra:mə] — драма, пьеса серьезного содержания
a dressing room — театральная уборная
a feature ['fi:tʃə] film — художественный фильм
a foyer ['fɔɪeɪ] — фойе
to go to the pictures (cinema, movies) —ходить в кино
a horror film — фильм ужасов
a house (in a theatre) — зал
the leading part — ведущая роль
the lights go up/down — огни зажигаются/гаснут
make-up — *n* грим; *v* гримировать
a matinée ['mætineɪ] — утренний спектакль или сеанс
a movie — фильм
a musical ['mju:zɪkl] — мюзикл
the musicians tune up — музыканты настраивают инструменты
an opera house — оперный театр
to put on/stage a play — поставить (на сцене)
a rehearsal [rɪ'hɛsl] — репетиция
to rehearse [rɪ'hɛs:s] — репетировать
a row [rəʊ] — ряд (кресел)
scenery ['si:nəri] — декорации
a screen — экран
a scriptwriter — сценарист
a soloist ['səuləvɪst] — солист
a stage — сцена
a star — кинозвезда
a supporting part (role) — второстепенная роль

a thriller ['θrɪlə] — остросюжетный фильм
a tragicomedy — трагикомедия
an usher ['ʌʃə] — билетер, капитандинер
a war film — фильм о войне
a western ['westən] — фильм о ковбоях и Диком Западе
a wing — кулиса

UNIT 8 Sport in Our Life

aerobics [eə'rəʊbɪks] — аэробика
aikido [aɪ'ki:dəʊ] — айкидо
archery ['a:tʃərɪ] — стрельба из лука
an athlete ['æθlɪt] — спортсмен
athletics [æθ'lætɪks] — легкая атлетика
boxing ['bɒksɪŋ] — бокс
to break a record ['rekɔ:d] — побить рекорд
climbing ['klaɪmɪŋ] — скалолазание
a coach [kəʊtʃ] — тренер
to compete in a championship — состязаться, участвовать в чемпионате
a court [kɔ:t] — корт
a crew [kru:] — команда (*в водных видах спорта*)
cross-country skiing — бег на лыжах, лыжные гонки
cycling ['saɪklɪŋ] — велоспорт
darts [da:ts] — метание дротиков
diving ['daɪvɪŋ] — прыжки в воду
downhill skiing ['daʊnhil 'skiɪŋ] — скоростной спуск на лыжах (*горнолыжный спорт*)
draughts [dra:fts] — шашки
to draw [drɔ:] a game — свести игру вничью
fencing ['fensɪŋ] — фехтование



fitness ['fɪtnis] **centre** — центр укрепления здоровья
a gym [dʒim] — гимнастический зал
gymnastics [dʒim'næstiks] — гимнастика
high jump ['haɪ dʒʌmp] — прыжки в высоту
a horse race [reɪs] — скачки
an ice rink ['aɪs rɪŋk] — каток
indoor ['ɪndɔː] **games** — игры, в которые играют в помещении
indoors [ɪn'dɔːz] — внутри, в помещении
an instructor [ɪn'strʌktə] — инструктор
a judge [dʒudʒ] — судья
judo ['dʒu:dəʊ] — дзюдо
long jump ['lɒŋ dʒʌmp] — прыжки в длину
to lose the competition [kəm'pɪtɪʃn] — проиграть соревнование
martial arts [,ma:tʃl 'a:ts] — боевые искусства
a motor race ['məʊtə 'reɪs] — мотогонки
mountaineering [,maʊntə'nɪəriŋ] — альпинизм
a national team — сборная страны
outdoor ['autdɔː] **games** — игры, в которые играют на улице
outdoors [aut'dɔːz] — вне помещения
a puck [pʌk] — шайба
a racetrack ['reɪstræk] — беговая дорожка
a referee [refə'rei:] — судья (в игровых видах спорта)
riding — верховая езда
a ring — ринг
rowing ['rəʊɪŋ] — академическая гребля

rugby ['rʌgbɪ] — регби
a running race — состязание в беге
sailing — парусный спорт
to score [skɔː] **points and goals** [gaʊlz] — набирать очки, забивать голы
to set records — устанавливать рекорды
a shuttlecock ['ʃʌtlkɒk] — волан
snooker ['snu:kə] — снукер (*игра на бильярде*)
a sport [spɔ:t] — вид спорта
sports [spɔ:ts] *adj* — спортивный
sports grounds ['spɔ:ts 'graʊndz] — спортивная площадка
a stadium ['steɪdiəm] — стадион
a swimming race — заплыв, состязание в плавании
taekwondo [taekwən'dəʊ] — таэквондо
to take part in — принять участие в
a tournament ['tuənəmənt] — турнир
track-and-field [,trækənd'fi:ld] — легкая атлетика
to train [treɪn] — тренироваться(ся)
water polo ['wɔːləʊ] — водное поло
weightlifting ['weɪt,liftiŋ] — тяжелая атлетика
to win the competition — победить в соревновании
to win the cup — выиграть кубок
to win the prize [praɪz] — выиграть награду
working out ['wɜːkɪŋ 'aut] — занятия на снарядах
wrestling ['reslɪŋ] — борьба
yachting ['jæ:tɪŋ] — парусный спорт

Contents

UNIT 1 Russia, My Homeland

<i>Revision</i>	3
<i>Reading for Information:</i> Swan Lake	10
<i>Reading for Discussion:</i> A Page from a Diary	11
<i>Speaking</i>	13
<i>Writing</i>	19
<i>Miscellaneous</i>	21

UNIT 2 English — a Language of the World

<i>Revision:</i> The simple tenses. Tag questions. The continuous tenses	24
Complex object. Phrasal verbs: to look, to take, to give, to make	33
<i>Reading for Information:</i> An English-speaking World	35
<i>New Language.</i> Grammar: The noun. Classification. Plural forms. The article. (General rules)	37
Social English: to use at your lessons	38
Phrasal verbs: to get	41
Constructions: to be + Adj/to get + Adj	42
<i>Reading for Discussion:</i> Are You Happy with the Way You Are Taught English?	48
<i>Speaking</i>	49
<i>Writing</i>	52
<i>Miscellaneous</i>	57
	59

UNIT 3 Me and My World

<i>Revision:</i> The present perfect tense. The past perfect tense. Indirect speech. Word building	62
<i>Reading for Information:</i> Great Britain: a Country of Traditions	68
<i>New Language.</i> Grammar: The future perfect tense. The definite article. Articles with the nouns <i>school, college, hospital, bed...</i>	72
Social English: to express one's opinion, agreement, disagreement	78
Phrasal verbs: to turn	79

<i>Reading for Discussion:</i> Danny's Story	87
<i>Speaking</i>	91
<i>Writing</i>	98
<i>Miscellaneous</i>	100

UNIT 4

It Takes Many Kinds to Make the World

<i>Revision:</i> Object description. Adjectives. Degrees of Comparison. The present perfect continuous tense	102
<i>Reading for Information:</i> A. A. Milne	113
<i>New Language. Grammar:</i> The past perfect continuous tense. <i>Late, old, far, near</i> and their degrees of comparison	117
<i>Social English:</i> How to answer questions	124
<i>Phrasal verbs:</i> to rush	125
<i>Reading for Discussion:</i> Tigger Comes to the Forest and Has Breakfast	132
<i>Speaking</i>	137
<i>Writing</i>	142
<i>Miscellaneous</i>	144

UNIT 5

Christmas

<i>Revision</i>	149
<i>Reading for Information:</i> Before Christmas Day	150
<i>Reading for Discussion:</i> Christmas Day King John's Christmas	152
<i>Speaking</i>	156
<i>Miscellaneous</i>	—

UNIT 6

The Pleasure of Reading

<i>Revision:</i> Narration devices. Definite and indefinite article. Tenses and forms to describe future	158
<i>Reading for Information:</i> The Printed Word	171
<i>New Language. Grammar:</i> Future perfect continuous. Collective nouns. Countable and uncountable nouns. Article with the names of meals. Object clauses	174
<i>Social English:</i> How to react to people's words	182
<i>Phrasal verbs:</i> to run	183
<i>Reading for Discussion:</i> The Reader of Books	193
<i>Speaking</i>	197
<i>Writing</i>	202
<i>Miscellaneous</i>	205

351

UNIT 7 Popular Arts

<i>Revision:</i> Indefinite forms of the passive voice. Modal verbs with passive constructions	210
<i>Reading for Information:</i> Theatre and Cinema: How It All Began	216
<i>New Language.</i> Grammar: Continuous and perfect forms of the passive voice. Passive voice with verbs that have two objects. Verbs with prepositions in the passive voice. Articles with the names of seasons, parts of the day	219
<i>Social English:</i> How to give proper replies	230
<i>Phrasal verbs:</i> to set	231
<i>Reading for Discussion:</i> The Story of Merrymind	238
<i>Speaking</i>	242
<i>Writing</i>	249
<i>Miscellaneous</i>	251

UNIT 8 Sport in Our Life

<i>Revision:</i> Clauses of time and condition. Word combinations with <i>make</i> and <i>do</i>	254
<i>Reading for Information:</i> History of the Olympic Games	263
<i>New Language.</i> Grammar: Subjunctive Mood	266
Social English: Formal and informal English	272
<i>Phrasal verbs:</i> to do	273
<i>Reading for Discussion:</i> The Great Shooting Day	279
<i>Speaking</i>	283
<i>Writing</i>	293
<i>Miscellaneous</i>	296

UNIT 9 Exploring the World

<i>Speaking</i>	299
<i>Grammar Revision</i>	302
<i>Vocabulary Revision</i>	308
<i>Reading for Discussion:</i> Come Away, Come Away!	310
<i>Writing</i>	315
<i>Miscellaneous</i>	317
Reference Grammar	319
English-Russian Vocabulary	340
Topical Vocabulary	345

Учебное издание

Афанасьева Ольга Васильевна
Михеева Ирина Владимировна

АНГЛИЙСКИЙ
ЯЗЫК

VII класс

Учебник для общеобразовательных учреждений
и школ с углублённым изучением английского языка
с приложением на электронном носителе

Центр группы германских языков

Руководитель Центра *В. В. Копылова*

Зам. руководителя *Н. И. Максименко*

Редактор *А. А. Каплина*

Художественный редактор *Н. В. Дождёва*

Художники *В. Л. Гальдяев, С. В. Трубецкая, Ю. В. Алексеева*

Дизайнер *А. В. Таракова*

Редактор карт *Р. С. Азизбаева*

Технический редактор *С. Н. Терехова*

Оператор *Н. А. Степанова*

Корректор *И. Б. Окунева*

Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—95300(Изд. лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать 21.02.12. Форма 70×90 1/16. Бумага офсетная. Гарнитура SchoolBook. Печать офсетная. Уч.-изд. № 23,42 + 0,37 форз. Тираж 30 000 экз. Заказ № 31133 (Ш-Ц).)

Открытое акционерное общество «Издательство «Просвещение». 127521, Москва:
3-й проезд Марьиной рощи, 41

Отпечатано в полном соответствии с качеством предоставленных материалов
в ОАО «Смоленский полиграфический комбинат».
214020, г. Смоленск, ул. Смольянинова, 1.