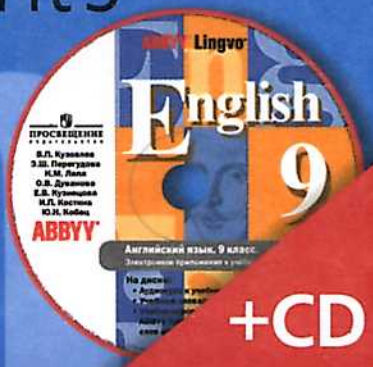
Российская академия наук
Российская академия образования
Издательство «Просвещение»

Академический школьный учебник

English 9

Student's Book



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Российская академия образования
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Академический школьный учебник

Английский язык

9 класс

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для общеобразовательных
учреждений
с приложением на электронном
носителе**

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Unit 1

Reading...? Why not?

Lesson 1 What are teens' reading tastes?

1. Vocabulary. During Teen Read Week* in the USA young people express their opinion about their attitudes towards reading.

1) Do all the teenagers enjoy reading? Use the Word Box to learn the meaning of the highlighted words.

Reading is one of the best hobbies you could have. Reading helps you to learn more, to become smarter, and to **succeed in** life! It **improves** your spelling and vocabulary, and gives you a chance to learn and **explore** new things. I love reading **fiction**. I adore adventure, humour, historical **novels**, and crime fiction. I particularly enjoy Conan Doyle's *detective stories* about Sherlock Holmes.

John, 16, Arizona

Reading is a way for me to relax and to use my **imagination.** Reading can put you into any situation, time or place. It makes you someone else! Literature has absolutely no limits. My favourite ***genre*** is ***fantasy*** because it lets me feel the sense of *magic* in the world. But I also love ***realistic*** teenage fiction, **science fiction,** mysteries, *thrillers*, ***classic*** novels ... anything **as long as** it is good.

Beth, 15, Washington

Reading **romances** and poetry — that's what I love the best. I'm reading *Pride and Prejudice* by Jane Austen* at the moment. The book is brilliant. I **encourage** everyone to read it.

Emma, 15, Columbia

I have read a lot since I was taught to read. Books **have influenced** all my life. Books have helped me in school and making friends. They have helped me to understand different people and cultures. Books have encouraged me to learn more about new subjects and to try new hobbies. I prefer to read *non-fiction* books. They are very ***educational*** and ***informative.*** I like ***biographies, autobiographies***, books about hobbies and **reference books.**

Sally, 16, Chicago

I think reading is a hard work, and I can never find the right book. But I enjoy sports books when I have time, however, and reading magazines.

Sam, 15, Georgia

I have been reading *Fear Street* by R. L. Stine* this week. It's an exciting story that you'll never put down. I would ***recommend*** this book to those who love **horror** novels. It's the real thing!

Nancy, 14, Ohio

to succeed in [sək'si:d] — преуспеть в
to improve [ɪm'pru:v] — улучшать
to explore [ɪk'splɔ:] — исследовать
to encourage [ɪn'kʌrɪʤ] — поощрять, поддерживать
to influence ['ɪnflʊəns] — повлиять
fiction ['fɪkʃən] — художественная литература
a novel ['nɒvl] — роман
a romance [rəʊ'mæns] — любовный роман
a reference book ['refərəns bʊk] — справочник
science fiction [,saɪəns 'fɪkʃən] — научная фантастика
horror ['hɒrə] — ужас
imagination [ɪ,mæʤɪ'neɪʃən] — воображение
as long as — при условии

Words to guess

education [,edjʊ'keɪʃən] *n* — образование
educational *a* — ?
to thrill [θrɪl] *v* — сильно взволновать
a thriller ['θrɪlə] *n* — ?
genre ['ʒɒnrə] *n* — ?
fantasy ['fæntəsɪ] *n* — ?
non-fiction [,nɒn'fɪkʃən] *n* — ?
biography [baɪ'ɒgrəfɪ] *n* — ?
autobiography [,ɔ:təbaɪ'ɒgrəfɪ] *n* — ?
classic ['klæsɪk] *a* — ?
realistic [rɪə'lɪstɪk] *a* — ?
informative [ɪn'fɔ:mətɪv] *a* — ?
to recommend [,rekə'mend] *v* — ?

2) What do the teens say about reading? Answer the questions.

- Why does John like reading?
- What are John's favourite genres?
- What genres does Beth like? Why?
- What does Emma think about romances and poetry?
- Have books influenced Sally's life? In what way?
- Why does Sally prefer non-fiction books?
- Which book does Nancy recommend? Why?
- What is Sam's opinion about reading?

mind!

a fiction — художественное произведение *(роман, повесть и т. п.)*

fiction *(branch of literature)* — художественная литература

3) Find the examples of the Present Tenses in the teenagers' comments. Match them with the rule and translate.

Grammar for revision

Present meaning

Present Simple: I **read** books every day.
Present Progressive: I **am reading** a crime story at the moment.
Present Perfect: I **have liked** reading since I was five.
Present Perfect Progressive: I **have been reading** fantasy this week.

GS p. 192 AB ex. 1

2. Here are the results of the Nestle Family Monitor* survey "Young People's Attitudes Towards Reading".

1) Are young people in the UK positive about reading? Use the Fact File to comment on the results of the survey.

Fact file

British teens about reading

Enjoyable — 65 %
Relaxing — 49 %
Educational — 42 %
Informative — 27 %
Improves my life — 26 %
Boring — 25 %
Hard work — 8 %

Most popular genres with teens

Fantasy fiction — 43 %
Adventure — 42 %
Humour — 40 %
Horror/thriller books — 38 %
Biographies/autobiographies — 24 %
Sports books — 22 %
Crime/detective novels — 20 %
Realistic teenage fiction — 18 %
Special interests/hobbies — 16 %
Romance — 12 %
Science fiction — 11 %
Classic novels — 10 %
Historical novels — 9 %
Reference books — 5 %
Cook books — 3 %

Most of the teenagers find reading an ... activity.

They consider reading ...

They know it can support learning and be ... and ...

Reading can even ...

However, some of young people find it ... and a ...

The four most popular genres are ...

... more popular than ...

... less popular with teens than ...

The least enjoyable ...

The survey shows that books ...

Less than a half young people say that ...

Two in five say ...

A third say that ...

Around a third say that they ...

However, some young people say ...

Fact file

Reading and everyday life

Books:

— help me to understand different people and cultures	55 %
— encourage me to learn new subjects and to try new hobbies	45 %
— encourage me to use my imagination	40 %
— improve my vocabulary and writing skills	33 %
— help me to decide the type of person I want to be	29 %
— are not important to me	23 %

2) Helen took part in the survey.

What were Helen's answers to the questions of the survey? (listening for detail, note taking)

! **3)** **Group work.** **What are your classmates' views on reading?**

3. What are your tastes in reading?

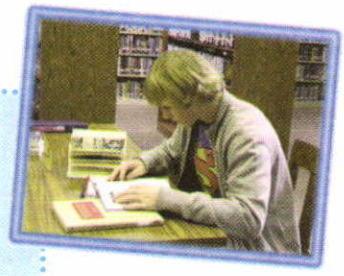
I think reading is ...

Reading is a way for me to ...

My favourite genres are ...

This week I have been reading ...

I would recommend ... because ...



4. Activity book ex. 2. Reader ex. 1.

Lesson 2 What writers is your country famous for?

1. Vocabulary. Charles Dickens is one of the most famous British writers.

1) What was Dickens famous for? Use the Word Box to learn the meaning of the highlighted words.

Charles Dickens is one of the best known and best loved of all English ***novelists.*** He was born in Portsmouth in 1812.

The little boy was very talented. He learned to read at an early **age** and read many books in his **childhood.** When he was about six, he saw a play by Shakespeare in the theatre. He **was** so **inspired** by this play, that he wrote a play himself and performed it together with his friends.

When Charles was nine years old, the family came to London. Life was hard for poor people in London. Charles' father couldn't get any work there and little Charles, at ten, had to go to work. At twelve, Charles was sent to school again. At fifteen he left school and became a newspaper reporter. He had worked as a reporter for several years before his first novels **were** written and **published.** At the same time he was writing for a variety of magazines. In 1836, Charles Dickens **married,** published his first book, and began writing his humorous novel *The Pickwick Papers,* which made him famous. In 1837, it was published and **was a** huge **success.**

Then his novels *Oliver Twist, Nicholas Nickleby, David Copperfield, Hard Times* and many others were published one after another. In these novels he **described** what he had learned in his hard childhood. Charles Dickens gave the realistic picture of the life of English people. His novels **were set** in Victorian England.* Charles Dickens was a great master of **powerful** and honest stories about poor people. He had **vivid** imagination and developed fabulous **plots.** To many people the characters of his novels seemed more real than the real characters of history.

The great writer **died** in 1870 at the age of fifty-eight. He **was honoured** by his **contemporaries** as a **remarkable** novelist. His books were translated into many languages, and they are still popular today. His **birthplace** is visited by many tourists. People all over the world value his novels for their realism, humour, their love and sympathy for ordinary people.

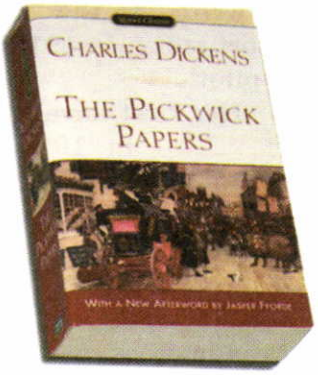
an age [eɪdʒ] — возраст
childhood ['tʃaɪldhʊd] — детство
to inspire [ɪn'spaɪə] — вдохновлять
to publish ['pʌblɪʃ] — публиковать, издавать
to marry ['mærɪ] — жениться
to be a success [sək'ses] — иметь успех
to describe [dɪ'skraɪb] — описывать, изображать
to be set — помещаться, располагаться *(о месте действия художественного произведения)*
powerful ['paʊəfl] — яркий, сильный
vivid ['vɪvɪd] — живой, пылкий
a plot — сюжет
to die — умирать
to honour ['ɒnə] — почитать, чтить
a contemporary [kən'tempərərɪ] — современник
remarkable [rɪ'mɑːkəbl] — замечательный
a birthplace — место рождения, родина

Words to guess

a novel ['nɒvl] *n* — роман
a novel**ist** ['nɒvəlɪst] *n* — ?

2) What have you learned about Charles Dickens?

- When and where was Charles Dickens born?
- What was his childhood like?
- When did Charles begin working?
- Where had Charles worked before he became famous?
- What was he doing when he worked as a reporter?
- What novel made Dickens famous?
- When was this novel published?
- What did Dickens write about?
- When and where were Dickens' novels set?
- What do people value Charles Dickens novels for?



3) Find the examples of the Past Tenses in the text. Match them with the rule and translate.

grammar for revision

Past meaning

Past Simple Active: She **wrote** detective stories.
Past Simple Passive: Her novels **were translated** into many languages.
Past Progressive: He **was writing** a letter when his father came.
Past Perfect: By that time he **had written** his famous novel.

GS p. 192-193 AB ex. 1

2. Agatha Christie is one of the best-loved and most popular British writers in the world.

1) Why is Agatha Christie called the "Queen of Crime"? Complete her biography, using the words from the box in the correct form.

age • be set • birthplace • childhood • contemporaries • describe
die • honour • inspire • marry • novelist • plots • powerful
publish • remarkable • success • vivid

Agatha Christie is the world's most famous detective story writer. Christie was called — by the Guinness Book of World Records — the best-selling _____ of all time.

Agatha Christie was born in Devon, England, on September 15, 1890. She was a talented child. She loved books and learned to read before she was five. Agatha loved to hear and tell stories in her _____. Agatha didn't go to school, her mother taught her at home, and she encouraged Agatha to write. At the _____ of 18 she wrote her first short story. In 1914, she _____ Archibald Christie, a pilot.

Her first novel, *The Mysterious Affair at Styles*, _____ in 1920. In it she introduced Hercule Poirot, the Belgian detective who appeared then in 33 novels and 54 short stories. In 1926 *The Murder of Roger Ackroyd* was published. It was a huge _____, this book made Agatha Christie famous. In 1930, she wrote a _____ detective story, *The Murder at the Vicarage*, about her other world-famous detective, Miss Marple, who appeared in 12 novels and 20 short stories. Agatha Christie's grandmother _____ her to write this character. Christie used her _____ imagination and developed fabulous _____. She brilliantly _____ the characters of Miss Marple and Hercule Poirot. Readers loved them and always wanted more of these stories. Many novels (such as *And Then There Were None*) _____ in and around Devon, her _____.

Agatha Christie was _____ by her _____ as a _____ detective story writer. Agatha Christie wrote 66 novels, 15 plays, and 157 short stories. She also wrote 6 romances and 4 non-fiction books, including *Agatha Christie, an Autobiography*. Agatha Christie _____ on 12 January 1976, at the age of 85. Agatha Christie's books are translated into 103 languages, and they are still popular today.

2) Pair work. What have you learned about Agatha Christie? Use the questions on p. 11 for help and think of some other questions that could be asked.

3. In your culture. Alexander Pushkin is Russia's most famous poet.

Answer the questions to tell your foreign friends about this great poet and novelist. Use the Fact File and your knowledge.

- What is Alexander Pushkin famous for?
- When and where was Pushkin born?
- Where did he get his education?
- When did Pushkin begin writing?
- When were his first poems published?
- What are his most famous works?
- When and where were his novels set?
- What did he describe in his novels?
- When did A. Pushkin die?
- What was he honoured by his contemporaries for?
- Are his works still popular today?

Fact file

Alexander Pushkin

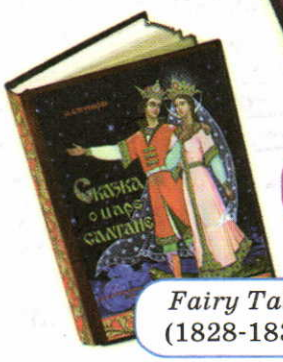
Poet, novelist, playwright

Born June 6, 1799
Moscow, Russia

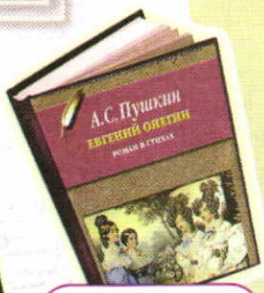
Died February 10, 1837
Saint Petersburg, Russia

Education The Imperial Lyceum*
in Tsarskoe Selo

First publication Poems, 1814



Fairy Tales
(1828-1834)



Eugene Onegin
(1823-1831)

The Captain's Daughter
(1836)

4. Activity book ex. 2. Reader ex. 2.

Lesson 3 Who are your favourite authors?

1. Vocabulary. The most popular authors with British young people aged 11—18 are: Jacqueline Wilson,* J. R. R. Tolkien,* Philip Pullman,* J. K. Rowling,* Roald Dahl,* Anthony Horowitz.*

1) Why do Sarah and Christopher enjoy reading these authors? Use the Word Box to learn the meaning of the highlighted words.

I was taught to read early and I'm mad about books. My favourite **author** is Philip Pullman. He is a remarkable *contemporary* writer. Philip Pullman is a master of many genres. He has written historical fiction, horror stories, fairy tales, and fantasy fiction. Pullman is very ***imaginative***. He uses his vivid imagination to develop fabulous plots. Philip Pullman uses very rich, ***inventive*** language. He creates and explores his own wonderful fantasy worlds. I particularly enjoy Philip Pullman's *Dark Materials*. They are really clever because they **are based on scientific** ideas. I enjoy reading his historical thrillers which are set in Victorian England and present the adventures of Sally Lockhart, a brave and clever young woman. Philip Pullman's books have everything: **suspense**, drama, action, and they are really fun to read. His books are so ***suspenseful*** that you can't stop reading. And the characters are great. I encourage everyone to read his books. I was happy to learn that he was chosen as the Astrid Lindgren Memorial Award* winner in 2005.

Sarah, 15

My favourite authors are J. K. Rowling, J. R. R. Tolkien, C. S. Lewis, and many others. I enjoy reading these authors for their interesting views on fantasy and their vivid imagination. They are so ***creative*** and ***descriptive***. The first great fantasy worlds were created by Tolkien and Lewis. J. K. Rowling is a master of suspense and her stories are full of mystery and adventure. She is an **outstanding** *storyteller*. Her books are thrilling, exciting, suspenseful, descriptive, and emotional. J. K. Rowling's books have been published in the USA, Russia, Italy, France, Japan, Germany, and in other countries. J. K. Rowling chooses wonderful **settings** for her stories and describes everything so *vividly*. She created a truthful fantasy world that works *in parallel* to our own. As well as Harry we go to school, play sports, make and lose friends. Harry Potter books are full of surprises and jokes which make them more exciting every minute. I would recommend these books to everyone who has a very good imagination.

Christopher, 15

an author [ˈɔːθə] — автор
to be based on — основываться на
scientific [ˌsaɪənˈtɪfɪk] — научный
outstanding [aʊtˈstændɪŋ] — выдающийся
a setting — окружающая обстановка

Words to guess

a suspense [səˈspens] *n* — напряженное ожидание
suspenseful [səˈspensfl] *a* — ?

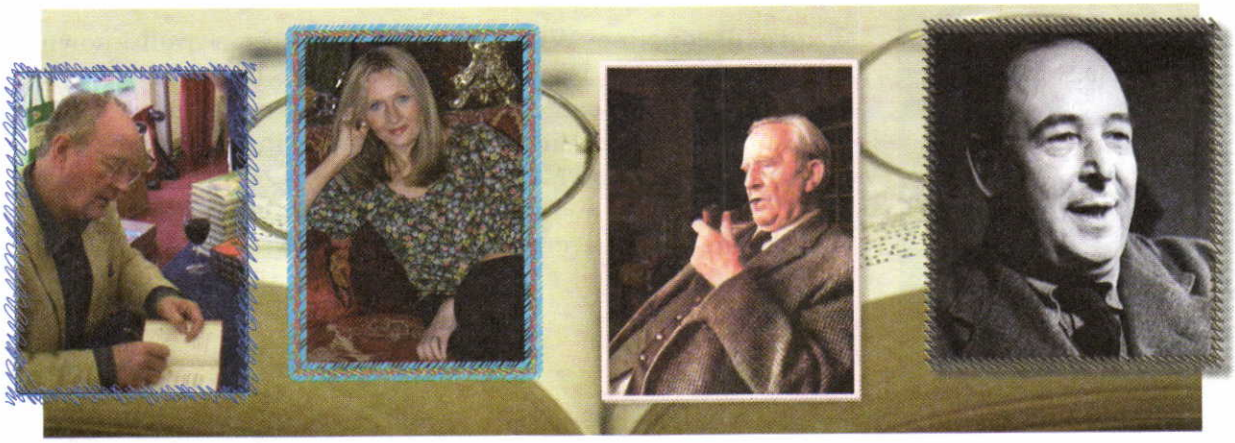
WORD BUILDING

imagine *v* — воображать
imaginative *a* — одаренный богатым воображением
invent *v* — изобретать
inventive *a* — ?

create *v* — творить
creative *a* — ?
describe *v* — описывать
descriptive *a* — ?

AB ex. 1

2) What do Sarah and Christopher say about their favourite authors?



- Who are the teens' favourite writers?
- What kind of writers are they?
- What types of books do they write?
- What can you say about their language?
- What are their most famous works?
- What are their books based on?
- When and where are their books set?
- Who are the main characters of their books?
- How do the writers describe the characters?

3) Find the examples of the Passive Voice in the text. Match them with the rule and translate.

grammar for revision

Passive voice

Present Simple Passive: The setting **is** vividly **described**.
Past Simple Passive: The characters **were based on** real people.
Present Perfect Passive: The book **has been published** this year.

GS p. 194 AB ex. 2

2. Here are Ashley's and Daniel's comments on their favourite authors.

Which authors do they recommend reading? Paraphrase the sentences with the underlined words using the words from the box.

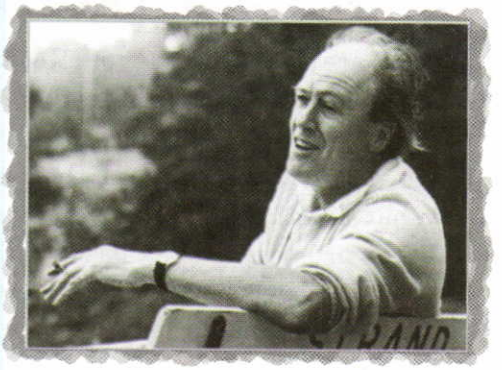
author • contemporary • descriptive • imaginative • is very creative
is very imaginative • outstanding • plots • realistic • suspenseful
uses inventive language to write

I love Jacqueline Wilson's books. She is a well-known British writer of the present time. Her books are based on real life. She can make her books funny, but yet sad at the same time. She is good at describing her characters and the places. My favourite book is called *Lola Rose*! It's a true story about family life. I think it's brilliant. Jacqueline Wilson creates interesting stories and picks such good topics to write about. She is the best! I'm her absolute No 1 fan!

Ashley, 15

My favourite writer is Roald Dahl. He is one of the most popular writers of the books in Britain. He is a remarkable novelist and short story writer. I like him because he has vivid imagination. His books are full of suspense. Roald Dahl is able to invent wonderful stories. He vividly describes his characters and develops fabulous stories. I particularly enjoy reading his autobiographical *Going Solo* and *Charlie and the Chocolate Factory*. I'm sure you would love them too.

Daniel, 16



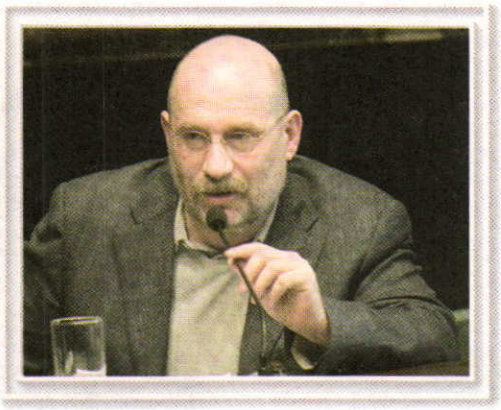
3. In your culture. Boris Akunin is one of the most popular contemporary writers in Russia.

1) What would you tell your foreign friend about Boris Akunin and his books? Use the Fact File and your knowledge.

Remember to say about:

- **what kind of writer he is;**
- **what language he uses;**
- **the ideas his books are based on;**
- **what types of books he writes;**
- **his most popular works;**
- **where his books are set in;**
- **your opinion and reasons.**

Fact file



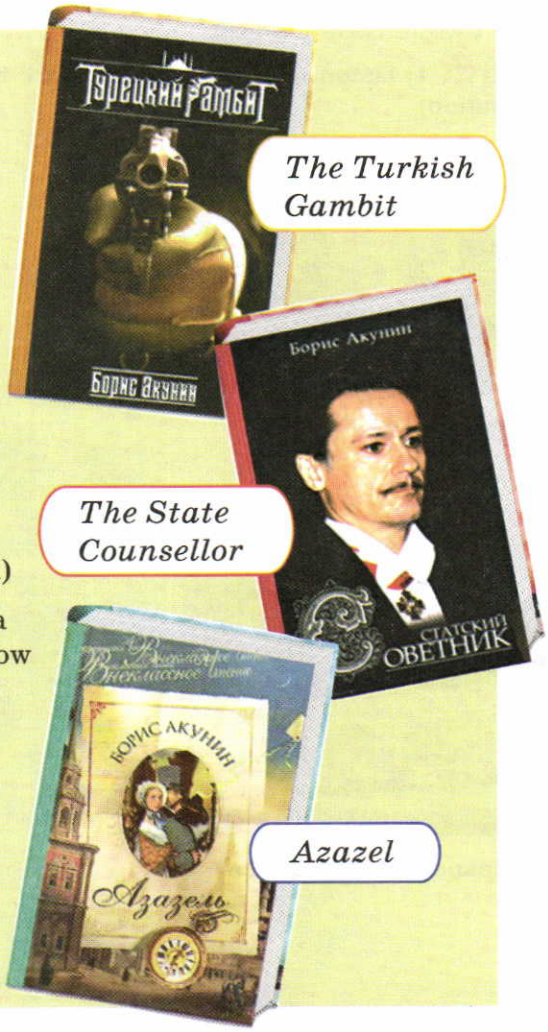
Boris Akunin
(*or* Grigory Shalvovich Chkhartishvili)

Born May 20, 1956 Tbilisi, Georgia
Since 1958 has lived in Moscow

Occupation Literary translator and fiction writer

Genres Crime fiction, historical mysteries set in Imperial Russia

Famous works *The State Counsellor, Azazel, The Turkish Gambit.*



The Turkish Gambit

The State Counsellor

Azazel

2) Pair work. **Who is your favourite Russian writer? Ask and answer your partner's questions to learn about your favourite authors.**

4. **Activity book ex. 3. Reader ex. 3.**

NEXT LESSON IS A READING LESSON.

Lesson 4 What literary places are there in your country?

1. The British Tourist Authority (BTA) offers wonderful tours around Britain. The guide invites you to explore Literary Britain.

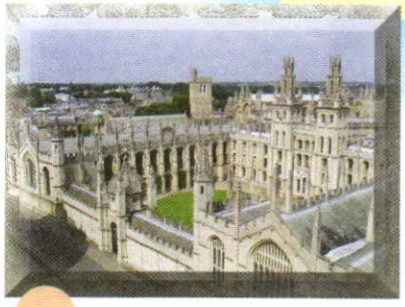
1) Listen to the guide and mark the route on the map. (listening for specific information)

Sir Walter Scott's home

Writers' Museum

Shakespeare's birthplace

The Roald Dahl Museum



The Christchurch college

The Globe Theatre

2) What have you learned about the literary places of Britain? Read the questions below and circle the correct answer according to the story. (listening for detail)

1. Which museums does the guide invite you to visit in London?
   a the William Shakespeare Museum
   b the Roald Dahl Museum
   c the Charles Dickens Museum
2. What other interesting places can you visit in London?
   a Charles Dickens' birthplace
   b William Shakespeare's birthplace
   c The Globe Theatre
3. Which famous writers were the students of Oxford University?
   a Lewis Carroll* and Robert Louis Stevenson*
   b John Tolkien and Clive Lewis
   c Charles Dickens and William Shakespeare*
4. Which authors chose Oxford as the setting for their books?
   a John Tolkien and Lewis Carroll
   b Robert Burns* and Walter Scott*
   c Roald Dahl and J. K. Rowling
5. What city became the setting for the Harry Potter films?
   a Oxford b Buckingham c Stratford-(up)on-Avon
6. Whose birthday do the Scots celebrate on the 25th of January?
   a R. L. Stevenson b J. K. Rowling c Robert Burns
7. What city is the birthplace of Arthur Conan Doyle,* Walter Scott and Robert Louis Stevenson?
   a Alloway b Edinburgh c Abbotsford
8. Where can you hear tales of R. L. Stevenson and extracts from J. K. Rowling's books?
   a in Christchurch College
   b in Edinburgh Castle
   c in Abbotsford

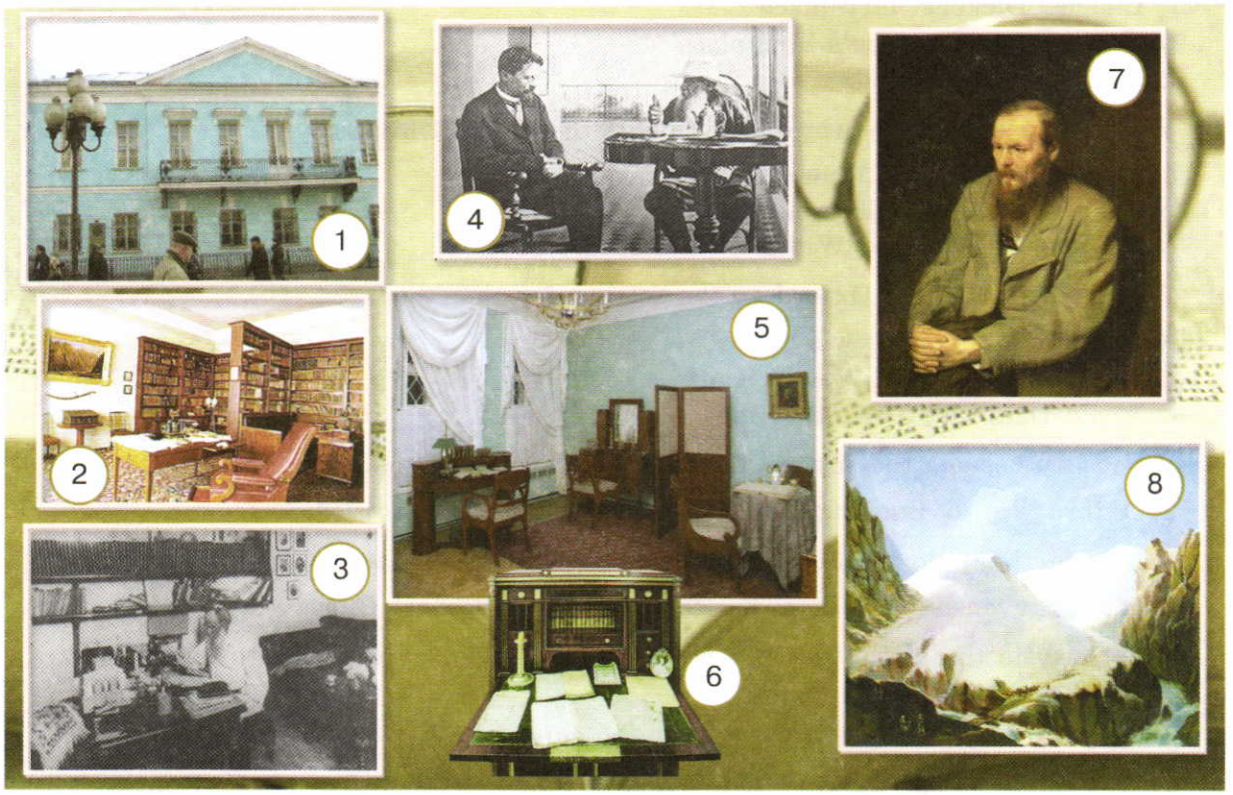
2. In your culture.

Russia is the birthplace of many famous writers. Your foreign friend and you are choosing a literary tour around Russia.

Listen to the guide talking about a literary tour around Russia. Read the statements below and decide if the following information is true (T), false (F) or unstated (U) according to the guide's story. (listening for detail)

1. Dostoevsky's* greatest novels were set in St Petersburg. ____
2. Pushkin's library in his House-Museum contains books by Shakespeare and Byron in English. ____

3. Leo Tolstoy* and his family liked to spend winters in Moscow. ____
4. While studying in Moscow, Mikhail Lermontov* started writing his poem *The Demon*. ____
5. You can see some pictures made by Lermontov in his House-Museum. ____
6. The Pushkin House-Museum in Moscow is situated in the flat on Arbat where he lived with his family. ____
7. Pushkin wrote *The Captain's Daughter* in his house in Moscow. ____
8. The exhibition in the Pushkin House-Museum gives an idea of St Petersburg before 1812. ____



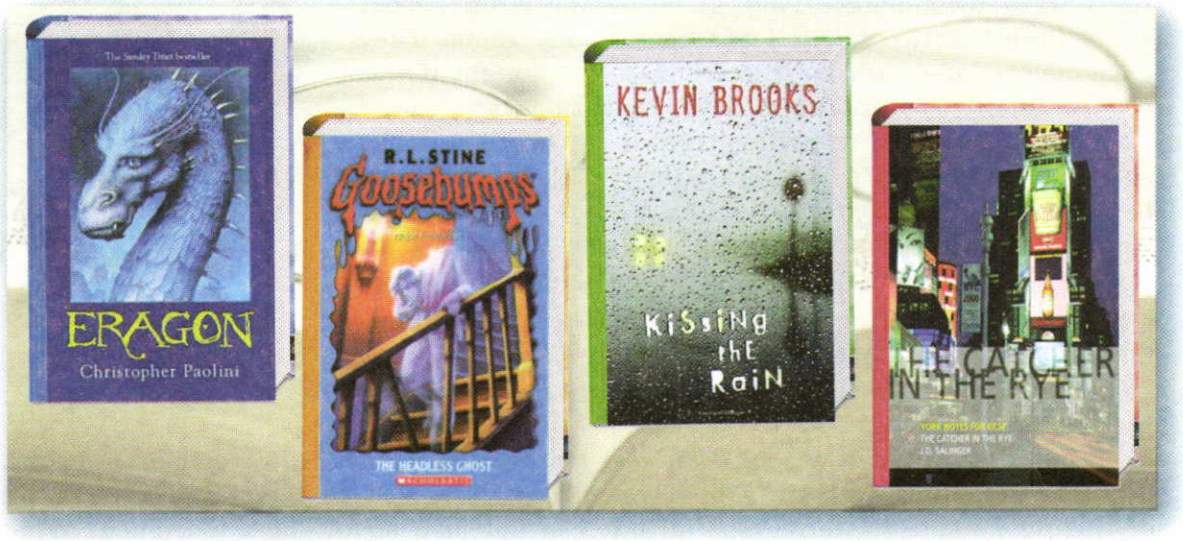
1. The Pushkin House-Museum in Moscow
2. Pushkin's study
3. Leo Tolstoy in his study in Yasnaya Polyana
4. Chekhov and Leo Tolstoy in the Chekhov House-Museum
5. The Lermontov House-Museum in Moscow
6. Lermontov's study
7. Fyodor Dostoevsky
8. Lermontov's picture

3. **Reader ex. 4.**

Lesson 5 What books do you like reading?

1. When choosing a book we pay attention to the title, the cover, the author of the book and the information on the back cover of the book (blurbs).

1) Take a good look at the covers of the books below. Can you guess by the covers what each book is about?



2) Read the blurbs on the back covers of the three books above, one cover is extra. Match the covers and the blurbs. Explain your choice. (reading for the main idea)

The book follows the adventures of a young man, who makes friends with a brilliant-blue dragon, Saphira. It's a heroic story, filled with exciting action, dangerous journeys, fantastic setting, thrilling battles and true love. There are dragons and elves, fights, and of course, a beautiful girl. Enjoy your journey to a new, powerful fantasy world.

Everyone knows about Hill House. It's the biggest tourist attraction in town. That's because it's haunted,[1] haunted by the ghost of a thirteen-year-old boy. A boy with no head! Duane and Stephanie love Hill House. It's dark, mysterious, and scary. Still, they've never actually seen the ghost, until the night they decide to go on a search.[2] A search for his head ... It's a thrilling ghost story by a master of suspense.

---

[1] **haunted** — посещаемый призраком

[2] **a search** — поиск

In a Moo Nelson's life it rains every day — a constant rain of bullying — and every day he walks through it all with his eyes down, wishing things were different. The only place he feels himself comfortable and safe is the bridge, where he spends his time thinking and dreaming. Until the night he witnesses a car-accident and a murder ... Or does he? What is the truth? And who is it for? Moo must decide: between truth and lies. And he must do it soon ... It is a realistic story about teenagers.

2. Here is the extract from the novel *The Catcher in the Rye* by J. D. Salinger* which describes the attitude of Holden, the main character of the novel, towards reading.

1) Does Holden enjoy reading? (reading for the main idea)

The book I was reading was this book I took out of the library by mistake. **They** gave me the wrong book, and I didn't notice it till I got back to my room. They gave me *Out of Africa* by Isak Dinesen.* I thought **it** was boring, but it wasn't. It was a very good book.

I read a lot. My favourite author is my brother D. B., and my next favourite is Ring Lardner.* My brother gave me a book by Ring Lardner for my birthday. **It** had very funny plays in it, and then it had one story about a traffic policeman that falls in love[1] with a very cute girl that's always speeding.[2] Only, he's married, the policeman, so he can't marry her or anything. Then this girl gets killed,[3] because she's always speeding. That story just about killed me.

What I like best is a book that's at least funny. I read a lot of classic books, like *The Return of the Native* by Thomas Hardy* and I like them, and I read a lot of war books and mysteries and all but I'm not mad about **them** too much. What really impresses me is a book that, when you have read it, you wish the author that wrote it was a terrific friend of yours and you could call **him** up on the phone whenever you felt like it. **That** doesn't happen much, though. I wouldn't mind calling this Isak Dinesen up, and Ring Lardner. You take that book *Of Human Bondage* by Somerset Maugham,* though. I read it last summer. It's a pretty good book and all, but I wouldn't want to call Somerset Maugham up. I don't know. He just isn't the kind of a man I'd want to call up, that's all. I'd rather call old Thomas Hardy up.

2) Read the statements below and decide if the following information is true (T), false (F) or unstated (U) according to the story. Correct the false statements. Prove it from the text. (reading for detail)

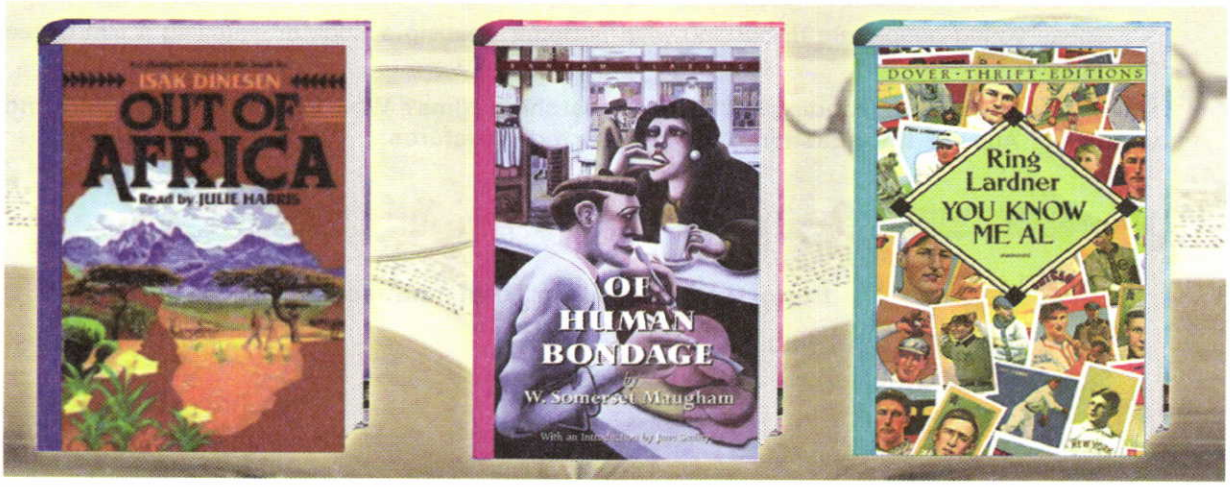
1. Thomas Hardy is Holden's favourite author. ____
2. Holden's brother is a popular fiction writer. ____

[1] **to fall in love** — влюбиться

[2] **to speed** — превышать скорость

[3] **to kill** — 1) убивать; **to get killed** погибнуть 2) *разг.* восхищать, поражать

3. Holden was bored with the book *Out of Africa* by Isak Dinesen. ____
4. Holden got a book by Ring Lardner as his birthday present. ____
5. Holden was impressed by Ring Lardner's story very much. ____
6. Holden enjoys reading classic books. ____
7. Holden wouldn't like to make friends with Isak Dinesen. ____
8. *Of Human Bondage* by Somerset Maugham was the most interesting book Holden read last summer. ____



3) What do the highlighted words in the story refer to or stand for?

4) What does Holden say about the books he likes? Find and read the wh-clauses in the text and translate them.

grammar for revision

Wh-clauses

What we want is a good adventure novel.
То, что нам нужно, — это хороший приключенческий роман.

GS p. 199 AB ex. 1

3. Reader ex. 5.

Lesson 6 Do you prefer books or films?

1. These young people are discussing what is better: reading a book or watching a film based on the book.

1) Who prefers reading? Who likes watching films? Who enjoys both reading and watching? Answer the questions, using reported structures.

grammar for revision

Reported structures: 'that'-clauses

Sean: "I don't like reading."
Sean **says that** *he doesn't* like reading.

GS p. 201 AB ex. 1

Teacher: Tolkien's *The Lord of the Rings* has been a favourite book with children for years, and the film, based on the book, is not less popular. So which is better: books or films?

Dylan: *Definitely*, books are much better than films. There are more books with fantastic plots and well-developed characters than films. And you can take books anywhere and read them anytime you want.

Sean: *Yes, maybe, but* I prefer films because films are more exciting. In a film you can get involved in all the action and actually feel like you are there. Besides, books can be boring but films are so cool, colourful and wonderful. You can just sit and enjoy them. You can also watch a film with your family or friends, and you can all talk about it after.

Dylan: *Yes, but on the other hand* most films miss half the story while books tell the whole story. You can use your imagination, not like with films where you can only see it! And what do you think, Lisa?

Lisa: *I think that* books and films are both great. Books are more educational and informative and descriptive. But films are more fun and have more pictures. So I'm not sure if I like films or books better.

Teacher: *In conclusion* books and films are both really good. They both have lots of hard work which is put into them. Films bring the books to life. Readers of all ages come to books through film or TV.

2) Find out how the speakers:

- **introduce the problem;**
- **state their opinion;**
- **give arguments or reasons;**
- **agree or disagree;**
- **make a conclusion.**

3) Which opinion do you agree or disagree with?

2. Group work.

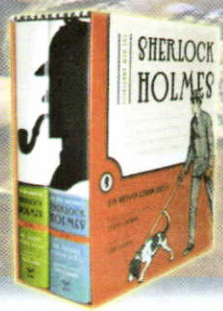
Choose a film based on a book. Divide into groups, prepare your arguments, and make your own discussion. Use the following phrases:

Stating your opinion:

I'm sure ...
Definitely ...
Certainly ...
I think ...
Actually ...

Giving arguments or reasons:

... because ...
For example ...
The reason is ...



Saying you ...

... agree:	**... disagree:**	**... partly agree:**
It's true, that ... I don't think anyone could disagree ...	I don't think that ... I'm afraid I can't agree ...	Yes, maybe, but ... I'm not sure if ...

Stating opposing opinion:

But ...
On the other hand ...
Don't forget that ...

Conclusions:

In conclusion ...
On the whole ...
To sum up ...

3. Activity book ex. 2. Reader ex. 6.

Lesson 7 What book to buy?

1. Nastya studies English in a summer school in England. She is choosing a book as a present for her English teacher. Her English friend Daniel is helping her.

1) Which questions do Nastya and Daniel ask each other? Choose the questions that fit from the box, and fill in the conversation.

- What kind of books does your teacher like reading?
- Who are her favourite authors?
- Have you read the books by Roald Dahl?
- What other books is she interested in?
- Who are the most popular teenage writers in England?
- What books of these authors would you recommend reading?
- Have you heard about *The Gatekeepers** series by A. Horowitz?
- What is this book about?
- Who are the main characters of the book?
- What do you think about it?

— Daniel, I'm choosing a book for my English teacher in Russia. Can you help me to choose a thrilling contemporary novel as a present?
— Of course I can! _____?
— Oh, she adores reading and she enjoys different genres. As far as I know she likes classics, detectives, teenage fiction, fantasy ... anything as long as it is good.
— _____?
— Her personal favourite is Roald Dahl. She has read a lot of his books and encouraged us to read them, too.
— _____?
— Yes, I have. I enjoyed reading *Matilda* and *Charlie and the Chocolate Factory*. They are descriptive, funny and full of surprises.
— _____?
— She is interested in contemporary teenage fiction. _____?
— I think they are J. K. Rowling, P. Pullman, A. Horowitz and J. Wilson.
— OK. _____?
— Philip Pullman's *Lyra's Oxford*. This is a wonderful new book from Philip Pullman's best-selling trilogy, *His Dark Materials*. His novels are so much better than other modern books. I think they will always be classics.

2) **Listen to the dialogue to check your suppositions.**

3) **Role play.** Daniel and Nastya are discussing the book they have chosen as a present for Nastya's teacher.

Pupil card 1

You are Nastya.

Ask Daniel about the first book of *The Gatekeepers* series, *Raven's Gate*.
Ask questions:
- **about the author of the book;**
- **about the setting;**
- **about the plot;**
- **about the main characters.**

Ask Daniel about his opinion.

Pupil card 2

You are Daniel. You have read the first book of *The Gatekeepers* series, *Raven's Gate*, by A. Horowitz.

Encourage Nastya to choose the book as a present.
You know that:
- **this book is a fantasy but it is set in the real world;**
- **it has everything: suspense, drama, action, and it's really fun to read;**
- **the main characters are five young people who must save the world from evil.**

You think this book will be a wonderful present.

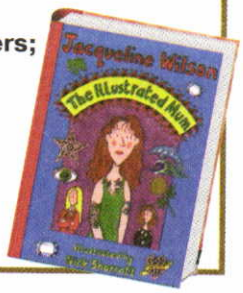
2. **Ask your English friend questions to find out which book by famous Russian writers he would like to get as a present. (AB ex. 1)**

3. **Role play.** You are in a large book shop where there is something for everybody. A shop assistant is helping you to choose a book.

Pupil card 1

You are looking for a realistic teenage fiction novel to read.

Ask the shop assistant to help you to choose a book. Ask questions:
- **about the author of the book;**
- **about the setting;**
- **about the main characters;**
- **about the plot.**



Pupil card 2

You are a shop assistant.

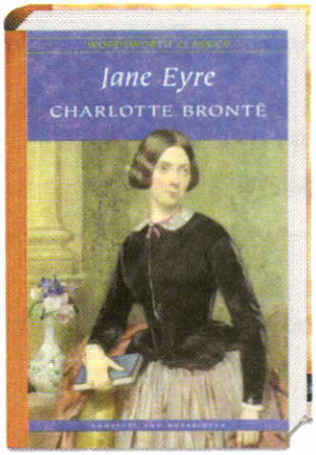
Answer the customer's questions.
Encourage the customer to buy the book by Jacqueline Wilson, *The Illustrated Mum*.
This story is set in contemporary England.
It is about a girl, Nina.
She has some problems with the family.
Something happens and her mother goes to hospital.
Nina starts a new life and even gets to know her father.

4. **Reader ex. 7.**

Lesson 8 Can you write a book review?

1. The *Teen Ink** magazine asked its readers to write reviews about the book they have enjoyed reading. Here is Rachel Suffem's book review.

1) Why did Rachel choose this book for her review?



Jane Eyre

Review[1] by Rachel Suffem, New York

Jane Eyre, published in 1847, is one of my favourite 19th-century novels. It was written by a remarkable British novelist, Charlotte Brontë.* It's a romance novel which is full of mystery and suspense. It is one of the most interesting and well-known love stories ever written.

It is set in England in the 1800s. The story opens with ten-year-old Jane Eyre living with her evil aunt and cousins. Jane's parents die and her aunt sends her to **a boarding school**[2] for poor girls, where Jane spends the next ten years, becomes a teacher there. Then Jane becomes a governess[3] at Thornfield Hall, a place filled with dark secrets and a sad past. She learns to love Thornfield Hall. From the moment she meets Mr Rochester the story develops into the powerful love story. There are *conflicts* however, as there should be in any good book. The ending will surprise you as the mysteries are finally found out.

Jane Eyre is an outstanding novel. Once I picked up the book, I couldn't put it down. I recommend it, especially to those who are interested in mysteries and romances.

2) Read the outline that Rachel used before writing the book review. Did she cover all the points? Prove it from the review.

Introduction to the author and book
Title?
Who/written by?
When/published?
Type of book?
Is it popular/well-known?

[1] **a review** [rɪ'vjuː] — обзор, рецензия
[2] **a boarding school** ['bɔːdɪŋ skuːl] — школа-интернат
[3] **a governess** ['gʌvənəs] — гувернантка

Introduction to the character and outline of the plot

Setting: Where/When does the story take place?
Plot: What is the story about?
Who are the main characters?
What are they like?
What happens?
What is the ending?

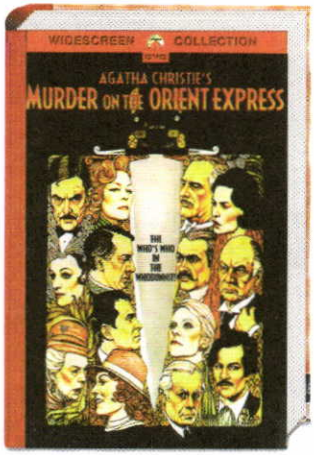
Your opinion of the book

Did you enjoy it?
Who would you recommend it?

3) Here are the notes for the book review developed by Emma Needham.
Write the book review according to these notes.

Title and author

— *Murder on the Orient Express*
— by Agatha Christie
— published in 1934
— a detective story
— one of the most famous works by Agatha Christie



Who and what it is about

— Setting: on the train called the Orient Express
— Plot: Detective Poirot is travelling on the Orient Express; a man is murdered and Poirot has to find the killer who is still on the train
— Characters: truthful, vividly described
— Ending: surprising

Personal opinion

— Murder. Mystery. Suspense. Excitement. A book you can't put down.
— To those who enjoy mysteries, or like a really good book.

2. Think of the book you have enjoyed reading. Write some notes about the book of your choice, using Rachel's outlines and Emma's notes. Discuss your notes with a partner.

3. Write your book review. Write about 150 words.

NEXT LESSON IS A CONSOLIDATION LESSON.

AB p. 15.

Lesson 9 Project lesson

1. **Choose a project you'd like to do.**

Project 1 Literary quiz

- Think about the theme of the quiz.
- Think of the title of the quiz, for example: *Are you a good reader? Famous writers, etc.*
- Write multiple-choice quiz.
- Think about the prizes for the winners of the quiz.

Project 2 Designing a blurb

- Choose a book you want to recommend to your classmates.
- Write about the author of the book.
- Design the cover for your favourite book.
- Write the information for the back cover of the book.
- Give reasons for your choice.

Project 3 Literary map of your region

- Think of the literary places of your region.
- Write about the literary places you've chosen.
- Draw the map and mark the literary routes on it.
- Draw pictures and write down any necessary comments for places and routes.

2. **Present your project and answer your classmates' questions to explain your ideas and choice.**

3. **Discuss your projects and decide which project is the best/most interesting/funny/original/creative and well-illustrated.**

Lesson 10 Preparation for testing

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)

IV SPEAKING (AB-IV)

V WRITING (AB-V)

VI CULTURAL AWARENESS (AB-VI)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 1

Lesson 1
as long as*
autobiography
biography
classic
a detective story
educational
to encourage
to explore
fantasy
fiction
a genre
horror
imagination
to improve
to influence
informative
non-fiction
a novel
realistic
to recommend
a reference book
a romance
science fiction
to succeed in
a thriller

Lesson 2
an age*
to be a success
to be set
a birthplace
childhood
a contemporary
to describe
to die
to honour
to inspire
to marry*
a novelist

a plot
powerful
to publish
remarkable
vivid

Lesson 3
an author
to be based on
contemporary
creative
descriptive
imaginative
inventive
outstanding
scientific*
a setting
a suspense
suspenseful

Lesson 8
a boarding school*
a review*

Answer the questions.

1) Which words are similar in spelling or pronunciation to Russian words?
2) Which words can be used to describe your attitude towards reading?
3) Which words can be used to speak about your favourite book/author?
4) Which words can be used to describe literary places of Britain/Russia?
5) How many new words and word combinations from Unit 1 do you know?

VIII SELF-ASSESSMENT (AB-VII)

JUST FOR FUN

1. Whenever I'm reading really bad prose, I always remember it could be verse.
2. You should take a look at my bookshelves. I've got the complete works of Shakespeare, Whitman, Longfellow and Jane Austen. And I've also got some books for reading.
3. — Have you read any of Shakespeare's plays?
   — Only two of them.
   — Which ones?
   — *Romeo and Juliet.*
4. He's a writer whose books will be read long after Shakespeare, Dickens and Henry James are forgotten. But not until then.
5. He's been a writer ever since he was a teenager. In fact, as soon as he left school he began to write for money — in every letter his parents got from him.
6. — Don't you find writing a thankless job?
   — On the contrary, everything I write is returned to me with thanks.

Unit 2

Let the music begin...

Lesson 1 A musical tour of Britain

1. Vocabulary. A musical map of Britain shows what types of music can be heard in the country.

home town of *The Beatles*

bagpipe* music

Edinburgh International Festival

Benjamin Britten

brass bands, church choirs

Eisteddfod

Andrew Lloyd Webber

SCOTLAND

Edinburgh

NORTHERN IRELAND

Liverpool

Llangollen

ENGLAND

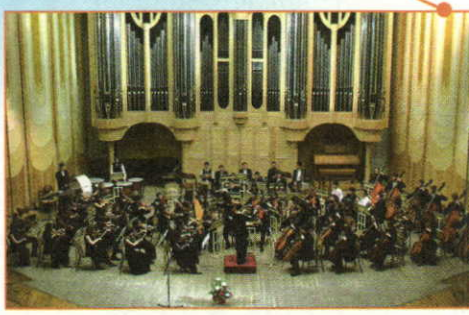
Aldeburgh

Aldeburgh* Festival

WALES

LONDON

choral music, bards*



a long tradition of classical music

1) What types of music are there in Britain? Use the Word Box to learn the meaning of the highlighted words.

Britain is famous not only for its rock groups and rock singers but also for its long and strong traditions of folk and ***classical*** music. As well as this, you can listen to country music, ***jazz*** or spirituals* that came from America.

Look at the musical map of Britain. In Scotland that is in the north of Britain the national ***instrument*** is the bagpipe* which is the most exciting to the Scots though some people outside Britain think it is **tuneless**. But for centuries, up to the First World War,* Scottish pipers encouraged their soldiers by playing their music at battles. Here is Edinburgh, the capital of Scotland. The Edinburgh festival* is an **annual** festival of music and drama, it is held every summer.

Welsh ***romantic*** and ***sentimental*** bards* were known even to the ancient world. They still meet every year at the Eisteddfod.* And in Wales you can find the best choirs and the best ***choral*** music.

The north of England is sometimes called "the land of the **brass bands**". Many people who don't understand **complicated** music like their **catchy tunes**.

Aldeburgh* is a small town in the south of England where the famous British ***composer***, **conductor** and ***pianist*** Benjamin Britten* lived.

London is famous for its **opera houses** and concert halls where famous musicians **conduct** the best ***symphony*** orchestras. In London Henry Purcell*, a great British composer, lived. His opera *Dido and Aeneas** is considered the first British classical opera. Andrew Lloyd Webber's* rock operas or musicals **are staged** all over the world; they are always played to **full houses**. The **first nights** of his famous rock operas often **take place** in London theatres where every **seat** is usually taken.

tuneless ['tju:nləs] — немелодичный
annual ['ænjʊəl] — ежегодный
a brass band [,brɑ:s 'bænd] — духовой оркестр
complicated ['kɒmplɪkeɪtɪd] — сложный
catchy ['kætʃɪ] — легко запоминающийся
a tune [tju:n] — мелодия, мотив
to stage [steɪʤ] — ставить *(пьесу и т. п.)*
an opera house ['ɒprə ,haʊs] — театр оперы и балета
a full house — аншлаг
a first night — премьера
to take place — иметь место
a seat [si:t] — место *(в театре, на стадионе и т. п.)*

Words to guess

conduct [kən'dʌkt] — дирижировать
conductor [kən'dʌktə] *n* — ?
jazz [ʤæz] *n* — ?
instrument ['ɪnstrəmənt] *n* — ?
romantic [rəʊ'mæntɪk] *a* — ?
sentimental [,sentɪ'mentl] *a* — ?
choral ['kɔ:rəl] *a* — ?
composer [kəm'pəʊzə] *n* — ?
pianist ['pi:ənɪst] *n* — ?
symphony ['sɪmfənɪ] *n* — ?

2) What types of music do the musical selections belong to?

3) Compare the map and the story about musical Britain. Answer the questions.

- What music is England/Scotland/Wales famous for?
- What annual festivals are held in Britain? Where do they take place?
- Where can you find the best British orchestras, theatres and opera houses?
- Whose music is always played to full houses?
- What composers/conductors is Britain associated with?
- What music do many people like/dislike?
- What can one see at famous London theatres?
- What is Liverpool famous for?

4) In the text find the sentences that mean the following ideas:

— Britain is known for many different types of music.
— Some people think that bagpipe tunes are not pleasant to listen to.
— The festival at the Scottish capital is held every year.
— Welsh poets who wrote about love were known even in the old times.
— Many people prefer music which is easy to remember.
— In London opera houses and concert halls, the best conductors perform with the best classical music orchestras.
— Rock operas written by Andrew Lloyd Webber are always a great success in many world theatres.
— Most of Andrew Lloyd Webber's rock operas are played for the first time in London.

5) In the text find the sentences with nouns, which attributes are expressed by personal or geographical names. Match them with the rule.

grammar for revision

The article

Артикль с личными именами и географическими названиями в качестве определения

Tchaikovsky's music музыка Чайковского
The Tchaikovsky Contest конкурс имени Чайковского

GS p. 188 AB ex. 1

2. In your culture. Russia has got its own musical places.

What would you tell your foreign friends about some musical places of Russia? Use the words from the box.

annual • brass bands • catchy, romantic and sentimental • choral
classical • conductor • first nights • full houses • jazz
opera houses • took place • was staged

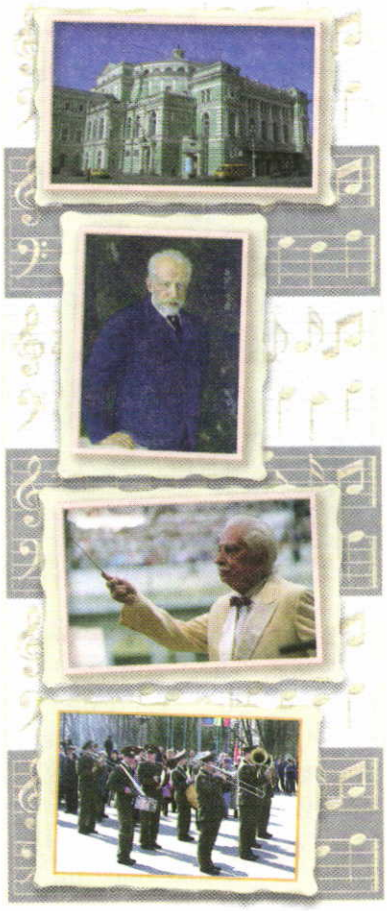
St Petersburg is known for its musical traditions. There are wonderful _____ like the Mariinsky Theatre.* Its famous _____ Valery Gergiev* organises the _____ Easter Festival of _____ music. The Mariinsky is famous for the _____ of outstanding Russian operas like *Life for the Tsar* (or *Ivan Susanin*), the first Russian national opera, by Mikhail Glinka.* It _____ in 1836.

The world-famous Russian composer Peter Ilyich Tchaikovsky* was born in the town of Votkinsk. His most famous works are the ballets *Swan Lake, The Nutcracker* and *The Sleeping Beauty*. His music is considered to be _____.

The Russian _____ tradition is long. The first Russian folk choir was organised by Prince Yuri Golitsyn* in the village of Novocherkutino (now Lipetsk Region) in 1856.

Many Russians like _____. The famous Oleg Lundstrem big band was founded in Shanghai, China, by Oleg Lundstrem and his brother Igor in the 1930s. In 1947 the band came to live to Kazan, and in 1964 to Moscow. Their concerts have always been very popular and successful and they have often played to _____.

In some Russian parks you can listen to _____. They are very popular among older people.



3. In your culture. There are remarkable musicians, popular orchestras, bands or choirs in your republic/area/region.

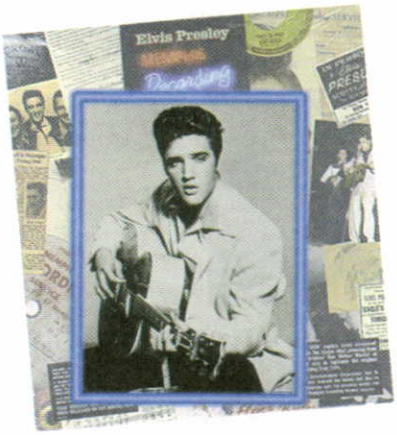
What places in your republic/area/region are they connected with? Draw a musical map of your republic/area/region. Prepare your comments.

4. Reader ex. 1. Activity book ex. 2, 3.

Lesson 2 Do you know rock and pop history?

1. Vocabulary. The history of rock and pop music in Britain and the USA includes many outstanding names and groups.

1) Which musicians are known to you? Use the Word Box to learn the meaning of the highlighted words.



The 1950s

Rock and roll* began in the 1950s in America. Some of its first stars were black. They brought traditional ***rhythm*** and blues* to people. Then white singers appeared and the most popular of them was Elvis Presley.*

The 1960s

After Elvis, hundreds of groups and singers came and disappeared. But The Rolling Stones* and The Beatles* were the most popular. The Rolling Stones offered ***aggressive*** rock. The Beatles or the Fab Four (fab is from fabulous) made **a breakthrough** in pop and rock because they took all that was good about early rock, and changed it into something ***original*** and even more exciting. The Beatles **entered** the world **charts** in 1962. Their music was everywhere and the group **toured** the world with great success. They **recorded** and **released** 12 ***albums*** and their ***recordings*** sold by the millions! They are still **worth** listening to. Their young fans know the **lyrics** and the tunes of their songs.

The 1970s — The 1980s

The history of pop and rock **continued.** In the 70s there came Elton John,* David Bowie,* Rod Stewart* and Queen.* The most important **event** of the 80s was "Live Aid".* It was a huge rock concert with many of the world's stars and it was organised to raise money for African children. In the 80s, musical technology changed. Some bands began to use *electronic* instruments called ***synthesizers.***

The 1990s

Techno music and all kinds of dance music were very popular. Boy bands and girl bands like The Backstreet Boys and The Spice Girls **made their way** to the **stage.**

The 2000s

Boy bands continued into the 21st century. Singers like Britney Spears and Jennifer Lopez became popular. Today new ***idols*** have appeared and many young people follow them.

word box

a breakthrough [ˈbreɪkθruː] — прорыв
to enter a chart [tʃɑːt] — войти в список лучших музыкантов
to tour [tʊə] — гастролировать
to record [rɪˈkɔːd] — записывать на пленку, диск
recording [rɪˈkɔːdɪŋ] *n* — ?
to release [rɪˈliːs] — выпускать
worth [wɜːθ] — стоящий, заслуживающий внимания
lyrics [ˈlɪrɪks] — стихи
to continue [kənˈtɪnjuː] — продолжать, продолжаться
an event [ɪˈvent] — событие
to make one's way to — продвигаться
a stage [steɪʤ] — сцена

Words to guess

rhythm [ˈrɪðm] *n* — ?
aggressive [əˈgresɪv] *a* — ?
original [əˈrɪʤnəl] *a* — ?
album [ˈælbəm] *n* — ?
synthesizer [ˈsɪnθəsaɪzə] *n* — ?
techno [ˈteknəʊ] *n* — ?
idol [ˈaɪdl] *n* — ?

2) What have you learnt about British and American rock and pop?

- When and where did rock and roll music begin? What contribution did the rock and roll musicians make?
- What kind of music did the Rolling Stones offer?
- What was special about the music of the Beatles? What speaks for the fact that the Beatles were very popular?
- Can we say that the history of rock and pop finished in the 70s?
- What was special about the pop music of the 80s?
- Why were Live Aid concerts organised?
- What musicians made their way to the stage in the 1990s and in the early 2000s?

2. The rock and pop music world knows a lot of outstanding or just popular musicians and events.
What are they? Replace the underlined words and expressions with the new words that fit.

— Bill Haley* preserved on a disc the rock and roll classic *Rock Around the Clock.*
— Now few people remember the name of Smokey Robinson* though he was not the one who stopped the success of rock's beginners.

— Bruce Springsteen* was included in the list of the most popular singers when he was 23. He was one of the most popular songwriters and performers for more than 20 years. He visited many countries with his concerts.
— Diana Ross* began in the 60s. But her solo singing is still very good to listen to.
— One of the most important happenings of rock music was Woodstock,* a big rock festival.
— Madonna's* songs and dancing were a great achievement[1] in rock music. But some people think the words of her early songs are dangerous and destructive.

to achieve — достигать
[1] **achievement** [ə'tʃi:vmənt] *n* — ?

3. In your culture.

Mashina Vremeny (The Time Machine) is a famous Russian rock group that has a long history.

1) What do you know about its history? Fill in the gaps with the words from the box.

albums • continue • entered the chart • event • full houses
lyrics • made its way to the stage • recorded • released • a success
a synthesizer • tour • toured • tunes • worth

Mashina Vremeni _____ in the 1960s. The group's music was a great _____ in 1968, it was full of new and unusual _____. Their _____ told about the problems of the time. In 1976 the young musicians met Boris Grebenshchikov who invited them to Leningrad. Their concerts were played to _____. In 1978 the group started using _____, it was a new instrument that was a revolution in rock music. In 1981 the newspaper *Moskovsky Komsomolets* published the list of the most popular songs and the song *Povorot* by Mashina Vremeni _____ for the first time. Mashina Vremeni became the best rock group of the year. Many young people enjoyed listening to their songs. In 1980 the group recorded 2 _____. They were _____. Later the group took part in different TV programmes and films. In 1989 the group _____ Africa and Great Britain. The group _____ and _____ more than 20 albums. Now they _____ their work and _____ Russia, the countries of the Commonwealth of Independent States,* Europe and America. Their songs are still _____ listening to.

2) In the story find the sentences with Ving forms and translate them.

Grammar for revision

Ving forms

Please believe me the musical *Chicago* is worth **watching**.

GS p. 197-198 AB ex. 1

4. Young people write what they think about modern music to different Internet sites. **What do they think about modern music? (AB ex. 2)**

5. In your culture. The world of rock and pop music in Russia is large.

1) Tell your foreign friends about the most famous pop or rock group/singer or performance. Use the Fact File or use your knowledge.

Fact file

Alla Pugacheva (1949-), concerts and songs for films (1965-1975); the most famous musical performer in Russia since 1975; winner of the International Singers' Contest "The Golden Orpheus" in Bulgaria (1975); more than 40 albums in Russia and abroad; her first and only English-speaking album (1980s); millions of recordings and albums sold; concerts in most regions of Russia, in Europe and America; several awards.

Boris Grebenshchikov (1953-), one of the "founding fathers" of Russian rock music; known as BG; the leader of the group *Aquarium*; influenced by the Beatles during his school years; first performance (1973); the breakthrough at the Tbilisi Rock festival (1980); widely known in Russia since that time; concerts in Europe and America (after 1985); more than 500 songs, more than 20 albums; music for films.

Victor Tsoi (1962-1990), one of the most successful rock musicians, the leader of the rock group *Kino* (started in 1981); the hero of Russian rock; the first concert on the stage of Leningrad's Rock Club (1982); the first album (1982); the album *Blood Type (Gruppa Krovi)* — a breakthrough for the group *Kino* (1987); the music and the lyrics made Tsoi a hero: his songs spoke about political problems of the time, no difference between his image and his life; 16 albums; still the idol of many young people.

Fact file

Zemfira (1976-), a popular rock songwriter, composer and singer, performs alternative rock, the leader of the Russian rock group Zemfira («Земфира») since 1998; 7 albums, successful concerts in Russia and abroad.

Juno and Avos,* a rock opera by Alexei Rybnikov (lyrics by Andrei Voznesensky), at the Lenkom Theatre* since 1981; first recordings (1983); millions of albums sold; performances in Paris (1983), then in Germany and the USA; always a great success; the TV version of the performance by British TV in 50 countries; the new recording of the rock opera using modern technologies 2002.

2) Look at the picturies of some popular Russian singers and groups and say:
a) who you like listening to and why;
b) who you like most; put their names in order from the most favourite downwards;
c) who you would send to the Eurovision Contest and why.

6. **Reader ex. 2.**

Lesson 3 What music do you like?

1. Teenagers have always had different musical tastes. Ben and Robert are talking about the music they prefer.

1) Do Ben and Robert have similar tastes in music?

Most of my classmates like rock. They think that bands and musicians like Led Zeppelin,* Cream, Jimi Hendrix* and others made a great breakthrough in the history of rock. But my parents think that their music is too aggressive and dangerous. I don't think their music is destructive. I agree that their albums are great achievements with no bad songs on them. But their music is too complicated for me. I like dance music with its catchy tunes. I adore its *energy* and rhythm, and I don't try to look for any sense[1] in the lyrics. I want only a rhythm and a tune. That's all I need in music!

Ben Madison

I like classical music. I'd like to know some teens who are interested in the classics because this is the MUSIC, the beginning of it all. I have got two favourite composers though they are very different. They are Tchaikovsky* and Gershwin.* I've heard Tchaikovsky's Piano Concerto No. 1. It's fantastic! The Russians have always put so many feelings into their music. There is a Russian flavour[2] in almost all of his works, and Tchaikovsky gives them life and character. Gershwin is my other idol. I am sorry that few young people know about him because without his works the music we listen to today wouldn't appear. Glenn Miller* and the swing era* are built on his music. Though I am not keen on jazz I like Gershwin's music. It's fantastic, it's classics in jazz!

Robert Kraft

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[1] **sense** [sens] — смысл, значение

[2] **flavour** ['flervə] — 1) аромат 2) особенность; привкус

2) Which of the ideas below are expressed by these teens? Which of them belong to Ben and which of them belong to Robert?

— Energetic and rhythmic music is what he wants. ____
— Gershwin's music is special because it is jazz and classics at the same time. ____
— Led Zeppelin's, Cream's and Jimi Hendrix's albums are very good with very good songs on them. ____
— Tchaikovsky and Gershwin are very different classical composers. ____
— Tchaikovsky's music is so good because there are many feelings in it. ____
— The lyrics are important in the songs. ____
— There are bands and musicians that have made something new in rock. Led Zeppelin, Cream and Jimi Hendrix are musicians who have gone down in history. ____
— Very few young people know about Gershwin today. ____

3) Which of these reasons could Ben and Robert use to support their ideas?

His music has great tunes and some catchy melodies.
I think some young people even create idols of modern musicians.
He was a very important composer because he created something new.
He created the most romantic music I've ever heard.

4) Whose opinion do you share? Why?

I think there is much in what ... says. The music of ...
I don't like what ... likes because ...
I don't know what to say because ...

5) What can you say in favour or against classical music, rock and dance music?

I have always liked ... because ...
What I most enjoy in ... music is ...
Besides, I am absolutely crazy about ...

I've never liked ..., I'm afraid.
I can't stand ... because ...
More than that I don't like ...

So what I need in music is ...
To sum it up, this music is ...

2. Reader ex. 3. Activity book ex. 1.

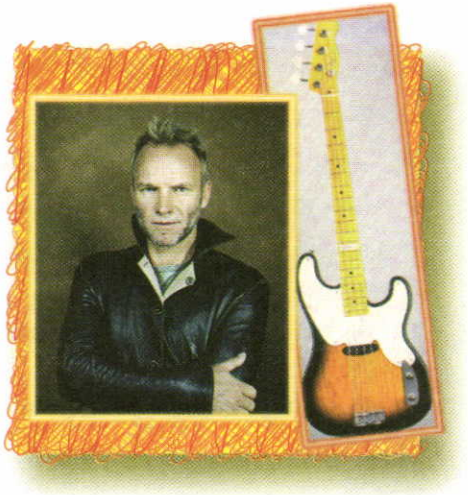
NEXT LESSON IS A READING LESSON.

Reader ex. 4.

Lesson 4 Are you going to the concert tomorrow?

1. Ashley and Melody are talking about the forthcoming Sting* concert.

1) What do Ashley and Melody think they will see?



Ashley: Do you know that Sting is giving a concert next week in London?

Melody: Is he? I am eager to see it. And what about you?

Ashley: I am going to buy tickets tomorrow. I think I will queue up much earlier than usual.

Melody: And when does the **box office**[1] open?

Ashley: It opens at 11 a. m. but I'll come, say, at 7.

Melody: I am sure you are going to enjoy the concert because his programme of his best songs is worth coming early.

2) In the talk, find the sentences with the future actions, match them with the rule and translate them.

Grammar for revision

Future meaning

1. Present Progressive: I **am going** to the concert tonight.

2. 1) to be going to: I **am going to buy** tickets for the concert.
2) to be going to: He is a great musician and it is his native town. His concert **is going to be** a success.

3. Future Simple: I think we'**ll enjoy** the concert tonight.

4. Present Simple: The concert **starts** at 7 p. m.

GS p. 193 AB ex. 1, 2

[1] **a box office** — касса *(театральная)*

3) Which questions could Ashley and Melody ask each other about the forthcoming concert?
Which questions could they ask the box office assistant? Which questions could the box office assistant ask Ashley and Melody?

Are there any tickets/seats **available**[1] this week?

Can I **book**[2]/buy some tickets, please?

Which date do you want the tickets for?

How many tickets do you want?

How may/can I help you?

Is ... going to play/perform tonight?

Is that all you can offer me?

Is the concert/performance going to be a success? Why?

Is there more than one concert/performance?

What can you offer?

How much does the ticket cost?

May/Can I help you?

The Nutcracker? What's that?

What concert are you going to next week?

What is special about the group/singer?

When does the concert begin?

How much are the tickets?

Which performance/concert? Which performance/concert are you interested in?

Will you join us to go to the concert tomorrow?

Would you like the seats near the stage or would you prefer to sit further back?

4) Pair work. Which questions from ex. 3) do these answers match?

— I want the tickets for the 23rd of June.
— It begins at 6 p. m.
— Next week I am going to the concert of our school rock group. I think I'll enjoy it.
— They are 25 and 35 pounds.
— Yes, I will. I will be happy to join you!
— Yes, it is. The orchestra and the performers are perfect, their programme is very interesting.

5) Match the questions with the answers. (AB ex. 2)

2. Melody has come to the box office of Her Majesty's Theatre. She is talking to the box office assistant.
What performance is Melody going to see? When is the performance taking place? How many tickets did Melody buy?

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[1] **available** [ə'veɪləbl] — доступный, имеющийся в распоряжении
[2] **to book** — заказывать

3. Role play. 1) You want to see a performance at Her Majesty's Theatre.

Pupil card 1

You are a Russian pupil. You are at the box office of Her Majesty's Theatre talking to the assistant. You want a ticket for the Thursday performance. You have got 30 pounds.

Choose the performance you want to see.

Pupil card 2

You are a box office assistant. You've got tickets for:
*The Sound of Music**
Show times: Thursday at 8.00 p. m.
Seat prices: 25.00 to 55.00 pounds
*The Phantom of the Opera**
Show times: Thursday at 4.30 p. m.
Friday at 4.30 p. m. and 8.00 p. m.
Seat prices: 20.00 to 50.00 pounds

Answer the questions.

2) You are discussing a concert of pop/rock music.

Pupil card 1

You are a Russian pupil who is going to see a concert of pop music. You are talking to your foreign friend about the forthcoming performance of a popular singer or group.

Discuss the performer(s), the songs you want to listen to, the time the performance begins and the price of the tickets.

Pupil card 2

You are a British pupil talking to your Russian friend about the forthcoming concert. You know that such performances usually begin at 7 in your town and the price of the tickets is not that high (£ 20 to 40).

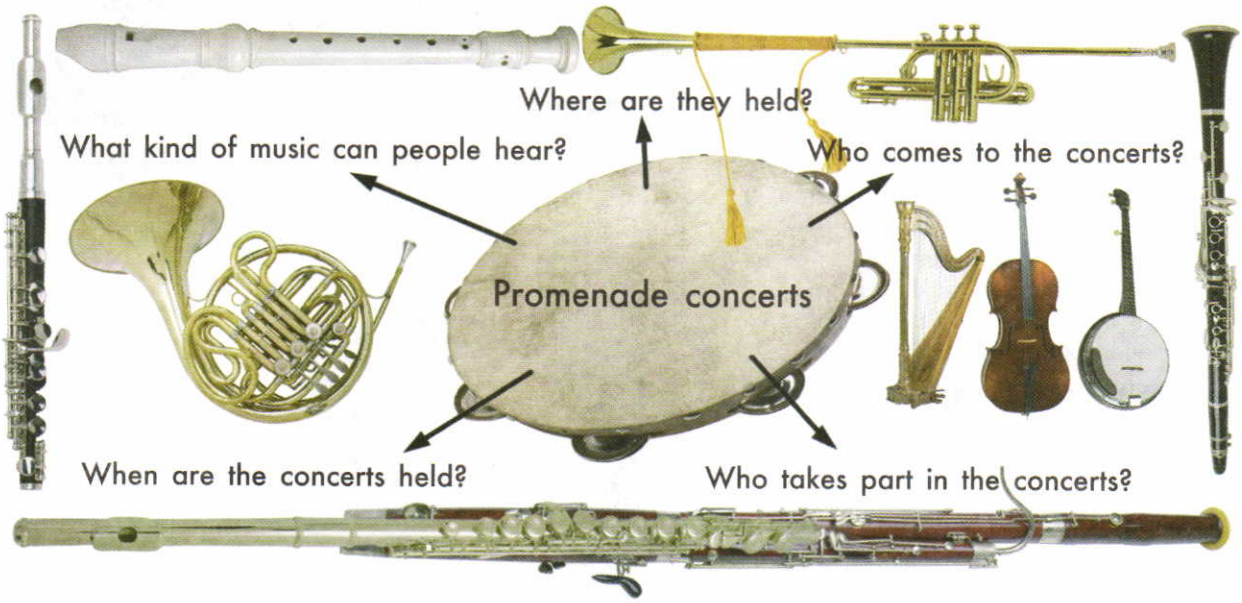
Discuss the performer(s), the songs you want to listen to, the time the performance begins and the price of the tickets.

4. Activity book ex. 3.

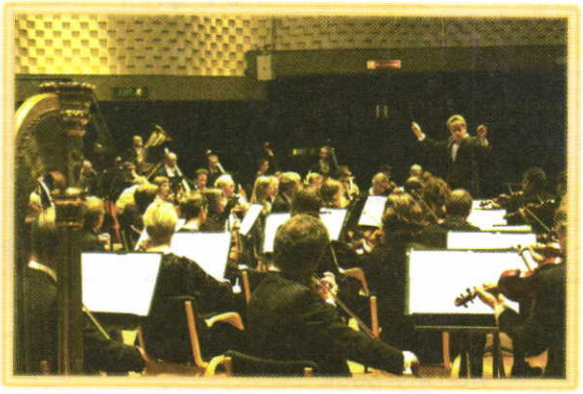
Lesson 5 What are the Proms for?

1. "Proms" is short for "promenade* concerts".

1) Which words do you expect to hear in the text about Promenade concerts? Fill in the Word Web.



2) Listen to the story about the history of the Promenade concerts. Choose the correct answer. (listening for detail)



1. The Proms were started
   - a in the 18th century.
   - b in 1895.
   - c in the autumn of 1894.
2. First Proms were organised by
   - a Henry Wood.
   - b Robert Newman.
   - c the Queen.
3. Henry Wood was
   - a a musician and a conductor.
   - b a well-known musician and a popular composer.
   - c a conductor and a composer.

4. Henry Wood began the classical music concerts

a at the Queen's Theatre.
b of the first Proms season.
c of the London symphony orchestra.

5. The concert series were known as

a new Promenade Concerts.
b Mr Robert Newman Promenade Concerts.
c the Queen's Promenade Concerts.

6. Henry Wood conducted the Promenade Concerts

a for 50 years.
b until 1950.
c until he was 50.

7. Every year the Proms

a offer 70 concerts.
b invite 70 prominent composers and musicians.
c offer concerts for 70 days.

2. The Promenade concerts may be called the most important event in the musical life of Britain.

What musicians and orchestras take part in the Proms every year? (AB ex. 1)

3. *The Sound of Music** is a famous Broadway* musical. In the story the children are taught to sing by their nurse Maria.

1) Which words does Maria suggest the children use instead of the notes[1]? Listen to the song and circle the word you hear. (listening for specific information)

Let's start at the very beginning
A very good place to start
When you read you begin with A-B-C
When you sing you begin with DO-RE-MI
DO-RE-MI DO-RE-MI
The first three notes just happen to be
DO-RE-MI

DO-RE-MI-FA-SO-LA-TI ...
Oh let's see if I can make this easier
(dome doe dor) — a deer, a female deer
(rail rain ray) — a drop of golden sun
(me Micky Milly) — a name I call myself
(farm fast far) — a long long way to run
(salt soul so) — a needle pulling thread

[1] **a note** — *муз.* нота

(la lark luck) — a note to follow SO

(team tea tee) — a drink with jam and bread

That will bring us back to DO!

_____ — a deer, a female deer

_____ — a drop of golden sun

_____ — a name I call myself

_____ — a long long way to run

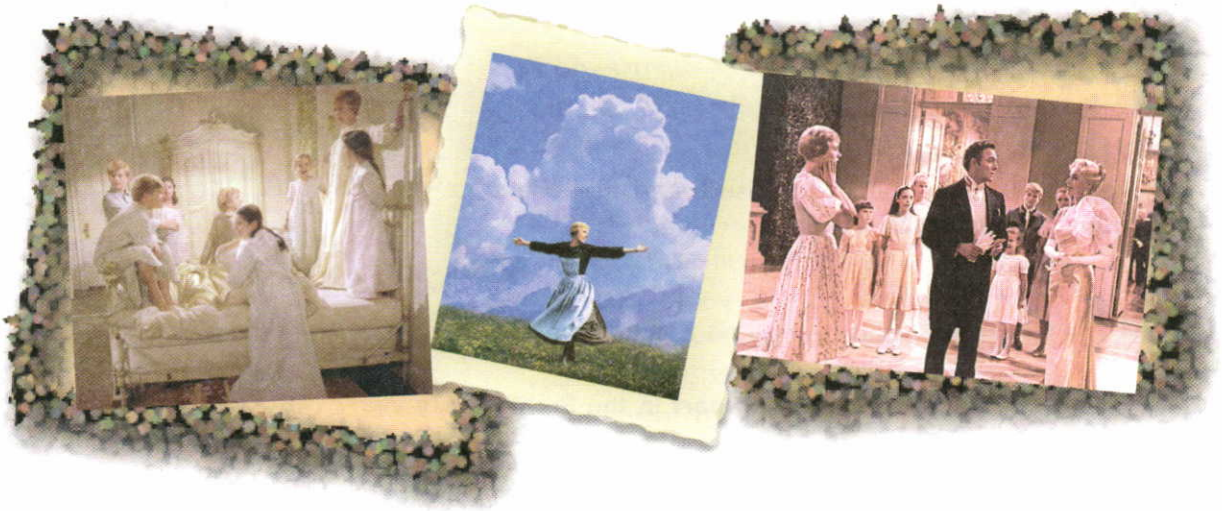
_____ — a needle pulling thread

_____ — a note to follow SO

_____ — a drink with jam and bread

That will bring us back to DO!

DO-RE-MI-FA-SO-LA-TI-DO! SO DO!



2) Consult the dictionary and check if your choice has been correct. Complete the second part of the song with the correct words.

4. Reader ex. 5.

Lesson 6 Can you write a thank-you letter?

1. Many people write and send thank-you letters on different occasions.

1) Who does Alec Wessel express his thanks to and why?

*Dear Naxos,**
Thank you for this wonderful CD. Please don't stop releasing these Boris Tchaikovsky recordings. He is a great composer. You are doing a great work. I hope you will continue releasing the modern and post WW II* recordings of Russian composers. I've been collecting the works of your company for 15 years. Now my Naxos CD collection includes 226 titles and I look forward to having many more. I really* ***appreciate***[1] *your help in making so many fabulous discoveries.*
Thanks again.

Alec Wessel

2) How did Alec express his thanks to the company? How did he express his attitude to the work of the company? How did he ask them to continue their work?

3) Use these phrases to replace the same ideas in the letter.

I wish to express my thanks to ... for ...
I really (do) appreciate ... very much.
Thank you so very much ...

Please, please, PLEASE continue ...
Please keep up ...
Please go on ...

Your company is the best now.
I think it's great what you are doing/what you have done.

[1] **to appreciate** [ə'priːʃɪeɪt] — (высоко) ценить

2. George Fawcett is writing his letter to the Naxos Company.
Make the letter he wrote a thank-you letter.

Dear Naxos,
I have just bought your recordings of Tchaikovsky's Swan Lake conducted by Yablonsky* – It is absolutely FABULOUS! I have always bought Decca* recordings but now I have begun buying the recordings of your company. I have never heard this great music played so beautifully before.*
Now I'd like to have The Sleeping Beauty and The Nutcracker and more complete collection of ballet music with these artists. I'd love to hear anything performed by them.
Congratulations on the most wonderful Swan Lake ever put on disc!
Best wishes,
George Fawcett

3. You have bought an album of your favourite singer or group.

1) Write a short e-mail thank-you letter to your favourite singer or group (120 words).

2) Activity book ex. 1.

Lesson 7 The cop and the anthem

1. Here is the story about homeless Soapy written by O'Henry,* an American writer famous for his humorous stories.

1) Where will Soapy spend the coming winter? (reading for detail)

A. It was cold and windy in Madison Square, Soapy didn't like it. Winter was coming and it was time for him to look for shelter. Three months in prison[1] on the Island was what he wanted. There he was sure of a little food and a bed, safe from winter wind and the cold. For years prison had been his shelter during winter. Now the time had come again.

B. There were many easy ways of getting into prison. In Sixth Avenue Soapy saw a bright shop window. He took a stone and threw it at the glass and broke it. A policeman came very quickly. Soapy stood still and smiled when he saw the policeman. "Where is the man that has done it?" asked the policeman. "Do you think ***I*** have done it?" said Soapy in a friendly way. The policeman did not understand Soapy's hint. Men who break windows don't usually stay to speak to policemen in the street. They run away. Just then the policeman saw a man who was trying to catch a car. And the policeman ran after the man. Soapy wasn't a success.

C. On the opposite side of the street was a small restaurant. Soapy came in, sat down at the table, and ate a beefsteak and a huge apple-pie. He liked it there, it was warm and quiet at the restaurant. "Now call a blue-coat, I can't pay. I have no money," said Soapy to the waiter.[2] "And don't keep a gentleman waiting." "No cop for you," said the waiter, and he threw Soapy out of the restaurant. Soapy quickly got up and cleaned his clothes. He was in despair[3].

D. His last hope was to be caught for bad behaviour in the street. Soapy began to cry at the top of his voice. He danced and jumped like a madman. A policeman who was standing nearby turned his back to Soapy, and said: "It's one of those

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[1] **a prison** ['prɪzn] — тюрьма
[2] **a waiter** ['weɪtə] — официант
[3] **despair** [dɪ'speə] — отчаяние

University students. They are celebrating their traditional holiday. They are noisy; but they are not dangerous. We have instructions to ignore them." Soapy stopped in despair. Was there any policeman who would *arrest* him on that day?

E. At last Soapy came to the street where there was little traffic. At a quiet corner he suddenly stopped. There was an old cathedral in front of him. Through one window he heard the marvellous music of the *organ*, which made him come closer. The moon was above, cold and beautiful, and the music made Soapy suddenly remember those days when his life was full of such things as mothers and roses, ambitions and friends, and bright thoughts and clean clothes. The organ music set up a revolution in him. There was time yet. He was still young. He would get out of the mire.[1] He would be somebody in the world. He would —

F. Soapy felt a hand on his arm. He looked quickly around into the broad face of a policeman.
"What are you doing here?" asked the blue-coat. "Nothing," said Soapy. "Then come on," said the policeman. "Three months on the Island," Soapy heard in the Police Court[2] next morning.

2) What did Soapy do to get into prison? Tick the correct answer. Prove it from the text. (reading for detail)

— Soapy broke the shop window glass. ____
— He threw a stone at the people. ____
— He was not polite to a policeman. ____
— Soapy ate a lot of food at a restaurant but didn't pay. ____
— Soapy's behaviour was against the law when he cried and danced like a madman in the street. ____

3) What is each paragraph about? Match the statements with the correct paragraphs. There are extra main ideas. Look up the unknown words in a dictionary. (reading for the main idea)

— Soapy's first attempt to get into prison.
— The music that could change Soapy's life.
— An adventure in the street.
— Soapy wants to find a shelter.
— The tasty dinner at the restaurant.
— No new life for Soapy.
— Soapy's life full of ambitions, friends and bright thoughts.
— Soapy's "unlucky" visit to the restaurant.

4) In the story there are two more words to call a policeman.
Find these words in the story.

---

[1] **a mire** [maɪə] — трясина, болото
[2] **a police court** [kɔːt] — полицейский суд

5) Here is the summary of the story.

Is the summary correct? Read it, filling in the blanks with prepositions and postpositions using the text.

It was very cold and Soapy didn't like to be Madison Square.

Soapy had no home, he hoped to spend the three winter months _____ prison. Soapy knew many ways _____ getting _____ prison. But _____ that day Soapy was not a success. He broke a window glass, didn't pay _____ the restaurant and what? They just threw him _____ _____ the restaurant. Then Soapy cried _____ top of his voice _____ the street. But the police didn't arrest him. Soapy was ____ despair. _____ last he saw a cathedral and heard beautiful music ____ _____ one window. The music set _____ a revolution _____ him. He would change his life. He would get _____ _____ the mire. And at that moment he was arrested and sent to prison _____ the Island.

6) In the text find the words formed from the following nouns and adjectives. Write them in the second column and translate them.

Noun/adjective	Words in the text	Translation
beauty	*beautiful*	*красивый*
danger		
friend		
gentle		
mad		
marvel		
noise		
police		
quick		
sudden		
tradition		
usual		

2. **Reader ex. 6.**

NEXT LESSON IS A CONSOLIDATION LESSON. AB p. 36.

Lesson 8 Project lesson

1. Choose a project you'd like to do.

Project 1 Making a poster

- Think of a musical festival/contest you want to tell your foreign friends about.
- Choose the musicians/orchestras/conductors that can take part in the festival/contest.
- Make up the programme of the festival/contest.
- Design a poster that can illustrate your information about the festival/contest.

Project 2 My favourite singer/group

- Choose a singer/group you want to tell your foreign friends about.
- Think of the events connected with their ways to the stage.
- Choose their songs that have been most popular.
- Remember some lines from their lyrics you can use for the illustration.
- Organise the information about your favourite singer/group in the form of an album or presentation.

Project 3 The musical map of my country

- Choose important musical events and musicians connected with your country.
- Think of the comments for the map.
- Find the illustrations for the map (photos, pictures).
- Design the musical map of your country.

2. Present your projects to your classmates.

3. Discuss the projects with your classmates and choose the best projects.

Lesson 9 Preparation for testing

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)

IV SPEAKING (AB-IV)

V WRITING (AB-V)

VI CULTURAL AWARENESS (AB-VI)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 2

Lesson 1
annual
a brass band
catchy
choral*
classical
complicated
a composer
to conduct
a conductor
a first night
a full house
an instrument
jazz
an opera house
a pianist*
romantic
a seat
sentimental
to stage
a symphony
to take place
a tune
tuneless
to continue
to enter a chart

Lesson 2
aggressive
an album
a breakthrough
an event
an idol
lyrics
to make one's way to
original*

to record
a recording
to release
rhythm
a stage
a synthesizer
techno*
to tour
worth

Lesson 4
available

to book
a box office*

Lesson 6
to appreciate

Answer the questions.

1) Which words are similar in spelling or pronunciation to Russian words?
2) Which words will you use to describe a classical music concert?
3) Which words will you use to describe a rock/pop music concert?
4) Which words can you use to tell your foreign friends about your favourite singer/group?
5) How many new words and word combinations from Unit 2 do you know?

VIII SELF-ASSESSMENT (AB-VII)

JUST FOR FUN

1. While at a concert being performed by a very bad orchestra, George Bernard Shaw was asked what he'd like them to play next.
"Dominoes", he replied.
2. I was a musical prodigy. At three I composed an opera. At four I wrote a minuet. At five I wrote a complete symphony. At five thirty, as usual, I went downstairs and had a cup of coffee.
3. A true gentleman is someone who knows how to play the bagpipes — but doesn't.
4. Classical music is music written by famous dead foreigners.
5. I play the piano like Rachmaninoff — with both hands.
6. Modern music isn't always as bad as it sounds.
7. — Can you play the violin?
— I don't know. I've never tried.
8. — Excuse me, how can I get to the Albert Hall?
— Practice, my boy, practice.

Unit 3

What's the news?

Lesson 1 The media in facts and figures

1. Vocabulary. The media covers a great variety of things from television, radio, newspapers and magazines to the Internet.

1) What UK media is the text below about? Use the Word Box to learn the meaning of the highlighted words.

The UK Mass Media

Television **viewing** is the most popular entertainment in the UK. About 97 per cent of homes have a colour television set. **On average,** people spend about three and a half hours each day watching TV. Over 90 per cent of primary and secondary schools use the BBC* schools television **service**. The BBC doesn't have **advertisements** while other TV ***channels*** make money from **commercials.** *Alcohol* **advertising** is banned on television before 9 p m and *cigarette* advertisements are banned both on TV and ***radio***.

There are over 250 radio stations in the UK. About 90 per cent of the UK population regularly listen to the radio. The BBC **Network** Radio serves **an audience** of 31 million each week **transmitting** 43,000 hours of programmes each year on its five networks. The BBC World Service* transmits programmes in 35 languages ***worldwide***.

As for the UK ***press,*** there are 10 **daily** national newspapers and 9 Sunday national newspapers. Each day about 35-40 million people learn about the **news** from newspapers.

More than 15 million homes use the Internet. About 48 per cent of the population ***"go online"*** regularly.

mass — массовый
media ['mi:dɪə] (*pl* **the media**) — средства
(TV/television) viewing ['vju:ɪŋ] — просмотр (телепередач)
on average ['ævrɪʤ] — в среднем
a service ['sɜ:vɪs] — служба
a network — (теле-/радио-) сеть
an audience ['ɔ:dɪəns] — публика, аудитория (зрители, слушатели)
to transmit [trænz'mɪt] — сообщать, передавать
worldwide — (распространенный) по всему миру
an advertisement [əd'vɜ:tɪsmənt] — реклама
advertising ['ædvətaɪzɪŋ] — рекламирование
a commercial [kə'mɜ:ʃl] — рекламная, коммерческая передача
daily — ежедневный
news [nju:z] — новость, новости
to go online — выходить в Интернет

Words to guess

mass media *n* — ?
radio ['reɪdɪəʊ] *n* — ?
(TV) channel ['tʃænl] *n* — ?
press (*often* **the press**) *n* — ?

2) What do you now know about the UK media?

2. The US media is considered to be the biggest mass media in the world.

Pair work. **What speaks for the fact that the US media is the biggest mass media in the world?**

Pupil card 1

Ask your partner questions for the missing information about the US media in Card No 1. Fill in the gaps. Answer your partner's questions.

Pupil card 2

Ask your partner questions for the missing information about the US media in Card No 2. Fill in the gaps. Answer your partner's questions.

Grammar for revision

Questions

Do Americans like listening to the radio?
What is the US media like?
Television viewing ***is*** popular in the USA, ***isn't it?***
Who watches TV most of all?
Which TV network is more popular ABC ***or*** CBS?

GS p. 195-196

Card No 1

_____ is America's most popular entertainment. About 99 per cent of homes have a TV set in the USA. More than _____ per cent of homes have three or more television sets. About 65 per cent of US teens have TV sets in their own bedrooms. On average, Americans watch television about _____ hours a day. The biggest TV networks are: ABC,* CBS,* NBC,* Fox.* There are about _____ television stations and hundreds of channels. But most people usually watch 15 TV channels. _____ watch about 40,000 commercials a year. There are about 11,000 commercial radio stations in the USA. There are also radio stations free from commercials. They are _____. They transmit their programmes to Eastern Europe. There are about _____ daily newspapers and 11,000 magazines in the USA. The US is the home of the Internet. More than 85 per cent of US teens go online every day.

Card No 2

TV viewing is America's most popular entertainment. ____ per cent of homes have a TV set in the USA. More than 50 per cent of homes have three or more television sets. 65 per cent of US teens have TV sets ____. On average, Americans watch television about four hours a day. The biggest TV networks are: ____. There are about 2,000 television stations and hundreds of channels. But most people usually watch ____. American children watch about 40,000 commercials a year.

There are about ____ commercial radio stations in the USA. There are also radio stations free from commercials. They are the *Voice of America** and *Radio Free Europe*/Radio Liberty*. They transmit their programmes to ____. There are about 1,800 daily newspapers and 11,000 magazines in the USA. The US is the home of the Internet. More than 85 per cent of US teens go online ____.

3. In your culture.

Below are some facts and figures about the Russian media.

1) Make and write down the questions your foreign friends could ask you about the media in Russia.

Do ...?

..., aren't they?

Have you got ...?

Is ...?

Is there ...?

..., don't they?

Are ...?

What are ...?

Are there ...?

How many ...?

..., isn't it?

Where ...?

...?

How much ...?

Who ...?

..., aren't there?

What is ...?

... or ...?

Which ...?

Fact file

The Media in Russia

- Television sets — 89 % of homes;
  average time of TV watching — about five hours;
  8 most popular TV channels *(Perviy,* TV Channel RUSSIA, NTV,* STS,* TNT,* REN TV,* TV Center,* Kultura Channel*);*
  Kultura Channel — free from commercials;
  cigarette advertising — banned on television;
  alcohol advertising — banned on TV in *prime-time;*
  Russia Today — English-language 24-hour news channel, 90 million TV viewers worldwide.

- 18 most popular radio stations *(Russkoye Radio,* Radio Rossiyi,* Europa Plus,* Mayak** and *AvtoRadio*);*
  the audience of *Russkoye Radio* — more than 8 million each day.

- Newspapers: 34,8 % (400 names) — the all-Russia newspapers;
  33,1 % — regional newspapers;
  32,1 % — local newspapers.

- Internet users — about 30 %;
  about 36,7 % of users go online every day;
  100 % of schools are connected to the Internet.

2) Answer your foreign friends' questions in the form of a report. The Fact File can help you.

4. Activity book ex. 1, 2. Reader ex. 1.

Lesson 2 What channel to choose?

1. Vocabulary. Television viewing is very popular in the UK.

1) What do the BBC and the commercial channels offer to British TV viewers? Use the Word Box to learn the meaning of the highlighted words.

The BBC is the largest **broadcasting** *corporation* in the world. On television the BBC has 8 channels. BBC 1 and BBC 2 give the ***viewer*** a **wide choice** of ***programmes*** and are watched by 94 per cent of the UK population. BBC 1 broadcasts news programmes, **feature** films, ***serials***, political ***debate,*** sport and business programmes, **high-grade** entertainment for children, ***documentary*** films and other educational programmes. BBC 2 transmits scientific and educational programmes about literature, art and history; documentary films, serials for teenagers and cartoons. BBC 2 also provides business news, educational and political programmes, shows on crime, sport, cookery, gardening, comedy shows, and ***intellectual*** games. There are no ***reality shows*** or ***low-grade*** entertainment on BBC 2. BBC 3 is a channel for ***original*** UK comedy, drama and music as well as art and educational programmes. BBC 4 is based around art, music and debate. There is also BBC News 24,* BBC Parliament* and two children's channels — CBBC* and CBeebies.*

There are three ***commercial*** television services: ITV (Channel 3), Channel 4 and Channel 5. ITV is made up of 15 *regional* television companies which offer a great variety of high quality programmes. Channel 4 broadcasts programmes from independent *producers* and **formats** of different TV programmes from **overseas.** In Wales, on Channel 4, S4C broadcasts some Welsh language programmes. In Scotland, Gaelic* television makes a wide **range** of quality programmes in Gaelic. Channel 4 broadcasts popular serials, comedy and game shows. Channel 5 is the UK's newest national channel. It is watched by 80 per cent of the population. It shows quality programmes: original *productions* and programmes from independent *producers*. It also broadcasts news, popular American serials and sport.

wide — широкий
original [ə'rɪʤənl] — незаимствованный
to broadcast ['brɔ:dkɑ:st] — передавать (по радио/телевидению); вещать
a choice (of) — выбор
a range (of) — ряд, серия
a feature ['fi:ʧə] **(film)** — художественный (фильм)
a format — формат, замысел *(теле-/радиопередачи)*
oversea(s) [,əʊvə'si:(z)] — за морем, за границей

Words to guess

high-grade *a* — высококлассный
low-grade *a* — ?
intellectual [,ɪntə'lektjʊəl] *a* — ?
commercial *a* — ?
documentary [,dɒkjə'mentrɪ] *n* — ?
serial ['sɪərɪəl] (film) *n* — ?
debate [dɪ'beɪt] *n* — ?
reality show *n* — ?

2) Prove from the text that ...

- BBC 1 and BBC 2 are the most popular TV channels in the UK.
- BBC 1 provides a great variety of TV programmes.
- BBC 2 is an intellectual channel.
- BBC 3 and BBC 4 have something in common.
- the BBC works not only for adults but also for children.
- there are some commercial services on British television.
- there is something special about Channel 4.
- Channel 5 differs in some way from all the other TV channels.

2. Along with the BBC television there is also BBC Network Radio.

1) What programmes does BBC Network Radio transmit? Fill in the gaps with the words from the box and then listen to check.

an audience • broadcasts • commercial • commercials • debate
local news • programmes • radio • radio station • range of
serves • transmits • variety of • worldwide

BBC Network Radio is the most popular of the _____ stations in the UK. BBC Network Radio serves _____ of 31 million each week and _____ 43,000 hours of programmes each year.

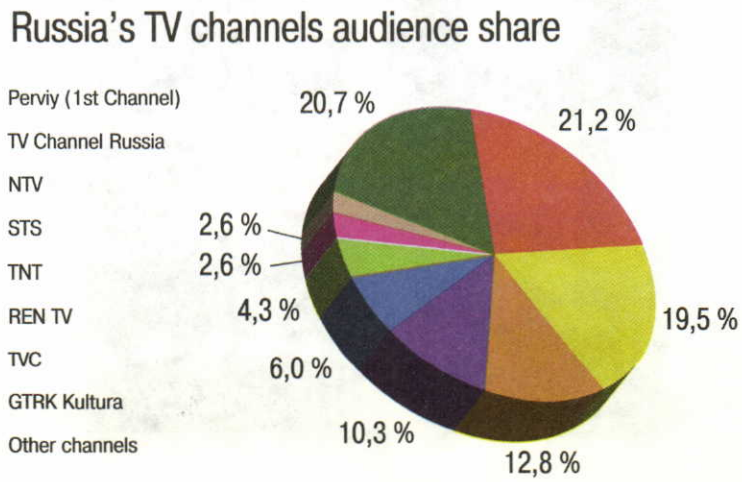
BBC Radio 1 offers pop music and _____ programmes. Radio 1 does not make money from _____. BBC Radio 2 is the most popular UK's _____. It offers a great _____ easy listening music from the last thirty years. BBC Radio 3 is a serious classical station. It broadcasts concerts and performances. At night it offers a wide _____ jazz and world music. BBC Radio 4 is a speech station with news, political _____ and radio drama. It also broadcasts the most important news _____ "Today". BBC Radio Five Live _____ live news and sports *commentary* with debates and *studio* guests.

The BBC also provides 40 local radio stations, broadcasting local _____ and music. There are also three _____ stations which make money from advertising. There is also the BBC World Service* which transmits programmes in 43 languages _____ and each week _____ an audience of over 150 million radio listeners.

2) In your culture. Say a few words about the most popular radio stations in Russia. Use the text, the LCG and your background knowledge.

3. In your culture. Below is Russia's TV channels audience share chart.

1) In what way is Russia's TV audience shared? Match the channels with the percentages of their TV viewers and then listen to check.



2) Why are the eight above channels most popular? What do they offer to their viewers? Give examples from your own TV viewing experience.

gives a wide choice of	feature films/serials/documentary films/...
broadcasts a great variety of	national/international news programmes.
	business news programmes.
	comedy shows/reality shows/talk shows.
transmit(s)	shows on ...
	(intellectual) game shows like ...
offer(s) a great range of	(high-/low-grade) entertainment.
	sports/business programmes such as ...
show(s)	children's programmes/cartoons/...
	... music.
is a channel for	political debate.
is based around	formats from abroad, for example ...
	original productions such as ...
make(s)	scientific/educational programmes about literature/art/history/...
produce(s)	...

3) Pair work. What channels do you like watching in your family? Why? Ask and answer your partner's questions.

! 4. In your culture. What are the TV viewing preferences of the grown-up television audience in Russia? (AB ex. 1)

5. Activity book ex. 2. Reader ex. 2.

Lesson 3 How much TV do you watch?

1. According to public opinion, children should be stopped from watching too much television because it's bad for them.

1) How much TV do these young Brits watch?

I only **watch** documentary films about nature. ***Yesterday***, for example, I **watched** "Planet Earth" on BBC 1. Marvellous!

Andrew

I **spend** about seven hours a day watching TV on weekdays and sometimes a bit more at weekends. Last night I **was watching** TV from 6 to 11 p. m. It's crazy!

Amelia

I **enjoy** watching TV in the evening but only for about three hours. Today I **am going to** watch my favourite "Friends" on Channel 4. And that is all!

Sam

2) The teenagers are put in order from the heaviest TV viewers downwards. Look through the report and say if it is correct or not.

First comes Amelia. She **said** that she spent seven hours a day watching TV. She also **said** that she had been watching TV from 6 to 9 p. m. ***the day before.***
Next comes Sam. Sam **said** that he mostly enjoyed watching TV in the evening but only for about three hours. He also **said** that he was going to watch his favourite "Friends" on Channel 4 ***that day.***
The last is Andrew who **said** that he only watched documentaries. And he also **said** that he had watched "Planet Earth" on BBC 1 ***the day before.***

3) What changes take place in the reported speech? Read the rule and check.

grammar in focus

Reported speech/Sequence of tenses

Косвенная речь/Согласование времен

При переводе чьей-либо прямой речи в косвенную речь следует соблюдать правила согласования времен:

1. Если в главном предложении *вводный* глагол используется в **Past Simple**, то в придаточном предложении также должны использоваться глаголы в одной из форм прошедшего времени:

• для передачи (описания) действий в настоящем используются **Past Simple** или **Past Progressive:**

Linda: *I* **like** watching TV so much.	*original words*
Linda **said** *(that) she* **liked** watching TV so much.	*reported words*
Linda: I'm watching TV ***at this moment.***	*original words*
Linda **said** *(that)* she **was watching** TV ***at that moment.***	*reported words*

• для описания действий, произошедших в прошлом, используются глаголы в **Past Perfect** или в **Past Perfect Progressive:**

Coronation Street **got** the biggest audience ***this year***.
They said that *Coronation Street* **had got** the biggest audience ***that year.***

I **have seen *this*** film on BBC.
He **said** that *he* **had seen *that*** film on BBC.

• для передачи будущих действий используется **Future in the Past:**

Jess: ***Tomorrow*** *we* **will go** and play sports instead of watching TV.
Jess **said** *(that)* ***next day*** *they* **would go** and play sports instead of watching TV.

2. Меняются обстоятельства времени и места:

this (week/year)	that (week/year)
here	there
now	then
today	that day/at the time
yesterday	the day before/on the previous day
ago	before
last (day/night/...)	(on) the previous (day/night) *или* the day/night before
tomorrow	the next day/the following day
next (week/year)	the following week/year

GS p. 201-204 AB ex. 1

2. Many British teenagers spend a lot of time watching TV.

1) What did Jennie answer to the questions about her TV viewing habits?

1. I watch 2 or 3 hours of television a day.
2. At weekends I watch 4 and even more hours of television.
3. If there **is** nothing good **on**[1] I'll sit down and wait. I won't turn off the TV.
4. I always ***leave*** the TV ***on***[2] even if I am doing my homework.
5. I always ***turn on***[3] the TV when I come home.
6. Yesterday I didn't watch TV at all. I had a lot of homework to do.
7. I have already looked through a TV guide to plan what to watch.
8. I won't turn the TV off if guests come.
9. I am not a couch potato* but I like watching TV.
10. I have never thought that watching too much TV is bad for my health.

Word box

to be on (TV/television) — ?
to leave — оставлять в каком-л. положении или состоянии
to leave (the TV set) **on** — ?
to turn off — выключать
to turn on — ?

2) Is Jennie a heavy TV viewer? Why? Report her answers to prove your opinion.

I think Jennie is/is not ...

She said that she **watched** 2 or 3 hours of TV a day.

She also said that ...

3) Jennie's classmate Brandon does not like watching TV as much as Jennie does.

a) What could Brandon say about his TV viewing habits? What do you think?

b) Report what Brandon could say.

3. **Activity book ex. 2. Reader ex. 3.**

Lesson 4 Can the media influence your life?

1. The media influences people in many ways. Don and Kathy were talking about the role of the media to a school newspaper reporter. Later, their parents made comments on what their children had said.

1) What did the teenagers say? Did their parents agree with their children?

Don: The media **can** only do a lot of good.

Don's mother: Don **said** that the media **could** only do a lot of good.
I don't think he is right: the media has both positive and negative points.

Kathy: Many people are influenced by advertising on the television.
I think that alcohol adverts **should** be banned.

Kathy's father: I agree with my daughter who **said** that the advertising of alcohol **should** be banned on television.

2) What changes with modal verbs take place in the reported speech? Read the rule to check.

grammar in focus

Reported statements with modal verbs
Предложения с модальными глаголами в косвенной речи

При переводе чьей-либо прямой речи с модальными глаголами в косвенную речь после вводных глаголов в **Past Simple**:

1) **меняются** модальные глаголы **can, may, have to**:

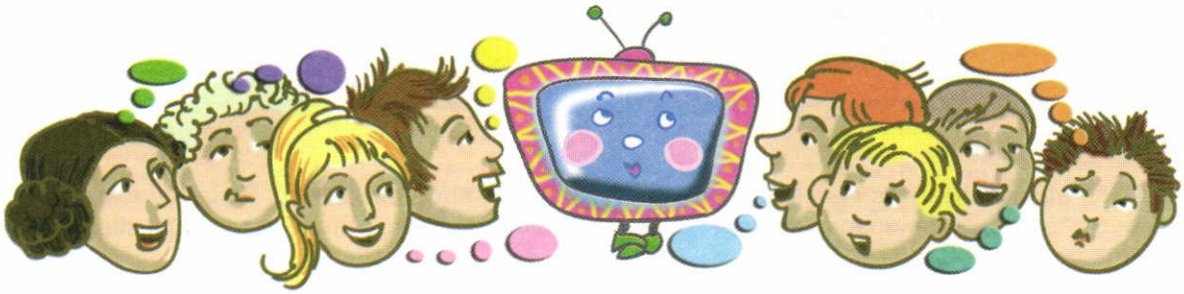
Ben's mum: You **may** watch ***this*** show. *original words*
Ben's mum **said** (that) Ben **might** watch ***that*** show. *reported words*

2) **не** меняются модальные глаголы **must, should, could, might, ought to, had to,** а также **need/needn't**.

GS p. 203

2. British teenagers were asked about what they liked and disliked about the BBC and their ideas of improving it.

What did the teenagers say? Report their ideas.



Brandon said that the BBC was fabulous but they **ought to** show more new programmes.

The BBC is fabulous but they ought to show more new programmes.

Brandon

The BBC has the right *balance* of comedy, talk shows and educational children's programmes for every family. I think they should continue the good work!!

Jack

The BBC is good because there are no advertisements but they might make more entertaining programmes for young adults.

Lucy

I think there should be more football and other sports on the BBC.

Jennie

They should stop showing *repeats* or I'll have to switch to another channel!

William

During the day there were no teenage programmes on the BBC. I had to switch to ITV!

Olivia

The BBC should improve the programmes it shows. There is really nothing on that is worth watching.

Max

The BBC needn't change anything in their programmes. It is informative and entertaining!

Orlando

The media can influence people's life. There is nothing bad about it.

Pamela

3. Young people all over the world have grown up with advertisements. Advertisements can influence young consumers' choice greatly.

1) Things below are often advertised in the media. Which of these things are most popular with young British consumers? Which things are more popular with girls and which are more popular with boys? Who spends more — girls or boys? What do you think?

mobile phone cards | snacks | music and DVDs | clothing | sweets and chocolate | SOFTWARE | footwear | magazines | make-up

2) Listen to check. Report what you have learned about young British consumers' choices.

3) Young people's attitude towards advertising varies.
What did the British teenagers say about advertising in the media? Report what they said using the reporting verbs *to say, to think, to complain* (жаловаться)**, *to suggest*** (предлагать) **and *to add*** (добавлять)**.**

Bob ***suggested*** that the junk food advertisements **should** be banned.

The junk food advertisements should be banned.
Bob

We do not need TV shows when we **can** have advertisements.
Sean

Commercials **must** not go away. How else are we going to find out about things to buy?
Ken

People **should** not buy things just because famous people are advertising them.
Pam

Junk food advertisements **should not** be banned because it won't stop us from eating it.

Cathy

Nobody has the right to tell people what they **can** and **can't** buy.

John

Commercials **can** be creative, informative and very useful.

Marsha

Healthier food **must** be more widely advertised.

Joy

They **needn't** change anything about advertising: we will still buy what we want.!

Phil

Alcohol advertising **must** be banned on TV as well as cigarette advertising.

Jeremy

They **might** make some advertisements easier to understand.

Jeff

Because of commercials, we often **have to** buy things we don't need.

Tracey

There **should** be adverts on TV because they give you time to have a break.

Gill

4. What did Moscow teenagers say about Russia's TV services to a "TV Park" guide? (AB ex. 1)

5. Activity book ex. 2. Reader ex. 4.

NEXT LESSON IS A READING LESSON.

Lesson 5 What's the news?

1. In the UK, adult people buy more newspapers than people in most other western countries. Almost 35-40 million adults read newspapers every day.

1) Read the text and say which of the following titles fits best. Guess the meaning of the highlighted words. (reading for the main idea)

- **The UK popular newspapers**
- **The UK national press**
- **The UK newspapers**

news + paper = a newspaper
influence *v* — влиять
influential *a* — ?
daily — ежедневный
a daily newspaper = **a daily**

weekly *a* — ?
a weekly newspaper = **a weekly**
a detail — деталь
detailed *a* — ?

In the UK there are daily national newspapers and Sunday newspapers. The UK newspapers are divided into quality newspapers and popular newspapers. Quality newspapers are usually **broadsheet** ***in format***. **Broadsheets*** are the serious newspapers, and they **cater for** readers who want *detailed* information on a wide range of home and overseas news. They also offer a great variety of **features** such as sports sections, *financial* reports, book reviews, women's pages, and art summaries. Popular newspapers, which are half the size of a broadsheet, are called **tabloids.*** They are cheaper and cater for those who want to read shorter, entertaining stories and reports of the latest *scandals* about **celebrities,** often with large colourful photos. Tabloids are also known for their large **headlines** and simple style.

The oldest of the daily quality newspapers is "The Times". It has a *reputation* as one of the most *influential* newspapers in the country. It is famous for its wide **coverage** of important home, overseas and business news, its financial and sports pages. "The Guardian" is famous for its **lively** reports and its original features. "The Independent" has a reputation for its excellent international news coverage and reporting. The best-selling quality daily newspaper is "The Daily Telegraph" which is known for its detailed reporting and good international news coverage, as well as its detailed coverage of sport. "The Financial Times" *specializes* in City* news but also offers some general news articles, features and reviews.

The most popular tabloids are "The Sun" and "The Daily Mirror". "The Daily Star" is similar to "The Daily Mirror", but it has a greater number of young women readers. "The Express" has a reputation for its lively writing and "**no nonsense**" **reporting.** "The Mail" is the most serious of the tabloids, with its well-written articles. Both newspapers have ***weekly*** book reviews, women's pages and other regular features. "The Express" and "The Mail" are different from "The Sun", "The Daily Star" and "The Daily Mirror" and are considered "middle market".*

Almost all Sunday newspapers are national ones. The quality Sunday newspapers offer large sections on literature and the art, business and sport. They come with colour **supplements**, free magazines or television guides. The most popular Sunday newspapers are "The Sunday Times", "The Observer", which is the oldest Sunday paper, "The Sunday Telegraph", and "The Independent on Sunday". "The News of the World", which is the best-selling Sunday "popular", has a reputation for its detailed reports of crime, sports reports and its political comment. "The Sunday Mirror" contains popular articles on celebrities, with much gossip and many photographs. "The People" offers "true life" stories and features. Both "The Sunday Express" and "Mail on Sunday" are similar to their daily equivalents in style and **content.**

As well as the national press, there are many regional and local newspapers. These range from dailies to Sunday papers and others that are published once a week. Regional and local papers contain features on the community as well as details of local theatre and cinema performances. Local papers are not divided into "popular" and "quality" papers. Local newspapers are usually written in a simple style. Many local papers, which usually contain nothing but advertisements, are delivered free and are called "**free sheets**".

2) In the text look for the similar English words and word combinations. They are highlighted. (reading for specific information)

- широкоформатные
- широкоформатные газеты с серьезным содержанием
- популярные газеты, размер которых наполовину меньше широкоформатных газет
- бесплатные листовки рекламного характера
- приложения
- обслуживать кого-л., быть предназначенными для кого-л., чего-л.
- статьи, очерки
- репортажи, написанные живым языком, в непринужденном стиле

- репортажи, в которых нет места бессмысленным выдумкам
- газетные заголовки
- содержание (статьи)
- освещение (событий)
- знаменитости

3) Prove from the text and the photos that the UK national newspapers are divided into "qualities", "tabloids" and "middle market" depending on their format, style and content. (reading for detail)

4) In the text look for the sentences with relative clauses, match them with the rule and translate. (reading for specific information)

grammar for revision

Relative clauses

Some British newspapers produce weekly international editions ***that/which*** *can be bought outside the UK.*
Some teenage magazines cater for those ***who*** *are interested in computer games.*
News International, ***which*** *is the most prominent company*, controls about 35 per cent of the national press.

GS p. 199-200

5) Complete the following sentences with relative clauses. Use the information from the text.

National newspapers, ..., ...

Tabloids are for those readers ...

Broadsheets are the serious newspapers ...

Dailies are the papers ...

Weeklies, ..., can be both ...

Sunday papers are popular with those ...

Regional papers contain information ...

Local papers cater for people ...

Free sheets, ..., are ...

THE TIMES

Life on all fours

Migrants in Britain – the official verdict

2. **In the text look for the sentences or parts of the sentences that can be applied to the Russian press.**

3. **Activity book ex. 1. Reader ex. 5.**

Lesson 6 What are you a fan of?

1. Catherine and William are sharing their opinions about the most popular soap operas* on British TV: EastEnders,* Coronation Street,* Emmerdale* and Neighbours.*

1) Which words do you expect to hear when people talk about positive and negative points of soap operas? Use a dictionary if necessary.

fabulous	depressing	happy	primitive	sensational
bad	entertaining	hard	realistic	unhappy
boring	fun	marvellous	rubbish	untrue
brilliant	good	miserable	rude	violent
				wonderful

2) Listen to Catherine and William talking about soaps. Whose opinion is positive and whose opinion is negative? (listening for the main idea)

3) Which of the following points are Catherine and William expressing their opinions on? (listening for detail)

	William	Catherine
storyline (plot)		
characters		
actors		
language		

2. There are a lot of reasons why people like to listen to the radio.

1) Why are some British teenagers fans of the radio? (AB ex. 1)

2) Listen to six teenagers — Sam, David, Katy, Emma, Olivia and Ben. Write down the names of those who said the following. The people may be chosen more than once. (listening for specific information)

- every radio station can be listened to through the Internet _____
- radio's a change from watching TV _____
- radio plays all the coolest songs and keeps you up to date _____

radio offers the celebrity gossip and news _____

on the radio I listen to there are too many adverts and much talking _____

3) Which of these did the teenagers say? Which statements are true (T) and which are false (F)? (listening for detail)

1. Sam said that BBC 6* was the only place where he could get reliable info on new rock singles.	
2. David suggested that on his local radio there should be more programmes about cool things going on in his area.	
3. Katy said that her mum was going to win a car in one of the radio competitions.	
4. Olivia said that her favourite radio station played really good music and was very entertaining.	
5. Emma remembered that when she had been driven to primary school in a taxi they always had the radio on.	
6. Ben remembered that he had listened to the radio every morning before school and every Sunday evening.	

3. Kevin and his elder sister Tracey are in the living room. Kevin is going to watch the reality show "The Real World".*

1) What does Tracey say about the show? Which statements are true (T), which are false (F) and which are unstated (U)? (listening for detail)

1. The show is giving young people wrong ideas about life.	
2. All reality shows are great fun!	
3. Those who take part in the show are silly.	
4. Everyone wants to watch people eat and sleep 24 hours a day.	
5. The language is rude.	
6. The behaviour of the people in the show is bad and violent.	
7. People should not waste time on watching such shows.	
8. I like watching other reality shows.	
9. I always go to bed when such shows are on.	

2) What similar show is on Russian TV? What do you think about it?

4. **Reader ex. 6.**

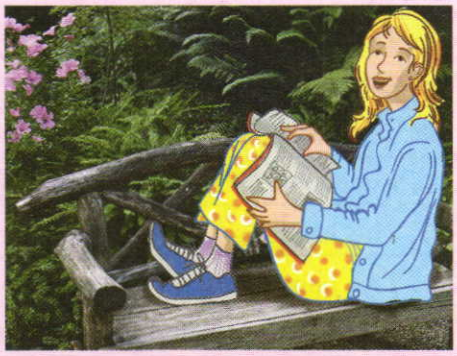
Lesson 7 *Why the Internet?*

1. Today it's hard to imagine our lives without the Internet. Here is what two British teenagers, Ben and Sue, say about the Internet and its role in their life.

1) Do Ben and Sue value the Internet more than other medium?

The Internet is absolutely marvellous! On the Internet I can **search for**[1] information on anything I like. In comparison with the radio and television there is much more information I can find online. If compared to magazines, for example, the information on the Internet is **updated**[2] more often! I use the Internet for homework and for **research.**[3] The Internet is much more *interactive* while the radio and the press are just boring! On the Internet you can connect with the whole world! I for one can talk to my overseas friends because I have my own *e-mail address.* I can also play games, find out the latest news or read about films, sport or celebrities. The Internet has more fun than any other medium. The Internet is definitely better! It has everything you can get from the press, television or the radio and much more!

Ben



I'm afraid I have to disagree with the people who say that the Internet is better than any other medium. Yes, okay, it's good but if we never read books, magazines or newspapers, if we do not watch TV or listen to the radio the world wouldn't be that great a place! The Internet is wonderful if you search for information. It is useful for homework and revision as well. I think the Internet is great for a research. But ... newspapers or magazines can't stop working suddenly ... Plus, there is something special about getting a magazine you really wanted. What can be better than sitting down with it and reading it in peace and quiet[4]? Also, if I stare at the computer *screen* for too long, it hurts my eyes!!

Sue

---

[1] **to search for** = to look for

[2] **to update** — обновлять

[3] **research** — исследование

[4] **in peace and quiet** — в тишине и покое

2) What arguments in favour and against the Internet do Ben and Sue give? Which of their arguments can be given about the other mass media?

3) Listen to Ted's opinion. What other arguments for the Internet and other media does Ted give? (listening for detail/note taking)

4) Whose arguments do you find more convincing? Why?

I think that ...'s arguments were most convincing. He/she said that ...

But I have to disagree with ... who said that ...

2. What do YOU think of the Internet?

I am a big fan of ...
It's really ...
You can ... and ...
Also ...
It is also good for ...
Plus ...
The only problem with ... is ...
In brief, ...

3. What medium could you not live without? Compare it with the other media.

I think I couldn't live without ...
... is definitely better than ...!
As well as ... ... but ...
... is good only for ... while ...
As for information search ...
... is OK but ...
For doing homework ...
... is also good ... ...
As for entertainment ...
Maybe ... is better for ... but ...
Plus ...

4. Activity book ex. 1. Reader ex. 7.

Lesson 8 Sorry? What did you say?

1. Kirill, a Russian student, is living in the family of his pen friend Jason in Britain. Jason is going to watch his favourite show on MTV.*

1) What does Kirill know about Jason's favourite show?

Jason: Kirill, do you know what? Let's watch "Pimp My Ride UK".

Kirill: Sorry? What did you say?

Jason: I said that the car show "Pimp My Ride UK" starts on MTV right now. Would you like to watch it, too?

Kirill: Why not? What is it about?

Jason: Generally the show begins with a **participant**[1] showing his or her car, and trying to convince[2] MTV why it needs "to be pimped".

Kirill: Sorry? Did you say "to be pimped"?

Jason: Yes, *exactly*. In other words, "to be restored and customized". DJ Tim Woodman, the **host**[3] of the show, comes to the participant's house, examines the car, and takes it to *a custom body shop* where a team of workers and mechanics rebuilds it. At the end of the show, the car is revealed[4] to its owner.

Kirill: I think I know the show you are talking about — «Тачку на прокачку!».

Jason: Sorry? Did you say "touch" and what?

Kirill: I was just saying that I know the show "Pimp My Ride". I saw the American *version* which was broadcast on Russian TV and the name was translated like «Тачку на прокачку!».

Jason: Oh? Was it?

2) What is the show "Pimp My Ride UK" like?

3) Find in the conversation and read how Jason and Kirill repeated their own words or expressed the same ideas in some other way.

---

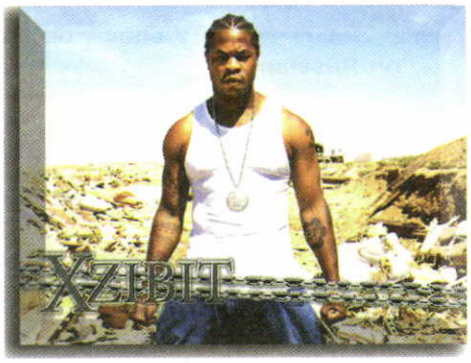
[1] **a participant** [pɑ:'tɪsɪpənt] — участник
[2] **to convince** — убеждать
[3] **a host** — ведущий
[4] **to reveal** = to show

4) Did Jason and Kirill make any changes reporting their own words? Read the rule and check.

mind!

При переводе в тот же момент и в том же месте собственной прямой речи в косвенную речь никаких изменений после вводного глагола в **Past Simple** не происходит.

5) Look through and complete Jason's and Kirill's talk below.



Kirill: The host in the American show "Pimp My Ride" is Xzibit.*

Jason: Sorry? I didn't hear what you said.

Kirill: I was just saying that ...

Jason: Did you say "exhibit"?

Kirill: What I said was ... No offence, Jason, but Xzibit is cooler than Tim Woodman.

Jason: Most probably he is.

2. Role play.

Imagine you are talking to your foreign friend about the media.

Pupil card 1

You are a foreigner. You give some information about the UK/the US media.
Use the statements below, the LCG and explain to your Russian friend the word(s) he/she could not hear or understand. These words are marked with *.

Pupil card 2

Ask your foreign friend to say again, or to say in another way, the word(s) you could not hear or understand. Remember to respond to your partner's explanations.

— *The X-Factor** is my favourite TV programme.
— www.MSN.com* is considered to be the most popular destination in the UK.
— Some time ago KFC* got into trouble with the (ASA) Advertising Standards Authority: they showed a chicken burger in a TV commercial larger than in real life.
— Not everyone wants to watch the omnibus edition* of *EastEnders* every week.
— I like to watch feature films on HBO.*
— Most newspapers are published weekly or monthly. *Sing Tao*,* however, is a daily.
— Among the Russian TV channels, C1RW* is one of the most popular in the USA.

3. Activity book ex. 1. Reader ex. 8.

Lesson 9 What is your favourite TV show?

1. There are a lot of different shows on British TV channels. Some shows are very popular and many TV viewers love watching them.

1) What TV shows do Jack and Jessica like? What are the names of similar shows on Russian TV?

I love this quiz show a lot! It is transmitted on ITV and is ***hosted*** by Chris Tarrant, my favourite ***TV presenter***. Most of all I like the *cash* prize which is very, very large: one million pounds! Fantastic! But players can get the prize only if they correctly answer 15 multiple-choice questions. If they are unsure of the answer to a question, they can use one of three "*lifelines*": "Phone a friend", "Ask the audience" and "50:50". The best moment of the show is when a player refuses to answer the question and then any TV viewer can play Walkaway SMS game and answer the question for the chance to win a £1,000! I think I will try one day. Once, my form teacher said that quiz shows were bad for education. Maybe, *Who wants to be a millionaire?** is not a very educational show but it is rather informative and very entertaining!

Jack

I don't watch TV a lot, but when *Star Academy** is on I can't get enough! *Star Academy* is a pop music talent contest. ***Contestants*** live in a boarding school and attend singing and dancing classes and are filmed with hidden cameras day and night. It's very entertaining! Once a week, the contestants take part in live music performances. They are all competing ... that's what makes the show so interesting! Each week either the group members, or the millions of TV viewers, decide which person is **eliminated**[1] until there is one winner. The *eliminations* are always so exciting because you don't know whether your favourite person will stay in or will go. The winner is awarded a record deal[2] or a cash prize and, what is more important, the winner gets the chance to become a successful music artist. I love everything about this show!

Jessica

---

[1] **to eliminate** [ɪ'lɪmɪneɪt] — исключать

[2] **a record deal** — контракт на запись (диска)

2) Which of the following points did Jack and Jessica mention talking about their favourite shows? Use the texts to prove it.

- what kind of programme it is
- what channel it is broadcast on
- what time it is broadcast at
- who the host of the programme is
- what the participants do in the show
- the reasons why each of them likes the show
- what the most exciting moment of the show is

2. In your culture.

What would you tell your foreign friends about the Russian versions of these shows? Are there any differences? Use the Fact Files, make up your stories and express your opinions.

Fact file

«Кто хочет стать миллионером?»

- quiz show
- Channel 1 (Perviy)
- started in 1998
- hosted by Maxim Galkin
- cash prize — 3 000 000 Russian roubles
  in 2006, the Walkaway SMS game was added

Fact file

«Фабрика звезд»

- Channel 1
- the international *Star Academy* format
- started in 2000
- six seasons
- hosted by Yana Churikova
- the most successful graduates (выпускники): girl band "Fabrika", boy band "Korni", Yulia Savicheva, Dmitry Koldun
- awards: a record deal or a cash prize

3. In your culture.

1) What can you tell your foreign friend about the original game show *What? Where? When?* on Russian TV? Compare it with *Who Wants to Be a Millionaire?* Which is more interesting from your point of view? Why?

Fact file

«Что? Где? Когда?» *(What? Where? When?)*

- an intellectual game show
- original production of the Russian Television
- invented in 1975 by Vladimir Voroshilov
- broadcast live on Channel 1
- hosted by Boris Kryuk
- teams of 6 people answer questions within 60 seconds
- the best players: Al. Drouz, M. Potashev, V. Sidnev, B. Burda

2) What can you tell your foreign friend about the talent show «Минута славы» on Russian TV? Compare it with *Star Academy.* Which is better for you? Why?

Fact file

«Минута славы»

- a talent TV show
- first broadcast on Channel 1 in 2007
- country of origin: the US talent show *America's Got Talent*; similar show — the British talent contest *Opportunity Knocks*
- hosted by Garik Martirosyan
- judges (судьи): Tatyana Tolstaya & Alexander Maslyakov
- participants: ordinary people with unique talents (groups and individuals)
- no age limit
- voting (голосование): by TV viewers through a telephone poll
- cash prize — 1 000 000 roubles
- final results decided by *a public vote*
- the first prize winner: Maxim Tokayev

4. What is your favourite TV show? Why do you like watching it? Give reasons. Use the outline (ex. 1.2).

5. Activity book ex. 1. Reader ex. 9.

Lesson 10 What magazines are for teens?

1. There is a great range of teenage magazines in the UK.

1) Here is Vicky's letter to a teenage magazine.

What opinion does she have about magazines for teenagers?

I'm writing to say that teen magazines have been criticized rightly for giving teenagers the wrong impression on different problems. I buy two girls' magazines but I might stop soon.

Teen magazines give very strong ideas about what's "normal". They are so stereotypical and they don't let you have an opinion or to be different. Teen magazines make you feel that you should have a certain fashion, a certain figure ... Sometimes it makes you feel bad about yourself. Why should every girl have exactly the same taste, be exactly the right appearance and size? Real people know they can be themselves and be happy how they are. Why should we follow the standards teen magazine offer?

They don't know anything about teenagers' lives and fill their pages with gossip on celebrities that nobody really cares about. There is more to life than make-up and clothes. Most of the things in girls' magazines are just wrong!!! I'm 15 and I don't feel comfortable reading them!! They teach us things that we're too young to know about. Sometimes I am absolutely shocked by the content and by the language.

I think that magazines should be written by teenagers not adults because they don't know what our life is like today. Magazines should give more practical advice on things that can really influence us. They also should give a warning[1] of both — bad language and the wrong content. I would like to read a magazine that meets all the demands[2] but I haven't found one yet.

Vicky, Newcastle

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[1] **a warning** — предупреждение

[2] **to meet all the demands** — отвечать всем требованиям

2) If you want to write a letter to a magazine or a newspaper, you should organise it in a proper way.

Did Vicky write her letter properly? Look through the letter and answer the questions:

- Did Vicky write about the aim of her writing?
- Does each paragraph focus on one aspect?
- What are these aspects?
- Did she express her opinion?
- Did she give any arguments and examples?
- What results does Vicky expect?
- What did she suggest to improve the situation?

3) Read through some *Letter Writing Tips*. Which tips did Vicky use while writing her letter?

Be clear. Use simple language.
Use short sentences.
Don't let paragraphs have more than four or five sentences.
Don't be too emotional.
Criticize facts not opinions.
Reread and check the content.
Mind your spelling and grammar.

4) Choose the sentences from the box and complete Emma's letter about teen mags. Remember about the rules and tips you've read.

I just want to say all Shout readers that there's nothing wrong with teen magazines. I buy Shout, Mizz* and Cosmo GIRL!* and they're absolutely good for teens. ...*

Teen mags help you through life. ...
...

Teenage magazines are also good for reading for fun. ...
If someone thinks that teen mags are rubbish and doesn't buy them — that's their choice. ...

And they let young people express their views and individuality.

They show that young people are not bad and can do positive things.

I think that teen mags cater for every taste and interest.

If you are 15 or 16 you won't want to read magazines for little kids.

Teen magazines tell you about what really goes on in your life.

Ever since I've been reading teen mags I have learnt things that I would never ask my parents about!

Teen mags are usually filled with music, games and fashion.

They include great gossip and you can also get really cool pictures and celebrity posters. The embarrassment pages are especially interesting to read. Reading them can be helpful as you can prepare yourself for what's going to happen when you get older.

Everyone has a free choice. I suggest it should be used wisely.

They always give you practical and emotional advice, which is good and is usually what young people would follow.

I for one get a lot of good advice from problem sections.

2. In your culture. **What do you think of the content of the magazines you read? Are they all good? Is there anything wrong with them? Write to Teen Ink* magazine what you think of teen magazines in the form of a letter. (AB ex. 1)**

3. **Reader ex. 10.**

NEXT LESSON IS A CONSOLIDATION LESSON.

AB p. 58.

Lesson 11 Project lesson

1. **Choose a project you would like to do.**

Project 1 MY OWN TV Channel

- Think of a name for your own TV Channel.
- Draw an emblem for the Channel.
- Think of or choose the programmes and make up a TV guide.
- Think of TV presenters you would like to have on your Channel.
- Make an advertisement for your Channel and its programmes.
- Make drawings or attach some photos.

Project 2 News for the youth

- Think of a name for your own magazine or a newspaper.
- Think of the general idea that your magazine/newspaper is going to be based around.
- Choose and describe three most impressive sections and give them names. Think of the content of each section.
- Think of the style, language, graphics, pictures, etc.
- Draw the pictures and attach some photos.
- Explain why your magazine/newspaper is going to be a success.

Project 3 Add your own ad!

- Think of the thing/the service, etc. you are going to advertise.
- Think of an advertisement (TV, radio or print).
- Try to make your advertisement convincing: think of and use different advertising techniques — give facts/statistics/positive reasons — think of a slogan — use humour and imagination.
- Decide what your advertisement will look like: draw some pictures or attach some photos.

2. **Present your projects and answer your classmates' questions. Explain your ideas and choice.**

3. **Discuss all the projects and decide which project is the best one.**

Lesson 12 Preparation for testing

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)

IV SPEAKING

V WRITING (AB-V)

VI CULTURAL AWARENESS (AB-VI)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 3

Lesson 1
an advertisement
advertising
a commercial
daily
to go online
(mass) media
network*
news
on average*
press
radio
a service
to transmit
TV viewing
a TV channel
worldwide

Lesson 2
an audience
to broadcast
a choice
commercial
a debate
a documentary (film)
a feature (film)
a format*
high-/low-grade
intellectual
original
overseas*
a range (of)
a reality show
a serial
wide

Lesson 3
to be on (TV/television/radio)
to leave (the TV set) on
to turn on

Lesson 4
to add
to complain
to suggest

Lesson 5
a broadsheet
to cater for
a celebrity
content
a coverage*
a daily*
detailed*
a feature
a headline*
influential*
lively
a supplement*
a tabloid
weekly*/a weekly*

Lesson 6
depressing*
primitive*
rude*

Lesson 7
(a) research
to search for
to update*

Lesson 8
a host
a participant

Lesson 9
a contestant
to eliminate*
to host
a TV presenter
a record deal*

Answer the questions.

1) Which words are similar in spelling or pronunciation to Russian words?
2) Which words will you use to talk about TV and TV programmes?
3) Which words will you use to talk about the radio?
4) Which words will you use to talk about newspapers and magazines?
5) Which words will you use to talk about the Internet?
6) Which words will you use to talk about good and bad points of advertising?
7) How many new words and word combinations from Unit 3 do you know?

VIII SELF-ASSESSMENT (AB-VII)

Unit 4

What school do you go to?

Lesson 1 What schools are there in your country?

1. Vocabulary. The education system in Great Britain is not easy to understand because it is different in different parts of the UK.

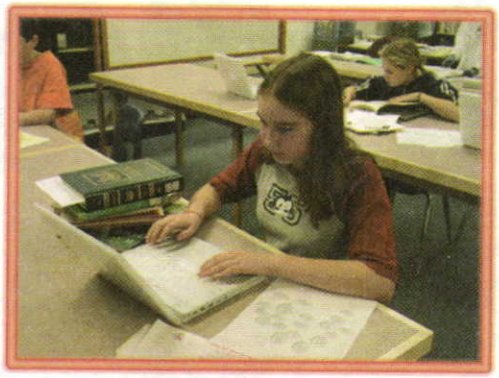
1) What types of schools are there in England? Use the Word Box to learn the meaning of the highlighted words.

In England about 93 per cent of children **attend** state schools, which provide **free education**. The other 7 per cent attend independent schools — **private** and **public schools**. Some of these schools are **boarding schools** where children live and study. If parents want to send their children to a private or a public school, they have to pay for their education. The most famous public schools are Eton,* Harrow* and Winchester.*

For small children, there are state **kindergartens**, private kindergartens and **"nursery classes"** in schools, which are **optional**.

Secondary education is **compulsory**. It means all children must attend school between the ages of 5 and 16. Most children start their education at the age of 5. Primary school may be divided into two parts: during the first two years reading, writing and *arithmetic* are taught for about 20 minutes a day. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading and singing. In Year 3 the "real work" starts. The children have lessons in arithmetic, reading and composition. History, Geography, Nature Study, Art and Music, PE, Swimming are also in the timetable. All schools follow the same National Curriculum.* The children attend the primary school for 6 years.

Comprehensive schools provide compulsory education for children between the ages of 11 and 16. Comprehensive schools offer 5-year courses to all pupils; there are no **entrance examinations** there. Some children **enter grammar schools** which also provide secondary education. If a pupil wants to study at a grammar school, he or she has to **pass** the 11+ **exams**. There are 10 subjects, which all children must study at secondary school, and there are some optional subjects that are different in different schools.



The whole period of compulsory education is divided into four **stages.** At the end of each stage (Years 2, 6, 9 and 11) pupils have national examinations.

to attend — посещать
free — бесплатный
a private school — частная школа
a public school — привилегированное частное учебное заведение
a kindergarten [ˈkɪndəgɑːtn] — детский сад
a nursery class — детское дошкольное учреждение
optional [ˈɒpʃənəl] — необязательный, факультативный
compulsory — обязательный
a comprehensive school — общеобразовательная школа
an entrance examination — вступительный экзамен
to enter — поступать (*в школу, высшее учебное заведение*)
a grammar school — a school in Britain for children over the age of 11 who have to pass a special examination to go there (классическая школа)
to pass [pɑːs] **an exam** — сдать экзамен
a stage — стадия, ступень

2) What have you learnt about the system of education in England? Complete the summary using information from the text.

Education is provided by ____ schools and ____ schools.
State schools are ____
If pupils go to a public or private school, parents ____
Compulsory education means that all children ____
Kindergartens and nursery classes are ____
Children start school at the age of ____
____ and ____ provide secondary education.
There are no ____ in comprehensive schools.
If pupils want to enter a grammar school, they ____
Pupils take ____ at the end of each 4 stages of education.

3) Complete the table of the system of education in England and Wales. (AB ex. 1)

4) Find the example of the Passive Voice in the text, match them with the rule and translate them.

grammar for revision

Present Simple Passive. Passive Voice with modal verbs

Free education **is provided** by state schools.
There are ten subjects that all children **must be taught** according to the National Curriculum.

GS p. 194 AB ex. 2

2. In your culture. The system of education in Russia has some common features to the system of education in England.

1) What is the system of education in Russia like? Complete the missing information using the words from the box in ex. 1.1) and the Fact File.

Fact file

Education system in Russia (Part 1)

Types of schools

state schools — 99 % and private schools — 1 %

schools of general education (общего образования) — 95 %

gymnasiums [dʒɪmˈneɪzɪəmz] and *lyceums* [laɪˈsɪəmz] — 5 %

Pre-school education (дошкольное образование) — optional

kindergartens

preparatory [prɪˈpærətrɪ] classes in schools (подготовительные классы)

Basic education (основное общее образование) — compulsory (between the ages 6-7 and 14-15)

primary school — 4 years

secondary school — 5 years

Examinations — a compulsory exam in 4 subjects at the end of the 9-year course.

There are two types of schools in Russia — ____ schools and ____ schools. State schools provide ____ education. Parents have to pay for their children's education if they want to ____ a private school. Only 1 % of schools in Russia is ____. Education in Russia is ____ between the ages of 6 and 15. ____ education takes 9 years, it includes 4 years of ____ school and 5 years of ____ school. At ____ school pupils learn reading, writing, arithmetic, arts and sport. At ____ school the number of subjects grows. Besides schools of general education in Russia there are ____ and ____. At the end of the 9-year course pupils take a ____.

Pre-school education is ____. It is provided by ____ and ____ in schools.

2) What are similarities and differences between the Russian and English systems of education?

In comparison with the British system of education, ...

Just as in England, ...

Both in England and in Russia ...

In contrast to England, in Russia ...

... differs from ...

3. **Activity book ex. 3. Reader ex. 1.**

Lesson 2 What can you do when compulsory education is over?

1. Vocabulary. English children must attend school until they are 16 years old. They have a lot of tests and examinations during the course.

1) What most important exams does Peter talk about? Use the Word Box to learn the meaning of the highlighted words.

At the age of 16, we write an examination called GCSE* (General **Certificate** of Secondary Education). We usually study from 8 to 12 GCSE subjects during the Years 10 and 11; and then choose subjects we will have the exams in.

After Year 11, we have to decide what to do next. There are different **opportunities**. Some of my friends decided to go to ***colleges* of further education,*** which **prepare** students for work, and I will go to the sixth form.* Most secondary schools have sixth-form departments but there is no such department in my school. That's why I will go to a special sixth-form college.* I like it more because at college the atmosphere is different and pupils are **treated** as adults. At the 6th form stage, pupils are highly *specialized* in three or four subjects and take A level exams.* Good A level results in at least 3 subjects are necessary to get a place at a ***university*** or Art and Music College to get ***higher*** education. But not all pupils will get higher education after the sixth form. If you fail A level exams, you can go to colleges of further education or start looking for a job. But I hope to get a place at a university.

Peter

2) What opportunities do 16-year-old pupils have?

3) What opportunities do 18-year-old pupils have?

Word box

an opportunity [ˌɒpəˈtjuːnɪtɪ] — шанс, возможность; перспектива
further [ˈfɜːðə] **education** — дальнейшее образование
to prepare [prɪˈpeə] — готовить
to treat — вести себя *(по отношению к кому-л. как-л.)*; относиться *(к кому-л. как-л.)*

Words to guess

college [ˈkɒlɪʤ] *n* — ?
university [ˌjuːnɪˈvɜːsɪtɪ] *n* — ?
higher education — ?
to pass an exam — сдать экзамен
to fail an exam *ant* — ?

4) In the text find the sentences with the prepositions of time and durations and translate them.

grammar for revision

Prepositions of time

At the age of 18 students take A level exams.

GS p. 206. AB ex. 1

2. There are different opinions where it is better to study at the 6th-form department or at the 6th-form college. Nick and Allie are talking about their experience in choosing where to study.

1) What advantages and disadvantages did Nick talk about? Fill in the gaps with the words from the box in the correct form.

6th-form department • college • enter • experience • frightening
hard • provide • subject • treat

There are a lot of disadvantages of staying at school, you still ____ like a kid, the teachers know your history and you don't get other life ____. I stayed in ____ because it was an easy choice to do and didn't seem as ____ as going to college. I soon understood that people who had gone to ____ were doing more interesting things, generally had better choice of ____ and after school activities, and were treated as grown-ups. In the end I left school and ____ the college. I never really enjoyed school, but college was quite different. The sixth-form college ____ an excellent atmosphere and good preparation for university. I took it seriously and worked ____.

2) Where did Allie prefer to study? Why? (listening for specific information)

3) Which arguments does each of the teens give for colleges and for 6th-form departments?

Nick said that ...
He thought that ...

Allie considered that ...
She added ...

3. In your culture. There are different opportunities to continue education after basic school in Russia.

1) What opportunities do Russian children have to continue education?

Fact file

Education system in Russia (Part 2)

Senior [ˈsiːnjə] **secondary school** (старшие классы средней школы) — 2 years

Complete secondary school exams (экзамены на получение полного среднего образования) — two compulsory state exams in a form of written tests and three exams at pupil's choice

Higher education:
Institute [ˈɪnstɪtjuːt]
University
Academy
Conservatory [kənˈsɜːvətərɪ]

Professional education:
Technical College (Technickum)
Vocational School (Technicheskoe uchilische)
Professional'ny Litsei

Certificate/*diploma*:
Certificate of Complete Secondary Education
Higher Vocational Education Diploma or Specialist's Diploma

2) What will you do when you complete basic education?

After exams at the end of Year 9 I can ...
If I have good exam results, ...
But if the results are not very good, ...

3) What will you do when you complete secondary school?

Complete secondary school prepares ...
At the end of Year 11 we will ...
After finishing school I ...

4) Make a report about the choice of your classmates: what they will do after Year 9 and what they plan to do after Year 11?

4. Present the system of Russian education in the form of a table, showing all stages of education. You can use AB Lesson 1 ex. 1.

5. Activity book ex. 2. Reader ex. 2.

Lesson 3 Are the British and US systems of education similar?

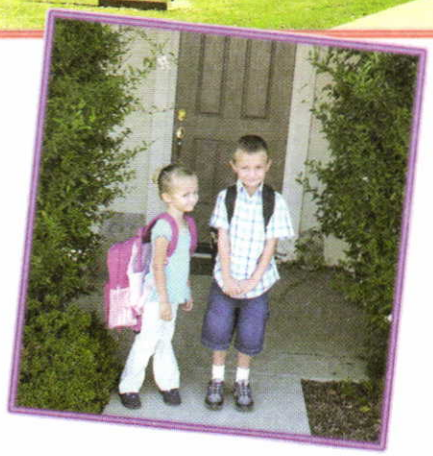
1. The system of education in the USA is different from the system of education in England.

1) What have you learnt about the main features of education in England? Complete the missing information.

1. Most children attend ____ where education is free.
2. Some children attend either ____ or ____ where parents pay for their children's education.
3. Schools where children not only study but also live are called ____
4. Education is compulsory between the ages ____
5. At the age of 5 most children start ____
6. Comprehensive schools provide ____
7. At the end of each stage pupils take ____
8. Children can get higher education at ____
9. To enter a university you have to take ____

2) Listen to the information about the US system of education and circle the sentences in ex. 1.1) that can be used to characterize the US system of education. (listening for specific information)

3) Listen to the information about the system of education in the USA and for questions 1-6 choose the correct answer. (listening for specific information)



1. The USA free schools are called
   - a state schools.
   - b public schools.
   - c private schools.
2. The education is compulsory between the ages of
   - a 5 and 16.
   - b 7 and 18.
   - c 6 and 18.
3. At elementary school a student spends
   - a either 5 or 8 years.
   - b usually 3 years.
   - c 6 years.

4. High schools provide

a higher education.
b elementary education.
c secondary education.

5. In the USA students

a do not take any exams.
b do not take national exams.
c always take the Scholastic Aptitude Test (SAT).

6. The USA universities and colleges accept

a those students who have good SAT results.
b all the students.
c those students who have passed entrance exams.

4) Complete the table about the USA system of education. (AB ex. 1) (listening for detail)

2. Taking an exam is usually stressful. Some teens try to cope with it with the help of lucky mascots.

1) What lucky mascots are the teens talking about? Match the names of the teens and the lucky mascots. You can use the names more than once. (listening for the main idea)

Jane	Harriet
Katie	Ashley
Amy	Lily
Reggie	Ruth
Jess	Lee

1. a piece of clothing _____, _____
2. things for writing _____, _____
3. photos _____
4. toys _____, _____
5. other things _____, _____, _____
6. nothing _____

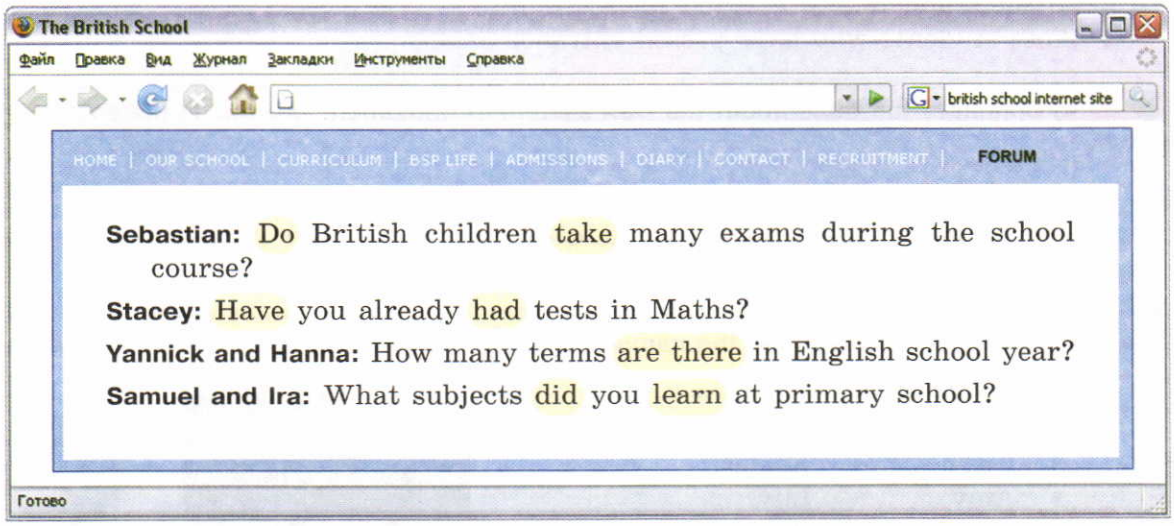
2) Have you got any lucky mascots? What are they? Do they help?

3. **Activity book ex. 2. Reader ex. 3.**

Lesson 4 *I wanted to know if ...*

1. Some British schools have Internet sites. On the sites, teens from all over the world ask questions about school life.

1) What are questions that foreign children ask pupils of one of British schools?



2) The teacher asked Bertie who is responsible for the site if she had answered all the questions. **What did she tell the teacher?**

— I answered to Sebastian who asked ***if*** *British children* took many exams during the school course. I answered to Stacey who wanted to know ***whether*** *we* had already had tests in Maths. I also wrote to Yannick and Hanna who wanted to know **how many** terms there were in English school year. But I haven't answered to Samuel and Ira who asked **what subjects** we had learnt at primary school.

3) What changes take place when questions are reported? Read the rule and check.

grammar in focus

Reported questions

Вопросы в косвенной речи

При переводе прямого вопроса в косвенный обратный порядок слов в прямом вопросе заменяется **прямым порядком** слов, т. е. сказуемое следует за подлежащим.

Косвенные вопросы, соответствующие в прямой речи общим вопросам, присоединяются к главному предложению союзом **whether** или **if.**

Alice: **Do** British children often **go** on excursions?
Alice asked **if/whether** British children often **went** on excursions.
Алиса спросила, часто **ли** британские дети **ходят** на экскурсии.

Косвенные вопросы, соответствующие в прямой речи специальным вопросам, присоединяются к главному предложению при помощи того же вопросительного слова, с которого начинается прямой вопрос.

Stacey: **What exams did** you **take** when you were at school?
Stacey wanted to know **what exams** I **had taken** when I was at school.
Стейси хотела узнать, какие экзамены я **сдавал**, когда учился в школе.

В косвенном вопросе производятся те же изменения, что и при переводе в косвенную речь утвердительных предложений.

GS p. 204

4) What other questions about their school life did the children ask? Match the direct and reported questions. There are three extra questions.

What school do you go to?	Samuel was interested what school I had gone to last year.
What school did you go to last year?	Stacey asked what school I had gone to.
What will you do after Year 9?	Sebastian asked me what school I went to.
Do you like studying?	Yannick was interested to know if I had enjoyed writing tests.
Did you enjoy writing tests?	Hanna wanted to know what test I had written.
Have you written the test yet?	Ira asked if we would write a test after Year 9.
Will you write a test after Year 9?	Samuel asked if we had already written the test.
	Ira asked what school children went to last year.
	Hanna asked me if I liked studying.
	Stacey wanted to know what I would do after Year 9.

5) What other questions about school do you want to know the answers to? (AB ex. 1)

2. Leon, a boy from Spain, came to Britain on summer courses. He is talking with his teacher.

What did the teacher want to know about Leon? First report general questions, then report special questions.

The teacher wanted to know ...

She asked Leon ...

The teacher was interested ...

— What's your full name?
— When and where were you born?
— Did you have a nice trip from Spain?
— Have you ever been to Great Britain before?
— Do you like the country?
— What subjects would you like to study?
— What are your marks in English and History?
— How long have you been studying English?
— Have you already taken the test?
— Do you have any health problems?

3. Alex from Britain and Michelle from America are talking about their school life. Here what they told each other.

1) What were the questions?

— We went to Madrid with my friends from Spanish class.
— My brother goes to primary school.
— At the end of High School we will take SATs to get a place at a university.
— There are a lot of clubs at my school: a choir, Art, Drama, girls' hockey, boys' football, rugby and an orchestra.
— We have to be in our classroom by 8.45 for registration.
— There are public schools, state schools, boarding schools and comprehensive schools in my country.
— We do not have national exams.
— My favourite lesson is PE. I really like playing American football!
— I have already passed all the exams this year.

2) Which questions did Michelle ask? Which questions did Alex ask? Which questions could they both ask? What did they answer?

Michelle wanted to know ...

Alex answered ....

Alex asked ...

Michelle told him ...

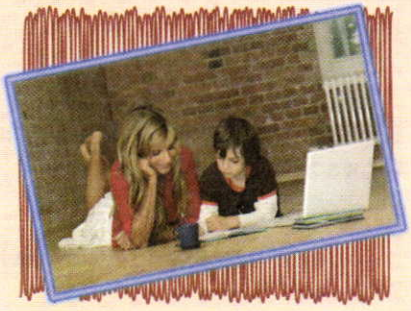
They both could ask ...

4. **Activity book ex. 2. Reader ex. 4.**

Lesson 5 What school is better to study at?

1. British pupils have an opportunity to choose where to study: at various schools or at home. Teens have different opinions about where to study.

1) What types of schools do Matt, Caroline and Andrea go to? What is special about each type of school?



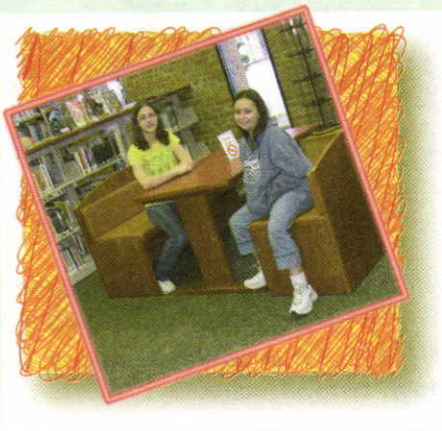
I've been home educated all my life and I absolutely love it! My mum teaches me, and twice a year the local school sends teachers to check that I'm learning properly. Home schooling is becoming popular for different reasons. Some parents believe that their children will learn better at home than in the classroom full of pupils, others because the school is too far from their homes. Besides some children have health or social problems and they stay at home. Home schooling has a lot of advantages, for example when things are easy I go faster, and when they are difficult I *slow down*. I feel much comfortable at home. The only thing that can be a problem is that I don't have many friends.

Matt

I study at boarding school. It is a school for girls aged 11-18. The best thing about boarding is that you are always with your friends. Besides, it is the best way to get a good education. The teachers encourage us to work our best because they want us to succeed in life. We are never afraid to take tests or exams. We can go and see a teacher for help anytime. We study all the compulsory subjects and there are a lot of optional subjects. The discipline is rather strict at school. We watch less TV than we did it at home but there are a lot of other interesting activities to take part in. In the evenings we do anything from dancing to playing games. We go on school trips and do a lot of sports. But, of course, I sometimes miss my family.

Caroline

I go to comprehensive school where boys and girls are taught together. There are a lot of clubs at my school, not just sport. They have introduced a lot of language clubs and my form teacher just started a club in which specialists teach us drama, music, creative writing and art. Now, with all these clubs, more pupils are taking an interest in their learning, and school has become a better place. There are also good laboratories and a library at school. It's not only the **facilities**[1] that I like at school, it's more the teachers. The way they teach and treat us. If you are awarded for good work, it makes you feel better about yourself and makes you feel better about your school.



Andrea

2) Why do the children like the schools they study at? What reasons do they give for each type of school?

2. Would you like to study at home, at a boarding school or at an ordinary school? Why? Why not?

I would like to attend ...
First of all ...
Besides ...
More than that ...
The only thing I don't like is ...

I wouldn't like to enter ...
I think ...
Besides ...
But there are some good points ...

3. What do you like and don't like about your school?
Remember to say about school process, facilities, after-school activities, teachers and friends. Do not forget to give arguments and examples to support your ideas.

4. Activity book ex. 1. Reader ex. 5.

NEXT LESSON IS A READING LESSON.

Reader ex. 6.

[1] **facility** [fə'sɪlɪtɪ] *n* — оборудование, приспособления, аппаратура

Lesson 6 What subjects to choose?

1. In Year 9 British pupils have to decide which subjects they will study in Years 10 and 11. The choice is great and sometimes difficult, that's why teachers and parents help pupils to make a choice.

1) What opportunities does the teacher tell her pupil Penny about?

— In Years 10 and 11, you'll study compulsory and optional subjects. And you will prepare for GCSE exams. There are around 50 GCSE subjects.

— Really? But I'm afraid I can't choose the right subjects for me.

— **You really needn't worry about it.** The schools will organise a few lessons in the "new" subjects, to give you some idea of what they are like.

— **Am I supposed to** take exams in all the subjects?

— No, you can choose some of the subjects.

2) In the conversation find:

- **how to calm and reassure someone;**
- **how to ask if you must/should do something.**

3) Here are some other ways of expressing these functions. Replace the phrases in the conversation with the phrases from the box.

ASKING IF YOU MUST DO SOMETHING	CALMING AND REASSURING SOMEONE (Успокоить и подбодрить кого-либо)
Do I (really) have to ... **Do I (really) need to ...** **Aren't I expected to/supposed to ... ?** (От меня ждут/я должен ...?)	**There is nothing to worry about.** (Не о чем беспокоиться.) **You (really) needn't worry about ...** **I shouldn't worry/get upset if I were you.** (На твоем месте я бы не беспокоился.) **I'm sure things will turn out fine in the end.** (Я уверен, все будет хорошо.) **Try and look on the bright side.** (Попытайся смотреть на вещи оптимистически.)

4) Complete the conversations using the functions from ex. 1.3). Listen to check.

1) — There are 50 subjects to study! ( ) to study all of them?
— ( ) You have to study only 5 compulsory subjects and you can choose the others.

2) — I'm really afraid that I'll fail the test again.
— ( ) Wait until you get the results of the test.

3) — Science is one of the most difficult subjects for me. Especially I hate chemistry. I'm frightened to take an exam in it.
— ( ) You can choose what exam to take: Science as a whole or three different exams in Biology, Chemistry and Physics.

2. Children sometimes worry about different things.

Listen to children's worry and calm or reassure them.

3. Pair work. How often do you worry or are afraid of anything?

Pupil card 1

1) Tell your partner that you are afraid of or worry about one of the following:
- **your future exam;**
- **the lost mobile;**
- **school competitions in athletics.**

2) Listen to your partner.
Calm your partner or reassure him/her.

Pupil card 2

1) Listen to your partner. Calm your partner or reassure him/her.

2) Tell your partner that you are afraid of or worry about one of the following:
- **your test results;**
- **your further education;**
- **your unwritten report in history.**

4. Pair work. You are discussing the problem of further education with your friend.

Pupil card 1

You know that you have made some mistakes in your final test. You worry about the mark you will get. You want to enter a university later.
Share your worries with your friend. Express your opinion about his/her advice.

Pupil card 2

Your friend is really worried about the results of the exam.
Calm him/her down. Give him/her advice what to do and not to do.

5. Reader ex. 8.

Lesson 7 Good news, bad news

1. Blair and Serena from the book *Gossip Girl* by Cecily von Ziegesar are leaving school; they want to go to university. They had sent letters to different universities and they got the answers.

1) Look through the text and say what universities the girls sent their letters to. Find the information about them in the LCG. (reading for specific information)

1. On the bed between the two girls were some letters, which were laid face-down so that they couldn't see return addresses. Blair got seven letters and five letters were Serena's. "Okay. Ready?" Serena asked.

Blair closed her eyes and took the first letter. "Okay. Let's do it."

Rriipp! Rriipp! Rriipp!

2. Blair looked at Serena. "How'd you do?" she asked.

Serena could tell from the scary look on Blair's face that the news was not good. She didn't know what to say. "Urn, I got a place ... um ... everywhere?"

Blair stared at the acceptance letters in Serena's hands. On top was a cream-colored letter with the blue Yale University letterhead. "Wait, you applied to Yale?" asked Blair.

"Yes," Serena nodded.[1] "At the last minute I just decided, why not, you know?"

"And you got a place?"

Serena nodded again. "Sorry."

3. The way Blair was looking at her was making Serena nervous. What did Serena have that she didn't? She was in the top of her class at school and took every AP* course they offered. She was the best at the SAT. She did charity work. She was the leader of the French club. She was an excellent tennis player. Her entire high-school career — practically her whole life — she'd been working toward entering Yale. Her father had gone there. His father had gone there. Her great-uncle had donated two buildings and a playing field. Serena took no APs at all, and did only a few extracurricular activities. Serena's dad had gone to Princeton and Brown, two of Yale's biggest competitors.[2] Still, Yale had accepted Serena and put Blair on their wait list!

4. "I probably won't even go," Serena made an attempt to make things less important. "I have to ... you know ... visit all the schools before I decide," she gathered her blond hair on top of her head. "Maybe I won't even go to college right away. I could stay in the city and try to do some acting or something."

5. So Serena got into Yale, but she didn't even really want to go there. Serena collected her letters and held them behind her back.

"What about the other schools? You must have —"

---

[1] **to nod** — кивнуть головой

[2] **a competitor** [kəm'petɪtə] — противник, конкурент

"I got wait listed at Yale. The only place that accepted me is Georgetown. Stupid Georgetown. But it was my safety."

Serena stared at her for a moment her eyes wide with surprise. "That's not so bad," Serena said. "I'm sure Yale is hard to enter. And if you didn't enter, at least you have backup."[1]

2) In the text find the words and phrases which mean the following. (reading for specific information)

1) обратный адрес (§ 1)
2) письмо о принятии (в университет, на работу) (§ 2)
3) шапка на фирменном бланке (§ 2)
4) обращаться с просьбой, (письменным) заявлением (о приеме на работу, учебу) (§ 2)
5) внепрограммные; необязательные, факультативные мероприятия (§ 3)
6) поставить на очередь (§ 3, 5)

2. For questions 1-7 find the correct answers. Prove your choice using the words and phrases from the text.

1. After reading the letter it was clear that Serena got a place
   a at all universities she had applied to.
   b only at Yale University.
   c at seven different universities.

2. Blair got a place
   a at five universities she had applied to.
   b at one university.
   c at two universities.
3. In her class Blair
   a was the leader.
   b was the best student.
   c won the tennis tournament.
4. Blair's dream was
   a to enter Yale University.
   b to work at Yale.
   c to go to Yale with her father.
5. Serena got a place at Yale because
   a her school results were good enough.
   b her great-uncle had donated two buildings and a playing field.
   c her father studied at Yale.

[1] **backup** — запас, резерв

6. The letter from Yale told Blair
   a that she had no chance to get into the university.
   b that she had a small chance to get into the university.
   c that she shouldn't apply to Yale.

7. According to the test the word "safety" in paragraph 5 probably means
   a a place where there is no danger.
   b something that Blair had been saving for a long time.
   c a place Blair was sure to get in.

3. **Read the summary of the text. Join the sentences together using one of the words from the box. You can use each word more than once. There may be more than one possible answer for each sentence.**

Grammar for revision

Linking words

She failed her exams **although** she tried hard.
Она провалилась на экзаменах, **хотя** очень старалась.

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that • while • when • although • however • because

1. Serena and Blair read the letters. They had got the letters from different universities.
2. The girls were very excited. They were reading the letters.
3. Serena looked at Blair. She understood that the news was not very good.
4. Blair got a place only in Georgetown University. She did her best at school.
5. At that moment Blair hated Serena. She thought that she was cleverer than Serena was.
6. Serena was not going to Yale to study. She got a positive answer from Yale.
7. Blair had a small chance to get into Yale. She was put on the waiting list.
8. Serena tried to calm down her friend. She understood it would be very difficult.

4. **Reader ex. 9.**

Lesson 8 Could you write me about your school?

1. On the Internet you can find a lot of sites where teens from all over the world write about their schools. Here is a letter from Tracy, an American student, about her school.

1) What does Tracy like about her school?

My school, which is private, has about 650 girls of different age. It is on the Upper East Side of Manhattan in New York City. I love my school! There are so many cultural and educational opportunities for us. The Metropolitan Museum of Art* for example, is five blocks away. (1) _____*

In my school there are a lot of facilities for sport. I took part in almost all activities and sports, including softball and volleyball. (2) _____

My school also does an excellent job preparing us for college. Our teachers help us to develop our skills and succeed in life. (3) _____ I hope to enter a university in Pennsylvania this coming fall.

The only negative thing I can think of about my school is the fact that my school is far from home. (4) _____ It takes me 45 minutes each way.

What types of school are there in your country? What school do you study at? What do you like about your school most of all? What don't you like? What are your plans for the future? How does your school help you to prepare for the future?

Tracy Archibald, 18, grade 10, New York, New York

mind!

AE	BE
autumn	fall
underground	subway
class	grade

2) What are the topic sentences in each paragraph?

3) Here are some sentences from Tracy's letter.

Which paragraph does each of them belong to? There is one extra sentence.

A. In fact, we were the New York State Champions in volleyball this year.
B. The sport clubs, *laboratories* and libraries are open every day.
C. We are not afraid of the future.
D. We often go there to actually experience things we have studied in class.
E. I live in the Bronx,* and I take the subway and a bus to get to my school in Manhattan.

2. Some teens from different countries have already answered Tracy's letter.

Choose the sentences that they used to support their ideas. More than one sentence can be chosen.

1. I go to a secondary school which is rather big.
   a It is in the centre of the city.
   b There are more than 1500 pupils in my school.
   c We study different subjects there.
2. There are different types of schools in Australia.
   a Children must attend school between the ages 6 and 16.
   b Most of schools are government or state schools.
   c There are also independent schools in Australia, some of them are boarding schools.

3. All schools in my country follow the same curriculum.
   a That means that children at all schools study the same subjects.
   b That means that all of us must attend school.
   c That's why all of us study the same things.

4. The system of education provides various opportunities for teens.
   a We can choose where to study at secondary school, luceum or gymnasium.
   b Children can attend vocational school, technical college or institute.
   c You can start with a kindergarten or preparatory class in your school.

5. We have different tests and examinations at school.
   a There are no entrance exams to our school.
   b There are state exams at the end of Year 11.
   c At the end of Year 9 we take 2 compulsory exams in Russian and Maths.

6. I really like my school.
   a The atmosphere is friendly there.
   b We want to succeed in life.
   c We have a lot of opportunities to express our talents.

7. There are a lot of things that I like about my school.
   a First of all it is the way to school.
   b These are my teachers who are always ready to help.
   c A great choice of after-school activities.

8. There are a few things that I don't like about my school.
   a First of all it is a strict discipline.
   b Then I don't like the system of exams. There are a lot of them.
   c Then I don't like wearing the uniform. It's awful.

9. I think our school helps us to succeed in life.
   a Our teachers encourage us to work our best.
   b The teachers treat us with respect.
   c We get excellent preparation for college.

! **3. Find out the sentences to support the ideas. (AB ex. 1)**

4. Here is a letter Felipe wrote about his school.

Think which sentences can be topic sentences. In exercises 1, 2 find the sentences that can support the main ideas or think about your own sentences. Divide the letter into paragraphs.

I go to a secondary school which is not far from my house. I love my school. It gives us a lot of opportunities to express ourselves. Besides, our school has good educational facilities. The teachers are very good too. Next year I'll start to prepare for GCSE exams. I am not sure what I will do after school but I have three favourite subjects. I am going to study them for GCSE.

5. **Write a letter (150 words) about your school. How would you answer Tracy's questions (ex. 1.1)?**

6. **Enlarge your letter (up to 200 words) to talk about your school.**

NEXT LESSON IS A CONSOLIDATION LESSON.

AB p. 82.

Lesson 9 Project lesson

1. **Choose a project you'd like to do.**

Project 1 The way I'd like to improve the system of education

- Think about the things that you would change in the system of education: the age when children start and finish school; stages of school education; school curriculum; social life (clubs, centres, trips, etc.); exams.
- Present your system of education in the form of the table.
- Make a timetable for one or two classes.
- Present a timetable of after-school clubs and activities.
- Tell about the tests and exams pupils will take.

Project 2 Welcome to our school site

- Think about the rubrics for your site, for example *Home Page, About Our School, Administration, Calendar of Events, Photo Album,* etc.
- Think about the material for each rubric.
- Find illustration material: photo, video.
- Draw each page of your site and write all the necessary information.
- Make a computer presentation of your site. (optional)

Project 3 My plans for the future

- Think about educational opportunities that are provided in your region for pupils who got basic education.
- Make a list of schools that provide professional education.
- Think about the advantages of getting professional education and complete secondary education.
- What are your friends going to do? Make a survey.
- What are you going to do? Explain your choice.

2. **Present your project to your classmates and answer your classmates' questions.**

3. **Discuss the projects and decide which project is the best.**

Lesson 10 Preparation for testing

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)

IV SPEAKING (AB-IV)

V WRITING (AB-V)

VI CULTURAL AWARENESS (AB-VI)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 4

Lesson 1
to attend
a comprehensive school
compulsory
a curriculum*
to enter
an entrance examination
to fail an exam
free*
a gymnasium
a kindergarten
a luceum
a nursery class
optional
to pass an exam
a private school
a public school
a stage*

Lesson 2
a certificate
a college
further education*
higher education
an opportunity
to prepare
to treat
a university
an academy*
a conservatory*
a technical college
a vocational school

Lesson 3
elementary*

Lesson 5
a facility

Lesson 6
Aren't I expected to/supposed to ...?
I shouldn't worry/get upset if I were you.
I'm sure things will turn out fine in the end.
There is nothing to worry about.
Try and look on the bright side.

Lesson 8
a laboratory*

Answer the questions.

1) How many new words and word combinations from Unit 4 do you know?
2) Which words can be used to talk about types of education?
3) What are the types of schools in Britain, the USA and Russia?
4) Which words are associated with the word "exam"?
5) Which words are used to talk about professional education?
6) Which words name the places of higher education?
7) Which words can you use to calm somebody?

VIII SELF-ASSESSMENT (AB-VII)

JUST FOR FUN

1. *Teacher*: Why are you late, Joseph?
   Joseph: Because of a sign down the road.
   Teacher: What does a sign have to do with your being late?
   Joseph: The sign said, "School Ahead, Go Slow!"

2. The child comes home from his first day at school.
   Mother asks, "What did you learn today?"
   The kid replies, "Not enough. I have to go back tomorrow."

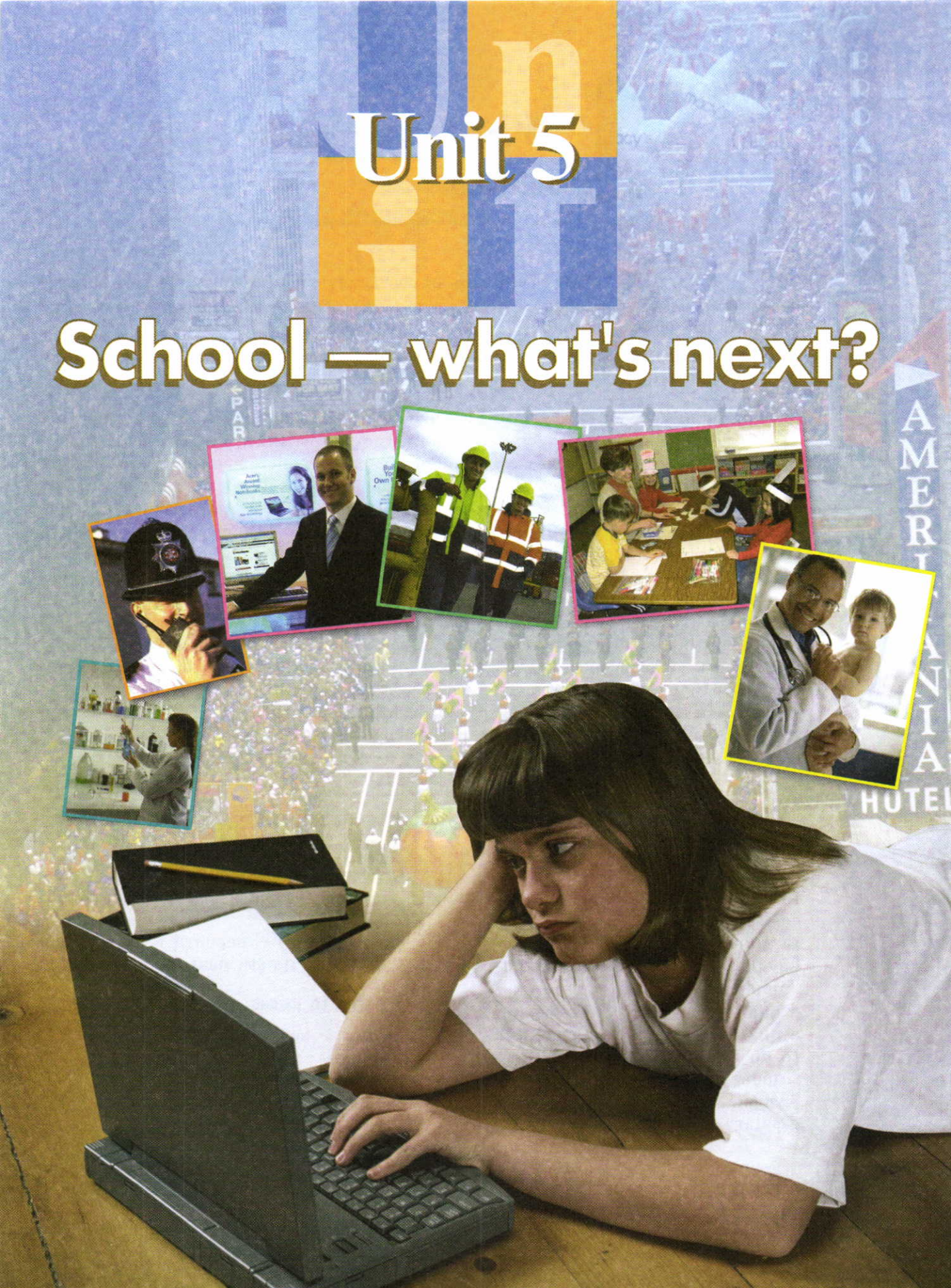
3. *Teacher*: Class, we will have only half a day of school this morning.
   Class: Hooray.
   Teacher: We will have the other half this afternoon!

4. *Teacher*: When was Rome built?
   Pupil: At night.
   Teacher: Why did you say that?
   Pupil: Because my Dad always says that Rome wasn't built in a day!

5. *Teacher*: I hope I didn't see you looking at Fred's test paper.
   Pupil: I hope you didn't see me either!

Unit 5

School — what's next?



Lesson 1 What are your job ideas?

1. Vocabulary. After eleven years of compulsory education British children have the freedom to choose their next step. Layla is a sixth-form college student. She is making her decision about her future career.

1) Has Layla made her decision yet? Use the Word Box to learn the meanings of the highlighted words.

I am personally very interested in a career working with children. My parents think I am a *caring* person with good **communication** skills. Since my childhood I have wanted to be either a nursery school or primary school teacher. These careers **require** further study after Year 11. So I am taking A levels in English, drama and **IT*** at college. I also take part in the college events — this is something positive that I can write in my CV* together with my work experience. I helped in both a nursery and a primary school. I thought it would **allow** me to develop both my **key** skills and my personal **qualities**. I asked the people who I worked with what **qualifications** they **had done**. They talked to me about the good and bad *aspects* of the job of a teacher and what they liked about it. It is hard work but it allows you to feel personal ***achievement***, to feel respect, besides the **salary** is good. I liked to **belong** to a team and my work helped me to improve my confidence and to get the skills that I need for higher education or **employment**. Now I plan **to go on** to higher education after college. But if I decide to change my career in the future, I am certain that neither my skills nor experience will be useless to me.

Word box

communication skills — умения общаться
to require [rɪ'kwaɪə] — нуждаться, требовать
to allow = to let
key [ki:] — ключевой, ведущий (= very important)
a quality ['kwɔ:lɪtɪ] — качество
a qualification — квалификация
to do qualifications [,kwɔ:lɪfɪ'keɪʃənz] — пройти подготовку (и получить сертификат)
a salary — зарплата
to belong (to) — 1) принадлежать 2) быть частью
employment [ɪm'plɔɪmənt] — занятость, работа
to go on (to) — перейти к (следующему) = to do sth next

Words to guess

care *v* — заботиться
caring *a* — ?
achieve *v* — достигать
achievement *n* — ?

2) What are Layla's career plans? Answer the following questions.

- Why does Layla want to be a teacher?
- What skills does she have?
- What is necessary for a teaching career?
- Has she got any work experience?
- What did she do?
- Did she like it?
- What did she expect from her work experience?
- Was it useful?
- What did she learn from the people she worked with?
- Are there any good and bad aspects of the job of a teacher?
- What is she going to do to achieve her career goals?

3) Find in the text the sentences with the double conjunctions and translate them.

Grammar for revision

Conjunctions

Both Layla **and** her friend want to work with children.	**и ... и**
Jack would like to be **either** a coach **or** a teacher.	**или ... или**
This job is **neither** easy **nor** highly-paid.	**ни ... ни**

GS p. 207 AB ex. 1

2. It is necessary to look ahead to make the right career choice.

Think about the answers to the following questions. Guess the meaning of the highlighted words.

1) What jobs will/won't be popular in the future?

I think either ... or ... will be the top job.

I think neither ... nor ... will be popular.

an accountant
a dentist
a doctor
an IT *consultant*
a lawyer
a ***manager***
a teacher
an engineer
a ***skilled*** worker
an *unskilled* worker
...

2) What factors influence the choice?

People (don't) choose a job of ..., because ...

have good/bad career opportunities
earn the respect of people
have good/bad working conditions
work in a friendly atmosphere
have short/long (working) hours
do hard work
earn a low/high salary

Working in a changing world

3) When are people satisfied with the job?

People are satisfied with the job that allows them ...

to be financially independent
to feel safe as they work
to feel good about themselves
to feel respect
to belong to a team
to feel personal achievement
to have an opportunity to make a career

4) What skills are necessary for different jobs?

The job of ... requires ...

communication skills
basic IT skills
an ability to learn
team-working skills
time ***management*** skills
skills in problem solving
skills in planning and organisation

5) What qualities are valued?

It is valued when workers are ...

showing initiative [ɪˈnɪʃətɪv]
co-operative
self-motivated
self-confident
creative
flexible
well-organised

WORD BUILDING

skill *n* — опыт, способность
skill**ed** *a* — опытный, квалифицированный
unskilled *a* — ?
manage *v* — управлять
manage**ment** *n* — ?
manage**r** *n* — ?
co-operate *v* — сотрудничать
co-operat**ive** [kəʊˈɒprətɪv] *a* — ?
motive [ˈməʊtɪv] *n* — ?
motiv**ate** *v* — ?
motivat**ed** *a* — ?
self-motivated *a* — ?

3. Key skills are the skills that are required for any job.
What are they? (AB ex. 2)

4. Some jobs are more popular than others.

1) What jobs are popular with British and Russian teenagers? Compare the results of the survey.

Great Britain
25 % — an IT worker
15 % — a pop star
13 % — a doctor
The least popular jobs: a bank manager, a soldier and a teacher.
Source: www.bbc.co.uk

Russia
40 % — a businessman
21 % — a lawyer
The least popular jobs: a politician, a doctor, a transport worker.
Source: www.ht.ru

2) Comment on the results of the survey.

5. The top paying professions are accountant, dentist and IT specialist.

1) What skills and qualities do you think are necessary for each of them?

2) Listen to the three persons describing their professions. Guess which of them is a dentist, which one is an IT specialist and which one is an accountant. (listening for the main idea)

3) What qualities and skills do they name? Have you thought of the same? (listening for specific information/note taking)

6. Talk about the job you are interested in.

Remember to say:
- **why you are interested in this job;**
- **if you have skills and qualities that are required for this job;**
- **what skills and qualities you want to develop.**

(Although I have no specific job ideas,) I am interested in a job of ..., because ...
Besides I think the job of ... will allow me to ...
More than that ...
This career requires ...
I think I ... and I hope I ...

7. Activity book ex. 3. Reader ex. 1.

Lesson 2 Have you made your decision yet?

1. Lisa's ambition is to work in law, maybe as a solicitor,* but she is not sure. She is also unsure about which subjects she needs for her future career. People around give her recommendations.

1) What recommendations has Lisa got?

It's really difficult to decide what subjects to take when I don't know what job I want in the future.

Lisa, choose subjects you enjoy and don't be in a hurry to make your final decision.

Study different subjects to fit in with any new career ideas.

Look at different careers in law and get information about which subjects are required.

Don't choose a course just because your friends have chosen it — you might start hating it.

2) Who gave these recommendations?

Lisa's teacher	told Lisa not to choose a course just because her friends had chosen it.
Lisa's friend	advised Lisa to choose subjects she enjoyed and not to be in a hurry to make her decision.
Lisa's mother	recommended her to look at different careers in law and to get information about which subjects were required.
Lisa's career co-ordinator*	advised her to study different subjects.

3) What changes take place when recommendations are reported? Read the rule and check.

Grammar in focus

Reported speech (orders/recommendations)

Косвенная речь (приказания/просьбы в повелительном наклонении)

Повелительное наклонение заменяется в косвенной речи инфинитивом. Отрицательная форма повелительного наклонения заменяется инфинитивом с частицей *not*. Косвенная речь вводится такими глаголами, как **advise**, **ask** (попросить), **recommend**, **tell** и др. За глаголом следует существительное или местоимение в объектном падеже.

"Think about your future, Luke."

The parents advised Luke **to think** about his future.

"Don't forget about your exams!"

The mother tells him **not to forget** about his exams.

GS p. 205

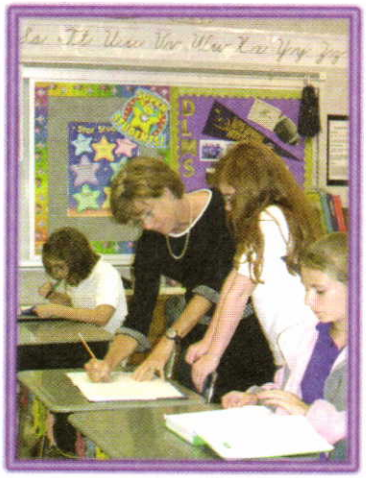
2. Making decisions at 16 is a hard thing to do, but the earlier you start thinking about your future career the better.

1) Read some pieces of advice. Which ones seem useful to you?

WORD BUILDING

employ *v* — предоставлять работу, нанимать
employ**er** [ɪm'plɔɪə] *n* — работодатель
employ**ee** [,ɪmplɔɪ'i:] *n* — (наемный) рабочий, служащий

- Remember that there are some subjects that are so important that everyone has to study them seriously.
- Make a list of your skills and interests.
- Match your interests and abilities with subjects you are going to study.



- Get key skills that *employers* want to see in their *employees*.
- If you have lots of job ideas, find which qualifications you need for each job.
- Get information about the courses that are offered by your school.
- If you can't choose a job right now, don't *panic*, find more information from books, websites and organisations.
- Discuss your choices with your relatives.
- Don't be afraid of making decisions, just think of all the opportunities and see what you really want.

2) What are general recommendations for teens who make their decisions? Complete the report.

Teachers usually advise their pupils ____ about compulsory subjects. They recommend teenagers ____ a list of skills they have, ____ their interests with subjects they can study and ____ key skills that will help in any work. Parents recommend their children ____ which qualifications they need and ____ information about different courses. Parents often advise their children ____ and tell them ____ more information. Teachers advise teens ____ of making decisions but ____ all the opportunities and ____ what they really want, besides they recommend teens ____ their choices with their parents.

3) Did the following teenagers get good recommendations? What could they say? Report the following information using different reporting words.

- Holly's biology teacher said, "Holly, watch a DVD about careers in environmental science, you will discover more about these careers."

Holly: My biology teacher advised me to watch a DVD about careers in environmental science. She said I would discover more about them. I've really learnt a lot.

- Chris's career co-ordinator said, "Chris, use the Internet. Many schools and colleges have websites where you can research your options."
- The school librarian said, "Jack, there are addresses of companies where you can do work experience. Look up these addresses."
- Catherine's teacher said, "Catherine, you have always enjoyed creative practical work. Don't be afraid and discuss your ambitions with the manager of the hair salon where you work on Saturdays."
- Sarah's tutor* said, "If you plan to go on to higher education, contact university departments where you can check if experience is required."

4) What are the recommendations for parents whose children make decisions? (AB ex. 1)

3. Pair work. Your friend is not sure what career to choose.

What would you advise him/her? Exchange pieces of advice and report them.

4. **Activity book ex. 2. Reader ex. 2.**

Lesson 3 Are there some hints for teens looking out for a job?

1. Vocabulary. Working is a great way to prepare for life after school or for college.

1) Read the tips helping to get work experience and divide them into two categories. Use the Word Box to learn the meanings of the highlighted words.

*Tips for **looking out for** a good job* | *Tips for getting a job*

Look through the Help Wanted ads in your local newspaper.
Bring the documents you'll need **to fill in** an **application.**
Find out information about the company you would like to work for.
Don't **go into** a lot of details about your life.
Don't **make up** information about yourself.
Think of a few questions you could ask about your job responsibilities.
Don't **turn up** late.
Think over answers to possible questions in advance.
Put in the applications where possible and it will **turn out** a success.
Get necessary skills to **get on** at an interview and in life.

Phrasal verbs

fill *sth* ⟺ **in** — заполнить
find *sth* ⟺ **out** — выяснить
make *sth* ⟺ **up** — выдумывать, измышлять
put *sth* ⟺ **in** — подавать, представить (*документ*)
think *sth* ⟺ **over** — продумывать, взвешивать
go into *sth* — упоминать (вдаваться)
look out for *sth* — подыскивать, пытаться получить
look through *sth* — просмотреть, проверить
think of *sth* — придумывать, вообразить
get on — преуспевать, делать успехи
turn out — оказаться
turn up — приходить, приезжать

GS p. 208 AB ex. 1

apply (for a job) *v* — обращаться (за), подавать заявление (*о приеме на работу*)
application *n* — ?

2) If you were trying to get work experience which pieces of advice would you follow? Replace the highlighted words with the phrasal verbs that fit.

BARMAID/WAITRESS required for busy Hammersmith pub, 5 day, live-in, shared accomodation, good wages, training given. Phone Mandy 603 3174.

DOG WALKER/CLEANER, live-in, West End. Ph.: 01262 3695.

FOOD BAR ASSISTANT required to join lively young team in Covent Garden Health Club. Mon-Fri, 3.30-9.30 plus one day of weekend. Contact Jenny Lloyd 240 2744. Urgent start.

It is useful to **examine** newspaper advertisements in local newspapers. — I for one would **look through** them.

It is useful	to	**examine** newspaper advertisements in local newspapers.
It is necessary	not to	**complete** an application form in advance.
It's a good idea		**discover** information about the company.
		describe your life in details.
		invent information about yourself.
		imagine a few questions that you could ask.
		arrive late.
		consider seriously answers to possible questions.
		offer your applications in different places **to have** a good **result**.
		do your best **to succeed** in an interview.

3) Is it easy to get a job? (AB ex. 2)

2. A lot of people can apply for a job vacancy.

How to make an employer choose you? Make useful tips. You can use the words from the second column more than once.

If you want to get work experience, start to look	in	a *suitable* job.
Never say anything that isn't true or make	on	as accurately as possible.
It is wise to find	out	at a lot of places.
Try to put your applications	out for	the name and the position of the person who will read your application.
Any applications should be filled	through	information about yourself.
Before the interview look	up	in your career.
Experience and qualifications will help to get		to be longer than you think.
The interview may turn		your application form and CV.
Leave home early not to turn		late for the interview.

3. Here is a story of Susan from New York who was looking for a job.

Was her experience a success? Fill in the gaps in the story with the verbs from the box in the correct form.

fill in • find out • get up • look for • put in • put on
think over • turn on • turn out

It was July 16, 2008 and I was at City Hall to do something that would change my life forever. I went to Room 302 and got my working card.* I thought I was independent and ready to get a job.*

First I _____ applications. I _____ over 100 applications at restaurants, clothing stores, and hotels. I kept _____ a job, and I decided to go to the mall. I was interested in getting a place in one restaurant because my good school friend worked there, and he told me they needed people. I thought it might _____ to be successful.*

One day, when I came home and _____ the answering machine, there was a message on it. It was a job! A lady from a supermarket called me for an interview on Tuesday. I was very excited. This was my first interview. On Sunday I _____ early, my mom and I went shopping for a dress. I _____ this dress on Tuesday. The lady asked me a lot of questions, but I _____ the answers the day before.

I didn't get the job, but I _____ that you can't get a job easily. It's very hard work.

4. **Activity book ex. 3, 4. Reader ex. 3.**

Lesson 4 Are there traditionally male and female jobs?

1. Eleven-year-old Mark from the book *The Client* by John Grisham* needed a lawyer. Reggie Love became his lawyer. One day Mark was waiting for Reggie in her office and having a talk with her secretary Clint.

1) What did Mark learn about the work of a secretary? Did Mark like this job? (reading for the main idea)

At eleven, Mark sat down at Clint's desk and looked at the *dictating machine*. Reggie had a *client* and they needed to plan *strategy* for an hour. Clint typed[1] on long paper and took the phone every five minutes.

Mark got bored and asked, (0) "How did you become a secretary?"

Clint turned and smiled at him. "It was an accident.[2]"

(1) _____?

"No. I wanted to build swimming pools."

"What happened?"

"I don't know. I almost failed my exams in high school, then went to college, then went to law school."

(2) _____?

"No. I failed the exams in law school, and Reggie gave me a job. It's fun, most of the time."

(3) _____?

"It's a long story. We were friends in law school. We've been friends for a long time. She'll probably tell you about it when you meet Momma Love, Reggie's mother. They live together, and she loves to cook for the kids Reggie represents.[3] She makes all kinds of delicious Italian food. Everyone loves it. Reggie takes most of her clients home, especially the younger ones."

The phone rang. Clint took the message and returned to his typewriter.[4] Mark watched carefully.

(4) _____?

The typing stopped, and he slowly turned and looked at Mark. He smiled, and said, "In high school. I had this teacher who was like a *sergeant*.* We hated her, but she made us learn. Can you type?"

"A little. I've had three years of computer at school."

Clint pointed to his Apple* next to the typewriter. "We've got all sorts of computers around here."

---

[1] **to type** — печатать на машинке

[2] **an accident** — 1) несчастный случай, авария 2) случайность

[3] **to represent** — представлять

[4] **a typewriter** — печатная машинка

Mark looked at it, but was not impressed. Everybody had computers.

(5) _____?

"It wasn't planned. When Reggie finished law school, she didn't want to work for anybody, so she opened this office. It was about four years ago. She needed a secretary, and I volunteered. Have you seen a male secretary[1] before?"

"No. Didn't know men could be secretaries. (6) _____?"

Clint laughed at this. "It's okay. If Reggie has a good month, then I have a good month. We're like partners."

(7) _____?

"Not really. She doesn't want a lot of money. A few years ago she was married to a doctor, and they had a big house and lots of money. Everything was lost, and she blames[2] the money for most of it. She'll probably tell you about it. She's very honest about her life."

(8) _____?

"Unusual, isn't it?"

"I'll say. I mean, I've seen a lot of lawyer shows on television, and all they do is talk about money."

2) The following questions have been removed from the text. Decide in which gap (1-8) each question (A-J) should go. There is one extra question that you do not need to use. (reading for detail)

A. "Did you want to be a secretary when you were a kid?"
B. "Does she make a lot of money?"
~~**C.** "How did you become a secretary?"~~
D. "How did you learn to type so fast?"
E. "She's a lawyer and she doesn't want money?"
F. "So how did you become a secretary?"
G. "Where did you meet Reggie?"
H. "You have to go to law school to be a secretary in a law office?"
I. "How's the money?"
J. "Where does Momma Love live?"

---

[1] **a male secretary** — секретарь-мужчина
a female secretary — ?

[2] **to blame** (for) — винить

3) What was Mark interested in? What information did he get?

"Did you want to be a secretary when you were a kid?"

Mark asked Clint if he had wanted to be a secretary when he was a kid.
Clint explained that he had wanted to build swimming pools.

4) Find in the story the English equivalents to the following phrases:

... ***каждые*** пять минут ... • ... ***все*** разновидности ... • ***Все*** любят ...
... ***все*** виды ... • У ***всех*** есть ... • ... ***ни на кого*** работать ...
Всё, что они делают, ... • ***Всё*** пропало.

grammar for revision

Pronouns

All, every, everybody, somebody, anybody, *etc.*

GS p. 189 AB ex. 1

2. You've learnt some facts about the work of a secretary and a lawyer.

1) How are the jobs of a lawyer and a secretary described?

2) Do you think Clint and Reggie get job satisfaction? Prove it from the text.

3) Would you like to be a secretary/a lawyer? Why? Why not?

3. Reader ex. 4.

Lesson 5 What do you think about studying and working abroad?

1. Andrew, Christina and Matthew are speaking about their studying abroad.

1) For each situation (A-D) from ex. 1.2), make a note of three words or phrases you might expect to hear.

2) Listen to Andrew, Christina and Matthew. What new experience did the speakers get? Match. There is one extra letter which you do not need to use. (listening for the main idea)

Speaker 1	**A.** I learnt a new language.
Speaker 2	**B.** I became more self-confident.
Speaker 3	**C.** I learnt more about cultures.
	D. I have got experience of living on my own.

2. Alex Vince from the USA studied in Spain.

1) What happens while you're studying in a different learning environment? (AB ex. 1)

Granada

Seville

2) Listen to Alex Vince. What was Alex's experience? Mark the statements 1-9 true (T), false (F) or unstated (U) according to the story. (listening for detail)

1. He studied in Seville* for a year. ____
2. He visited Roman sights and the cathedral in Seville. ____
3. Studying abroad seemed difficult but interesting to him. ____
4. Timetables in Spanish colleges were similar to timetables in the USA. ____
5. He learnt a lot about the country's culture from books. ____
6. He missed his relatives. ____
7. He learnt to live on his own. ____
8. He had some problems with the boy he shared the room with. ____
9. Alex's experience was positive. ____

3. Neville James got experience of working abroad.

Listen to Neville and choose one answer (a, b or c) for each question (1-5). Circle the corresponding letter. (listening for detail)

1. Neville's first job was connected with
   - a teaching.
   - b advertising.
   - c travelling.
2. In Portugal Neville taught
   - a at college.
   - b in schools.
   - c in the university.
3. Teaching in Sweden was
   - a more interesting than in Portugal.
   - b shocking.
   - c unsatisfying.
4. What was Neville's impression about Swedish people?
   - a They are sociable.
   - b They are unsociable.
   - c They are romantic.
5. What does Neville think about working abroad?
   - a He thinks it is stressful.
   - b He advised everybody to have experience of working abroad.
   - c He thinks it is good for a career.

Portugal

Sweden

4. What do you think about studying and working abroad?

Write a composition presenting arguments for and against.

5. **Activity book ex. 2. Reader ex. 5.**

Lesson 6 Should teenagers work while they are in school?

1. Is it a good idea for teenagers to take part-time jobs while still in school? Opinions about teenagers working while in school differ.

1) Are Kate's and David's opinions similar or different? (listening for the main idea)

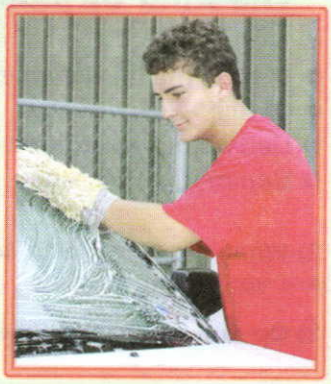
2) What are the benefits of a part-time job[1]? What are the disadvantages? What do Kate and David say?

Some adults ask if schoolchildren should have jobs. I say yes, they should. Some people worry that teens with after-school jobs will not find time for homework. Actually, having a job helps teens to organise their time. The biggest reason why teens should be allowed to work is because it is a healthy way of earning money. You value things more if you are financially responsible for them. Jobs are not only a good way to earn money but it is also a great way to learn and develop qualities that can help you to get on in life. Jobs introduce teenagers into the real world. Jobs teach teenagers responsibility along with respect. Jobs give teenagers confidence. My job (I work in a shop) has improved my communication skills. It has taught me how to speak to people professionally.

Kate

I think we don't have to decide which is better, if a teenager should work or should not work. Every person has a different situation. If my parents don't have a lot of money to pay for my education, I will work. When my friend wanted to be independent, he started to work.
Schools often don't like their pupils to have part-time jobs. Teachers complain that these pupils don't prepare their homework well and do tests poorly. Besides, many teens who work miss something others can experience. They don't have time to take part in extracurricular activities and mix with people of their age.
However, part-time jobs can be useful experience for teens. Teenagers who can keep studying successfully have the right to take part-time jobs.

David



[1] **to have a part-time job** — работать неполный рабочий день

3) Which of these reasons do Kate and David give to support their points of view?

Kate

to earn money
to save for college
to get practical experience
to get necessary skills
to have a sense of independence
to develop time management skills
to develop useful skills which will be required later
to leave little time for studying
to help to get into college
to give responsibility
to be valuable when writing a CV

David

4) Pair work. Which arguments do you agree with? Which ones do you disagree with?

Giving reasons

On the one hand ... on the other hand ...

Firstly, Secondly, Finally, Besides, Moreover,
Because of, Since,
As a result, However, So,

Counter-arguments

Even so, ...
Even if that is so, ...
That may be so, but ...

5) What is your opinion about working while studying?

2. In your culture.

Children in Russia also can have a part-time job.

1) If you were choosing a part-time job which one would you choose? Why?

The kind of jobs teenagers can do in Russia

- Delivering newspapers
- Office work
- Delivering documents
- Repairing the school
- Tidying the territory
- Working in a shop
- Working in a café

2) What are you going to do during your summer holidays? Are you going to work?

3) Do you work part-time? Why? Why not? Would you like to work part-time?

3. Activity book ex. 1. Reader ex. 6.

NEXT LESSON IS A READING LESSON.

Reader ex. 7.

Lesson 7 Do you work during your summer holidays?

1. Emma Barton prefers to get work experience while studying at school. She writes about her experience in her letters.

1) Look at three Emma's letters on pp. 139-141 and decide which type each of them belongs to.

a CV **a letter of application** **a personal letter**

A.

Dear Maria

Thanks for your letter. I'm glad to hear that everything is going well. I'm sorry I haven't written for so long but I've been really busy looking out for a summer job.

You asked me about my plans for summer holidays. Well, now I'm working in a camp shop. I'm glad that I've got this job, because I've always wanted to be in a 'people' type of job. I like meeting new people, helping and talking to them. I think that working at the camp helps me to learn how to be responsible for a lot of different things. If people complain, I know how to deal with them. I'm getting lots of valuable practical experience that may be useful for the future. As you know, I want to go on to study business and law at university. One of my favourite parts of working is belonging to a team and meeting people from lots of different places. I'm usually at work from about 9 am until 5 pm and I check people in[1] and serve holidaymakers. I enjoy working at the camp — everyone knows who I am and I know them!

Do you work during the holiday season? Will this job help you in your future career? Are summer jobs popular with teenagers in your country?

Write back soon.

Emma

[1] **to check** *sb* **in** — регистрировать

B.

Name	**Emma Barton**
Address	12 Walton Street, Oxford OX5 9RG
Telephone	01764 867655
Date of Birth	10 March 1992

Education/Qualifications

St Mary's Comprehensive School
2003-2008

Work Experience

July 2007
Shop, High Street
(part-time summer holiday job)
I was responsible for checking in and serving holidaymakers.

Skills/Qualities

Hard-working and reliable
Always on time for school
Cheerful and work well with others
Basic IT

Interests

Netball
Music
Yoga

C.

12 Walton Street
Oxford
OX5 9RG
18 March 2008

Mrs M Lloyd
Director of Human Resources
The Body Shop
Great Clarendon Street
Oxford
OX2 6DP

Dear Mrs Lloyd

I would like to apply for the position of *trainee* shop assistant advertised in yesterday's "Observer". Please find enclosed a copy of my CV.

I am 16 years old and in my final year at St Mary's Comprehensive School. I have just completed a GNVQ* Intermediate Part One in Hospitality and Catering and in June I will be taking GCSE* exams in English, mathematics, history, religious studies and science. Last summer I spent four weeks working in _____ which I enjoyed. While I was there I checked the _____ in and _____ _____.

At school I play for the school _____ team and help to run the school shop. My other interests are _____ and _____.

I would like to work for the Body Shop because it offers *training* and because I think that providing natural products to customers is a useful job.

I look forward to hearing from you.

Yours sincerely,

E Barton

Emma Barton

WORD BUILDING

train *v* — учить, обучать
trainee [treɪ'ni:] *n* — стажер, практикант
training *n* — ?

2) What have you learnt about Emma from her letters?

- What was Emma's summer job?
- What did she like about her job?
- What skills and personal qualities has Emma got? (Compare her personal letter and the CV.)
- Which information in the CV can be proved from Emma's personal letter?

3) Complete Emma's letter of application.

2. The three letters are organised in different ways.

1) Which structure does each letter have?

1. Titles and addresses ①
2. Introduction (reasons for writing)
3. Qualifications and experience
4. Personal qualities
5. Saying why you want the job
6. Ending the letter

1. Personal information ②
2. Qualifications/work experience
3. Additional skills

1. Greeting ③
2. Opening (replying to another letter)
3. Covering all the information
4. Ending the letter

2) In which kind of letters may the following phrases be used? Match.

I succeeded in ...

I am writing to apply for a place ...

How are you?

I have so much to tell you.

I have two years' experience working with children.

Best wishes.

I managed a small team of 4 people.

Love, ...

You have a part-time job, don't you?

I can't wait to hear from you.

I hope to hear from you in the near future.

Good at teamwork.

I was responsible for children's behaviour.

This job would offer me more experience.

I would be happy to come to an interview ...

3. Write a letter to Emma giving answers to her questions.

4. Imagine you are going to work during your summer holidays. Write your own CV and a letter of application.

5. Activity book ex. 1. Reader ex. 8.

Lesson 8 What is a gap year for?

1. Alex and Liza are talking about their choices after finishing compulsory education.

1) What are their choices?

Liza

Liza: Going to university was something I always expected to do and something I always wanted to do. I'm sure getting good qualifications is important for the future career not to mention the fact that if you have finished a course at a university you'll probably get a better job. And what is your choice?

Alex: That's a difficult question. I haven't **made up my mind**[1] what I want to do when I leave school. I think I need *a break*[2] to do something different. That's why I choose a gap year*. I want to travel, earn money, and get skills and life experience.

Liza: Possibly, but do you ignore the idea of applying to college?

Alex: No, but first I want to find out what is right for me before going on to formal study.

Alex

2) Which of the following questions could Liza ask? Which of them could Alex ask?

Are you going to apply to university?
Are you going to stay at home or go abroad?
Are you going to work during the gap year?
Do you think you have chosen the right options?
Do you want to keep your options open?
Have you got information about university courses?
What are the advantages of the gap year from your point of view?
Are you going to do voluntary work?

[1] **to make up one's mind** *(idm)* = to decide
[2] **a break** — 1) перемена в школе 2) перерыв

2. About a third of students in Britain have a gap year to travel or work at home or overseas before going into higher education.

Listen about Prince William's* gap year. How did he spend it? (listening for detail) (AB ex. 1)

3. Group work. There are many choices after leaving school. British children can attend a university or college, get a job, get vocational education or take a gap year.
You are talking with your British friend who has made his/her choice.

Group 1 You are talking with your British friend who is going to attend a university.

Group 2 You are talking with your British friend who is going to get vocational education or get a job.

Group 3 You are talking with your British friend who is going to take a gap year.

1) Choose from the ideas below what you can ask about.

2) Make up your questions to ask about the benefits and the disadvantages of your British friend's choice.

about money → Can you earn money while you take a gap year?
Do you think the salary will be good?
How are you going to pay for your education?

ABOUT

about

life skills
the education
getting a higher-paid job after a university
getting experience through travel
developing your skills
entrance examinations
practical courses
the importance of getting good qualifications
making new friends from different cultures
the accommodation
free time
the facilities

4. Role play. You are discussing your plans after compulsory education with your friends.

Remember to:

- **give arguments to support your point of view;**
- **invite your partner to come up with the ideas and arguments;**
- **find out your partner's reasons and try to find counter-arguments.**

Pupil card 1

You are going to attend a university.
Convince your partners that your choice is the best.
You begin the conversation.

Pupil card 2

You are going to get vocational education.
Convince your partners that your choice is the best.

Pupil card 3

You are going to take a gap year.
Convince your partners that your choice is the best.

Giving reasons
What's more, ...
Not only that, but ...
In addition, ...
And another thing, ...
... not to mention the fact that ...

Counter-arguments
Even so, ...
Even if that is so, ...
That may be so, but ...
Possibly, but ...
That is probably true, but ...

Giving yourself time to think
Talking about ...
Well, let me think.
Mm, that's a difficult question.
Let me see.

5. **Reader ex. 9.**

NEXT LESSON IS A CONSOLIDATION LESSON. AB p. 104.

Lesson 9 Project lesson

1. **Choose a project you'd like to do.**

Project 1 Jobs around us

1. Think of the questions of your survey "Jobs around us".
2. Conduct a survey in your class:
   - ask your classmates and people around;
   - combine the answers.
3. Make a collage, showing the results of the survey.

Project 2 My action plan "Getting Ready for the Future"

1. Here are the headlines:
   My Ambition • My Experience • My Skills • I Need to ...
2. Complete your action plan showing the skills, qualifications, and experience you need for your career and those that you have already got.
3. Illustrate your action plan.

Project 3 The world of work in Russia

1. Do your own research about popular jobs in Russia:
   - make a list of professions that people choose in your country/city most often;
   - collect information about each profession.
2. Interview some people you know and ask them about their day-to-day work, their working hours, their likes and dislikes and how they see their careers in the future.
3. Make a collage showing the results of your survey.

2. **Present your project to your classmates. Answer your classmates' questions.**

3. **Discuss the projects and decide which project is the best.**

Lesson 10 Preparation for testing

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)

IV SPEAKING (AB-IV)

V WRITING (AB-V)

VI CULTURAL AWARENESS (AB-VI)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 5

Lesson 1
achievement
to allow
to belong (to)
communication (skills)
co-operative
employment
to go on (to)
initiative
IT
key
management
a manager*
(to do) qualifications
a quality
to require
a salary
self-motivated
(un)skilled

Lesson 2
an employee*
an employer*

Lesson 3
application*
to apply
to fill in
to find out
to get on
to go into
to look out for
to look through
to make up
to put in
to think of
to think over
to turn out (to be)
to turn up

Lesson 6	Lesson 8
a part-time job*	to make up one's mind*

Answer the questions.

1) Which words are similar in spelling or pronunciation to Russian words?
2) Which words are formed with suffixes?
3) Which words will you use to describe the job you like?
4) Which words will you use to describe the way people look out for a job?
5) Which words are phrasal verbs? What meanings do they have?
6) How many new words and word combinations from Unit 5 do you know?

VIII SELF-ASSESSMENT (AB-VII)

JUST FOR FUN

Working Team

A man is flying in a hot air ballon and realizes he is lost. He reduces height and sees a man down below. He lowers the balloon further and shouts, "Excuse me, can you help me? I promised my friend I would meet him half an hour ago, but I don't know where I am."

The man below says, "Yes. You are in a hot air balloon, hovering approximately 30 feet above this field. You are between 40 and 42 degrees North latitude, and between 58 and 60 degrees West longitude."

"You must be an engineer," says the balloonist.

"I am," replies the man. "How did you know?"

"Well," says the balloonist, "everything you have told me is technically correct, but I have no idea what to make of your information, and the fact is I am still lost."

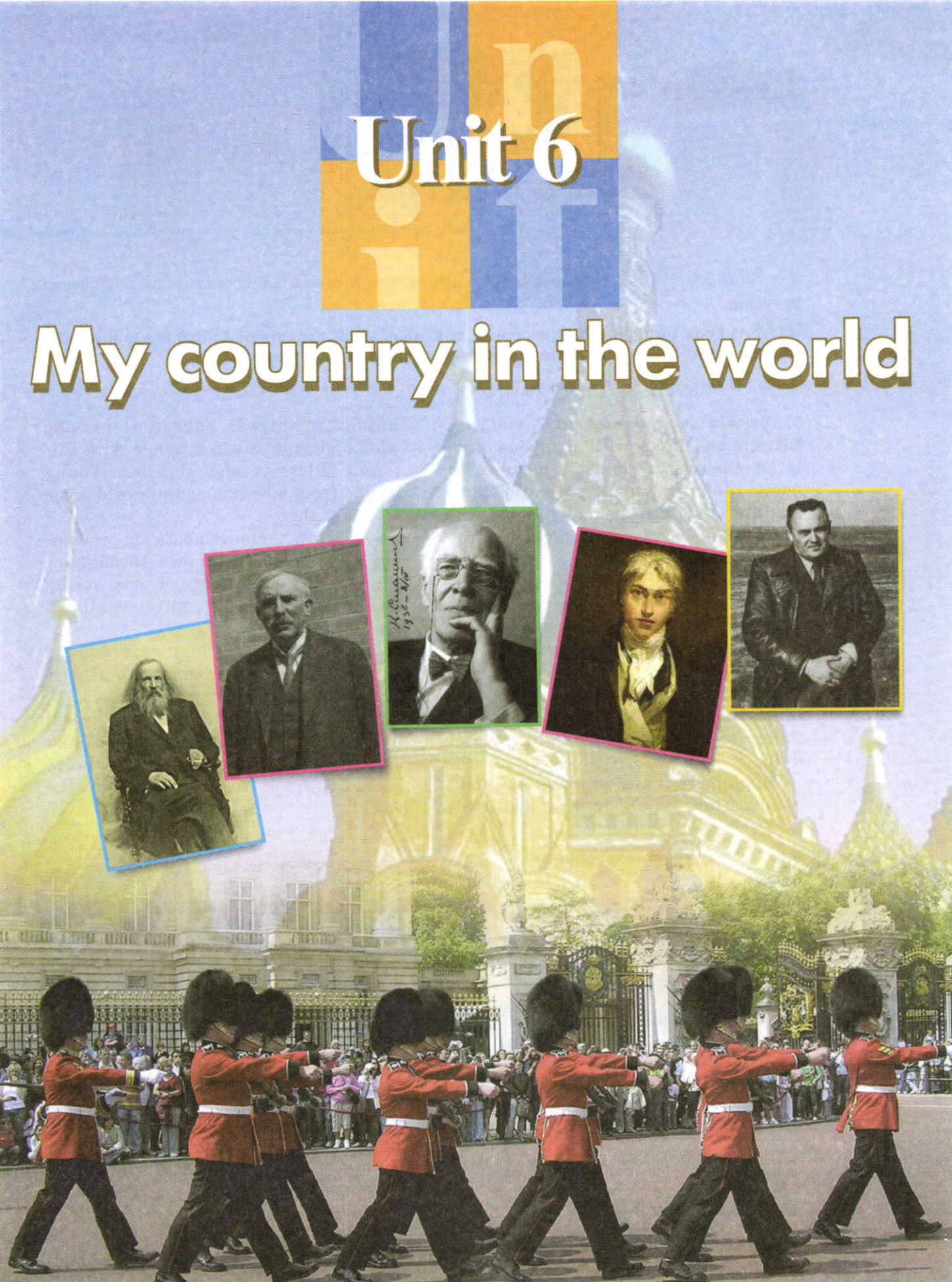
The man below says, "You must be a manager."

"I am," replies the balloonist, "but how did you know?"

"Well," says the man, "you don't know where you are, or where you are going. You have made a promise which you have no idea how to keep, and you expect me to solve your problem. The fact is you are in the exact same position you were in before we met, but now it is somehow my fault."

Unit 6

My country in the world



Lesson 1 What does the world know about your country?

1. Vocabulary. Although small in area, Britain is one of the most influential countries in the world.

1) Look through the official view of Britain. What aspects of British life is it about? Use the Word Box to learn the meaning of the highlighted words.

Britain is a ***democratic*** country. Britain has **links** with many countries of the world. It is **a member** of many international organisations, including the European Union,* the United Nations,* the Commonwealth* and others.

Britain **is recognized** as an ***industrial*** state. It **trades** with many countries of the world. International *trade* plays a great role in its ***economy***. It is one of the largest ***exporters*** of goods and services of high quality. Britain **ranks among** the richest countries of the world that have a high **standard of living**.*

Britain leads the world in the **field** of education. Its universities and institutions of higher education provide wide opportunities for people with different interests and abilities. Young people from all parts of the world come to study there.

Britain's achievements in science and technology are known **throughout** the world. In the fields of arts, media and sport, Britain has an international reputation.

Britain's rich history, famous sights and beautiful landscapes attract tourists from all over the world.

Britain's influence on the world has been **enormous**. British sport and culture, ideas and inventions have been ***exported*** to every part of the world.

a link — связь
a member — член, участник
to recognize [ˈrekəgnaɪz] — признавать
to rank (among/as) — быть в числе, относить(ся) к какой-л. категории
a field — область, поле, сфера
throughout [θruˈaʊt] — везде, повсюду
enormous [ɪˈnɔːməs] = very big

Words to guess

trade *v* — торговать
trade *n* — ?
export [ɪkˈspɔːt] *v* — ?
exporter [ɪkˈspɔːtə] *n* — ?
industrial [ɪnˈdʌstrɪəl] *a* — ?
economy [ɪˈkɒnəmɪ] *n* — ?

2) What is the official view of Britain like? Answer the questions.

- What kind of country is Britain?
- What are Britain's international links?
- What makes Britain one of the largest exporters?
- Do British people have a high standard of living?
- Why do young people from different parts of the world come to study in Britain?
- In what fields has Britain influenced the world?

2. Young people from different countries expressed their opinions about some aspects of British life.

1) Did the young people have positive or negative opinions about Britain? Fill in the gaps with the words from the box in the correct form.

economy • enormous • influence • link • member • not rank
quality • rank among • recognize • reputation
standard of living • trade

"Britain is the birthplace of many things, for example modern music and football, of course. The music ____ us a lot. For me it was Pink Floyd* and the Rolling Stones.* I also know that British films and actors often ____ the best at international film festivals." **(Barbara, Poland)**

"If I wanted to go to study abroad, England would be the only place. In England you can get qualifications that ____ throughout the world." (Syed, Pakistan)

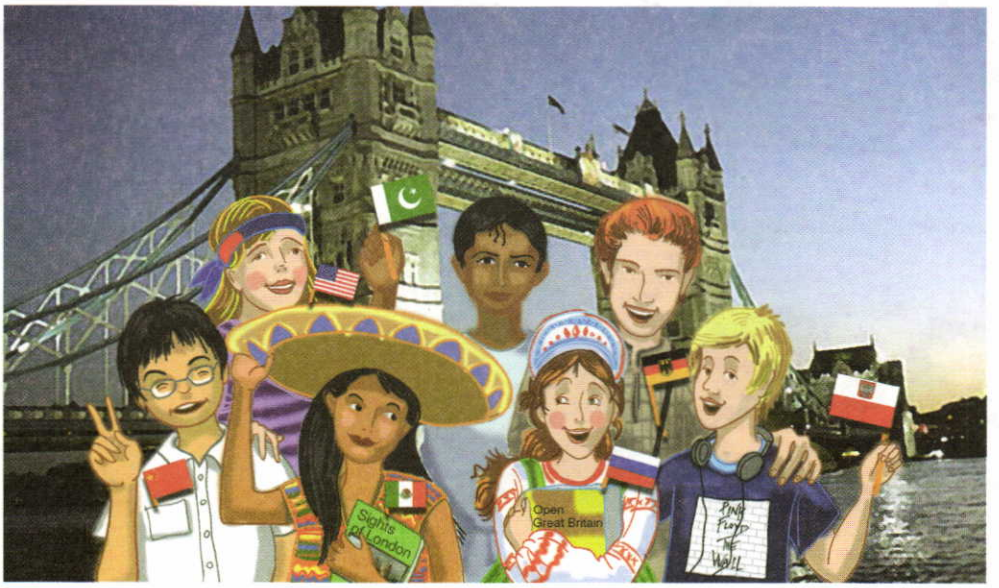
"Actually, I like British food, though it ____ highly. I also think that its electrical goods are of high ____." **(Sarah, US)**

"I know that Britain is a rich country with a strong ____; it is also a country with a high ____. But I think it should care more about old people and do more for poor people and poor countries." **(Yang, China)**

"I've been to London and admired its beautiful landmarks. Britain has an international ____ for its historical sights. However, I wish London were not so expensive and Londoners should be friendlier to foreigners." **(Paula, Mexico)**

"Britain has ____ with many countries, though it is an island state. It is a ____ of many international organisations. I know that some British companies ____ with my country and we often buy their products." **(Norman, Germany)**

"For centuries, Britain has had an ____ influence on the world. Some of the greatest inventors have been British and many everyday things were invented by the British." **(Svetlana, Russia)**



2) Which ideas expressed by the young people about Britain can be applied to your country?

3) What were the results of the survey? (AB ex. 1)

3. In your culture. Your foreign friends want to learn more about Russia.

Pair work. **How would you answer the questions in ex. 1.2) about your country? Use the Fact File and your knowledge.**

Fact file

Russia

International links: a member of the UN,* the Commonwealth of Independent States,* the G8,* etc.

Trade: with many countries, especially Germany, Italy, China, Ukraine, Belarus, France, Finland, Brazil, etc.

Education: about 7 million students; more than 1300 institutions of higher education; 10,000 foreign students study in Russia, half of them at Moscow State University

Mass media: *Voice of Russia* — in 33 languages; *The Moscow Times* — English-language daily; *The Moscow News* — English-language weekly; *Russia Today* — international English-language news channel

Literature: 5 Nobel Prize* winners: I. Bunin, B. Pasternak, M. Sholokhov, A. Solzhenitsyn, I. Brodsky; in the list of top twenty popular works among leading foreign writers — L. Tolstoy's *Anna Karenina* and *War and Peace*, F. Dostoevsky's *Crime and Punishment* and A. Chekhov's *Stories*

Music: worldwide recognized composers — M. Glinka, P. Tchaikovsky, D. Shostakovich, etc.; popular operas and ballets staged abroad — *Swan Lake, The Nutcracker, War and Peace, Romeo and Juliet, Eugene Onegin* and others

Science: 14 Nobel Prize winners; a lot of world-famous scientific and technological inventions; great achievements in space exploration

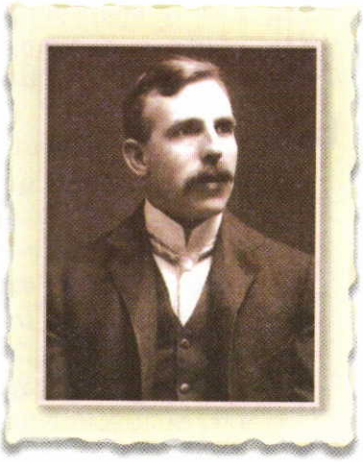
Tourism: 3 million tourists a year; most famous attractions — Moscow and St Petersburg; famous throughout the world — the Hermitage, the Tretyakov Gallery, the Bolshoi Theatre, etc.

4. **Activity book ex. 2. Reader ex. 1.**

Lesson 2 What people make your country famous?

1. Vocabulary. Over 80 Britons have received Nobel Prizes*.

1) Look through the article about Ernest Rutherford, one of the British Nobel Prize winners. In what fields did he work? Use the Word Box to learn the meaning of the highlighted words.



Ernest Rutherford is one of the greatest ***physicists*** of all time. He ranks among such well-known scientists as Isaac Newton* and Michael Faraday.* Indeed, just as Faraday is called the "father of electricity", so Rutherford can be called the **founder** of **nuclear** physics.

He was born in 1871 in New Zealand in the family who had *emigrated* from Great Britain. He was one of the best pupils in primary and secondary schools where he won prizes in history and languages as well as mathematics. At the age of 19, he finished school and entered the University of New Zealand where he began his research work and made his first scientific reports. Ernest Rutherford left New Zealand in 1895 as a highly skilled 23-year-old man who had three **degrees** from the University of New Zealand and had a reputation of an outstanding ***researcher***.

At the end of the 19th century, many scientists thought that no new achievements in physics could be made. However, in some years, Rutherford succeeded in developing a new field of physics called *radioactivity*. Rutherford made his greatest contribution to science with his nuclear *theory of the atom*. In 1908, he **received** the Nobel Prize — but for chemistry. He worked in leading universities of England, Canada, the USA and New Zealand. During his *lifetime*, Rutherford was awarded many scientific prizes.

After Rutherford's **death**, many buildings in many countries have been named *in his honour*. He has appeared on the stamps of four countries: Sweden, Canada, Russia and New Zealand. In 1992 he appeared on the new NZ $100 *banknote*. In 1997 the element *Rutherfordium* was named in his honour. Also *craters* on Mars and the Moon are **named after** him.

Word box

nuclear ['nju:kliə] — *физ.* ядерный
a degree — степень *(ученая)*
to receive = to get
death [deθ] — смерть
to name after — называть, давать имя

Words to guess

found *v* — основывать
founder *n* — ?
research *n* — исследование
researcher *n* — ?
physicist [ˈfizisist] *n* — ?
honour *n* — честь, почет
in sb's honour — ?

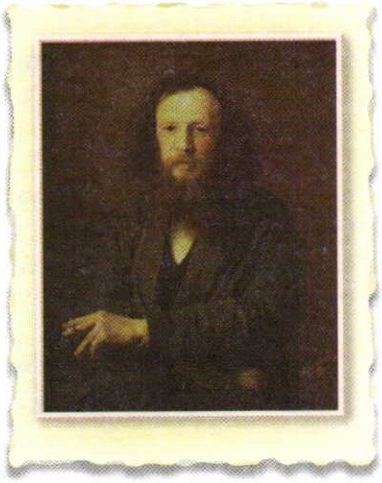
2) What have you learnt about Rutherford? Answer the questions.

- Who was Ernest Rutherford?
- When and where was he born?
- What education did he receive?
- What reputation did he have at the University of New Zealand?
- In what field did he make his greatest contribution? What was it?
- How do people honour him?

2. In your culture.

Here is the information about Dmitri Mendeleev, the greatest Russian scientist.

How did his discovery influence the world? Fill in the gaps with the words from the box in the correct form.



Dmitri Mendeleev is a great Russian scientist of the 19th century.

He _____ as a great chemist who _____ *the periodic classification of the elements.*

Dmitri Mendeleev was born in Tobolsk in 1834. At school, Dmitri _____ in mathematics, physics, and geography but was not good at languages. In 1855 he graduated from the Pedagogical Institute in St Petersburg with a gold medal for his _____. In 1856, he _____ in chemistry.

Dmitri Mendeleev's contribution to the world's science was _____.

He was the first _____ the *dependence* of the qualities of the elements on their atomic weight. He forecast that the gaps in the table of elements would be filled in by elements which _____ yet. Dmitri Mendeleev was greatly honoured as a _____ of academies in many countries. Element No 101 _____ him. It is called Mendelevium.

achievement • create • enormous • member • name after
not discover • receive a degree • recognize • research • succeed

3. These are famous British people. Each worked in a different field, but each made Britain famous throughout the world.

G. Stephenson

W. Turner

S. Johnson

Ch. Wren

1) Which questions from ex.1.2) can you ask to learn about these famous people?

2) Pair work. Ask and answer your classmates' questions to learn about these people. Ask your partner to say again or to say in another way if you couldn't understand. Use the information below.

George Stephenson

George Stephenson [ˌʤɔːʤ ˈstiːvənsən] (1781-1848) an English engineer and the *inventor* of the *locomotive;* built the first public railway between Darlington and Stockton in England (1825); also known for a very famous early train called *The Rocket*; a monument in Westminster Abbey.*

William Turner

William Turner [ˌwɪljəm ˈtɜːnə] (1775-1851) an English landscape painter; developed his original *method* of landscape painting; inspired the Impressionists* with his use of colour to express atmosphere and light; his paintings are housed at the Tate Gallery* and at the National Gallery.*

Samuel Johnson

Samuel Johnson [ˌsæmjʊəl ˈʤɒnsən] (1709-1784) an English critic, poet and dictionary writer; famous for his *Dictionary of the English Language* (1755); his knowledge seemed *encyclopedic;* after Shakespeare, the most quoted of English writers.

Christopher Wren

Christopher Wren [ˌkrɪstəfə ˈren] (1632-1723) an English designer, astronomer, and the greatest architect of his time; designed 53 churches in London, including St Paul's Cathedral;* a founder of the Royal Society;* his scientific work was highly valued by I. Newton.

WORD BUILDING

develop *v* — развивать
development *n* — ?
dependent *a* — зависимый
dependence *n* — ?

explore *v* — исследовать
explorer *n* — ?

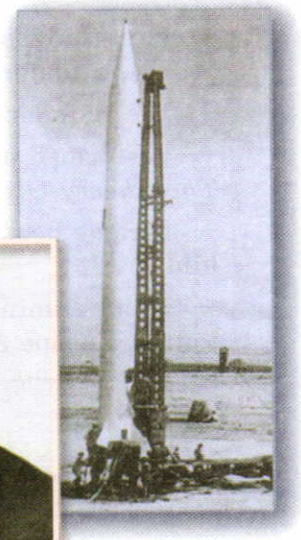
invent *v* — изобретать
inventor *n* — ?

research *n* — исследование
research *v* — ?

AB ex. 1

4. In your culture. **What can you tell your foreign friend about these famous people of Russia? Use the following information and your knowledge.**

Sergei Korolev



Sergei Korolev (1907-1966), a rocket engineer and designer, "Father of the space programme."

Education:

the Kiev Polytechnic Institute, and the Bauman Moscow Higher Technical School; the Moscow Pilot School, the Pilot Certificate.

Work and contribution:

— directed the design, construction, testing and launching of the Vostok, Voskhod, and Soyuz spacecraft;

— published a book "A rocket flight in stratosphere" (1934);

— prepared and took part in the launch of the first Earth satellite (sputnik) in the world (October 4, 1957);

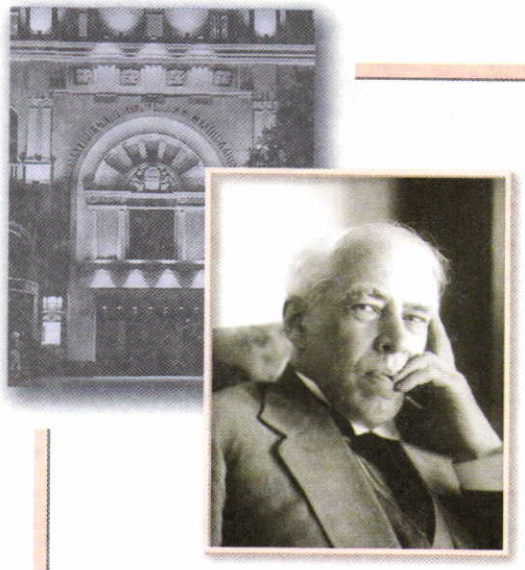
— prepared the first *manned* space flight in history when Yuri Gagarin's spacecraft orbited the Earth and came back successfully (April 12, 1961);

— prepared the "Voskhod-2" spacecraft flight, when A. Leonov made the first space walk in history (1965).

Awards:

the title "Hero of Labour" (1956, 1961), the Lenin Prize (1957) and the Tsiolkovsky Gold Medal.

Konstantin Stanislavsky



Konstantin Stanislavsky (1863-1938), a Russian actor, director, and producer, best known for developing the system of acting called the Stanislavsky system.

Characteristic features:

a great talent, an impressive appearance, a vivid imagination, and a fine *intuition*.

Childhood interests:

At 8, became interested in the circus, and often starred in his own imaginary circuses, first appeared on the stage at age 14.

Work and contribution:

— first independent production — L. Tolstoy's *The Fruits of Enlightenment* (1891), a major Moscow theatrical event;

— the founder of the Moscow Art Theatre (MKhAT) (opened 1898);

— performed numerous powerful roles: Astrov in *Uncle Vanya* (1899), Gayev in *The Cherry Orchard* by Chekhov (1904), etc.;

— became head of the Bolshoi Opera Studio (1918), which was later named after him;

— as an administrator, director, and leading actor of the Moscow Art Theatre toured Europe and the United States (1922-24), promoting his ideas.

5. The Pride of Britain Awards* is an annual event in London which celebrates extraordinary achievements of ordinary people.

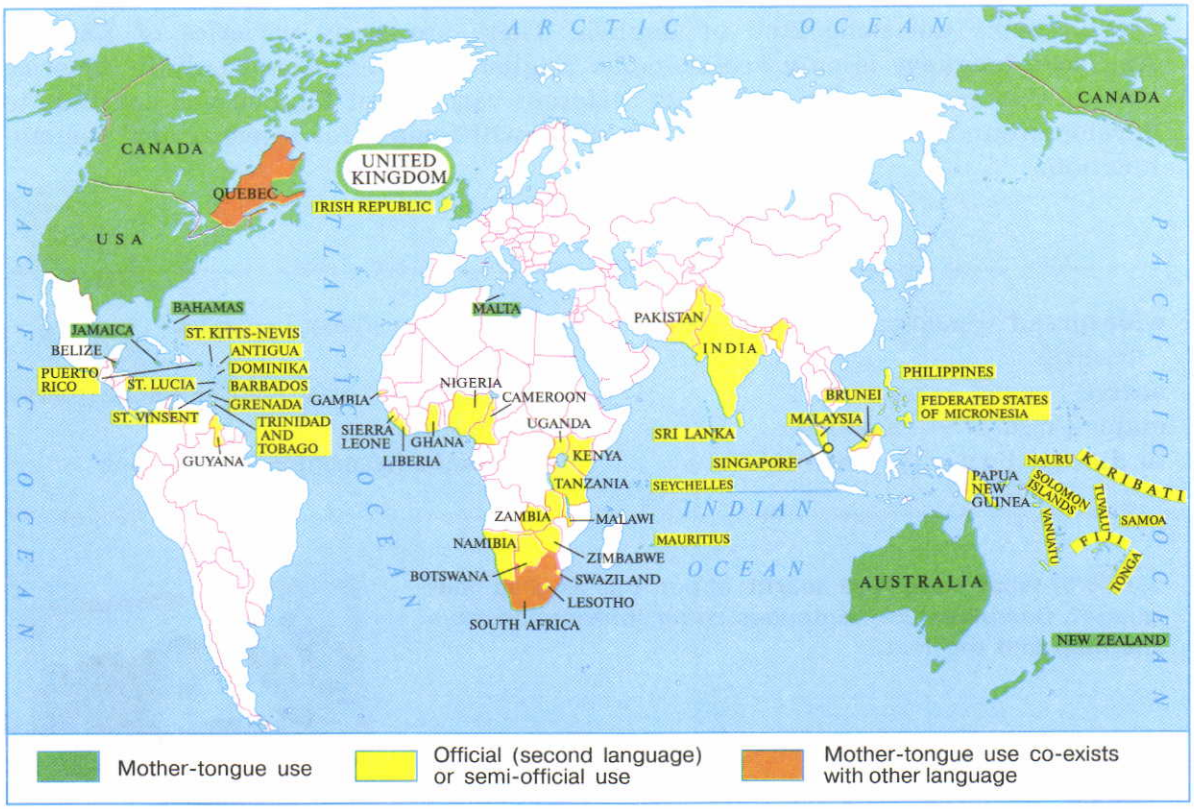
Who from your country do you think could receive the Pride of Russia Awards? In what category? What for?

6. **Activity book ex. 2. Reader ex. 2.**

Lesson 3 Why is English a world language?

1. Vocabulary. Britain is the home of the English language, but English is also used in many other countries.

1) What information about the English language does the map give?



2) What other facts about the English language are there in the text? Use the Word Box to learn the meaning of the highlighted words.

Have you ever thought how many people speak English? The exact number is difficult to tell, but it is more than one thousand million people, that is 20 per cent of the world's population. English is the most **widespread** language on earth; it is second only to Chinese in the number of people who speak it. The English language is now the **native** language* of about 400 million people, and the *official* language* in over 60 countries. If you add to this the enormous number of people who study English as a foreign language, you will understand that English is a **major** world language.

At present, 80 per cent of all information in computers is in English, 60 per cent of all international telephone calls are made in English, 60 per cent of the world's radio stations broadcast in English, and over two-thirds of the world's scientists write in English. English is also the main language of international *conferences*, airports and air traffic *control*, *medicine*, *diplomacy*, and international competitions. Some people think that English is going to become even more important as the lingua franca,* while most other languages will just **die out**.

People have long been interested in having one language that could be spoken throughout the world. About 600 languages have been suggested, including Esperanto.* But English, according to specialists, has better chances to become a *global* language. First, English is easier to learn than any other language. Second, it easily **borrows** local words from the countries into which it **expands**.

Now English is becoming more than one language because not everyone in the world speaks the same kind of English. There are many varieties of English; American language is only one example. English is changing not only in America but in other countries too. Although different varieties of English will continue to develop around the world, standard English* will **remain** for international communication.

widespread ['waɪdspred] — распространенный
native ['neɪtɪv] — родной
major ['meɪʤə] — главный
to die out ['daɪ aʊt] — вымирать
to borrow ['bɒrəʊ] — заимствовать
to expand [ɪk'spænd] — расширять, расширяться
to remain [rɪ'meɪn] — оставаться

3) What have you learnt about the English language? Complete the sentences using information from the map and the text.

... people in the world use English.
As a native language English is spoken in ...
The number of English native speakers* is ...
As an official language English is used ...
As a world language English is used ...
English expands its vocabulary by ...
American English is ...

4) In the text, find examples to describe English as
- **the most widespread language on earth;**
- **a major world language.**

2. **What are the most spoken languages in the world? (AB ex. 1)**

3. Below are some opinions about the role of English and other languages in the 21st century.

Do you agree or disagree with them? Give reasons.

I absolutely agree that ...
I'm quite sure that ...
I can't agree that ...
I'm not sure that ...
It's difficult to say that ...
There is no doubt that ...

- In the 21st century, English will remain the major world language.
- The English will expand in the scientific field.
- The most widespread language in the future will be American English.
- Different varieties of English will continue to develop around the world.
- Everyone should know English in the 21st century.
- The world needs many languages, not just one. Perhaps, English will be an international language, but it will never be the only one.
- In the future, most people will speak more than one language.
- Many languages, which have a small number of speakers, will die out during this century.

4. **In your culture.** What is the role of the Russian language in the world?

Fill in the gaps with the words from the box in the correct form.

borrow • expand • foreign • major • native • official (2)
publish • remain • widespread

Russian is one of the most _____ languages in the world spoken by over 280 million people. It ranks with English, Chinese, Hindi and Spanish as a _____ world language. Russian is the _____ language of Russia. It is the _____ language of about 170 million people. What is more, Russian _____ the unofficial lingua franca of the former Soviet republics. It is one of the six _____ languages of the UN.* Over a quarter of the world's scientific literature _____ in Russian. Russian easily _____ words from other languages. Words from more than 100 languages _____ its vocabulary. Russian is taught as a _____ language in many countries.

5. **What foreign language would you advise your younger sister or brother to start learning? Why?**

6. **Reader ex. 3.**

Lesson 4 Why study a foreign language?

1. Students throughout the world study different foreign languages, each chooses the language most important for his or her interests and needs.

1) What languages have Mark, Sally and Alex chosen to study? Are they happy with their choice?

I started learning German at school. I've chosen it because in Europe, more people speak German than English, French, Italian, or Spanish as their native language. Germany plays a central role in the European Union,* and is a major economic and political state. German has been and remains an international language in many fields, including *philosophy*, social sciences, physics, engineering, medicine, music, art and history. I've been studying it for three years and I don't feel sorry about it. I think knowing German will *open up* more career opportunities for me.

Mark

My parents tell me that Spanish is one of the easiest foreign languages to learn. I agree and I would add that it's very useful when travelling in Spanish-speaking countries. Of course, it's possible to visit Mexico, Spain without knowing a word in Spanish. But it isn't much fun. When I travelled to Spain last year, I was happy to realize that I understood more things than people who did not speak Spanish. Besides, when I read Spanish magazines or newspapers, I can understand how other people think and feel. Spanish also offers good literature, both modern and traditional.

Sally

I chose Russian because I wanted to study a beautiful and challenging language. My studies have opened up a new world to me. Russia is an exciting, constantly changing country. My year abroad in Russia was one of the best years of my life. I could learn a lot about Russian culture and people. Besides, knowing Russian gives me an opportunity to better understand the world in which such great people as Dostoevsky, Tolstoy, Pushkin, and Sakharov* lived.

Alex

2) Which were the teens' reasons for their choice of the language to study? What arguments do they give in favour of each language?

Mark

to communicate
to understand films, songs, TV programmes
to get a better job
to read in the original
to learn about another culture and people
to use the Internet and IT
widespread
interesting and challenging
easy to study
useful when you travel

Sally

Alex

3) What do you think are the most important reasons for choosing a language to study?

4) Why do you study English?

My main reason for studying English is that ...
Knowing English will help me to ...
I also study English because ...
English will be useful when I ...

5) Would you continue studying English after finishing school? Why? Why not?

2. When students in Europe choose a foreign language to study, the choice is often between British English and American English.

1) Listen to two teachers and write down their arguments for studying British English and American English. (listening for detail, note taking)

2) Whose opinion do you share? Express your point of view.

3. **Explain to your foreign friend why studying Russian may be useful, important and challenging.**

If you know Russian, you will be able to ...
Knowing Russian will give you an opportunity to ...
The language will be useful when ...
Without knowing Russian it will be difficult to ...

4. **Activity book ex. 1.**

Lesson 5 How to learn a language effectively?

1. Language teachers offer many tips to help students to learn a new language effectively.

1) What do the teachers recommend? Report their ideas.

They recommend/advise pupils to study regularly.

- Try to study regularly. It's more *effective* to study 30 minutes every day than 3 hours once a week.
- Listen to songs in your new language. You'll hear how the language is used in a real *context* and this will also help you to better understand a new culture.
- The fastest way to learn a language is *to practise* it. Speak English with your friends as often as possible. This will help you to speak more **fluently**.
- If possible, watch television and films in your new language. You'll get a good idea of where you are in your study and what else you need to work on. Besides, this way you can expand your vocabulary.
- By doing different exercises and taking tests, you can really improve your English. If you never test yourself, you will never know how much you are *progressing*.
- Take language courses by computer. They provide good practice of the language.
- Meet as often as you can with your classmates to do homework together. Learning with others gives you opportunities to discuss materials studied in class.
- A good way to have more practice and improve your language is to make friends with a speaker of the language you're learning and exchange letters or e-mail letters with him or her regularly.
- Find ways to make language learning fun.

fluent *a* — беглый, свободный *(о речи)*
fluently *adv* — ?

practice *n* — тренировка
practise *v* — ?

2) Which tips do you follow? Which tips do you think are useless?

3) How can these tips help to learn English more effectively?

Grammar for revision

First Conditional

If you **speak** English as often as possible, you **will speak** more fluently.

GS p. 200

2. **What is the best way to learn a language? (AB ex. 1)**

3. Each person has his/her own learning style.

1) How do you learn English? How can you improve your English?

At the lessons I try to ...	use a dictionary	as much as possible.
At home ...	practise writing	as often as possible.
To improve my English I should ...	listen to texts	(more) carefully.
Besides, it will be useful to ...	check for mistakes	(more) regularly.
It's also important to ...	speak	(more) fluently.
	do exercises	better.
	do tests	seriously.
	listen to the teacher	less carelessly.
	learn vocabulary	
	do homework	

2) What can you advise your classmates to do to improve their English?

Grammar for revision

Second Conditional

You **would** do tests better if you **took** lessons seriously.

GS p. 201

4. Mark and Roy are talking about the way they learn English.

What do they do to learn it effectively? (listening for detail, note taking)

5. **Would you like to study another foreign language? Which one and for what purpose? What tips would you follow to learn it effectively?**

6. **Activity book ex. 2. Reader ex. 4.**

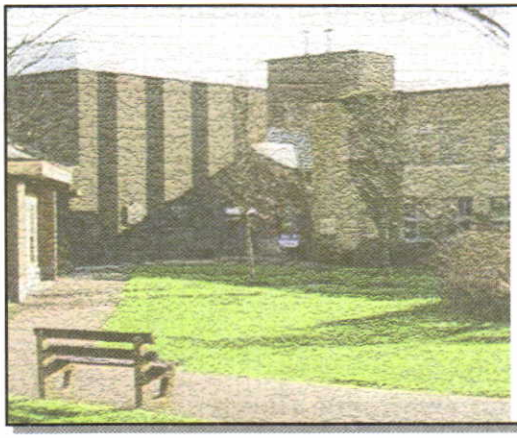
Lesson 6 What kind of course did you take?

1. Children, teenagers and adults from different countries come to Britain to study at language courses and schools, especially in summer.

1) **Group work.** At the English lesson, Corinna is answering her classmates' questions about the course she took in England.

Read Corinna's answers and the questions and make up their conversation.

— Yes, I did. I was in Plymouth. I took a course of English at the college.
— For 2 weeks. But there were 3- and 4-week courses there, too.
— We had four lessons every morning, except Saturdays and Sundays. The lessons were interesting; the teachers used different ways of teaching. Besides, I spoke English after the lessons, too, and outside the classroom, I picked up many useful words. I think I became more fluent.
— My class was small; there were eight students from different countries. I made friends with Roberta from Italy.
— A lot of things. The programme was interesting. We went on excursions, played sports, went shopping. I really had a great time.
— Yes, very much. The teachers were friendly and helpful. And I feel my English is better now. I'm going to take a 4-week course next summer.



College of St Mark and St John
Plymouth, Devon, England

Small classes (ages 14+).
Long & short courses all year.
Examination preparation. Interesting activities & excursions. Large library. Sports centre. Language lab. Computer centre. Excellent family/hotel accommodation. Pleasant town.

Further information: Tel: (0752) 777188

— How did you learn English?
— How long did you study?
— You spent good summer holidays, didn't you?
— Did you like the course?
— And what did you do after the lessons?
— Who was in your class?

2) Look at the course advertisement. What other questions might you ask Corinna?

— Where did you live?
— What examinations do they prepare for?

3) What questions do teens ask about language courses and schools? (AB ex. 1)

4) Role play. You are talking about St Mark and St John College.

Pupil card 1

You studied English for two weeks at St Mark and St John College. You liked the course.

Answer your friend's questions and recommend him/her to take an English course next summer there.

Pupil card 2

Your friend studied English for two weeks in England.

You ask him/her questions about the course and the college. You agree/disagree to take an English course giving reasons.

Ways to recommend:	**Ways to agree/disagree:**
It'll be a great chance to ... It's really a good way to ... It's worth ... because you could ...	That's a good point, and (but) ... Maybe the best thing would be to ... I'm (not) sure it's a good way to ... because ...

2. Below are some of the advertised language courses.

1) Pair work. Your friend and you are choosing an English course to take.

Discuss the opportunities of the courses advertised on pp. 167-168.

Remember to:
- **give arguments for your choice;**
- **ask your friend about his/her choice and arguments;**
- **come to an agreement about the course you both would like to take.**

Welcome to Wimbledon school of English

A wide range of courses
Quality teaching
Ideal location
Excellent accommodation
Multimedia centre
Interesting programme
Good prices
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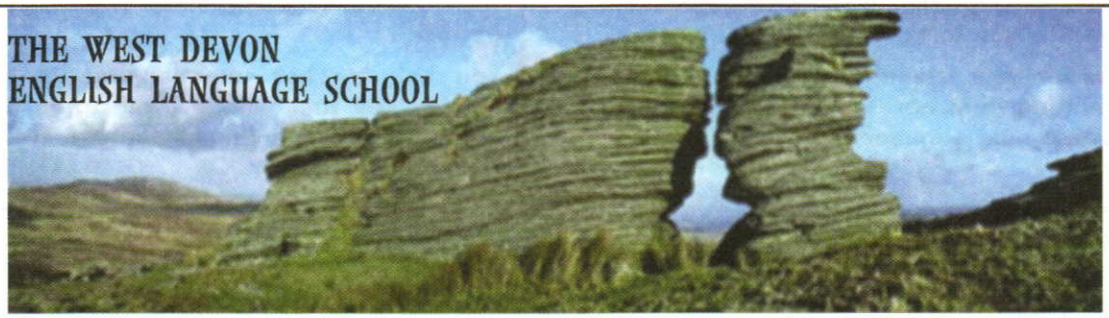


Location — in Tavistock, in Dartmoor National Park, 45 minutes from the sea
Course — Summer Vacation Courses 15 hours per week
Period — April-May / July 23rd-September 1st
Course details — mixed nationality classes, maximum 10 students, social, cultural and sports activities
Duration — between 1 and 6 weeks
Min age — 11
Accommodation — with an English homestay family
Equipment — computers with up-to-date programs, the latest magazines, books and CD-ROM disks

The West Devon English Language School
72 Whitchurch Road,
Tavistock,
Devon,
PL 19 9BD

Telephone: 0044-1822-615543
http://www/myspace.com/klebstrift

2) What would you ask about to get further information about the courses?

3. **Reader ex. 5.**

NEXT LESSON IS A READING LESSON.

Reader ex. 6.

Lesson 7 What attracts people to Britain?

1. Every year more than eleven million tourists visit Britain.

1) What attracts visitors to Britain? What do you think? Choose from the list and give examples to prove your ideas.

Interesting customs and traditions • Museums and galleries
Exciting international events • Varied entertainment • Sights of interest
Historical towns and cities • Good transport system • Beautiful landscapes
Quality goods • Good accommodations

Views of London

2) Listen to the British Tourist Authority's point of view on some reasons for visiting Britain. Which of the above are mentioned? (listening for the main idea)

3) Read the statements below and listen to the text again. According to the text, mark the statements 1-9 true (T), false (F) or unstated (U). (listening for detail)

____ 1. The British Tourist Authority offers more than 600 sights for tourists to visit in Britain.
____ 2. One of the main reasons for visiting Britain is its capital's attractions.
____ 3. Museums and galleries are all free.
____ 4. The British travel system offers fast and comfortable travel.
____ 5. For those who like music, in Britain there is a wide range of concerts, ballets, and operas.
____ 6. A lot of exciting events take place throughout the country in summer.

___ 7. The ceremony of the Changing of the Guards* attracts many tourists.
___ 8. It's possible to find different kinds of accommodations in Britain.
___ 9. Tourist Information Centres provide useful holiday information and help.

2. If you happen to travel to East Sussex* you can find many places which attract visitors of various interests there.

1) Listen to five announcements of the East Sussex Information Centre. Which announcement is for those people who would like to do the following things? Write down the letter that fits. One letter is extra. (listening for the main idea)

Water Leisure Complex

A. see some everyday things of the past
B. learn the history of a small village
C. see a collection of plants and animals
D. enjoy water sports and activities
E. learn the history of water sports
F. watch sea animals

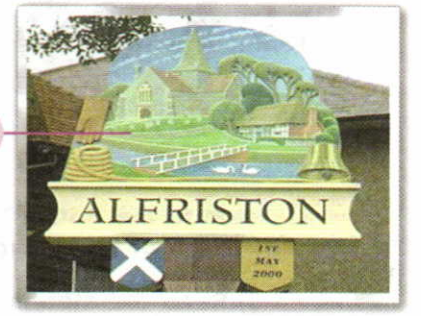
Garden Paradise

Underwater Tunnel

"How we lived then"

Announcement 1	
Announcement 2	
Announcement 3	
Announcement 4	
Announcement 5	

Alfriston Centre



2) Listen to the announcements again. What else can you see and do there? What are the open hours? (listening for specific information, note taking) (AB ex. 1)

! **3. Pair work.** You are going to spend five days in the UK.

Discuss with your partner what you would like to see and do there. Express your point of view, agree or disagree with your partner's choice and arguments. Come to an agreement.

4. Activity book ex. 2. Reader ex. 7.

Lesson 8 *Is your country worth visiting?*

1. Online, people exchange their impressions and opinions about travelling to different places around the world.

1) Here are some opinions about travelling to Russia.
Are they positive or negative?

"My main reason for visiting Russia was its unique culture and *architecture*; they are simply too great to miss! I personally had no problem in Moscow and would encourage people who are thinking of visiting the capital to do it. You are sure to find lots of entertainment and learn a different way of life. However, Moscow is not cheap. Food, transport and services are more expensive there than anywhere I've ever been to." **(Simon, England)**

"While Moscow is a noisy city, the villages and small cities of Russia are quiet. Russians are very hospitable, friendly and probably the most open-hearted people, but you have to get their respect first." **(Laura, the USA)**

"Russia is of course a lovely place to go to. It has so much to offer (just think about world-famous museums, theatres and galleries), but it does not provide easy or enjoyable travelling across the country. However, there are good tourist facilities in Moscow, St Petersburg and some other large cities. And the metro in Moscow is efficient and cheap." **(Raquel, Spain)**

"Today, Russia is not attractive to many tourists for a variety of reasons. Firstly, English is not spoken or understood except in the major cities. Without knowing the language it is difficult to travel in Russia. Then, hotel and train accommodations are below European standards." **(Joann, Germany)**

"Russia is definitely worth visiting, because it is one of the most important and influential countries in the world. Besides, Moscow is a wonderful city. I was greatly impressed with the city and the sights. And what is more, where else will you find such beautiful landscapes?" **(Hitomi, Japan)**

2) Which arguments do the people give for and against visiting Russia? Do you agree or disagree with them? Explain why.

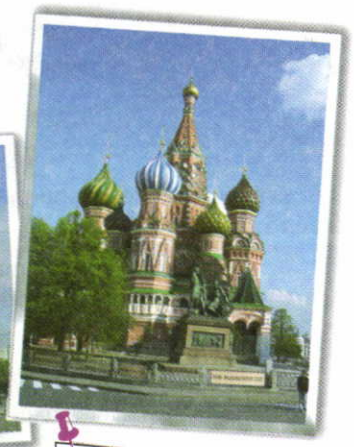
2. Write a composition "Is Russia worth visiting?" (150-180 words).

1) Choose an outline according to which you can organise your ideas.

a) 1. Introduction.
2. Arguments "for".
3. Arguments "against".
4. Conclusion.

b) 1. Introduction.
2. Opinion and reasons.
3. Conclusion.

The Cathedral of Christ the Saviour



St Basil's Cathedral

2) Think of three most important arguments for/against visiting Russia.

3) Look through the following phrases and decide which you would use to suit each paragraph of the composition.

In addition to that, ...	On the one hand, ... On the other hand, ...	
In conclusion, ...	Another point is that ...	In my opinion ...
Many people feel that ...	To sum up, ...	First of all, ...
Some people say ...	To begin with, ...	Moreover, ...

3. The British Council* has been organising worldwide online writing competitions among English learners. The prize is a free language course in the UK. Once there was a topic "Why would you like to go to the UK?".

1) Imagine you are going to take part in the competition. Write a composition "Why would you like to go to the UK and what three things would you like to do there?".

2) Discuss which composition is the best and might enter the competition.

Lesson 9 What is Comic Relief for?

1. In Britain there are many charity organisations. Comic Relief is one of them.

1) Read an article about Comic Relief. Choose the most suitable title for each part of the article. Two titles are extra. (reading for the main idea)

1. Why Comic Relief
2. How it started
3. Where the money goes
4. What is Comic Relief
5. Red Nose Day
6. How to be involved

COMIC RELIEF

A. Comic Relief is one of the well-known charities in Britain. The organisation raises money and then uses it to help to end poverty and unfairness. It works in the UK and in the poorest countries in the world. Here's what it does. It raises money from the British people involving them in fun events. It does a lot of research to find out which charities to support. Then it carefully decides how best to spend the money donated by the people. Besides, it explains the causes of poverty in Africa and problems faced by people and communities in the UK. Also it lets people in the UK know how they can change things for the better.

B. Comic Relief organises Red Nose Day every two years. It's the biggest TV fundraising event in the UK calendar. On Red Nose Day everyone in England, Scotland, Wales and Northern Ireland is encouraged to put on a red nose, and do something a little bit silly to raise money — celebrities included. A *clown-style* red nose is the symbol of Red Nose Day. Most schools in the UK are involved in Red Nose Day, too.

C. Comic Relief was set up on BBC 1 on Christmas Day 1985 from a refugee camp in Sudan to let people know about the famine in Africa. It began with a few live events, getting support from the comedy community. It was started by *comedians* who wanted to use comedy to let people know about poverty in the UK and in Africa. The first Red Nose Day was in 1988 with Lenny Henry,* Griff Rhys Jones* and Jonathan Ross,* presenting the show and raising £15 million! Over the years, more than 2050 celebrities have given their time and talent to Comic Relief.

D. Comic Relief raises money for people who need it most in Africa and the UK. Sixty per cent of Red Nose Day money is spent in Africa and forty per cent in the UK. *Experts* carefully decide which projects should get money. Since Comic Relief started it has raised over £337 million. Comic Relief cash in Africa has educated people about AIDS,* taught women to read, immunized children and helped to give some, especially girls, an opportunity to go to school and learn professional skills. Across the UK it has helped disabled people and supported older people.

2) In the text, find the English equivalents to the following. Guess the meaning of the highlighted words.

покончить с нищетой и несправедливостью **(A)**

сталкиваться с проблемой **(A)**

мероприятие, на котором собираются денежные средства на благотворительные нужды **(B)**

лагерь для беженцев **(C)**

голод в Африке **(C)**

делать прививки детям **(D)**

3) In the text, find the sentences that have similar meanings to the following. Translate them.

LEARNING *to translate*

-ed, -ing forms

Comic Relief explains the causes of problems **faced** by people.
«Комик Релиф» объясняет причины проблем, **с которыми сталкиваются люди.**

The first Red Nose Day took part in 1988, **raising** £15 million.
Первый праздник состоялся в 1988 году, **собрав** 15 миллионов фунтов стерлингов.

GS p. 198

Comic Relief raises money from the British people. It involves them in fun events. **(A)**

The people donate some money. Comic Relief carefully decides how to spend the money. **(A)**

Comic Relief began with a few live events. It got support from the comedy community. **(C)**

The first Red Nose Day was in 1988 with Lenny Henry and other comedians. They were presenting the show. **(C)**

4) What is Comic Relief for? Connect the two parts of the sentences. Use the correct word from the box.

1. Comic Relief was set up in Sudan
2. The comedians started Comic Relief
3. Comic Relief needed a special event to raise money
4. On Red Nose Day people buy and put on a red nose
5. Comic Relief raises money
6. Comic Relief experts do a lot of research
7. Many schoolchildren want to make the world a better place

a) people could raise money to help with projects in Africa and the UK.
b) people could know about the famine in Africa.
c) buying a red nose is one of ways of donating to Comic Relief.
d) it organised Red Nose Day.
e) it can be used for those who need it most.
f) they take part in the fundraising event.
g) they want to spend the raised money wisely.

Linking words

because — потому что
that's why — поэтому
so that — чтобы

2. In your culture. What do you know about charity organisations in Russia?

3. Reader ex. 8.

NEXT LESSON IS A CONSOLIDATION LESSON.

AB p. 125.

Lesson 10 Project lesson

1. **Choose a project you'd like to do.**

Project 1 My country in the world/ This is Russia

- Make a list of headings under which you'd like to describe your country.
- Collect information about Russia's achievements in different fields of life.
- Think of interesting, unusual, surprising information about your country for foreigners.
- Illustrate your information with colourful pictures.

Project 2 A-Z of my country

- Make your own guide to your country. For each letter of the alphabet think of a person, a place, an event, or a thing that is associated with your country.
- Collect information that might be interesting for your foreign friend.
- Illustrate your guide.

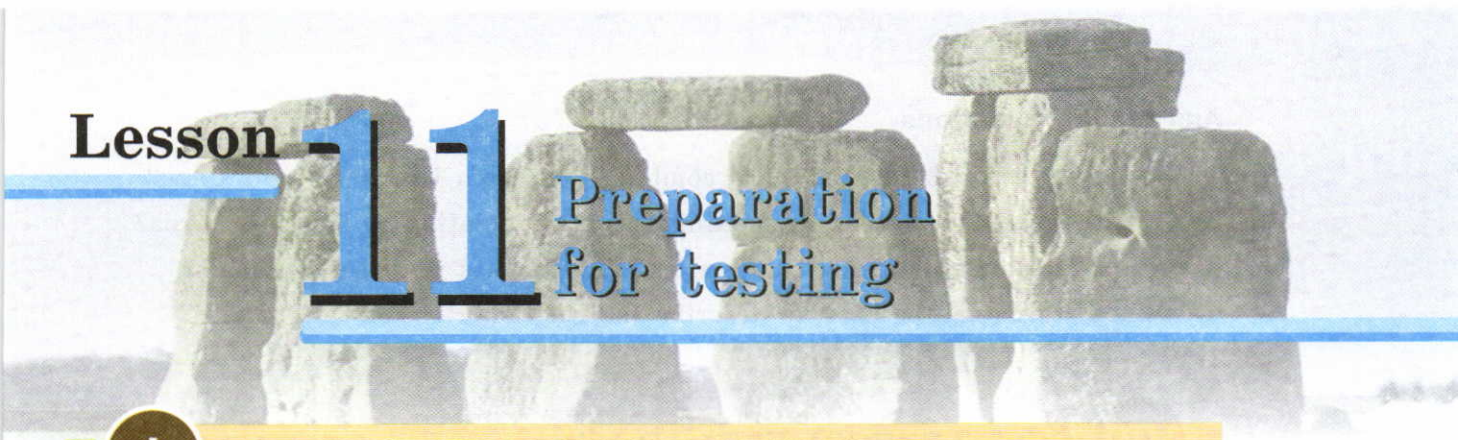
Project 3 The role of the Russian language in the world/ Learn Russian!

- Collect interesting facts about the Russian language and its role in the world.
- Think of the reasons for studying it for your foreign friend.
- Think of some good tips for studying it.

2. E **Present your projects and answer your classmates' questions to explain your ideas and choice.**

3. E **Discuss your projects and decide which project is the best.**

Lesson 11 Preparation for testing



I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

III USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)

IV SPEAKING (AB-IV)

V WRITING (AB-V)

VI CULTURAL AWARENESS (AB-VI)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 6

Lesson 1
democratic
a link
industrial
an economy
a trade
to export
to rank
a field
throughout
enormous
to recognize
a member

Lesson 2
a physicist
to research
a degree
to receive
to name after

Lesson 3
widespread
native
major
to die out
to borrow
to expand
to remain

Lesson 5
fluent(ly)

Lesson 9
so (that)

Answer the questions.

1) How many new words and word combinations from Unit 6 do you know?
2) Which words are similar in spelling and pronunciation to Russian words?
3) Which words can be used to describe achievements in different fields?
4) Which words can be used to describe the English/Russian language?

VIII SELF-ASSESSMENT (AB-VII)

JUST FOR FUN

1. Samuel Johnson was an English writer and the author of the famous *Dictionary of the English Language*. Once a gentleman asked him how he had compiled his great dictionary. He smiled and answered, "Oh, it was like quarrelling with my wife — one word led to another."
2. I can forgive Alfred Nobel for having invented dynamite, but only a fiend in a human form could have invented the Nobel Prize. (*George Bernard Shaw*)
3. She's a brilliant linguist. She speaks Esperanto like a native.
4. — Is there a word in the English language which contains all the vowels?
   — Unquestionably.
5. — Did you have any difficulty with your French in Paris?
   — No, but the French people did!
6. Not only is England an island but every Englishman as well.
7. The teacher is asking a geography question:
   — Mary, where is the English Channel?
   — I don't know. We can't get it on our TV.

Unit 7

Our school yearbook

Lesson 1 What makes your school special?

1. The school yearbook* has always been a part of the school experience. It shows the character of the school, its pupils and the major events. Here are some pictures from the yearbook of Westwood Secondary School (WSS).

1) What activities and events do the pupils from Westwood Secondary School write in their yearbook about?

WSS news viewing is the most popular entertainment with the students of our school. Student-produced news programs are broadcast to all classrooms. In this picture, the students are releasing a new TV program.

WSS theater students earned two awards for this year's performance of "Hamlet". The award winners were announced at the end of the school year at the Award Ceremony. The students had a wonderful time and enjoyed themselves.

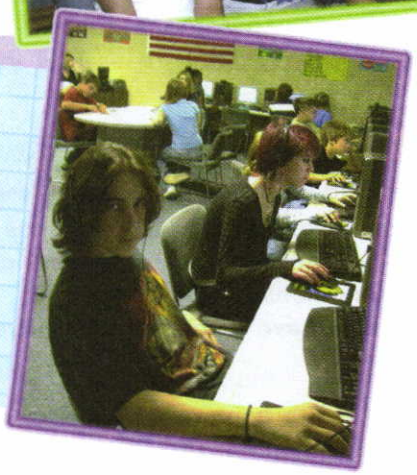
Here is our girl's volleyball team. Our girls have won the gold at the Secondary Schools Championship. They have shown themselves as a very skilled and hard-working team. The girls will compete in the District Championship this summer.

At the beginning of this school year, some students from our school took part in the Toy Challenge National Competition. It is a competition that gives talented students the chance to develop their design skills by creating their dream toy or game. Here are some of the things WSS students made.

WSS Concert Choir and the Jazz Band took part in the Annual School Bands Festival. The concert was very good and the band received some very encouraging comments. We are very pleased with ourselves.

In this picture we are at the Book Day Poster Contest. Art students from our school took 2 of the top 3 awards. The students made their posters to express how they feel about reading.

There is a computer in every classroom. They are a part of our daily life. Students can e-mail their questions or even homework to their teachers. Last fall, we started our website. It is a wonderful way for the school to introduce itself and for our parents to learn information about the school clubs and special events.



2) What is special about the activities and events that are held at Westwood Secondary School?

3) Find the sentences with reflexive pronouns and translate them.

Grammar for revision

Reflexive pronouns

We amused **ourselves** very much. Мы хорошо развлекали**сь**.
I am not pleased with **myself**. Я недоволен **собой**.

GS p. 189. AB ex. 1

4) Is Westwood Secondary School a British or an American school? Prove your opinion.

mind!

AE	BE
student	pupil
picture	photo
program	programme
theater	theatre
fall	autumn

2. School life does not end in the classroom. Extracurricular activities are also important for pupils' experience.

Listen to some teenagers talking about the school events and activities they liked most. Choose the activity or event to match with each pupil's interests. Use the names of the pupils more than once.

Who of the teenagers talks about ...

- school trips and outings? _____, _____, _____
- meetings with famous people? _____, _____, _____
- different sport activities and games? _____, _____

3. Is your school the best in your hometown? What makes it unique?

What would you tell your foreign friend about your school? Remember to say:

- **about extracurricular activities and clubs at your school;**
- **about the annual events and competitions;**
- **excursions or school trips;**
- **if you have a student TV and radio at your school and what programmes they offer.**

4. Activity book ex. 2. Reader ex. 1.

NEXT LESSON IS A READING LESSON.

Reader ex. 2.

Lesson 2 Who are the most outstanding pupils of your class?

1. Chevy Johnston is one of the honoured pupils of Westwood Secondary School. Here is what his classmates wrote about Chevy in their school yearbook.

1) Why did Chevy's classmates honour him as Student of the Year?

Chevy is interested in so many things, absolutely everything, media, English literature, computer programming and games. He recently took a silver medal at the regional Interactive Media competition.

Robin Binge

Chevy

Chevy is an inventive person and is sure to succeed in whatever he will decide to do for a career.

June Haywood

Chevy does his best with every project and it shows in his excellent grades. He is a very creative person who likes to do things his own way. He also enjoys playing all kinds of sports such as basketball, volleyball and swimming.

Christine Watkins

Chevy is excited about his learning and regularly helps others. He has been a member of the volleyball team for three years. He has shown himself as an outstanding athlete and team leader.

Kyle Pearson

Chevy is reliable, responsible, respectful and with a good sense of humor. Last year he was honored as one of 10 young people from our school to go on an exchange trip to France.

Jason Attwell

mind!

AE	BE
grades	marks
humor	humour
honor	honour

2) What have you learnt about Chevy's interests and hobbies?

3) What Chevy's qualities do the pupils value most?

2. Westwood Secondary School has a school TV produced by pupils. It broadcasts programmes about school activities and interviews with the most popular pupils.

1) Listen to Heather Brown's interview. Decide if the following information about Heather is true, false or unstated in the interview.

1. Heather has been the school president for many years.
2. Heather took part in lots of extracurricular activities.
3. Heather is very thankful to her teachers because they gave her an opportunity to express herself.
4. Heather said that she liked Literature and she got good marks in it.
5. Heather has been always interested in science fiction.
6. Heather suggested that there should be a special course for school leavers.
7. Heather said that hip-hop was her favourite type of music.
8. Heather attended all school dances.
9. Heather hasn't decided yet what she will do for a career.
10. Heather is leaving school this year.

2) What questions did the reporter ask Heather Brown? (AB ex. 1)

3. **Which of your classmates would you choose to be Pupil of the Year? Why? Remember to:**

- **say about his/her interests and hobbies;**
- **say about his/her achievements in different fields;**
- **explain why he/she is popular with the classmates;**
- **say what his/her qualities you value most.**

4. **Activity book ex. 2. Reader ex. 3.**

Lesson 3 What are your dreams and ambitions?

1. Here are some extracts from yearbooks where pupils write about their plans for the future and express their wishes.

1) What did the pupils write about their plans?

I think medicine could be what I want to do for a career. I'm involved in volunteer work at the nearest hospital and help at the Food Bank, packing food and delivering boxes to those in need. I like it. It's a challenge, and it's a good way to meet people and learn about a future profession. I'm planning to stay at school to study for A levels. After that, I hope to go to university.

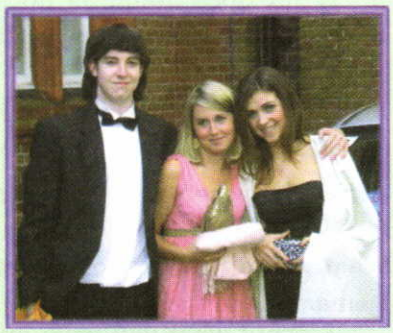
Taron Campbell

Dear Taron, you are the most caring person I ever met. Wish you all the best and make your way to your aim.

Bonnie Dohms

I plan to go to a 6th form college. I also help with Sunday School* lessons at the Springwood Church. It's a job I enjoy and it gives me great experience. As for future plans, I may go to teacher training school, but I haven't completely decided yet.

Lonette Tobin



I am going to study English literature when I go to university this year, because I have always been interested in books. I might even turn out to be a writer myself one day. I have already written some short articles for our school website. Anyway, I want to write stories and become famous one day.

Alan Jones

Lonette, you are sure to succeed in whatever you decide to choose. Enjoy your life to the fullest!

Neil Anderson

Congratulations on the end of the school year! Alan, I hope that you enjoy what you have achieved and wish you the best for your future achievements. I look forward to reading your first book.

Ryan Haywood

2) What do the pupils do to achieve their aims?

3) What do the pupils wish their classmates?

2. Johanna Martin is one of the best pupils from Westwood Secondary School.

1) Listen to Johanna talking about what she has achieved. As you listen, take notes and answer the questions about Johanna.

1. Who encouraged Johanna to achieve a lot? _____
2. What helped Johanna to get good results in writing? _____
3. What kind of books does Johanna like to read best? _____
4. What competition did Johanna win? _____
5. What does Johanna do for the school newspaper? _____
6. What is Johanna going to be? _____

2) What did Johanna write in her article for the school newspaper? (AB ex. 1)

3. As school year comes to the end, it's time to celebrate your achievements and make plans for the future.

What would you tell your foreign friend about your achievements and ambitions?

Remember to say:

- **about what you have achieved;**
- **about what/who helped you to get good results;**
- **if you have any ambitions and what you do to get your aim.**

4. **Activity book ex. 2. Reader ex. 4.**

Lesson 4 Project lesson

1. **Choose a project you would like to do.**

Project 1 What makes our school special

- Design an album or a poster with some photos and/or pictures about your school life.
- Make captions for the pictures.
- Write about special events you enjoyed most at your school.

Project 2 The most outstanding pupils of my class

- Think of a heading under which you would describe the most outstanding students of your class: *Pupil Showing Excellence in Maths, Outstanding Sportsman, Most Remarkable Musician*, etc.
- Describe the most outstanding pupils of your class.
- Make a poster with all necessary captions.
- Think of a story, a poem or a song to support your ideas.

Project 3 Our plans and ambitions

- Write about your ambitions and future plans.
- Write your wishes for your classmates.
- Describe how you see yourself and your classmates in ten years.
- Write a story, a poem or a song to support your ideas.

2. **Present your project to your classmates.**

Grammar support

Articles
Артикли

В английском языке многие существительные употребляются с артиклями **a/an/the**. Артикль ставится перед существительными.

Articles with professions (Артикли с существительным, обозначающим профессию)

1. Определенный артикль **the** используется, если профессия человека предшествует имени собственному:

The famous architect M. Kazakov designed beautiful buildings for Moscow.

2. Неопределенный артикль **a/an** используется, если профессия следует за именем собственным, т. е. выполняет в предложении функцию приложения:

M. Kazakov, **a** famous architect, designed beautiful buildings for Moscow.

3. Неопределенный артикль **a/an** используется, если профессия/титул/звание является частью составного именного сказуемого и указывает на то, что данный человек один из тех, кто имеет эту профессию/титул/звание:

V. Surikov is **a** famous Russian painter.

Articles with proper names (Артикли с именами собственными)

1.1) В британском варианте английского языка артикль не используется с названиями общественных зданий, мест отдыха и городских организаций, имеющими в качестве определения имя собственное (имя человека или название местности): Cambridge University, Buckingham Palace, London Zoo, Salisbury Cathedral, Birmingham Airport, Manchester City Council.
Но: **the** White House, **the** Royal Palace (white и royal не являются именами собственными).
В американском варианте английского языка в этих же случаях обычно используется артикль **the**: **the** San Diego Zoo, **the** Detroit City Council.
2) С названиями фестивалей, конкурсов, соревнований, оркестров, имеющими в качестве определения имя собственное (имя человека или название местности), используется, как правило, артикль **the**: **the** Manchester band, **the** Aldeburgh Festival, **the** Tchaikovsky Contest.
3) Артикль обычно не используется с существительными, имеющими в качестве определения имя собственное в притяжательном падеже: McDonald's, St Paul's Cathedral, Gershwin's music.

2. Артикль **the** используется:

- с названиями театров, кинотеатров, концертных залов, музеев: **the** National Theatre, **the** Taganka Theatre, **the** Odeon, **the** British Museum, **the** Albert Hall;
- с названиями газет: **the** Times, **the** Washington Post.

The pronoun
Местоимение

Местоимение — это часть речи, которая употребляется вместо существительного или прилагательного.

Reflexive pronouns (Возвратные местоимения)

Возвратные местоимения образуются путем прибавления окончания **-self** к личным или притяжательным местоимениям единственного числа и окончания **-selves** к местоимениям множественного числа.
Английским возвратным местоимениям в русском языке соответствует частица **-ся (-сь)** в возвратных глаголах и местоимениях «себя», «собой», «себе».

We amused **ourselves** very much. Мы хорошо развлекали**сь**.
He told us about **himself**. Он рассказал нам о **себе**.

В русском языке возвратное местоимение «себя» не имеет особых форм для выражения лица, рода и числа. В английском языке для каждого лица, рода и числа употребляется соответствующее местоимение.

I → myself
you → yourself
he → himself
she → herself
it → itself

we → ourselves
you → yourselves

they → themselves

Возвратные местоимения могут употребляться также для усиления значения существительного или местоимения, соответствуя русскому местоимению «сам».

I did it **myself**. Я **сам** это сделал.

Indefinite pronouns (Неопределенные местоимения)

1. Неопределенные местоимения **some** и **any** обычно используются, когда речь идет о неопределенном количестве. В этом значении **some** используется в утвердительных предложениях, **any** — в отрицательных и вопросительных предложениях.

I've got **some** good news. Have you got **any** news?

Any используется:
- в утвердительных предложениях в значении «любой».

Any news can be useful.

- в условных предложениях.

If **any** news comes while I am away, tell me.

Some используется:
- в вопросительных предложениях, если предполагается положительный ответ.

Do you want to hear **some** good news?

2. Сложные местоимения, производные от **some-**, **any-** и **no-**, функционируют в предложениях как существительные и употребляются в разных типах предложений по тем же правилам, что и **some**, **any** и **no**.

There is **somebody** in the office.
Is there **anybody** in the office?

После местоимений **everybody/everyone**, **nobody/no one**, **somebody**, **anybody**, **something**, **anything**, **everything** и **nothing** используется сказуемое в форме единственного числа.

Everything is OK. **Всё** хорошо.
Everybody knows. **Все** знают.

3. Местоимения **all** и **every** имеют похожее значение («все/каждый»), но после **all** используется сказуемое в форме множественного числа, а после **every** используется сказуемое в форме единственного числа.

All books are useful
Every book is useful.

После **all** могут использоваться другие определяющие слова (**the**, **this**, **our**, ...), а после **every** они не используются.

I have brought **all** my books.
I have read **every** book in this library.

4. Местоимение **each** («каждый») употребляется по отношению к ограниченному числу лиц или предметов.

Each of us passed the exam.

Numbers, measurements and money

1. Cardinals

100 — a/one hundred
121 — a/one hundred and twenty-one
300 — three hundred
1000 — a/one thousand
1436 — one thousand four hundred and thirty-six
4000 — four thousand
1,000,000 — a/one million
1,400,000 — one million four hundred thousand
1,000,000,000 — a/one billion

1/2 — a/one half
3/4 — three quarters
2/3 — two thirds
9/10 — nine tenths
1.5 — one point five
2.75 — two point seven five
5 % — five per cent
30° C — thirty degrees Celsius (Centigrade)
90° F — ninety degrees Fahrenheit
£1.25 — one pound twenty-five (pence)
$2.40 — two dollars forty/two dollars and forty cents

40 km — forty kilometres
70 kg — seventy kilos/kilograms
15 lb — fifteen pounds
60 ft — sixty feet
6 ft 3 in — six feet three inches
30 kph — thirty kilometres an/per hour
75 mph — seventy-five miles an/per hour

2. Ordinals

10th — tenth
11th — eleventh
12th — twelfth
13th — thirteenth
20th — twentieth
21st — twenty-first
22nd — twenty-second
30th — thirtieth
100th — hundredth

3. Dates

Write:	Say:
14 Jan(uary) 1993 (14.1.93)	January the fourteenth, nineteen ninety-three
9 Dec(ember) 1900	December the ninth, nineteen hundred
14 May 1906	May the fourteenth, nineteen hundred and six *or* nineteen-oh-six
in the 1930s (in the 30s)	in the nineteen thirties (in the thirties) в тысяча девятьсот тридцатые годы
in the 1900s	in the nineteen hundreds в (тысяча) девятисотые годы

The verb
Глагол

Глаголом называется часть речи, которая обозначает действие или состояние лица или предмета.

Verb forms (Основные формы глагола)

Английский глагол имеет четыре формы:

1-я форма	**2-я форма**	**3-я форма**	**4-я форма**
Infinitive	Past Simple	Past Participle	Present Participle
V	**V2**	**V3**	**Ving**
to work	worked	worked	working
to go	went	gone	going

Tenses (Видо-временная система английского глагола)

Видо-временные формы для выражения настоящего, прошедшего и будущего времени делятся на следующие группы: Simple Tenses (простые видо-временные формы), Progressive Tenses (длительные видо-временные формы), Perfect Tenses (совершенные видо-временные формы) и Perfect Progressive Tenses (совершенные длительные видо-временные формы).

Для описания событий и действий, которые происходят в настоящем, прошлом и будущем, используются следующие видо-временные формы:

1. Когда мы описываем события, действия, которые происходят в **настоящем**, мы используем:

1) **Present Simple** для действий, происходящих обычно, регулярно:

In summer I **go** to the summer camp.
In summer he **goes** to the summer camp.
He **doesn't travel** much.
Do you **travel** in summer?
When **does** he **get up**?
Who **gets up** at 7 in your family?

2) **Present Progressive** для действий, которые происходят в определенный момент в настоящем:

I **am reading** a book *now*.
He **is writing** a new novel *at the moment*.
He **is not (isn't)** watching a film *now*.
Is he **reading** a biography *now*?

Некоторые глаголы не употребляются во временах группы Progressive. К ним относятся: **to see, to hear, to know, to understand, to forget, to think** (в значении «думать», «полагать»), **to want, to love, to like, to hate, to admire** (в значении «восхищаться»).

3) **Present Perfect** для действий, которые начались в прошлом и продолжаются в настоящем:

I **have travelled** around Britain since Monday.
They **have lived** here since their childhood.
Has he **lived** here since his childhood?

4) **Present Perfect Progressive** для действий, которые начались в прошлом, продолжались в течение какого-то времени до настоящего момента и еще продолжаются:

I'**ve been writing** stories since childhood.
I'**ve been writing** books for 30 years.
He **has not (hasn't) been writing** poems for a long time.
How long **have** you **been writing** a book?

2. Когда мы описываем события, действия, которые произошли **в прошлом**, мы используем:

1) **Past Simple** для действий, которые происходили в прошлом (важны действия и время):

I **learned** to read *when I was five*.
I **did not visit** the Charles Dickens Museum, *when I was in London*.
Did he **publish** the book *last year*?

2) **Past Progressive** для действий, которые происходили в определенный момент/период в прошлом:

He **was reading** a new book *for an hour* yesterday.
I **was reading** a historical novel *all the evening* yesterday.
I **came** home *while/when* my brother **was writing** a letter.

He **was not (wasn't) doing** his homework *at 11 o'clock* yesterday.
What **was** he **doing** *at 11 o'clock* yesterday?

3) Present Perfect

a) для действий, которые произошли в прошлом (важны действия, а не время их совершения):

I **have travelled** a lot.

b) для действий, завершившихся в неистекший период времени:

I **have travelled** to London *this week*.
Have you *ever* **been** to London?
I **have** *never* **been** to London.

Если в разговоре о прошедших событиях, действиях уточняются детали этих событий (когда, где, с кем и т. д.), то употребляется не **Present Perfect**, а **Past Simple**:

— I **have been** to Edinburgh *this year*.
— When **did** you **go**?
— I **was** there *in May*.

4) Past Perfect для действий, завершившихся к определенному моменту в прошлом:

When he married he **had** already **published** his first book.
He **had worked** as a reporter before his first book was published.
I **had not seen** him before he left.
Had you **seen** him before he went away?

3. Когда мы описываем события, действия, которые произойдут в **будущем**, мы используем:

1) Future Simple для неподготовленных, незапланированных действий, когда говорящий только в момент речи решает, что сделает в будущем:

I think I **will travel** next summer.
I think I **will not (won't) travel** next summer.
Will you **travel** next summer?
Where **will** you **travel** next summer?

2) Present Progressive для запланированных действий:

I **am travelling** to Italy in July.
We **are not going** to Italy next summer.
Are you **going** to Italy in August?
Where **are** you **going** in August?

3) to be going to

a) для действий, которые собираемся совершить:

I **am going to travel** to Britain next year.

b) когда обстоятельства подсказывают нам, что обязательно, неизбежно произойдет в будущем:

I'm sorry you are leaving. We've become very good friends. **I'm going to miss** you.

4) Present Simple для действий, которые произойдут по расписанию, по графику и т. п.:

The train **leaves** at 10.

Passive voice (Страдательный залог)

Страдательный залог выражает действие, которое совершается над лицом или предметом, являющимся в предложении подлежащим. Страдательный залог нередко используется, когда не важно или не известно, кто совершает действие.
Страдательный залог образуется с помощью глагола **to be** в соответствующей временной форме и причастия прошедшего времени основного глагола.

Tenses in Passive Voice Видо-временные формы глаголов в страдательном залоге	**Structures** Структуры	**Examples** Примеры
Present Simple Tense	**am/are/is + V3**	The book **is sold** in different countries. Книга продается в разных странах.
Present Progressive Tense	**(am/are/is) being + V3**	Look! An experiment **is being made** here. Посмотри! Здесь проводится какой-то эксперимент.
Past Simple Tense	**was/were + V3**	Dynamite **was discovered** by Alfred Nobel in 1867. Динамит был открыт Альфредом Нобелем в 1867 году.
Past Progressive Tense	**(was/were) being + V3**	While T. Edison was experimenting with his apparatus he **was being watched** by his assistants. В то время как Т. Эдисон экспериментировал со своим аппаратом, его ассистенты наблюдали за ним.
Present Perfect Tense	**(has/have) been + V3**	The Olympic Games **have been held** since 1896. Олимпийские игры проводятся с 1896 года.
Future Simple Tense	**will be + V3**	Soon computers **will be used** in all classrooms. В скором времени компьютеры будут использоваться во всех классах.
modal passive	**modal verb + be + V3**	The task **must be done**. Задание должно быть выполнено.

Если в страдательной конструкции указывается исполнитель действия, выраженный одушевленным существительным или местоимением, то он вводится предлогом **by.**

Look! The experiment **is being made by** our chemistry teacher.

Types of questions (Типы вопросов)

Различают четыре типа вопросов в английском языке: **общие вопросы (general questions)**, **специальные вопросы (special questions)**, **альтернативные вопросы (alternative questions)** и **разделительные вопросы (disjunctive questions).**

1. GENERAL QUESTIONS (Общие вопросы)

Сказуемое		**Сказуемое**		
вспомогательный или модальный глагол	**Подлежащее**	смысловой глагол	**Дополнения и обстоятельства**	**Краткие ответы**
Do	you	watch	TV?	Yes, I do.
Did	he	watch	TV yesterday?	Yes, he did.
Is	she	watching	TV now?	No, she is not (isn't).
Was	he	watching	TV from 5 to 6 p.m. yesterday?	Yes, he was.
Are	they	watching	TV now?	Yes, they are.
Were	they	watching	TV from 5 to 6 p.m. yesterday?	No, they were not (weren't).
Have	you	seen	this TV show?	Yes, I have.
Can	you	write	reports?	No, I cannot (can't).
Will	they	watch	a new reality show?	Yes, they will./ No, they won't.

2. SPECIAL QUESTIONS (Специальные вопросы)

Член предложения, к которому ставится вопрос	**Вопросительное слово**	**Сказуемое**	**Подлежащее**	**Сказуемое**	**Дополнения и обстоятельства**
		вспомогательный глагол		смысловой глагол	
к подлежащему	**Who**	—	—	hosts	this TV show?
к сказуемому	**What**	do	you	do	on TV?
к дополнению	**Whom**	do	you	like?	
	What	does	she	like watching	on TV?
	Who	do	they	like watching	TV with?

Продолжение

Член предложения, к которому ставится вопрос	Вопросительное слово	Сказуемое	Подлежащее	Сказуемое	Дополнения и обстоятельства
		вспомогательный глагол		смысловой глагол	
к определению	**Which book**	did	he	like	most?
к обстоятельству места	**Where**	have	you	bought	this book?
к обстоятельству времени	**When (At what time)**	does	he	start	watching TV?
к обстоятельству образа действия	**How well**	does	she	know	English?
к обстоятельству причины	**Why**	does	she	read	so slowly?

3. ALTERNATIVE QUESTIONS (Альтернативные вопросы)

Do you like *watching* TV **or** *listening* to the radio?
Did you watch *a reality show* **or** *talk show* on TV yesterday?
Are you going *to read* a book **or** *to watch* TV in the evening?
What shows do you like most *reality shows* **or** *talk shows?*

4. DISJUNCTIVE QUESTIONS (Разделительные вопросы)

You **prefer** watching TV, **don't you?**
He **has not** watched this programme yet, **has he?**
They **are watching** TV now, **aren't they?**
You **can** take part in this TV show, **can't you?**
We **are not** radio fans, **are we?**

Modal verbs (Модальные глаголы)

Модальные глаголы	Функции	Примеры
Can, could	Выражают **возможность** или **способность** совершить действие	I **can** swim. Я **могу (умею)** плавать. My grandfather **couldn't** swim. Мой дедушка **не мог (не умел)** плавать.
May, might	Выражают **возможность** совершить действие	He **may (might)** be at the theatre. Он **может** быть в театре.

Модальные глаголы	Функции	Примеры
May, can	Выражают **разрешение** совершить действие	You **can (may)** use my telephone. Вы **можете** воспользоваться моим телефоном.
Must	Выражает **осознанную говорящим необходимость** совершить действие	I **must** visit my grandmother. I haven't seen her for ages. Я **должен** побывать у бабушки. Я сто лет ее не видел.
Must not	Выражает **запрещение** совершать действие	You **must not (mustn't)** tell anybody about it. Ты **не должен** никому об этом рассказывать.
Have to	Выражает **необходимость** совершить действие в силу определенных обстоятельств	I have so much to do. I **have to** work late every day. У меня так много работы. Мне **приходится** (я **должен**) работать допоздна каждый день.
Should	Выражает **совет** совершить действие	You **should not (shouldn't)** work so hard. Тебе **не следует** так усиленно работать.
Needn't	Выражает **отсутствие необходимости** совершать действие	You **needn't** apologize. Вам **не надо** извиняться.
Be able to	Выражает **возможность** что-либо делать в будущем времени ('ll be able) или фактически **совершившееся действие** в прошлом (was/were able to)	I**'ll be able to** go to London next year. У меня **будет возможность** поехать в Лондон в следующем году. I **was able to** get a visa. Мне **удалось** получить визу.

Ving form (Форма глагола с окончанием **-ing**)

Форма **Ving** является неличной формой глагола. В отличие от личной формы глагола она только называет действие и не выражает характера его совершения. **Ving** форма сочетает в себе глагольные свойства со свойствами других частей речи и переводится на русский язык по-разному:

When I'm on holiday, I like **swimming**. На каникулах я люблю **плавать**.
Swimming is my hobby. **Плавание** — мое хобби.

1. **Ving** форма употребляется после некоторых глаголов **to like**, **to enjoy**, **to hate**, **to mind**, обозначающих наше отношение к действию. На русский язык переводится неопределенной формой глагола.

I like **dancing**. Я люблю **танцевать**.

2. **Ving** форма употребляется

1) после глаголов и глаголов с послелогами:

to burst out laughing — рассмеяться
to go on — продолжать
to keep on — продолжать
I can't help watching — не могу не посмотреть

2) после следующих глаголов с предлогами и глагольных сочетаний:

to succeed in — преуспевать
to depend on — зависеть
to thank for — благодарить
to feel like — быть склонным, хотеть
to give up the idea of — отказаться от мысли
to look forward to — предвкушать что-л.
to object to — возражать
to miss an opportunity of — упустить возможность
to prevent from — мешать, препятствовать

3) после следующих выражений:

to be fond of — любить кого-л., что-л.
to be pleased (displeased) at — получать удовольствие (быть недовольным чем-л.)
to be surprised at — быть удивленным
to be proud of — гордиться
to be sure of — быть уверенным
to be worth — быть стоящим, заслуживающим (*внимания и т.п.*)

Translating Ving and V3 forms

Чтобы правильно перевести предложения с **Ving** или **V3** формами, следует определить, каким членом предложения является эта форма.

1. Если **Ving** форма является обстоятельством, она переводится как деепричастие настоящего или прошедшего времени.

The children organised a charity concert, **raising** $2000. Дети организовали благотворительный концерт, **собрав** $2000.

2. Если **Ving** форма является определением к существительному и стоит после существительного, она переводится причастием или придаточным предложением.

The first Red Nose Day was in 1988 with Lenny Henry, **presenting** the show on TV. Первый праздник состоялся в 1988 с Ленни Генри, **который вел представление по телевидению.**

3. Если **V3** форма является определением к существительному и стоит после существительного, она переводится причастием или придаточным предложением.

Comic Relief explains the causes of problems **faced** by people. «Комик Релиф» объясняет причины проблем, **с которыми сталкиваются люди.**

Subordinate clauses
Придаточные предложения

Придаточные предложения могут выполнять самые разнообразные функции в составе главного предложения.

Wh-clauses (Придаточные предложения подлежащие)

Выполняют в сложном предложении функцию подлежащего; используются для эмоционального выделения, подчеркивания; отвечают на вопросы **who?** *кто* или **what?** *что* и присоединяются к главному предложению союзами **that** *что*, **whether, if** *ли* и союзными словами **who** *кто*; **whose** *чей*; **what** *что, какой*; **which** *который*; **when** *когда*; **where** *где, куда*; **how** *как*; **why** *почему*:

What I recommend you to read is *The Lord of the Rings* by J. R. R. Tolkien. То, что я рекомендую тебе почитать, — это «Властелин колец» Толкиена.

Who wrote that story remained unknown. Кто написал этот рассказ, осталось неизвестным.

Relative clauses (Относительные придаточные предложения определительные с предлогами и без предлогов)

Относительные придаточные предложения с союзными словами **who/that/which** бывают двух видов: относительные придаточные **определительные** и относительные придаточные **уточняющие.**

1. Относительные придаточные **определительные** используются для сообщения важной информации о людях или предметах. Они следуют непосредственно за определяемым словом в главном предложении и присоединяются с помощью союзных слов **who/whom /that/which.**

1) В относительных придаточных предложениях **определительных** союзные слова могут выступать в функции подлежащего. В этом случае используются союзные слова **who/that/which:**

I like the TV show **that/which** is broadcast on MTV.
I like Chris Tarrant **who** is a TV presenter.

2) В относительных придаточных предложениях **определительных** союзные слова могут выступать в функции прямого или косвенного дополнения. В этом случае используются союзные слова **who(m)/that/which.**

Chris Tarrant is the TV presenter **who(m)** I like most of all.
The BBC 6 Music radio station gives information **on which** I can always rely.

3) В относительных придаточных предложениях **определительных** с союзными словами в качестве косвенных дополнений с предлогами **предлоги** могут употребляться **перед** союзными словами (это характерно для более формального стиля)

или **в конце придаточного предложения** (это характерно для неформального стиля).

The BBC 6 Music radio station gives information **on which** I can always rely.
The BBC 6 Music radio station gives information **which/that** I can always rely **on**.

! Союзные слова **who** и **that** после предлогов **не** используются.

4) В относительных придаточных предложениях **определительных** союзные слова **who/whom/that/which** можно опустить, если они не выполняют функцию подлежащего.

BBC 1 is the TV channel **which/that** I like most of all.
BBC 1 is the TV channel I like most of all.
Но: I like the TV show **that/which** is broadcast on MTV.

5) В относительных придаточных предложениях **определительных** союзные слова могут выступать в функции определения (для сообщения информации **о чьей-либо** деятельности, чертах характера, собственности и т. д.), в этом случае используется союзное слово **whose:**

I admire people **whose** ideas can change the world.

2. Если относительные придаточные **определительные** предложения говорят о том, какие именно люди или предметы имеются в виду, то относительные придаточные предложения **уточняющие** добавляют какую-либо несущественную информацию об уже известных людях или предметах.

1) **Уточняющие** придаточные предложения в говорении отделяются паузой, а в письменной речи — запятой.

BBC 6 Music, ***which*** *was launched on 11 March 2002*, is very popular in the UK.

2) Союзное слово **that** характерно для **определительных** придаточных предложений и может использоваться для определения как одушевленных, так и неодушевленных существительных. Для **уточняющих** придаточных предложений употребление союзного слова **that** не характерно.

Can you give me a book **that** is really interesting to read?
I gave him Henry Longfellow's poems, **which** are really interesting to read.

3) В относительных придаточных предложениях **уточняющих** опускать союзные слова нельзя.

Conditional sentences
Условные предложения

First conditional (Первый тип условных предложений)

Условные предложения первого типа выражают вполне реальные, осуществимые предположения и соответствуют в русском языке условным предложениям с глаголом в изъявительном наклонении. Такие условные предложения чаще всего выражают предположения, относящиеся к будущему.

В условных предложениях первого типа, относящихся к будущему, глагол в придаточном предложении употребляется в **Present Simple**, а в главном предложении в **Future Simple**. В соответствующих русских условных предложениях будущее время употребляется как в главном, так и в придаточном предложении:

I **will speak** English more fluently if I **practise** speaking as often as possible. Я **буду говорить** на английском более свободно, если я **буду тренироваться** как можно чаще.

Second conditional (Второй тип условных предложений)

Условные предложения второго типа выражают невероятные или маловероятные предположения. Они относятся к настоящему или будущему и соответствуют в русском языке условным предложениям с глаголом в сослагательном наклонении. В условных предложениях второго типа глагол в придаточном предложении употребляется в **Past Simple**, а в главном предложении **would + инфинитив** смыслового глагола без частицы **to**:

If I **took** lessons seriously, I **would do** tests better. *Если бы* я **относился** к урокам серьезно, я **бы выполнял** тесты лучше.

Third condidtional (Третий тип условных предложений)

Условные предложения третьего типа выражают нереальность условия, относящегося к прошедшему времени, упущенную возможность осуществления данного условия. Сказуемое придаточного предложения выражается глаголом в **Past Perfect**, а сказуемое главного предложения — **should** или **would** в сочетании с **Perfect Infinitive**.

If I **had seen** you *yesterday*, I **would have given** you the book. **Если бы** я **увидел** тебя *вчера*, я **бы дал** тебе книгу.

Direct and reported speech
Прямая и косвенная речь

1. Речь какого-либо лица, передаваемая буквально так, как она была произнесена, называется прямой речью.
Речь, передаваемая не слово в слово, а только по содержанию, в виде дополнительных придаточных предложений, называется косвенной речью.

Прямая речь	*Косвенная речь*
John says, "I enjoy reading."	John says that he enjoys reading.

2. При обращении повествовательного предложения из прямой речи в косвенную производятся следующие изменения: косвенная речь вводится глаголом **to say** и союзом **that**, который, однако, часто опускается; кавычки опускаются; личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке.

Mandy: "**I am** interested in historical novels."
Mandy **says (that) she is** interested in historical novels.

Robert: "Reading plays an important role in **my** life."
Robert **says (that)** reading plays an important role in **his** life.

Reported speech/Sequence of tenses (Косвенная речь/Согласование времен)

Для передачи чужой прямой речи (direct speech) служит косвенная речь (reported speech).

1. Если при переводе прямой речи в косвенную речь в главном предложении глагол-сказуемое (reporting verb) стоит в прошедшем времени (**Past Simple Tense**), то:

1) в придаточном предложении происходит согласование времен глаголов, т. е. сказуемое в придаточном предложении употребляется в одной из форм прошедшего времени:

Direct speech	Reported speech
1. PRESENT TENSES	**1.** PAST TENSES
Present Simple I **don't like** watching TV.	**Past Simple** He **said** ***that*** he **didn't like** watching TV.
Present Progressive I **am watching** TV.	**Past Progressive** He **said that** he **was watching** TV.
Present Perfect I **have seen** ***this*** show.	**Past Perfect** He **said** that he **had seen** ***that*** show.
Present Perfect Progressive I **have been watching** TV for two hours.	**Past Perfect Progressive** He **said** that he **had been watching** TV for two hours.
2. PAST TENSES	
Past Simple I **saw** ***this*** show ***yesterday***.	**Past Perfect** He **said** that he **had seen** ***that*** show ***the day before***.
The show **started** ***in 2000.***	**Past Simple** (если указано время совершения действия) He **said** that the show **started** ***in 2000***.
Past Progressive Yesterday at 5 p.m. I **was watching** my favourite show.	**Past Perfect Progressive** He **said** that he **had been watching** his favourite show at 5 p.m. ***the day before***.
Past Perfect I **had watched** two of my favourite TV shows by 4 p.m.	**Past Perfect** He **said** that he **had watched** two of his favourite TV shows by 4 p.m.
3. FUTURE TENSES	
Future Simple I **will** watch ***this*** show ***tomorrow***.	**Simple Future in the Past** He **said** that he **would** watch ***that*** show ***the next day***.
to be going to I'**m going to** watch TV ***tonight***.	She **said** that she **was going to** watch TV ***that night***.

2) **меняются** следующие **модальные глаголы**:

Direct speech	Reported speech
can I **cannot** take part in ***this*** reality show ***next week***.	**could** He **said** that he **could not** take part in ***that*** reality show ***the following week***.
may You **may** watch ***this*** show.	**might** She **said** I **might** watch ***that*** show.
have to/has to I **have to** switch to another channel.	**had to** She **said** that she **had to** switch to another channel.

3) **не** меняются модальные глаголы **should/could/might/had to/ought/must,** а также **need/needn't**:

They **should** make more new programmes.
She **said** that they **should** make more new programmes.

4) **меняются указательные местоимения** и **наречия времени и места:**

Direct speech	Reported speech
this	that
these	those
here	there
now	then
today	that day/at the time
the day after tomorrow	two days later/in two days' time
yesterday	the day before/on the previous day
last night	(on) the previous night
last week/year	the previous week/year
ago	before
tomorrow	the next day
this year	that year
this week	that week
next week	the following week
next year	the next year/the following year

5) если сообщение в прямой речи передается в тот же день и в том же месте, то замена наречий времени и места может не происходить:

I'll watch this programme ***tomorrow***.
I said I would watch this programme ***tomorrow***.

6) наряду с вводным глаголом **to say** могут употребляться другие глаголы и конструкции:

- **to think, to answer, to reply** (ответить), **to complain** (жаловаться), **to add** (добавить), **to know, to promise** (обещать), **to hope, to suggest** (предложить), **to decide** (решить);
- **to be interested (surprised/glad/happy/sorry/...)** — для выражения отношения к тому, что передается в косвенной речи;
- после вводных глаголов **to tell, to advise, to inform, to remind, to warn, to convince, to teach** обычно указывается человек, чья речь передается (имя или личное местоимение в объектном падеже **me, you, him, her, us, you, them**), затем следует союз **that (verb + object + that clause):**

  We **told them that** everyone would watch this show.
  She **promised Jane that** she would watch that TV programme.

- после многих вводных глаголов, таких, как **to say, to think, to agree, to mention, to notice, to promise**, союз **that** можно не использовать **(verb + (that) clause)**:

  He said **(that)** he had already seen that show.

- после вводных глаголов **to answer, to continue, to reply, to shout, to complain, to warn, to argue** ***обязательно*** используется союз **that (verb + that clause):**

  We **agreed that** everyone would watch this programme.

- после вводных глаголов **to advise, to demand, to suggest** следует использовать **should** после союза **that**:

  They **suggested that** everyone **should** watch that programme.

7) если косвенная речь состоит из нескольких предложений и все описываемые в них действия относятся к прошлому, то возможно только в первом предложении использовать глагол в **Past Perfect Tense**:

He **said** that he **had seen** that film when he **was** a child.

8) если речь идет о фактах или то, о чем говорится, является действительным на момент разговора, то в косвенной речи глагол-сказуемое может не менять свою форму:

There are around 10,000 commercial radio stations in the USA.
They **said** that there **are** around 10,000 commercial radio stations in the USA.

Изменение формы глагола в придаточном предложении на «более прошедшее время» также допустимо:

They **said** that there **were** around 10,000 commercial radio stations in the USA. (Возможно, что ситуация к моменту речи изменилась.)

2. Если прямая речь является **вопросительным предложением** (прямым вопросом), то при переводе в косвенную она становится дополнительным придаточным предложением (косвенным вопросом).
Когда прямой вопрос начинается с вспомогательного или модального глагола, то косвенный вопрос присоединяется к главному предложению при помощи союзов **whether** или **if,** имеющих значение частицы **ли**. В таких предложениях производятся следующие изменения: вопросительный знак опускается, и вопросительный порядок

слов в прямом вопросе заменяется порядком слов повествовательного предложения, т. е. сказуемое (как вспомогательный или модальный, так и смысловой глагол) ставится после подлежащего. Далее производятся те же изменения, как и при обращении в косвенную речь повествовательных предложений.

He asked me, "**Have** you **finished** the report in Biology?"

He wanted to know *if* I **had finished** the report in Biology.

Robert asked his mother, "**May** I **take** my player to school?"

Robert asked his mother ***whether*** he **might take** his player to school.

Краткие ответы в косвенной речи передаются путем повторения вспомогательного или модального глагола, который содержится в кратком прямом ответе. При этом вспомогательный глагол меняется в соответствии с правилом согласования времен. Слова **yes** и **no** опускаются. Краткий косвенный вопрос вводится союзом **that**.

Mother asked his son, "**Do** you **like** your new school uniform, Tony?"

Tony answered, "Yes, I **do**." He answered that he **did**.

Когда прямой вопрос начинается с вопросительного слова или вопросительной группы слов, косвенный вопрос присоединяется к главному предложению при помощи того же вопросительного слова или группы слов. В косвенных вопросах этого типа также применяется прямой порядок слов и производятся те же изменения, как и при обращении в косвенную речь повествовательных предложений.

Stephen asked me, "**Where were** you yesterday?"

Stephen asked me **where** I **had been** the day before.

3. Когда прямая речь представляет собой **повелительное предложение**, то при обращении ее в косвенную речь производятся следующие изменения:

1) Глагол **to say** (сказать) в словах, вводящих прямую речь, заменяется глаголами **to tell** (велеть, сказать), **to recommend** (рекомендовать), **to ask** (просить), **to advise** (советовать) и др.

2) Повелительное наклонение заменяется в косвенной речи инфинитивом. Отрицательная форма повелительного наклонения заменяется инфинитивом с частицей **not**.

3) Личные, притяжательные и указательные местоимения, а также наречия времени и места заменяются по смыслу.
После глаголов, вводящих косвенное приказание или просьбу, следует косвенное дополнение (существительное или местоимение в объектном падеже), обозначающее лицо, к которому обращена просьба или приказание.

My mum said, "**Don't hurry**, Nick, when you are making your choice."
My mum advised Nick **not to hurry** when he was making his choice.

Prepositions
Предлоги

Предлогами называются служебные слова, которые показывают отношение (временное или пространственное) существительного или местоимения к другим словам в предложении.

Prepositions of time (at/in/on/by/during/for/till/until)

1. Предлог **at** используется при указании момента времени.

School begins **at** 8.30.
I went to school **at** the age of 6.

At используется для указания на короткий период времени, например, **at** *the end of August,* **at** *the beginning of the year*. Но в выражении *the middle of* используется предлог **in**.

At the end of January we went to visit our grandparents.
We'll have a test in Maths **in** the middle of May.

2. Предлог **on** используется перед названиями дней недели и датами.

I don't go to school **on** Sunday.
I was born **on** the 21st of May.

3. Предлог **in** используется, когда речь идет о неделях, месяцах, временах года, годах и веках, а также в выражениях **in** *the morning/afternoon/evening.*

What month were you born **in**?
I like walking in the park **in** spring.

Предлог **in** сообщает, что действие произойдет через какое-то время.

I'll see you **in** a month.

Предлоги **at/on/in** употребляются перед словами *next* и *last*.

I spent last summer in Italy.

4. Предлог **by** обозначает срок, к которому совершается действие.

The report need to be ready **by** next Friday.
By the time we got home we were tired and hungry.

5. Предлог **during** употребляется, когда говорится о том, что что-то произошло в одно и то же время с другим событием, или подчеркивается, что действие продолжалось в течение всего указанного периода времени.

I made a lot of friends **during** the visit to London.
No one can leave the room **during** the test.

6. Предлог **for** показывает, как долго происходило действие, предлог **during** — когда произошло действие.

I have been working here **for** 3 years.
You got all necessary skills **during** the training period.

7. Предлоги **till/until** употребляются, когда указывается, до какого времени происходит действие. Эти предлоги являются взаимозаменяемыми синонимами.

I'll stay here **till/until** Monday.

Conjunctions
Союзы

Союзами называют служебные слова, которые употребляются для соединения предложений и членов предложений.
По своей форме союзы делятся на простые и составные. **Простые союзы: and, but, if, that** и др. **Составные союзы: as well as, so that, in order that.**
Некоторые составные союзы являются двойными, так как распадаются на две части: **both ... and, either ... or, not only ... but.**
Союзы делятся на сочинительные и подчинительные.

1. **Сочинительные союзы** служат для связи предложений в составе сложносочиненного предложения или для связи однородных членов. Сочинительные союзы:

and — и
but — но
or — или
than — чем
whereas — тогда как
while — в то время как
as well as — так же как
both ... and — и ... и, как ... так и
either ... or — или ... или
neither ... nor — ни ... ни
not only ... but (also) — не только ... но и

She **both** sings **and** dances. Она **и** поет, **и** танцует.
We can go there **either** by plane **or** by ship. Мы можем поехать туда **или** на самолете, **или** на пароходе.

neither ... nor (ни ... ни)

При переводе на русский язык предложений с союзом **neither ... nor** сказуемое переводится в отрицательной форме.

The lessons were **neither** interesting **nor** useful. Уроки **не** были **ни** интересными, **ни** полезными.

Для соединения независимых предложений служат также наречия:

moreover — кроме того
so — так что
however — однако
nevertheless — тем не менее
still, yet — тем не менее
besides — кроме того
otherwise, else, or else — иначе

2. Подчинительные союзы присоединяют придаточные предложения в составе сложноподчиненного предложения.
К подчинительным союзам относятся:

although — хотя
after — после того как
as — так как, когда, как
as if — как будто
as long as — пока, если
as soon as — как только
as though — как будто
before — перед тем как, прежде чем
because — потому что
even if — даже если
even though — даже хотя
for — так как
if — если, ли
in case — на случай, если; чтобы ... не
in order that — чтобы
like — как будто
no matter what — что бы ни
no matter how — как бы ни
no sooner ... than — как только
on condition (that) — при условии что
since — так как, с тех пор как
so long as — при условии, что; поскольку
so that — чтобы, для того чтобы
that — что
though — хотя
unless — если ... не
until — пока ... не
when — когда
whether — ли

Phrasal verbs
Глагольные идиомы

Глагольные идиомы **(phrasal verbs)** состоят из глагола и наречия или глагола и предлога **(verb + particle)**. Это сочетание имеет совершенно новое значение, которое нельзя понять, исходя из составных частей: **to make up** — выдумывать.
Глагольные идиомы больше распространены в разговорной, чем в письменной речи, более часто встречаются в неофициальных письмах, художественной литературе, газетах, чем в научной литературе.
Глагольные идиомы используются в нескольких структурах:

1. verb + particle

Глагольные идиомы, состоящие из глагола и наречия или предлога, не требующие прямого дополнения:

I **got up** early. It **turned out** a good day.

2. verb + particle + *object*

Глагольные идиомы, состоящие из двух частей: глагола и наречия/предлога с последующим дополнением:

I **looked through** all the ***advertisements***.
I **looked through** ***them***.

3. verb + particle + preposition + *object*

Глагольные идиомы, состоящие из трех частей: глагола, наречия и предлога с последующим дополнением:

I **get on with** ***my boss***.
I **get on with** ***him***.

4. verb + particle + *object* или verb + *object* + particle

Дополнение, выраженное именем существительным, может стоять и после первой части глагольной идиомы (самого глагола), и после второй (наречия/предлога). Дополнение, выраженное местоимением, стоит только после первой части глагольной идиомы.

to fill *sth* **in** — заполнить

I **filled in** ***the application***.
I **filled** ***the application*** **in**.
I **filled** ***it*** **in**.

Word building
Словообразование

1. Наиболее употребительные приставки

Приставки	Значение	Примеры
un-, non-, dis-, in-	не-, без-	**un**known — неизвестный **non**sense — вздор, чепуха **dis**abled — нетрудоспособный **in**formal — неофициальный
dis- **un-**	противоположное действие	to **dis**appear — исчезать to **un**tie — развязывать
re-	снова, заново, вновь, пере-	to **re**read — перечитать to **re**use — использовать вновь
inter-	между, взаимно	**inter**national — международный **inter**dependent — зависящий один от другого
ex-	экс-, бывший	**ex**-student — бывший ученик **ex**-champion — экс-чемпион
out-	расположение за пределами чего-либо	**out**door — на улице **out**side — вне дома, снаружи, на открытом воздухе

2. Наиболее употребительные суффиксы

Глагол	**+ -er, -or** (профессия, род занятий)	**= Существительное**
to train — тренировать	+ **-er**	= a train**er** — тренер
to sing — петь	+ **-er**	= a sing**er** — певец
to inspect — осматривать	+ **-or**	= an inspect**or** — инспектор
to invent — изобретать	+ **-or**	= an invent**or** — изобретатель

Существительное	**+ -ist, -man** (профессия, лицо)	**= Существительное**
art — искусство	+ **-ist**	= art**ist** — художник
science — наука	+ **-ist**	= scient**ist** — ученый
sports — спорт	+ **-man**	= sports**man** — спортсмен
sea — море	+ **-man**	= sea**man** — моряк

Существительное	**+ -ian** (род деятельности)	**= Существительное**
politics — политика	+ **-ian**	= politic**ian** — политик
music — музыка	+ **-ian**	= music**ian** — музыкант

Существительное	**+ -ess** (деятель — лицо женского пола)	**= Существительное**
actor — актер	+ **-ess**	= actr**ess** — актриса

Прилагательное	**+ -ness, -ity (-ty)** (качество, свойство, состояние)	**= Существительное**
rich — богатый	+ **-ness**	= rich**ness** — богатство
busy — занятый	+ **-ness**	= busi**ness** — бизнес
able — способный	+ **-ity**	= abil**ity** — способность
popular — популярный	+ **-ity**	= popular**ity** — популярность

Существительное, прилагательное	**+ -ship, -hood, -dom** (абстрактное понятие)	**= Существительное**
friend — друг child — ребенок free — свободный	+ **-ship** + **-hood** + **-dom**	= friend**ship** — дружба = child**hood** — детство = free**dom** — свобода

Глагол	**+ -ment, -ion (-tion, -ation, -sion), -ing, -ance (-ence)** (действие, состояние, результат действия)	**= Существительное**
amuse — развлекать relate — относиться converse — разговаривать feel — чувствовать perform — представлять appoint — назначать meet — встречать	+ **-ment** + **-ion** + **-ation** + **-ing** + **-ance** + **-ment** + **-ing**	= amuse**ment** — развлечение = relat**ion** — отношение = convers**ation** — разговор = feel**ing** — чувство = perform**ance** — представление = appoint**ment** — деловая встреча = meet**ing** — встреча

3. Наиболее употребительные суффиксы прилагательных

Существительное	**+ -less** (без-, не-)	**= Прилагательное**
use — польза home — дом	+ **-less** + **-less**	= use**less** — бесполезный = home**less** — бездомный

Существительное	**+ -ful, -y, -ous** (обладающий качеством)	**= Прилагательное**
grace — грация health — здоровье mystery — загадка	+ **-ful** + **-y** + **-ous**	= grace**ful** — грациозный = health**y** — здоровый = mysteri**ous** — загадочный

Существительное, глагол	**+ -able (-ible)** (признак предмета)	**= Прилагательное**
fashion — мода horror — ужас enjoy — получать удовольствие	+ **-able** + **-ible** + **-able**	= fashion**able** — модный = horr**ible** — ужасный = enjoy**able** — приятный

Существительное	**+ -ic, -al (-ical)** (значение свойства, структуры)	**= Прилагательное**
athlete — атлет technology — технология centre — центр	+ **-ic** + **-ical** + **-al**	= athlet**ic** — атлетический = technolog**ical** — технологический = centr**al** — центральный

В некоторых случаях прилагательные с суффиксом **-ic, -ical** переводятся на русский язык одинаково, например:

artist**ic**, artist**ical** — артистический
astronom**ic**, astronom**ical** — астрономический
trop**ic**, trop**ical** — тропический

В других случаях такие прилагательные имеют различные оттенки значений, например:

histor**ic** — важный для истории, знаменательный
histor**ical** — исторический
economic — экономический
economical — экономный

4. Наиболее употребительный суффикс наречия

Прилагательное	**+ -ly**	**= Наречие**
loud — громкий quick — быстрый	+ **-ly** + **-ly**	= loud**ly** — громко = quick**ly** — быстро

5. Очень часто вы можете встретить слова, которые пишутся и произносятся одинаково, но являются различными частями речи.

1) Совпадение форм особенно часто встречается у существительных и глаголов:

a note — запись
a start — начало
a support — поддержка

to note — записывать
to start — начинать
to support — поддерживать

Но! a 'present — to pre'sent
a practice — to practise

advice — to advise
[ədˈvaɪs] — [ədˈvaɪz]

use — to use
[juːs] — [juːz]

2) Совпадение форм также встречается у прилагательных и глаголов:

own — собственный to own — обладать
clean — чистый to clean — чистить

6. В английском языке очень много сложных слов (образованных путем соединения двух слов в одно). О значении таких слов можно догадаться по значению отдельных слов, входящих в их состав. Например:

1) newspaper — газета (news — новости + paper — бумага),
postcard — открытка (post — почта + card — карточка),
seaside — побережье,
motorbike — мопед;

2) dark-blue — темно-синий,
first-class — первоклассный,
well-chosen — хорошо подобранный,
kind-hearted — добросердечный (kind — добрый, heart — сердце),
good-natured — добродушный (good — хороший, nature — характер).

В сложных существительных ударение обычно падает на первое слово, входящее в его состав. Сложные прилагательные обычно имеют двойное ударение.

Linguistic and cultural guide

A level (examinations) [,eɪ ,levəl ɪg,zæmɪ'neɪʃənz] (*also* **advanced level) экзамен по программе средней школы на повышенном уровне — 1.** an examination in a particular subject, which students in England and Wales take when they are 18. Students usually take at least three A levels in order to go to a university. **2.** the course that students study in order to prepare for the A level examinations. They usually start their A levels when they are 16 and study for 2 years.

ABC [,eɪ bi: 'si:] (*in full* **the American Broadcasting Company) Эй-би-си (Американская радиовещательная компания)** — one of the original three major television networks in America. It began in 1943 as an independent company by Edward Noble. Launch date (дата выпуска) 1944 (radio network); April 19, 1948 (television network). ABC now is owned by the Walt Disney Company. (Compare CBS, NBC.)

ABC News [,eɪ bi: 'si: nju:z] **Эй-би-си ньюс** — a division of the American Broadcasting Company (ABC*). Current ABC News programmes are *Good Morning America, World News Tonight, Primetime, Nightline, World News Now, World News This Morning* and some others.

AIDS [eɪdz] (*abbrev. for* **Acquired Immune Deficiency Syndrome) СПИД** (синдром приобретенного иммунного дефицита) — a very serious disease caused by virus which breaks down the body's natural defenses against infection.

Aldeburgh Festival, the [,ɔ:ldbərə 'festəvəl] **Олдборский фестиваль** — an English arts festival devoted mainly to classical music. It takes place each June in the Aldeburgh area of Suffolk. The Festival was founded in 1948 by the composer Benjamin Britten, the singer Peter Pears and the librettist Eric Crozier. It also includes readings of poetry, literature, drama, lectures and exhibitions of art.

AP [,eɪ'pi:] (**the Advanced Placement Program** [əd,vɑ:nst ,pleɪsmənt 'prəʊgræm]) **программа продвинутого обучения по программе высшего учебного заведения** — a program that offers college level courses at high schools across the United States and Canada.

Apple ['æpl] **Inc.** (*formerly* **Apple Computer, Inc.) «Эппл»** — an American multinational corporation with a focus on designing and manufacturing consumer (потребитель) electronics and software (программное обеспечение) products. Apple develops, sells, and supports a series of personal computers, portable media players, computer software, and computer hardware accessories.

ASA [,eɪ es 'eɪ] (*in full* **the Advertising Standards Authority) Эй-эс-эй (Управление по рекламным нормам)** — an independent organisation which checks that advertisements do not lie. ASA states that advertisements should be: legal (законными), decent (благопристойными), honest and truthful; they should be prepared with a sense of responsibility to consumers and to society and be in line with the principles of fair competition. Anyone can ask the Advertising Standards Authority to examine an advertisement. If there is a problem with it, the Authority may then tell the company to change or remove it.

Astrid Lindgren Memorial Award, the [mɪ'mɔ:rɪəl ə'wɔ:d] **Мемориальная премия Астрид Линдгрен** — founded by Swedish government in 2002 and is the world's largest children's and youth literature prize. The prize money is five million Swedish crowns. The object of the award is to increase interest in children's and youth literature.

Austen, Jane ['ɒstɪn, ʤeɪn] (1775-1817) **Джейн Остин** — an English novelist whose works include *Sense and Sensibility*, *Pride and Prejudice, Emma*. Her masterful use of language and irony made Austen one of the most influential and honoured novelists in English literature. *Pride and Prejudice* [,praɪd ənd 'preʤədɪs] («Гордость и предубеждение») first published on 28 January 1813, is the most famous of Jane Austen's novels and one of the first romantic comedies in the history of the novel.

AvtoRadio [,ʌvtɒ'rʌdɪɔ:] **АвтоРадио** — a Moscow-based radio station. It broadcasts music and information. It started broadcasting in April 1993 and is part of the VKPM Media Group (Veshchatelnaya Korporatsiya Prof-Media). It broadcasts to Moscow and Moscow region, across Russia (there are three regional variants) and worldwide through the Internet.

B

bagpipes ['bægpaɪps] (*also* **pipes**) **волынка** — a musical instrument played especially in Scotland in which air stored in a bag is forced out through pipes to produce the sound: bagpipe music (**piper** ['paɪpə] **волынщик** — a musician who plays on a pipe or bagpipes).

bard [bɑ:d] **бард** — 1) a poet in British culture 2) in Russian culture — a poet who writes lyrics and tunes for his songs and sings his own songs at concerts.

BBC [,bi: bi: 'si:] (*in full* **the British Broadcasting Corporation** [,brɪtɪʃ 'brɔ:dkɑ:stɪŋ kɔ:pə'reɪʃən]) **Би-би-си (Британская радиовещательная корпорация)** — the largest broadcasting corporation in the world in terms of audience numbers. Founded in 1922 as the British Broadcasting Company Ltd, it was later made a state-owned but independent corporation in 1927. It is paid for by the British Government but free to choose the contents of its programmes. The corporation produces programmes and information services, broadcasting globally on television, radio, and the Internet. The stated mission of the BBC is "to inform, educate and entertain", its motto (девиз) is "Nation Shall Speak Peace Unto Nation". The BBC is supposed to be "free from both political and commercial influence and answers only to its viewers and listeners".

BBC 6 (Music) [,bi: bi: 'si: 'sɪks] **Би-би-си 6 (Мьюзик)** — one of the BBC's digital (цифровых) radio stations, launched on 11 March 2002. The station plays "alternative" genres of music: classic rock, punk, jazz, funk and hip hop. There is a high level of live, on-air interactivity with the listening audience, making use of the modern technological tools available, such as the World Wide Web, text messaging, emails and the like.

BBC News 24 [,bi: bi: 'si: nju:z ,twentɪ'fɔ:] **Новости Би-би-си 24 часа** — BBC News' 24-hour news television channel in the UK, its international counterpart (аналог) is BBC World.* An important element of News 24 presentation has been the countdown to the top of every hour.

BBC Parliament [,bi: bi: ,si:'pɑ:ləmənt] **Би-би-си парламент** — a British television channel from the BBC.* It broadcasts live and recorded coverage of the British House of Commons and House of Lords, the Scottish Parliament and the Welsh

Assembly. It also rebroadcasts some material (mostly discussion shows) from the equivalent US channel.

BBC World, the [,bi: bi: 'si: wɜ:ld] **«Би-би-си уорлд»** — the BBC's commercially funded, international 24-hour news and information channel, broadcast in English in more than 200 countries and territories across the globe. The BBC World broadcasts a mix of international news, sport, weather, business and documentary programming.

BBC World Service, the [,bi: bi: ,si:wɜ:ld'sɜ:vɪs] **«Зарубежное вещание Би-би-си»** — one of the most widely recognized international broadcasters of shortwave radio programming, transmitting in 35 languages to many parts of the world, and available on the Internet. The English language service broadcasts 24 hours a day. It began in 1932 and is highly regarded for its honesty and accuracy (правильность). The World Service is funded by the British Government.

Beatles, the ['bi:tlz] **«Битлз»** — a British popular music group who made their first record in 1962 and became probably the most famous and successful group ever. When they separated in 1970, each member (George Harrison, John Lennon, Paul McCartney, Ringo Starr) of the group continued to work in popular music.

blues [blu:z] **блюз** — a slow, sad style of music originally from Southern US.

Bowie, David ['bəʊɪ,'deɪvɪd] **(1947-) Дэвид Боуи** — an English songwriter and singer of popular music, who has also acted in plays and films.

British Council, the [,brɪtɪʃ'kaʊnsəl] **Британский совет** — an organisation that was set up in 1935 to represent the UK's interests abroad in such fields as education and arts, not in politics or business. A lot of its work is connected with the teaching of English; it also supports educational visits between the UK and other countries.

Britten, Benjamin ['brɪtn,'benʤəmɪn] **(1913-1976) Бенджамин Бриттен** — an English composer of music mainly for voices, including the operas *Peter Grimes* and *Billy Budd.*

broadsheet ['brɔ:dʃi:t] *(in Britain)* **газета большого формата с серьезным содержанием** — the largest of the various newspaper formats and is characterized by long vertical pages.

Broadway ['brɔ:dweɪ] **Бродвей** — major avenue in New York (Manhattan), the heart of the theatre district where Broadway is known as "The Great White Way". New York theatres situated outside this area are described as off-Broadway.

Brontë, Charlotte ['brɒntɪ, 'ʃɑ:lət] **(1816-1855) Шарлотта Бронте** — an English writer, the sister of Anne and Emily Brontë, best known for her novel *Jane Eyre.*

Bronx, the [brɒŋks] **Бронкс** — a county, and one of the five boroughs of New York City. The Bronx is a poor area of New York. The New York Zoological Society and Gardens (popularly called the Bronx Zoo) and the Bronx Botanical Gardens are there.

Brooks, Kevin ['bru:ks, 'kevɪn] **(1959-) Кевин Брукс** — an English author best known for his novels about teenagers, *Lucas* and *Martyn Pig.*

Brown University ['braʊn ,ju:nə'vɜ:sɪtɪ] **Университет Брауна** — a private university located in Providence, Rhode Island. Founded in 1764 as Rhode Island College, it is the third oldest institution of higher education in New England and the seventh oldest in the United States.

BTA, the [,bi: ti: 'eɪ] (*in full* **the British Tourist Authority) Британское управление по туризму** — an organisation that works with the English, Scottish and Welsh Tourist Boards to encourage tourists from other countries to visit Britain.

Burns, Robert [bɜ:nz, 'rɒbət] (1759-1796) **Роберт Бёрнс** — a Scotland's national poet. His birthday is celebrated by Scots each year on 25 January.

C1RW [,si:wʌn ,ɑ:'dʌbəlju:] (*in full* **Channel One Russian Worldwide** [,tʃænl wʌn 'rʌʃn ,wɜ:ld'waɪd]) **Первый канал Российского международного вещания** — the most popular Russian channel in the United States. C1RW presents direct news, sports programmes, talk shows, programmes for children, cultural, historical and entertainment programmes. The channel's audience is 80 million viewers all over the world.

Capital 95.8 [,kæpɪtl ,naɪntɪ faɪv ,pɔɪnt 'eɪt] **«Капитал 95.8» (Столичная радиостанция)** — a commercial radio station in London, England, which plays pop music and has advertisements. It was originally named Capital Radio, and was launched (была запущена) in October 1973. In 1988, the station launched again under the name Capital FM and then relaunched again in March 2007 with the name Capital 95.8.

career co-ordinator [kə'rɪə kəʊ,ɔ:dɪ'neɪtə] **консультант по профессиональной ориентации** — a specially trained person, whose job is to help other people to decide what job they want to do and to give help and information about education, training, and careers.

Carroll, Lewis ['kærəl,'lu:ɪs] (1832-1898) **Льюис Кэрролл** — an English writer who wrote two well-known children's stories, *Alice's Adventures in Wonderland* and *Through the Looking Glass*. His real name was Charles Dodgson.

CBBC [,si:bi: bi: 'si:] **Си-би-би-си** — a British television channel produced by the BBC and aimed at children over six. It produces drama programmes, news, entertainment, educational programmes and contemporary factual output.

CBeebies [,sbi:'bi:z] **Сби-биз** — a British television channel produced by the BBC and aimed at children under six. Launched on 11 February 2002 it broadcasts from 06.00 to 19.00 on Freeview, cable and digital satellite. The CBBC Channel is its sister channel for older children.

CBS [,si:bi:'es] (*in full* **Columbia Broadcasting System) Си-би-эс (американская радиовещательная компания «Коламбиа бродкастинг систем»)** — one of the original three US national broadcasting companies (also available in Canada and Mexico). One of the pioneer radio networks; launch date (дата выпуска) — 1927 (radio); 1939 (television). From its earliest days CBS established a reputation for quality. (Compare ABC, NBC.)

Changing of the Guard, the [,tʃeɪndʒɪŋəvðə'gɑ:d] **смена караула** — a ceremony regularly held outside Buckingham Palace, in which guards in red uniforms and black hats (bearskins) replace others. It is a popular tourist attraction.

City, the ['sɪtɪ] (*or* **the City of London) Сити** — a geographically small city within Greater London, England. The City of London is the historic centre of London. The City's boundaries (границы) have remained constant since the Middle Ages. The City is now a major business and commercial centre, ranking alongside New York City as the leading centre of global finance.

City Hall [ˌsɪtɪˈhɔːl] **(a city hall** or **town hall) здание муниципалитета** — the headquarters of a city or town's administration and usually houses the city or town council, its associated departments and their employees. It is also usually the base of the city, town, borough or county mayor.

CNN [ˈsiː en ˈen] **(*in full* Cable News Network) Си-эн-эн** — a US cable television network founded in 1980. CNN introduced the concept of 24-hour television news coverage, and celebrated its 25th anniversary on June 1, 2005. CNN rates as America's No 1 cable news network, and is one of the most watched 24-hour news networks in the world.

college of further education [ˌkɒlɪʤ əv ˌfɜːðə ˌedjuːˈkeɪʃən] **колледж дальнейшего образования** — an educational establishment, other than a polytechnic or university, where people can go after they leave school for additional full-time education, prepares people for work.

Commonwealth, the [ˈkɒmənwelθ] **Содружество** — an organisation of about 50 independent countries, most of which were formerly part of the British Empire, set up to encourage trade and friendly relations among its members. The British Queen is the head of the Commonwealth and there is a meeting each year for all its heads of government.

Commonwealth of Independent States, the [ˈkɒmənwelθəvɪndəˌpendənt ˌsteɪts] **Содружество независимых государств (СНГ)** — a grouping of independent states formed after the break-up of the USSR in 1991. It comprises former Soviet republics except for the three Baltic republics.

Conan Doyle, Sir Arthur [ˌkəʊnən ˈdɔɪl, ˌɑːθə] **(1859-1930) сэр Артур Конан Дойл** — a British writer who is famous for his detective stories about Sherlock Holmes. He also wrote historical novels and science fiction stories.

Coronation Street [ˌkɒrəˈneɪʃənstriːt] **«Улица Коронации»** — the UK's and the world's longest-running soap opera. The soap was created by Tony Warren and it was first broadcast on the ITV network in 1960. It is also broadcast in Ireland, Canada, Australia and New Zealand where it is also very popular. *Coronation Street* focuses on the everyday lives of working class people in Manchester, England. The soap's most famous fans are Queen Elizabeth II, Prince Charles and numerous prime ministers.

Cosmo GIRL! [ˌkɒzməʊ ˈgɜːl] **«Космо ГЕРЛ!»** — an American magazine based in New York City. The teenage variant of *Cosmopolitan*, it is aimed at teenage girls and features fashion and celebrities.

couch potato [ˌkaʊʧ pəˈteɪtəʊ] **лежебока** — a person who spends most or much of his time sitting or lying on a couch, or perhaps an armchair and watching television in his underwear. Typically, couch potatoes are supposed to be overweight or out of shape. The exact origin of the term is unknown but many believe it relates to some people's habit of eating potato chips while watching TV.

curriculum vitae (CV) [kəˌrɪkjələm ˈviːtaɪ] **(*лат.*) краткое жизнеописание** — a document containing a summary of job experience and education, usually for the purpose of getting an interview when looking for employment. Often the résumé or CV is the first contact with a potential employer.

D

Dahl, Roald [ˈdɑːl, ˈrəʊəld] **(1916-1990) Роалд Дал** — a novelist, short story writer and screenwriter, famous as a writer for both children and adults. He is known especially for his very popular children's books such as *Charlie and the Chocolate*

Factory and *James and the Giant Peach* and his autobiographical novel *Going Solo* («Полеты в одиночку»).

Decca [ˌdekə ˈrekɔːd] **«Декка»** *trademark* — a large US company that produces music CDs, as well as televisions, radios, and similar equipment.

Dido and Aeneas [ˌdaɪdəʊ ənd ɪˈniːəs] **«Дидона и Эней»** — an opera by the English composer Henry Purcell. The first known performance was at a girls' school in the spring of 1689. It is based on a story from the fourth book of Virgil's *Aeneid* (книга Виргилия «Энеида»), of the legendary Queen Dido and the Trojan refugee (беженец) Aeneas.

Dinesen, Isak [ˈdaɪnəzən, ˈaɪzək] (1885-1962) **Исак Динесен** — the pen name of the Danish author Baroness Karen von Blixen-Finecke. She wrote works both in Danish and in English. She is best known for *Out of Africa* («Из дебрей Африки») (1937), her account of living in Kenya, and one of her stories, *Babette's Feast*.

Dostoevsky, Fyodor Mikhailovich (1821-1881) **Федор Михайлович Достоевский** — one of the greatest prose writers of Russian literature. Dostoevsky's works have had lasting effect on 20th-century thought and world literature. Dostoevsky's works explore human psychology in the context of his 19th-century Russian society. His most famous works are: *The Brothers Karamazov, The Idiot, Crime and Punishment.*

E

East Sussex [ˌiːst ˈsʌsɪks] **Восточный Суссекс** — a county in SE England on the English Channel coast.

EastEnders [ˌiːstˈendəz] **«ИстЭндерз»** — one of Britain's most successful television soap operas. It was created by Julia Smith & Tony Holland and first shown on BBC 1 in 1985. The programme is set in Walford, a fictional borough of London's East End. The soap focuses on the everyday lives of working class families living in Albert Square.

Edinburgh Festival, the [ˌedɪnbərəˈfestɪvəl] **Эдинбургский фестиваль** — an annual festival of music and drama held in August and September. The festival, first held in 1947, has gained international status and has won a reputation for its experimental or "avant-garde" events (the so-called "Edinburgh Fringe").

Eisteddfod, the [aɪˈstedfəd] **ежегодный фестиваль бардов** — an annual meeting in Wales at which competitions are held for Welsh poets, singers and musicians.

Emmerdale [ˈeməˌdeɪl] **«Эммердейл»** — a British television soap opera set in a fictional Yorkshire village of the same name. Much of the action takes place within the village pub "The Woolpack". The show was created by Kevin Laffan. It is the third ranking soap opera on British television, behind the ITV's *Coronation Street** and the BBC's *EastEnders.** The series is produced by Yorkshire Television and broadcast on the ITV network, and was first shown on October 16, 1972.

Endemol [əndəˈmɒl] **«Эндемол»** — a television production company based in the Netherlands, with departments in 23 countries, including the United Kingdom, the United States, France, Mexico, Spain, Italy, Germany, and others. Endemol was founded in 1994 by a merger of television production companies owned by Joop van den ***Ende*** and John de ***Mol***, the name deriving from the combination of their surnames.

Esperanto [ˌespəˈræntəʊ] **эсперанто** — an artificial (искусственный) language that was invented in 1877 and was intended to become a language for international communication. Several million people speak Esperanto, which is based mainly on various European languages, but it has never become really popular as an international language.

Eton [ˈiːtn] **(*also* Eton College) Итон** — one of the oldest and best-known public schools for boys, at Windsor, Berkshire, on the River Thames. The school was founded in 1440. It is generally considered to be the top British school and a place which produces many of the nation's leaders, many former prime ministers of Britain were educated there.

Europa Plus [jʊəˈrəʊpə plʌs] **Европа Плюс** — a top-40 based AM/FM radio network transmitting across Russia, Latvia, Belarus, Ukraine, Moldova, Georgia, Azerbaijan, Kazakhstan, Uzbekistan, and Kyrgyzstan. They are one of the world's largest radio networks, broadcasting on 181 transmitters and on 2 satellites. Europa Plus can be found in most towns in Russia, and usually rank within the top 3 radio stations in town.

European Union, the [ˌjʊərəˌpiːən ˈjuːnɪən] **(*also* the EU) Евросоюз** — a political and economic organisation, originally set up in Western Europe to encourage trade and friendly relations between its member countries, and to compete with other major economic powers. Today most of the countries of Western and Eastern Europe belong to the EU.

F

Faraday, Michael [ˈfærədeɪ, ˈmaɪkl] (1791-1867) **Майкл Фарадей** — a British scientist who discovered the connection between electricity and magnetism and produced the first dynamo (a machine that changes some other form of power into electricity).

First World War, the [ˌfɜːst ˌwɜːld ˈwɔː] **(*AE* World War I** [wʌn]**) Первая мировая война** (1914-1918) — a war fought in Europe between France, Britain, Russia, and the US (the Allies) on one side and Germany, Austria-Hungary, and Turkey on the other, in which about 10 million people were killed. Although the Allies won, British people do not usually talk of that war and the victory with pride, because of the very large numbers of men who were killed.

Fox [fɒks] **(*in full* the Fox Broadcasting Company) «Фокс» (радиовещательная компания «Фокс»)** — a television network in the United States. Fox has produced various shows since its launch (выпуск) on October 9, 1986. Fox is credited with launching the careers (приписывают открытие) of such Hollywood stars as Jim Carrey and Johnny Depp.

G

G8, the [ˌdʒiː ˈeɪt] **Большая восьмерка** — a group of the world's eight leading industrial nations, whose governments leaders and financial ministers meet regularly for discussions, especially about economic matters. Its members are: Canada, France, Germany, Italy, Japan, Russia, the United Kingdom and the United States.

Gaelic [ˈgeɪlɪk] **гэльский язык** — any of the Celtic languages, especially that of Scotland, or those of Ireland and the Isle of Man; spoken by about 80,000 people.

gap year [ˈgæp jɪə] **(*also known as* year out) промежуточный год** — a prolonged period (often, but not always, a year) between a student's completion of second-

ary school and studying in a university or college or also between college and graduate school or a profession.

Gatekeepers, The ['geɪt,ki:pəz] **«Стражи врат»** — a series of books written by an English writer, Anthony Horowitz. It's a fantasy series which is set in the real world. The main characters are five teens, who are the five gatekeepers. They defend the world against evil. The first book of *The Gatekeepers* is *Raven's Gate*, the second book is *Evil Star*.

GCSE [,ʤi: si: es 'i:] (*abbrev. for* **General Certificate of Secondary Education) аттестат о среднем образовании** — a school examination in any of a range of subjects, usually taken at the age of 16 in British schools. GCSEs* combine work done during two-year course with final examinations.

General National Vocational Qualification ['ʤenərəl 'næʃnəl vəʊ'keɪʃənəl ,kwɒlɪfɪ'keɪʃən] (*or* **GNVQ) Общая национальная профессиональная квалификация** — a certificate of vocational education in the United Kingdom. Many schools and colleges offer these courses and they can be studied alongside GCSEs* or A levels.* There are different levels of GNVQ. The GNVQ generally involves a lot of coursework, which means that citizens can show their skills when applying for jobs.

Georgetown University ['ʤɔ:ʤtaʊn ,ju:nə'vɜ:sɪtɪ] **университет Джорджтауна** — is a private university in the United States, located in Georgetown, a historic neighborhood of Washington, D.C. The university has 6853 full-time and part-time undergraduate students at four schools. The University is especially known for its programmes in international relations, law and medicine as well as for its professors and influence on political thought.

Gergiev, Valery Abisalovich (1953-) **Валерий Абисалович Гергиев** — a Russian conductor and opera company director. He is general director and artistic director of the Mariinsky Theatre, principal conductor of the London Symphony Orchestra and the Rotterdam Philharmonic Orchestra and principal guest conductor of the Metropolitan Opera. Gergiev, born in Moscow, was raised in Vladikavkaz in his native North Ossetia in the Caucasus. Studied at the St Petersburg Conservatory in Leningrad from 1972 to 1977.

Gershwin, George ['gɜ:ʃwɪn, ʤɔ:ʤ] (1898-1937) **Джордж Гершвин** — an American composer known especially for his opera *Porgy and Bess* and his jazz music such as *Rhapsody in Blue*.

Glinka, Mikhail Ivanovich ['glɪŋkə] (1804-1857) **Михаил Иванович Глинка** — a Russian composer, he is considered to be a founder of the Russian national symphonic music. His most famous operas are *Ruslan and Ludmila, Life for the Tzar (*or *Ivan Susanin)*.

GNVQ [,ʤi: en vɪ 'kju:] *abbrev. for* **General National Vocational Qualification.**

Golitsyn, Yuri Nikolaevich (1823-1872) **Юрий Николаевич Голицын** — a Russian choir conductor. In the 1840s he started a folk choir in his estate Saltyki (the village of Novocherkutino, now the Lipetsk region). The choir included about 130 serfs (крепостные) and toured Russia and Europe. His life is described in the book *Prince Yurka Golitsyn* («Князь Юрка Голицын, или Сильнее всех иных велений») by Yuri Nagibin.

Grisham Jr., John Ray ['grɪʃəm, 'ʤɒn 'reɪ] (1955-) **Джон Гришэм** — a former politician, retired attorney (адвокат), American novelist and author best known for his works of modern legal (юридический) drama.

GTRK *Kultura* [gətəər'kʌ] (*also* **Telekanal Kultura) ГТРК «Культура», телеканал «Культура» (государственный телерадиовещательный канал)** — the state-owned television and radio broadcasting company, a part of the Russian National State-Owned Television and Radio Broadcasting Company (VGTRK*), established in 2001. The top priorities in the company's development are the preservation and popularisation of the richest cultural heritage (наследие) and traditions, the promotion of important cultural, educational projects and events, improving the prestige of Russia in the world cultural community.

Haley, Bill ['heɪlɪ, bɪl] (1927-1981) **Билл Хейли** — an American popular music singer whose record *Rock Around the Clock* first made rock'n'roll music popular in the 1950s.

Hardy, Thomas ['hɑ:dɪ,'tɒməs] (1840-1928) **Томас Харди (Гарди)** — an English writer and poet; most of his books are set in Dorset, where he was born. He often described the unhappy side of life. His best-known books include *Far From the Madding Crowd, Tess of the D'Urbervilles.*

Harrow ['hærəʊ] (*also* **Harrow School) Харроу** — a British public school for boys, at Harrow-on-the-Hill, NW London. It is one of the most expensive and prestigious public schools in Britain. It was founded in 1571 and is a traditional rival of Eton College.

HBO [,eɪʧ bi: 'əʊ] (*in full* **Home Box Office) Эйч-би-оу (Хоум бокс офис)** — a US cable television company which is the largest in the world, with headquarters (штаб-квартиры) in New York City. It operates two networks, HBO and Cinemax. Cinemax shows films, and HBO presents films, sports, special programmes and various original series. It also broadcasts boxing matches under the name HBO Boxing.

Hendrix, Jimi ['hendrɪks,'ʤɪmɪ] (1942-1970) **Джими Хендрикс** — an American popular music singer and guitar player who was one of the most influential rock musicians and known for his exciting performances. His early death was caused by drink and drugs.

Henry, Lenny [,henrɪ, 'lenɪ] (1958-) **Ленни Хенри** — an English entertainer and comedian who often appears on television and who does a lot of work for the charity organisation *Comic Relief*.

Horowitz, Anthony ['hɒrəvɪts,'æntənɪ] (1955-) **Энтони Горовиц** — a contemporary British writer. He is also the author of the highly successful *Alex Rider* series of adventure novels for children about a 14-year-old boy becoming a spy. More recently, he has published another book called *Raven's Gate* which is beginning of another series *The Gatekeepers.*

Imperial Lyceum, the [ɪm,pɪərɪəl laɪ'si:əm] **Царскосельский (императорский) лицей** — in Tsarskoe Selo near Saint Petersburg, was founded by Emperor Alexander I with the object of educating youths of the best families, who should afterwards occupy important posts in the Imperial service. The Tsarskoe Selo Lyceum was opened on October 19, 1811. The first graduates were all and include Alexander Pushkin. The opening date was celebrated each year and Pushkin composed new verses for each of those occasions.

impressionism [ɪm'preʃənɪzm] **импрессионизм** — a style of painting (used especially in France between 1870 and 1900) which produces effects by use of colour rather

than by details of form. The French impressionists often painted directly from nature.

Impressionists, the [ɪm'preʃənɪsts] **импрессионисты** — people who practise **impressionism** in painting or music.

Information Technology [,ɪnfə,meɪʃən tek'nɒlədʒɪ] **информационная технология** — the study, design, development, support or management of computer-based information systems, especially software applications (приложения к программному обеспечению) and computer hardware (детали для компьютера). In short, IT deals with the use of electronic computers and computer software to collect, store (сохранять), protect, process and transmit information. Recently it has become popular to broaden the term to include the field of electronic communication. Now the abbreviation **ICT (Information and Communication Technology)** is also used.

IT [,aɪ 'tɪ] *abbrev. for* **Information Technology.**

J

John, Elton [ʤɒn,'eltən] (1947-) **Элтон Джон** — a British pop singer and songwriter, a five-time Grammy and one-time Academy Award winner. He was especially successful in the 70s and has continued to make popular recordings. Real name is Reginald Kenneth Dwight, now officially called Sir Elton John.

Jones, Griff Rhys ['ʤəʊnz, 'grɪf 'riːs] (1953-) **Гриф Рис Джоунз** — a British comedian, writer, actor and television presenter. He came to national attention in the 1980s when he starred in a number of comedy shows on British TV.

***Juno*, the and *Avos*, the** [,ʤuːnəʊəndʌ'vɒs] **«Юнона» и «Авось»** — the ships on which Count Nikolai Rezanov and his team sailed to San Francisco, the USA to establish (устанавливать) trade relations with the colonists in 1806. There he met the daughter of the governor (губернатор) of San Francisco Conchitta, they fell in love with each other and got engaged (обручились). But Rezanov had to leave for St Petersburg, promised to return but never did because he died on his way to St Petersburg. Conchitta waited for him for 37 years. Andrei Voznesensky wrote a poem based on this love story and Alexei Rybnikov made the poem into a rock opera that has been successful for about 30 years.

K

KFC [,keɪef 'siː] **(Kentucky Fried Chicken) Кей-эф-си (Кентаки фрайд чикен)** — a fast-food restaurant chain based in Kentucky — one of the US states.

L

language ['læŋgwɪʤ] **язык** — a particular system of words, as used by a people or nation.

native language [,neɪtɪv 'læŋgwɪʤ] **родной язык** — (usually) the language that a person learns in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. Sometimes this term is used synonymously with *first language*.

official language [ə,fɪʃəl 'læŋgwɪdʒ] **официальный язык** — a language that is used in government and courts of law (суд), and for official business.

Lardner, Ring ['lɑːdnə, rɪŋ] (1885-1933) **Ринг Ларднер** — an American novelist and short story writer best known for his satire on the American way of life.

Led Zeppelin [led'zepəlɪn] **«Лед Зеппелин»** — a British heavy metal rock music group, very successful in the 1970s.

Lenkom Theatre, the [lən'kɒm,θɪətə] **театр Ленком** — the official name of what was once known as the Moscow State Theatre named after Lenin's Komsomol. Its building, designed by Illarion Ivanov-Schitz was built in 1907 to house a Merchant's Club, and was home to many theatrical and musical performances. It became the Theatre for Working Youth (TRAM) in 1927, later the Lenin Komsomol Theatre or Lenkom.

Lermontov, Mikhail Yuryevich (1814-1841) **Михаил Юрьевич Лермонтов** — a Russian romantic writer and poet. He was the most important presence (присутствие) in Russian poetry after Alexander Pushkin's death until his own four years later, at the age of 26. Like Pushkin, he fell in a duel. His most famous works are: *Mtsyri* (1840), *The Demon* (1840), *A Hero of Our Time* (1840).

Lewis, Clive Staples ['luːɪs, 'klaɪv 'steɪplz] (1898-1963) **Клайв Стейплз Льюис** — an Irish author. Lewis is best known today for his series *The Chronicles of Narnia*. Lewis was a close friend of J. R. R. Tolkien. Both authors were leading figures in the English faculty at Oxford University. Lewis's works have been translated into over 30 languages and continue to sell over a million copies a year. A number of stage and screen adaptations of Lewis's works have also been produced, the best known of which is the 2005 Disney film *The Lion, the Witch and the Wardrobe* («Лев, колдунья и волшебный шкаф»).

lingua franca [,lɪŋgwə'fræŋkə] **лингва франка** — a language used between peoples whose main languages are different. It may originally be made up of parts of several languages.

Live Aid ['laɪv eɪd] — the name of popular rock music concerts held in London and Philadelphia on the same day, 13 July 1985, organised by Bob Geldof and Midge Ure to raise money for people dying of hunger in Ethiopia. Many famous popular musicians took part without being paid. Seen on television by many people around the world, the concerts raised millions of pounds.

Lloyd Webber, Sir Andrew [,lɔɪd'webə, 'ændruː] (1948-) **сэр Эндрю Ллойд Веббер** — an English writer of very successful musicals including *Cats, The Phantom of the Opera* and *Sunset Boulevard*.

M

Madonna [mə'dɒnə] **Мадонна** — a very successful American popular music singer known for her unusual, often extreme styles in performing, clothes and appearance.

mall [mɔːl] **молл** — a shopping centre, a building or set of buildings that contain shops, with interconnecting walkways so that visitors can easily walk from shop to shop.

Manhattan [mæn'hætn] **Манхэттен** — the business and cultural centre of New York City. The business area mainly on Wall Street. Fifth Avenue, in the centre of Manhattan, is known for having many expensive shops and department stores. There are many theatres on and near Broadway,* and Manhattan has several important museums.

Mariinsky Theatre, the (*also spelled* **Maryinsky Theatre**) **Мариинский театр** — founded in 1783, known as the Imperial Mariinsky Theatre and the Kirov Theatre of Opera and Ballet, a famous theatre of opera and ballet in St Petersburg, Russia. The Mariinsky Theatre is named after Empress Maria Alexandrovna, wife of Tsar Alexander II. Since Yuri Temirkanov's retirement (отставка) in 1988, the world-famous conductor Valery Gergiev serves as its general director.

Maugham, William Somerset ['mɔ:m, 'wɪljəm'sʌməset] (1874-1965) **Уильям Сомерсет Моэм** — a British writer, one of the best short story writers in England. His best known novel is *Of Human Bondage* [əv ,hju:mən'bɒndɪʤ] («Бремя страстей человеческих») (1915).

Mayak [mʌ'jʌk] **«Маяк»** — one of the largest broadcasting companies on the former USSR territory. It was founded in 1964. Today it is part of the holding company VGTRK* and broadcasts news and commentary of well-known people and politicians, classical and modern music, programmes about writers, musicians and sportsmen.

Metropolitan Museum of Art, the [,metrəpɒlɪtən mjʊ,zi:əm əv 'ɑ:t] **музей Метрополитен** — one of the world's largest and most important art museums. The museum's permanent (постоянная) collection contains more than two million works of art, divided into nineteen departments. Represented in the permanent collection are works of art from classical antiquity and Ancient Egypt, paintings and sculptures from nearly all the European masters, and an extensive collection of American and modern art.

middle-market newspaper [,mɪdl,mɑ:kɪt 'nju:s,peɪpə] **газета формата «миддл-маркет»** — a type of newspaper that attempts to cater for readers who want both some entertainment value from their newspaper as well as serious coverage of significant news events. In the United Kingdom, the only national middle-market papers are the *Daily Mail* (1896) and the *Daily Express* (1918). The best known American middle-market papers are *USA Today, Chicago Sun-Times,* and *New York Daily News.*

Miller, Alton Glenn ['mɪlə, 'ɔ:ltən 'glen] (1904-1944) **Гленн Миллер** — an American jazz musician and bandleader in the swing era.* He was one of the best-selling recording artists from 1939 to 1942, leading one of the best known "Big Bands". During World War II,* while travelling to entertain US troops in France, his plane disappeared in bad weather. His body was never found.

Mizz (Magazine) [,mɪz ,mægə'zi:n] **журнал «Миз»** — a magazine published in the United Kingdom, and is aimed at teenage girls between the ages of 11 and 14. *Mizz* includes pages of fashion; displaying clothing trends, using models ranging from 12 to 16 years old. It encourages its readers to write in about events in their life, varying from serious to comic issues.

MSN [,em es 'en] (*in full* **Microsoft Network) Эм-эс-эн (MCH) (Майкрософт нетуорк)** — a web portal — a collection of Internet services provided by Microsoft. It offers a wide range of news and entertainment content.

MTV [,em ti:'vi:] (*in full* **Music Television) Эм-ти-ви (Музыкальное телевидение)** — a US television company that broadcasts music videos and programmes about the music industry all round the world by satellite, 24 hours a day. It began in 1981.

N

National Curriculum, the ['næʃnəl kə'rɪkjʊləm] **национальный учебный план** — was introduced into England and Wales as a nationwide curriculum for primary and secondary state schools following the Education Reform Act 1988. The government tells schools what subjects must be studied and what standards should be achieved by the pupils. All pupils have examinations at the ages of 7, 11, 14, and 16. Schools must teach national curriculum but may teach additional subjects if they can afford to. National curriculum does not apply to Independent Schools, which by definition are free to set their own curriculum.

National Gallery, the [ˌnæʃnəlˈgæləri] **Национальная галерея** — an art gallery in Trafalgar Square, London, which has the largest collection of important paintings in Britain. It has mostly European art from all periods between 1200 and the end of the 19th century.

native speaker [ˌneɪtɪvˈspiːkə] **носитель языка** — a person who has learned a particular language from birth, usually as a result of having parents who speak it and living in a country where most people speak it.

Naxos [ˈnæksəs] **«Нэксос»** — a record label for classical music compact discs and DVDs. Founded in 1987 by Klaus Heymann, a German-born resident of Hong Kong, the label today is one of the biggest classical music labels.

NBC [ˌenbiːˈsiː] (*in full* **the National Broadcasting Company** [ˌnæʃnəlˈbrɔːdkɑːstɪŋ]) **Энби-си (Национальная телевизионная вещательная компания)** — the first of the original three US national broadcasting companies. It was established in 1926. The first NBC television channel opened in 1940. It is based in New York City's Rockefeller Centre.

Neighbours [ˈneɪbəz] **«Соседи»** — a long-running Australian soap opera, suitable for viewers of any age. *Neighbours* was created by Reg Watson and began transmitting in March 1985. The series follows the daily lives of several families who live in the six houses at the end of Ramsay Street, the middle class suburb (окраина) of Erinsborough (an anagram of "our neighbours").

Nestle Family Monitor, the [ˌfæməlɪ ˈmɒnɪtə] **«Нестле Фэмили Монитор»** — a series of research studies into family life in Britain undertaken on behalf of Nestle UK by MORI. In wave 17 Nestle UK asked children in 33 secondary schools about their views on reading.

Newton, Isaac [ˈnjuːtn, ˈaɪzək] (1642-1727) **Исаак Ньютон** — a British physicist and mathematician who is best known for discovering gravity. He made many other important scientific discoveries. Newton is often shown on pictures holding an apple, because he is supposed to have discovered the law of gravity when an apple fell on his head while he was sitting under a tree.

Nobel prize, the [nəʊˌbel ˈpraɪz] **Нобелевская премия** — one of the prizes given each year to people who have done important work in various types of activity. There are prizes for special achievements in physics, chemistry, economics, literature and peace. The Nobel prizes were established by Alfred Nobel and given in Sweden.

NTV [ən tə ˈve] **НТВ** — a Russian private federal television channel, was a pioneer in the post-Soviet independent television media. NTV was created in 1993. NTV also broadcasts its programmes on the territory of the Commonwealth of Independent States (CIS), Western Europe, the USA, Canada and the Middle East.

O

O'Henry [əʊˈhenri] (1862-1910) **О'Генри** — the pen name of the American writer William Sydney Porter. His 400 short stories are known for their wit (остроумие) and humour.

P

Paolini, Christopher [pəʊˈlɪnɪ, ˈkrɪstəfə] (1983-) **Кристофер Паолини** — an American writer. Christopher Paolini's debut novel, *Eragon*, made him famous.

Perviy [ˈpervɪj] **Первый (телевизионный канал)** — one of Russia's most highly rated TV channels, and the one with the widest reception area (зоной приема). According to a recent government publication, the Russian government controls 51 % of its shares (акций).

Phantom of the Opera, The [ˌfæntəm əv ðə ˈɒpərə] **«Призрак оперы»** — a French novel by Gaston Leroux (Гастон Леру) about a man wearing a mask to hide his ugly face who kidnaps (обманом похищает) a beautiful opera singer because he loves her. There are many different films and plays based on the story. Andrew Lloyd Webber* made it into a successful musical in 1986.

Pink Floyd [ˌpɪŋk ˈflɔɪd] **«Пинк флойд»** — a British group who started playing in the mid-1960s. Their performances involved loud electronic music. Its most well-known album is *The Wall.*

Pop Idol [pɒp ˈaɪdl] **«Поп идол»** — a British television show broadcast on ITV 1; it was a talent contest to find the best new young singer or "pop idol" in the UK. *Pop Idol* combined the traditional talent show with some aspects of reality television, with viewers voting by telephone, mobile telephone texting or through the "red button" (кнопка) on digital television sets. The Russian version of the show is known as *Narodniy Artist.*

Presley, Elvis [ˈprezlɪˌˈelvɪs] **(1935-1977) Элвис Пресли** — an American singer and guitar player who made rock'n'roll (later called rock) popular in the 50s. From 1956-63, he was the most successful and influential person in popular music. He is often called the father (or founder) of rock. People sometimes refer to him as "the King of Rock".

Pride of Britain Awards, the [ˌpraɪd əv ˌbrɪtn əˈwɔːdz] — an annual event celebrating extraordinary achievements of ordinary people. The Pride of Britain Awards categories are Outstanding Bravery, Child of Courage, Beyond the Call of Duty, Teacher, Fundraiser, Carer and Neighbour of the year, and there is also a Lifetime Achievement award. The event is usually televised nationwide to millions of viewers on the ITV 1 network.

Princeton University [ˌprɪnstən ˌjuːnəˈvɜːsɪtɪ] **Принстонский университет** — a research university located in Princeton, New Jersey. It is one of eight best colleges and universities. Princeton was the fourth institution of higher education in the US. Princeton says it was "the fourth college to be established (учрежденный) in British North America".

promenade [ˌprɒməˈnɑːd] **променад** *(old-fashioned)* — to walk up and down in a relaxed way, by the sea, in a public park, etc.

Pullman, Philip [ˈpʊlmən, ˈfɪlɪp] **(1946-) Филип Пуллман** — a British writer, born in Norwich, England, a master of many genres. Best known for his fantasy trilogy *His Dark Materials*. The recipient of numerous awards, Philip Pullman was the first ever writer of literature for children and young people to win the Whitbread Book of the Year Award in 2001. He is also the Astrid Lindgren Memorial Award winner in 2005.

Purcell, Henry [ˈpɜːsəl, ˈhenrɪ] **(1659-1695) Генри Пёрселл** — an English composer, who is remembered for his opera *Dido and Aeneas.**

Q

Queen [kwiːn] **«Квин»** — a British popular music group, successful in 1970s and 1980s, whose lead singer was Freddie Mercury.

R

Radio Free Europe [ˌreɪdɪəʊ friː ˈjʊərəp]/**Radio Liberty** [ˌreɪdɪəʊ ˈlɪbətɪ] **Радио «Свобода»** — a radio and communications organisation which is funded by the United States Congress. The organisation exists in Europe and the Middle East. It broadcasts more than 1000 hours per week, in 28 languages. RFE/RL's mission state-

ment is: "To promote democratic values and institutions by disseminating (распространение) factual information and ideas."

Radio Rossiyi [ˌrʌdɪɒ rɒˈsiːɪ] **Радио России** — a state radio station broadcasting its programmes from Moscow for the whole country. It was founded in 1990. It is a part of the holding company VGTRK. It broadcasts informational programmes. Radio Rossiyi is the official radio station of the Russian government and president.

Real World, The [ˌrɪəl ˈwɜːld] **«Реальный мир»** — a reality television programme on MTV first shown in 1992. The show is the longest-running programme in MTV history. Each season consists of seven people, aged 18-25, usually selected from thousands of applicants from across the country. They represent different races, genders (пол), levels of life experiences, religious and political beliefs. They live together in a house for several months "to find out what happens when people stop being polite, and start getting real." Their interpersonal relationships are recorded 24 hours a day.

REN TV [ˌren tə ˈve] **Рен ТВ** — one of the largest (and first of its kind) private federal channels in Russia. It started broadcasting on January 1, 1997. The REN TV network comprises 406 independent broadcasting companies in Russia and in the Commonwealth of Independent States (CIS).

Robinson, Smokey [ˌrɒbɪnsən,ˈsməʊkɪ] **(1940-) Смоки Робинсон** — an American popular music singer, songwriter, and businessman who first became successful in the 1960s with the group *The Miracles* and the record company Motown, of which he later became Vice-President.

rock and roll [ˌrɒkənd'rəʊl] **(*also* rock'n'roll) рок-н-ролл** — a style of music that was popular especially in the 1950s but is still played now, which has a strong loud beat and is usually played on electrical instruments and repeats a few simple phrases. It was first made popular by Bill Haley* and Elvis Presley.*

Rolling Stones, the [ˌrəʊlɪŋ ˈstəʊnz] **«Роллинг стоунз»** — a British popular music group which was formed in the 60s and became one of the most successful ever. The group still sometimes plays together, and the best known member is Mick Jagger.

Ross, Dianna [rɒs, daɪˈænə] **(1944-) Дайана Росс** — an American popular music singer who was with the group *The Supremes* until 1970.

Ross, Jonathan [rɒs, ˈʤɒnəθən] **(1960-) Джонатан Росс** — a British television presenter who makes amusing programmes about unusual films, and film critic.

Rowling, Joanne [ˈrɔːlɪŋ, ʤəʊˈæn] **(1965-) Джоан Роулинг** — a British writer, born in Yate, Wales. Her *Harry Potter* books made her famous all over the world. She has won a lot of awards and has been named an officer of the British Empire. She received this award from one of her fans — Charles, the Prince of Wales.

Royal Society, the [ˌrɔɪəl səˈsaɪətɪ] **Королевское общество** — the oldest and most respectful scientific society in the UK, started in the 17th century. Its members are elected if they have done high-quality work in any area of science.

Russia Today [ˌrʌʃə təˈdeɪ] **«Россия сегодня»** — the first English-language news channel to present the Russian point of view on events happening in Russia and around the globe. The channel was established by the Russia's biggest news agency RIA-Novosti. Russia Today provides viewers with breaking news, stories on politics, business, and public affairs. Russia Today started broadcasting in 2005. Nearly 90 million pay TV viewers in Europe, North America and South Africa regularly watch Russia Today.

Russkoye Radio [ˌrʊskɒjə ˈrʌdiːɒ] **Русское радио** — a Russian radio station founded in 1995 as the only radio station playing exclusively Russian songs. Russkoje Radio broadcasts across Russia, most of the former Soviet republics and the USA. In 1996 Russkoye Radio established an annual musical award *Golden Grammophone* («Золотой граммофон»). The Russkoye Radio station caters for those who prefer domestic pop-music. It also provides show-business news.

S

Sakharov, Andrei (1921-89) **Андрей Сахаров** — a Russian physicist, advocate of human rights (защитник прав человека) and reforms in the former Soviet Union, took an active part in the perestroika process.

Salinger, Jerome David [ˈsælɪndʒə, ʤɪˈrəʊm ˈdeɪvɪd] (1919-) **Джером Дэвид Сэлинджер** — an American novelist and a short story writer, best known for his novel about the complexity (сложность) of being a teenager *The Catcher in the Rye* («Над пропастью во ржи»).

Scott, Sir Walter [skɒt, ˈwɔːltə] (1771-1832) **сэр Вальтер Скотт** — a Scottish writer and poet, especially famous for his stories of Scottish life, including several based on historical characters, for example *Rob Roy* and *Ivanhoe* («Айвенго»).

sergeant [ˈsɑːdʒənt] **сержант** — a low rank in the army, air force, police and so on.

Seville [səˈvɪl] (*Spanish*: **Sevilla**) **Севилья** — the artistic, cultural, and financial capital of southern Spain. It is the capital of Andalucia and of the province of Sevilla.

Shakespeare, Sir William [ˈʃeɪkspɪə, ˈwɪljəm] (1564-1616) **сэр Уильям Шекспир** — an English playwright and poet, one of the most famous ever. Among the most famous of his plays are the tragedies of *Romeo and Juliet, Julius Caesar, Hamlet, Othello, King Lear,* and *Macbeth*, the comedies of *A Midsummer Night's Dream,* and *Twelfth Night*, and the historical plays *Richard III* and *Henry V*. He also wrote some very good poetry, especially the Sonnets.

Shout [ʃaʊt] **«Шаут»** — a UK magazine for teenage girls, published in Scotland since 1993. It carries articles on fashion, celebrities, true stories, problems and embarrassing moments.

Sing Tao [ˌsɪŋ ˈtɑːɒ] **«Синь Тао»** — a Chinese newspaper representing a publishing sector that produces newspapers and magazines for different ethnic groups living in the UK. *Sing Tao* caters for Chinese people living in the UK.

sixth form [ˌsɪksθ ˈfɔːm] **шестой класс** — the highest level in a British secondary school. Students usually go into the sixth form at the age of about 16 and stay there for two years, preparing to take their A levels. Sixth-form students usually have more freedom in what they wear, in their choice of activities, etc.

sixth-form college [ˌsɪksθ ˌfɔːm ˈkɒlɪʤ] **приготовительный колледж** — a British state school for students over the age of 16. Some young people prefer to go to a sixth-form college because they feel it gives them more freedom than an ordinary school.

soap opera [ˈsəʊp ˌɒpərə] (*also* **soap**) **«мыльная опера»** — the term "soap opera" originated from the fact that when these serial dramas were broadcast on daytime radio, the commercials broadcast during the shows were largely aimed at housewives. Many of the products sold during these commercials were laundry and cleaning items (стирально-моющие и чистящие средства). This specific type of radio drama came to be associated with these particular commercials, and this

gave rise to the term "soap opera" — a melodramatic story that broadcast commercials for soap products.

solicitor [sə'lɪsɪtə] **солиситор, поверенный, адвокат** — a type of lawyer in many countries, such as the United Kingdom, Hong Kong, Republic of Ireland, Australia, New Zealand and Canada, but not the United States. In most common law countries the legal profession is split between solicitors who represent and advise clients, and a barrister (барристер) who is employed by a solicitor to advocate in court (в суде).

Sound of Music, The [ˌsaʊnd əv 'mjuːzɪk] **(1965) «Звуки музыки»** — a very popular US musical in which Julia Andrews appears as a nun (монахиня) who lives in Austria. She goes to a large family to take care of the children whose mother has died. She teaches them to sing, has a romantic relationship with their father and marry him. They all together escape (спасаются) from the Nazis. Many of the songs in the film are very well-known.

spiritual ['spɪrɪtʃʊəl] **спиричуал** — a religious song of the type sung originally by the black people of the USA.

Springsteen, Bruce ['sprɪŋsti:n, bru:s] **Брюс Спрингстин** — an American popular music singer and songwriter who first became successful in the 1970s, known especially for his live performances in concert.

St Paul's Cathedral [sənt ˌpɔ:lz kə'θi:drəl] **собор св. Павла** — a fine cathedral in central London built (1675-1710) by Sir Christopher Wren; one of London's best known landmarks.

standard English ['stændəd ˌɪŋglɪʃ] **(*also* standard British English)** — the variety of language which has the highest status and which is based on the speech and writing of educated native speakers of English.

standard of living [ˌstændəd əv 'lɪvɪŋ] **уровень жизни** — the degree of wealth and comfort in everyday life that a person, group, country, etc. has.

Star Academy [ˌstɑ: ə'kædəmɪ] **«Звездная академия»** — a highly successful television show format produced by Endemol,* that has been broadcast in over 50 countries. It is a pop music talent contest with viewer voting and reality show elements. There are many versions of the *Star Academy* show, each country having its own slight variations, but the basic concept remains the same.

Stevenson, Robert Louis ['sti:vnsən, 'rɒbət 'lu:i:] **(1850-1894) Роберт Луис Стивенсон** — a Scottish writer whose books *Treasure Island* and *Kidnapped* are among the best known adventure stories in England.

Stewart, Rod ['stju:ət, rɒd] **(1945-) Род Стюарт** — a British popular music singer and a songwriter, born in London and successful especially in the 1970s and 1980s. He is known for his pride in his Scottish family background and his love of football. His songs include *Sailing* and *Tonight's the Night*.

Stine, Robert Lawrence [staɪn, 'rɒbət 'lɒrəns] **(1943-) Роберт Лоренс Стайн** — an American writer. R. L. Stine is one of the best-selling children's authors in history. He wrote humour books and scary stories. His *Fear Street* and *Goosebumps* made him an international celebrity.

Sting [stɪŋ] **(1951-) Стинг** — the stage name of a popular singer who used to sing with a British group *Police*. His real name is Gordon Sumner.

STS [əs tə 'es] **СТС** — a commercial television station based in Moscow. The channel began broadcasting in 1996 and is the 4th most watched in Russia. The STS slogan is "the No 1 entertaining television".

Sunday school ['sʌndɪ skuːl] **воскресная школа** — a place where children receive religious teaching on a Sunday.

Swing Era, the [,swɪŋ 'ɪərə] **эра свинга (swing** is jazz music with a strong regular beat, usually played by a big band) — the period of time **(1935-1946)** when big band swing music was the most popular music in America. Most historians believe that the Swing Era was started with Benny Goodman's performance on August 21, 1935 and brought the music to the rest of the country. World War II* which made it harder for bands to travel around brought the change in music taste.

T

tabloid ['tæblɔɪd] **таблоид (малоформатная газета бульварного толка)** — a newspaper industry term which refers to a smaller newspaper format; to a weekly or semi-weekly alternative newspaper that focuses on local-interest stories and entertainment, often distributed (распространяются) for free; or to a newspaper that tends to emphasise sensational crime stories, gossip columns and other so-called "junk food news". The tabloid newspaper format is particularly popular in the United Kingdom.

Tate Gallery, the [,teɪt 'gælərɪ] **Галерея Тейт** — an art gallery in London which mostly includes art of the 19th and 20th centuries. There is a special part of the Tate that has a large collection of work by W. Turner.

Tchaikovsky Contest, the [tʃaɪ,kɒfskɪ 'kɒntest] **Международный конкурс имени П. И. Чайковского** — the International Competition, one of the most prestigious classical music competitions in the world. Named after the Russian composer Pyotr Ilyich Tchaikovsky, it has been taking place in Moscow every four years since 1958. However, in 2006 the competition was delayed (отложен) by one year, and the next competition took place in 2007.

Tchaikovsky [tʃaɪ'kɒfskɪ], **Pyotr (Peter) Ilyich** (1840-1893) **Петр Ильич Чайковский** — a Russian composer, one of the best known and most admired writers of music who wrote symphonies, ballets and operas. His music is rich and emotional.

Tchaikovsky [tʃaɪ'kɒfskɪ], **Boris Alexandrovich** (1925-1996) **Борис Александрович Чайковский** — a Russian composer, wrote music for symphony orchestras and films. He is considered as part of the generation of Russian composers follow P. I. Tchaikovsky and especially Mussorgsky. Studied with Dmitri Shostakovich.

Teen Ink [,tiːn 'ɪŋk] **«Тин инк»** — a monthly magazine which is written by teenagers. It is based in Newton, Massachusetts, and published by the Young Authors Foundation. The magazine's name was originally *The 21st Century*. The magazine was founded in 1989.

Teen Read Week [,tiːn ,riːd 'wiːk] **Неделя книг для юношества** — a literary initiative of the Young Adult Library Services Association (YALSA), the USA. It began in 1998 and is celebrated the third week in October.

TNT [tə ən 'te] **ТНТ** — the largest television network in Russia. Over 700 cities and towns are covered from Kaliningrad to Sakhalin. The official establishment date of TNT broadcasting network is 1 January 1998. TNT broadcasting network is an absolute leader in Russian television in the reality genre.

Tolkien, John Ronald Reuel ['tɒlkiːn, 'dʒɒn 'rɒnəld 'ruːəl] (1892-1973) **Джон Роналд Руэл Толкин** — an English writer and university teacher best known for his fantasy books *The Hobbit* and *The Lord of the Rings*. Tolkien is regarded as the "father of modern fantasy literature".

Tolstoy, Lev Nikolayevich (1828-1910) (*commonly referred to in English as* **Leo Tolstoy) Лев Николаевич Толстой** — a Russian writer, novelist, essayist, and philosopher. As a fiction writer Tolstoy is widely regarded as one of the greatest of all novelists, particularly valued for his masterpieces *War and Peace* and *Anna Karenina*.

tutor ['tju:tə] **наставник** — a teacher who gives private instruction to a single pupil or to a very small class.

TV Center [tə və 'sentr] **ТВ Центр** — one of the leading broadcasting television companies in Russia which programmes are watched by TV viewers in 77 regions of the Russian Federation. TVC is a Moscow channel, it started broadcasting on June 9, 1997. The TV Center channel (TVCI) is available to TV viewers in the Commonwealth of Independent States* (CIS) as well as in Europe, Israel, the USA, Australia and New Zealand. TV Center transmits its programmes 24 hours a day.

TV channel *Russia* [ti: ,vi: ,tʃænl 'rʌʃə] **Телеканал «Россия»** — the Russia TV Channel, previously known as RTR, a state-owned Russian television channel founded in 1991. It belongs to VGTRK (Russian National State-Owned Television and Radio Broadcasting Company). TV channel *Russia* is one of the largest national TVcompanies in the Russian Federation. The network includes 11 regional departments, international channel RTR-Planet, TV channels *Kultura* and *Sport*. The company is the leader in news, entertainment and educational programming. About 98.5 per cent of TV audience watch the channel in Russia and more than 50 million TV viewers watch it abroad.

U

United Nations, the [ju:,naɪtɪd 'neɪʃənz] (*also* **the UN) Организация Объединенных Наций** — a large international organisation which was set up in 1945 to make sure there is peace in the world and that all countries work together to deal with international problems (almost every country in the world belongs to it). Its main offices are in New York City.

V

Victorian England, the [vɪk,tɔ:rɪən 'ɪŋgləɪnd] **викторианская Англия** — England of the time when Queen Victoria ruled (1837-1901).

Voice of America, the (VOA) [,vɔɪsəv ə'merɪkə] — an official broadcasting service of the United States government. It is one of the best known stations in international broadcasting and is similar to international broadcasters such as the BBC World Service* and BBC World.*

W

Westminster Abbey [,westmɪnstə 'æbɪ] **Вестминстерское аббатство** — a very large church in Westminster, London, first built in the 11th century. Almost all British kings and queens since William the Conqueror have been crowned in the Abbey and many famous people are buried there.

William ['wɪljəm], **Prince** (1982-) **принц Уильям** — the elder son of Prince Charles (the first son of the British queen, Elizabeth II, and the heir (наследник) to the British throne) and Diana, the Princess of Wales.

Wilson, Jacqueline ['wɪlsən, 'ʤæklɪ:n] (1945-) **Жаклин Уилсон** — a British writer born in Bath, England. Children's writer Jacqueline Wilson has become the UK's most borrowed author in 2004. Her best known works include *The Illustrated Mum* («Разрисованная мама»), *Double Act* and *The Story of Tracy Beaker*. These books have all been filmed for TV.

Winchester College [ˌwɪntʃəstə ˈkɒlɪʤ] **Уинчестер колледж** — a well-known public school in Winchester, Hampshire, founded in 1382 by the bishop of Winchester, William of Wykeham.

Woodstock [ˈwʊdstɒk] **Вудсток** — a popular music festival in the town of Woodstock near New York in 1969 which attracted thousands of young people. Woodstock is often seen as representing the hippie movement of the 1960s and early 1970s.

working card [ˈwɜːkɪŋ kɑːd] (*also* **a work card**) **рабочая карточка** — is like an Identity Card which confirms that a person has been given work, or is able to perform work in a given profession. The work card is not a work visa, although it may be used in conjunction (в связи) with a work visa, permanent resident card (постоянная карта резидента) or other documentation. Work cards are increasingly used in the European Union (EU) to confirm an individual's citizenship in a member-nation, and the kind of work which that individual may perform.

WW II [ˌsekənd ˌwɜːld ˈwɔː] (*AE* **World War II** [tuː]) (*BE* **Second World War, the**) (1939-1945) **Вторая мировая война** — the war involving every major power in the world. On one side were the Allied forces (Great Britain, France, Poland, and since 1941 the USSR and the USA) and on the other side the Axis forces (Germany, Japan, and Italy). Although many British people lost their lives, many people in Britain, esp. those who did not live in cities that were bombed, look back to the war with pride. People remember the feelings of togetherness which the war brought to people.

X

X-Factor, the [ˈeks ˈfæktə] **«Икс-фактор»** — the UK's biggest talent search show, which has no upper age limit (although the minimum limit is 16), broadcast on ITV 1. It is similar in format to *Pop Idol*.* The prize is the offer of a recording deal (in addition to the publicity). The show is hosted by Kate Thornton. The Russian version of the *X-Factor* is *Sekret Uspekha* which was broadcast on TV channel *Russia* in 2005.

Xzibit [əksˈzɪbɪt] **Экзибит** — a stage name of Alvin Nathaniel Joiner IV, an American rapper star, actor and television personality. He is also known for hosting MTV's *Pimp My Ride*. Xzibit was also featured in a guest role as a rapper on the US crime drama *CSI: Miami*.

Y

Yablonsky, Dmitri Дмитрий Яблонский — a Russian cellist (виолончелист) and conductor. He was born in a family of musicians in Moscow in 1962. Studied at the Moscow Central Music School for gifted children. In 1977 immigrated to the United States and continued his studies. In 1990 Dmitry Yablonsky began his career. As a conductor, Dmitry Yablonsky has performed in the famous halls of the world, has recorded more than 20 albums for different recording companies.

Yale University [ˈjeɪl ˌjuːnəˈvɜːsɪtɪ] **Йельский университет** — a private university in New Haven, Connecticut. Founded in 1701. Yale is the third oldest institution of higher education in the United States. Particularly well-known are its undergraduate school, Yale College, and the Yale Law School, each of which has produced a number of US presidents and foreign heads of state.

Vocabulary

СПИСОК СОКРАЩЕНИЙ

Английские

a — adjective — имя прилагательное
adv — adverb — наречие
AE — American English — американский английский
attr — attribute — определение
BE — British English — британский английский
cj — conjunction — союз
emph — emphatic (pronoun) — усилительное (местоимение)
indef — indefinite (pronoun) — неопределенное (местоимение)
int — interjection — междометие
inter — interrogative (pronoun) — вопросительное местоимение
n — noun — имя существительное
neg — negative (pronoun) — отрицательное (местоимение)
num — numeral — числительное
num card — numeral cardinal — количественное числительное
num ord — numeral ordinal — порядковое числительное
pl — plural — множественное число
poss — possessive (pronoun) — притяжательное (местоимение)
p. p. — past participle — причастие прошедшего времени, или причастие II
predic — predicative — предикативное употребление
prep — preposition — предлог
pron — pronoun — местоимение
refl — reflexive — употребляется с возвратным местоимением
sing — singular — единственное число
v — verb — глагол

Русские

амер. — американизм
астр. — астрономия
безл. — безличный
грам. — грамматика
зд. — здесь
знач. — значение
зоол. — зоология
измен. — изменение
ист. — история
косв. — косвенный
миф. — мифология
мн.ч. — множественное число
муз. — музыка
нареч. — наречие
обыкн. — обыкновенно
прил. — имя прилагательное
разг. — разговорное слово, выражение
см. — смотри
собир. — собирательно
сокр. — сокращение, сокращенно
спорт. — физкультура и спорт
сравн. ст. — сравнительная степень
сущ. — имя существительное
театр. — театральный термин
тж. — также
тк. — только
тлв. — телевидение
употр. — употребляется
физ. — физика
хим. — химия

Aa

abbey ['æbɪ] *n* аббатство
ability [ə'bɪlətɪ] *n* способность
able ['eɪbl] *a* способный, умелый; **to be ~ to ...** мочь, быть в состоянии
about [ə'baʊt] *prep* о, около
above [ə'bʌv] *prep* 1) над 2) выше
abroad [ə'brɔ:d] *adv* 1) за границей 2) широко
absolute [,æbsə'lu:t] *a* полный; абсолютный
absolutely [,æbsə'lu:tlɪ] *adv* 1) совершенно 2) конечно, точно, именно
academy [ə'kædəmɪ] *n* 1) академия, высшее государственное научное или художественное учреждение *(в России и некоторых странах)*
accept [ək'sept] *v* 1) принимать 2) допускать, соглашаться
acceptance [ək'septəns] *n* 1) получение, принятие 2) одобрение, признание
accident ['æksɪdənt] *n* несчастный случай, авария; случайность
accommodation [ə,kɒmə'deɪʃn] *n* приют, стол и ночлег; **hotel ~** номер в гостинице
according [ə'kɔ:dɪŋ] *adv*: **~ to** согласно, в соответствии с
accountant [ə'kaʊntənt] *n* бухгалтер, счетовод
accurately ['ækjərətlɪ] *adv* точно
achieve [ə'tʃi:v] *v* достигать, добиваться
achievement [ə'tʃi:vmənt] *n* достижение
across [ə'krɒs] **1.** *adv* поперек **2.** *prep* через, сквозь
acting ['æktɪŋ] *n* выступление, игра, представление
action ['ækʃn] *n* 1) действие 2) движение
active ['æktɪv] *a* активный, энергичный
activity [æk'tɪvətɪ] *n* деятельность, занятие
actor ['æktə] *n* актер
actually ['æktʃʊəlɪ] *adv* фактически, на самом деле
ad [æd] *n* (*сокр. от* **advertisement**) *разг.* объявление, реклама
adapt [ə'dæpt] *v* 1) приспособлять 2) адаптировать
add [æd] *v* добавлять, присоединять
addition [ə'dɪʃn] *n* дополнение, прибавление
administration [əd,mɪnɪ'streɪʃn] *n* администрация
administrator [əd,mɪnɪ'streɪtə] *n* администратор, руководитель
admire [əd'maɪə] *v* восхищать(ся)
adore [ə'dɔ:] *v* обожать, поклоняться
adult ['ædʌlt] *n* взрослый
advance [əd'vɑ:ns] *n*: **in ~** заранее
advantage [əd'vɑ:ntɪʤ] *n* 1) преимущество 2) польза
adventure [əd'ventʃə] *n* приключение
advert ['ædvɜ:t] *v сокр. от* **advertisement**
advertise ['ædvətaɪz] *v* рекламировать; помещать объявление
advertisement [əd'vɜ:tɪsmənt] *n* объявление, реклама
advertising ['ædvətaɪzɪŋ] *n* рекламирование, реклама
advice [əd'vaɪs] *n* совет
advise [əd'vaɪz] *v* советовать
affair [ə'feə] *n* дело
afraid [ə'freɪd] *a* испуганный; **I'm ~** к сожалению; **to be ~ of** бояться
after ['ɑ:ftə] *prep* после
afternoon [,ɑ:ftə'nu:n] *n* время после полудня
again [ə'gen] *adv* снова, опять
against [ə'genst] *prep* против
age [eɪʤ] *n* 1) возраст 2) век
agent ['eɪʤənt] *n* агент, представитель
aggressive [ə'gresɪv] *a* агрессивный
ago [ə'gəʊ] *adv* тому назад
agree [ə'gri:] *v* соглашаться
agreement [ə'gri:mənt] *n* 1) *(взаимное)* согласие 2) договор, соглашение
ahead [ə'hed] *adv* вперед
aid [eɪd] *n* помощь
aim [eɪm] **1.** *n* цель **2.** *v* стремиться, добиваться
air [eə] *n* воздух, атмосфера
airport ['eəpɔ:t] *n* аэропорт

album ['ælbəm] *n* альбом
alcohol ['ælkəhɒl] *n* 1) алкоголь 2) спиртные напитки
all [ɔ:l] *pron* все, всё
allegiance [ə'li:ʤəns] *n* верность, преданность
allow [ə'laʊ] *v* позволять, разрешать
all-time [,ɔ:l'taɪm] *a* вечный, на все времена
almost ['ɔ:lməʊst] *adv* почти, едва не
along [ə'lɒŋ] *adv* дальше, вперед; ~ **with** наряду с
already [ɔ:l'redɪ] *adv* уже
also ['ɔ:lsəʊ] *adv* тоже, также
although [ɔ:l'ðəʊ] *cj* хотя, если бы даже
amazing [ə'meɪzɪŋ] *a* удивительный, изумительный, поразительный
ambition [æm'bɪʃn] *n* стремление
American [ə'merɪkən] **1.** *a* американский **2.** *n* американец, американка
amethyst ['æməθɪst] *n* аметист
among [ə'mʌŋ] *prep* среди, между, из
amount [ə'maʊnt] *n* количество
amuse [ə'mju:z] *v* развлекать(ся)
ancient ['eɪnʃənt] *a* древний
animal ['ænɪməl] *n* животное
announce [ə'naʊns] *v* объявлять
announcement [ə'naʊnsmənt] *n* объявление, сообщение
annual ['ænjʊəl] *a* ежегодный
another [ə'nʌðə] *pron* другой
answer ['ɑ:nsə] **1.** *n* ответ **2.** *v* отвечать
anthem ['ænθəm] *n* гимн
any ['enɪ] *pron (в вопр. предложениях)* кто-нибудь, что-нибудь, какой-нибудь
anybody ['enɪbɒdɪ] *pron* кто-нибудь
anyone ['enɪwʌn] *pron* кто-нибудь
anything ['enɪθɪŋ] *pron indef* 1) что-нибудь, ничто 2) что угодно, всё
anytime ['enɪtaɪm] *adv* всегда, в любое время
anyway ['enɪweɪ] *adv* во всяком случае
anywhere ['enɪweə] *adv* везде, всюду
appear [ə'pɪə] *v* показываться, появляться
appearance [ə'pɪərəns] *n* внешность, вид
apple ['æpl] *n* яблоко
application [,æplɪ'keɪʃn] *n* заявление, заявка
apply [ə'plaɪ] *v* 1) обращаться 2) применять
appreciate [ə'pri:ʃɪeɪt] *v* ценить
aptitude ['æptɪtju:d] *n* 1) пригодность 2) способность
aquarium [ə'kweərɪəm] *n* аквариум
architect ['ɑ:kɪtekt] *n* архитектор
architecture ['ɑ:kɪtekʧə] *n* архитектура
area ['eərɪə] *n* 1) пространство 2) область, зона, территория
argument ['ɑ:gjʊmənt] *n* доказательство, аргумент
Arithmetic [ə'rɪθmətɪk] *n* арифметика
arm [ɑ:m] *n* рука
army ['ɑ:mɪ] *n* армия
around [ə'raʊnd] *adv* кругом, вокруг
arrest [ə'rest] *v* арестовывать
arrive [ə'raɪv] *v* прибывать, приезжать
art [ɑ:t] *n* искусство; **Art** изобразительное искусство *(учебный предмет)*
article ['ɑ:tɪkl] *n* статья
artist ['ɑ:tɪst] *n* 1) художник 2) артист
as [æz] *adv* как; **as ... as ...** так же ... как; **as well** также
ask [ɑ:sk] *v* спрашивать; **to ~ for** спрашивать о чем-л.
aspect ['æspekt] *n* аспект, сторона
assembly [ə'semblɪ] *n* собрание
assistant [ə'sɪstənt] *n* помощник
associate [ə'səʊʃɪeɪt] *v* связывать, ассоциировать
astronaut ['æstrənɔ:t] *n* астронавт
astronomer [ə'strɒnəmə] *n* астроном
at [æt] *prep* 1) у, около 2) в *(определенный момент времени)*
ate [eɪt] *past от* **eat**
athlete ['æθli:t] *n* спортсмен
Athletics [æθ'letɪks] *n* атлетика
atmosphere ['ætməsfɪə] *n* обстановка, атмосфера
atom ['ætəm] *n* атом
atomic [ə'tɒmɪk] *a* атомный
attach [ə'tæʧ] *v* прикреплять, присоединять

attempt [ə'tempt] **1.** *n* попытка **2.** *v* пытаться, стараться
attend [ə'tend] *v* посещать
attention [ə'tenʃn] *n* внимание
attitude ['ætɪtju:d] *n* отношение (к чему-л.)
attract [ə'trækt] *v* привлекать
attraction [ə'trækʃn] *n* достопримечательность
attractive [ə'træktɪv] *a* привлекательный
audience ['ɔ:dɪəns] *n* публика, зрители
aunt [ɑ:nt] *n* тетя
author ['ɔ:θə] *n* автор
authority [ɔ:'θɒrətɪ] *n* власть
autobiographical [,ɔ:təbaɪəʊ'græfɪkl] *a* автобиографический
autobiography [,ɔ:təbaɪ'ɒgrəfɪ] *n* автобиография
autumn ['ɔ:təm] *n* осень
available [ə'veɪləbl] *a* доступный
avenue ['ævɪnju:] *n* улица, авеню
average ['ævərɪʤ] *a* средний; **on ~** в среднем
award [ə'wɔ:d] **1.** *n* награда **2.** *v* награждать
away [ə'weɪ] *adv* прочь
awful ['ɔ:fl] *a разг.* ужасный
awhile [ə'waɪl] *adv* на некоторое время, ненадолго

Bb

back [bæk] *adv* назад, обратно
background ['bækgraʊnd] *n* происхождение
backup ['bækʌp] *n* запас, резерв
bad [bæd] *a* **(worse, worst)** плохой, дурной, скверный
balance ['bæləns] *n* баланс
ballet ['bæleɪ] *n* балет
band [bænd] *n* оркестр
bank [bæŋk] *n* банк
banknote ['bæŋknəʊt] *n* банкнота, кредитный билет
ban [bæn] *v* запрещать
base [beɪs] *v* основывать (on, around)
basic ['beɪsɪk] *a* основной
basically ['beɪsɪklɪ] *adv* в основном
battle ['bætl] *n* битва
be [bi:] *v* **(was/were; been)** быть, находиться
bear [beə] *n* медведь
beat [bi:t] *v* **(beat; beaten)** быть лучше, превосходить
beautiful ['bju:tɪfl] *a* красивый
beautifully ['bju:tɪflɪ] *adv* красиво
beauty ['bju:tɪ] *n* красота
because [bɪ'kɒz] *cj* потому что, так как
become [bɪ'kʌm] *v* **(became; become)** делаться, становиться
bed [bed] *n* постель, кровать; **to go to ~** ложиться спать
bedroom ['bedrʊm] *n* спальня
beefsteak ['bi:fsteɪk] *n* бифштекс
before [bɪ'fɔ:] **1.** *adv* раньше, прежде **2.** *prep* перед
begin [bɪ'gɪn] *v* **(began; begun)** начинать(ся)
beginner [bɪ'gɪnə] *n* новичок; начинающий, неопытный человек
behave [bɪ'heɪv] *v* вести себя
behaviour [bɪ'heɪvjə] *n* поведение, манеры
behind [bɪ'haɪnd] *adv* сзади
Belgian ['belʤən] **1.** *a* бельгийский **2.** *n* бельгиец, бельгийка
believe [bɪ'li:v] *v* верить
belong [bɪ'lɒŋ] *v* принадлежать
below [bɪ'ləʊ] **1.** *adv* ниже, внизу **2.** *prep* ниже, под
benefit ['benɪfɪt] *n* выгода, польза
besides [bɪ'saɪdz] *adv* кроме того
best [best] *a* лучший
best-selling [,best'selɪŋ] *a* лучше всего продающийся
better ['betə] *a* лучше
between [bɪ'twi:n] *prep* между
big [bɪg] *a* большой
biography [baɪ'ɒgrəfɪ] *n* биография
biology [baɪ'ɒləʤɪ] *n* биология
birthday ['bɜ:θdeɪ] *n* день рождения
birthplace ['bɜ:θpleɪs] *n* место рождения, родина
bit [bɪt] *n* кусочек, частица; **a ~** немного

black [blæk] *a* черный
blame [bleɪm] *v* считать виновным
blank [blæŋk] *n* пустое, свободное место
block [blɒk] *n* квартал города
blond [blɒnd] **1.** *n* блондин **2.** *a (о человеке)* белокурый, светловолосый
blood [blʌd] *n* кровь
blouse [blaʊz] *n* блузка, кофточка
blue [bluː] *a* синий, голубой
blue-coat ['bluːkəʊt] *n* полицейский
blues [bluːz] *n* блюз
blurb [blɜːb] *n* рекламное объявление *(обычно на обложке книги)*
boarding school ['bɔːdɪŋ ˌskuːl] *n* пансион, закрытое учебное заведение; школа-интернат
boat [bəʊt] *n* лодка, небольшой корабль
body ['bɒdɪ] *n* тело
book [bʊk] *n* книга
bored [bɔːd] *a* скучающий
boring ['bɔːrɪŋ] *a* скучный
born [bɔːn] *p. p. от* **bear** (рождать); **to be ~** родиться
borrow ['bɒrəʊ] *v* заимствовать
both [bəʊθ] *pron* оба
brass [brɑːs] *n* медные духовые инструменты
brave [breɪv] *a* храбрый, смелый
bread [bred] *n* хлеб
break [breɪk] **1.** *n* перерыв **2.** *v* **(broke; broken)** ломать; **to ~ up** разбивать
breakthrough ['breɪkθruː] *n* прорыв *(в науке)*
bridge [brɪʤ] *n* мост
brief [briːf] *a* краткий, сжатый; **in ~** вкратце
bright [braɪt] *a* яркий
brilliant ['brɪlɪənt] *a* блестящий
brilliantly ['brɪlɪəntlɪ] *adv* ярко; блестяще
bring [brɪŋ] *v* **(brought)** приносить
Brit [brɪt] *n* британец
British ['brɪtɪʃ] *a* британский
Briton ['brɪtn] *n* 1) англичанин, британец, уроженец Великобритании 2) *ист.* бритт
broad [brɔːd] *a* просторный; широкий
broadcast ['brɔːdkɑːst] *v* передавать по радио/телевидению; вещать
brother ['brʌðə] *n* брат
build [bɪld] *v* **(built)** строить
building ['bɪldɪŋ] *n* здание
bullying ['bʊlɪɪŋ] *n* запугивание
burger ['bɜːgə] *n* гамбургер
bus [bʌs] *n* автобус
business ['bɪznɪs] *n* дело, коммерческая деятельность
businessman ['bɪznɪsmæn] *n* бизнесмен
busy ['bɪzɪ] *a* занятой
buy [baɪ] *v* **(bought)** покупать
by [baɪ] *prep* 1) *указывает на причину, источник передвижения* через, посредством, от 2) *указывает на автора* the book by Judy Blume

Cc

calendar ['kæləndə] *n* календарь
call [kɔːl] **1.** *n* звонок по телефону **2.** *v* (по)звать *(к себе)*, называть
calm [kɑːm] *a* спокойный, тихий, мирный
camera ['kæmrə] *n* фотоаппарат, камера
camp [kæmp] *n* лагерь
can [kæn] *v* **(could)** 1) мочь 2) уметь
Canadian [kə'neɪdɪən] *a* канадский
candy ['kændɪ] *n* леденцы
capital ['kæpɪtl] *n* столица
captain ['kæptɪn] *n* капитан
caption ['kæpʃn] *n* заголовок *(статьи, главы)*, подпись
car [kɑː] *n* автомобиль
care [keə] *v* заботиться (for, of, about)
career [kə'rɪə] *n* карьера
carefully ['keəflɪ] *adv* точно, аккуратно
carelessly ['keələslɪ] *adv* 1) небрежно 2) беззаботно
caring ['keərɪŋ] *a* 1) заботливый 2) заботящийся
carry ['kærɪ] *v* 1) перевозить 2) переносить
cartoon [kɑː'tuːn] *n* мультфильм
cash [kæʃ] *n* деньги

castle ['kɑ:sl] *n* замок
catch [kætʃ] *v* **(caught)** ловить
catchy ['kætʃɪ] *a разг.* легко запоминающийся
category ['kætəgrɪ] *n* категория; разряд; класс
cater ['keɪtə] *v* обслуживать
cathedral [kə'θi:drəl] *n* собор
cause [kɔ:z] **1.** *n* причина **2.** *v* быть причиной
CD [,si: 'di:] *n* компакт-диск
celebrate ['selɪbreɪt] *v* праздновать
celebrity [sə'lebrətɪ] *n* знаменитость
central ['sentrəl] *a* центральный
centre ['sentə] *n* центр, середина
century ['sentʃərɪ] *n* век
ceremony ['serɪmənɪ] *n* церемония
certain ['sɜ:tn] *a* 1) *attr* определенный; один, некий, некоторый 2) *predic* уверенный
certainly ['sɜ:tənlɪ] *adv* конечно, несомненно
certificate [sə'tɪfɪkət] *n* удостоверение, сертификат
challenge ['tʃælɪndʒ] *v* вызывать, бросать вызов
challenging ['tʃælɪndʒɪŋ] *a* 1) требующий внимания 2) трудный, но интересный
champion ['tʃæmpɪən] *n* чемпион
championship ['tʃæmpɪənʃɪp] *n* чемпионат
chance [tʃɑ:ns] *n* 1) случайность 2) шанс
change [tʃeɪndʒ] **1.** *n* изменение **2.** *v* менять(ся), изменять(ся)
channel ['tʃænl] *n физ.* полоса частот, радио- или телеканал
character ['kærɪktə] *n* 1) характер 2) тип, персонаж
characteristic [,kærəktə'rɪstɪk] *n* характерная черта
characterize ['kærəktəraɪz] *v* характеризовать
charity ['tʃærɪtɪ] *n* 1) милосердие 2) благотворительность
chart [tʃɑ:t] *n* таблица, схема; *разг.* список самых популярных *(песен, исполнителей)*
cheap [tʃi:p] *a* дешевый
check [tʃek] *v* проверять; **to ~ in** регистрировать
chemist ['kemɪst] *n* химик
chemistry ['kemɪstrɪ] *n* химия
chicken ['tʃɪkɪn] *n* цыпленок
child [tʃaɪld] *n* (*pl* **children**) ребенок
childhood ['tʃaɪldhʊd] *n* детство
children ['tʃɪldrən] *n* дети
Chinese [tʃaɪ'ni:z] *a* китайский
chocolate ['tʃɒklət] *n* шоколад
choice [tʃɔɪs] *n* выбор
choir [kwaɪə] *n* хор
choose [tʃu:z] *v* **(chose; chosen)** выбирать
choral ['kɔ:rəl] *a* хоровой
Christmas ['krɪsməs] *n* Рождество
church [tʃɜ:tʃ] *n* церковь
cigarette [,sɪgə'ret] *n* сигарета
cinema ['sɪnəmə] *n* кино
circle ['sɜ:kl] **1.** *n* круг **2.** *v* обводить
circus ['sɜ:kəs] *n* цирк
city ['sɪtɪ] *n* большой город
class [klɑ:s] *n* 1) класс 2) занятие
classic ['klæsɪk] *n* 1) классик 2) классическое произведение
classical ['klæsɪkl] *a* классический
classification [,klæsɪfɪ'keɪʃn] *n* классификация
classmate ['klɑ:smeɪt] *n* одноклассник
classroom ['klɑ:srʊm] *n* классная комната
clay [kleɪ] *n* глина
clean [kli:n] **1.** *a* чистый **2.** *v* убирать, чистить
clear [klɪə] *a* 1) ясный 2) прозрачный
clever ['klevə] *a* 1) умный 2) способный, одаренный
client ['klaɪənt] *n* клиент *(адвоката)*
clinical ['klɪnɪkl] *a* клинический
clock [klɒk] *n* часы *(стенные, настольные, башенные)*
close I [kləʊz] *v* закрывать
close II [kləʊs] *a* близкий
clothes [kləʊðz] *n* одежда
clothing ['kləʊðɪŋ] *n* одежда
clown [klaʊn] *n* клоун

club [klʌb] *n* клуб
coach [kəʊtʃ] *n* тренер
coast [kəʊst] *n* морской берег, побережье
coat [kəʊt] *n* пальто
coffee ['kɒfɪ] *n* кофе
coin [kɔɪn] *n* монета
cold [kəʊld] *a* холодный
collage [kɒ'lɑːʒ] *n* коллаж
collect [kə'lekt] *v* коллекционировать
collection [kə'lekʃən] *n* коллекция
college ['kɒlɪʤ] *n* колледж
colour ['kʌlə] *n* цвет
colourful ['kʌləfl] *a* красочный, яркий
column ['kɒləm] *n* столбик
combine [kəm'baɪn] *v* объединять(ся)
come [kʌm] *v* **(came; come)** приходить, следовать
comedian [kə'miːdɪən] *n* комик, комедийный актер
comedy ['kɒmədɪ] *n* комедия
comfortable ['kʌmftəbl] *a* удобный, комфортабельный, уютный
comic ['kɒmɪk] *a* комический, комедийный
comment ['kɒment] **1.** *n* комментарий **2.** *v* комментировать (on, upon)
commentary ['kɒməntrɪ] *n* комментарий
commercial [kə'mɜːʃl] **1.** *a* торговый, коммерческий **2.** *n разг.* радио- или телереклама
common ['kɒmən] *a* общий
communicate [kə'mjuːnɪkeɪt] *v* общаться
communication [kə,mjuːnɪ'keɪʃn] *n* общение
community [kə'mjuːnətɪ] *n* 1) община, общество 2) местность
company ['kʌmpənɪ] *n* 1) компания, общество 2) труппа
compare [kəm'peə] *v* 1) сравнивать (to) 2) сопоставлять
comparison [kəm'pærɪsn] *n* сравнение
compete [kəm'piːt] *v* участвовать в соревновании
competition [,kɒmpə'tɪʃn] *n* соревнование
competitor [kəm'petɪtə] *n* соперник, конкурент
complain [kəm'pleɪn] *v* 1) выражать недовольство 2) жаловаться
complete [kəm'pliːt] *v* заканчивать, завершать
completely [kəm'pliːtlɪ] *adv* совершенно, полностью
complex ['kɒmpleks] *a* 1) сложный, составной 2) трудный
complicated ['kɒmplɪkeɪtɪd] *a* запутанный, сложный
composer [kəm'pəʊzə] *n* композитор
composition [,kɒmpə'zɪʃn] *n* сочинение
comprehensive [,kɒmprɪ'hensɪv] *a*: **a ~ school** общеобразовательная школа
compulsory [kəm'pʌlsərɪ] *a* обязательный
computer [kəm'pjuːtə] *n* компьютер
concert ['kɒnsət] *n* концерт
concerto [kən'ʧeətəʊ] *n* концерт *(музыкальное произведение)*
conclusion [kən'kluːʒn] *n* заключение
conduct [kən'dʌkt] *v* дирижировать
conductor [kən'dʌktə] *n* дирижер
conference ['kɒnfərəns] *n* конференция, совещание
confidence ['kɒnfɪdəns] *n* уверенность
confident ['kɒnfɪdənt] *a* уверенный в себе
conflict ['kɒnflɪkt] *n* конфликт
congratulation [kən,grætʃʊ'leɪʃn] *n* поздравление
connect [kə'nekt] *v* соединять(ся), связывать(ся)
conservatory [kən'sɜːvətrɪ] *n обыкн. амер.* консерватория
consider [kən'sɪdə] *v* 1) обдумывать, обсуждать 2) полагать
constant ['kɒnstənt] *a* постоянный, непрерывный
construction [kən'strʌkʃn] *n* строительство
consult [kən'sʌlt] *v* 1) советоваться 2) справляться
consumer [kən'sjuːmə] *n* потребитель
contact ['kɒntækt] *n* соприкосновение, контакт
contain [kən'teɪn] *v* содержать в себе

contemporary [kən'tempərərɪ] **1.** *n* современник **2.** *a* современный
content ['kɒntent] *n* содержание
contest ['kɒntest] *n* конкурс
contestant [kən'testənt] *n* участник конкурса
context ['kɒntekst] *n* контекст
continue [kən'tɪnju:] *v* продолжать(ся)
contrast ['kɒntrɑ:st] *n* противоположность; контраст
contribution [,kɒntrɪ'bju:ʃn] *n* вклад *(денежный, научный и т. п.)*
control [kən'trəʊl] **1.** *n* управление, контроль **2.** *v* управлять, контролировать
conversation [,kɒnvə'seɪʃn] *n* разговор, беседа
convince [kən'vɪns] *v* убеждать, уверять
convincing [kən'vɪnsɪŋ] *a* убедительный
cook [kʊk] **1.** *n* повар **2.** *v* приготовлять пищу
cookery ['kʊkərɪ] *n* кулинария
cool [ku:l] *a* 1) прохладный, свежий 2) *разг.* классный
co-operative [kəʊ'ɒprətɪv] *a* совместный, объединенный
cop [kɒp] *n разг.* полицейский
cope [kəʊp] *v* справиться
corner ['kɔ:nə] *n* угол
corporation [,kɔ:pə'reɪʃn] *n* 1) объединение 2) корпорация
correct [kə'rekt] **1.** *a* правильный, точный **2.** *v* исправлять
corresponding [,kɒrɪ'spɒndɪŋ] *a* 1) соответствующий 2) подобный
cost [kɒst] **1.** *n* цена, стоимость **2.** *v* **(cost)** стоить
could [kʊd] *past от* **can**
council ['kaʊnsl] *n* совет
counsellor ['kaʊnslə] *n* советник *(посольства)*
counter-argument ['kaʊntə,ɑ:gjəmənt] *n* контраргумент
country ['kʌntrɪ] *n* страна, край
course [kɔ:s] *n* курс; **of ~** конечно
court [kɔ:t] *n* суд
cousin ['kʌzn] *n* двоюродный(ая) брат (сестра)
cover ['kʌvə] **1.** *n* обложка **2.** *v* охватывать, давать материал, отчет *(для прессы)*
coverage ['kʌvrɪʤ] *n* репортаж, освещение событий
crater ['kreɪtə] *n* кратер
crazy ['kreɪzɪ] *a* сумасшедший, *разг.* помешанный на чем-л.
cream [kri:m] *n* сливки, крем
cream-coloured [,kri:m'kʌləd] *a* кремового цвета
create [krɪ'eɪt] *v* творить, создавать
creative [krɪ'eɪtɪv] *a* творческий, созидательный
crime [kraɪm] *n* преступление
critic ['krɪtɪk] *n* критик
criticize ['krɪtɪsaɪz] *v* 1) критиковать 2) осуждать
cry [kraɪ] *v* кричать
cultural ['kʌltʃərəl] *a* культурный
culture ['kʌltʃə] *n* культура
curriculum [kə'rɪkjələm] *n* (*pl* **-la**) 1) учебный план 2) расписание
custom ['kʌstəm] *n* обычай
customize ['kʌstəmaɪz] *v* 1) выполнять по индивидуальному заказу 2) переделывать, украшать
cute [kju:t] *a* 1) *разг.* привлекательный 2) умный, сообразительный

Dd

dad [dæd] *n* папа
daily ['deɪlɪ] **1.** *n* ежедневная газета **2.** *a* ежедневный
dance [dɑ:ns] **1.** *n* танец **2.** *v* танцевать
danger ['deɪnʤə] *n* 1) опасность 2) угроза
dangerous ['deɪnʤərəs] *a* опасный
dark [dɑ:k] *a* темный
date [deɪt] *n* 1) дата, число; 2) срок, период; **up-to- ~** современный
daughter ['dɔ:tə] *n* дочь
day [deɪ] *n* день, сутки
day-long ['deɪlɒŋ] *a* продолжающийся весь день
day-to-day [,deɪtə'deɪ] *a* повседневный
deaf [def] *a* глухой
deal [di:l] *v* **(dealt)** заниматься (чем-л.)

dear [dɪə] *a* дорогой
death [deθ] *n* смерть
debate [dɪ'beɪt] *v* спорить
decide [dɪ'saɪd] *v* решать, принимать решение
decision [dɪ'sɪʒn] *n* решение
deer [dɪə] *n (pl без измен.) зоол.* олень
definitely ['definətlɪ] *adv* определенно, ясно, несомненно
degree [dɪ'gri:] *n* степень
delicious [dɪ'lɪʃəs] *a* 1) восхитительный 2) очень вкусный
deliver [dɪ'lɪvə] *v* доставлять *(почту, товары)*
democratic [,demə'krætɪk] *a* демократический, демократичный
dentist ['dentɪst] *n* зубной врач, дантист
department [dɪ'pa:tmənt] *n* отдел, отделение
depend [dɪ'pend] *v* зависеть (on, upon — от чего-л., кого-л.)
dependence [dɪ'pendəns] *n* зависимость
dependent [dɪ'pendənt] *a* зависимый
depressed [dɪ'prest] *a* угнетенный, унылый
depressing [dɪ'presɪŋ] *a* гнетущий, унылый
describe [dɪ'skraɪb] *v* описывать, изображать
descriptive [dɪ'skrɪptɪv] *a* описательный; изобразительный; ~ **style** богатый описанием
design [dɪ'zaɪn] **1.** *n* проект, план, набросок **2.** *v* рисовать, изображать
designer [dɪ'zaɪnə] *n* проектировщик, конструктор
desk [desk] *n* письменный стол, парта
despair [dɪ'speə] *n* отчаяние; **in** ~ в отчаянии
destination [,destɪ'neɪʃn] *n* место назначения
destroy [dɪ'strɔɪ] *v* уничтожать, разрушать
detail ['di:teɪl] *n* подробность, деталь
detailed ['di:teɪld] *a* детальный, подробный
detective [dɪ'tektɪv] **1.** *n* сыщик, детектив **2.** *a* детективный
develop [dɪ'veləp] *v* развивать(ся), совершенствовать
development [dɪ'veləpmənt] *n* развитие
dialogue ['daɪəlɒg] *n* диалог
dictate [dɪk'teɪt] *v* диктовать
dictionary ['dɪkʃənrɪ] *n* словарь
die [daɪ] *v* умирать (of, from — от чего-л.; for — за что-л.)
differ ['dɪfə] *v* различаться, отличаться
difference ['dɪfrəns] *n* разница, различие
different ['dɪfrənt] *a* 1) другой 2) разный, различный
difficult ['dɪfɪkəlt] *a* трудный, тяжелый
dinner ['dɪnə] *n* обед
diploma [dɪ'pləʊmə] *n* диплом; свидетельство, аттестат
diplomacy [dɪ'pləʊməsɪ] *n* дипломатия
direct [dɪ'rekt] **1.** *a* прямой **2.** *v* руководить
director [dɪ'rektə] *n* директор
disabled [dɪs'eɪbld] *a* нетрудоспособный
disadvantage [,dɪsəd'va:ntɪʤ] *n* невыгода, неудобство
disagree [,dɪsə'gri:] *v* расходиться во мнениях; не соглашаться
disappear [,dɪsə'pɪə] *v* исчезать, пропадать, скрываться
discipline ['dɪsəplɪn] *n* дисциплина
discover [dɪs'kʌvə] *v* открывать, делать открытие
discovery [dɪs'kʌvərɪ] *n* открытие
discuss [dɪ'skʌs] *v* обсуждать
discussion [dɪ'skʌʃn] *n* 1) обсуждение 2) дискуссия
dislike [dɪs'laɪk] *v* не любить
district ['dɪstrɪkt] *n* округ, район
divide [dɪ'vaɪd] *v* делить(ся); разделять(ся)
DJ [,di: 'ʤeɪ] *n* (*сокр. от* **disc jockey**) ди-джей *(представляет популярную музыку на радио, дискотеках)*
do [du:] *v* **(did; done)** делать
doctor ['dɒktə] *n* врач, доктор
document ['dɒkjəmənt] *n* документ

documentary [ˌdɒkjəˈmentərɪ] *n* документальный фильм

dodo [ˈdəʊdəʊ] *n* дронт *(вымершая птица отряда голубеобразных, обитавшая на островах Индийского океана и истребленная в XVII—XVIII вв. завезенными туда свиньями)*

doe [dəʊ] *n* самка *(оленя)*

dome [dəʊm] *n* купол, свод

donate [dəʊˈneɪt] *v* дарить, жертвовать

door [dɔː] *n* дверь

dor [dɔː] *n* жук-навозник

double [ˈdʌbl] *v* удваивать(ся)

doubt [daʊt] *n* сомнение; **no ~** несомненно, вне сомнения

down [daʊn] **1.** *adv* вниз; внизу **2.** *prep* вниз; по

downstairs [ˌdaʊnˈsteəz] *adv* внизу, в нижнем этаже

dragon [ˈdrægən] *n* дракон

drama [ˈdrɑːmə] *n* драма

draw [drɔː] *v* **(drew; drawn)** рисовать

drawing [ˈdrɔːɪŋ] *n* 1) рисунок 2) рисование *(учебный предмет)*

dream [driːm] *n* мечта

dress [dres] **1.** *n* платье, одежда **2.** *v* одевать(ся)

drink [drɪŋk] **1.** *n* питье, напиток **2.** *v* **(drank; drunk)** пить, выпить

drive [draɪv] *v* **(drove; driven)** 1) вести *(автомобиль)* 2) ехать *(в автомобиле)*

drop [drɒp] *n* капелька

duckling [ˈdʌklɪŋ] *n* утенок

duel [ˈdjuːəl] *n* дуэль, поединок

duration [djʊəˈreɪʃn] *n* продолжительность

during [ˈdjʊərɪŋ] *prep* в течение, во время

DVD [ˌdiːviːˈdiː] *n* (*сокр. от* **digital video**) 1) DVD-диск 2) DVD-формат

Ee

each [iːtʃ] *pron* каждый; **~ other** друг друга

eager [ˈiːgə] *a*: **to be ~ to** гореть желанием

early [ˈɜːlɪ] **1.** *a* ранний **2.** *adv* рано

earn [ɜːn] *v* зарабатывать

earth [ɜːθ] *n* земля; земной шар

easily [ˈiːzɪlɪ] *adv* легко, нетрудно

east [iːst] **1.** *n* восток **2.** *a* восточный

Easter [ˈiːstə] *n* Пасха

eastern [ˈiːstən] *a* восточный

easy [ˈiːzɪ] *a* легкий, нетрудный

eat [iːt] *v* **(ate; eaten)** есть

economic [ˌiːkəˈnɒmɪk] *a* экономический

economy [ɪˈkɒnəmɪ] *n* экономика

edition [ɪˈdɪʃn] *n* 1) издание, публикация 2) тираж *(книги, газеты)*

educate [ˈedʒʊkeɪt] *v* образовывать

education [ˌedʒʊˈkeɪʃn] *n* воспитание; образование, обучение

educational [ˌedʒʊˈkeɪʃnəl] *a* образовательный; воспитательный; учебный

effective [ɪˈfektɪv] *a* действительный, эффективный

effectively [ɪˈfektɪvlɪ] *adv* действенно; эффективно

efficient [ɪˈfɪʃənt] *a* эффективный

either [ˈaɪðə] *pron indef как сущ.* один из двух, оба, и тот и другой; *как прил.* каждый, любой *(из двух)*

elder [ˈeldə] *a* старший

electrical [ɪˈlektrɪkl] *a* электрический *(относящийся к электричеству)*

electricity [ˌelɪkˈtrɪsətɪ] *n* электричество

electronic [ˌelekˈtrɒnɪk] *a* электронный

element [ˈelɪmənt] *n хим.* элемент

elementary [ˈelɪməntərɪ] *a* элементарный; **~ school** начальная школа

elf [elf] *n* (*pl* **elves**) *миф.* эльф

eliminate [ɪˈlɪmɪneɪt] *v* устранять, исключать

elimination [ɪˌlɪmɪˈneɪʃn] *n* исключение, удаление

else [els] *adv* еще, кроме

e-mail [ˈiːmeɪl] = **electronic mail** электронная почта

embarrassment [ɪmˈbærəsmənt] *n* замешательство, смущение

emigrate [ˈemɪgreɪt] *v* эмигрировать, переселяться *(из своего отечества в другую страну)*

emotional [ɪ'məʊʃnəl] *a* эмоциональный, волнующий

employee [ɪm'plɔɪi:] *n* служащий; работающий по найму

employer [ɪm'plɔɪə] *n* наниматель, работодатель *(человек или организация)*

employment [ɪm'plɔɪmənt] *n* 1) служба; занятие; работа *(по найму)* 2) занятость

encourage [ɪn'kʌrɪʤ] *v* 1) ободрять 2) поощрять, поддерживать

encyclopedic [ɪn,saɪklə'pi:dɪk] *a* энциклопедический, многосторонний

end [end] **1.** *n* конец, окончание **2.** *v* заканчиваться

ending ['endɪŋ] *n* окончание

energetic [,enə'ʤetɪk] *a* энергичный

energy ['enəʤɪ] *n* энергия

engineer [,enʤɪ'nɪə] *n* инженер

engineering [,enʤɪ'nɪərɪŋ] *a* технический, инженерный

enjoy [ɪn'ʤɔɪ] *v* получать удовольствие

enjoyable [ɪn'ʤɔɪəbl] *a* приятный, доставляющий удовольствие

enlarge [ɪn'lɑ:ʤ] *v* увеличивать, расширять; усиливать

enormous [ɪ'nɔ:məs] *a* огромный

enough [ɪ'nʌf] **1.** *a* достаточный **2.** *adv* достаточно, довольно

enter ['entə] *v* 1) входить 2) поступать *(в учебное заведение)* 3) вступать

entertain [,entə'teɪn] *v* развлекать, принимать *(гостей)*

entertaining [,entə'teɪnɪŋ] *a* развлекательный

entertainment [,entə'teɪnmənt] *n* развлечение, увеселение

entire [ɪn'taɪə] *a* полный, целый, весь

entrance ['entrəns] *n* 1) вход 2) вступление; ~ **examination** вступительный экзамен

environment [ɪn'vaɪərənmənt] *n* окружающая среда, окружение

environmental [ɪn,vaɪərən'mentl] *a* относящийся к окружающей среде

episode ['epɪsəʊd] *n* серия *(телефильма, радиопостановки и т. п.)*

equally ['i:kwəlɪ] *adv* 1) равно, в равной степени 2) поровну

equivalent [ɪ'kwɪvələnt] *n* эквивалент

especially [ɪ'speʃlɪ] *adv* особенно, специально

etc. [ɪt'setrə] и т. д., и т. п.

European [,jʊərə'pi:ən] *a* европейский

even ['i:vn] *adv* даже

evening ['i:vnɪŋ] *n* вечер

event [ɪ'vent] *n* событие

ever ['evə] *adv* когда-либо

every ['evrɪ] *pron indef* каждый

everybody ['evrɪ,bɒdɪ] *pron indef* каждый *(человек)*

everyday ['evrɪdeɪ] *a* ежедневный

everyone ['evrɪwʌn] = **everybody**

everything ['evrɪθɪŋ] *adv* всё

everywhere ['evrɪweə] *adv* везде

evil ['i:vl] *n* зло

exact [ɪg'zækt] *a* точный

exactly [ɪg'zæktlɪ] *adv* точно, как раз

exam [ɪg'zæm] *n разг.* (*сокр. от* **examination**) экзамен

examination [ɪg,zæmɪ'neɪʃn] *n* экзамен

examine [ɪg'zæmɪn] *v* 1) обследовать, проверять 2) экзаменовать

example [ɪg'zɑ:mpl] *n* пример; **for** ~ например

excellent ['eksələnt] *a* превосходный, великолепный, отличный

except [ɪk'sept] *prep* кроме

exchange [ɪks'ʧeɪnʤ] *v* 1) обменивать 2) менять(ся)

excited [ɪk'saɪtɪd] *a* взволнованный, возбужденный

excitement [ɪk'saɪtmənt] *n* волнение, возбуждение

exciting [ɪk'saɪtɪŋ] *a* увлекательный, волнующий

excursion [ɪk'skɜ:ʃn] *n* экскурсия

exercise ['eksəsaɪz] *n* упражнение; тренировка

exhibit [ɪg'zɪbɪt] *v* 1) показывать 2) выставлять

exhibition [,eksɪ'bɪʃn] *n* выставка

expand [ɪk'spænd] *v* расширяться; увеличиваться в объеме

expect [ɪk'spekt] *v* 1) ожидать 2) рассчитывать, надеяться

expensive [ɪk'spensɪv] *a* дорогой, дорогостоящий

experience [ɪk'spɪərɪəns] *n* 1) опыт 2) случай

expert ['ekspɜ:t] *n* специалист

explain [ɪk'spleɪn] *v* объяснять

exploration [,eksplə'reɪʃn] *n* изучение, исследование

explore [ɪk'splɔ:] *v* исследовать, изучать

explorer [ɪk'splɔ:rə] *n* исследователь *(страны, географического района)*

export [ɪk'spɔ:t] *v* экспортировать, вывозить *(товары)*

exporter [ɪk'spɔ:tə] *n* экспортер

express [ɪk'spres] *v* выражать

expression [ɪk'spreʃn] *n* выражение

extent [ɪk'stent] *n* степень; **to some** (*or* **a certain**) ~ до некоторой степени

extra ['ekstrə] *a* дополнительный

extract ['ekstrækt] *n* отрывок

extracurricular [,ekstrəkə'rɪkjələ] *a* внепрограммный; необязательный, факультативный

extraordinary [ɪk'strɔ:dnərɪ] *a* 1) необычайный 2) чрезвычайный

extremely [ɪk'stri:mlɪ] *adv* крайне, чрезвычайно

eye [aɪ] *n* глаз

Ff

fab [fæb] *a разг.* (*сокр. от* **fabulous**) потрясающий; изумительный

fabulous ['fæbjələs] *a* невероятный, неправдоподобный

face [feɪs] **1.** *n* лицо **2.** *v* сталкиваться (с чем-л.)

facedown ['feɪsdaʊn] *adv* лицом вниз, лицевой стороной вниз

facility [fə'sɪlətɪ] *n* 1) *(обыкн. pl)* возможности, благоприятные условия 2) оборудование

fact [fækt] *n* факт, событие

factory ['fæktərɪ] *n* фабрика, завод

fail [feɪl] *v* потерпеть неудачу; не иметь успеха

fairy ['feərɪ] *a* волшебный, сказочный

fall [fɔ:l] **1.** *n AE* осень **2.** *v* **(fell; fallen)** падать, понижаться; **to ~ in love** влюбиться

false [fɔ:ls] *a* ложный, неверный

family ['fæmlɪ] *n* семья

famine ['fæmɪn] *n* голод *(стихийное бедствие)*

famous ['feɪməs] *a* знаменитый, известный; **~ for** знаменитый чем-л.

fan [fæn] *n разг.* болельщик, фанат

fantastic [fæn'tæstɪk] *a* фантастический

fantasy ['fæntəsɪ] *n* 1) воображение, фантазия 2) фэнтези *(литературный стиль)*

far [fɑ:] **1.** *a* дальний, далекий **2.** *adv* гораздо, намного

farm [fɑ:m] *n* ферма

fashion ['fæʃn] *n* стиль, мода

fast [fɑ:st] *a* быстрый

father ['fɑ:ðə] *n* отец

favour ['feɪvə] *n* одолжение, любезность; **in ~ of** в пользу кого-л.

favourite ['feɪvərɪt] **1.** *a* любимый **2.** *n* любимая вещь

fear [fɪə] **1.** *n* страх, боязнь **2.** *v* бояться

feature ['fi:tʃə] **1.** *n* 1) особенность, характерная черта 2) большая (газетная) статья **2.** *attr:* **a ~ film** художественный фильм

feel [fi:l] *v* **(felt)** чувствовать

feeling ['fi:lɪŋ] *n* чувство

female ['fi:meɪl] *a* женского пола, женский

festival ['festəvəl] *n* фестиваль

few [fju:] *a* мало, немного, несколько (*тж.* **a ~**)

fiction ['fɪkʃn] *n* 1) художественная литература 2) вымысел

field [fi:ld] *n* 1) поле 2) область, сфера, поле деятельности

fight [faɪt] **1.** *n* драка, борьба **2.** *v* **(fought)** драться, сражаться

figure ['fɪgə] *n* 1) фигура *(человека)* 2) *pl* цифровые данные, количественные данные

fill [fɪl] *v* наполнять(ся), заполнять(ся); **to ~ in** заполнять

film [fɪlm] **1.** *n* фильм; кино **2.** *v* снимать кино

final ['faɪnl] *a* завершающий, заключительный, конечный

finally ['faɪnlɪ] *adv* в конце, в заключение

financial [faɪ'nænʃl] *a* финансовый

financially [faɪ'nænʃlɪ] *adv* с финансовой точки зрения

find [faɪnd] *v* **(found)** находить; **to ~ out** узнать, разузнать, выяснить

fine [faɪn] *a* прекрасный

finish ['fɪnɪʃ] **1.** *n* конец, окончание **2.** *v* кончать(ся), заканчивать(ся)

fire ['faɪə] *n* 1) огонь, пламя 2) пожар

firm [fɜ:m] *n* фирма

first [fɜ:st] **1.** *num ord* первый **2.** *adv* сперва, сначала

firstly ['fɜ:stlɪ] *adv* во-первых

fit [fɪt] *v*: **to ~ in** подходить, соответствовать

flat [flæt] *n* квартира

flavour ['fleɪvə] *n* 1) аромат 2) особенность

flexible ['fleksɪbl] *a* гибкий

flight [flaɪt] *n* полет

floor [flɔ:] *n* 1) пол 2) этаж

fluent ['flu:ənt] *a* гладкий; плавный; беглый *(о речи)*

fluently ['flu:əntlɪ] *adv* бегло *(о речи)*

fly [flaɪ] **1.** *n* полет **2.** *v* **(flew; flown)** летать, пролетать

folk [fəʊk] *n (употр. во мн. ч.)* 1) люди 2) *attr* народный

follow ['fɒləʊ] *v* придерживаться, следовать (чему-л.)

following ['fɒləʊɪŋ] *a* следующий, последующий

food [fu:d] *n* пища, еда

footwear ['fʊtweə] *n* обувь

for [fɔ:] *prep* 1) для 2) за 3) на *(определенное время)*

forecast ['fɔ:kɑ:st] *v* **(forecast; forecasted** [-ɪd]**)** предвидеть, предсказывать

foreign ['fɒrɪn] *a* иностранный

foreigner ['fɒrɪnə] *n* иностранец, иностранка

forest ['fɒrɪst] *n* 1) лес 2) *attr* лесной

forever [fə'revə] *adv* навсегда, навеки

forget [fə'get] *v* **(forgot; forgotten)** забывать

form [fɔ:m] **1.** *n* 1) форма 2) класс *(в школе)* **2.** *v* формировать

formal ['fɔ:ml] *a* формальный

format ['fɔ:mæt] *n* формат, форма, вид *(телевизионной программы, музыкальной записи, кинофильма)*

former ['fɔ:mə] *a* бывший, давний

forward ['fɔ:wəd] *adv* вперед, дальше

foul [faʊl] *a* грязный, отвратительный

found [faʊnd] *v* основывать, учреждать

founder ['faʊndə] *n* основатель, учредитель

free [fri:] *a* 1) свободный 2) бесплатный

freedom ['fri:dəm] *n* свобода

French [frentʃ] *a* французский

friend [frend] *n* друг

friendly ['frendlɪ] *a* дружелюбный

frightened ['fraɪtənd] *a* испуганный

frightening ['fraɪtnɪŋ] *a* пугающий

from [frɒm] *prep* от, из, с

front [frʌnt] *n* перед, передняя сторона; **in ~ of** напротив

full [fʊl] *a* полный, целый; **in ~** полностью, в полной мере

fun [fʌn] *n* веселье, забава, шутка

function ['fʌŋkʃn] *n* функция, назначение

fundraising ['fʌnd,reɪzɪŋ] *n* сбор денег *(на благотворительные нужды)*

funny ['fʌnɪ] *a* смешной, забавный

further ['fɜ:ðə] **1.** *a* 1) *сравн. ст. от* **far** 2) дальнейший; добавочный; **~ education** дальнейшее образование *(исключая университетское)* **2.** *adv* дальше; далее

future ['fju:tʃə] **1.** *n* будущее **2.** *a* будущий

Gg

gallery ['gælərɪ] *n* галерея

game [geɪm] *n* игра

gap [gæp] *n* промежуток, интервал
garden ['gɑ:dn] *n* сад; *pl* парк
gardening ['gɑ:dnɪŋ] *n* садоводство
gather ['gæðə] *v* собирать(ся)
general ['ʤenrəl] *a* 1) общий 2) обычный
generally ['ʤenrəlɪ] *adv* обычно, как правило
genre ['ʒɒnrə] *n* 1) жанр, манера 2) литературный стиль
gentleman ['ʤentlmən] *n* (*pl* **-men**) джентльмен, хорошо воспитанный и порядочный человек
geographical [,ʤi:əʊ'græfɪkl] *a* географический
geography [ʤɪ'ɒgrəfɪ] *n* география
German ['ʤɜ:mən] *n* немецкий язык
get [get] *v* **(got)** получать; **to ~ on** преуспевать, делать успехи; **to ~ on with** ладить; **to ~ up** вставать
ghost [gəʊst] *n* привидение, призрак
gift [gɪft] *n* подарок
girl [gɜ:l] *n* девочка, девушка
give [gɪv] *v* **(gave; given)** давать
glad [glæd] *a* 1) *predic* довольный 2) радостный
glass [glɑ:s] *n* стекло
global ['gləʊbl] *a* 1) мировой, всемирный 2) всеобщий
go [gəʊ] *v* **(went; gone)** идти, ходить; **to ~ on** продолжать; **to ~ on to** перейти к (следующему); **to ~ away** уходить; **to ~ into** упоминать, вдаваться; **to ~ on-line** выходить в Интернет
goal [gəʊl] *n* цель, задача
gold [gəʊld] *a* золотой
good [gʊd] *a* хороший
goods [gʊdz] *n pl* товар, товары
gossip ['gɒsɪp] *n* болтовня, сплетни, слухи
government ['gʌvnmənt] *n* правительство
grade [greɪd] *n* 1) *AE* класс 2) отметка, оценка
graduate 1. *n* ['grædʒʊət] выпускник *(окончивший высшее учебное заведение)* **2.** *v* ['grædjʊeɪt] окончить высшее учебное заведение
graphics ['græfɪks] *n* графика, иллюстративный материал
great [greɪt] *a* 1) большой 2) *разг.* великолепный
greatly ['greɪtlɪ] *adv* очень; значительно, весьма
great-uncle [,greɪt'ʌŋkl] *n* брат дедушки *или* бабушки
group [gru:p] *n* группа
grow [grəʊ] *v* **(grew; grown)** расти, произрастать; **to ~ up** становиться взрослым
guess [ges] *v* 1) угадать, отгадать 2) *AE* **I ~** я думаю
guest [gest] *n* гость, гостья
guide [gaɪd] *n* 1) экскурсовод 2) путеводитель, справочник
guitarist [gɪ'tɑ:rɪst] *n* гитарист
gym [ʤɪm] *n разг. сокр. от* **gymnasium** *или* **gymnastics**
gymnasium [ʤɪm'neɪzɪəm] *n* 1) гимнастический зал 2) гимназия

Hh

habit ['hæbɪt] *n* привычка, обыкновение; обычай
hair [heə] *n* волос, волосы, волосок
half [hɑ:f] *n* (*pl* **halves**) половина
hall [hɔ:l] *n* зал
hand [hænd] *n* рука; **on the one ~ ... on the other ~** с одной стороны ... с другой стороны
happen ['hæpən] *v* случаться, происходить
happening ['hæpənɪŋ] *n* событие
happy ['hæpɪ] *a* счастливый, довольный
hard [hɑ:d] **1.** *a* 1) твердый, жесткий 2) тяжелый **2.** *adv* усердно, упорно
hard-working [,hɑ:d'wɜ:kɪŋ] *a* трудолюбивый
hate [heɪt] *v* ненавидеть
haunt [hɔ:nt] *v* часто посещать, появляться, обитать
have [hæv] *v* **(had)** иметь
head [hed] *n* 1) голова 2) руководитель

heading ['hedɪŋ] *n* заглавие, заголовок
headline ['hedlaɪn] *n* заголовок
health [helθ] *n* здоровье
healthy ['helθɪ] *a* 1) здоровый 2) полезный для здоровья
hear [hɪə] *v* **(heard)** 1) слышать 2) слушать
heart [hɑ:t] *n* сердце
heavy ['hevɪ] *a* тяжелый
help [help] **1.** *n* помощь **2.** *v* помогать
helpful ['helpfl] *a* готовый прийти на помощь
here [hɪə] *adv* здесь, тут
hero ['hɪərəʊ] *n* герой
hide [haɪd] *v* **(hid; hid, hidden)** прятать(ся), скрывать(ся)
high [haɪ] **1.** *a* 1) высокий 2) высший, главный **2.** *adv* высоко
highlight ['haɪlaɪt] *n* самое главное событие
highlighted ['haɪlaɪtɪd] *a зд.* выделенный
highly ['haɪlɪ] *adv* очень, весьма, чрезвычайно, сильно
high-school ['haɪ,sku:l] *n AE* средняя школа
hill [hɪl] *n* холм, возвышение
Hindi ['hɪndi:] *n* язык хинди
hint [hɪnt] *n* 1) намек 2) совет
historic [hɪ'stɒrɪk] *a* исторический; имеющий историческое значение
historical [hɪ'stɒrɪkl] *a* исторический; относящийся к истории
history ['hɪstərɪ] *n* история
hobby ['hɒbɪ] *n* увлечение
hold [həʊld] *v* **(held)** 1) держать 2) проводить
holiday ['hɒlədeɪ] *n* 1) праздник 2) *pl* каникулы
holidaymaker ['hɒlədɪ,meɪkə] *n* 1) отпускник; отдыхающий 2) турист
home [həʊm] *n* дом; **at ~** дома
homeless ['həʊmləs] *a* бездомный
hometown ['həʊmtaʊn] *n* город, в котором живешь
honest ['ɒnɪst] *a* 1) честный 2) правдивый
honour ['ɒnə] **1.** *n* **(*AE* honor)** честь, слава **2.** *v* почитать, чтить
hope [həʊp] *v* надеяться
horror ['hɒrə] *n* ужас; *attr* **a ~ film** фильм ужасов
hospitable [hɒ'spɪtəbl] *a* гостеприимный, радушный
hospital ['hɒspɪtl] *n* больница
host [həʊst] **1.** *n* радио-/телеведущий **2.** *v* вести программу
hotel [həʊ'tel] *n* гостиница
hour ['aʊə] *n* час
house [haʊs] **1.** *n* дом, здание, жилище **2.** *v* помещать(ся), вмещать(ся)
how [haʊ] *adv* как, каким образом
however [haʊ'evə] *conj* однако, тем не менее, несмотря на
huge [hju:ʤ] *a* огромный
human ['hju:mən] *a* человеческий, человечий
humorous ['hju:mrəs] *a* забавный, юмористический
humour ['hju:mə] *n* юмор
hundred ['hʌndrəd] *num* сто
hurry ['hʌrɪ] *v* торопиться
hurt [hɜ:t] *v* **(hurt)** 1) причинить боль 2) обижать, делать больно

Ii

idea [aɪ'dɪə] *n* идея; мысль
idol ['aɪdl] *n* 1) идол 2) кумир
if [ɪf] *cj* если
ignore [ɪg'nɔ:] *v* игнорировать
illustrate ['ɪləstreɪt] *v* иллюстрировать
illustration [,ɪlə'streɪʃn] *n* иллюстрация
image ['ɪmɪʤ] *n* образ
imaginary [ɪ'mæʤɪnrɪ] *a* воображаемый
imagination [ɪ,mæʤɪ'neɪʃn] *n* воображение
imaginative [ɪ'mæʤɪnətɪv] *a* 1) одаренный богатым воображением 2) образный, художественный
imagine [ɪ'mæʤɪn] *v* представлять себе; воображать
immunize ['ɪmjənaɪz] *v* делать прививку
importance [ɪm'pɔ:təns] *n* важность, значительность

important [ɪm'pɔ:tənt] *a* важный, значительный

impress [ɪm'pres] *v* производить впечатление, поражать

impression [ɪm'preʃn] *n* впечатление

impressionist [ɪm'preʃnɪst] *n* импрессионист

impressive [ɪm'presɪv] *a* производящий глубокое впечатление; впечатляющий

improve [ɪm'pru:v] *v* улучшать(ся)

in [ɪn] *prep* в(о), на, у

include [ɪn'klu:d] *v* 1) заключать, содержать в себе 2) включать

indeed [ɪn'di:d] *adv* в самом деле, действительно

independence [,ɪndɪ'pendəns] *n* независимость

independent [,ɪndɪ'pendənt] *a* независимый, самостоятельный

individuality [,ɪndɪ,vɪʤʊ'ælətɪ] *n* индивидуальность

industrial [ɪn'dʌstrɪəl] *a* 1) промышленный 2) производственный

influence ['ɪnflʊəns] *v* (по)влиять, (воз)действовать

influential [,ɪnflʊ'enʃl] *a* влиятельный, важный

info ['ɪnfəʊ] *n разг.* данные, информация

inform [ɪn'fɔ:m] *v* сообщать, информировать

information [,ɪnfə'meɪʃn] *n* информация, сообщение

informative [ɪn'fɔ:mətɪv] *a* информационный, информирующий

initiative [ɪ'nɪʃətɪv] *a* инициативный, предприимчивый

inspire [ɪn'spaɪə] *v* вдохновлять, воодушевлять

instead [ɪn'sted] *adv* вместо

institute ['ɪnstɪtju:t] *n* институт

institution [,ɪnstɪ'tju:ʃn] *n* 1) учреждение 2) учебное заведение

instruction [ɪn'strʌkʃn] *n* инструкция

instrument ['ɪnstrəmənt] *n* инструмент

intellectual [,ɪntə'lektjʊəl] *a* интеллектуальный

intensive [ɪn'tensɪv] *a* интенсивный, напряженный

interactive [,ɪntər'æktɪv] *a* 1) взаимодействующий 2) интерактивный

interest ['ɪntrəst] *n* интерес

interested ['ɪntrəstɪd] *a* заинтересованный, интересующийся

interesting ['ɪntrəstɪŋ] *a* интересный

international [,ɪntə'næʃnl] *a* международный, интернациональный

Internet ['ɪntənet] *n* Интернет

interview ['ɪntəvju:] **1.** *n* интервью **2.** *v* интервьюировать

into ['ɪntə] *prep указывает на движение или направление внутрь* в(о)

introduce [,ɪntrə'dju:s] *v* представлять, знакомить

introduction [,ɪntrə'dʌkʃn] *n* введение, предисловие *(напр., к книге)*

intuition [,ɪntjʊ'ɪʃn] *n* интуиция

invent [ɪn'vent] *v* изобретать

invention [ɪn'venʃn] *n* изобретение

inventive [ɪn'ventɪv] *a* изобретательный; находчивый

inventor [ɪn'ventə] *n* изобретатель

invite [ɪn'vaɪt] *v* приглашать

involve [ɪn'vɒlv] *v* вовлекать

island ['aɪlənd] *n* остров

isle [aɪl] *n поэт.* остров

Italian [ɪ'tælɪən] *a* итальянский

item ['aɪtəm] *n* отдельный предмет, вопрос

its [ɪts] *pron poss (о предметах и животных)* его; ее; свой; принадлежащий ему, ей

itself [ɪt'self] *pron* 1) *refl* себя, -ся, -сь, себе 2) *emph* сам, само, сама

Jj

jam [ʤæm] *n* варенье; джем

jazz [ʤæz] *n* джаз

job [ʤɒb] *n* работа, труд

join [ʤɔɪn] *v* соединять(ся), присоединять(ся)

joke [ʤəʊk] *n* шутка

journey ['ʤɜ:nɪ] *n* поездка, прогулка; путешествие

joy [ʤɔɪ] *n* радость, веселье
jump [ʤʌmp] *v* прыгать
jungle ['ʤʌŋgl] *n* джунгли
junior ['ʤu:nɪə] *a* младший *(по званию, положению)*
junk food [,ʤʌŋk 'fu:d] *n* нездоровая пища
just [ʤʌst] *adv* 1) точно, как раз 2) *разг.* совсем, просто

Kk

keen [ki:n] *a* сильно желающий, стремящийся; **to be ~ on** сильно желать
keep [ki:p] *v* **(kept)** держать, содержать (что-л.)
key [ki:] 1) *n* ключ 2) *attr* ключевой, главный
kid [kɪd] *n разг.* ребенок
kill [kɪl] *v* убивать
killer ['kɪlə] *n* убийца
kind [kaɪnd] **1.** *n* род, вид **2.** *a* добрый
kindergarten ['kɪndə,gɑ:tn] *n* детский сад
know [nəʊ] *v* **(knew; known)** знать
knowledge ['nɒlɪʤ] *n* знания

Ll

la [lɑ:] *n муз.* ля
laboratory [lə'bɒrətrɪ] *n* лаборатория
labour ['leɪbə] *n* труд, работа
lady ['leɪdɪ] *n* дама, госпожа
lake [leɪk] *n* озеро
lame [leɪm] *a* хромой
land [lænd] *n* земля
landmark ['lændmɑ:k] *n* бросающийся в глаза объект местности
landscape ['lændskeɪp] *n* ландшафт, пейзаж
language ['læŋgwɪʤ] *n* язык
large [lɑ:ʤ] *a* большой
lark [lɑ:k] *n* жаворонок
last [lɑ:st] *a* 1) последний 2) прошлый
late [leɪt] **1.** *a* **(later, latter; latest, last)** опоздавший; поздний **2.** *adv* **(later; latest)** поздно
laugh [lɑ:f] **1.** *n* смех **2.** *v* смеяться
launch [lɔ:nʧ] **1.** *n* запуск **2.** *v* запускать *(ракету и т. п.)*
law [lɔ:] *n* закон, правило
lawyer ['lɔɪə] *n* юрист, адвокат
lead [li:d] *v* **(led)** вести, показывать путь
leader ['li:də] *n* руководитель, вождь, лидер
leading ['li:dɪŋ] *a* ведущий, руководящий
learn [lɜ:n] *v* **(learned; learnt)** учиться, учить (что-л.)
learner ['lɜ:nə] *n* учащийся, ученик
least [li:st] *n* минимальное количество; **at ~** по крайней мере
leave [li:v] *v* **(left)** 1) покидать 2) оставлять
lecture ['lektʃə] *n* лекция
left [left] **1.** *a* левый **2.** *adv* налево, слева
legend ['leʤənd] *n* легенда
leisure ['leʒə] *n* досуг; свободное время (*тж.* **~ time**)
less [les] *a* (*сравн. ст. от* **little**) меньший
lesson ['lesn] *n* урок
let [let] *v* **(let)** 1) позволять, разрешать 2) *в повелит. наклонении употребляется как вспомогательный глагол и выражает приглашение, разрешение, предположение*: **~ us go** идем(те)
letter ['letə] *n* 1) письмо 2) буква
letterhead ['letəhed] *n* 1) шапка на фирменном бланке 2) фирменный бланк
level ['levl] *n* уровень, ступень
librarian [laɪ'breərɪən] *n* библиотекарь
library ['laɪbrərɪ] *n* библиотека
lie [laɪ] *n* ложь, обман
lie [laɪ] *v* **(lay; lain)** лежать
life [laɪf] *n* (*pl* **lives**) жизнь
lifeline ['laɪflaɪn] *n разг.* «дорога жизни», «подсказка»
lifestyle ['laɪfstaɪl] *n* стиль жизни
lifetime ['laɪftaɪm] *n* продолжительность жизни, целая жизнь
light [laɪt] *n* свет
like [laɪk] **1.** *n* 1) нечто подобное, похожее 2) *pl* симпатии, склонности

2. *adv* так, подобно этому 3. *v* любить, нравиться

limit ['lɪmɪt] *n* граница, предел

line [laɪn] *n* строка, строчка

linguistic [lɪŋ'gwɪstɪk] *a* языковедческий, лингвистический

link [lɪŋk] *n* связь

link-word ['lɪŋkwɜ:d] *n* слово-связка

lion ['laɪən] *n* лев

list [lɪst] 1. *n* список 2. *v* вносить в список

listen ['lɪsn] *v* слушать, прислушиваться (to, for — к чему-л.)

listener ['lɪsnə] *n* слушатель

literary ['lɪtrərɪ] *a* литературный

literature ['lɪtrətʃə] *n* литература

little ['lɪtl] 1. *a* **(less; least)** маленький, небольшой 2. *adv* немного, мало

live [lɪv] *v* жить

live [laɪv] *a* 1) живой 2) *радио, тлв.* передающийся непосредственно с места действия *(без предварительной записи)*

lively ['laɪvlɪ] *a* 1) живой *(об описании и т. п.)* 2) яркий, сильный *(о впечатлении, цвете и т. п.)*

local ['ləʊkl] *a* местный

locomotive [,ləʊkə'məʊtɪv] *n* паровоз

Londoner ['lʌndənə] *n* лондонец

long [lɒŋ] 1. *a* 1) длинный 2) долгий, продолжительный 2. *adv* 1) долго 2) давно; **~ ago** давно

look [lʊk] 1. *n* взгляд 2. *v* 1) смотреть, глядеть 2) выглядеть; **to ~ after** присматривать за, заботиться о; **to ~ for** искать; **to ~ forward** предвкушать; **to ~ out for** подыскивать, пытаться получить; **to ~ through** просмотреть, проверить

lord [lɔ:d] *n* 1) господин 2) лорд, пэр

lose [lu:z] *v* **(lost)** терять

lot [lɒt] *a* 1) *разг.* большое количество, множество; **a ~ of** много, множество; **lots of** огромное количество кого-л., чего-л. 2) *в грам. знач. нареч.* гораздо, намного

love [lʌv] 1. *n* любовь 2. *v* любить

lovely ['lʌvlɪ] *a* красивый, прекрасный

low [ləʊ] 1. *a* низкий 2. *adv* низко

low-grade [,ləʊ'greɪd] *a* низкосортный; низкопробный

luck [lʌk] *n* 1) судьба, случай 2) счастье, успех, удача

lucky ['lʌkɪ] *a* удачный, удачливый

lycée ['li:seɪ] *n* лицей *(в современной Франции и России)*

lyrics ['lɪrɪks] *n pl* 1) лирические стихи, лирика 2) слова песни

Mm

machine [mə'ʃi:n] *n* машина

mad [mæd] *a* помешанный на чем-л.; увлеченный чем-л.

madman ['mædmən] *n* сумасшедший

mag [mæg] *n разг. сокр. от* **magazine**

magazine [,mægə'zi:n] *n* журнал

magic ['mædʒɪk] *a* волшебный

main [meɪn] *a* главный, основной

majesty ['mædʒəstɪ] *n* **(M.)** величество *(титул)*

major ['meɪdʒə] *a* 1) более важный, значительный 2) главный, крупный

make [meɪk] *v* **(made)** делать, совершать; **to ~ up** составлять, выдумывать; **to ~ up one's mind** решить

make-up ['meɪkʌp] *n* грим, косметика

male [meɪl] *a* мужской

man [mæn] *n* (*pl* **men**) 1) человек 2) мужчина

manage ['mænɪdʒ] *v* 1) руководить, управлять 2) справиться, смочь

management ['mænɪdʒmənt] *n* 1) управление 2) умение владеть

manager ['mænɪdʒə] *n* руководитель, управляющий

manned [mænd] *a* пилотируемый

many ['menɪ] *a* **(more; most)** много

map [mæp] *n* карта *(географическая)*

mark [mɑ:k] 1. *n* балл, отметка, оценка 2. *v* метить; отмечать

marriage ['mærɪdʒ] *n* брак, замужество, женитьба

marry ['mærɪ] *v* женить(ся), выходить замуж

Mars [mɑːz] *n астр.* Марс *(планета)*
marvellous ['mɑːvləs] *a* изумительный, удивительный
mascot ['mæskɒt] *n* талисман
mass [mæs] *n attr* массовый
master ['mɑːstə] *n* мастер, знаток своего дела, специалист
match [mætʃ] **1.** *n* матч, соревнование **2.** *v* подбирать (под пару)
material [mə'tɪərɪəl] *n* материал; вещество
mathematics [ˌmæθə'mætɪks] *n* математика
maths [mæθs] *n* (*разг. сокр. от* **mathematics**) математика
matter ['mætə] **1.** *n* вопрос, дело; **no ~ how** не важно, как/каким образом **2.** *v* иметь значение
maybe ['meɪbɪ] *adv* может быть, возможно
me [miː] *pron pers* (*косв. падеж от* **I**) меня, мне
mean [miːn] *v* (**meant**) 1) значить, означать 2) намереваться, иметь в виду
meaning ['miːnɪŋ] *n* значение; смысл
mechanic [mɪ'kænɪk] *n* механик
medal ['medl] *n* медаль, орден
media ['miːdɪə] *n* 1) *pl от* **medium** 2) **the ~** средства массовой информации
medicine ['medsən] *n* медицина
medium ['miːdɪəm] *n* средство
meet [miːt] *v* (**met**) 1) встречать(ся) 2) удовлетворять, соответствовать *(желаниям, требованиям)*
meeting ['miːtɪŋ] *n* встреча
melody ['melədɪ] *n* мелодия
member ['membə] *n* член, участник
men [men] *n pl от* **man**
mention ['menʃn] *v* упоминать
message ['mesɪʤ] *n* послание, сообщение, письмо
method ['meθəd] *n* метод, способ, прием
metro ['metrəʊ] *n* (*pl* **-os**) метрополитен
middle ['mɪdl] *a* средний
might [maɪt] *past от* **may**
mile [maɪl] *n* миля
millennium [mɪ'lenɪəm] *n* (*pl тж.* **-nia**) тысячелетие
million ['mɪljən] *num card* миллион
millionaire [ˌmɪljə'neə] *n* миллионер
mind [maɪnd] **1.** *n* 1) разум 2) память; **to my ~** по моему мнению **2.** *v* 1) обращать внимание, придавать значение 2) возражать
minute ['mɪnɪt] *n* минута
mirror ['mɪrə] *n* зеркало
miserable ['mɪzərəbl] *a* 1) жалкий, несчастный 2) плохой
miss I [mɪs] *n* мисс *(при обращении к девушке или незамужней женщине)*
miss II [mɪs] *v* 1) упустить, пропустить 2) скучать (по кому-л.)
missing ['mɪsɪŋ] *a* недостающий
mistake [mɪ'steɪk] *n* ошибка
mix [mɪks] *v* мешать, смешивать(ся); **to ~ up** спутывать
mobile ['məʊbaɪl] *n разг.* мобильный телефон
model ['mɒdl] *v* моделировать, лепить
modern ['mɒdn] *a* современный, новый
mom [mɒm] *n AE разг.* мама
moment ['məʊmənt] *n* момент, мгновение
money ['mʌnɪ] *n (тк. sing)* деньги
month [mʌnθ] *n* месяц
monthly ['mʌnθlɪ] **1.** *n* ежемесячное периодическое издание, ежемесячник **2.** *a* ежемесячный
monument ['mɒnjəmənt] *n* памятник
mood [muːd] *n* настроение; **to put into ~** приводить в какое-л. настроение
moon [muːn] *n* луна
more [mɔː] **1.** *a* 1) *сравн. ст. от* **much** *и* **many** 2) больший, более многочисленный **2.** *adv сравн. ст. от* **much**
moreover [mɔː'rəʊvə] *adv* сверх того, кроме того
morning ['mɔːnɪŋ] *n* утро
most [məʊst] **1.** *a* 1) *превосх. ст. от* **much** *и* **many** 2) наибольший **2.** *adv* 1) *превосх. ст. от* **mostly** 2) главным образом

mother ['mʌðə] *n* мать, мама
mountain ['maʊntɪn] *n* гора
move [mu:v] *v* двигать(ся)
moving ['mu:vɪŋ] *a* волнующий, трогательный
Mr ['mɪstə] *сокр. от* **mister**
much [mʌtʃ] **1.** *a* **(more; most)** 1) много 2) большой **2.** *adv* 1) очень 2) почти 3) гораздо больше
multimedia [,mʌltɪ'mi:dɪə] *a* с использованием различных средств информации, аудио- и видеотехники и т. п.
multiple ['mʌltɪpl] *a* множественный
mum [mʌm] *n BE* мама
murder ['mɜ:də] **1.** *n* убийца **2.** *v* убивать
museum [mjʊ'zi:əm] *n* музей
music ['mju:zɪk] *n* музыка
musical ['mju:zɪkl] **1.** *n* мюзикл **2.** *a* музыкальный, мелодичный
musician [mju:'zɪʃn] *n* 1) музыкант 2) композитор
must [mʌst] *v модальный недостаточный глагол; выражает долженствование, обязанность*
my [maɪ] *pron poss* мой, моя, мое, мои
myself [maɪ'self] *pron refl* себя, меня самого, себе
mysterious [mɪ'stɪərɪəs] *a* таинственный
mystery ['mɪstərɪ] *n* тайна

Nn

name [neɪm] **1.** *n* 1) имя 2) фамилия 3) название **2.** *v* называть, давать имя
nation ['neɪʃn] *n* 1) нация, народ 2) государство, страна
national ['næʃnəl] *a* национальный, народный
native ['neɪtɪv] *a* родной; **a ~ language** родной язык; **a ~ speaker** носитель языка; **a ~ land** родина
nature ['neɪtʃə] *n* природа, мир, вселенная
near [nɪə] **1.** *a* близкий, ближайший **2.** *adv* близко, поблизости, подле **3.** *prep* около, возле
nearby, near-by [,nɪə'baɪ] **1.** *a* близкий, соседний **2.** *adv* неподалеку, поблизости, недалеко
nearly ['nɪəlɪ] *adv* 1) почти, чуть не 2) около, приблизительно 3) близко, тесно, непосредственно
necessary ['nesəsrɪ] *a* необходимый, нужный
need [ni:d] **1.** *n* надобность, нужда **2.** *v* 1) нуждаться (в чем-л.) 2) требоваться
needle ['ni:dl] *n* иголка, игла
negative ['negətɪv] *a* отрицательный
neighbour ['neɪbə] *n* сосед, соседка
neither ... nor ... ['naɪðə 'nɔ:] *cj* ни ... ни ...
nervous ['nɜ:vəs] *a* 1) *мед.* нервный, нервозный 2) боязливый, робкий
network ['netwɜ:k] *n* сеть, сетка
never ['nevə] *adv* никогда
new [nju:] *a* новый
news [nju:z] *n* новость, новости
newspaper ['nju:s,peɪpə] *n* газета
next [nekst] **1.** *a* следующий, будущий **2.** *adv* затем, потом
nice [naɪs] *a* приятный, милый, славный, хороший
night [naɪt] *n* ночь; вечер
nine [naɪn] *num card* (число) девять
nobody ['nəʊbədɪ] *pron neg* никто
nod [nɒd] *v* кивать головой
noisy ['nɔɪzɪ] *a* шумный, шумливый
none [nʌn] **1.** *pron neg* 1) никто, ничто, ни один 2) никакой **2.** *adv* нисколько, совсем не
non-fiction [,nɒn'fɪkʃn] *n* документальная, научная литература и т. п.
nonsense ['nɒnsəns] *n* вздор, ерунда, бессмыслица
normal ['nɔ:ml] *a* нормальный, обыкновенный; обычный
north [nɔ:θ] *n* север
northern ['nɔ:ðən] *a* северный
note [nəʊt] *n* 1) *(обыкн. pl)* заметка, запись 2) нота
nothing ['nʌθɪŋ] **1.** *n* ничто, пустяк **2.** *adv* нисколько, совсем нет

notice ['nəʊtɪs] **1.** *n* 1) извещение 2) объявление **2.** *v* замечать

novel ['nɒvl] *n* 1) роман 2) новелла

novelist ['nɒvlɪst] *n* (писатель-)романист

now [naʊ] *adv* теперь, сейчас

nuclear ['nju:klɪə] *a* ядерный

number ['nʌmbə] **1.** *n* число, количество **2.** *v* нумеровать

numerous ['nju:mrəs] *a* многочисленный

nurse [nɜ:s] **1.** *n* медицинская сестра **2.** *v* ухаживать

nursery ['nɜ:srɪ] *n* 1) детская (комната) 2) ясли *(для детей)*

Oo

occasion [ə'keɪʒn] *n* событие

occupation [,ɒkjə'peɪʃn] *n* занятие, род занятий, профессия

ocean ['əʊʃn] *n* океан

of [əv] *prep указывает на принадлежность; передается родительным падежом*

off [ɒf] *adv указывает на удаление, отделение*

offence [ə'fens] *n* обида, оскорбление

offer ['ɒfə] **1.** *n* предложение **2.** *v* предлагать

office ['ɒfɪs] *n* 1) служба, должность 2) административное здание

official [ə'fɪʃl] **1.** *a* официальный **2.** *n* должностное лицо, чиновник

often ['ɒfn] *adv* часто, много раз

old [əʊld] *a* **(older, elder; oldest, eldest)** старый

omnibus (edition) ['ɒmnɪbəs] *n* краткое изложение событий сериала за неделю

on [ɒn] *prep* на, в; о, об

one [wʌn] **1.** *num card* один **2.** *n (употр. как словозаместитель во избежание повторения ранее упомянутого существительного);* **I for ~** что касается меня

once [wʌns] **1.** *n* один раз; **at ~** тотчас **2.** *adv* однажды

on-line [,ɒn'laɪn] *a* соединенный с *или* контролируемый компьютером

only ['əʊnlɪ] **1.** *a* единственный **2.** *adv* только, исключительно

open ['əʊpən] **1.** *a* 1) открытый, доступный 2) открытый, раскрытый **2.** *v* открывать(ся), раскрывать(ся)

open-hearted [,əʊpən'hɑ:tɪd] *a* с открытой душой, чистосердечный

opera ['ɒprə] *n* опера

opinion [ə'pɪnjən] *n* мнение, взгляд, убеждение

opportunity [,ɒpə'tju:nətɪ] *n* удобный случай, благоприятная возможность

opposing [ə'pəʊzɪŋ] *a* противостоящий, противящийся

opposite ['ɒpəzɪt] **1.** *a* находящийся напротив, противоположный **2.** *adv* напротив, против

option ['ɒpʃn] *n* выбор

optional ['ɒpʃənl] *a* необязательный, факультативный

orbit ['ɔ:bɪt] *n* размах деятельности

orchestra ['ɔ:kɪstrə] *n* оркестр

order ['ɔ:də] **1.** *n* порядок; последовательность; **in ~ to** для того чтобы **2.** *v* приводить в порядок

ordinary ['ɔ:dnərɪ] *a* обычный, обыкновенный, заурядный

organ ['ɔ:gən] *n муз.* орган

organisation [,ɔ:gənaɪ'zeɪʃn] *n* организация

organise ['ɔ:gənaɪz] *v* организовывать

origin ['ɒrɪʤɪn] *n* источник, начало

original [ə'rɪʤənl] *a* 1) подлинный 2) первоначальный

other ['ʌðə] *a* другой, иной

ought [ɔ:t] *v модальный глагол; выражает долженствование;* **you ~ to do your duty** вам следовало бы/вы должны выполнять свои обязанности

our ['aʊə] *pron poss (употр. атрибутивно)* наш

ourselves [,aʊə'selvz] *pron refl* себя, себе

out [aʊt] *prep:* **~ of** *указывает на положение вне другого предмета* вне, за, из

outing ['aʊtɪŋ] *n* загородная прогулка, экскурсия, пикник

outline ['aʊtlaɪn] *n* схема, план, конспект

outside [,aʊt'saɪd] **1.** *a* наружный, внешний **2.** *adv* снаружи, из, вне **3.** *prep* вне, за пределами

outstanding [,aʊt'stændɪŋ] *a* выдающийся, знаменитый

over ['əʊvə] **1.** *adv указывает на окончание, прекращение действия;* **the lesson is ~** урок окончен **2.** *prep* за, в течение; по, по всей поверхности **3.** *образует различные части речи с оценочным значением чрезмерности чего-л.*

overnight [,əʊvə'naɪt] *adv* 1) накануне вечером 2) с вечера и всю ночь

oversea(s) [,əʊvə'si:(z)] **1.** *a* заморский, заграничный **2.** *adv* за морем, через море; за границей, за границу

own [əʊn] **1.** *a после притяжательных местоимений и существительных в possessive case* свой собственный **2.** *v* владеть; иметь

owner ['əʊnə] *n* владелец, хозяин

Pp

pack [pæk] *v* 1) упаковывать(ся) 2) заполнять, переполнять

page [peɪʤ] *n* страница

painter ['peɪntə] *n* художник

painting ['peɪntɪŋ] *n* 1) живопись 2) картина

pair [peə] *n* пара

panic ['pænɪk] **1.** *n* паника **2.** *v* паниковать

paper ['peɪpə] *n* 1) бумага 2) газета

paragraph ['pærəgrɑ:f] *n* 1) абзац 2) параграф, пункт

parallel ['pærəlel] *a* параллельный

paraphrase ['pærəfreɪz] *v* передать другими словами

parent ['peərənt] *n* родитель

park [pɑ:k] *n* парк

parliament ['pɑ:ləmənt] *n* (*часто* **P.**) парламент

part [pɑ:t] *n* 1) часть 2) роль 3) участие, доля в работе; **to take ~ in** принимать участие в чем-л.

participant [pɑ:'tɪsɪpənt] *n* участник

particularly [pə'tɪkjələlɪ] *adv* особенно

partly ['pɑ:tlɪ] *adv* частью, частично

partner ['pɑ:tnə] *n* компаньон; партнер

part-time [,pɑ:t'taɪm] *n* неполный рабочий день; **to be on ~** быть занятым неполный рабочий день

party ['pɑ:tɪ] *n* 1) званый вечер, вечеринка 2) партия

pass [pɑ:s] *v* сдавать; **to ~ a test** сдать тест

passport ['pɑ:spɔ:t] *n* паспорт

past [pɑ:st] *a* прошлый, минувший

path [pɑ:θ] *n* 1) тропинка, тропа, дорожка 2) путь

patience ['peɪʃəns] *n* терпение

pay [peɪ] *v* **(paid)** 1) платить 2) обращать *(внимание)*

PE [,pi:'i:] *сокр. от* **physical education**

peace [pi:s] *n* мир

pedagogical [,pedə'gɒʤɪkl] *a* педагогический

pen [pen] *n* ручка

pencil ['pensl] *n* карандаш

penny ['penɪ] *n* (*pl* **pence, pennies**) *(об отдельных монетах)* пенни, пенс

people ['pi:pl] *n* люди; *pl* народы

per [pɜ:] *prep* за, на, в, с

per cent [pə'sent] *n* процент

perfectly ['pɜ:fɪktlɪ] *adv* совершенно, вполне

perform [pə'fɔ:m] *v* выполнять

performance [pə'fɔ:məns] *n* 1) исполнение 2) спектакль, представление

performer [pə'fɔ:mə] *n* исполнитель

perhaps [pə'hæps] *adv* может быть, возможно

period ['pɪərɪəd] *n* период, промежуток времени, срок

periodic [,pɪərɪ'ɒdɪk] *a* периодический

person ['pɜ:sn] *n* личность, человек

personal ['pɜ:sənl] *a* личный

phew [fju:] *int* фу! ну и ну! *(выражает удивление)*

philosophy [fɪ'lɒsəfɪ] *n* философия
phone [fəʊn] *v* звонить; **to ~ up sb** звонить кому-л.
photo ['fəʊtəʊ] *n* (*pl* **-s**) *разг.* фотография
photograph ['fəʊtəgrɑ:f] *n* фотографический снимок; **to take a ~** сделать фотографию
photography [fə'tɒgrəfɪ] *n* фотография, фотографирование
phrasal ['freɪzl] *a* фразовый *(глагол)*
phrase [freɪz] *n* фраза, выражение
physicist ['fɪzɪsɪst] *n* физик
physics ['pɪzɪks] *n* физика
pianist ['pi:ənɪst] *n* пианист
piano [pɪ'ænəʊ] *n* (*pl* **-s**) фортепьяно
pick [pɪk] *v* выбирать; **to ~ out** выбирать; **to ~ up** собирать
picture ['pɪktʃə] *n* картина, изображение
picturesque [,pɪktʃə'resk] *a* живописный
piece [pi:s] *n* кусок, часть
pilot ['paɪlət] *n* пилот, летчик
piper ['paɪpə] *n* волынщик, дудочник
place [pleɪs] *n* место; **to take ~** случаться, иметь место
plan [plæn] **1.** *n* план; проект **2.** *v* составлять план, планировать
planet ['plænɪt] *n* планета
plant [plɑ:nt] **1.** *n* растение **2.** *v* сажать
play [pleɪ] **1.** *n* 1) игра 2) пьеса **2.** *v* играть
playwright ['pleɪraɪt] *n* драматург
pleasant ['pleznt] *a* приятный
pleasure ['pleʒə] *n* удовольствие, наслаждение
plot [plɒt] *n* сюжет, фабула
plus [plʌs] *n* плюс
p m [,pi:'em] (*сокр. от* **post meridiem**) пополудни
pocket ['pɒkɪt] *n* карман
poem ['pəʊɪm] *n* поэма; стихотворение
poetry ['pəʊɪtrɪ] *n* поэзия
point [pɔɪnt] **1.** *n* 1) пункт 2) особенность 3) **a ~ of view** точка зрения **2.** *v* показывать
police [pə'li:s] *n* полиция
policeman [pə'li:smən] *n* полицейский
polite [pə'laɪt] *a* вежливый
political [pə'lɪtɪkl] *a* политический, государственный
politician [,pɒlɪ'tɪʃn] *n* политик
polytechnic [,pɒlɪ'teknɪk] *a* политехнический
pool [pu:l] *n спорт.* (плавательный) бассейн (*тж.* **swimming ~**)
poor [pɔ:] *a* бедный, неимущий
pop [pɒp] *a разг.* популярный
popular ['pɒpjələ] *a* популярный
popularity [,pɒpjə'lærətɪ] *n* популярность
population [,pɒpjə'leɪʃn] *n* население, жители
Portuguese [,pɔ:tʃə'gi:z] *a* португальский
position [pə'zɪʃn] *n* положение
positive ['pɒzətɪv] *a* положительный
possibility [,pɒsə'bɪlətɪ] *n* возможность, вероятность
possible ['pɒsəbl] *a* возможный, вероятный
possibly ['pɒsəblɪ] *adv* возможно, вероятно
post [pəʊst] **1.** *n* почта **2.** *v* послать по почте
poster ['pəʊstə] *n* объявление, афиша, плакат
pound [paʊnd] *n* фунт стерлингов
poverty ['pɒvətɪ] *n* бедность
powerful ['paʊəfl] *a* 1) сильный, могучий 2) яркий *(о речи, описании)*
practical ['præktɪkl] *a* практический
practice ['præktɪs] *n* практика
practise ['præktɪs] *v* упражняться, тренироваться
prefer [prɪ'fɜ:] *v* предпочитать (to ~ sth/sb to sth/sb)
preference ['prefrəns] *n* предпочтение
preparation [,prepə'reɪʃn] *n* приготовление
preparatory [prɪ'pærətrɪ] *a* подготовительный
prepare [prɪ'peə] *v* 1) готовить, подготавливать 2) готовиться
pre-school ['pri:sku:l] *a* дошкольный

present **1.** *n* ['prezn̩t] подарок **2.** *v* [prɪ'zent] 1) преподносить; дарить (with) 2) представлять (to — кого-л. кому-л.)

presentation [ˌprezn̩'teɪʃn] *n* представление

presenter [prɪ'zentə] *n* 1) предъявитель 2) даритель

preserve [prɪ'zɜ:v] *v* сохранять

president ['prezɪdənt] *n* президент

press [pres] *n* пресса, печать

pressure ['preʃə] *n* давление

pretty ['prɪtɪ] *a* хорошенький, приятный

previous ['pri:vɪəs] *a* предыдущий, предшествующий

price [praɪs] *n* цена

primary ['praɪmərɪ] *a* начальный, первый

prime-time ['praɪmtaɪm] *n* (*в теле-/радиовещании*) прайм-тайм (*время, когда наибольшее количество людей смотрит телевизор или слушает радио*)

primitive ['prɪmɪtɪv] *a* примитивный

prince [prɪns] *n* принц

print [prɪnt] *v* печатать

private ['praɪvɪt] *a* частный, личный

prize [praɪz] *n* награда, приз

probably ['prɒbəblɪ] *adv* вероятно

problem ['prɒbləm] *n* проблема

process ['prəʊses] *n* процесс

produce [prə'dju:s] *v* производить

producer [prə'dju:sə] *n* режиссер-постановщик, продюсер

product ['prɒdʌkt] *n* 1) продукт 2) результат, плоды

production [prə'dʌkʃn] *n* 1) производство 2) постановка

profession [prə'feʃn] *n* профессия

professional [prə'feʃnl] *a* профессиональный

program(me) ['prəʊgræm] *n* программа

programming ['prəʊgræmɪŋ] *n* составление программы

progress [prəʊ'gres] *v* прогрессировать, улучшаться

prominent ['prɒmɪnənt] *a* известный, выдающийся

promote [prə'məʊt] *v* рекламировать

pronunciation [prəˌnʌnsɪ'eɪʃn] *n* произношение

proper ['prɒpə] *a* правильный, подходящий

proud [praʊd] *a* гордый

prove [pru:v] *v* доказывать, подтверждать

provide [prəʊ'vaɪd] *v* 1) обеспечивать, снабжать 2) предоставлять

provoke [prə'vəʊk] *v* 1) вызывать, возбуждать 2) провоцировать

psychology [saɪ'kɒlədʒɪ] *n* психология

public ['pʌblɪk] *a* общественный

publication [ˌpʌblɪ'keɪʃn] *n* 1) публикация 2) произведение, издание

publish ['pʌblɪʃ] *v* 1) публиковать 2) издавать

pull [pʊl] *v* тянуть, тащить

purple ['pɜ:pl] *a* пурпурный

purpose ['pɜ:pəs] *n* намерение, цель, назначение

put [pʊt] *v* **(put)** класть, положить; **to ~ aside** откладывать; прекращать, приостанавливать **to ~ in** представить *(документ)*; **to ~ on** надевать

Qq

qualification [ˌkwɒlɪfɪ'keɪʃn] *n* квалификация, подготовленность

quality ['kwɒlətɪ] *n* качество

quarter ['kwɔ:tə] *n* четверть

queen [kwi:n] *n* королева

question ['kwestʃən] *n* вопрос

queue [kju:] **1.** *n* очередь **2.** *v* стоять в очереди

quick [kwɪk] *a* быстрый, скорый

quiet ['kwaɪət] *a* тихий

quite [kwaɪt] *adv* вполне, совершенно

quiz [kwɪz] *n* викторина

quote [kwəʊt] *v* цитировать, ссылаться на кого-л., что-л.

Rr

rabbit ['ræbɪt] *n* кролик

race [reɪs] *n* состязание в беге

radio ['reɪdɪəʊ] *n* радио

radioactivity [,reɪdɪəʊæk'tɪvətɪ] *n* радиоактивность

rail [reɪl] *n* железнодорожный путь

railway ['reɪlweɪ] *n* 1) железная дорога 2) *attr* железнодорожный

rain [reɪn] **1.** *n* дождь **2.** *v (в безличн. оборотах)* **it ~s** идет дождь

raise [reɪz] *v* 1) выращивать, воспитывать 2) собирать *(налоги, деньги)*

range [reɪnʤ] *n* ряд, линия, спектр

rank [ræŋk] *v* классифицировать, давать оценку

rap [ræp] *n муз.* рэп

rather ['rɑ:ðə] *adv* скорее, лучше; **~ than** предпочтительнее, чем ...

ray [reɪ] *n* луч

reach [ri:ʧ] *v* 1) достигать, доходить 2) настигнуть

ready ['redɪ] *a* готовый, приготовленный

real [rɪəl] *a* действительный, настоящий

realise ['rɪəlaɪz] *v* представлять себе; понимать

realism ['rɪəlɪzm] *n* реализм

realistic [,rɪə'lɪstɪk] *a* реалистичный

reality [rɪ'ælətɪ] *n* реальность, действительность

reason ['ri:zn] *n* причина, повод, основание

reassure [,ri:ə'ʃʊə] *v* 1) убеждать 2) подбодрять, утешать

rebuild [,ri:'bɪld] *v* перестраивать

receive [rɪ'si:v] *v* получать, принимать

recently ['ri:sntlɪ] *adv* недавно

recognition [,rekəg'nɪʃn] *n* признание

recognize ['rekəgnaɪz] *v* 1) узнавать 2) признавать

recommend [,rekə'mend] *v* рекомендовать, советовать

recommendation [,rekəmen'deɪʃn] *n* рекомендация, совет

record I ['rekɔ:d] *n* рекорд

record II [rɪ'kɔ:d] *v* записывать на пластинку, пленку, диск

recording [rɪ'kɔ:dɪŋ] *n* звукозапись

recreate ['rekrɪeɪt] *v* развлекать

refer [rɪ'fɜ:] *v* относить(ся)

reference ['refrəns] *n* справочник

refugee [,refjʊ'ʤi:] *n* беженец, эмигрант

refuse [rɪ'fju:z] *v* отказывать

regardless [rɪ'gɑ:dləs] *adv* не обращая внимания, не думая; **~ of** невзирая на, не считаясь с

region ['ri:ʤn] *n* страна, край, область

regional ['ri:ʤnl] *a* областной, местный

registration [,reʤɪ'streɪʃn] *n* регистрация

regret [rɪ'gret] *v* 1) сожалеть, горевать 2) раскаиваться

regular ['regjələ] *a* регулярный

relate [rɪ'leɪt] *v* 1) устанавливать связь, определять соотношение 2) *(обыкн. p. p.)* быть связанным

relative ['relətɪv] *n* родственник

relax [rɪ'læks] *v* расслаблять(ся); делать передышку

release [rɪ'li:s] *v* выпускать на экран, выпускать новую продукцию

reliable [rɪ'laɪəbl] *a* 1) надежный 2) заслуживающий доверия

rely [rɪ'laɪ] *v* полагаться, доверять, быть уверенным (on, upon)

remain [rɪ'meɪn] *v* оставаться

remarkable [rɪ'mɑ:kəbl] *a* замечательный, удивительный

remember [rɪ'membə] *v* помнить, вспоминать

remind [rɪ'maɪnd] *v* напоминать

remote [rɪ'məʊt] *a* отдаленный

remove [rɪ'mu:v] *n* повторение *(радиопрограммы или телепередачи)*

repeat [rɪ'pi:t] **1.** *n* повтор радиопрограмм или телевизионных передач **2.** *v* 1) повторять 2) повторяться

replace [rɪ'pleɪs] *v* заменять

report [rɪ'pɔ:t] *v* сообщать, рассказывать; давать отчет

reporter [rɪ'pɔ:tə] *n* репортер, корреспондент

represent [,repɪ'zent] *v* 1) изображать 2) представлять 3) символизировать

republic [rɪ'pʌblɪk] *n* республика

reputation [ˌrepjəˈteɪʃn] *n* репутация
require [rɪˈkwaɪə] *v* требовать
research [rɪˈsɜːtʃ] **1.** *n* исследование, изучение **2.** *v* исследовать
researcher [rɪˈsɜːtʃə] *n* исследователь
respect [rɪˈspekt] **1.** *n* уважение **2.** *v* уважать, почитать
respectful [rɪˈspektfl] *a* почтительный, вежливый
responsibility [rɪˌspɒnsəˈbɪlətɪ] *n* ответственность
responsible [rɪˈspɒnsəbl] *a* ответственный (to — перед, for — за)
restaurant [ˈrestrɔːŋ] *n* ресторан
restore [rɪˈstɔː] *v* 1) восстанавливать(ся) 2) возвращать *(на прежнее место)*
result [rɪˈzʌlt] *n* результат
return [rɪˈtɜːn] *v* 1) возвращать, отдавать 2) возвращаться, идти обратно
review [rɪˈvjuː] *n* 1) обзор, обозрение 2) рецензия
revolution [ˌrevəˈluːʃn] *n* революция
rhythm [ˈrɪðm] *n* ритм
rhythmic [ˈrɪðmɪk] *a* ритмический
rich [rɪtʃ] *a* богатый
ride [raɪd] *v* **(rode; ridden)** ехать верхом
right [raɪt] *a* справедливый, верный, правильный
ring [rɪŋ] *v* **(rang; rung)** звонить *(о телефоне)*
river [ˈrɪvə] *n* река
rock [rɒk] *n муз.* рок
rock'n'roll [ˌrɒkənˈrəʊl] *n* рок-н-ролл
Roman [ˈrəʊmən] *a* 1) римский; латинский 2) католический
romance [rəʊˈmæns] *n* 1) роман 2) романтическая литература
romantic [rəʊˈmæntɪk] *a* романтический
room [ruːm] *n* комната
rose [rəʊz] *n* роза
rouble [ˈruːbl] *n русск.* рубль
route [ruːt] *n* маршрут
rubbish [ˈrʌbɪʃ] *n* мусор, хлам
rubric [ˈruːbrɪk] *n* заголовок, рубрика
rude [ruːd] *a* грубый
ruin [ˈruːɪn] *v* разрушать
rule [ruːl] *n* правило

Ss

sack [sæk] *n* мешок
sad [sæd] *a* печальный, грустный
safe [seɪf] *a* безопасный, надежный
safety [ˈseɪftɪ] *n* безопасность, сохранность
salary [ˈsælərɪ] *n* жалованье, оклад
salon [ˈsælɔːŋ] *n* салон, ателье
salt [sɔːlt] *n* соль
same [seɪm] *a* тот (же) самый; одинаковый
satellite [ˈsætəlaɪt] *n астр.* спутник
satisfaction [ˌsætɪsˈfækʃn] *n* удовлетворение, удовлетворенность
satisfy [ˈsætɪsfaɪ] *v* удовлетворять, соответствовать
save [seɪv] *v* спасать, экономить
scandal [ˈskændl] *n* постыдный факт, скандальное происшествие
scary [ˈskeərɪ] *a разг.* жуткий
scene [siːn] *n* место действия, пейзаж
school [skuːl] *n* школа
schooling [ˈskuːlɪŋ] *n* образование, обучение в школе
science [ˈsaɪəns] *n* 1) *собир.* естественные науки 2) ~ **fiction** научная фантастика
scientific [ˌsaɪənˈtɪfɪk] *a* научный
scientist [ˈsaɪəntɪst] *n* ученый
Scot [skɒt] *n* шотландец
Scottish [ˈskɒtɪʃ] *a* шотландский
screen [skriːn] *n* экран
sea [siː] *n* море
search [sɜːtʃ] *v* искать
season [ˈsiːzn] *n* время года
seat [siːt] *n* место для сидения
second [ˈsekənd] *num ord* второй
secondary [ˈsekəndərɪ] *a* средний *(об образовании)*; ~ **school** средняя школа
secondly [ˈsekəndlɪ] *adv* во-вторых
secret [ˈsiːkrət] **1.** *n* тайна, секрет **2.** *a* тайный, секретный
secretary [ˈsekrətrɪ] *n* секретарь

section ['sekʃn] *n* 1) секция, часть 2) параграф, раздел

see [si:] *v* **(saw; seen)** видеть; смотреть

seem [si:m] *v* казаться, представляться

selection [sɪ'lekʃn] *n* выбор, подбор

self-confident [,self'kɒnfɪdənt] *a* 1) самоуверенный; самонадеянный 2) уверенный в себе, в своих силах

self-motivated [,self'məʊtɪveɪtɪd] *a* самомотивированный

self-motivation [,self,məʊtɪ'veɪʃn] *n* самомотивация

self-service [,self'sɜ:vɪs] *n* самообслуживание

sell [sel] *v* **(sold)** продавать(ся)

semester [sɪ'mestə] *n* семестр

send [send] *v* **(sent)** посылать, отправлять

sending ['sendɪŋ] *n* передача, посылка, отправка

senior ['si:nɪə] *a* старший

sensational [sen'seɪʃnl] *a* сенсационный

sense [sens] *n* 1) чувство, ощущение 2) смысл, значение

sentence ['sentəns] *n грам.* предложение

sentimental [,sentɪ'mentl] *a* сентиментальный

serial ['sɪərɪəl] *n* сериал

series ['sɪəri:z] *n (pl без измен.)* ряд; серия

serious ['sɪərɪəs] *a* серьезный

serve [sɜ:v] *v* 1) служить 2) обслуживать

service ['sɜ:vɪs] *n* 1) служба 2) обслуживание 3) услуга

set [set] **1.** *n* телевизор, радиоприемник **2.** *v* **(set)** ставить, помещать, располагать; **to be ~ in** помещаться, располагаться; **to ~ up** 1) учреждать 2) вызывать

setting ['setɪŋ] *n* окружающая обстановка, окружение

several ['sevrəl] *a* несколько

share [ʃeə] **1.** *n* доля, часть **2.** *v* 1) делить(ся) 2) разделять *(мнение, вкусы и т. п.)*

sheet [ʃi:t] *n* лист

shelter ['ʃeltə] *n* приют, убежище

shock [ʃɒk] **1.** *n* 1) потрясение 2) *мед.* шок **2.** *v* потрясать, поражать

shoe [ʃu:] *n* туфля; ботинок

shoot [ʃu:t] *v* **(shot)** *кино* снимать, производить съемку

short [ʃɔ:t] *a* короткий

should [ʃʊd] *v* 1) *вспомогательный глагол; служит для образования условного наклонения* 2) *модальный глагол, выражающий долженствование, целесообразность*

show [ʃəʊ] **1.** *n* зрелище, шоу **2.** *v* **(showed [-d]; showed, shown)** 1) показывать 2) демонстрировать

side [saɪd] *n* сторона

sight [saɪt] *n* вид

silly ['sɪlɪ] *a* глупый

silver ['sɪlvə] *a* серебряный

similar ['sɪmɪlə] *a* подобный (to); сходный, похожий

similarity [,sɪmɪ'lærətɪ] *n* сходство

simple ['sɪmpl] *a* простой, несложный

since [sɪns] *prep* с, после

sing [sɪŋ] *v* **(sang; sung)** петь

singer ['sɪŋə] *n* певец, певица

single ['sɪŋgl] *a* один; единственный; одинокий

sir [sɜ:] *n* сэр, господин

sister ['sɪstə] *n* сестра

sit [sɪt] *v* **(sat)** сидеть

site [saɪt] *n* 1) место 2) сайт

situated ['sɪtjʊeɪtɪd] *a* расположенный

situation [,sɪtjʊ'eɪʃn] *n* ситуация

size [saɪz] *n* размер

skill [skɪl] *n* искусство, мастерство, умение

skilled [skɪld] *a* искусный, квалифицированный, умелый, опытный

sky [skaɪ] *n* небо

sleep [sli:p] *v* **(slept)** спать

slogan ['sləʊgən] *n* лозунг; девиз

slow [sləʊ] *a* медленный

small [smɔ:l] *a* маленький

smart [smɑ:t] *a* (остро)умный, находчивый

smile [smaɪl] *n* улыбка

snack [snæk] *n* легкая закуска; **to have a ~** перекусить на ходу

so [səʊ] **1.** *adv* 1) так, таким образом 2) итак 3) *употр. для усиления* так, настолько **2.** *conj* чтобы, для того чтобы **(so (that)**

sociable ['səʊʃəbl] *a* 1) общительный 2) дружеский

social ['səʊʃl] *a* общественный, социальный

sock [sɒk] *n* носок

softball ['sɒftbɔ:l] *n спорт.* софтбол

software ['sɒftweə] *n* компьютерные программы, программное обеспечение, *разг.* софт

soldier ['səʊldʒə] *n* солдат

solve [sɒlv] *v* решать, разрешать *(проблему)*

some [sʌm] *pron* 1) некоторые 2) некоторое количество

somebody ['sʌmbədɪ] *pron indef* кто-то, кто-нибудь

someday ['sʌmdeɪ] *pron indef* когда-нибудь

someone ['sʌmwʌn] *pron indef* кто-то, кто-нибудь

something ['sʌmθɪŋ] *pron indef* кое-что, нечто, что-нибудь, что-то

sometimes ['sʌmtaɪmz] *adv* иногда

song [sɒŋ] *n* песня

songwriter ['sɒŋ,raɪtə] *n* композитор

soon [su:n] *adv* скоро

sorry ['sɒrɪ] *a predic* огорченный

sort [sɔ:t] *n* сорт, вид

soul [səʊl] *n* душа

sound [saʊnd] *n* звук

source [sɔ:s] *n* источник

south [saʊθ] *n* юг

Soviet ['səʊvɪət] *a* советский

space [speɪs] *n* космос

spacecraft ['speɪskrɑ:ft] *n* космический корабль

Spanish ['spænɪʃ] **1.** *n* испанский язык **2.** *a* испанский

spare [speə] *a* запасной; свободный

speak [spi:k] *v* **(spoke; spoken)** говорить, разговаривать

speaker ['spi:kə] *n* говорящий

special ['speʃl] *a* специальный; особый

specialist ['speʃəlɪst] *n* специалист

specialize ['speʃəlaɪz] *v* специализироваться

specific [spə'sɪfɪk] *a* особый, особенный

speech [spi:tʃ] *n* речь

spelling ['spelɪŋ] *n* орфография, правописание

spend [spend] *v* **(spent)** 1) проводить 2) тратить, расходовать

spice [spaɪs] *n* специя, пряность

spring [sprɪŋ] *n* весна

square [skweə] *n* площадь, сквер

squeeze [skwi:z] *v* сжимать; сдавливать; стискивать

stage [steɪdʒ] **1.** *n* сцена **2.** *v* ставить *(пьесу)*

stamp [stæmp] *n* марка

stand [stænd] *v* **(stood)** 1) стоять 2) выдерживать, выносить, терпеть

standard ['stændəd] *n* стандарт, норма

star [stɑ:] **1.** *n* звезда **2.** *v* играть главные роли, быть звездой

stare [steə] *v* смотреть пристально

state [steɪt] *n* 1) государство 2) штат

statement ['steɪtmənt] *n* утверждение

station ['steɪʃn] *n* станция

statistics [stə'tɪstɪks] *n pl (употр. как sing)* статистика, *(употр. как pl)* статистические данные

stay [steɪ] **1.** *n* пребывание **2.** *v* оставаться; **to ~ away from sb/sth** держаться подальше от кого-л., чего-л.

step [step] *n* шаг

stereotypical [,sterɪəʊ'tɪpɪkl] *a* стереотипный, шаблонный

still [stɪl] *adv* 1) до сих пор, (все) еще 2) все же, тем не менее, однако

stimulating ['stɪmjəleɪtɪŋ] *a* побудительный

stone [stəʊn] *n* камень

stop [stɒp] *v* останавливать(ся)

store [stɔ:] *n* магазин, универмаг

story ['stɔ:rɪ] *n* рассказ, повесть
storyline ['stɔ:rɪlaɪn] *n* фабула, основная сюжетная линия
storyteller ['stɔ:rɪtelə] *n* рассказчик
strategy ['strætəʤɪ] *n* стратегия
stratosphere ['strætəʊ,sfɪə] *n* стратосфера
street [stri:t] *n* улица
stress [stres] *n* стресс
stressful ['stresfʊl] *a* стрессовый
strict [strɪkt] *a* строгий, требовательный
strong [strɔŋ] *a* 1) сильный 2) здоровый
structure ['strʌktʃə] *n* структура, устройство
studio ['stju:dɪəʊ] *n* 1) студия 2) теле-/радио-/киностудия
study ['stʌdɪ] **1.** *n* учение **2.** *v* изучать
stupid ['stju:pɪd] *a* глупый, тупой
style [staɪl] *n* стиль
subject ['sʌbʤɪkt] *n* предмет, дисциплина
subway ['sʌbweɪ] *n* 1) подземный переход 2) *AE* метрополитен
succeed [sək'si:d] *v* 1) достигать цели, преуспевать (in) 2) иметь успех
success [sək'ses] *n* успех
successful [sək'sesfl] *a* успешный, удачливый
such [sʌʧ] *a* такой
sudden ['sʌdn] *a* внезапный, неожиданный
suggest [sə'ʤest] *v* предлагать, советовать
suit [su:t] *v* подходить, соответствовать
suitable ['su:təbl] *a* подходящий, соответствующий
sum [sʌm] *v* складывать, подводить итог; **to ~ up** резюмировать, суммировать
summary ['sʌmərɪ] *n* краткое изложение
sun [sʌn] *n* солнце
superb [su:'pɜ:b] *a* великолепный, роскошный, прекрасный
supplement ['sʌplɪmənt] *n* приложение
support [sə'pɔ:t] **1.** *n* поддержка **2.** *v* поддерживать
suppose [sə'pəʊz] *v* предполагать
supposition [,sʌpə'zɪʃn] *n* предположение
sure [ʃɔ:, ʃʊə] **1.** *a* уверенный **2.** *adv AE* конечно, непременно
surprise [sə'praɪz] *v* удивлять
survey ['sɜ:veɪ] *n* обозрение, осмотр, обзор
suspense [sə'spens] *n* напряженное ожидание
suspenseful [sə'spensfl] *a* полный напряженного ожидания
sweet [swi:t] *n* леденец, конфета
swimming ['swɪmɪŋ] *n* плавание
switch [swɪʧ] *v* переключать; **to ~ on** включать; **to ~ off** выключать
symbol ['sɪmbl] *n* символ, эмблема
sympathize ['sɪmpəθaɪz] *v* сочувствовать
sympathy ['sɪmpəθɪ] *n* сочувствие
symphony ['sɪmfənɪ] *n* 1) симфония 2) симфонический оркестр
synthesizer ['sɪnθəsaɪzə] *n* синтезатор
system ['sɪstəm] *n* система, устройство

Tt

table ['teɪbl] *n* таблица
take [teɪk] *v* **(took; taken)** брать; **to ~ off** снимать; **to ~ out** вынимать; **to ~ part** принимать участие
talent ['tælənt] *n* дар, дарование, талант
talk [tɔ:k] **1.** *n* разговор; беседа **2.** *v* говорить; разговаривать (about, of — о чем-л.; with — с кем-л.)
tape [teɪp] **1.** *n* магнитофонная лента **2.** *v* записывать
task [tɑ:sk] *n* задание
taste [teɪst] **1.** *n* вкус *(чувство)* **2.** *v* (по)пробовать *(на вкус)*
tasty ['teɪstɪ] *a* вкусный
tea [ti:] *n* чай
teach [ti:ʧ] *v* **(taught)** учить, обучать
teacher ['ti:ʧə] *n* учитель
team [ti:m] *n* спортивная команда

teamwork ['ti:mwɜ:k] *n* коллективная работа

technique [tek'ni:k] *n* метод; методика, способ

technological [,teknə'lɒʤɪkl] *a* 1) технологический 2) промышленный, технический

technology [tek'nɒləʤɪ] *n* технология

teddy bear ['tedɪ ,beə] *n* игрушечный мишка; мягкая игрушка

tee [ti:] *n* вещь, имеющая форму буквы T

teen [ti:n] *n* 1) *pl* возраст от 13 до 19 лет 2) юноша, девушка; подросток

teenage ['ti:neɪʤ] *a* юношеский

teenager (teen) ['ti:n,eɪʤə] *n* подросток

telephone ['telɪfəʊn] *n* телефон

television ['telɪvɪʒn] *n* телевидение

tell [tel] *v* **(told)** 1) рассказывать 2) говорить 3) сказать

telly ['telɪ] *n* телевизор, телик

tent [tent] *n* палатка

term [tɜ:m] *n* 1) срок 2) семестр

terrific [tə'rɪfɪk] *a* 1) ужасающий 2) *разг. (с усил. знач.)* огромный, необычайный

test [test] **1.** *n* контрольная работа **2.** *v* подвергать проверке

than [ðæn] *cj* чем

thank [θæŋk] **1.** *n* благодарность **2.** *v* благодарить; **~s to** благодаря чему-л.

thankful ['θæŋkfl] *a* благодарный

theatre ['θɪətə] *n* театр

theatrical [θɪ'ætrɪkl] *a* театральный

their [ðeə] *pron poss* их; свой, свои

them [ðem] *pron pers косв. падеж от* **they**

theme [θi:m] *n* тема, предмет *(разговора, сочинения)*

themselves [ðəm'selvz] *pron refl* себя, -ся, себе

then [ðen] *adv* 1) тогда 2) потом, затем

theory ['θɪərɪ] *n* теория

there [ðeə] *adv* 1) там 2) туда

thing [θɪŋ] *n* вещь

think [θɪŋk] *v* **(thought)** думать; **to ~ of** выдумывать, вообразить; **to ~ over** продумывать, взвешивать

third [θɜ:d] *n* треть, третья часть

though [ðəʊ] *cj* хотя, несмотря на

thought [θɔ:t] *past и p. p. от* **think**

thousand ['θaʊzənd] *num card* тысяча

thread [θred] *n* нить, нитка

thrill [θrɪl] *v* сильно волновать

thriller ['θrɪlə] *n* триллер, сенсационная книга

through [θru:] *prep* через, сквозь, по

throughout [θrʊ'aʊt] **1.** *adv* повсюду **2.** *prep* через, по всему

throw [θrəʊ] *v* **(threw; thrown)** бросать, кидать

ticket ['tɪkɪt] *n* билет

till [tɪl] *cj* до тех пор; пока (не)

time [taɪm] *n* 1) время 2) раз

timetable ['taɪm,teɪbl] *n* расписание *(школьное и т. п.)*

tip [tɪp] *n* совет

title ['taɪtl] **1.** *n* заглавие **2.** *v* называть, давать заглавие

to [tʊ] *prep указывает на направление* к, в, на

today [tə'deɪ] *adv* сегодня

together [tə'geðə] *adv* вместе; **to get ~** собирать(ся)

tomorrow [tə'mɒrəʊ] *adv* завтра

tonight [tə'naɪt] **1.** *n* сегодняшний вечер, наступающая ночь **2.** *adv* сегодня вечером *(реже ночью)*

too [tu:] *adv* слишком

top [tɒp] *a* лучший

topic ['tɒpɪk] *n* тема, предмет обсуждения

touch [tʌʧ] **1.** *n* прикосновение; **to be in ~** держать связь **2.** *v* прикасаться, трогать

tour [tʊə] **1.** *n* путешествие, поездка **2.** *v театр.* показывать спектакль на гастролях

tourism ['tʊərɪzm] *n* туризм

tourist ['tʊərɪst] *n* турист, путешественник

tournament ['tʊənəmənt] *n* турнир
towards [tə'wɔ:dz] *prep* к, по направлению к
town [taʊn] *n* город; городок
trade [treɪd] **1.** *n* торговля **2.** *v* торговать
tradition [trə'dɪʃn] *n* традиция
traditional [trə'dɪʃnl] *a* традиционный
traffic ['træfɪk] *n* движение
tragedy ['trædʒədɪ] *n* трагедия
train [treɪn] **1.** *n* поезд **2.** *v* тренироваться
training ['treɪnɪŋ] *n* 1) воспитание 2) обучение
translate [trænz'leɪt] *v* переводить(ся) *(с одного языка на другой)*
translator [trænz'leɪtə] *n* переводчик
transmit [trænz'mɪt] *v* передавать, транслировать
transport ['trænspɔ:t] *n* транспорт
travel ['trævl] *v* путешествовать
travelling ['trævlɪŋ] *n* путешествие
treat [tri:t] *v* 1) обращаться, относиться 2) лечить
tree [tri:] *n* дерево
trilogy ['trɪlədʒɪ] *n* трилогия
trip [trɪp] *n* путешествие; поездка
trouble ['trʌbl] **1.** *n* беспокойство **2.** *v* беспокоить(ся)
true [tru:] *a* 1) верный, правильный 2) верный, преданный
truth [tru:θ] *n* правда
truthful ['tru:θfl] *a* правдивый
try [traɪ] *v* пробовать, пытаться
tsar [zɑ:] *n* царь
tune [tju:n] **1.** *n* мелодия **2.** *v* настраивать
tuneless ['tju:nləs] *a* немелодичный
tunnel ['tʌnl] *n* тоннель
Turkish ['tɜ:kɪʃ] *a* турецкий
turn [tɜ:n] **1.** *n* очередь **2.** *v* вращать(ся), вертеть(ся); **to ~ off** выключать; **to ~ on** 1) включать 2) поворачивать(ся); **to ~ out** оказаться, оказываться; **to ~ up** сделать громче; приходить, приезжать
twice [twaɪs] *adv* дважды
type [taɪp] **1.** *n* 1) тип, типичный образец 2) модель, образец **2.** *v* печатать

Uu

ugly ['ʌglɪ] *a* уродливый, некрасивый
uncle ['ʌŋkl] *n* дядя
under ['ʌndə] *prep* 1) под 2) *указывает на меньшую степень, более низкую цену, меньший возраст* ниже, меньше
underlined [ˌʌndə'laɪnd] *a* подчеркнутый, выделенный
understand [ˌʌndə'stænd] *v* **(understood)** понимать
underwater [ˌʌndə'wɔ:tə] *a* подводный
unfairness [ʌn'feənəs] *n* несправедливость
unhappy [ʌn'hæpɪ] *a* несчастливый, несчастный
uniform ['ju:nɪfɔ:m] *n* форменная одежда, форма
union ['ju:njən] *n* союз
unique [ju:'ni:k] *a* единственный в своем роде; уникальный
unite [ju:'naɪt] *v* объединять
university [ˌju:nɪ'vɜ:sətɪ] *n* университет
unknown [ʌn'nəʊn] *a* неизвестный
unlike [ʌn'laɪk] *prep* в отличие от
unlucky [ʌn'lʌkɪ] *a* неудачный, неудачливый
unofficial [ˌʌnə'fɪʃl] *a* неофициальный
unsatisfying [ʌn'sætɪsfaɪŋ] *a* неудовлетворяющий
unsociable [ʌn'səʊʃəbl] *a* необщительный; сдержанный
unstated [ʌn'steɪtɪd] *a* неупомянутый
unsure [ʌn'ʃɔ:] *a* 1) неопределенный 2) неуверенный
until [ən'tɪl] *cj* до тех пор; пока
untrue [ʌn'tru:] *a* 1) неверный, ненадежный 2) ложный, ошибочный 3) несоответствующий
unusual [ʌn'ju:ʒl] *a* 1) необыкновенный; необычный 2) замечательный
unwritten [ʌn'rɪtn] *a* неписаный

up [ʌp] *adv указывает на нахождение наверху или на более высокое положение* наверху

updated [ʌp'deɪtɪd] *a* современный

upper ['ʌpə] *a* верхний, внешний, наружный

upset [ʌp'set] *a* расстроенный

us [ʌs] *pron pers косв. падеж от* **we**

use [ju:z] *v* употреблять

useful ['ju:sfl] *a* полезный

useless ['ju:sləs] *a* бесполезный

user ['ju:zə] *n* потребитель, клиент

usual ['ju:ʒl] *a* обыкновенный, обычный

Vv

vacancy ['veɪkənsɪ] *n* свободное время, отпуск, отдых, каникулы

valuable ['vælju:əbl] *a* ценный; дорогой

value ['vælju:] **1.** *n* ценность **2.** *v* оценивать

variant ['veərɪənt] **1.** *n* вариант **2.** *a* отличный от других; иной

variety [və'raɪətɪ] *n* разнообразие

various ['veərɪəs] *a* различный, разный

vary ['veərɪ] *v* менять(ся)

version ['vɜ:ʃn] *n* версия; вариант

video ['vɪdɪəʊ] **1.** *n AE* телевидение, видеомагнитофон **2.** *a* телевизионный

view [vju:] **1.** *n* вид, пейзаж **2.** *v* 1) осматривать 2) смотреть *(телевизор)*

viewer ['vju:ə] *n* зритель, наблюдатель, кинозритель, телезритель

viewpoint ['vju:pɔɪnt] *n* точка зрения

village ['vɪlɪʤ] *n* деревня

violent ['vaɪələnt] *a* насильственный

visit ['vɪzɪt] **1.** *n* посещение, визит; поездка **2.** *v* навещать; посещать

visitor ['vɪzɪtə] *n* посетитель, гость

vivid ['vɪvɪd] *a* 1) яркий; ясный 2) живой, пылкий

vocational [vəʊ'keɪʃnl] *a* профессиональный; ~ **training** профессиональное обучение; профессионально-техническое образование

voice [vɔɪs] *n* голос

voluntary ['vɒləntərɪ] *a* добровольный, добровольческий

volunteer [,vɒlən'tɪə] **1.** *n* доброволец, волонтер **2.** *v* вызываться добровольно *(сделать что-л.)*

Ww

wait [weɪt] *v* ждать (for)

waiter ['weɪtə] *n* официант

walk [wɔ:k] **1.** *n* 1) ходьба 2) прогулка пешком **2.** *v* 1) ходить 2) идти пешком

walkaway ['wɔ:kəweɪ] *n* легкая победа *(в состязании)*

walkway ['wɔ:kweɪ] *n* дорожка, аллея

want [wɒnt] *v* хотеть

war [wɔ:] *n* война

wardrobe ['wɔ:drəʊb] *n* 1) гардероб *(шкаф)* 2) гардероб, одежда

warm [wɔ:m] *a* теплый

warn [wɔ:n] *v* предупреждать

waste [weɪst] *n* излишняя трата

watch [wɒtʃ] *v* наблюдать, смотреть; **to ~ TV** смотреть телевизор

water ['wɔ:tə] *n* вода

way [weɪ] *n* 1) путь; дорога 2) способ; **in a (proper) ~** наилучшим способом

wealth [welθ] *n* богатство

wear [weə] *v* **(wore; worn)** носить *(одежду и т. п.)*

web [web] *n* паутина

week [wi:k] *n* неделя

weekday ['wi:kdeɪ] *n* будний день

weekend [,wi:k'end] *n* уик-энд, время отдыха с субботы до понедельника

weeklies ['wi:klɪz] *n* еженедельник

weekly ['wi:klɪ] **1.** *n* еженедельник **2.** *a* еженедельный; недельный

weight [weɪt] *n* вес

welcome ['welkəm] *v* приветствовать

well [wel] *adv* **(better; best)** хорошо

well-known [,wel'nəʊn] *a* 1) известный, популярный 2) хорошо знакомый, общеизвестный

west [west] *n* запад

western ['westən] *a* западный

wet [wet] *a* мокрый, влажный

what [wɒt] *pron inter* какой? что? сколько?

when [wen] **1.** *adv inter* когда? **2.** *cj* когда, в то время как, как только

whenever [wen'evə] *cj* всякий раз когда; когда бы ни

where [weə] *adv inter* где? куда?

wherever [weər'evə] *cj* где бы ни, куда бы ни

whether ['weðə] *cj* ли; во всяком случае

which [wɪtʃ] *pron inter* который? какой? кто? *(подразумевается выбор)*

while [waɪl] **1.** *n* время, промежуток времени **2.** *cj* 1) пока, в то время как 2) несмотря на то, что

white [waɪt] *a* белый

who [hu:] *pron inter* кто?

whole [həʊl] *a* целый, весь

whom [hu:m] *pron косв. падеж от* **who**

whose [hu:z] *pron poss* чей, чья, чье, чьи

why [waɪ] *adv inter* почему?

wide [waɪd] *a* широкий

widely ['waɪdlɪ] *adv* 1) широко, в различных местах 2) в значительной степени, широко

widespread ['waɪdspred] *a* широко распространенный

wife [waɪf] *n* (*pl* **wives**) жена

will [wɪl] *v* желать

win [wɪn] *v* **(won)** выиграть; победить

wind [wɪnd] *n* ветер

window ['wɪndəʊ] *n* окно

windy ['wɪndɪ] *a* ветреный

winner ['wɪnə] *n* победитель, (первый) призер

wise [waɪz] *a* мудрый

wish [wɪʃ] **1.** *n* желание, пожелание **2.** *v* желать, хотеть

with [wɪð] *prep указывает на связь с чем-л.*

without [wɪð'aʊt] *prep* без

witness ['wɪtnəs] *n* 1) очевидец 2) свидетель

woman ['wʊmən] *n* (*pl* **women** ['wɪmɪn]) женщина

wonder ['wʌndə] **1.** *n* удивление; **no ~, small ~** неудивительно **2.** *v* 1) удивляться 2) интересоваться

wonderful ['wʌndəfl] *a* удивительный

word [wɜ:d] *n* слово

work [wɜ:k] **1.** *n* работа **2.** *v* работать; **to ~ out** разрабатывать

worker ['wɜ:kə] *n* рабочий, работник

world [wɜ:ld] *n* мир

worldwide [,wɜ:ld'waɪd] *a* распространенный по всему свету; всемирно известный, мировой

worry ['wʌrɪ] *v* беспокоить(ся)

worst [wɜ:st] **1.** *a* (*превосх. ст. от* **bad**) наихудший **2.** *adv* (*превосх. ст. от* **badly**) хуже всего

worth [wɜ:θ] *a predic* стоящий

write [raɪt] *v* **(wrote; written)** писать

writer ['raɪtə] *n* писатель

wrong [rɒŋ] *a* неправильный

Yy

year [jɪə] *n* год

yesterday ['jestədeɪ] **1.** *adv* вчера **2.** *n* вчерашний день

yet [jet] *adv* 1) еще, все еще 2) еще, кроме того

young [jʌŋ] *a* молодой, юный

your [jɔ:] *pron poss* ваш, твой

yours [jɔ:z] *pron poss (абсолютная форма)* ваш; твой

yourself [jɔ:'self] *pron refl* (*pl* **yourselves**) себя; -ся, -сь; себе

youth [ju:θ] *n* юность; молодость

List of names

Geographical names

Abbotsford ['æbətsfəd]
Alloway ['æləweɪ]
Arizona [,ærɪ'zəʊnə]
Australia [ɒs'treɪlɪə]
Belarus [,belə'ru:s]
Brazil [brə'zɪl]
Buckingham ['bʌkɪŋəm]
Bulgaria [bʌl'geərɪə]
Chicago [ʃɪ'kɑ:gəʊ]
China ['tʃaɪnə]
Columbia [kə'lʌmbɪə]
Darlington ['dɑ:lɪŋtən]
Europe ['jʊərəp]
Finland ['fɪnlənd]
France [frɑ:ns]
Georgia ['dʒɔ:dʒə]
Germany ['dʒɜ:mənɪ]
Japan [dʒə'pæn]
Liverpool ['lɪvəpu:l]
Madrid [mə'drɪd]
Mexico ['meksɪkəʊ]
Newcastle ['nju:kɑ:sl]
New Zealand (NZ) [,nju: 'zi:lənd]
Northern Ireland [,nɔ:ðən 'aɪələnd]
Ohio [əʊ'haɪəʊ]
Orlando [ɔ:'lændəʊ]
Pakistan [,pɑ:kɪ'stɑ:n]
Plymouth ['plɪməθ]
Poland ['pəʊlənd]
Shanghai [,ʃæŋ'haɪ]
St Petersburg [snt'pi:təzbɜ:g]
Stockton ['stɒktən]
Stratford-upon-Avon [,strætfədəpɒn'eɪvn]
Sudan [su:'dɑ:n]
Sweden ['swi:dn]
Washington ['wɒʃɪŋtən]

Personal names

Agatha Christie [,ægəθə 'krɪstɪ]
Alan Jones [,ælən 'dʒəʊnz]
Alec Wessel [,ælɪk 'wesl]
Amelia [ə'mi:lɪə]
Andrea ['ændrɪə]
Andrew ['ændru:]
Ashley ['æʃlɪ]
Barbara ['bɑ:bərə]
Blair [bleə]
Bonnie Dohms [,bɒnɪ 'dɔ:ms]
Britney Spears [,brɪtnɪ 'spɪəz]
Caroline ['kærəlaɪn]
Catherine ['kæθərɪn]
Cathy ['kæθɪ]
Cecily von Ziegesar [,sesɪlɪ fən 'zi:gəsɑ:]
Charles Dickens [,tʃɑ:lz 'dɪkɪnz]
Chevy Johnston [,tʃeɪvɪ 'dʒɒnstən]
Chris Tarrant [,krɪs 'tærənt]
Christine Watkins [,krɪsti:n 'wɒtkɪns]
Christopher ['krɪstəfə]
Corinna [kə'rɪnə]
Daniel ['dænjəl]
Dylan ['dɪlən]
Emma Needham [,emə 'ni:dəm]
Ernest Rutherford [,ɜ:nɪst 'rʌðəfəd]
George Fawcett [,dʒɔ:dʒ 'fɔ:sɪt]
Gill [gɪl, dʒɪl]
Hanna ['hænə]
Harriet ['hærɪət]
Heather Brown [,heðə 'braʊn]
Hercule Poirot [,eəkju:l 'pwɑ:rəʊ]
Hitomi [hɪ'tɒmɪ]
Ira ['aɪərə]
Jason Attwell [,dʒeɪsn 'ætwəl]
Jennifer Lopez [,dʒenɪfə 'lɒpəz]
Jeremy ['dʒerəmɪ]
Jessica ['dʒesɪkə]
Joann [dʒəʊ'æn]
Johanna Martin [dʒəʊ,hænə 'mɑ:tɪn]
June Haywood [,dʒu:n 'heɪwʊd]
Katee [kə'ti:]
Kathy ['kæθɪ]
Kevin ['kevɪn]
Kyle Pearson [,kaɪl 'pɪəsn]
Laura ['lɔ:rə]
Leon [leɪ'ɒn]
Lily ['lɪlɪ]
Lisa ['li:zə]
Lonette Tobin [lə,nɪt 'təʊbɪn]
Lucy ['lu:sɪ]
Maria [mə'raɪə]
Marsha ['mɑ:ʃə]
Michelle [mi:'ʃel]
Miss Marple [,mɪs 'mɑ:pl]
Mr Rochester [,mɪstə 'rɒtʃɪstə]
Nancy ['nænsɪ]
Neil Anderson [,ni:l 'ændəsn]
Olivia [ɒ'lɪvɪə]
Orlando [ɔ:'lændəʊ]
Paula ['pɔ:lə]
Rachel Suffem [,reɪtʃəl 'sʌfəm]

Raquel [rə'kel]
Reggie ['redʒɪ]
Robert Kraft [,rɒbət 'kræft]
Roberta [rəʊ'bɜ:tə]
Robin Binge [,rɒbɪn 'bɪndʒ]
Ryan Haywood [,raɪən 'heɪwʊd]
Samuel ['sæmjʊəl]
Sarah ['seərə]
Sean [ʃɔ:n]
Sebastian [sɪ'bæstjən]
Serena [sɪ'ri:nə]
Soapy ['səʊpɪ]
Stacey ['steɪsɪ]
Sue [sju:]
Syed [sa'i:d]
Taron Campbell [,tærən 'kæmbl]
Tracy Archibald [,treɪsɪ 'ɑ:tʃɪbəld]
Yang [jɑ:ŋ]
Yannick ['jɑ:nɪk]

Other names

Aquarium [ə'kweərɪəm] «Аквариум»

Backstreet Boys, the [,bækstri:t 'bɔɪz] «Бэкстрит Бойз»

Cherry Orchard ['tʃerɪ ,ɔ:tʃəd] «Вишневый сад»

Christchurch College [,kraɪstʃɜ:tʃ 'kɒlɪdʒ]

Crime and Punishment [,kraɪm ənd 'pʌnɪʃmənt] «Преступление и наказание»

Daily Mirror, the [,deɪlɪ 'mɪrə]

Eugene Onegin [,ju:dʒɪn ɒ'negɪn] «Евгений Онегин»

Fruits of Enlightenment, the [,fru:ts əv ɪn'laɪtənmənt] «Плоды просвещения»

Golden Orpheus, the [,gəʊldən 'ɔ:fju:s] «Золотой Орфей»

Guardian, the ['gɑ:dɪən]

Hamlet ['hæmlɪt] «Гамлет»

Hermitage, the ['hɜ:mɪtɪdʒ] Эрмитаж

Life for the Tsar (or *Ivan Susanin*) [,laɪf fə ðə 'zɑ:] «Жизнь за царя» (*или* «Иван Сусанин»)

Nutcracker, the ['nʌt,krækə] «Щелкунчик»

Observer, the [əb'zɜ:və]

Romeo and Juliet [,rəʊmɪəʊ ənd 'dʒu:lɪət] «Ромео и Джульетта»

Sleeping Beauty, the [,sli:pɪŋ 'bju:tɪ] «Спящая красавица»

Soyuz [sə'ju:z] «Союз»

Spice Girls, the ['spaɪs gɜ:lz] «Спайс Гёлз»

Swan Lake ['swɒn leɪk] «Лебединое озеро»

Thornfield Hall [,θɔ:nfɪld 'hɔ:l]

Voskhod [vəs'hɔ:d] «Восход»

Irregular verbs
Список неправильных глаголов

be [biː]
bear [beə]
beat [biːt]
become [bɪ'kʌm]
begin [bɪ'gɪn]
break [breɪk]
bring [brɪŋ]
broadcast ['brɔːdkɑːst]
build [bɪld]
buy [baɪ]
catch [kætʃ]
choose [tʃuːz]
come [kʌm]
cost [kɒst]
do [duː]
draw [drɔː]
drink [drɪŋk]
drive [draɪv]
eat [iːt]
fall [fɔːl]
feel [fiːl]
fight [faɪt]
find [faɪnd]
fly [flaɪ]
forecast ['fɔːkɑːst]
forget [fə'get]
get [get]
give [gɪv]
go [gəʊ]
grow [grəʊ]
have [hæv]
hear [hɪə]
hold [həʊld]
hurt [hɜːt]
keep [kiːp]
know [nəʊ]
lead [liːd]
learn [lɜːn]
leave [liːv]
let [let]
lie [laɪ]
lose [luːz]

was/were [wɒz/wɜː]
born [bɔːn]
beat [biːt]
became [bɪ'keɪm]
began [bɪ'gæn]
broke [brəʊk]
brought [brɔːt]
broadcast ['brɔːdkɑːst]
built [bɪlt]
bought [bɔːt]
caught [kɔːt]
chose [tʃəʊz]
came [keɪm]
cost [kɒst]
did [dɪd]
drew [druː]
drank [dræŋk]
drove [drəʊv]
ate [et]
fell [fel]
felt [felt]
fought [fɔːt]
found [faʊnd]
flew [fluː]
forecast ['fɔːkɑːst]
forgot [fə'gɒt]
got [gɒt]
gave [geɪv]
went [went]
grew [gruː]
had [hæd]
heard [hɜːd]
held [held]
hurt [hɜːt]
kept [kept]
knew [njuː]
led [led]
learnt [lɜːnt]
left [left]
let [let]
lay [leɪ]
lost [lɒst]

been [biːn]
born [bɔːn]
beaten ['biːtn]
become [bɪ'kʌm]
begun [bɪ'gʌn]
broken ['brəʊkən]
brought [brɔːt]
broadcast ['brɔːdkɑːst]
built [bɪlt]
bought [bɔːt]
caught [kɔːt]
chosen ['tʃəʊzn]
come [kʌm]
cost [kɒst]
done [dʌn]
drawn [drɔːn]
drunk [drʌŋk]
driven ['drɪvn]
eaten ['iːtn]
fallen ['fɔːlən]
felt [felt]
fought [fɔːt]
found [faʊnd]
flown [fləʊn]
forecast ['fɔːkɑːst]
forgotten [fə'gɒtn]
got [gɒt]
given ['gɪvn]
gone [gɒn]
grown [grəʊn]
had [hæd]
heard [hɜːd]
held [held]
hurt [hɜːt]
kept [kept]
known [nəʊn]
led [led]
learnt [lɜːnt]
left [left]
let [let]
lain [leɪn]
lost [lɒst]

make [meɪk]	made [meɪd]	made [meɪd]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [pʊt]	put [pʊt]	put [pʊt]
read [ri:d]	read [red]	read [red]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ]	showed [ʃəʊd]	showed [ʃəʊd]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
spend [spend]	spent [spent]	spent [spent]
stand [stænd]	stood [stʊd]	stood [stʊd]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
understand [,ʌndə'stænd]	understood [,ʌndə'stʊd]	understood [,ʌndə'stʊd]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]

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Учебное издание

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Английский язык
9 класс

Учебник для общеобразовательных учреждений
с приложением на электронном носителе

Центр группы германских языков
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Условные обозначения и сокращения

— говорение

— слушание

— чтение

— письменное задание

— домашнее задание

! — задание повышенной трудности

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