Российская академия наук
Российская академия образования
Издательство «Просвещение»

Академический школьный учебник

English 7

Student's Book

PROSVESHCHENIYE
PUBLISHERS

Условные обозначения и сокращения

— говорение

— слушание

— чтение

— письменное задание

— домашнее задание

— задание повышенной трудности

— дополнительное задание

— дополнительная информация в сети Интернет

the Old World* — см. лингвострановедческий справочник (LCG)
LCG — Linguistic and Cultural Guide
AB — Activity Book
R — Reader

Российская академия наук
Российская академия образования
Издательство «Просвещение»

Академический школьный учебник

Английский язык

7 класс

**Учебник
для общеобразовательных
учреждений**

*Рекомендовано
Министерством образования и науки
Российской Федерации*

11-е издание, переработанное

Москва
«ПРОСВЕЩЕНИЕ»
2011

УДК 373.167.1:811.111
ББК 81.2Англ-922
А64

Серия «Академический школьный учебник» основана в 2005 году.

На учебник получены положительные заключения Российской академии наук (№ 10106-5215/15 от 31.10.2007 г.) и Российской академии образования (№ 01-487/5/7д от 24.10.2007 г.).

Проект «Российская академия наук, Российская академия образования, издательство «Просвещение» — российской школе»

Руководители проекта:
вице-президент РАН акад. *В. В. Козлов*, президент РАО акад. *Н. Д. Никандров*, управляющий директор издательства «Просвещение» чл.-корр. РАО *А. М. Кондаков*

Научные редакторы серии:
акад. РАО, д-р пед. наук *А. А. Кузнецов*, акад. РАО, д-р пед. наук *М. В. Рыжаков*, д-р экон. наук *С. В. Сидоренко*

Научный консультант авторского коллектива акад. РАО, д-р психол. наук *И. А. Зимняя*

Авторы:
В. П. Кузовлев, Н. М. Лапа, Э. Ш. Перегудова, И. П. Костина, О. В. Дуванова, Ю. Н. Кобец

Научный руководитель авторского коллектива **проф. Е. И. Пассов**

Английский язык. 7 класс : учеб. для общеобразоват. учреждений /
А64 [В. П. Кузовлев, Н. М. Лапа, Э. Ш. Перегудова и др.] ; Рос. акад. наук, Рос. акад. образования, изд-во «Просвещение». — 11-е изд., перераб. — М. : Просвещение, 2011. — 252 с. : ил. — (Академический школьный учебник). — ISBN 978-5-09-019529-4.

УДК 373.167.1:811.111
ББК 81.2Англ-922

ISBN 978-5-09-019529-4

© Издательство «Просвещение», 2010
© Художественное оформление. Издательство «Просвещение», 2010
Все права защищены

Unit 1

Are you happy at school?

Lesson 1 How did you spend your holidays?

1. Mandy, John and Robert are talking about their summer holidays.
Where did the children spend their holidays? (listening for specific information)

2. Mandy wrote to her friend about her summer holidays.
1) What were her impressions?

Dear Helen,

I had a great time on holiday. In July my family and I were near Snowdon. We were walking up the mountain from morning till lunch. It was not easy, but it was exciting! Last week we went sightseeing to York.* We went to an old castle. They say there are ghosts in the castle but we didn't see any. My friend had been there before, and she hadn't seen them either. In August the weather was fine. I went sunbathing and swam a lot! I took many fantastic photos. I'll send you some.*

I am looking forward to[1] *seeing you* ***again,***[2]
Mandy

2) In the letter, find the verbs in the past tense forms and name them.

grammar for revision

Describing past actions

On Sunday we **went** to an old castle.	Past Simple
We **were swimming** for 2 hours.	Past Progressive
My friend **had visited** this museum before.	Past Perfect

GS (Grammar Support) p. 197—198

[1] **to look forward to + N/Ving** — с нетерпением ожидать чего-л.
[2] **again** [ə'gen] — снова, опять

3. Robert had a lot of fun in the camp. Here are some camp activities.

What did Robert and his friends do on Monday? What do you think?

I think Robert was playing darts from 6 till 7 in the evening.
I think Robert ...
I think Robert's friends ...

Monday	
9-10 a.m.	Music club
11-12 a.m.	Swimming pool
12 a.m.-1 p.m.	Basketball/tennis
4-5 p.m.	TV, video
5-6 p.m.	Computer games
6-7 p.m.	Football, darts*
8-9 p.m.	Disco club

4. John spent his summer holidays in the Lake District.*

www.lakedistrict.gov.uk

1) How did John and his family spend their time in the Lake District?

I think John went windsurfing and his father fished there.

WORD BUILDING

Compound words

sight + seeing = sightseeing
wind + surfing = windsurfing
sun + bathing = sunbathing
sea + side = seaside

2) What did John write to his friend about his holidays? (AB ex. 1)

5. How did you spend your summer holidays?

1) **Pair work.** **Talk about your summer holidays. Read Learning to learn note No 2.**

— **Where did you spend your holidays?**
— I ... in a summer camp
in town
in the countryside
by the seaside
...

MY SUMMER HOLIDAYS

— **What did you do there?**
— I ... read books ...
took part in ...
went sunbathing ...
helped my grandparents ...
travelled to ...
went sightseeing ...
...

— **Did you like your holidays?**
— I had a great time! I ...
The holidays were boring because ...
It was very interesting when I ...
I'll never forget the holidays because ...
...

2) **What will you tell your foreign friend about your summer holidays?**

3) **Discuss who had the most interesting holidays.**

6. **Activity book ex. 2. Reader ex. 1.**

Lesson 2 Are you glad to b back to school?

1. In September British pupils go back to school after the summer holidays.

1) The school reporter asks Mandy, Robert and John the question "Are you glad to be back to school?".

What are the children's answers?

Reporter: Are you glad to be back to school?
John: I'm looking forward to school. I'll have my favourite subjects again.
Mandy: Of course, I am. I'll meet my friends.
Robert: Oh, no! I'm a bit **nervous** about tests in Maths! They are difficult!

2) The reporter is going to write an article about the first day of school.

Look through his notes and match the name and the words.

John says that	he is a bit nervous about tests in Maths.
Mandy says that	he is looking forward to school.
Robert says that	she is glad to be back to school because she will meet her friends.

3) Compare the original words of the children and the reporter's words. What changes are there in the reporter's words? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Reported speech: 'that'-clauses
Косвенная речь: дополнительные придаточные предложения

Когда мы передаём то, что кто-то говорит, мы используем глагол **to say** и дополнительное придаточное предложение с союзом **that**, в котором личные и притяжательные местоимения прямой речи заменяются по смыслу.

John: "*I am* looking forward to school." (прямая речь)
John **says that** *he is* looking forward to school. (косвенная речь)
Джон **говорит, что** *он* с нетерпением ожидает занятий в школе.

GS p. 204

2. John's classmates are sharing their opinions about the first day of school.

1) Report what the children say.

> Tom says that he is starting a new school.
> He worries that he won't have friends here.

Tom: I'm starting a new school. I worry that I won't have friends here.
Sarah: We had long summer holidays. I'm glad that we start learning new things.
Susan: I'm looking forward to seeing our form teacher Mrs Langridge.* I'm happy that she'll teach us this year.
David: I don't like going back to school. It's sad that the holidays are over.
Bryan: There are a lot of clubs at our school. I hope that we'll have different competitions this year.

2) What are the children's feelings on the first day of school? Choose the words from the box to report their feelings.

grammar in focus

Reported speech: 'that'-clauses

Для того чтобы передать в косвенной речи то, что люди думают, чувствуют, используются глаголы **to think, to hope, to worry, to be upset, to be glad** и др.

Lucy: Ugh! We must wear that uniform again!
Lucy **is upset** that they must wear uniforms again.

Люси: У! Опять мы должны будем носить эту форму!
Люси **расстроена**, что они опять должны носить форму.

GS p. 204

> Susan worries that they'll have a lot of tests. Sometimes they are very difficult.

is glad • is upset • is happy • worries
hopes • thinks

mind!
a lot of tests = lots of tests

Susan: Oh! We'll have a lot of tests. Sometimes they are very difficult.
Dan: I'll take part in different activities. There are lots of interesting activities at school.
Linda: Most of the school subjects are great! We do a lot of interesting projects!
Jane: We'll have discos this year! I'll play in the school band again.

Robert: I have no friends here. I'm a new pupil at this school.
Jenny: This year is going to be hard. We'll have a lot of tests in different subjects.
Chris: The holidays are over. And I have to get up early again.

3. Pair work. Are you glad to be back to school?

1) Share your feelings with your partner.

I'm glad to be back to school.

It's sad that the holidays are over.

It's good and bad to be back to school.

⇓

I'm looking forward to ...
I hope that ...
I worry that ...

2) Report what your partner has told you.

... says that ...
... is glad that ...
... worries that ...

4. Activity book ex. 1.

NEXT LESSON IS A READING LESSON. **(Reader ex. 2)**

Lesson 3 What's your favourite subject?

1. Vocabulary. John and Mandy go to Hazel Grove High School.* They are in Year 7.

1) Here is the timetable for Year 7.

What does every day at school begin with?

	8.45-9.00	9.00-10.00	10.00-11.00		11.20-12.20		13.10-14.15	14.15-15.15
MONDAY	Registration*/Assembly*	*Geography*	*Maths*	BREAK	*ICT**	LUNCH TIME	*Design and Technology**	*Science**
TUESDAY		*Maths*	*English*		*Art**		*History*	*French*
WEDNESDAY		*Maths*	*PE**		*English*		*Design and Technology**	*Music*
THURSDAY		*Science**	*Maths*		*PE**		*Religious Education**	*Science**
FRIDAY		*ICT**	*French*		*Maths*		*Geography*	*Drama*

2) What subjects do the children study in Year 7?

3) Which subjects do (don't) you study in the 7th form?

4) What day of the week is Mandy speaking about? Why doesn't she like this day? (listening for detail)

2. Vocabulary. John is speaking about his timetable and subjects.

1) What does John like? What doesn't he like? Why? Use the word box to learn the meaning of the highlighted words.

Our school day starts with registration. Every morning we also have assembly. I'm not sure that we should have assembly every day. I think that assembly is **a waste of time** and I can **do without** it.

My favourite subjects are **Biology, Chemistry** and **Physics**. At these lessons we **discover** new things. It's very interesting. I like Maths, too. Our teacher Mr Kernel is very kind and he helps us when we have problems. I always look forward to his lessons. But I don't like French. I hate learning words and poems **by heart**.

Word box

a waste of time — бесполезная трата времени
to do without — обходиться без чего-л.
to discover — узнавать, открывать
by heart [hɑ:t] — наизусть

Words to guess

Biology [baɪ'ɒlədʒɪ] — ?
Chemistry ['kemɪstrɪ] — ?
Physics ['fɪzɪks] — ?

2) What will you tell John about your timetable and subjects? Use John's story for help.

3) Report what Mandy and Robert say about their timetable. Compare your timetable with the timetable at Hazel Grove High School. (listening for detail)

Mandy: We have registration at 8.45 a.m. every day.
You: Mandy says that they have registration at 8.45 a.m. every day. But we don't have registration at my school.

3. Mandy and Robert are discussing different subjects.

1) What do they think about them? Complete their opinions with suitable arguments.

My favourite subject is Maths because ...
I like Science very much because ...
I don't think Geography is a waste of time because ...
French isn't interesting, ...

I think PE is very useful because ...
I hate Maths because ...
Biology is boring and ...
Chemistry is very interesting because ...

... there's a lot of homework in it.

... we do interesting projects. That's exciting.

... at the lessons we discover new things.

... we have a lot of tests. I hate tests.

... it is very difficult.

... I think I can do without it.

... we do different exercises and play games.

... we learn by heart a lot. That's boring.

... the teacher is nice and the lessons are interesting and fun.

2) What's your opinion about the subjects you study? Why do (don't) you like them?

4. **What's your favourite subject? Why?**

5. **All about me.** **My timetable and favourite subject(s). (AB No 1) Reader ex. 4.**

Lesson 4 *I love school. Do you?*

1. Children have different feelings about school.

1) *What do you think of when you talk about school? Write three things you like and don't like about school.*

2) Listen to three children speaking about school. Do they speak about the things you have written about school? (listening for specific information)

2. Mary, Mike, and William are sharing their opinions about school.

1) What do the children like about school? What don't they like about school?

Mary: Our school is not the best, but I like it. I'm good at a lot of subjects. My parents are happy that I get A's and B's.* I think that school is very important because we must learn to get a good job. As for me, I like discovering new things. I've got three favourite subjects. They are Science, ICT, and History. Most of my teachers are nice, some are strict but fair. Everything is good at my school. But I think there should be more field trips* and outings to go on.

Mike: I don't like school very much. I have some problems with Maths. I'm always nervous when we have a test. Besides I hate homework. I think that everything is boring at school and school is a waste of time. I can get information from books, TV, and my computer! But I can't do without my friends. I'm glad that I **mix with**[1] them every day at school.

Alex: I live in the country and I go to the little village school. We are all together — boys and girls of all ages. We are one big happy family because we all get on! The teachers are very good and they make learning interesting and fun. Besides, there are lots of after-school activities for children with different interests. I play in the school band. It's very interesting! I am glad that I go to my little village school.

[1] **to mix with** — общаться с

2) Are the following statements true or false? Prove it from the texts.

- Mary likes going to school because she likes discovering new things.
- Mary likes school because they have really friendly teachers.
- Mary is glad that they don't go on field trips and outings at her school.
- Mike doesn't like school because he is not good at Maths.
- Mike is bored at school and prefers reading books and watching TV.
- Mike thinks that the best thing about school is that he can meet his friends there.
- Alex worries that there are bullies and fights at his school.
- Alex likes his school because he can take part in different activities at school.

3) What's your opinion about the things that Mary, Mike, and Alex speak about?

— Mary says that everything is good at school. *I think there are many good things about school, but I don't like some things: much homework, many tests ...*

— Mike thinks that everything is boring at school. *I don't agree. School is interesting and fun.*

3. **Do you love school? Why? Why not? Give your comments. Read Learning to learn note No 3.**

Oh, school is the best thing in the world!

I think, there are good and bad things about school.

I like (that) ...
I can't do without ...
Besides, ...
But I don't like (that) ...
I hate (that) ...
School is (not) important because ...

4. **Which opinion do (don't) you share? Why?**

"When I'm at home, I am looking forward to school. I think it's great!"

"Yes, school's great. But the best thing about school is the time when I go home!"

5. **Activity book ex. 1.**

Lesson 5 What does it mean?

1. On exchange programmes, children from different countries often talk about school.

What are the children talking about? What countries are they from? What do you think? (listening for the main idea)

2. Phil and Mary are talking about school life.

1) Use the word box and find in the dialogues how they:

- **say they don't understand something;**
- **ask about meaning.**

— What are your marks at school?
— I get fours and fives.
— Fours and fives? **What do they mean?** Are you a good pupil?
— Yes, I am. 4 means good and 5 means **excellent.**[1]
— Oh, well done! But in my culture they mean B and A.

• • •

— What form are you in?
— I'm in the third form.
— Really? How old are you?
— Thirteen.
— I'm thirteen, too. But I'm in the seventh form. **Sorry, I don't quite understand.**
— Well, at most English schools forms start only at the secondary school, at the age of eleven.

2) What are some other ways of saying you don't understand and asking about meaning?

SAYING YOU DON'T UNDERSTAND

I'm sorry, but I have a question. Извини(те), у меня вопрос.
Sorry, I don't quite understand. Извини(те), мне не совсем понятно.
I didn't (quite) get you. Я не (совсем) понял вас.

ASKING ABOUT MEANING

What do you mean? Что вы имеете в виду?
What do you mean by A's**?** Что вы имеете в виду, говоря "A's"?
Can you explain what you mean by assembly, **please?** Объясните, пожалуйста, что вы имеете в виду, говоря "assembly".

[1] **excellent** ['eksələnt] — отлично

3) Replace the highlighted expressions in the dialogues with those that fit from the word box. Act out the dialogues.

3. **Role play.** You are talking to your foreign friend about your school and schools in your country.

Read Learning to learn note No 4.

Pupil card 1

You are talking to your foreign friend about your school and schools in your country.

You begin the conversation. Give some information about your school or schools in your country. Explain to your Russian friend what you mean.

— I'm in Form 3W.*
— Many schools in the USA have summer classes.*
— I go to Manchester Grammar School.*
— All the pupils at our school have their own lockers.*
— At 9 I go to a Sunday school.*
— I get to school by a school bus.*
— I'm a freshman.*
— We are on a half-term.*
— At the end of the term our school sends a report card* to parents.

Pupil card 2

You are talking to your foreign friend about your school and schools in your country.

Listen to your foreign friend. Tell your friend that you don't understand what he/she says and ask about the meaning.

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

Lesson 6 What is a progressive school like?

1. Jigsaw reading. Most schools in Britain are traditional, but there are progressive schools, too.

Read Learning to learn note No 5.

1) **In home groups. Read one of the texts (A, B, or C) and do the task.**

A Summerhill is a famous progressive school.

Read the text and write out the facts that show how different Summerhill is from traditional schools.

Summerhill is a **boarding school**[1] in Suffolk, England. A. S. Neill* opened this school in 1921. There are only eighty pupils, aged from five to eighteen. The children have classes usually **according to**[2] their age, sometimes according to their interests. Every week the pupils and the teachers have a **meeting**[3] where they make and change their rules. There is a timetable — but for the teachers. The pupils can go to the lessons or play, or spend their time in the art room. Children from other countries can study at Summerhill. Parents pay for the teaching. It costs about £6,000 a year.

Summerhill is a progressive boarding school.
First, ...
Second, ...
Besides ...
More than that ...

[1] **a boarding** [ˈbɔːdɪŋ] **school** — школа-интернат
[2] **according to** [əˈkɔːdɪŋ tə] — в соответствии с
[3] **a meeting** – собрание

B All schools have rules for pupils.

Read some school rules. Write how pupils must behave at school.

School rules

Wear a school uniform.
Be ready for class every day.
Be polite.
Take care of school things and stuff.
Keep your classroom clean and tidy.
Don't bring dangerous things to school.
Don't leave a lesson without permission.
Don't use mobiles during the school day.
Be friendly to classmates.
Don't run in school corridors.
Don't bully other pupils in any way.
Come to school on time.
Respect others and be courteous.
Don't bring chewing gum[1] to school.

Rules are very important at school.
Pupils must follow general school rules.[2] They ...
They also must follow safety rules. They ...
All pupils should behave well towards[3] each other and adults. They ...

[1] **chewing** ['tʃuːɪŋ] **gum** — жевательная резинка
[2] **general rules** — общие правила
[3] **towards** [tə'wɔːdz] — по отношению к

C **In your culture.** *The Utchitelskaya Gazeta* published an article about one of the best boarding schools.[1]

Read the pupil's opinion about the boarding school and render it. Use the following phrases. Read Learning to learn note No 6.

WORD BUILDING

Suffixes

10th form *n* + **-er** = 10th-form**er** *n*
know *v* + **-ledge** = know**ledge** ['nɒlɪʤ] *n*

«Наша школа-интернат — большая дружная семья, и поэтому в пятницу мне не хочется расставаться с друзьями. Вы видели, чтобы десятиклассники дружили с первоклассниками? А здесь дружат! А мальчишки и девчонки прекрасно ладят между собой. У нас шестиразовое питание, уютные спальни, у каждого класса есть свой классный руководитель. Мы можем заниматься в разных кружках: театральном, музыкальном, компьютерном; можно поплавать в бассейне или поиграть на площадке в футбол. Здесь почти каждый день дискотеки. Мы получаем здесь хорошие знания, и мы счастливы».

... like a big family ...	... get on with ...
... in the playground ...	... to part with my friends
... meals 6 times a day ...	... almost every day ...
... tenth-formers ...	... a form teacher ...
... get good knowledge ...	... are friends with ...
... go to different clubs ...	... are happy ...

[1] **a boarding** [ˈbɔːdɪŋ] **school** — школа-интернат

2) In expert groups. Compare your answers for the task and come to an agreement. Get ready to retell the text.

3) In home groups. Retell the text you've read to your group mates. Get ready to answer the questions.

- What classes do the pupils of Summerhill School go to?
- Who makes rules at Summerhill School?
- Must the pupils of Summerhill School go to all the lessons?
- Are rules important at all schools?
- What rules should pupils follow at school?
- How do the pupils of the boarding school behave towards each other?
- What activities can the pupils of the boarding school do?
- Why are the pupils of the boarding school happy?

2. In the whole class. What makes a school progressive? Discuss your ideas about a progressive school.

3. www.summerhillschool.co.uk

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 10)**

Lesson 7 Project lesson

1. **Choose a project you want to do. Read Learning to learn note No 7.**

Project 1 My school

- Make a list of headings under which you will describe your school.
- Write about the best things at your school and the things you want to have (to change).
- Illustrate your ideas with pictures, photos, and drawings. Write captions for them.

Project 2 My dream school

- Make a list of headings under which you will describe your dream school.
- Write about the things you want to have at your dream school.
- Illustrate your ideas with pictures, photos, and drawings. Write captions for them. Use humour, fantasy and imagination.

Project 3 My ideal school day

- Make a list of headings under which you will describe your ideal school day.
- Write about the things you want to have and do on this day.
- Illustrate your ideas with pictures, photos, and drawings. Write captions for them. Use humour, fantasy and imagination.

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.**

Lesson 8 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You and your foreign friend are talking about your schools.

Pupil card 1

You and your foreign friend are talking about your schools. You go to a secondary school in London. You are in Year 7.

You begin the conversation.

Ask your Russian friend about his/her school and favourite subjects.

Remember to ask about:

- the form he/she is in;
- the subjects he/she studies;
- his/her marks in different subjects;
- his/her favourite subjects;
- why he/she likes them.

Answer your friend's questions.

Pupil card 2

You and your foreign friend are talking about your schools.

Listen to your foreign friend. Answer his/her questions. Ask your friend about:

- his/her school;
- the subjects he/she studies;
- the rules at his/her school.

2. Oral report. A group of foreign pupils has come on a visit to your school. **What will you tell them about your school and your school life?**

Remember to say:

- what your school is like;
- what after-school activities there are at your school;
- what activities you take part in.

You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 1

Lesson 1
again*
to look forward to*
sightseeing (to go~)
sunbathing (to go~)

Reading lesson
chess*
drama*
a field trip*
an outing*

Lesson 3
assembly
Biology
by heart
Chemistry
to do without
Physics
a waste (of time)
registration
a timetable*
to discover

Lesson 4
to mix with*

Lesson 5
excellent*
to understand
to mean
quite

Lesson 6
according to*
a boarding school*
knowledge*
a meeting*

Reader
to float*
a highlight*
to miss*
a raft*

Answer the questions.

1) Which words do we use to name people's activities on holidays?
2) Which words do we use to name school subjects?
3) Which words do we use to name pupils' activities at school?
4) Which words can you guess?
5) How many new words and word combinations from Unit 1 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 2

What are you good at?

Lesson 1 What are your achievements?

1. In Britain, there are children who have achieved great results in different activities.

1) **Vocabulary. What are George, Jonathan, Jodie and Emilia the best at? Use the word box to learn the meaning of the highlighted words.**

I **tried hard** and won the BBC* Young Musician of the Year competition. I think I have musical **abilities.** I want to be a famous pianist. **(George, 13)**

I trained **properly** and **set** a new national **record** for the long jump. I think I've **achieved** much, but my **ambition** is to win the Olympics,* to be a **top** sportsman and **a professional. (Jonathan, 14)**

I **go in for** horse-riding and my greatest **achievement** was when I was in the British team at the TREC* European **Championships.** Our team won the **bronze medal.** My **ambition** is to win a **gold** medal, but I have to work **hard** to get what I want. **(Jodie, 15)**

I won the Young ***Cartoonist*** of the Year **Award.** I've always enjoyed drawing and I have **ability** in drawing. I think it's **necessary** to practise **hard** to be really good at something. **(Emilia, 12)**

mind!

Abbreviations

BBC [ˌbiː biːˈsiː] *but* **TREC** [trek]

word box

to try — стараться
hard — упорно
an ability (in) — способность (в)
properly — правильно, как следует
to set a record (for) — установить рекорд (в)
to achieve [əˈtʃiːv] — достигать, добиваться
an achievement — достижение
an ambition [æmˈbɪʃən] — стремление, цель
top (sportsman) — 1) лучший 2) высший
a professional [prəˈfeʃnəl] — профессионал
to go in for *phrv* — заниматься, увлекаться
championships [ˈtʃæmpɪənʃɪps] — чемпионат
gold — золотой
an award [əˈwɔːd] — награда
necessary [ˈnesəsrɪ] — необходимый

Words to guess

bronze *a* — ?
medal *n* — ?
professional *n* — ?
cartoon *n* — 1) мультфильм 2) юмористический рисунок
cartoon*ist* *n* — художник-юморист

2) Are the following statements about George, Jonathan, Jodie and Emilia true or false? Prove it.

- George has ability in music.
- George's ambition is to be a professional musician.
- It was easy for George to win the competition.
- Jonathan goes in for sport and he trains hard.
- Jonathan wants to compete in the Olympics and to be a good sportsman.
- Jonathan has set a world record.
- Jodie has achievements in sport.
- Jodie knows what to do if she wants to achieve her ambition.
- Emilia hasn't got any prizes.
- Emilia is not interested in drawing cartoons.
- Emilia knows what to do to be the best.

grammar for revision

Present Perfect/Past Simple

I **have set** a record.
Last year I **set** a national record.

GS p. 197

2. British children write about their favourite after-school activities on the Internet.

1) What do the following children write? Fill in the gaps with the words from the box in the correct form.

ability • achieve • ambition • award • championships • go in for • gold • hard
necessary • professional • properly • set a record • top • try

I ( ) running since I was 9 years old. My ( ) is to compete for Great Britain in the European ( ) and to become a ( ) sportsman. **(Peter, 12)**

Last year I won the Young Sportsman of the Year ( ). I ( ) hard and ( ) for the 100 metres. I'd like to be an Olympic swimmer one day. I want to win a ( ) medal. I know it is ( ) to train ( ) and ( ) if I want to ( ) my ambition. **(Clare, 13)**

I first started playing the piano when I was six. My teacher says that I have musical ( ). But it is necessary to work a lot if I want to become a ( ). **(Neil, 10)**

2) **In your culture.** **What are the achievements of some Russian children? (AB ex. 1)**

3. What are your and your friends' achievements and ambitions?

1) **Pair work.** **Discuss your achievements and ambitions with your partner. Read Learning to learn note No 2.**

My achievements and ambitions

What do you do after school? What are you interested in?

to go in for …
to like to …
to go to … club
to play …

What helped you to get good results?

to practise hard
to train properly
to work hard
to try hard

What are your ambitions? What were your achievements?

to win
a competition (in)
a (…) championship
a gold/bronze medal

to win
to get
a (…) prize
an award (for)

to achieve good results (in)

to take part in
to set a record (for)
a (sport) competition
the world championship
a concert
to be in a national team

to be
to become
the best (at)
a professional
a top sportsman
the best pupil
the number one (player)

2) **What can you tell your foreign friend about your and your friends' achievements?**

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

Lesson 2 What can you do well?

1. *At the end of each school term teachers usually comment on their pupils' work at school. These are the report cards of two British pupils.*

1) Which subjects are Susan and John good at?

Susan Parker	John Smith
ICT *Mark: A–* Is very serious and careful. Works hard.	**ICT** *Mark: A* A smart student. Works well.
History *Mark: B* Studies seriously. Listens carefully.	**History** *Mark: C* Doesn't do projects correctly.
Mathematics *Mark: A* Works well.	**Mathematics** *Mark: A* Always tries hard.
Science *Mark: A* A good student. Does *experiments* properly.	**Science** *Mark: C* Presents projects carelessly.

2) How do John and Susan work in History and Science? How do they work in Maths and ICT?

3) What words does the teacher use to say how the pupils work? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Adverbs of manner

Наречия образа действия

Когда мы описываем, **как (каким образом)** кто-то совершает то или иное действие, мы используем **наречия** образа действия, большинство из которых образуются от прилагательных при помощи суффикса **-ly**.

He listens ***careful*****ly**. *Он слушает* ***внимательно***.

Исключения:

well — хорошо hard — упорно fast — быстро

GS p. 194 AB ex. 1

2. Look at the portraits of some famous people.

What made these people famous? Match.

1) She is a professional writer and she writes wonderfully. She wrote eight stories about the character Harry Potter and became famous fast. Her books got a lot of awards.

2) She studied physics and chemistry seriously, discovered two chemical elements and won two Nobel* prizes.

3) He can swim very fast. At the Olympics in China he set a new record for winning the most gold medals at one Olympics.

4) Her acting ability was excellent. She acted very well in the film *Gone with the Wind* (1939).

5) He fought bravely and won several important battles at sea.

3. Children can be good at different things.

1) Here are the results of school competitions.

Why have the children achieved the top results?

Lucy Brown can take photos wonderfully.

WORD BUILDING

Suffixes

act *v* + **-or** = actor *n*
run *v* + **-er** = runner *n*
music *n* + **-ian** = musician *n*
cartoon *n* + **-ist** = cartoonist *n*

2) What activities (school, after-school) are your schoolmates good at? How do they do these activities?

3) What helped George, Jonathan, Jodie and Emilia (Lesson 1, ex. 1) to achieve a lot?

4. **Activity book ex. 2.** All about me. **How I study. (AB No 2)**

Lesson 3 Who can do it better?

1. Here are some facts about George, Jonathan, Jodie and Emilia.

1) Look at the table and read the sentences below. Are the sentences correct?

	George	Jodie	Emilia	Jonathan
Gets up	7 a.m.	5.30 a.m.	7.30 a.m.	6 a.m.
Trains (a day)	4 hours	2 hours	3 hours	an hour and a half

George gets up early. But Jonathan gets up earlier. And Jodie gets up the earliest of all. Jodie trains properly. Emilia trains more properly. George trains most properly.

2) What forms of adverbs do we use to compare how the children work? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Comparative and superlative adverbs

Наречия в сравнительной и превосходной степени

Когда мы сравниваем, как выполняются те или иные действия, мы используем наречия в сравнительной и превосходной степени. Сравнительная степень односложных наречий образуется при помощи суффикса **-er**, многосложных наречий — при помощи наречия **more**.

Превосходная степень односложных наречий образуется при помощи суффикса **-est**, многосложных наречий — при помощи наречия **most**.

fast быстро	fast**er** быстрее	(the) fast**est** быстрее всех
neatly аккуратно	**more** neatly аккуратнее	(the) **most** neatly аккуратнее всех

Исключения: well — better — (the) best badly — worse — (the) worst

GS p. 195

3) Who gets up earlier (later), earliest (latest)? Who works harder, hardest? Compare George and Jodie; Emilia and Jonathan; Emilia, Jonathan and Jodie.

2. British and American children write to different magazines. Sometimes they ask for advice if they have some problems.

1) What problems do the following children have? What is the advice? Match.

A. I'm playing a song on my violin in front of one hundred people, and there is one difficult *note* in the song. I'm very nervous.

B. I am good at basketball, and I want to play better.

C. I love sewing but everyone in my class thinks that it is strange.

D. One of my classmates thinks that I don't play football well. I'm not a top sportsman. But I like football.

✶ Explain better to people around you.
✶ If you train hardest, you will be the best.
✶ Study the rules more properly. ✶ Practise the difficult note more carefully.
✶ You should try harder. ✶ Practise harder and you will play more perfectly.
✶ Enjoy the game. Train harder and you will play better.

Grammar for revision

If-clauses

If you **train** hard, you **will win**.

GS p. 205

2) Listen to the pieces of advice. Match them with the problems. (listening for detail)

3. If children want to have better results, they should train harder.

1) Compare the three children. Who works hardest? (AB ex. 1)

2) What advice can you give to Susan and John (Lesson 2 ex. 1 p. 29) if they want to be the top pupils? Use the adverbs in the box.

If Susan wants to get A in History, she should study more seriously.

hard • neatly • perfectly • properly • seriously • well

3) Group work. How do your friends and you do different things? Make a list of activities, make a survey and compare the results of the survey.

4. Activity book ex. 2. All about me. My plans in studying. (AB No 3)

NEXT LESSON IS A READING LESSON. **(Reader ex. 2)**

Lesson 4 Are you a jack-of-all-trades?

1. Some people are good at one thing. Others are good at a lot of things.

1) The British children are talking about their friends who are good at different subjects. **Whose report card is this: Robert's, Lisa's or Henry's? (listening for specific information)**

Mathematics	*Mark: A*	History	*Mark: B+*
ICT	*Mark: A–*	Geography	*Mark: A*
French	*Mark: B+*	PE	*Mark: A*

2) Is it possible to do a lot of things well?
Are the opinions of the British children similar or different?

I think it is **impossible**[1] to be good at Maths, History, Geography and Art at the **same**[2] time. It's better to be a top *specialist*. My friend Robert is the best in our computer club. He is the number one pupil at Maths and ICT. He writes programs* brilliantly and very fast. He can talk about computers for hours. His ambition is to write programs for computer games. Robert is not good at Geography and History. And he doesn't care.

I think it is **possible**[3] to be good at many things. My friend Lisa is a talented *person*. She has achieved much in different areas. And she works hard. She is the best pupil (she's got A's in most subjects) and at the same time she is a top sportsman. She is the best swimmer in Year 7.

My friend Henry is not the best pupil. He likes Science and History and he likes making photos. But he doesn't spend enough time on his favourite subjects. His marks are not good. I think he should study more seriously to get better results. Besides, he should make photos more carefully and neatly because they are not often good, either.

[1] **impossible** *a* — невозможный
[2] **same** *a* — тот (же) самый
[3] **possible** *a* — возможный

3) Is the following information true or false? Prove it from the text.

1) Robert has got A's in some subjects.
2) Robert can become a good programmer.
3) Robert can become a good *historian*.
4) Lisa is a *hard-working* person.
5) Lisa studies very well.
6) Lisa can do many things brilliantly.
7) Henry has a problem in organising his work.
8) Henry can become a good photographer.

2. If a person can do many things well, we call him or her a jack-of-all-trades.*

1) Can we say that each of the children: Robert, Lisa or Henry is a jack-of-all-trades? Why? Why not? Read Learning to learn note No 4.

2) Can you call Kristin Thompson (Reader ex. 2) a jack-of-all-trades? Why? Why not?

3. There is a proverb "A jack of all trades and master of none".

Is it good or bad to be a jack-of-all-trades? What do you think? Read Learning to learn note No 2.

I think it's good to ...

I'm not sure that it is ...

I don't think it's good to ...

A person can ... • If a person does ... • It's better to ...
It is possible to become ... if ... • It is impossible to become ...
It is better to ... • A person can't become ...

4. **Can you call one of your friends a jack-of-all-trades? Why?**

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

Lesson 5 Do you know how ...?

1. Children often ask each other what they can do well.

1) Listen and read the questions in the word box. Listen to the answers. Which question are the children answering? (listening for the main idea)

ASKING IF SOMEONE CAN DO SOMETHING

Do you know how to cook? Ты **умеешь** готовить? **(Ты знаешь, как?)**
Do you know anything about playing football? **Ты знаешь что-нибудь** о том, как играть в футбол?
What are you like at *writing tests?* **Насколько хорошо ты умеешь** выполнять контрольные задания?

2) Henry and Lisa are talking about cooking.

Read their conversation. Use the word boxes and find in the conversation:

- **how they say they can do something;**
- **how they say they can't do something.**

— Can you cook well?

— ***I'm really good at*** *cooking and I help my brother* in the kitchen. The best thing I've ever made was vegetable soup with potatoes and onions. My parents really liked it!

— And **I don't know how to** prepare big tasty dinners. But **I'm not bad at** salads and sandwiches.

3) What are some other ways to say you can or can't do something?

SAYING YOU CAN DO SOMETHING

I know how to cook. **Я умею** готовить. **(Я знаю как.)**
I know something about cooking. **Я кое-что понимаю в** приготовлении еды.
I'm not bad at playing football. **Я неплохо** играю в футбол.
I'm really (quite) good at photography. **У меня способности к** фотографированию.

SAYING YOU CAN'T DO SOMETHING

I don't know how to cook. **Я не умею** готовить. **(Я не знаю как.)**
I've no idea how to take photos. **Я понятия не имею, как** фотографировать.
I'm not good at playing football. **Я не очень хорошо** играю в футбол.

4) Replace the highlighted expressions in the conversation with those that fit from the word boxes. Act out the conversation.

2. Pair work. Do you know what your classmate can do well?

1) Ask and answer the questions from ex. 1.

2) What can your friend do?

mind!

to play **the** violin
to play __ chess

Pupil card 1

Ask if your partner can do the following:

- windsurf;
- play the violin;
- write computer programs;
- make kites.

Answer your partner's questions.

Pupil card 2

Ask if your partner can do the following:

- play chess;
- learn long poems by heart;
- draw cartoons;
- float on a raft.

Answer your partner's questions.

3. Group work. What can or can't your classmates do?

Choose what to ask about and make a report.

Different activities

- Playing basketball
- Sewing clothes
- Playing a musical instrument
- Working on the computer
- Dancing
- ...

Activities at the English lessons

- Writing a report
- Doing projects
- Spelling
- Learning new words
- Reading
- ...

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

Lesson 6 What do you know about The Duke of Edinburgh's Award?

1. Jigsaw reading. The Duke of Edinburgh's* Award is very popular in Britain. **Read Learning to learn note No 5.**

1) In home groups. Read one of the texts (A, B, or C) about The Duke of Edinburgh's Award and decide if the statements are true or false.

A A Duke of Edinburgh's Award (D of E) programme is for young people between the ages of 14 and 24. You can learn new **skills** and take part in lots of activities.

You can do programmes at three **levels**, Bronze, *Silver* or Gold.

You can do a Bronze D of E programme when you're 14. If you are 15, you can start a Silver D of E programme. The Gold programme is for teenagers over 16.

You achieve an Award if you do a *personal* programme of activities in four *sections*. You can take part in all types of activities.

Every section gives you something different — that's the fun of it!

a skill — умение
a level — уровень

1. You need to be between the ages of 14 and 24 to take part in the D of E. T/F
2. There are four levels of the programme and three sections at each level. T/F
3. When you are 15 you can take part in the D of E Bronze or Silver Award. T/F
4. Children with different interests and skills can take part in the programme. T/F

B You can achieve a Bronze, *Silver* or Gold Duke of Edinburgh's Award (or **level**) if you do a programme of activities in four *sections*.

These sections are:

Volunteering/Service: You can help people, your community or care for animals. Find out who needs help!

Physical: You can play for a local sports club, go to dance classes, run or do yoga. You can choose what to do.

Skills: Have you ever wanted to do something different? Painting, driving, music or making kites? You can learn to do something new.

Expedition: Plan and take part in an *expedition*. You can choose how you want to travel — by bike, on a raft, or on a horse or *llama*!

For each section you can choose from over 50 activities.

a skill — умение
a level — уровень
service — помощь
an expedition — ?
volunteering — добровольная помощь

mind!

by __ bike
on **a** raft

1. Each level of The Duke of Edinburgh's Award has four sections. T/F
2. You can choose playing football, running or long jump for the Skills section. T/F
3. There is something new for everyone in each section. T/F
4. There are more than 50 activities in each section. T/F

C The Duke of Edinburgh's Award (D of E) is a **part** of the International Award Association. The Duke of Edinburgh's Award was the first one. It started in the UK in 1956.

Now there are programmes in 126 countries. The names of the Award may be different, but the idea is the same. The Award is not an *organisation*, but a programme. Young people help their community,* get life **skills**, and most of all, they have fun!

The Award in the Russian Federation began in the Republic of Karelia. It became a part of the International Award Association in 2006.

a part — часть
a skill — умение
international [ˌɪntəˈnæʃnəl]
an association [əˌsəʊsɪˈeɪʃn]

1. The Duke of Edinburgh's Award has achieved much for 126 years. T/F
2. The Awards in many countries are alike, but the names are different. T/F
3. The Award in Russia is also a part of the International Award Association. T/F

2) **In expert groups.** **Compare your answers to the true/false statements. Correct the false statements. Come to an agreement. Get ready to retell the text you've read. Use the statements as an outline.**

3) **In home groups.** ***Retell your group mates what you've read, while listening to your group mates, fill in the outline.***

The Duke of Edinburgh's Award:

- has ( ) levels: ( ), ( ), and ( );
- invites young people between the ages ( ) and ( );
- has ( ) sections at each level. They are: volunteering/service, ( ), ( ), ( ). In each section there are more than ( ) activities.
- is a part of the ( ) Award Association, that works in ( ) countries. In Russia it has worked since ( ).

2. **In the whole class.** **1) What have you learnt about The Duke of Edinburgh's Award?**

2) Do you want to take part in the award? Why? What will your personal programme be?

www.dofe.org

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 24)**

Lesson 7 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

www.firstnews.co.uk • www.woodlandsjunior.kent.sch.uk/school/clubs/index.html

Project 1 The Board of Fame

- Think who of your classmates can get an award and which one. The awards may be:
  The fastest runner • The most serious person
  The hardest worker
- Explain why the person can get the award.
- Design and make some of the awards.
- Design the board of fame.

Project 2 The award I want to start

- Think of the name of the award and its idea.
- Think of the levels, sections and activities of the award.
- Design your own award programme.
- Illustrate your plan.

Project 3 My ambitions

- Make a list of your ambitions.
- Think how you can achieve your ambitions.
- Write about what you have already done.
- Make a collage with photos and illustrations.

2. **Present your project to your classmates. Answer your classmates' questions.**

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

Lesson 8 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You are talking with your foreign friend about your abilities. **Can you do the same things well?**

Pupil card 1

Ask your friend if he/she can do things that you can do well.
You begin the conversation.
Remember to:
- say what you can do well;
- ask if your friend can do the same things;
- ask about his/her achievements;
- ask about his/her ambitions.

Answer your friend's questions.

Pupil card 2

Listen to your friend and answer his/her questions.
Ask him/her if he/she can do things that you can do well.
Remember to:
- ask about his/her achievements;
- ask about his/her ambitions.

2. Oral report. **What are you good at? Can it help you in your future life?**

Remember to say:
- what you can do well;
- what are your skills and abilities in different areas;
- what is your ambition;
- what you do to achieve your ambition.

You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 2

Lesson 1
an ability
to achieve
an achievement
an ambition
an award
bronze
a championship
to go in for
gold
hard
necessary
a professional
properly
to set (a record)
top (sportsman)
to try

Lesson 2
an experiment*

Reading lesson
to be over*
to come up*
to get around to*
to go out*
to look up*
a schedule*
a tournament*

Lesson 4
impossible*
a person*
possible*
same* (at the same time)

Lesson 6
a level
a part
silver
a skill

Lesson 7
a board of fame*

Reader
an argument*
a wing*

Answer the questions.

1) Which words will you use to describe achievements?
2) The meanings of which words is it possible to guess?
3) Which words have suffixes/prefixes?
4) Which words have more than one meaning?
5) How many new words and word combinations from Unit 2 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 3

Can people do without you?

Lesson 1 How much do you do for charity?

1. Vocabulary. A lot of children in Britain do something for charity. Emily, Jack, Tom, Jennifer and Rose are talking about what they and their schoolmates do for charity.

1) How much do Emily, Jack, Tom, Jennifer and Rose do for charity? Use the word box to learn the meaning of the highlighted words.

WORD BUILDING

Suffixes

donate *v* + **-tion** = dona**tion** *n*

At my school we do a lot of projects for **charity**. Every class chooses **a charity organisation**, and then during the year the pupils collect money for the charity. We raise money for different charity organisations: Children in Need,* Save the Children,* Help the Aged.* **(Emily, 13)**

A lot of schools in my hometown **are involved** in collecting money for charity. In our school there is a charity box. If you want **to donate** some money **on** charity, you put the money into the box. Our parents also **make donations.** **(Jack, 13)**

My schoolmates and I like **to contribute** to charity. All pupils in my class want **to make** their **contribution**. We have a lot of ***fundraising*** ideas. We organise charity fairs and competitions, charity runs, sweet and cakes **sales**, talent shows. Then we **donate** the raised money **to** different charities. **(Tom, 13)**

Last year, our class collected clothes and sent them to the UNICEF.* The clothes went to those in ***need***. This year our class helps the RSPCA.* We **volunteer** at the local zoo garden. We feed the animals, clean the cages, organise *excursions* for kids and do other volunteer work. **(Jennifer, 14)**

I joined a group of **volunteers**. We **support** a girl in India. We **provide** the girl **with** clothes and raised some money for her ***needs***. I'm happy that we can **make a difference** to the ***needy*** child. **(Rose, 13)**

mind!

Abbreviations

UNICEF ['juːnɪsef]
but **RSPCA** [ˌɑːr es piː siː 'eɪ]

charity [ˈtʃærətɪ] — благотворительность
a charity (organisation [ˌɔːgənaɪˈzeɪʃn]) — благотворительная организация
to be involved [ɪnˈvɒlvd] (in sth) — быть занятым, вовлечённым (во что-л.)
to donate [dəʊˈneɪt] (to, on) — передавать в дар; жертвовать
a donation [dəʊˈneɪʃn] — передача в дар; пожертвование; **to make donations** делать пожертвования
to contribute [kənˈtrɪbjuːt] (to) — делать вклад; жертвовать
a contribution [ˌkɒntrɪˈbjuːʃn] — вклад; пожертвование; **to make a (one's) contribution** сделать вклад, внести свою лепту
a sale — распродажа
to volunteer [ˌvɒlənˈtɪə] — добровольно помогать
a volunteer [ˌvɒlənˈtɪə] — добровольный помощник
to support [səˈpɔːt] — оказывать поддержку; помогать
to provide [prəˈvaɪd] (sb with sth) — обеспечивать (кого-л. чем-л.)
to make a difference [ˈdɪfrəns] — делать что-л. значительное, важное

Words to guess

fundraising [ˈfʌnd,reɪzɪŋ] *n* — ?
need *v* – нуждаться; **need** *n* — ?; **needs** *n pl* — ?; **needy** *a* — ?

2) What have you learnt about Emily, Jack, Tom, Jennifer and Rose's contribution to charity? Decide if the following statements are true. Prove from the children's stories.

1) Emily says that in her school pupils do a lot of charity projects.
2) Emily's school raises money for different charities.
3) Jack's schoolmates and parents donate money to charity.
4) Tom's school organises a lot of charity events.
5) Not all Tom's classmates want to take part in charity fundraising.
6) Tom's school usually spends the raised money on school needs.
7) Jennifer and her classmates support needy people in poor countries.
8) Jennifer volunteers at the zoo.
9) Rose and her friends support a poor boy in India.
10) Rose is glad that she helps the needy child.

2. Children from different countries are involved in charity projects.

Read what Emma wrote on a charity Internet site. Use the words from the box in the correct form to complete Emma's story.

a charity • a contribution • to contribute • to donate
to be involved • to make a difference • to raise • to support • to volunteer

Last summer my family looked after two girls from Chernobyl.* It was our _____ to Chernobyl Children Lifeline.* This charity _____ children from Byelorussia. I learnt about this _____ from my teacher. The pupils from my class always _____ to charity projects. We _____ at the local kindergarten, organise parties for kids, clean the local park. Also, we organise charity fairs at our school to _____ money. Our parents _____ too. They help us make things for the fairs and _____ money. We are always looking forward to _____.

3. **Do Americans support charities? (AB ex. 1)**

4. **How much do children do for charity? Give supporting details.**

www.charitiesdirectory.com

- Children donate money on charity.
- Children are involved in different charity projects.
- Children support needy people in poor countries.
- Children do volunteer work.

5. **Do you and your friends do anything for charity? Why? Why not? Read Learning to learn note No 3.**

www.actionforchildren.org.uk

... (not) involved in ... • ... (don't) support ...
... (don't) support ...
... (don't) donate/make donations ... • ... (don't) volunteer ...

6. **Activity book ex. 2.** **All about me.** **What I do for charity. (AB No 4)**
Reader ex. 1.

Lesson 2 Why are these days important?

1. There are some days in the calendar that are not very popular, but many people find them very important.

1) Which day is Mark speaking about?

Showing how much we care is necessary. My school contributes to the day by organising different charity projects. I like being involved. I personally enjoy taking part in the charity run and the talent show. Our parents help us with fundraising. We are always looking forward to making a difference.

2) What activities is Mark speaking about?

3) What verb form do we use to name different activities? Read the rule and check. Read Learning to learn note No 1.

Grammar in focus

Ving form

Форма глагола с окончанием -ing

1. Когда мы называем действие, мы часто используем форму **Ving**, которая в предложении может выступать ***в качестве подлежащего***. На русский язык форму **Ving** мы обычно переводим существительным или неопределённой формой глагола.
Helping *those in need is necessary. Помогать тем, кто нуждается, необходимо.*

2. Мы также используем форму **Ving** в качестве дополнения ***после глаголов:***

- ***без предлогов***

I enjoy **taking part** in the charity fair. Я с удовольствием участвую в благотворительной ярмарке.

- ***с предлогами***

You can help by **raising** money. Вы можете помочь, собирая деньги. (by означает *как? каким образом?*)

GS p. 202

2. Here are some ideas how to contribute to "Make a Difference" Day.

What do you think about the activities?

— Organising a charity fair is a good idea.
— I personally enjoy taking part in a charity run.

• to organise a charity fair	... is a good idea.
• to take part in a charity run	... is very important.
• to be involved in fundraising	... is not fun, but necessary.
• to *donate money on charity*	... *is a good contribution.*
• to support those in need	I enjoy ...
• to provide poor people with money, food or clothes	I'm interested in ...
• to volunteer at the nearest nursing home[1]	I look forward to ...
• to clean the local park	I can help by ...
• to pick up litter in the school playground	I always take part in ...
• to plant trees and flowers	I'm good at ...
• to make a poster about different charity projects	I don't mind[2] ...

3. **What do you know about "Make a Difference" Day? (AB ex. 1)**

4. The surveys show that children all over the world enjoy volunteering.

How do the children volunteer? Finish up what the children say. Use the prepositions from the box where necessary. Translate the statements.

by • in • for • on • to • with • without

[1] **a nursing home** — лечебница, дом престарелых
[2] **to mind** [maind] — возражать

We want to make our hometown better ... ... organising different charity projects.
We are always looking forward ... ... doing different charity projects.
My friends contribute ... ... donating money to different charities.
We have many ideas ... ... raising money for charity.
We help ... ... supporting the needy people.
We spend the raising money ... ... cleaning the school playground.
I help the local charity club ... ... planting trees and flowers.
I can't do ... ... picking up litter.
I'm never bored ... ... doing different charity projects.
I like to be involved ... ... getting money for the work.
I want to invite all children to take part ...

5. In your culture. Russian volunteers have been organising Spring Week of Good* every year in April since 1998.

1) What do people do during Spring Week of Good?

www.gysd.org/about

— My class contributed to Spring Week of Good. My class took part in the charity concert.
— My class contributed to Spring Week of Good by taking part in the charity concert.

- My class contributed to Spring Week of Good. My classmates took part in the charity run.
- We want to make our town better. We plant trees.
- My friends and I support poor people. We provide them with clothes and food.
- We volunteer at the local nursing home. We don't get money for our work.
- We helped the local kindergarten. We cleaned the kindergarten playground.
- I like planting trees. I'm never bored with it.
- I do different charity projects. I enjoy it.

2) Think of other ideas for contributing to Spring Week of Good.

6. **Activity book ex. 2. Reader ex. 2.**

Lesson 3 What would you like me to do?

1. Charity begins at home. In the Stewart family the parents cannot do without their children's help. They often ask their children to help them about the house.

1) Do the children in the Stewart family help their parents with housework chores?

grammar for revision

Pronouns

I — me

GS p. 190

I'm Tracy Stewart. My Mum often *needs* me to help her with the shopping. I enjoy doing the shopping.

My Mum's name's Patricia. She is always busy. Everybody *wants* her to help. I often *ask* her to cook my favourite chocolate cake.

This is my brother Steve. His room's always messy. Every day my Mum *makes* him tidy his room. And I *would like* him not to take my things.

My Dad's name's Peter. Sometimes he *asks* me and Steve to help him in the garden. I don't mind doing it.

My little sister Paige enjoys cleaning Dad's car. But he doesn't *let* her do it.

2) What do the Stewarts ask each other to do?

3) What grammar structures do people use when we want other people to do something? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Complex object (verb + object + (to) infinitive)

Сложное дополнение

Когда мы нуждаемся в помощи **(need)**, хотим **(want, would ('d) like)**, просим **(ask)**, разрешаем **(let)** или заставляем **(make)** кого-либо что-то сделать, мы используем после этих глаголов сложное дополнение. Сложное дополнение состоит из местоимения в объектном падеже или существительного и неопределённой формы глагола. На русский язык сложное дополнение мы переводим придаточным дополнительным предложением или неопределённой формой глагола.

Mum *wants* **me to help** her with dinner. Мама хочет, чтобы я помогла ей приготовить обед.

Mum *asks* **Tracy to help** her with dinner. Мама просит Трейси помочь ей приготовить обед.

После глаголов **make** и **let** мы не используем частицу **to**.

Mum always *makes* **us tidy** our room. Мама всегда заставляет нас наводить порядок в нашей комнате.

GS p. 203

2. Parents often need their children to help around the house.

1) What do the parents want Tracy and Steve to do about the house? What do you think?

The parents need ... • The parents would like ... • The parents make ...
The parents want ... • The parents ask ... • The parents let ...

do the shopping ____
do the dishes ____
babysit[1] with Paige ____
tidy the house ____
pick up leaves in the garden ____
walk the dog ____
clean Dad's car ____
cooking ____

mind!

go shopping
but do **the** shopping

2) Listen to Steve and Tracy talking about their chores around the house and check your guess. Put the letter T (Tracy) or S (Steve) or both next to their chores.

[1] **to babysit** ['beɪbɪsɪt] (with sb) = to look after

3. The Stewarts volunteer every Saturday at the local charity club. They write notes to remember the things they need to do.

What do the club members would like the Stewarts to do this Saturday?

Sat., 25

Peter organise fundraising
Pat a cake for the charity fair
Tracy sweet and cakes sale, shopping for Mrs Preddy
Steve charity run, car cleaning for Mr Brian

4. Here are some activities the volunteers organised at their charity club.

Which of the activities would you like your parents and friends to take part in? What do you want them to help with?

5. Your parents, friends, teachers and other people around cannot do without your help.

What do people ask you and your classmates to do for them? Organise a survey. (AB ex. 1)

6. **Activity book ex. 2.** All about me. **What chores we have in our family. (AB No 5)**

NEXT LESSON IS A READING LESSON. **(Reader ex. 3)**

Lesson 4 What makes you help other people?

1. A lot of British children help people in need.

1) Do Hilary, Stephen and Allison help people around? (listening for the main idea)

2) Who do Hilary, Stephen and Allison help?

grammar for revision

Articles

She helps **the elderly** people at the local nursing home.
but Helping **elderly people** is necessary.

GS p. 188

My Mum volunteers for Help the Aged* on Saturdays. She looks after the elderly people at the local nursing home. Sometimes my Mum asks me to help her. I help by getting the *patients* the things they need or by reading books to them. It's great when I walk in the room and they smile! Supporting elderly people is also helping yourself. You learn about people's feelings and needs, and become a more caring person. We'll be old some day and will need people to care for us. Showing sympathy[1] to other people is really good. I enjoy doing something that helps others. I don't get money. But I feel good when I know that I make a difference. **(Hilary Preddy, 12)**

grammar for revision

Pronouns

I don't donate **any** money.
I donated **some** money on charity.

GS p. 191

[1] **to show sympathy** ['sɪmpəθɪ] (to sb) — проявлять сочувствие

I'm sure supporting charities is necessary. I think about making donations to charity when I see a money box. But usually I don't donate any money. My family doesn't have much money. I know that my friends also can't make big donations. But I never say "no" when our school needs volunteers to clean the school playground or take part in a charity run. I believe a small contribution also can help. **(Stephen Kent, 14)**

I personally[1] don't really do any volunteer work. But I help my parents around the house. They often need me to do some chores. My Mum never gives me money when I help her around the house. She says that I should do it to help, not for the money! And I agree with my Mum. Of course, some chores like tidying the house and doing the dishes aren't fun, but necessary. Actually,[2] I don't think I make a difference. I know I've helped my parents. And I feel good. When you do something useful, you don't have money in your hands, you have money in your heart. **(Allison Fung, 12)**

3) What have you learnt about Hilary, Stephen and Allison? Answer the questions. Prove from the text.

- How does Hilary help her Mum at the nursing home?
- What makes Hilary volunteer at the nursing home?
- Do Stephen and his friends make donations to charities? Why?
- What does Stephen do for charity?
- Does Allison's Mum pay her for helping around the house? Why?
- Does Allison enjoy doing chores around the house? Why?

4) Which of the children can you say the following about? Prove this from the text.

- ... shows sympathy to elderly people.
- ... worries about people around.
- ... enjoys being involved in charity projects.
- ... makes a difference.

5) What do the children mean by saying the following?

— Supporting elderly people is also helping yourself.
— When you do something useful, you don't have money in your hands, you have money in your heart.

2. **Can children make a difference in your opinion?**

I personally think that ... • I believe that ..., because ...
That's why I think ...

3. **Do you help other people? How? What makes you help?**

4. **Activity book ex. 1.1), 2).**

---

[1] **personally** — лично
[2] **Actually, ...** ['æktʃʊəlɪ] — Честно говоря, ...

Lesson 5 What a great idea!

1. A lot of children in Britain take part in different projects. Jessica was also involved in a project. Now she is talking to her classmate Anne about the project.

1) Did Jessica enjoy the project? (listening for the main idea)

2) Jessica would like Anne to join her in the project.

Did Anne like the idea? Use the word box and find in the dialogue how Ann says that she is excited and that she is bored?

— Jess, how was your holiday?
— Oh, great, thank you. I went to Paris with my sister.
— **Really? That's wonderful!**

— It is. Last school year, my sister asked me to take part in the World Challenge project. It's when a group of people get together and plan a trip to any country. Then they raise money for the trip by doing different work. We earned the money by helping in the local zoo.
— **What a great idea!** Any plans for the next year?
— Sure. I'd like to visit Italy next time. This year I want to try babysitting or delivering newspapers. Would you join me?
— **Actually, I don't find** babysitting **very interesting.** But **I like** delivering newspapers **a lot.**

3) *What are some other ways of saying that you are excited or bored?*

SAYING YOU ARE EXCITED

What a great idea! Отличная идея!
Really? That's wonderful! Вот это да! Это замечательно!
I find .../it exciting. Я нахожу .../это увлекательным.
It sounds like fun. Звучит забавно.
Terrific! Потрясающе!

SAYING YOU ARE BORED

I don't think it's exciting. Не думаю, что это увлекательно.
Actually, I don't find .../it very interesting. *Честно говоря, я не считаю* .../это очень интересным.
I'm sorry, (but) I'm really not interested in ... Извини, (но) я не очень интересуюсь ...
It sounds boring. Звучит довольно скучно.

4) Replace the highlighted expressions in the dialogue with those that fit. Act out the dialogues you have got.

2. Your foreign friend tells you about different projects.

What would you say in the following situations?

- We're having a charity fair next Saturday.
- I need you to help me with a poster about the charity fair.
- Let's take part in the charity run.
- Our class is volunteering by picking up litter in the park today. I'd like you to join us.
- I've got two tickets for a charity concert. I would like you to go with me.

3. **Pair work.** **Discuss with your partner the charity projects.**

Pupil 1: Name the charity project.
Pupil 2: Express your attitude towards the charity project.

1) Our class helps by cleaning the local park.
2) Nick, Dave and Alex are performing at the charity party.
3) Julie is sewing toys for children at the local hospital.
4) The girls are raising money by selling sweets at the charity fair.
5) We are volunteering at the local nursing home.

4. **Activity book ex. 1. Reader ex. 4.**

Lesson 6 What are the fundraising ideas?

1. Jigsaw reading. Children have different fundraising ideas.

What did the children organise to support charities? Read Learning to learn note No 5.

1) In home groups. a) Read one of the articles (A, B, or C) below and do the task b).

A When I read the article about poor[1] children in Africa I wanted to help by raising money. I discussed the idea with my classmates. We decided to raise money by walking around our local park in pyjamas! We called the project Sleepwalking. We went to the park one Saturday. We had a box for collecting money. We walked around the park in our pyjamas. We raised 150 pounds by people putting some coins in our box. All my classmates were involved. Everybody wanted to help the needy children in poor countries. The charity walk was a great fun! We donated the money to UNICEF* and we got a thank-you letter.

B My friend Frank and I got the Childnet Award* for the best site on the Internet. It was Frank's idea to design a website. We wanted to use the Internet for involving other children in volunteering. We used the website to present the photos and the video about those in need. We asked children from other schools to contribute to charity. We also organised a charity week at our school to raise some money for poor[1] children. My schoolmates collected books and my Dad organised a charity run for the project. We donated the books and 200 pounds to Children in Need.* I feel really terrific, because I know I've done something good.

C At school last term we had a non-uniform day. We wanted to raise money for Save the Children.* Pupils paid money for not wearing their uniform. We went to school in our home clothes. I enjoyed being in my home clothes for the day. Also, we had a charity fair. I personally helped by organising sweet and cakes sale. We baked all the cakes ourselves. Our *volleyball* team had a game. Our teachers played against[2] pupils. We paid to

watch the game. I was supporting the pupils, but the teachers won. It was terrific! We raised 300 pounds. I feel good that I've helped one poor[1] child in the world.

[1] **poor** [pʊə] — бедный
[2] **against** [ə'genst] — против

b) What have you learnt about these children's fundraising ideas? Answer the questions?

- What charity organisation did the children support?
- Why did the children decide to contribute to the charity?
- What did the children do to raise money for the charity?
- Who was involved in the fundraising project?
- How much money did the children raise?

2) In expert groups. Compare your answers for the task with your group mates. Come to an agreement. Fill in the table below with the information you have read. Get ready to retell your group mates the story you have read.

3) In home groups. Retell your group mates the story you have read. Use the answers to the questions (ex. 1)b) as an outline. While listening to your group mates fill in the table.

What charity did the children support?	What were the children's fundraising ideas?	Who was involved in the fundraising?	What makes the children organise fundraising?

2. In the whole class. What do the British children do to raise money for charity?

3. Would you like to join any of the children's projects? Do you have any fundraising ideas? Share your ideas with your classmates.

www.bygpub.com/books/tg2rw/volunteer.htm

4. Reader ex. 5.

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 39)**

Lesson 7 Project lesson

1. **Choose a project you would like to do. Read Learning to learn note No 7.**

Project 1 Helping hands

- Make a list of people who need your help.
- Make a list of charity projects.
- Think of activities you will do to help those in need.
- Make a poster to illustrate your project.

Project 2 Charity fair

- Decide what charity organisation you would like to support.
- Collect information about this charity organisation.
- Think of interesting fundraising ideas (sweet and cakes sale, talent show, etc.).
- Write an announcement about the charity fair.

Project 3 A charity organisation I would like to start

- Decide what charity organisation you would like to start.
- Think of a name for your charity organisation.
- Plan charity activities you want your classmates to be involved in.
- Make a poster about your charity organisation.

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

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

Lesson 8 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You and your foreign friend are talking about how you help people around.

Pupil card 1

You and your foreign friend are talking about how you help people around.
You begin the conversation.

Remember to:
- ask your friend about who he/she helps;
- ask your friend about what he/she does to help people around;
- ask your friend to express his/her attitude towards volunteering;
- answer your friend's questions.

Pupil card 2

You and your foreign friend are talking about how you help people around.
Answer your friend's questions.

Remember to:
- give examples of what you do to help people around;
- say about the projects you are involved in;
- express your attitude towards volunteering;
- ask your friend about what he/she does to help people around.

2. Oral report. You are telling your foreign friend about charity in Russia.

Do Russian people support charity?

Remember to:

- say what you think about charity;
- give an example of charity organisations in Russia;
- say how Russian people contribute to charity;
- say what you (your family, friends) do for charity;
- explain why you (your family, friends) support (do not support) charity.

You have to talk for one minute. The teacher will listen until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 3

Lesson 1
charity
a charity (organisation)
to be involved in
a contribution (to make ~)
to contribute
a donation (to make ~)
to donate
fundraising
to make a difference
need
needy
to provide
to support
a volunteer
to volunteer

Lesson 2
to mind
a nursing home

Lesson 3
to babysit

Reading lesson
crime*
deaf*
fur*
to kill*
right*
to shout*
(to make) a speech*

Lesson 4
actually
personally
to show sympathy

Lesson 5
to sound
terrific

Lesson 6
against*
poor

Reader
to honour*
to name after*
to set up*

Answer the questions.

1) Which words do we use to tell about charity organisations in our country?
2) Which words do we use to talk about volunteer work?
3) Which words do we use to describe our attitude towards charity?
4) How many new words and word combinations from Unit 3 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 4

Are you a friend of the planet?

Lesson 1 Are you eco-friendly?

1. Vocabulary. The British girl Mia is speaking about her eco-school.

1) What do pupils at eco-school do? Use the word box to learn the meaning of the highlighted words.

My school is an eco-school.* This means that we try to look after the **environment**, because our **Earth** is a wonderful world and we don't want to **destroy** it. Becoming **eco-friendly** is not difficult. Everyone can do something **to protect nature**.

We do a lot of things. We always put our litter in a **bin** because litter **pollutes** and **spoils** the environment. We **reuse** and **recycle** newspapers, cans, plastic and **glass** bottles **instead of** throwing them out. Recycling **saves** new *materials* and saves *energy*.

We help **wildlife** by being more **environmentally friendly**. We do not **disturb** animals. We've built a *nature* garden near the school with a wildlife **pond**, *bird boxes*, homes for mice. Besides, our pupils walk or cycle to school. We think that this helps to **reduce air pollution**. Air pollution **causes** *climate change* and some animals may **disappear**. Some *chemicals* can also contribute to climate change and **damage** the *natural* environment that's why we do not use them.

Word box

environment [ɪn'vaɪrənmənt] — окружающая среда, природа
Earth (the Earth) [ɜːθ] — Земля
to destroy [dɪ'strɔɪ] — разрушать, уничтожать
eco-friendly ['iːkəʊ,frendlɪ] = **en,viron'mentally 'friendly** — не приносящий вреда природе
to protect [prə'tekt] — защищать, охранять
nature ['neɪtʃə] — природа
a bin — контейнер для мусора
to pollute [pə'luːt] — загрязнять (*делать непригодным для использования*)
to spoil (spoilt) — портить (*вид, качество*), делать менее привлекательным
to recycle [,riː'saɪkl] — возвращать в оборот, перерабатывать
glass [glɑːs] — стеклянный
instead of [ɪn'sted əv] — вместо
to save — беречь, экономить
wildlife ['waɪldlaɪf] — живая природа (*животные, птицы, рыбы в естественном состоянии*)

to **disturb** [dɪ'stɜ:b] — причинять беспокойство, мешать
a **pond** — пруд
to **reduce** [rɪ'dju:s] — уменьшать, сокращать
air [eə] — воздух
pollution [pə'lu:ʃən] — загрязнение (*окружающей среды*)
to **cause** [kɔ:z] — быть/являться причиной, вызывать
to **disappear** [,dɪsə'pɪə] — исчезать
to **damage** ['dæmɪʤ] — повреждать, причинять вред

Words to guess

use *v* — использовать
***re*use** *v* — ?
use [ju:s] *n* — ?
natur*al* ['nætʃrəl] *a* — ?
environmenta*l* [ɪn,vaɪrən'mentl] *a* — ?

2) Is Mia eco-friendly? What does she personally do? What do you think?

3) Mia's friends do a lot to help nature.
Do you do anything?

2. Here are some pieces of advice for you if you want to be eco-friendly.
Is it difficult to follow these pieces of advice? Match the two parts.

Recycle old clothes. Take them to charity shops.
Reuse plastic shopping bags. Do not *throw them away*.
Don't leave glass and plastic bottles in the woods (= small forest).
Do not use chemicals if possible.
Support a wildlife organisation.
Walk to school instead of going there by car.
Reduce energy *use*.

Producing electricity also causes climate change.
Pollution from cars damages people's health.
Some of them destroy ozone. Besides, they can cause health problems.
Glass and plastic can be bad for wildlife.
Plastic bags spoil nature and destroy the planet.
Environmental groups organise different projects to protect nature.
Other people may reuse them.

grammar for revision

Countable and uncountable nouns

a pond	GS p. 188
☐ nature	AB ex. 1

3. British and American children remember the three **R**s*: reduce, reuse, recycle. **What do they reduce? reuse? recycle? Why? (AB ex. 2)**

4. Alf* is a funny American cartoon character.

1) Are his pieces of advice funny? Fill in the gaps with the words from the box in the correct form.

bin • damage • destroy • disturb • environment • glass • instead of • pollute
protect • recycle • reduce • reuse • spoil • throw • wildlife

- _____ nature. Take care of the _____.
- Always put garbage in a garbage _____, because garbage _____ the countryside.
- _____ newspapers, _____ and plastic bottles, and metal cans. Recycling helps to _____ pollution.
- Don't throw away things if you can _____ them.
- Don't _____ water. Don't _____ garbage into the pond.
- Never draw or paint on trees. It will _____ them.
- Plant flowers _____ picking them.
- Don't _____ animals. Don't _____ their homes. Create new places for _____.

BE	AE
litter	garbage

2) What does Alf want you to do or not to do?

Alf wants us to protect nature.

5. People in the UK are recycling three times more litter than they were 10 years ago.

1) What do they recycle? (listening for specific information/taking notes)

2) What do you, your family reduce, reuse and recycle? Why?

6. **Are you, your relatives and your friends eco-friendly? What do you do to take care of the Earth?**

In our family we care about the environment.

Actually, I really don't do enough to protect nature.

7. **All about me.** **My family is eco-friendly. (AB No 6) Reader ex. 1.**

Lesson 2 Are there any eco-problems in your hometown?

1. There are a lot of environmental groups in Great Britain: Friends of the Earth,* Greenpeace* and others. Here is one of their posters.

1) What are they worrying about?

2) What structures do we use to talk about what happens? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Present Simple Passive

Страдательный залог в настоящем времени

Когда мы сообщаем о действии, которое происходит с предметом, явлением, человеком в настоящем времени (и не называем, кто совершил это действие), мы используем сказуемое в страдательном залоге, которое состоит из глагола **to be** в форме **am/is/are** и причастия прошедшего времени **(V3)**.
Forests **are cut down**.

При переводе страдательного залога используются:

неопределённо-личные предложения	*Леса вырубают.*
или безличные предложения	Леса вырубаются.

GS p. 201

2. People try to protect nature, but sometimes people's activities damage the environment.

1) Which activities are good for the Earth and which ones damage nature?

I don't think it is good when ...

I think it is good that ...

Rivers are polluted.
Rainforests* are cut down.
New trees are planted.
Energy is saved.
Water is wasted.
The countryside is spoilt.
Ozone levels are studied.
Ozone is destroyed.
Air pollution is reduced.
Animals are disturbed.
Towns are built instead of forests.

2) What is the ideal picture of the world?

Rivers	is	not	destroyed
Air	are		disturbed
Forests			protected
Animals			polluted
Wildlife			spoilt
Litter			put into water
Pollution from cars			reduced
Water pollution			recycled

3. England and Wales are becoming better places to live according to a report from the Environment Agency, but much more needs doing.

1) Pair work. What is the ecological situation in the UK like? What do you think? Ask and answer questions using the table above.

— Are rivers polluted in the UK?
— I think they are. / I hope they are not!

2) Listen to the report about the ecological situation in England and Wales. Were your suppositions correct? (listening for specific information)

4. What happens when people do not care for the environment?

Combine the two sentences into one and make necessary changes.

When / If litter is left in the forest, the animals are hurt.

People leave litter in the forest. ⟶ It hurts the animals.
Factories and cars pollute the air. ⟶ It causes climate change.
People throw away plastic bottles. ⟶ It damages the environment.
A lot of people don't recycle paper. ⟶ People cut down more trees to make paper.
Some children break trees. ⟶ It disturbs birds.
People throw litter into the river. ⟶ It pollutes the water.
People leave glass bottles in the forest. ⟶ It hurts animals.

5. Some children think it is possible to save the environment by recycling.

1) Is recycling paper important or a waste of time? Put the verbs in the correct form (Present Simple Passive or Active).

Many children think that recycling paper is a waste of time. But it isn't correct. It is a fact that less energy (*need*) to make new paper from recycled paper and less materials (*use*). When a lot of people (*recycle*) their paper, a lot of trees (*save*) and the forest and its wildlife (*protect*). Because when forests (*cut*), fewer animals have homes. Every year an area of rainforest the size of Wales (*cut down*) and a lot of animals (*disappear*). Besides, it is necessary to understand that when the rainforest (*destroy*), it (*cause*) global warming.

It's good when children (*teach*) about the environment from a young age. Then they (*understand*) that everyone can make a difference to their community, their town and the world.

grammar for revision

A little and a few

a little energy
a few trees

GS p. 191

2) What happens when people do not recycle paper?

6. **What is the ecological situation in your region like?**

7. **Activity book ex. 1.**

NEXT LESSON IS A READING LESSON.

(Reader ex. 2)

Lesson 3 Who should be in charge of the planet?

1. In Britain, there are a lot of children who help the Earth.

1) Nikki, Jackie and Ben are talking about their attitude to helping nature.
Which of these children are in the pictures? (listening for specific information)

2) Which of the children think it is necessary to help the Earth? What do they personally do?

My relatives live in Louisiana, the USA. They are wildlife specialists. They care for otters: there are a lot of them in Louisiana. They prepare the otters for life in the *wild*. Some otters are sold to zoos. But most of the animals go to states where otters have disappeared. When I visit my relatives I help them to care for otters. I love otters. I feed them, I clean their cages. My uncle says that he is happy that the otters are coming back. I am also very happy. I think it is necessary to help wild animals. Now I know I want to work for a wildlife park. **(Nikki)**

I am sure we can help to save the Earth. We must remember the three Rs. I save the plastic bags from the grocery shop and reuse them. I save plastic food *containers*. They make good water toys. Before I buy something, I think: "Can I recycle it? If I have to throw it away, will it damage the environment?"

I've just joined the RSPB* Wildlife Explore Club. I've asked my mum to help me to make a protecting area for birds and other wild animals. We have planted trees and have made a pond. You can also help to save the environment by remembering to do simple things. For example, a lot of electricity is saved by turning off the TV and lights when you leave a room. I think small changes can make a difference to the environment. **(Jackie)**

Grammar for revision

Modal verbs

Can I recycle it?
They **should** do something.
We **must** save the Earth.

GS p. 199

The problem of the environment is much talked about on TV, the radio, and in the newspapers. But my friends and I don't really talk about it. At our school we don't have any environmental programmes. Where I live there aren't any special bins. And no one recycles anything.

I know there are special environmental organisations: *Greenpeace, the World Wildlife Fund** and *Friends of the Earth*. These groups are specially organised to help nature. I think they should **be in charge of**[1] the Earth. **(Ben)**

[1] **to be in charge of** – быть ответственным за

3) Who is in charge of the planet? What do Nikki, Jackie and Ben think about it? Prove it from their stories.

Nikki	thinks that	children	can	help wildlife.
Jackie		adults	must	be in charge of the planet.
Ben		wildlife specialists	should	keep the planet healthy.
		environmental organisations		save the Earth.
				make the planet a better place.
				change the world for the better.

2. *Who should be in charge of the Earth?*

What can the people do to help the planet? Why do you think so? Read Learning to learn note No 3.

Environmental groups and organisations can do a lot.

Wildlife specialists can help the environment.

Taking care of the planet is everybody's business.

3. **Are you in charge of the planet? How do you help the Earth?**

4. Earth Day is celebrated on April 22.

What is this day for?

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

Lesson 4 Are you worried about nature?

1. At the environmental club Matthew and Lisa are reporting on the ecological situation in their hometown.

1) What environmental problems are Matthew and Lisa talking about? (listening for specific information)

2) What are Matthew's and Lisa's attitudes to ecological problems? Use the word box and find how they say they are worried.

— **I'm very worried** when people throw away litter. Think of all the litter around. Soon there won't be any more places free of it. People should do something about litter, before it's too late!

— ***I find** the situation in our countryside* **worrying.** Near my house, there is a pond. It is polluted. Paint containers, plastic bags, and sweets packets are thrown in the pond. All this destroys the pond's wildlife. I'm sure people should think about nature and recycle their litter instead of throwing it away.

3) What are some other ways to say you are worried?

SAYING YOU ARE WORRIED

I'm worried about water pollution. **Меня волнует** загрязнение воды.
I find this problem **(very) worrying.** Эта проблема **меня очень беспокоит.**
I'm (very) concerned about air pollution. **Я беспокоюсь** о загрязнении воздуха.
I'm (very) concerned that forests are destroyed. **Я (очень) обеспокоен/озабочен** тем, что леса вырубают(ся).

4) Replace the highlighted expressions in the conversation with those that fit from the word box. Act out the conversation.

2. *Both adults and children are worried about environmental problems.*

1) What problems are the British worried about most of all? Are you worried about these problems or not? (listening for specific information)

The British are worried that ...
I am also concerned about ... / I don't find this problem worrying.

2) **Role play.** You and your foreign friend are discussing some environmental problems.

Read Learning to learn note No 9.

Pupil card 1

You are discussing some environmental problems.

Choose an environmental problem:
air pollution • animals disappearing

Say you are very concerned about this problem. Say what people should do to make the situation better.
Listen to your partner.
Say that you are also worried about the problem.

Pupil card 2

You are discussing some environmental problems.
Listen to your partner.
Say that you are also worried about the problem.

Choose an environmental problem:
water pollution • cutting down forests

Say you are very concerned about this problem. Say what people should do to make the situation better.

3) What is the biggest environmental problem in your hometown? Are you concerned about it? What do people do to change the world for the better? What does your school do?

3. **Activity book ex. 1. Reader ex. 4.**

Lesson 5 Have you ever been to a national park?

1. Jigsaw reading. A lot of people like visiting national parks.

Read Learning to learn note No 5.

1) In home groups. Read one of the texts (A, B, or C) about national parks. Which questions can you find information about? Answer these questions.

- What are national parks for?
- How many national parks are there in Britain and in the USA?
- What are some of these parks? When did they appear?
- What can people enjoy there?

A America was the first country to start up "National Parks", beginning with Yellowstone* in 1872. Now this and other parks together **cover**[1] a large area of the country. Long before 1872, William Wordsworth,* the great English poet, wanted his native Lake District to become a special place. But only in 1951 did the first national park in England and Wales **appear.**[2] It was the Lake District National Park.

Now there are thirteen national parks in England and Wales. They cover more than one tenth of the land area. 90 million visitors come to national parks every year.

The first **aim**[3] of national parks is to protect the countryside; the second aim is to let people enjoy the countryside, enjoy trees, flowers, animals and birds.

[1] **to cover** — покрывать; охватывать
[2] **to appear** — появляться
[3] **an aim** — цель

The Brecon Beacons, Wales

The Peak District, England

B The USA is a larger country than Britain. There are more than sixty national parks in the USA. The Great Smoky Mountains,* the Grand Canyon* and Yellowstone Park* are the most popular of them. The Everglades, in Florida, is one of the most interesting places. Most of its *territory* **is covered**[1] with grass. Open water is sometimes found, and there are a lot of islands with *tropical* plants. If you visit the Everglades, you can see a lot of alligators. Be careful, they are dangerous! They are protected, because the Everglades is a national park. *Naturalists* and tourists come to see water birds, bobcats,* bears and alligators.

[1] **to cover** — покрывать; охватывать

Yellowstone, USA

The Grand Canyon, USA

grammar for revision

Articles with geographical names

the Everglades, Florida

GS p. 189

C The Lake District is the largest national park in Britain. It is popular with walkers, cyclists, and people who go boating. It is one of the most beautiful and attractive places in the country. It has Windermere ['wɪndəmɪə], the longest lake in England, and Scafell Pike [ˌskɔːfel 'paɪk], the highest mountain in England.

In 1810 William Wordsworth* described the *beauty* of the Lake District in his poems. The works of Wordsworth* and other romantic poets *attracted* visitors to the lakes. And now the Lake District is one of the most popular tourist places in Britain. Here you can enjoy fishing in the rivers and lakes, boating on the quiet waters or walking and cycling along the shores of the lakes. There's something for everyone!

WORD BUILDING

attract*ive* *a* — привлекательный; **attract** *v* — ?
beauti*ful* *a* — красивый; **beauty** *n* — ?

2) In expert groups. Compare your answers to the questions. Come to an agreement. Get ready to retell your text.

3) In home groups. Tell your group mates what you've read. While listening to your group mates, fill in the gaps in the article about national parks.

The first ( ) park appeared in the USA in ( ). It was ( ). In Britain the first national park appeared in ( ). Now there are more than ( ) parks in the USA and ( ) parks in England and Wales. The aim of the national parks is to protect ( ), and let people ( ) plants, ( ), and birds. One of the most interesting parks in the USA is the Everglades in ( ). Water birds, ( ) are protected in the Everglades.

The Lake District is the ( ) national park in Britain. It is one of the most ( ) places in Britain. It has the ( ) lake and the ( ) mountain in England.

2. In the whole class. What have you learnt about the national parks in the USA and Britain?

www.us-national-parks.net • www.nationalparks.gov.uk • www.wildrussia.org/html/tour.htm

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

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 53)**

Lesson 6 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

www.rspb.org.uk/youth • www.direct.gov.uk/en/environmentandgreenerliving/index.htm • www.bbc.co.uk/breathingplaces/things_to_go

Project 1 Eco-problems in my hometown

- Name main eco-problems of your hometown.
- Write about what people do to save nature in your hometown. (Use the results of the survey.)
- Illustrate your project.

Project 2 I want our school to be an eco-school

- Describe all environmental activities at your school.
- Think about some other possible activities to help the Earth and describe them.
- Illustrate your ideas.

Project 3 One person's trash is another person's treasure[1]

- Think about possible (maybe unusual) ways of reusing/recycling different things.
- Explain why it is necessary to do this.
- Illustrate your ideas.

2. **Present your project to your classmates. Answer your classmates' questions.**

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

[1] **One person's trash is another person's treasure.** — Что для одного — мусор, для другого — сокровище.

Lesson 7 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You and your foreign friend are discussing ecological problems in different regions.

Pupil card 1

You and your friend are discussing ecological problems in different regions.

You begin the conversation.

Remember to:

- ask your friend about ecological problems in any region;
- show your attitude to these problems;
- answer your friend's questions.

Pupil card 2

You and your friend are discussing ecological problems in different regions.

Listen to your friend and answer his/her questions.

Remember to:

- show your attitude to the problem(s);
- describe what people do to protect nature.

Ask your friend about ecological problems in any region.

2. Oral report. Small changes can make a big difference to the protection of the environment.

Do you agree? Give examples to support your answer.
You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 4

Lesson 1
air
a bin
to cause
to damage
to destroy
to disappear
to disturb
(the) Earth
eco-friendly
environment
glass
instead of
nature
to pollute
pollution
a pond
to protect
to recycle
to reduce
to reuse
to save
to spoil
wildlife

Reading lesson
a baby*
common*
however*
more than that*
an otter*
a result (as a ~)*

Lesson 3
charge (in ~ of)

Lesson 4
concerned (to be ~)

Lesson 5
an aim
to appear
to cover*
a reserve (a nature ~)

Reader
close*
far*
greenhouse effect*
so (or ~)*
through*
a weed*
wilderness*

Answer the questions.

1) Which words do we use to describe ecological problems?
2) Which words do we use to describe how to solve ecological problems?
3) Which words have suffixes/prefixes?
4) How many new words and word combinations from Unit 4 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 5

Are you happy with your friends?

Lesson 1 What are your friends like?

1. People cannot do without friends. Friends are different. They look different and have different personalities.

1) **Vocabulary.** Amy, Ben, Harry, Ken and Kelly are speaking about their friends.

What are their friends like? Use the word box to learn the meaning of the highlighted words.

"My best friend is Ashley. Sometimes we **fall out** with her over *little things* but we **make up quickly.**" **(Amy)**

"Nick is one of my best friends. I always **turn to** him **for** help or advice and he **is** always **there** for me. Once we fell out with him and started to call each other names, but in an hour we were best friends again." **(Ben)**

"My best friend Kris is my **neighbour** and we often **get together.** I like talking to him about different things. He does not always agree with everything I say, but he's loyal and I can always **rely on** him." **(Harry)**

"I **made friends** with Jack and Jason three years ago. They are my **true** friends. I hope our friendship will **last forever** and they will never **betray** me." **(Ken)**

"My friendship with Hazel started with e-mailing and chatting on the Internet. Then we met and now Hazel is one of my best friends. She **can keep secrets** and has **a** good **sense of humour**. And she never forgets about my birthday!" **(Kelly)**

to **fall (fell; fallen) out** (with sb over sth) *phr* — ссориться (с кем-л. из-за чего-л.)
to **make (made; made) up** *phr* — (по)мириться
quickly ['kwɪklɪ] — быстро
to **turn to** (sb for sth) — обращаться (к кому-л. за чем-л.)
to **be there** (for sb) *idm* — быть готовым прийти на помощь (кому-л.)
a **neighbour** ['neɪbə] — сосед, соседка
to **get together** *phr* — встречаться, собираться вместе
to **rely** (on sb) — полагаться, надеяться (на кого-л.)
to **make (made; made) friends** (with sb) *idm* — подружиться (с кем-л.)
true [truː] — верный, преданный
to **last** — продолжаться, длиться
forever [fər'evə] — навсегда, навеки
to **betray** [bɪ'treɪ] — предавать
a **sense of humour** ['hjuːmə] — чувство юмора

Words to guess

to keep *v* — хранить
a secret *n* — ?
can keep a secret — ?

2) *What have you learnt about Amy, Ben, Harry, Ken, Kelly, and their friends?* Decide if the following statements about them are true, false or unstated.

- Amy and Ashley often fall out with each other.
- Amy and Ashley make up quickly.
- When Ben is upset his friend Nick is always there for him.
- Kris and Harry often get together because they are neighbours.
- Kris can rely on Harry because Harry is a true friend.
- Ken thinks that his friendship with Jack and Jason will last forever.
- Ken is sure that his friends will never betray him.
- Kelly made friends with Hazel three years ago.
- Kelly can keep secrets and has a sense of humour.

BE
neighbour
humour

AE
neighbor
humor

2. Here are the questions Amy, Ben, Harry, Ken and Kelly would like to ask you.

1) Complete the questions and then listen to check.

— Do you often get ... with your friend?
— Have you ever fallen ... with your best friend?
— Do you make ... quickly?

— Can you rely ... your friends?
— Can your best friend ... secrets?
— Do you believe that your friendship will ... forever?
— Can you turn ... your friend ... help when you are upset?
— Do you ... friends with your neighbours?
— Have you ever ... your friend(s)?
— Do you think that your friend will always be ... for you?
— Does your friend have ... humour?

grammar for revision

Phrasal verbs

to get together
to fall out with sb
to make up

GS p. 200—201

2) Pair work. What are your friends like? Choose and ask your partner five of the questions above. Answer your partner's questions.

— Do you often get together with your friend?

— No, we don't. And do YOU often get together with your friend?

— Yes, we do. We are neighbours. We often get together and have fun.

3. What are your friends like? (AB ex. 1)

4. Ted and Tracy are talking about their friends.

1) Who are their friends? Is it important for Ted and Tracy where their friends live? (listening for detail)

2) Who are you best friends with? Is it important for you where your friends live?

My best friend ...	Also, ...
He/She ...	Sometimes ...
We ...	I (don't) think that ... because ...

5. Activity book ex. 2.

Lesson 2 What makes a good friend?

1. People have different opinions on friends and friendship.

1) Here is a poem by Mark Santos, a teenager.
How does Mark characterize friends and friendship?

For me a friend is *a person* who cares,
For me a friend is *a person* who shares,
A person who is honest and fair,
A friend is *someone* who is always there.
Friendship is *a feeling*[1] that lasts forever.
And a true friend betrays you never.

2) What grammar structures are used in the poem to describe a true friend and friendship? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Relative clauses with who/that/which

Придаточные определительные с союзными словами
(который/которая/которое/которые)
в качестве подлежащих

В придаточных определительных предложениях союзные слова **who/that/which** могут выполнять роль подлежащего.
Если мы описываем *человека*, мы используем придаточные определительные предложения с союзными словами **who** или **that**. Если мы описываем *предмет*, мы используем придаточные определительные предложения с союзными словами **which** или **that**. Например:

My friend is *a person* **who** is always there for me.
Мой друг — *человек*, **который** всегда готов прийти мне на помощь.

Friendship is *a feeling* **which/that** can last forever.
Дружба — это *чувство*, **которое** может длиться вечно.

GS p. 205

3) Do you agree with how Mark describes a true friend and friendship?

[1] **a feeling** ['fi:liŋ] — чувство

2. Your classmates and you can also have your own opinions on friends and friendship.

What do you think about friends and friendship?

		(is/are) honest/fair/...
		can keep secrets.
		can rely on one another.
Friendship is a feeling	**who**	(is/are) always there for you.
A true friend is a person	**which**	(can/cannot) last forever.
Friends are people	**that**	make up quickly.
		never fall out over little things.
		often get together and have fun.
		turn to one another for help.
		will never betray (you).
		make(s) you happy.

3. Pete Payne is the character in the book *The Diary of a Teenage Health Freak.** Here are some notes from his diary.

1) Who does Pete write about in his diary? What are his notes about?

This diary writer's **Name** — Pete Payne. 14 years old.
Nickname — "Know It All Pete."
Hobbies — watching TV, worrying about myself, teasing my younger sister.
Personality[1] — shy, *unattractive* to girls, afraid of life, bad at sport; doing my homework before watching TV.

- **My older sister. Name** — Sally.

Personality — bossy, and will do anything for money (she wants to buy *a motorbike*).

- **My younger sister. Name** — Susie Jane.

Personality — worries what her friends will think of her family, enjoys shopping.

- **My best friend. Name** — Sam Sproggs.

Personality — crazy about bicycles, attractive to girls, tries to be *original* but isn't, gets more *pocket money* than me.

- **Pet** — cat (Sally's). **Name** — Bovril. **Age** — 14 months and losing all her hair.
- **My house.** Three bedrooms and *a shoebox* for Susie.
- **My room.** Books everywhere.

2) Can you say the following about Pete Payne? What can you add?

The diary's writer is a boy **who** has a nickname "Know It All Pete". He lives in the room **which** looks like a library: books are everywhere.

3) Describe the other people and things in Pete's diary.

4) Write down a few notes about your family and friends. Exchange these notes with your classmates. Tell the class about what you've learnt from the notes.

4. **Activity book ex. 1. Reader ex. 1.**

---

[1] **a personality** [ˌpɜːsəˈnæləti] — личность, индивидуальность

Lesson 3 Do you have any problems with your friends?

1. In Great Britain, there are a lot of newspapers and magazines to which teenagers write letters about their problems.

1) What problems do Brendan and Jessica write about?

My Mum does not let my sister and me use the Internet. She thinks that the Internet is *a thing* **that** we can do without. But we can't! What should we do? **Brendan**

I go to a great school. But I've just started a new class, and I haven't got *a friend* **who** I could play with. What would you advise? **Jessica**

2) What do Brendan and Jessica write about the problems that are worrying them?

3) What grammar structures do they use to describe the thing and the person that are worrying them? Read the rule and check.

grammar in focus

Relative clauses with *who/that/which*

Придаточные определительные предложения с союзными словами **(который/которая/которое/которые)** в качестве дополнения

В придаточных определительных предложениях союзные слова **who/that/which** с предлогами и без предлогов могут использоваться в качестве дополнения:

I've got a friend **who** I am never bored **with**.

У меня есть друг, **с которым** мне никогда не скучно.

I have *some secrets* **which** I cannot share with my friends.

У меня есть *секреты,* **которыми** я не могу поделиться со своими друзьями.

Союзные слова **who/that/which,** используемые в придаточном предложении в качестве дополнения, можно опустить:

My friend is a person **who** I can always rely on. *или*

My friend is a person I can always rely on.

GS p. 205

2. What do you think about people and things around you?

I've got a brother/a sister			would like to make friends with.
My classmates are people			can/can't rely on.
I've got some friends			do not want to talk about.
My parents are people	**who**	**we**	fall out over with my parents.
I've got some problems	**which**	**I**	can/can't share my secrets with.
I like reading books	**that**		can/can't turn to for help.
Our neighbours are people			am/are (never/always) bored with.
I've got a pet			make(s) my/our parents feel upset.
The Internet is a thing			(don't) like to get together with.
Sometimes I get marks			can learn something new from.

3. Laura and Phil are a sister and a brother.

Are Laura and Phil friends? What do they say about each other?

mind!

a new **thing**	**something** new
a wrong **number**	**anything** wrong

Laura says that her brother Phil is a person who she is never bored with.
Phil says that his sister Laura is a person who he can always rely on.

I can learn a lot of new things from him.

I can always rely on Laura.

I'm never bored with Phil.

I can't do without my sister.

I like getting together with my brother.

I get on well with Laura.

I always turn to him for help.

I try not to fall out with Laura.

I am always there for my brother.

I can share all my secrets with her.

4. Group work. Game "Letters to the editor".

5. Activity book ex. 1. Reader ex. 2.

Lesson 4 How many friends have you got?

1 According to the survey you can make 360 friends during your life – but only 6 of them will be your true friends.

1) *Ted, Joy and Ellen are speaking about their friends.*

Do all of them think that "the more friends the better"[1]? (listening for the main idea)

2) **How many friends have Ted, Joy and Ellen got?**

Ted: Most of my friends are my classmates. They are nice people who I'm never bored with. We are true friends. I can rely on them and I am always there for my friends. Let's take Jack. He's honest and he can keep secrets. It's very important in a friend, I think. Phil has a wonderful sense of humour and we often have fun together. Jessica is the smartest girl in our class! I can always turn to her for help if I've got a problem. With Mike we go to sports class and I help him to play football better. We often get together. Sometimes we fall out over silly things but we make up quickly.

grammar for revision

most/most of

most **of my** friends — most friends
most **of them**
most **of all**

GS p. 191—192

Joy: My only[2] friend's name is Linda. She is my neighbour and we spend a lot of time together. I tell her all about myself. Sometimes we fall out with her over little things but in a day or two we are good friends again. There are a lot of things that we both like – music, shopping, reading books about animals ... But most of all we like playing with our pets! I find it really important that you have one person in your life that you can be *absolutely* yourself with. I feel that I can always turn to her if I am upset. A lot of friends take a lot of time. We are two and we are happy.

[1] **the more friends the better** — чем больше друзей, тем лучше
[2] **only** *a* — единственный

mind!

We **both like** music. We **are both** happy

Ellen: I haven't got a brother or a sister. My best friend Nancy lives in another city now and there is no one of my age I could make friends with. I haven't got a dog or a cat, either. Of course, I mix with my classmates at school. But classmates and true friends are not one and the same thing. With a friend you can share all your problems and secrets. It's important to have anyone who you can turn to for help or advice. I'm sure that people cannot do without friends.

3) What have you learnt about Ted, Joy, Ellen and their friends?

grammar for revision

have & have got

I **have/have got** a friend.
We **have fun** together.

GS p. 196

- What does Ted like his friends for?
- What do Ted and his friends like doing together?
- Do Ted and his friends ever fall out?

- Is Joy happy with her only friend Linda?
- How do Joy and Linda spend their time together?
- What does Joy like about Linda most of all?

- Why hasn't Ellen got any friends in the city she lives in now?
- Has Ellen got any friends among her classmates?
- What does she think about having a true friend?

2. **What do Ted, Joy and Ellen think about the importance of having friends? Do you agree with their opinions or not? Why?**

3. **Can friends make you happy? How many friends can make you happy? Read Learning to learn note No 2.**

I think ... • I'm sure that ... • I hope ...
First of all ... • It's important that ... • In fact ...
Besides, ... • The more ... the better ... • What is more ...

4. ***Which of the following statements do you agree/disagree with? Why?***

Friends at school are a waste of time; you go to school to learn.

A lot of friends are a waste of time.

People cannot do without friends.

5. **Activity book ex. 1.** All about me. **My best friend. (AB No 7)**

NEXT LESSON IS A READING LESSON.

Lesson 5 Could we be pen friends with you?

1. *Nowadays a lot of children from different countries go on exchange trips to Great Britain. On his exchange tour, Oleg from Russia made friends with Mike.*

1) What does Oleg suggest[1] to Mike on his last day in Britain? (listening for specific information)

2) What do Oleg and Mike want to swap[2] e-mail addresses for? Use the word box to find out how people can make suggestions and say that they are ready to do something.

Oleg: I say, Mike, we've got on well with you for a month. **Why don't we** swap e-mail addresses and become *pen friends*?
Mike: **Why not?** I thought about it as well.
Oleg: **We might** e-mail each other and share our opinions about films, books, and school — anything!
Mike: **Sure.**
Oleg: And **how about** coming to Russia sometime?
Mike: **I'd be happy to** come. Thanks.

SUGGESTING

How about coming to Russia one day? — **Как насчёт того, чтобы** приехать когда-нибудь в Россию?
You could correct my letters. — **Ты мог бы** исправлять ошибки в моих письмах.
We might (as well) call each other. — **Мы могли бы (также)** звонить друг другу.
Why don't we call Andrew? — **Почему бы нам не** позвонить Эндрю?

SAYING YOU ARE READY TO DO SOMETHING

I'd be happy to do it. — **Я бы с удовольствием** (сделал(а) это).
No problem. — **Нет проблем.** (Согласен. Согласна.)
OK./Sure. — **Конечно.**
Why not? — **Почему бы и нет?**

---

[1] **to suggest** [sə'ʤest] — предлагать
[2] **to swap** (*also* **to swop**) — менять, обменивать(ся)

3) **What are some other ways of expressing suggestion and saying that you are ready to do something?**

4) **Replace the highlighted expressions in the dialogue by those that fit from the word box. Act out the dialogues.**

2. **What will you say to your foreign friends' suggestions? (listening for detail)**

3. **Role play.** In his letters, Kevin, a character in the story *Some Friend!*, makes a few suggestions to Dodie who he wanted to make friends with.

What conversation could take place between Dodie and Kevin? Read Learning to learn note No 9.

Pupil card 1

You are Kevin.

You make the following suggestions to Dodie:

- to come to your house and look at the pond with all the frogs.
- to show Dodie your tree fort.
- to share your sandwich with Dodie.

Pupil card 2

You are Dodie.

You are ready to accept Kevin's suggestions:

- to come to Kevin's house and look at the pond but you are afraid of frogs.
- to see Kevin's tree fort.
- to take Kevin's sandwich because you forgot your lunch at home.

4. **Activity book ex. 1.**

Lesson 6 Why do children from different countries make friends?

1. Jigsaw reading. Children from different countries communicate in different ways to better understand one another.
Read Learning to learn note No 5.

www.bbc.co.uk/worldclass/twinning.shtml • www.iss.edu

1) In home groups. ***Read one of the texts (A, B, or C) and answer the questions.***

A Lizzie from Great Britain goes to a school which is twinned with another school in West Africa.

a) What does Lizzie write about her pen friend in another country?

My school is **twinned**[1] with an international school in West Africa. We are swapping work projects with African children. We want to learn the things that African children learn and what life in Africa is like. I have got a great pen friend at this school. Her name is Shannen. We **communicate**[2] by e-mail. I've learnt a lot of interesting things from Shannen: about the festivals her family celebrates, about their traditions and everyday life. Her language, **religion**[3] and **lifestyle**[4] are absolutely different but we understand each other very well. It is really important to have a friend in another country. It helps to learn more about other cultures and traditions.

[1] **to be twinned** — *зд.* иметь дружеские связи
[2] **to communicate** [kə'mjuːnɪkeɪt] — общаться
[3] **a religion** [rɪ'lɪʤən] — религия
[4] **a lifestyle** — образ жизни

b) Get ready to talk about Lizzie and her pen friend to your expert group mates. What is it like to have a pen friend in another country?

Lizzie goes to school which ...
They ... because ...
Lizzie has got ...
They ...
Lizzie has learnt ...
She thinks it's important ... because ...

c) In the text find three reasons why it is important to have pen friends in other countries.

B Here is Harriet's report about the children who Harriet goes to an international school with.

a) Does Harriet like going to an international school? Why?

There are 30 children in our class and 10 of them are from different countries. It's really interesting to have so many people from all around the world in one school. Everyone has different **religions,**[1] **lifestyles,**[2] families and stories to tell. We are all different but we all get on well. We **communicate**[3] every day and I have learnt a lot about their religions. I have also learnt about their cultures from festivals and performances which are organised at our school. I advise an international school to everyone. They make you understand how big the world is and how many people live on the planet we call home. They help you to understand that we are all different and at the same time we are much alike.

[1] **a religion** [rɪ'lɪʤən] — религия
[2] **a lifestyle** — образ жизни
[3] **to communicate** [kə'mjuːnɪkeɪt] — общаться

b) Get ready to talk about international schools to your expert group mates. What is it like to go to an international school?

Harriet goes to ...	They ...
There are ... and ...	Harriet has learnt ...
Everyone has ...	International schools ...

c) In the text find three reasons why it is important to go to an international school.

C Here is the story of Carrie Ann who with other young people from different countries took part in a cross-cultural[1] project.

a) What was the cross-cultural project like?

I've taken part in a *cross-cultural* project. I spent a week in the Lake District.* I was happy to **communicate**[2] with 24 young people from different countries. There was a great choice of activities which we could take part in — from rock climbing to jumping in an ice-cold lake at seven in the morning!

This project helped us to know each other better and understand more about each others' **religions**[3] and **lifestyles.**[4] By sharing different experiences we have learnt a lot about each other's cultures. I think it is better than reading a book in a classroom.

We have swapped e-mail addresses and telephone numbers. I believe that we have not only learnt a lot of different things but we have made great friends.

[1] **cross-cultural** — межкультурный
[2] **to communicate** [kə'mjuːnɪkeɪt] — общаться
[3] **a religion** [rɪ'lɪʤən] — религия
[4] **a lifestyle** — образ жизни

b) Get ready to talk to your expert group mates about Carry Ann's cross-cultural experience. What did she get out from the experiences?

Carrie Ann has taken part in ...	This project helped ...
There were ...	Carrie Ann and her new friends ...
She was happy to ...	They have not only ... but ...

c) In the text find three reasons why it is important to take part in cross-cultural projects.

2) In expert groups.

- **Compare your answers for tasks a), b) and c). Come to an agreement about these points.**
- **Get ready to retell in detail the story you've read.**
- **List the reasons why it is important to communicate with people from different countries.**

3) In home groups.

- **Retell the stories you have prepared to your teammates.**
- **List the reasons why it is important to make friends with people from different countries.**
- **While listening to your classmates check if they gave the following reasons:**

— to learn more about other countries and other people;
— to learn how to get on with people of different cultures;
— to understand that people from other cultures are different but much alike;
— to better understand different cultures, religions and lifestyles;
— to understand that the planet is our home and that we must get on with one another.

2. In the whole class. What can help children from different countries to better understand one another and to get on with one another? Complete the story below.

Children go to schools which are twinned with (_____).
They swap (_____) with one another.
They make (_____) who they (_____) with by e-mail.

They learn a lot of interesting things about ( ), ( ) and ( ).

Children go to ( ) schools.

Every day they ( ) with children who have different ( ), ( ) and lifestyles.

Children take part in ( ) projects.

They communicate with one another ( ) *different stories and experiences.*

They also take part in different ( ).

Any cross-cultural *communication* helps children from different countries:

to know what life is like in different countries;

to learn ( );

to understand how ( ) and how ( );

to understand that ( ) and ( ).

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 69)**

Lesson 7 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

www.cyberparent.com/friendship

Project 1 An ideal friend

- Draw a portrait of an ideal friend.
- Make the necessary captions.
- Get ready to explain and give examples.

Project 2 My classmates are my friends

- Draw your classmates' portraits who you are friends with.
- *Make the necessary captions.*
- Write about five things that show that you are friends.
- Illustrate your ideas with photos and drawings.

Project 3 My foreign friend

- Write about your foreign (pen) friend.
- Write about five things that show that you are friends.
- Get ready to describe your friend's personality.
- Give reasons why it is important to have foreign (pen) friends.
- Illustrate your ideas with photos and drawings.

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

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

Lesson 8 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You are talking to your foreign friend. He/She asks you about some other friend(s) you've got.

What conversation could take place between your friend and you?

Pupil card 1

You are talking to your foreign friend.
You begin the conversation.
Remember to:
- ask who he/she makes friends with;
- ask about his/her friend's personality;
- ask what they do together;
- ask what he/she likes his/her friend for;
- answer your friend's questions.

Pupil card 2

Your friend asks you questions about some other friends you've got.
Answer your friend's questions and:
- give examples of your friendship;
- say how long your friendship lasts;
- explain why you are friends;
- ask your partner questions about his/her friend(s).

2. Oral report. There is a very nice tradition among American and British kids. They swap friendship bracelets. This tradition comes from Indians — Native Americans. When kids swap friendship bracelets they show how much they like their friends.

Who do you want to make friendship bracelets for? Why?

You have to talk for two minutes. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 5

Lesson 1
to be there (for sb)
to betray
to fall out (with sb over sth)
forever
to get together
(can) keep a secret
to last
to make friends (with sb)
to make up
a neighbour
quickly
to rely (on sb)
a sense of humour
true
to turn to (sb for sth)

Lesson 2
a feeling
a personality*

Lesson 4
absolutely
only (an ~ friend)

Lesson 5
a pen friend
to suggest*
to swap

Lesson 6
to be twinned (with)
to communicate
cross-cultural
a lifestyle
a religion

Reading lesson
to challenge*
to forgive*
mean* (a ~ person)
a purpose (on ~*)
to smell*

Reader
almost*
to belong*
confident*
even*
just* (*adv*)
quite* (*adv*)
so* (*adv*)
still* (*adv*)
though* (*adv*)
too* (~ small)

Answer the questions.

1) How many new words and word combinations from Unit 5 do you know?
2) Which words do we use to talk about friends?
3) Which words do you use to talk about things a true friend must do?
4) Which words do we use to talk about an international friendship?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 6

What is best about your country?

Lesson 1 What items can best represent your country?

1. Vocabulary. In the UK, there is a special website where visitors can vote for the icons that best represent the country.

1) What icons of the UK have Ted and his parents voted for? Use the word box to learn the meaning of the highlighted words.

We have **voted** for the London **Tube** and the Tube map! The Tube is the first true **underground railway** *system* in the world. It was opened in 1863 and now it is the largest one. The Tube has 274 stations and 270 million people use it every year. The Tube map is an absolutely new type of map. It does not show true **distances**, it only shows how to get from one place to another. The map, which Harry Beck created in 1931, **is recognized as** a model map. It **has been around** for many years and millions of people use it every day.

grammar for revision

The numerals

150 million people
millions **of** people

GS p. 193

I have voted for the British Library, the national library of the UK and one of the world's greatest libraries. It **is packed with** millions of books, magazines, newspapers, maps and other **items**. The Library has ***a copy*** of every **publication** which is produced in the UK. The **collection includes** more than 150 million items in foreign languages and some very **significant** things: Leonardo da Vinci's* notebook and the Beatles* **manuscripts**! The Library is a true **icon** of the UK!

• • •

My choice is Sherlock Holmes,* the most famous **detective** in the world! Sherlock Holmes is part of our culture. He **represents** all that is great in this country. *To many*, Sherlock Holmes is the most *typical* example of an English *character*. Every day Sherlock Holmes' **fans** from all over the world visit his museum at 221b, Baker Street in London.

2) Have Ted and his parents made their choice because of the following reasons? Use the texts to prove that:

- the London Tube is the oldest underground railway system in the world.
- the London Tube is the largest one in the world.
- the London Tube map is an absolutely new type of map.
- the British Library is one of the greatest libraries in the world.
- Sherlock Holmes is one of the most famous detectives in the world.

grammar for revision

The degrees of comparison of adjectives

large	famous
larg**er**	**more** famous
the larg**est**	the **most** famous

GS p. 192—193

Word box

to vote (for) — голосовать (за)
a tube — туннель, метрополитен
an underground railway — подземная железная дорога
to recognize — признавать
as — как, в качестве
to be around *idm* — существовать
to pack (with sth) — заполнять (чем-л.)
an item — предмет (*из списка*)
a publication [ˌpʌblɪˈkeɪʃn] — произведение, издание
to include — включать, содержать
significant [sɪgˈnɪfɪkənt] — значительный
a manuscript [ˈmænjʊskrɪpt] — рукопись, партитура
an icon [ˈaɪkɔn] — символ
to represent — представлять (собою)
a character — 1. характер, нрав 2. герой, персонаж

Words to guess

a type *n* — ?
a distance *n* — ?
a copy *n* — ?
to collect — коллекционировать;
a collection *n* — ?
a detective *n* —?
a fan *n* — ?

2. In your culture. Imagine you have to vote for icons of Russia.

1) Do you think that the Moscow Underground* best represents Russia? Why? Fill in the gaps with the words in the correct form from the box.

a distance • to be around • To many • to represent • to vote
to recognize • a railway • a system • an underground

I think we can _____ for the Moscow Underground. The Moscow Metro _____ as the most beautiful underground _____ system in the world. The Metro opened in 1935 and now it is the second largest underground railway _____ in the world. The Moscow _____ has 177 stations and 7 million people travel on the Metro every day. The Moscow Metro map is like the London Tube map: it does not show true _____, it only shows how to get from one place to another. The Moscow Metro _____ for more than 70 years and has become part of our culture and history. _____, the Moscow Metro _____ all that is great and beautiful in Russia.

2) Do you think that the Russian State Library can be the icon of Russia? Will you vote for it? Use the Fact file and make up a story.

Fact file

The Russian State Library

- the second largest in the world
- 1862
- 43 million items in 247 languages of the world
- significant manuscript books
- 5,000 readers every day

... can best represent ...
... is recognized as ...
... has been around since ...
... packed with ...
... includes ...
... visit ...

3) Will you vote for the popular Russian actor Vasili Livanov? Why? Listen to the story, take notes and then complete the text. (listening for detail/taking notes) Read Learning to learn note No 4.

Since the 1890s, there have been ...
Hundreds of actors ...
Vasili Livanov was ...
In ... Elisabeth II,* Queen of the UK, awarded ... the Order of the British Empire* for ...
To many, Sherlock Holmes is ... and ...

3. **Make up a story about an item or a person that can best represent Russia.**

I'd like to vote for ...
To many, ...
... is/are recognized as ...
... has /have been around for ...
... part of ...
... represents ...
...

grammar for revision

Present Perfect: since/for

The Library **has been around *since*** 1862.
The Library **has been around *for*** more than 140 years.

GS p. 197

4. **Activity book ex. 1.**

NEXT LESSON IS A READING LESSON.

Lesson 2 Why are they best?

1. Visitors to the website "Icons of England" do not always agree with one another's choice.

1) What do Olivia and Matt think of the London Tube, the Tube map and Wimbledon?

Internet Browser

File Edit View Go Bookmarks Tools Help

http://

I agree that the London Tube map can be the icon of England. The map is easy to use, indeed.[1] But I don't think that the London Tube can best represent England. The Tube is not always safe to travel on!

I agree with those who have voted for Wimbledon.* The Wimbledon tennis tournament is the only one that is played on grass. Wimbledon is exciting to watch and that is why tickets are always very difficult to get.

2) What grammar structures do Olivia and Matt use to express what they think of the London Tube, the Tube map and Wimbledon? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Adjective + infinitive

Прилагательное + неопределённая форма глагола

Если мы оцениваем человека или предмет, мы используем конструкцию **adjective + infinitive** с оценочными прилагательными: *easy / boring / hard / nice / difficult / possible / good / interesting / safe / dangerous / expensive / cheap / exciting / beautiful / comfortable* и т. п. Например:

This game is **interesting** (*for children*) **to play.**

В эту игру (*детям*) **интересно играть.**

GS p. 203

[1] **indeed** — действительно

WORD BUILDING

Prefixes

im + possible = **im**possible
in + expensive = **in**expensive
un + easy = **un**easy
un + interesting = **un**interesting
un + safe = **un**safe
un + exciting = **un**exciting
un + comfortable = **un**comfortable

2. Visitors to the website "Icons of England" do not only vote for other people's choice but they can make their own choice.

What items do some British people vote for? What is special about these items? Match the two parts and the pictures on p. 110.

www.icons.org.ru

1) My choice is fish and chips.*

2) Cottage gardens are recognized as part of our culture.

3) I love the British weather!

4) I'd like to include Madame Tussaud's Museum.*

5) I vote for *Alice's Adventures in Wonderland** by Lewis Carroll.*

6) I vote for the Oxford English Dictionary!

7) A traditional cup of tea!

a) It is a typically English dish. I think that fish and chips is necessary for every visitor to the UK to try!

b) The book is a significant part of British culture. It is very exciting for both children and adults to read.

c) They are not easy to look after but they are absolutely marvellous!

d) It is very interesting to talk about because it is always changing!

e) British everyday life is impossible to imagine[1] without afternoon tea.

f) It has been around for more than 200 years. The collection of life-size figures of famous people is exciting to look at, indeed.

g) It is made up of 20 books and includes 5,000,000 English words! The Dictionary is necessary for every English language lover to have and use.

[1] to **imagine** [ɪˈmæʤɪn] — представлять, воображать

3. Here are the top six British items that have achieved global status.

1) Why are these items popular all over the world? Describe each item.

> The Beatles music is very nice to listen to.
> And the words are easy for English language learners to understand.

1) The Beatles* music
2) Harrods* department store
3) English football*
4) The *Harry Potter* books
5) Cadbury* chocolate
6) Cheddar cheese*

necessary for every tourist to London to visit.
easy to buy both in the UK and in other countries.
interesting to read.
exciting to watch.
nice to eat with hot tea.
very nice to listen to.

a) And the words are easy for English language learners to understand.
b) You can learn a lot of exciting things from them.
c) It is one of the most popular cheeses in the UK and it has been *copied* in many countries.
d) But the shopping is very expensive there.
e) Football matches are more exciting to watch at the stadiums like[1] the Millennium Stadium* in Wales.
f) The most popular Cadbury chocolate is *Cadbury Dairy Milk*.

[1] **like** — такой (такая/такие), как

2) Are any of the top British items popular in your country? Why?

4. British children are sharing their opinions on some famous Russian items.

Agree or disagree with their opinions and give reasons or examples. (listening for detail)

grammar for revision

Articles

Russian folk tales
the folk tales of Russia

GS p. 188

— I think that **it's interesting to read** Russian folk tales.

— Oh, yes. Russian folk tales are **very interesting to read**, indeed. I personally, like folk tales about animals most of all.

5. **Activity book ex. 1, 2. Reader ex. 3.**

Lesson 3 What makes you make a choice?

1. There are different reasons why Britons have voted for one item as the icon of England and have not voted for another one.

1) What items do Linda, Paul and Mike express their opinions on? (listening for specific information)

2) Do Linda, Paul and Mike agree with the choice some British people have made?

Paul: I'm sure that the British have only voted for the items that they like most of all. They have chosen fish and chips. Terrific! The dish is very tasty and has been around for many years. The dish is not very healthy to eat every day but we do! As to Wimbledon, I'm all for it. The Wimbledon tournament is one of the highlights people enjoy every summer. Let's take the *Harry Potter* books. They are very exciting to read, indeed. To many, Harry Potter is something they can't do without. I think that people's choice is a matter[1] of taste and nothing else.

Mike: I think that people vote for this or that thing not because they personally like it or not. I'm sure that people vote for traditional items that have been around for many years. They vote for the things that are recognized as part of our culture and our history, for the most significant or most typical items. They vote for what is great in the country, for what best represents Britain. The items people have voted for are easily recognized as the British ones all over the world. And it does not matter[2] what country they come from.

Grammar for revision

Substitution: one/ones

The London Tube is the largest **one**.
The items are easily recognized as the British **ones**.

GS p. 192

[1] **a matter** *n* — дело
[2] **to matter** *v* — иметь значение

Linda: I don't think that the British have always made a *proper* choice. To many, fish and chips is the icon of England which they can't live without. But I personally have not voted for it. Why? Because the "chip" is not British. It is Belgian. Many people have voted for tea. But tea is not British, either. It came from India! Most British people are crazy about football and they have voted for it. OK, football is British. But I don't like football. Why should I vote for it?

3) Which of the children (Paul, Linda, or Mike) expressed the following ideas? Prove it from the stories.

People vote for the items that:
- they like best of all.
- most people like and can't do without.
- do not come from other countries.
- are not enjoyed by everyone.
- are traditional and typical of the country.
- best represent the country they live in.

2. It is not easy for people to choose an icon that could best represent their country.

What makes people make a choice? Read Learning to learn note No 3.

I think, ... • Let's take ..., for example.
Besides, ... • To many, ... • I'm sure that ...
I agree that ... • It's (not) good when ...
It's a matter of ... • It does not matter ... • It's important ...

3. Which of the following items will you vote for as the icon(s) of Russia? Give reasons.

www.justrussia.ru

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

Lesson 4 What's special about the street you live in?

1. There's a lot for a Russian tourist to see in London. Julia has just begun discovering London. Robert, who lives in London, is her guide for today.

1) Which of the pieces of street furniture are Robert and Julia talking about? (listening for specific information)

Routemaster* (a double-decker) | Telephone box* | Pillar box

2) What do Julia and Robert say to approve of each other's suggestions? Use the word box to find out how people say that they approve.

Robert: What would you like to see first, Julia?
Julia: Everything. But right now I'd like to look around here.
Robert: **I'm all for it!** There are lots of interesting things to look at. Why don't we have a look at a pillar box, for example?
Julia: **Yes, it seems just fine.**
Robert: The first pillar boxes appeared in 1853. This pillar box appeared when Queen Victoria* was on *the throne*. The letters VR on the box mean Victoria Regina. It's Latin for Queen Victoria. If you want to send a letter, there are over 100,000 pillar boxes for you.
Julia: **That's very good!**
Robert: What shall we see next? ...

3) What are some other ways to say that you approve?

SAYING THAT YOU APPROVE КАК СКАЗАТЬ, ЧТО ВЫ ОДОБРЯЕТЕ ЧТО-ЛИБО

It seems just fine. Кажется, это как раз то, что надо.
(Yes), that's very good! (Да), очень хорошо!
I'm all for it! Я целиком за!
It's just what I wanted. Это как раз то, что я хотел(а).

4) Replace the expressions in the conversation with those that fit from the word box. Act out the conversation.

2. What will you say to approve of your foreign friends' suggestions? (listening for detail)

3. In your culture. You are discussing with your foreign friend which famous places in Russia to see first.

1) **Role play.** Imagine you are in Moscow. You are talking to your foreign friend. Read Learning to learn note No 9.

Pupil card 1

Imagine you are in Moscow. You start the conversation. Suggest seeing the *Ostankino Television Tower first.**

Remember to:
- give some interesting information about it;
- listen to your foreign friend's suggestions;
- say that you approve;
- explain why.

Pupil card 2

Imagine you are in Moscow. Listen to your Russian friend's suggestions.

Remember to:
- say that you approve;
- explain why;
- suggest travelling on the Moscow Metro first;
- explain your choice.

2) **Role play.** Imagine you and your foreign friend are in St Petersburg. **Discuss one of the items below. Read Learning to learn note No 4.**

4. **Activity book ex. 1.**

Lesson 5 Are you proud of your country?

1. Jigsaw reading. The UK consists of Great Britain (England, Scotland, Wales) and Northern Ireland. Each country has its own items that make them great.

www.welshicons.org.uk • www.visitscotland.com • en.wikipedia.org/wiki/Culture_of_Northern_Ireland

Read Learning to learn note No 5.

1) **In home groups. Read what Robert, Andrew and Hannah say about Wales, Scotland and Northern Ireland and answer the questions. Read Learning to learn note No 4.**

- Why is the teenager proud of his/her country?
- What are the best things about the country?
- What is the capital of the country famous for?
- What does the teenager love about his/her country most of all?

to be proud of — гордиться
beautiful *a* — красивый;
a beauty *n* — ?

A I **am proud of** being Welsh. We have our own history, language, and culture. I've got a Welsh flag on my wall and jeans with the Welsh dragons on. The best thing about Wales is its natural **beauty**. Mid-Wales, the green capital of Wales, has the famous Snowdonia National Park.* Ten million people visit and enjoy it every year. In Mid-Wales there are more sheep than people! Cardiff, the capital of Wales, is famous for a few things but the most significant item is the Millennium Stadium,* the largest football *ground* in the UK. And it's fun when there are rugby and football matches and concerts. But most of all I love it when we all get together at *festivals* of music, singing, and *poetry* like the Royal National Eisteddfod* of Wales. **(Robert)**

B I am Scottish and I **am proud of** it. Scotland is a country of natural **beauty**. It is famous for its Highlands,* pretty lakes and green forests. In Scotland there are some of Europe's most beautiful beaches! Edinburgh, the capital of Scotland, is a great city where you can see the most significant items of Scotland like the National *Gallery* of Scotland* and the Royal *Botanic* Garden.* One of the best things that really make my country great is the Wallace *monument*,* which is packed with exciting items about Sir William Wallace, the national *hero* of Scotland. I personally love the Edinburgh Festival Fringe* with its amazing performances and where we all feel like one big happy family! **(Andrew)**

grammar for revision

Articles

the National Gallery **the** Wallace monument

GS p. 190

C I am Irish and I **am proud of** my country. I love its natural **beauty**, the language, which is cool and sounds really nice, and the people that are very nice, too. My country is famous for its beautiful *legends* including the story of the Giant's Causeway.* The Giant's Causeway is one of the greatest natural sights in the world which is fun for everyone to explore. I live in Belfast, an amazing city and the capital of Northern Ireland. For me, the most beautiful attraction in Belfast is Belfast *Botanic* Gardens* with its opera performances and concerts. But the thing that is recognized as Irish all over the world is St Patrick's Day*! I love it when we celebrate this day by organising parades, eating Irish food and wearing green-coloured clothes. **(Hannah)**

2) **In expert groups.** a) Compare your answers for the task and come to an agreement.

b) Fill in the chart with the information you've learnt from your story.

Items \ Countries	Scotland	Wales	Northern Ireland
— the most famous and significant items — the best examples of natural beauty — the most popular festivals/holidays — the capitals and their famous items			

c) Get ready to retell the story you've read.

3) **In home groups.** Retell the stories you have prepared to your group mates. Use the questions as an outline. While listening to your group mates complete the chart.

2. In the whole class. Discuss what kinds of items make the UK a great country.

NEXT LESSON IS A CONSOLIDATION LESSON. (AB p. 82)

Lesson 6 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

en.wikipedia.org/wiki/Material_culture_in_Russian • www.russianculture.ru/./defengl.asp • www.narodnayamarka.ru

Project 1 Icons of Russia

- Choose the best items of Russia.
- Find some information about each item.
- Make illustrations and captions.

Project 2 The best items in my hometown

- Choose the best items in your hometown.
- Find some information about each item.
- Make illustrations and captions.

Project 3 Be Russian — buy Russian

- Make a list of the best products of Russia.
- Find some information about each product.
- Make illustrations and comments.

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

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

Lesson 7 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. **Role play.** You and your friend are discussing which item in your hometown is more interesting for your foreign friend to see first.

Pupil card 1

You and your friend are discussing which item in your hometown is more interesting for your foreign friend to see first.

You begin the conversation.

Remember to:

- suggest seeing one of the best items in your hometown;
- give some interesting information about it;
- listen to your foreign friend's suggestions and say that you approve.

Pupil card 2

You and your friend are discussing which item in your hometown is more interesting for your foreign friend to see first.

Listen to your friend's suggestion.

Remember to:

- say that you approve;
- suggest seeing something else;
- give some interesting information about it.

2. Oral report. **Talk about 3 items which, in your opinion, best represent Russia.**

You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 6

Lesson 1
as
to be around
a character
a collection
a copy
a detective
a distance
a fan
an icon
to include
an item
a manuscript
to pack (with)
a publication
to recognize
to represent
significant
(the) tube (on the tube/by tube)
a type
an underground railway
to vote (for)

Reading lesson
a figure*
life-size*
wax*
waxwork*

Lesson 2
to imagine*
indeed
like (*conj*)

Lesson 3
a matter*
to matter*

Lesson 4
to approve*
to be all for (sb)
to seem

Lesson 5
beauty
to be proud (of)

Reader
a bar* (a ~ of chocolate)
(a) fashion*
a hill*
an illumination*
intelligent*
to reach*
a sheet*
splendid*
thanks to*
thick*
a tower*
a viewing platform*
to weigh*
weight*

Answer the questions.

1) Which words do you use to talk about a library/an underground railway system/a literary character?
2) Which words do we use to talk about a significant item?
3) Which words are easy to guess?
4) Which words have more than one meaning?
5) How many new words and word combinations from Unit 6 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 7

Do you have an example to follow?

Lesson 1 *Who are you proud of?*

1. Vocabulary. Children from Britain are doing a project about the people they are proud of.

1) Who have the children chosen for the project? Use the word box to learn the meaning of the highlighted words.

www.projectbritain.com • www.wordiq.com/definition/100_Greatest_Britons

Charles Babbage was a great engineer and **inventor**; he **invented** a *calculating* **machine** in the nineteenth **century**. In the twentieth century, specialists used his ideas to build the first *electronic* computer.

Nicholas Patrick was born in Britain and became an engineer. Now he is an American ***astronaut*** and he spent 12 days on the International **Space** Station. For me he is *an example to follow*.

Isaac Newton* was a great **scientist** and contributed much to **developing** life sciences.*

N. Patrick

I. Newton

H. Nelson

For me, Admiral Nelson* is the greatest national **hero** and a real wartime **leader**. He won the important battle at Trafalgar. He is **commemorated** for his **heroic actions** and his **courage**.

Sir Stewart Duke-Elder was a famous eye doctor; he **treated** very serious eye **diseases** and helped people in **trouble**. I want to be a famous eye doctor, too.

grammar for revision

The noun as an attribute

an **eye** doctor a **heart** disease a **space** station

GS p. 188

Word box

an **inventor** [ɪn'ventə] — изобретатель
to **invent** [ɪn'vent] — изобретать, делать открытие
a **machine** [mə'ʃi:n] — машина; механизм
a **century** ['sentʃərɪ] — столетие, век
space [speɪs] — космос, космическое пространство
an **example to follow** — пример для подражания
a **scientist** ['saɪəntɪst] — учёный
to **develop** [dɪ'veləp] — развивать; совершенствовать
a **hero** ['hɪərəʊ] — герой
a **leader** ['li:də] — руководитель, глава, лидер
to **commemorate** [kə'memə-reɪt] — чтить память
heroic [hə'rəʊɪk] — героический
an **action** ['ækʃn] — действие, поступок
courage ['kʌrɪʤ] — мужество
to **treat** [tri:t] — лечить
a **disease** [dɪ'zi:z] — болезнь
trouble ['trʌbl] — неприятности, горе, беда

Words to guess

an **astronaut** ['æstrənɔ:t] — ?
a **cosmonaut** ['kɒzmənɔ:t] — ?

2) Why have the children included these people into the project?

2. In your culture. Here are the people that children from Russia have chosen for their project.

1) Why have they chosen them? Match the two parts.

grammar for revision

Articles

to be **a** scientist to become queen

GS p. 189 AB ex. 1

1) Petr **Kapitsa*** (1894—1984) was a great Russian scientist.
2) Valentina **Tereshkova** (1937—) is the first woman cosmonaut.
3) Igor **Sikorsky*** (1889—1972) was a famous engineer and inventor.
4) Alexander **Bakulev** (1890—1967) was a great surgeon.
5) Alexander **Suvorov** (1729—1800) was a great military leader.
6) Alexander **Matrosov** was a wartime hero who became famous for his courage.

a) He treated people who had serious heart diseases.
b) He was famous for his works in Physics.
c) His heroic action saved many soldiers.
d) He was a hero of the 18th century. He is commemorated for many battles that he won.
e) He developed a *helicopter*, the first practical flying machine in the 1930s.
f) She went to space in 1963.

V. Tereshkova

P. Kapitsa

One of Sikorsky's helicopters

2) Here is the page from Sveta's project.

Do you agree with her choice? Fill in the gaps with the words from the box in the correct form.

action • century • commemorate • courage • Hero
invent • inventor • scientist • treat • trouble

I admire Vladimir Shukhov.* He is often called the number one Russian engineer. And he is a famous Russian (_____), architect and (_____). He (_____) many useful things. He built bridges, factories, special towers, ships, railways and railway stations. Vladimir Shukhov invented the first pipeline[1] in Russia in the nineteenth (_____)! He is (_____) in the statue in the centre of Moscow.

[1] **a pipeline** ['paɪplaɪn] — нефтепровод

I respect Leonid Roshal.* He is the most famous children's doctor in Russia. He helped many children in ( ). Doctor Roshal ( ) children in dangerous places. For his ( ) and for his ( ) he got many awards: the European of the Year in 2005, the Doctor of Peace[1] and a National ( ) of Russia. In 1996 he became the Doctor of the World. For me, Doctor Roshal is an example to follow.

One of Shukhov's towers

V. Shukhov

L. Roshal

3) Who do you admire?

... is/was ...
... lives/lived in ...
... is/was famous for ...
... ...
... is commemorated for ...

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

[1] peace [pi:s] — мир

Lesson 2 Who was the first to do it?

1. There are people who are known as the first, the last or the only ones to do something.

1) What made these people known?

Leif Eriksson* was the first European to land[1] in North America in the eleventh century.

Alfred the Great* was the only English king **to have** the epithet "the Great" in his name.

Owain Glyndwr* was the last Welshman to have the *title* of Prince of Wales.*

Leif Eriksson

King Alfred

Owain Glyndwr

2) What structures are used to describe the people who were the first, the last or the only ones to do something? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Infinitive as an attribute

Неопределённая форма глагола в качестве определения

Когда мы сообщаем, что кто-либо стал первым, последним, единственным, совершив какое-либо действие и т. д., мы используем неопределённую форму глагола в функции определения после **the first, the last, the only**.

[1] **to land** — высаживаться (*на берег*)

На русский язык такая конструкция переводится с помощью придаточного определительного предложения:
Leif Eriksson was the first European **to land in North America in the eleventh century.**
Лиф Эриксон был первым европейцем, **который высадился в Северной Америке** в одиннадцатом веке.

GS p. 203

3) Do you know what these people did? Match, listen to check and translate.

1) Richard Burbage was the first English actor
2) Elizabeth I was the last
3) Captain James Cook was the first European
4) Sir Robert Falcon Scott* was the second European
5) John Logie Baird was the first inventor
6) Elizabeth Garrett Anderson was the first
7) Harrison Schmitt was the only scientist

a) to come to the South Pole in 1912.
b) English woman doctor to treat people.
c) to show television in 1926.
d) to visit the **Moon**.
e) Tudor* monarch* to rule[1] England.
f) to play the role of Hamlet.*
g) to visit Australia.

grammar for revision

Articles

the South Pole — Южный Полюс
the Moon [mu:n] — Луна

GS p. 190

R. Burbage

J. L. Baird

E. G. Anderson

[1] to rule — править

2. **In your culture.** Here are the names of some famous Russians.

Yu. Gagarin

I. Pavlov

Why are they famous? Complete the sentences according to the pattern.

He is the only Russian actor to get a British Order.

0) Vasili Livanov got a British Order for the role of Sherlock Holmes. He is the only Russian actor ...

1) Yuri Gagarin* went to space in 1961. He was the first person ...

2) Alexei Leonov walked in space in 1965. He was the first cosmonaut ...

3) Anfisa Reztsova became the Olympic champion in two winter kinds of sports. She is the only Russian sportsman ...

4) Ivan Pavlov got a Nobel Prize* in medicine. He was the first Russian scientist ...

5) Boris Pasternak got a Nobel Prize in 1958. He was the second Russian writer ...

6) Svetlana Savitskaya, the second woman cosmonaut, walked in space in 1984. She was the first woman cosmonaut ...

3. **In your culture.** **What can you tell your foreign friends about people who are famous for this or that achievement?**

4. **Activity book ex. 1. Reader ex. 1.**

3 people do you admire?

1. Children admire different kinds of people.

1) What kinds of people do David and Jane like?

David: I like people whose actions are brave. For example Robin Hood,* he was a real hero.

Jane: Neil Armstrong* is a brave astronaut whose courage is an example. He was the first man to walk on the Moon in 1969.

N. Armstrong

mind!

What kind/type of person ...? — Какой ...?
What kinds/types of people ...? — Какие ...?

2) What structures did the children use to describe the people they like? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Relative clauses with *whose*

Придаточные определительные с союзным словом *whose*

Когда мы описываем то, что связано с человеком, предметом, мы используем придаточное определительное предложение с союзным словом **whose**:
I like people **whose ideas can change the world for the better**.
Мне нравятся люди, **чьи идеи могут изменить мир к лучшему**.

GS p. 205

3) Here are some other examples.

What are these people known for? Match the two parts and make up one sentence.

Amelia Earhart was an American pilot whose ambition was to fly around the world.

1) Amelia Earhart was an American pilot.
2) Steven Spielberg is an American film maker.
3) Mary Shelley is a British writer.
4) Kate Winslet is a British actress.
5) Charles Darwin was a famous scientist.
6) Paul McCartney is a popular singer and musician.
7) Charles Dickens* is a great British writer.
8) The Wright brothers were famous American inventors.

a) His songs are loved very much.
b) Her role in *Titanic* made her popular.
c) Their plane was the first one to fly.
d) His works changed the life sciences.*
e) Her novel *Frankenstein** is known all over the world.
f) His films are exciting to watch.
g) Her ambition was to fly around the world.
h) His books are read all over the world.

2. **Why do we call some people good specialists? (AB ex. 1)**

3. **In your culture.** **What can you tell your foreign friends about famous Russian people? Use who or whose.**

1) My hero is Pavel Nakhimov (1802—1855). He was a Russian admiral ( ) won many sea battles.
2) I admire Nikolai Pirogov (1810—1881). He was a famous doctor ( ) saved many people after many battles.
3) I like listening to the old songs of the Time Machine (Mashyna Vremeni). It is a popular Russian rock group ( ) music attracts many people and ( ) songs are nice to listen to.
4) I admire the works of Vladimir Vysotsky (1938—1980). He was a poet ( ) wrote many popular songs. And he was an actor ( ) roles in theatre performances and films made him famous.
5) I admire the pictures of Vasili Surikov (1848—1916). He is a well-known Russian painter ( ) pictures show the life in old Russia.
6) I like the plays of Alexander Ostrovsky (1823—1886). He was a popular *dramatist* ( ) wrote many wonderful plays.
7) Dmitry Mendeleev (1834—1907) was a great Russian scientist ( ) Periodic Table* was a *revolution* in chemistry.

P. Nakhimov

4. **What kinds of people do you admire? Use the LCG.**

5. **Reader ex. 2.**

Lesson 4 *Who is your hero?*

1. Ray, Leonard and Liz are talking about the people who they think are their heroes.

1) Who are they? (listening for specific information)

2) Are Ray's, Leonard's and Liz's heroes famous people or not?

Hi, I am Ray. My Dad is not a famous person or a national hero. But he is my hero! He is always fun. I can play-fight[1] him and he doesn't mind. He isn't a person who won a championship or walked on the Moon or saved people in trouble but he is kind and clever and he is never bored to be with. My best days are the days that I spend with my father. He knows a lot about space *exploration* and the achievements of scientists. I like his stories about space expeditions and astronauts. Sometimes my friends join us to listen to his stories and I am proud of my Dad.

I am Leonard. My hero is Mel Gibson. He is a wonderful actor. He is an actor whose characters are brave! I think Mel is like his characters. Only brave people are heroes. My favourite role which he played was William Wallace* in *Braveheart*.* William Wallace lived in the thirteenth century and was a real leader of the Scots. He was a soldier whose courage was an example for many and is still remembered. I am proud that people like William Wallace lived in this country.

[1] **play-fight** — *зд.* бороться шутя

I am Liz. When we hear the word "hero" we think of brave people or wartime military leaders. But MY hero is my big brother. He is smart and helpful. If I have a bad day, he says everything is going to be all right. My brother is the first to help me with my homework. When I had a sore throat he tried to entertain me and treated me with honey, hot tea and *lemon*. He wants to be a doctor and his ambition is to invent a new medicine.

3) Which of the children could express these ideas? Prove it from the text.

- Parents can be their children's heroes.
- Not only famous fathers are heroes.
- Children whose parents know much and can tell them interesting stories are proud of their parents.
- Heroes are always people whose brave actions are examples for many.
- Big brothers can be examples to follow.
- Ordinary people can be our heroes.
- The word "hero" makes us think of famous people.

4) Which ideas do you agree with and why?

2. You have your own idea of a hero.

1) What kind of person can you call a hero? Read Learning to learn note No 3.

When I hear the word "hero" I think of ...
I don't know if I have ... • For me a hero is a person who/whose ...
My hero is ...
Real heroes are ... • He/She (can) ...
Many people around him/her ...

2) Who is your example to follow?

3. **All about me.** **My heroes in books and films. (AB No 10) Activity book ex. 1. Reader ex. 2.**

NEXT LESSON IS A READING LESSON. **(Reader ex. 3)**

1. Mohammad and Liz are answering the question "Is it good to be famous?".

1) Do the children have the same opinion? (listening for the main idea)

2) The children are discussing the problem.

Use the word box and find in the dialogue how the children say:
- **they agree;**
- **they partly agree.**

Mohammad: I don't think it's great to be famous because famous people are not free persons.

Liz: I know that many people think so but famous people are free to go anywhere and to do what they want.

Mohammad: Agreed, but very often photographers chase them around.

Liz: How **true.** Once I saw a popular singer who was doing the shopping and photographers made her leave the shop.

3) What are some other ways of saying you agree or partly agree?

SAYING YOU AGREE

How true.	Верно.
I **absolutely** agree.	Я совершенно согласен (согласна).
I'm **with** you there.	Я с тобой согласен (согласна).

SAYING YOU PARTLY AGREE

Yes, maybe, but ...	Да, может быть, но ...
Agreed, but ...	Согласен (согласна), но ...
Yes, but **on the other hand** ...	Да, но с другой стороны ...

4) Replace the highlighted expressions in the talk with those that fit from the word box. Act out the talk.

2. **1) Read what some people say about being popular. Say if you agree or partly agree. Support the ideas with the statements from the right column.**

— There are good moments in being popular.
— It's not good to have many fans.
— Neighbours of some actors and singers are not happy.
— Some fans always chase famous actors or singers around.
— In their letters to popular people some fans ask for very expensive things for themselves.

— There are bad things in being popular.
— All popular people are very busy.
— Young and unknown singers are free to go anywhere.
— Some fans are not polite.

— People don't recognize[1] young singers.
— People give gifts and flowers to popular actors, sportsmen or singers.
— They don't have time to enjoy themselves.
— The fans of these actors and singers are noisy[2] and leave litter.

2) Think of good and bad moments in the lives of popular actors, singers or sportsmen and write your statements.

3) Pair work. Come out with your statements. Agree or partly agree with your group mates.

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

[1] **to recognize** ['rekəgnaɪz] — узнавать
[2] **noisy** ['nɔɪzɪ] — шумный

Lesson 6 How to become famous?

1. Jigsaw reading. Famous people came to their fame in different ways.

Read Learning to learn note No 5.

1) In home groups. Read one of the texts (A, B, or C) and do the task. Make up a story about the life of the famous person using the outline.

... was born and **grew up**[1] ...
... worked ...
... his/her ambition was ...
... was the person who/whose ...
He/She ...
... it helped him/her to achieve a lot and made him/her famous.

A Mark Twain was a talented writer and wrote some of the funniest stories in the world. His real name was Samuel Clemens. He was born in 1835 and grew up in the little town of Hannibal, Missouri. When Sam was twelve his father

died. The *shock* changed him and he became a different boy. He stopped his little-boy games and thought about his mother's hard work and money problems. He had to help his mother. Sam went to work in his brother Orion's printing shop.[2] At that time Sam began to write funny stories and took the name Mark Twain. Mark Twain had to change many jobs. He worked hard and visited many places in the USA. His experience and talent helped him to write his funny stories and people in America began to read and like what he wrote, and soon his stories became popular all over the world.

[1] **to grow up** ['grəʊ 'ʌp] — становиться взрослым
[2] **a printing** ['prɪntɪŋ] **shop** — печатная мастерская

B Henry Ford was a man whose ideas changed the world.

He was born in 1863 on a farm near Detroit, USA. But he didn't want to live on the farm because he hated farming and he liked cars. When he was 16, he went to Detroit to work in a workshop. He worked hard and learnt how to use different machines. He began his experiments with machines and in 1896 he built his first car.

In 1903, when H. Ford was 40, he started the Ford Motor Company. At that time the car was expensive for ordinary people. Henry Ford decided to change the situation. He was the first to use an assembly line[2] and in 1908 the company made a car that many people could buy. The assembly line was a *revolution* in cars making.

[1] **to grow up** ['grəʊ 'ʌp] — становиться взрослым
[2] **an assembly** [ə'semblɪ] **line** — сборочный конвейер

C Evangeline Booth was born in London on Christmas Day in 1865 and since her childhood she wanted to be like her father, William Booth.* The Booth home was a place of good actions and wonderful ideas for helping others. William Booth tried to give the poorest people food and to get jobs for them. He started the Salvation Army.*

Evangeline was only thirteen when she came to work in the Salvation Army. People called her the "White *Angel*". She raised money for poor people, supported needy people and brought them food. Many workers of the Salvation Army went to other countries and Evangeline came to the USA and made the Army a strong organisation there. President Woodrow Wilson* gave her a medal for her work. Then she came back to London and became the world leader of the Salvation Army.

[1] **to grow up** ['grəʊ 'ʌp] — становиться взрослым

2) **In expert groups.** **Compare your answers for the task. Come to an agreement. Get ready to retell your classmates the text.**

3) **In home groups.** **Retell your group mates the text you have read. While listening to your group mates, make up two more stories according to the outline.**

2. **In the whole class.** **Discuss what helped Mark Twain, Henry Ford and Evangeline Booth to become famous.**

3. **Reader ex. 4.**

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 99)**

Lesson 7 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

Project 1 Great people of my country

- Choose a person/persons you admire.
- Collect some information about the person's life/persons' lives and achievements.
- Illustrate your information.

www.nameofrussia.ru

Project 2 People of my region we are proud of

- Choose a person/persons you are proud of.
- Collect some information about the person's life/persons' lives and achievements.
- Illustrate your information.

Project 3 My hero

- Describe your hero, say why he/she is an example to follow for you.
- Illustrate your story.

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

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

Lesson 8 *Test yourself*

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You are choosing a person for a project about famous people of your country. **Read Learning to learn note No 9.**

Pupil card 1

You are choosing a person for a project about famous people of your country.
You begin the conversation.
Remember to:
- suggest a person for the project;
- give reasons for your choice.

Listen to your friend's suggestion and come to an agreement.

Pupil card 2

You are choosing a person for a project about famous people of your country.
Listen to your friend's suggestion.
Remember to:
- express your opinion saying you agree or partly agree with your friend;
- suggest a person for the project;
- give reasons for your choice.

Come to an agreement.

2. Oral report. **Express your opinion about becoming and being famous.**

Remember to say:
- what to do to become famous;
- what helps people to become famous;

- about good and bad moments in being famous;
- about the examples that can illustrate your ideas.

You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 7

Lesson 1
an action
an astronaut
a century
to commemorate
a cosmonaut
courage
to develop
a disease
a hero
to invent
an inventor
a leader
a machine
peace*
a scientist
space
to treat
trouble

Lesson 2
moon*

Lesson 3
what kind of*

Lesson 5
absolutely
to be with
on the other hand

Lesson 6
to grow up*
sick*

Reader
an army*
dirty*
a duty*
empty*
to envy*
to make a launch*
a mission*
royal*

Answer the questions.

1) Which words can you guess?
2) Which words do you use to say what people are examples for you?
3) Which words do you use to say why you admire and respect your heroes?
4) How many new words from Unit 7 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 8

How do you spend your free time?

Lesson 1 What do you do in your free time?

1. Vocabulary. When school is over British children do different things. Tom, Linda and Robert are sharing their opinions about their favourite activities.

1) What do they like doing in their free time? Use the word box to learn the meaning of the highlighted words.

Tom: My favourite after-school activity is – playing sports! I **took up** tennis when I was ten and now I go to a tennis club twice a week. Besides, I'm **mad about** football. I'm in the school football team and we play against other schools every Tuesday. It's so **thrilling** to take part in football competitions and to win them! I also want to try something **challenging**, skateboarding for example. In the evening I usually watch TV, play computer games or read. I can't say that I read a lot, but **I'm fond of** funny stories.

Linda: Homework takes most of my free time on weekdays. If I'm not doing my homework, I prefer listening to music. For me there is nothing more **enjoyable** and **relaxing** than listening to my favourite songs and joining in singing. At weekends I usually **hang out** with my friends in the park. Sometimes I go sightseeing with the history club. It's an exciting **change** from school and homework!

Robert: I **am keen on** collecting. I've got different collections. At primary school I collected car models, **stickers** of pop stars and sportsmen. Now I'm collecting **stamps** and coins from different countries. I don't understand why some children start collecting something and very soon **give up** this hobby. I think collecting is a fun and interesting hobby. I **get** a lot **out of** it. I keep a diary and write interesting facts about each item of my collection. I often show my collections at our school club of collectors.

to take up *phr* — приступить, заняться (чём-л.)
mad (about sth) — обожающий (что-л.), помешанный (на чём-л.)
thrilling — захватывающий
challenging ['tʃælɪnʤɪŋ] — трудный, но увлекательный
to be fond of — любить (кого-л., что-л.)
enjoyable [ɪn'ʤɔɪəbl] — приятный
relaxing [rɪ'læksɪŋ] — расслабляющий
to hang out (with sb) *phr* — постоянно бывать где-л. (с кем-л.)
a change (from sth) — перемена обстановки, разнообразие
to be keen on — очень любить (что-л.), увлекаться (чем-л.)
a sticker — наклейка, этикетка
a stamp — марка
to give up *phr* — отказаться, бросить
to get sth out of sth — получить пользу (*опыт, знания и т. д.*) от чего-л.

2) Why do the children like doing these activities?

3) Which activities do you like doing in your free time? Which activities don't you like? Why?

4) What's your opinion about what Tom, Linda and Robert do in their free time?

I think listening to music is relaxing.

2. British children write about their favourite after-school activities on the Internet. **What do they prefer doing after school? Fill in the gaps with the words from the box. You can use some words more than once.**

change • enjoyable • fond • free • get
hanging out • keen • mad • relaxing • stamps • take • thrilling

— In my _____ time I enjoy listening to music. It's _____.
— I am _____ of bowling. It's _____.
— I am _____ about climbing. I can't wait to go to the climbing club. It's a _____ sport!
— I am _____ on field trips. They are a _____ from school.
— I'd like to _____ up collecting _____. It's very interesting.
— I go to the Guides* twice a week. I _____ a lot out of this experience.
— I'm not going, I'm _____ with my friends.

3. In your culture. **How do Russian children spend their free time? (AB ex. 1)**

4. What are your and your friends' favourite after-school activities?

1) **Pair work.** **Talk about your favourite after-school activities. Read Learning to learn note No 2.**

— Do you like ... in your free time?

- playing ...
- hanging out with ...
- listening to ...
- doing voluntary work ...
- going in for ...
- going to a ... club
- collecting ...

— Yes,

- I'm keen on ...
- I'm fond of ...
- I'm mad about ...
- I like/love ...

— No,

- I'm not keen on ...
- I'm not fond of ...
- I don't like ... at all.
- I don't care about ...

— Why do (don't) you like ...?

— I get a lot out of ...
... takes a lot of time.
... is a change from ...
... is a waste of time.

It is/I find it ...

- enjoyable
- challenging
- relaxing
- exciting
- thrilling
- boring

— How often do you ...?

— I ...

- every evening (weekend, ...)
- almost every day
- once a week
- three times a week
- often
- sometimes

— Where do you prefer to spend your free time?

— I ...

- in the park
- in the playground
- at the club
- at home
- in the countryside
- ...

Grammar for revision

Adverbs of frequency

I **often** hang out in the park.

GS p. 195

2) **What can you tell your foreign friend about your after-school activities?**

5. **Activity book ex. 2. Reader ex. 1.**

Lesson 2 What's your hobby?

1. Suzanne and Justin are talking about their hobbies.

1) What are Suzanne's and Justin's hobbies?

My friends say that writing letters is boring. I think it is a great hobby and I'm never bored with it. I've got three pen friends and I love hearing all their news. I'd like to have some more pen friends!

My friends collect different things – coins, stamps, stickers ... I was excited when I took up collecting sports stickers. Now I've got a lot of stickers. It's exciting to swap them.

2) What are the children's opinions about letter writing and collecting? How do they feel about their hobbies?

3) What adjectives do the children use to describe different hobbies and their feelings about them? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

-ing and *-ed* adjectives

Прилагательные, оканчивающиеся на **-ing** и **-ed**

Когда мы описываем чувства, эмоции, которые вызывают какие-то предметы, люди, занятия, мы используем прилагательные с окончанием **-ing**: boring, exciting, thrilling, surprising, tiring и др.

Когда мы описываем чувства людей, их состояния, мы используем прилагательные с окончанием **-ed**: bored, excited, thrilled, surprised, tired и др.

I am **interested** in chess. It's a very **interesting** game.

Мне интересно играть в шахматы. Это очень интересная игра.

GS p. 193

2. Many British schools organise different clubs for children to do their favourite activities in the evening or at holiday time.

What do different children say about one and the same activity?

Linda says that the drama club is interesting.
Helen says that she is interested in performing different roles at their school parties.

Linda: The drama club is interesting.
Tom: I'm excited about horses.
Robert: I'm thrilled about motorsport.
Sue: I'm surprised that some people are bored with photography.
Alex: I feel relaxed when I play the guitar.
Steve: I took up climbing three months ago. And now I'm really excited about it.
Mark: It's thrilling to watch motor races and to take part in them.
Josh: Climbing is a thrilling and challenging kind of sport. I'd like to take it up.
Justin: Riding horses is very exciting and I'd like to take up a horse-riding club.
Helen: I'm interested in performing different roles at our school parties.
David: I think that playing a musical instrument is relaxing. I can play the guitar for hours.
Judy: I don't think that photography is a boring hobby. I find it very interesting.

3. Here are the results of the hobby survey among British children.

1) What is Dan's opinion about the results of the survey? Use *-ing* or *-ed* adjectives.

Most popular non-sporting hobby

Collecting	72% (per cent [pə'sent])
Drama	66%
Drawing	60%

Most popular sporting hobby

Swimming	24%
Football	20%
Hockey	9%

Most popular collections

Stamps	25%
Stickers	19%
Coins	15%

Top hobbies you'd like to take up

Horse-riding	23%
Ice skating	15%
Fishing	14%

Most popular musical instrument

Piano	26%
Guitar	25%
Violin	12%

I'm not surprised (*surprise*) that collecting is the most popular non-sporting hobby. I think it's exciting (*excite*) to collect and swap different things. I agree that the most (*interest*) kinds of collections are stamps and stickers. Besides, they are easier to find than coins. I'm (*surprise*) that 26% of the children are (*interest*) in playing the piano. As for me, I find it (*bore*). It's (*interest*) to learn that swimming is the most enjoyable sport. I'm also mad about it and do it four times a week. I feel very (*tire*) after my swimming lessons but I'll never give up swimming. I don't understand why children aren't (*interest*) in football and ice skating. Maybe this is because of their parents who think that these sports are dangerous and are (*worry*) about their children's health? It's (*surprise*) that only 23% of the children are (*thrill*) about horse-riding. Horse-riding is an (*excite*) hobby, indeed.

2) What is your opinion about the results of the survey?

4. Group work. Are you excited about the hobbies that British children are keen on?

Find it out. Do a survey and make up a report.

P1: What sport do you go in for?
P2: What is your non-sporting hobby?
P3: What do you collect?
P4: What musical instrument do you play?
P5: What hobby do you want to take up?

P1: The most popular sports that my classmates go in for are ...
My classmates are also keen on ...
... pupils are excited about ...
... pupils find ... interesting.
...

5. What were your hobbies at different ages? Why did you do them?

When I was ...
I took up ... because ...
At the age of ...
I gave up ... because ...
Then I ...
And now ...
I think ...

6. Activity book ex. 1. Reader ex. 2.

NEXT LESSON IS A READING LESSON. **(Reader ex. 3)**

Lesson 3 What's the best way not to waste time?

1. Some British children enjoy relaxing in their free time, some others prefer something that is challenging.

1) Do Anna, Tom and Ben prefer relaxing or doing anything else in their free time? (listening for the main idea)

2) What are the most enjoyable activities for Anna, Tom and Ben in their free time?

Anna: I take lessons in Irish dancing. You might think that it is boring, but for me, there's nothing more enjoyable than dancing. It is really fun. I have a chance to travel to Canada and the States* to compete. The only thing that matters for me now is to win in the World Championship of Irish dancing. I'm going there this month. I'm excited about it. I think Irish dancing is a brilliant hobby and people should try it before they say it's boring.

Tom: When I come home from school I do nothing but relax because I'm very tired after a difficult day at school. I like sitting in front of the TV with popcorn. I'm a bit of a coach potato.* My favourite channel is MTV.* My Mum doesn't like the way I spend time. She says that sitting in front of the TV is a waste of time. I don't agree. We all work very hard at school and it's fair to relax. More than that, I get a lot out of TV. There is nothing I don't know about my favourite groups. And it's fun to be a fan!

Ben: There's one thing that you should do after school, it is going in for sport. Sport is not only enjoyable, but useful, because it makes you healthy. I'm mad about climbing and I spend every spare minute at the local climbing centre.* It's a change from school. I took up climbing about 6 months ago and I was thrilled about it. The great thing about climbing is that you can become good at climbing quickly. It's challenging and it makes me feel really strong. Besides, I've made lots of friends at the centre and I really enjoy it.

3) Why do the children like spending their free time in this way? Prove or correct the following statements, using their stories.

- Anna takes up Irish dancing because she wants to win in the World Championship.
- Anna is excited about dancing because she has a chance to travel.
- Tom learns a lot from TV programmes.
- Tom's mother thinks that he needs to relax after school.
- Tom doesn't find watching TV boring.
- Climbing makes Ben feel strong.
- Ben made many friends at the climbing centre.
- For Ben, climbing is interesting and enjoyable.

4) Do the children waste their free time or spend it in a good way? What do you think? Explain your point of view.

2. **What is free time for? What's your opinion? Read Learning to learn note No 3.**

I think that free time is for relaxing.

I don't think that free time is only for relaxing.

The best way to spend free time is ... • Of course, it's important ...
But you should also ...
As for me, I ... • I find it ...

3. **What do you think about the way you spend your free time? Do you waste or spend it in a good way? What do your parents think about it?**

4. **Activity book ex. 1.**

Lesson 4 What about watching a good film?

1. Linda and Susan are talking about their plans for the evening.

1) What will the girls do? (listening for specific information)

2) Linda suggests doing different things.

Use the box and find in the dialogue how Susan:

- **refuses Linda's suggestion;**
- **accepts Linda's suggestion.**

Linda: Susan, what are you going to do this evening? Jane and I are going to the cinema. Will you join us?

Susan: **I'd like to, but** I'm performing at the drama club today.

Linda: Really? What about going to a café on Friday then?

Susan: **That would be nice.** I think I will take my sister, too.

grammar for revision

Describing future actions

What **are** you **going to do** this evening?	**to be going to**
Jane and I **are going** to the cinema.	**Present Progressive**
I **will take** my sister.	**Future Simple**

GS p. 197, 199

3) What are some other ways of accepting and refusing a suggestion?

ACCEPTING A SUGGESTION

I'd love to.	Мне бы очень хотелось.
Certainly.	Конечно.
All right.	Хорошо. Согласен.
That would be nice.	Прекрасно.

REFUSING A SUGGESTION

Unfortunately, ...	К сожалению, ...
I'd like to, but ...	Я бы с удовольствием, но ...
I'm afraid I can't.	Боюсь, что не смогу.

4) Replace the highlighted expressions in the dialogue with those that fit from the box. Act out the dialogue.

2. Role play. Your foreign friend suggests doing some activities. **Accept or refuse his/her suggestions. If you refuse, explain why.**

3. Role play. You and your foreign friend are discussing plans for a Sunday afternoon.

Pupil card 1

You and your foreign friend are discussing plans for a Sunday afternoon.
You begin the conversation.
Suggest doing the following:
- **go to a swimming pool;**
- **play tennis.**

Listen to your friend and accept his/her suggestion to play bowling. Explain why.

Pupil card 2

You and your foreign friend are discussing plans for a Sunday afternoon.
Listen to your friend. Refuse his/her suggestions. Explain why.
Suggest doing the following:
- **go on a trip to the countryside;**
- **go to a sports centre and play bowling.**

4. Group work. Game "Sunday afternoon". (AB ex. 1)

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

Lesson 5 How do teens from different countries spend their free time?

1. Jigsaw reading. Most schoolchildren from different countries have free time every day.

Do children from Great Britain, America and Australia do similar activities after school? Read Learning to learn note No 5.

1) In home groups. Read one of the texts (A, B, or C) and do the task.

A How do children in Great Britain spend their free time? Answer the questions.

- What hobbies do children enjoy?
- What sports do children go in for?
- What do children do to earn money?
- What clubs/organisations are most children involved into?

In Great Britain most children spend their free time at home, watching TV or doing chores about the house. Or they may listen to music or read. Many children have hobbies. They are great collectors, they collect stamps, or postcards, or stickers of favourite footballers or pop stars. Young people hang out in streets and parks, visit town centres and **go window shopping**.[1] Many young people use some of their spare time **to earn**[2] money by working in shops at weekends, delivering newspapers, helping in the yard or car washing for people in their community. Children are also involved in different clubs and organisations: they go to the Scouts,* Boys' and Girls' Brigades.* Children enjoy playing and watching different sports: football, rugby,* cricket,* swimming, horse-riding, tennis and many other games.

[1] **to go window shopping** — рассматривать витрины
[2] **to earn** [ɜ:n] — зарабатывать

B How do children in the USA spend their free time? Answer the questions.

- What hobbies do children enjoy?
- What sports do children go in for?
- What do children do to earn money?
- What clubs/organisations are most children involved into?

Children in the USA have a lot of interests. Both boys and girls play many of the same games. They swim, play baseball and basketball, **go** boating and **camping**.[1] Youth organisations like the Boy Scouts,* the Girl Scouts* and the Boys' Clubs of America* involve children in different activities. After school children take part in activities of different clubs. They join photography, music, art, stamp collecting, theatre and other clubs. Often schools have bands, choirs and sports for boys and girls. In farm areas children learn to work together in 4-H* clubs. Many children have part-time jobs after school hours. They **earn**[2] money by delivering newspapers or helping to take care of elderly people in nursing homes. During the summer holidays children go to camps where they have lots of activities and learn different skills.

[1] **to go camping** — ходить в поход
[2] **to earn** [ɜ:n] — зарабатывать

C How do children in Australia spend their free time? Answer the questions.

- What hobbies do children enjoy?
- What sports do children go in for?
- What do children do to earn money?
- What clubs/organisations are most children involved into?

In Australia sports are an important part of many children's life, with cricket,* football (soccer) and swimming being the most popular. Most children take part in after-school sports during the year. Most girls choose netball,* and boys often choose rugby* or cricket. Children prefer to spend a lot of time chatting online with their friends or hanging out at the beach. After school many children also do different chores about the house or they may **earn**[1] money by working at the local supermarket or *fast-food* restaurant. Thousands of Australian children join the Scouts* and Girl Guides* clubs where they learn different skills.

[1] **to earn** [ɜ:n] — зарабатывать

2) **In expert groups.** **Compare your answers for the task and come to an agreement. Fill in the table with the information you have read. Get ready to retell the text.**

	Great Britain	The USA	Australia
Sports Hobbies Jobs Clubs/organisations Other activities			

3) **In home groups.** **Retell the text you have read to your group mates. Use the questions as an outline. While listening to your group mates fill in the table with the information about the children's free-time activities.**

2. **In the whole class.** **How different or similar are children's after-school activities in Great Britain, America and Australia?**

3. **All about me.** **What I like doing and what I don't like doing in my free time. (AB No 11)**

scouts.org.uk • www.scouting.org • www.scouts.com.au

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 111)**

Lesson 6 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

Project 1 My ideal weekend

- Design a timetable of your ideal weekend.
- Write about things you'd like to do and places you'd like to go to at the weekend.
- Illustrate your ideas with pictures, photos and drawings. Write captions for them.

Project 2 Our free time activities/hobbies

- Write questions to find out your classmates' popular free-time activities/hobbies.
- Do a survey.
- Put the results of the survey in writing, tables or graphs.
- Illustrate your ideas with pictures, photos and drawings.

Project 3 A hobby I'd like to take up

- Describe a hobby you'd like to take up. Explain *your choice*.
- Illustrate your ideas with pictures, drawings and captions.

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

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

Lesson 7 *Test yourself*

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You are at an international summer camp. You and your foreign friend are discussing how to spend the evening together.

Pupil card 1

You and your foreign friend are discussing how to spend the evening together.

You begin the conversation.

Suggest doing the following:
- **play netball;**
- **take part in a drawing competition.**

Listen to your friend and accept his/her suggestion to take photos of the camp. Explain why.

Pupil card 2

You and your foreign friend are discussing how to spend the evening together.

Listen to your friend and refuse his/her suggestions. Explain why.

Suggest doing the following:
- **cycle;**
- **take photos of the camp.**

2. Oral report. **Look at the pictures. Which are your favourite hobbies/free-time activities? Why? Which activities would you like to take up? Why?**

You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 8

Lesson 1
a change (from)
a sticker
to be fond of
to be keen on
to be mad about
enjoyable
relaxing
a stamp
thrilling
to take up
to hang out
challenging
to give up
to get sth out of sth

Lesson 2
per cent*
surprising/surprised
tiring/tired

Reading lesson
admission*

Lesson 4
unfortunately
certainly

Lesson 5
to earn
to go window shopping
to go camping

Reader
a candle*
to run out of*
to talk out of**
to turn on*
neither*
spooky*

Answer the questions.

1) Which words do we use to describe free-time activities?
2) Which words and expressions do we use to express one's likes?
3) Which words do we use to describe people's feelings?
4) Which words are formed with the help of suffixes?
5) How many new words and word combinations from Unit 8 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 9

What are the most famous sights of your country?

Lesson 1 What do you know about the capital of your country?

1. Vocabulary. Ron and Fanny are telling their relatives about the trip to London.

1) What places did Ron and Fanny like in London? Use the word box to learn the meaning of the highlighted words.

www.projectbritain.com

Ron: London is an **ancient** city. The Romans* **founded** it many centuries ago. They started it **as** a **fortress. Later** it became a town. In old times different people damaged and destroyed it. But skilful Londoners **restored** their city again and again.

Fanny: Westminster Abbey* is **magnificent**! But I don't know who **designed** that beautiful **building**.

Ron: I liked St Paul's **Cathedral.*** It's the most important **church** of London. It is really big!

Fanny: The East London **mosque** is one of the largest in the UK. I like it a lot! It's beautiful!

Ron: The British Museum* and the National ***Gallery**** **house** world **masterpieces: rare paintings**, ancient sculptures, **unique** books and *metal* works of old **masters.**

Fanny: I admired the **Monument.** Christopher Wren, a famous British architect, designed it to commemorate the Great Fire of London.*

Word box

ancient ['eɪnʃənt] — древний
to found [faʊnd] — основывать
as [æz] — как
a fortress ['fɔːtrəs] — крепость
a gallery ['gæləri] — галерея
later ['leɪtə] — позже
to restore [rɪ'stɔː] — восстанавливать, реставрировать
magnificent [mæg'nɪfɪsənt] — великолепный, величественный
to design [dɪ'zaɪn] — проектировать
a building ['bɪldɪŋ] — здание, сооружение
a cathedral [kə'θiːdrəl] — кафедральный собор
a church [tʃɜːtʃ] — церковь
a mosque [mɒsk] — мечеть
to house [haʊs] — вмещать(ся), помещать(ся)
a masterpiece ['mɑːstəpiːs] — шедевр
rare [reə] — редкий
a painting ['peɪntɪŋ] — картина
unique [jʊ'niːk] — уникальный
a master ['mɑːstə] — мастер
a monument ['mɒnjʊmənt] — памятник

2) What did you learn about London? Decide if the following sentences are true, false or unstated according to the story.

1) The Romans founded London two centuries ago.
2) The Romans began London as a fortress.
3) Later London became a town.
4) Very good masters restored the city again and again.
5) The magnificent building of Westminster Abbey houses rare paintings and unique books.
6) Christopher Wren designed Westminster Abbey.
7) St Paul's Cathedral is a big church.
8) There are a lot of masterpieces in the National Gallery and in the British Museum.
9) The Great Fire of London is commemorated in the Monument.

2. In your culture. Moscow, the capital of the Russian Federation, has a long and interesting history.

1) Who contributed to building and decorating Moscow? What do you think? Match.

I think/I know Prince Yuri Dolgoruky founded Moscow in the twelfth century.

Prince Yuri Dolgoruky*
Russian masters
The Russian architect Konstantin Thon*
Andrei Chokhov, a skilful master,
Barma and Postnik
Pavel and Sergei Tretyakov*
The architect Nikolai Zhukov

designed and built the Moscow Mosque in 1904.
designed and built St Basil's Cathedral.*
designed the Grand Kremlin Palace.*
founded Moscow in the twelfth century.
redecorated the Uspensky Cathedral in 1642—1643.
designed and made the Tsar Bell.*
founded one of the best galleries of Russian paintings.

2) Listen to check.

3) What articles are used with the nouns that mean professions and buildings? Look at the examples in ex. 2.1) and explain the rule.

grammar for revision

Articles

the Russian architect Konstantin Thon
the Uspensky Cathedral
Andrei Chokhov, a skilful master
St Basil's Cathedral

GS p. 189—190 AB ex. 1

3. **In your culture.** **1) What can you tell your foreign friends about Moscow? Use the words from the box.**

buildings • masters • cathedrals • churches • design • fortress
founded • galleries • house • later • magnificent • masterpieces
paintings • rare • restored

The Tretyakov Gallery

The Pushkin Museum

Yuri Dolgoruky* ( ) Moscow in 1147. ( ) Russian Tsars made Moscow a ( ) to protect it. After wars and fires the *Muscovites* ( ) it and built new homes for themselves. There were a lot of ( ) and ( ) in old Moscow. Moscow Tsars asked Italian architects to ( ) them. Italian and Russian architects created beautiful ( ) and painters decorated them with wonderful frescos.* The building of the Uspensky Cathedral is ( )!

Today Moscow museums and ( ) have ( ) things: Russian and Western European ( ), ancient books and metal works of famous ( ). The famous Pushkin Museum* and the Tretyakov Gallery ( ) *world* ( ). *Moscow is famous for its sights.*

2) Which sight in Moscow do you like best? Why?

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

Lesson 2 What do you know about the history of your hometown?

1. Tourists from many countries like to visit the Tower of London.

1) Why do tourists visit the Tower of London?

The Tower of London is a popular tourist attraction. It was founded by William the Conqueror* in the eleventh century and was used as a fortress and a palace. Then it was made a **prison.**[1] Later an interesting museum was opened in the Tower of London.

2) What did you learn about the history of the Tower of London? What structures are used to tell about it? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Past Simple Passive

Страдательный залог в прошедшем времени

1. Когда мы сообщаем, что произошло (было сделано) с предметом или человеком, мы используем страдательный залог в прошедшем времени, который образуется при помощи **was/were + V3:**

The Tower **was founded** in the 11th century. Тауэр **был основан** в XI веке.
Was the Tower **founded** in the 11th century?
When **was** the Tower **founded**?
The Tower **was not** (wasn't) **founded** in the 10th century, it was founded later.

2. Если нам необходимо сообщить, кем было совершено действие, мы используем предлог **by**:

The Tower **was founded by** William the Conqueror. Тауэр **был основан** Вильгельмом Завоевателем.
Who **was** the Tower **founded by**?

GS p. 201

[1] **a prison** ['prɪzn] — тюрьма

2. In your culture. Here are some facts from the history of St Petersburg.

1) Put the facts in the chronological order.

1) The Peter and Paul Cathedral* was designed by Domenico Trezzini at the beginning of the eighteenth century.
2) The Mikhailovsky Castle was built by Vasili Bazhenov* and Vincenzo Brenna at the beginning of the nineteenth century.
3) St Isaac's Cathedral* was decorated by famous Russian painters in the middle of the nineteenth century.
4) The magnificent Kazan Cathedral was built in 1811.
5) St Petersburg was founded by Peter the Great* on May 27, 1703.
6) The Victory Monument was created in 1975.
7) The Dutch Church was housed in the beautiful building in Nevsky Prospect in 1831—1837.

Grammar for revision

Dates

We write: on May 27, 1703.
We read: on the twenty-seventh of May, nineteen o [əʊ] three.
or May the twenty-seventh, nineteen o three

GS p. 194

The Peter and Paul Cathedral

The Victory Monument

The Mikhailovsky Castle

2) Pair work. Ask your teacher for additional information about the sights of St Petersburg.

- Was the Victory Monument built in 1975?
- Who was the Kazan Cathedral designed by?
- When was the Peter and Paul Fortress started?

3) What would you tell tourists about the sights of St Petersburg?

> The Winter Palace was built and designed by Bartolomeo Rastrelli.
> The Winter Palace was built in 1754—1762.

1) Bartolomeo Rastrelli built and designed the Winter Palace.
2) They founded the Hermitage museum* in 1764.
3) Designers decorated the Summer Gardens* with wonderful sculptures in the 18th century.
4) Well-known architects designed and decorated the famous St Petersburg bridges.*
5) Bartolomeo Rastrelli designed the Catherine Palace for *Tsarina* Elisabeth.*
6) They restored and redecorated the Peterhof* palaces after the Great Patriotic War.

3. Belgorod, the capital of the Belgorod Region, is another Russian city with a long and interesting history.

What is Veronika telling her foreign friends about Belgorod? Use the verbs in the Present Simple and Past Simple Passive or Active.

The Burning Bulge Diorama

I live in Belgorod and I like my city very much. Belgorod (*mean*) "white city" because the region **is rich in**[1] limestone.[2] My city is very old, it (*start*) in the thirteenth century. I know that Belgorod (*destroy*) by Mongols and in 1596 the town (*found*) again as a fortress to protect the borders[3] of Russia.

Today Belgorod is a modern and beautiful city. Belgorod is famous for its cathedrals, they (*build*) in the eighteenth and nineteenth centuries. The Preobrazhensky Cathedral is my favourite, it (*design*) by the architect Evgeny Vasiliev. I like Selivanov's House, it (*build*) in 1792. Now it (*house*) the Literature Museum.

There are funny metal sculptures in the streets. Ordinary people (*commemorate*) in them. The sculptures (*create*) by masters from Belgorod and Kharkov. I think that people who (*visit*) Belgorod 10 or 15 years ago will like it how the city looks like today.

4. **All about me.** **Facts about my hometown. (AB No 12)**

5. **Activity book ex. 1, 2. Reader ex. 2.**

---

[1] **rich** — богатый; **to be rich in** — ?
[2] **limestone** ['laɪmstəʊn] — известняк
[3] **border** ['bɔːdə] — граница

Lesson 3 What will be built in your city?

1. Londoners often discuss the plans for building something new in their city.

1) What are they going to build in London in the future?

Europe's biggest mosque will be built in London in the near future.
The London medical centre will be designed by a famous architect.
A new underground railway will be built in the east of London in five years' time.

2) What changes will take place in London in the future? What structures are used to tell about it? Read the rule and check. Read Learning to learn note No 1.

grammar in focus

Future Simple Passive

Страдательный залог в будущем времени

Когда мы сообщаем о том, что произойдёт (будет сделано) с предметом или человеком, мы используем страдательный залог в будущем времени, который образуется при помощи **will + be + V3:**

A new theatre **will be built** in St Petersburg soon. В Санкт-Петербурге скоро **будет построен** новый театр.
Will a new theatre **be built** soon?
Where **will** a new theatre **be built** soon?
A new theatre **will not** (won't) **be built** soon.

GS p. 202

2. In your culture. There have been a lot of changes in Russia. And there will be more changes in the future.

1) What are they in your opinion?

St Nicholas's Cathedral	will be built	in Moscow.
One thousand new ships	will be restored	in Kronstadt.*
The Painters' House	will be produced	near St Petersburg.
The monument to Minin and Pozharsky*	will be rebuilt	in Russia.
Four new theatres	will be designed and built	
More underground stations and railways	will be restored	
More and more cars	will be built	

2) **Pair work.** **Compare your suppositions with your partner.**

- Will St Nicholas's Cathedral be rebuilt?
- Where will four new theatres be built?

3) **Ask your teacher to check your suppositions.**

3. Dinara lives in Kazan.

1) **What is Dinara saying about her hometown? Use the verbs in the Present, Past, Future Simple Passive or Active.**

The Qol Sharif mosque

My city is very old, it (*found*) in 1005. Kazan (*destroy*) by wars and fires. After one of the fires the **icon**[1] Our Lady of Kazan (*discover*). Today it is a famous icon and it (*respect*) by many Christians.

During the Great Patriotic War Kazan (*become*) an important city where planes and *tanks* (*produce*).

Today Kazan is the capital of Tatarstan. In 2005 we (*celebrate*) its birthday, one *millennium*. The Kazan Kremlin was the centre of the celebration. The Kremlin (*include*) Muslim and Christian monuments. The Qol Sharif mosque (*rebuild*) in 1996, it's one of the largest mosques in Russia. The magnificent Blagoveshchensky Cathedral (*build*) in the middle of the sixteenth century.

I am sure that my city will be better and more beautiful. In a few years' time, new underground railways and new **roads**[2] (*build*). New wonderful buildings (*design*) in the future. I hope that our people (*create*) new theatres, museums, unique medical centres and big libraries.

2) **What can you say about your hometown?**

4. **What does Olga want to be done in her hometown? (AB ex. 1)**

5. **All about me.** **My hometown's plans. (AB No 13)**

[1] **an icon** ['aɪkən] — икона
[2] **a road** [rəʊd] — дорога

Lesson 4 What are your New Wonders of the World?

1. The Official New 7 **Wonders**[1] of the World* were chosen on the Internet in 2007.

1) Listen to Fred and Lisa and say which sights they chose. (listening for the main idea)

[1] **a wonder** [ˈwʌndə] — чудо

2) Do Lisa, Fred and Misha agree with the Internet choice?

Fred: For me it is hard to decide what sight to choose. I think I'd like to choose Christ the Redeemer because it is magnificent. It is a wonderful and *symbolic* sculpture. It is really interesting and I'd like to see it with my own eyes. I also think that the Great Wall of China is really great! It is **so**[1] large that it can be seen from space. And it was built centuries ago! My choice is two wonders out of the seven ones.

Lisa: All the sights are beautiful but most of them were created centuries ago! The new "wonders of the world" include no modern buildings or towns! But we can't do without them. Yes, the Taj Mahal is really beautiful! But I admire the Sydney Opera House* building in Australia. I think we must include it in the list[2] of the New Wonders.

Misha: I like the idea of the New Seven Wonders of the World. It is a bridge between the past and the future, between cultures and religions. But I am upset that the Kremlin and Red **Square**[3] are not included in the list of the New Wonders. I am sure they **deserve**[4] it! The Kremlin and Red Square are *symbols* of Russia, one of the biggest countries in the world.

3) Which of these ideas could belong to Lisa, Fred or Misha?

1) Modern buildings must be included in the list of the New Wonders.
2) The Internet choice is the right choice.
3) It is difficult to decide what sights can be included in the New Seven Wonders.
4) The idea of the New Seven Wonders is very good.
5) Different cultures become closer[5] in the New Wonders of the World.
6) It's good when people from different cultures make an important choice together.

4) Which opinion do you share? Why?

2. Maybe one day you will take part in the New Wonders of the World competition.

1) What constructions[6] would you like to choose as new wonders of the world? Why? Read Learning to learn note No 3.

For me it's hard to decide/choose ... • My choice is ...
I am sure that ... • But I am not sure that ...
We can't do without ... • I think it's quite right to ...

2) What constructions can be chosen as "wonders of your hometown"?

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

---

[1] **so** — так, настолько
[2] **a list** — список
[3] **a square** [skweə] — площадь
[4] **to deserve** [dɪ'zɜ:v] — заслуживать, быть достойным
[5] **closer** ['kləʊsə] — ближе
[6] **a construction** [kən'strʌkʃn] — строение, здание

Lesson 5 Do you go to the museums?

1. Many foreign tourists visit the Russian Museum in St Petersburg.

1) Which picture are the guide and the tourist talking about? (listening for the main idea)

2) The British tourist is interested in the painting but he doesn't understand all.

Use the word box and find in the dialogue how the tourist:
- **asks the guide to say something again;**
- **shows he is listening.**

— Here is the picture of the famous Russian painter Victor Vasnetsov *Vitiaz at the Crossroads*.* The painter showed the world of Russian fairy tales in his works.
— **How interesting!**
— Yes, I think that this vitiaz comes from those old fairy tales.
— Sorry, what does "vitiaz" mean?
— Vitiaz is the Russian word for "knight".[1]
— **Could you repeat** the name of the painter, **please?**
— V-I-C-T-O-R V-A-S-N-E-T-S-O-V. Victor Vasnetsov.

[1] **a knight** [naɪt] — рыцарь

3) What are some other ways to ask someone to say something again and to show you are listening?

ASKING SOMEONE TO SAY SOMETHING AGAIN	SHOWING YOU ARE LISTENING
I am sorry, what did you say? Извините, что вы сказали? Pardon? Прошу прощения? I beg your pardon? Я прошу прощения? Could you repeat ..., please? Не могли бы вы повторить ..., пожалуйста?	Really? Вот как! **Indeed?** Неужели! I see. Я понимаю. How interesting! Как интересно!

4) Replace the highlighted expressions in the dialogue with those that fit from the word box. Act out the dialogue you've got.

2. Pair work. You are listening to the guide at the Tower of London.

Respond to the guide's remarks.

— There is a legend which says that the Tower was built by the Romans, not by William the Conqueror.*

— The White Tower is the oldest part of the Tower of London. It was built in 1078.

— The White Tower is a *symbol* of London and Britain.

— The Tower of London is famous for ghost stories.

— The Tower was a prison, most famous *prisoners* were kings, queens, princes and princesses.

— Lady Jane Grey* was queen for nine days in 1553. She was the saddest person in the history of the Tower.

3. Role play. You are talking to your foreign friend.

Read Learning to learn note No 9.

Pupil card 1

Tell your foreign friend about your hometown.

— My hometown has a long/not very long history. It was founded in ...

— There are wonderful sights in my hometown. They are ...

Listen to your friend and respond to his/her remarks.

Pupil card 2

Tell your foreign friend about your hometown.

— My hometown Glasgow is the largest city in Scotland.

— Glasgow has always been famous for building ships.

Listen to your friend and respond to his/her remarks.

4. Activity book ex. 1.

NEXT LESSON IS A READING LESSON. **(Reader ex. 4)**

Lesson 6 What do you know about the Moscow Kremlin?

1. Jigsaw reading. The Moscow Kremlin attracts many people from all over the world. It has a long history and historical buildings and museums.
Read Learning to learn note No 5.

1) In home groups. Read one of the texts (A, B, or C) and do the task.

A The Moscow Kremlin is very old. The Kremlin was founded in the year Moscow began, it happened in 1147. It was started as a fortress but later beautiful palaces were built in the Kremlin and it became the home of the Russian *Tsars*. The Kremlin was destroyed and restored many times. Moscow is often called "belokamennaya" or "*white-stone*". It comes from the **times**[1] of Prince Dmitry Donskoy* in 1367—1368 when white-stone walls and towers of the Kremlin were built. In 1485—1495 the Kremlin was rebuilt and it got its famous red walls and towers. Today the Kremlin has 20 towers. The Kremlin's symbol is the Spasskaya (Saviour's) Tower where the most famous clock in Russia is.

Now the Kremlin is the place where the President of Russia works. And it is the most popular tourist attraction.

The Spasskaya Tower

[1] **times** — времена

Answer the questions.

- When was the Kremlin founded?
- How did the Kremlin look like in the fourteenth century?
- When did the Kremlin get its famous red walls?
- How many towers are there in the Kremlin?
- What is the most famous Kremlin tower? What is it famous for?

B The Moscow Kremlin is famous for its cathedrals. The magnificent Uspensky Cathedral is the most important church in the Kremlin and the oldest one. All Russian monarchs* were crowned[1] there. The Uspensky Cathedral was designed by the Italian architect Aristotle Fioravanti in the fifteenth century. But its famous icons were painted in the seventeenth century: one hundred and fifty painters were brought to Moscow from different Russian towns and they decorated the Cathedral. It was damaged by French soldiers in 1812 and later it was redecorated. The cathedral was closed in 1918 and reopened in 1990.

The Uspensky Cathedral

The Blagoveshchensky Cathedral is another masterpiece of the Kremlin. It was built by Pskov masters in 1484—1489. Many of its unique icons were painted by the great Russian icon-painter Andrei Rublev.*

[1] **to crown** [kraʊn] — короновать

Answer the questions.

- What cathedrals are there in the Kremlin?
- Who built them? When were they built?
- Who painted their icons?
- What happened to the cathedrals in different historical periods?

C There are wonderful museums in the Kremlin. The Oruzheinaya Palata* is one of the oldest museums in the Kremlin and in Russia. It was built by the architect Konstantin Thon* from St Petersburg. The building was designed specially for the museum. It houses one of the richest *collections*[1] of Russian, West European and Eastern arms, silver and gold dishes, men's and women's clothes — masterpieces of different periods in Russian history.

The Oruzheinaya Palata

One of the most interesting things that can be seen in the Oruzheinaya Palata is the Monomakh Cap.* It was used as the Crown[2] of the Russian *Tsar*s.

In 1806 the Oruzheinaya Palata became a public museum and today many tourists visit the famous exhibitions every day.

[1] **to collect** — коллекционировать; **a collection** [kə'lekʃn] — ?
[2] **a crown** [kraʊn] — корона

Answer the questions.

- What is the most famous Kremlin museum?
- Who designed the building of the museum?
- When did it become a public museum?
- What collections are housed in this Kremlin museum?

2) **In expert groups.** **Compare your answers for the task. Come to an agreement. Get ready to retell the text to your classmates. Use the answers to the questions as an outline.**

3) **In home groups.** **Retell the text you have read to your group mates. While listening to your group mates complete the story about the Kremlin.**

The Moscow Kremlin is so old! It was founded in _____. In the fifteenth century the Kremlin got _____.

The most famous _____ in Russia is in the Kremlin Spasskaya Tower. The Moscow Kremlin is famous for _____.

The Uspensky Cathedral was designed by _____ Aristotle Fioravanti. The Blagoveshchensky Cathedral was built by Pskov _____.

The Oruzheinaya Palata is _____ in the Kremlin in Russia. It has got rich collections, they are _____ of different periods in Russian history.

2. In the whole class. **What can you tell your foreign friend about the history and the sights of the Moscow Kremlin?**

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 125)**

Lesson 7 Project lesson

1. **Choose a project you'd like to do. Read Learning to learn note No 7.**

www.tourism-review.com/seven-wonders-of-russia-news1179 • www.sightseeingmoscow.ru • www.saint-petersburg.com/sightseeing

Project 1 The Seven Wonders of my country

- Choose the sights that may be the wonders of your country.
- Write some information about the sights.
- Illustrate your story.

Project 2 The sights of my hometown

- Choose the sights.
- Write some information about each sight.
- Illustrate your story.

Project 3 My hometown in the future

- Think of what you want to be built in your hometown.
- Write some information to explain your choice.
- Illustrate your story.

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

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

Lesson 8 Test yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You have come back home from Britain. In the English lesson you are telling your classmate about the city you visited.
Read Learning to learn note No 9.

Pupil card 1

Tell your classmate about your trip to a British city.
You begin the conversation.
Remember to:
- tell your classmate about the history of the British city;
- tell your classmate about the sights of the city;
- answer your classmate's questions.

Pupil card 2

Ask your friend about the trip to a British city.
Listen to your friend.
Remember to:
- ask your friend about the history and the sights of the city.

2. Oral report. Your foreign friend wants to know more about your hometown.
Tell him/her about it.
Remember to speak:
- about its history;
- about most interesting sights;

- about the people who built and decorated your town;
- about the buildings that will be built.

You have to talk for one minute. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 9

Lesson 1
as
a building
a cathedral
a church
to design
a fortress
to found
a gallery
to house
later
magnificent
a master
a masterpiece
a monument
a mosque
a painting
rare
to restore
unique

Lesson 2
a prison*
rich

Lesson 3
an icon*
a road

Lesson 4
a construction*
to deserve
so
a square
a wonder

Lesson 5
indeed

Lesson 6
times*

Reader
a chapel*
a crown*
a lighthouse*
a mystery*
a stone*

Answer the questions.

1) Which words can you guess?
2) Which words do you use to describe the sights of your hometown/your country?
3) Which words do you use to speak about your hometown or some other cities in your country?
4) How many new words from Unit 9 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Read Learning to learn note No 8.

Unit 10

Are we different or alike?

Lesson 1 How do we see each other?

1. Here are some British children's opinions about Russia and its people.

1) Are these children's opinions about Russia different or alike? Choose the correct word to complete what they say. Then listen to check.

Grammar for revision

They are serious pupils. They work **seriously**. *(adverbs of manner)*	GS p. 194
He is a person **who** I admire. *(relative clauses with **who/which/that/whose**)*	GS p. 205
Travelling is really fun. I enjoy **travelling**. *(Ving form)*	GS p. 202

There are some exchange students from Russia at my school. They are very smart and friendly children who / which like laughing and having fun. They are good at learn / learning English. I think Russian children are more interested in getting / to get good marks at school than British children. They learn serious / seriously. In my opinion, Russian children study hard / harder than British children. But British children ask more questions and are involved in their lessons more active / actively than Russian children. Though we are different we get on really good / well. **(Judy)**

I have a Russian pen friend whose / who name is Alexei. Swap / Swapping e-mails with him is a great fun. It's fun having / have a friend who / which shares the same interests with you. We both like the same music, sport games and the same subjects at school. I've learnt a lot of interesting things about Russia from Alexei. Having / Have a pen pal in Russia makes you understand how many things are there to learn / learning! **(Josh)**

Last winter we visited my Mum's cousins who / which live in Moscow. I had never been to Russia before and I was looking forward to visit / visiting them. Our trip was really exciting. I enjoyed to go / going sightseeing. We admired the Kremlin and the Tretyakov Gallery in Moscow. Moscow is one of the best cities where / that you never get bored. The culture is thrilling and the people are nice. **(Julia)**

2) What do these children say about Russia? Complete the table about Russia using the information from the children's opinions. Consider the following items.

	How do they see Russia?	What have you learnt about Britain?
• free time • school • sights • people		

3) Which of the opinions about Russia do you agree with? Give your reasons.

2. What have you learnt about Britain and its people?

1) Look through the textbook and complete the table about Britain. Consider the same items.

2) Pair work. Compare your answers with your partner's. Discuss the results.

3. Do British children have anything in common with children from your country? Are you different or alike? What do you think?

4. Are British children and children from your country different or alike? Write a composition (80—100 words).

Lesson 2 Is your hometown a Capital of Culture?

1. Every city is unique and has its special best items. Here is what some children write about their cities on the Internet site.

1) What is special about these children's cities? Choose the correct words to complete the children's stories about their cities. Listen to check.

grammar for revision

It is an **interesting** museum. I'm **interested** in science. *(-ing and -ed adjectives)*	GS p. 193
The museum is really **interesting to visit**. *(adjective + infinitive)*	GS p. 203
I advise **you to visit** the museum. *(complex object)*	GS p. 203
A lot of new houses **are built** in my city every year. *(Simple Passive)*	GS p. 201

I live in an exciting / excited city. The hot springs[1] that make my city unique was / were discovered three thousand years ago. That was the time when my city founded / was founded. My city is one of the most fantastic places to visit because it has an interesting / interested history, a lot of theatres and museums, good sports and shopping centres. We have beautiful landmarks, a lot of magnificent historical buildings, some big green parks and no pollution. All these and the relaxing / relaxed atmosphere and nice people make the city one of the biggest attractions for those who are interesting / interested in British culture. **(Jennifer, Bath)**

[1] **hot springs** — горячие источники

My hometown is a pleasant place to live in! We have different exciting / excited things in the city for people of all ages to enjoy themselves. There are a lot of sports centres, football stadiums, parks and the zoo. All these places are thrilling to visit / to visit them. A lot of festivals, concerts and sports competitions is / are organised in my city. Many people are concerning / concerned about the events that happen / are happened in the city. We want our city be / to be more beautiful and cleaner. All people in my hometown are involved / involve in clean-up projects. Every year the streets of the city decorate / are decorated with about two million flowers. My hometown is recognized / recognizing as one of the most beautiful cities in Russia. The city is getting better all the time. Many new roads and beautiful houses will be built / build in the very near future. Historical buildings, churches and cathedrals will restore / be restored. **(Denis, Lipetsk)**

2) Which of the above can be said about your hometown?

3) Are there anything the children want to improve in their hometowns?

2. The Capital of Culture* programme was set up in 2005. Every year the European Capital of Culture is chosen. A lot of people want their hometown to be chosen.

1) *Which of the children's hometowns can be chosen as Capital of Culture in your opinion?* Give reasons.

2) What makes a city the Capital of Culture? What do you think?

A Capital of Culture is the place where ...
A Capital of Culture is the city which ...

3. Next European Capital of Culture will be chosen soon.

1) Does your hometown deserve to be the next Capital of Culture? What do you think? Use the table above to support your opinions.

www.uneecc.org/htmls/history1.html

2) What would you do in your hometown to improve its chances of winning?

4. Are there any other cities that deserve to be the Capital of Culture in your opinion? Give reasons.

5. What city deserves to be the Capital of Culture? Write a composition (80–100 words).

Lesson 3 Do you worry about the same problems?

1. The surveys show that children all over the world are concerned about the life around them. Here are some children's worries.

1) Do these children worry about similar problems? Use the words given in capitals to form new words to complete what the children say. Then listen to check.

I worry about the _____ problems. I'd like other people not to make the Earth a litter bin. The _____ in the world is getting worse every day. A lot of paper is thrown in the parks, streets and lots of other places. I want all people to be _____ _____. I think that not only special _____ should be in charge. We also can make our _____. Let's put our litter in the bins. Then our cities would be happy and clean places to live. Our Earth needs _____. Please don't let it be destroyed. **(Frank)**	ENVIRONMENT POLLUTE ENVIRONMENT/FRIEND ORGANISE CONTRIBUTE PROTECT
I find school worrying. I know that school is very important because we must learn to get a good job. And my school _____ are not bad. But I always feel nervous about not having excellent marks. I'm glad I have my parents and friends who are _____ and help me to look at the bright side of school. **(Betsy)**	ACHIEVE SUPPORT

I don't feel good about the _____ people in poor countries. I think that this problem should be taken more _____. I think all people should make their time and money _____ to support them. Learning to share is the way to make our life happier. **(Peter)**

NEED
SERIOUS
DONATE

I am very happy with my life. I go to a good school, have lots of great friends. But I think that we need more _____ for our free time. Not everyone wants to sit at home watching TV all day. There should be more clubs to mix with your friends. I think a lot of children would be interested in _____. **(Lizzie)**

ACTIVE
VOLUNTEER

2) What are these children's worries? What do they suggest to improve the situation? Complete the table using the children's stories.

	What is the problem?	How to improve the situation?
• ecology		
• charity		
• free time		
• school		

3) Which of these children's worries do you share?

2. Pair work. What problems do you worry about? Can you suggest any ways to make your life better? Discuss it with your partner.

3. What problems do you worry about? Write a composition (80—100 words).

NEXT LESSON IS A CONSOLIDATION LESSON. **(AB p. 134)**

Grammar support

THE NOUN
Имя существительное

Именем существительным называется часть речи, которая обозначает предмет.

Countable and uncountable nouns
Исчисляемые и неисчисляемые существительные

Существительные бывают исчисляемыми и неисчисляемыми.
Исчисляемые существительные могут употребляться:
— как в единственном, так и во множественном числе: a bin — a lot of bins;
— с артиклем **a/an**: **a** bin, **an** idea

Неисчисляемые существительные употребляются только в единственном числе. С ними не употребляется неопределённый артикль **a/an**:
Litter pollutes the environment. Pollution is reduced.

Следующие существительные являются неисчисляемыми в английском языке в отличие от русского языка:

advice (совет/советы)	knowledge (знание/знания)
hair (волос/волосы)	work (работа)

Noun + noun
Существительное в качестве определения

Существительное может использоваться в качестве определения перед другим существительным:
a school uniform — школьная форма a war ship — военный корабль

THE ARTICLE
Артикль

В английском языке многие существительные употребляются с артиклями **a/an/the**. Артикль ставится перед существительными.

1. Артикль, как правило, не используется с существительными во множественном числе или неисчисляемыми существительными, значения которых являются обобщёнными:

I like Russian folk tales. She studies Russian literature.

Однако, если существительные во множественном числе или неисчисляемые существительные конкретизируются каким-либо образом, с ними используется определённый артикль **the**:

I like **the** folk tales of Russia. She studies **the** literature of Russia.

(В обоих примерах существительные конкретизируются с помощью фразы с **of**.)

2. Артикль **a/an** не употребляется перед исчисляемыми существительными в единственном числе после слов **a type of, a sort of, a kind of**: a type of **map,** a sort of **map,** a kind of **map.**

3. Articles with geographical names (Артикли с географическими названиями).

1) Артикль **не употребляется** с названиями:
— континентов: South America;
— большинства стран: England, Russia;
— городов: New York;
— улиц и площадей: Baker Street, Red Square;
— парков: Yellowstone Park;
— отдельных горных вершин: Mount Everest;
— озёр, если в названии есть слово lake: Lake Union. *Но:* **the** Baikal.

2) Артикль **the** употребляется с названиями:
— стран, если в названии есть слова «союз», «федерация», «королевство», «штат»: **the** UK — **the** United Kingdom, **the** USA — **the** United States, **the** Russian Federation;
— других географических названий, имеющих форму множественного числа: **the** Netherlands — Нидерланды (*страна*), **the** Everglades — Эверглейдс (*регион*);
— горных цепей: **the** Alps;
— рек: **the** Volga;
— океанов, морей и заливов: **the** Atlantic Ocean, **the** Caspian Sea, **the** Gulf of Mexico;
— полюсов Земли: **the** South Pole, **the** North Pole.

4. Articles with professions (Артикли с существительными, обозначающими профессию).

1) Определённый артикль **the** используется, если профессия человека предшествует имени собственному:
The famous architect M. Kazakov designed beautiful buildings in Moscow.

2) Определённый артикль **the** используется, если должность/титул/звание является частью составного именного сказуемого и указывает на то, что данный человек единственный, кто занимает данную должность, имеет данный титул или звание: Charles is **the** Prince of Wales.

3) Определённый артикль **the** используется с прозвищами людей/монархов и с порядковыми числительными в именах монархов:
Peter **the** Great — Пётр Великий
Leif **the** Lucky — Удачливый Лиф (*или* Счастливчик Лиф)
пишем: Peter I читаем: Peter **the** First

4) Неопределённый артикль **a/an** может использоваться, если профессия следует за именем собственным, т. е. выполняет в предложении функцию приложения:
M. Kazakov, **a** famous architect, designed beautiful buildings in Moscow.

5) Неопределённый 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.

6) Артикль не используется, если существительное в дополнении или в составном именном сказуемом указывает на положение, которое человек имеет или достиг:
In 1952 Elizabeth became queen. Elizabeth II is queen.

5. Articles with proper names (Артикли с именами собственными).

1) Артикль не используется:

— с названиями общественных зданий, мест отдыха и городских организаций, имеющими в качестве определения имя собственное (имя человека или название местности), а также с главными общественными зданиями или организациями города: 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);

— с существительными, имеющими в качестве определения имя собственное в притяжательном падеже: McDonald's, Harrods, Lloyds Bank, Pushkin's poems, Nelson's Column, St Basil's Cathedral.

2) Определённый артикль **the** употребляется с названиями:

— театров, кинотеатров, музеев, памятников, концертных залов: **the** National Theatre, **the** Taganka Theatre, **the** Odeon, **the** British Museum, **the** Albert Hall, **the** Wallace Monument;

— мест, зданий с предлогом **of**: **the** Houses of Parliament, **the** Museum of Modern Art, **the** Tower of London;

— фестивалей, конкурсов, соревнований, оркестров, имеющими в качестве определения имя собственное (имя человека или название местности): **the** Manchester band, **the** Aldeburgh Festival, **the** Tchaikovsky Contest;

— соборов/церквей/храмов, если определением перед ними является существительное, обозначающее религиозный праздник: **the** Uspensky Cathedral = **the** Assumption Cathedral — Успенский собор.

6. Articles with unique things (Артикль с уникальными предметами/вещами/объектами).

Определённый артикль **the** используется:

— с предметами/вещами/объектами, существующими в единственном экземпляре: **the** Monomakh Cap — шапка Мономаха;

— с названиями планет и полюсов: **the** Sun, **the** Moon, **the** North Pole.

THE PRONOUN
Местоимение

Местоимение — это часть речи, которая употребляется вместо существительного или прилагательного.

The personal pronouns: objective case
Личные местоимения в объектном падеже

Личные местоимения могут использоваться в именительном и объектном падежах.

Nominative	Objective	Nominative	Objective
I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

Личные местоимения в объектном падеже выполняют в предложении функцию прямого и косвенного дополнения.

My Mum asks **me** to wash the dishes. — Мама просит **меня** вымыть посуду.
We like animals and we like books about **them**. — Мы любим животных и книги о **них**.

The indefinite pronouns
Неопределённые местоимения

Some / Any

Местоимения **some** и **any** (некоторые, несколько, какие-нибудь) употребляются с неисчисляемыми существительными и существительными во множественном числе.

Some употребляется в утвердительных предложениях, **any** употребляется в отрицательных предложениях и в вопросах.

Some chores about the house are not interesting but necessary. — **Некоторые** обязанности по дому неинтересны, но важны.
Do you have **any** chores about the house? — У тебя есть **какие-нибудь** обязанности по дому?

(A) Few / (A) Little

Местоимение **(a) few** используется с исчисляемыми существительными во множественном числе; местоимение **(a) little** используется с неисчисляемыми существительными.

I have **a few** friends. — У меня есть **несколько** друзей.
I have **a little** time. — У меня есть **немного** времени.

A few и **a little** (несколько, немного) обозначают наличие достаточного количества, т. е. имеют положительное значение.
Few и **little** (мало, немного) подчёркивают недостаточность количества, т. е. имеют отрицательное значение.

I've got **a little** bread and we can do some sandwiches. — У меня есть **немного** хлеба, и мы можем сделать несколько сандвичей.
I've got **little** bread and that's why I have to go to the baker's. — У меня **мало** хлеба, поэтому надо идти в магазин.
I've got **a few** books so I can give one to you. — У меня есть **несколько** книг, поэтому я могу дать тебе одну.
I'm sorry but I can't give you a book. I have **few**. — К сожалению, я не могу дать тебе книгу. У меня их **мало**.

Most / Most of

Местоимение **most of** (большинство) используется перед существительными с артиклями, указательными, притяжательными местоимениями, а также перед личными местоимениями в объектном падеже.

Most of the adults I know are my parents' friends.
Most of my friends are my classmates.
Most of us like getting together at Kevin's place.

Most of также используется перед географическими названиями, даже если они употребляются без артикля и местоимения.
Most of Wales is protected.

Most (большинство) используется перед существительными без артикля, указательных и притяжательных местоимений.
Most people are nice and friendly.

One / Ones (Слова-заместители существительных)

Слова-заместители **one/ones** употребляются для того, чтобы избежать повторения одного и того же исчисляемого существительного. Слово-заместитель **one** употребляется вместо существительного в единственном числе, слово-заместитель **ones** вместо существительного во множественном числе:
This **map** is the best **one**. — Эта карта — лучшая (карта).
The sights that people have voted for are the best **ones**, I think. — Достопримечательности, за которые люди проголосовали, лучшие, на мой взгляд.

Перед словами **one/ones** может быть использован артикль, если они употребляются с прилагательными:
— Which sights have you chosen? — **The** best **ones**, I think.
— Какие достопримечательности ты выбрал? — Самые лучшие, я думаю.
This shirt is big. Do you have a smaller **one**? — Эта рубашка большая. У вас есть поменьше?

THE ADJECTIVE
Имя прилагательное

Имя прилагательное — это часть речи, которая обозначает признак предмета.

The degrees of comparison of adjectives
Степени сравнения прилагательных

1. Имена прилагательные в английском языке имеют три степени сравнения: положительную (the Positive), сравнительную (the Comparative) и превосходную (the Superlative).

This library is **big**. — Эта библиотека **большая**.
This library is **bigger** than that one. — Эта библиотека **больше**, чем та.
This is **the most popular** museum in the world. — Это **самый популярный** музей в мире.

2. Степени сравнения образуются следующим образом.

	Adjective	Comparative	Superlative
Односложные прилагательные: 1) заканчивающиеся на **-e** 2) заканчивающиеся на **гласную** + **согласную** буквы 3) все другие	 wide big young	 wide**r** big**ger** young**er**	 wide**st** big**gest** young**est**
Двусложные прилагательные: 1) заканчивающиеся на **-y** 2) некоторые другие	 happy clever	 happ**ier** clever**er**	 happ**iest** clever**est**

	Adjective	Comparative	Superlative
Многосложные прилагательные	aggressive	**more** aggressive **less** aggressive	**most** aggressive **least** aggressive
Прилагательные, образующие степени сравнения не по правилам	good bad far	**better** **worse** **farther**	**best** **worst** **farthest**

Перед сочетанием прилагательного в превосходной степени с существительным употребляется определённый артикль **the.**

Adjectives ending in -ed and -ing
Прилагательные, оканчивающиеся на -ed и -ing

В английском языке есть много парных прилагательных, оканчивающихся на **-ed** и **-ing**, например:

amused	amusing	bored	boring
excited	exciting	frightened	frightening
interested	interesting	relaxed	relaxing
surprised	surprising	tired	tiring

Прилагательные, оканчивающиеся на **-ed**, употребляются, когда описывают чувства людей, их состояния. Прилагательные, оканчивающиеся на **-ing**, употребляются, когда описывают предметы, вещи, занятия, людей, которые вызвали те или иные чувства у людей.

The book interests me.
The book is **interesting**.
I'm **interested** in history books.

THE NUMERAL
Числительное

Именем числительным называется часть речи, которая обозначает количество (количественные числительные) или порядок предметов при счёте (порядковые числительные).

Количественные числительные **hundred, thousand, million** не имеют окончания **-s**, если перед ними стоят числительные *two, three, four* и т. д., а также *few* и *several*: **two hundred, three thousand, four million.**

Количественные числительные **hundred, thousand, million** могут переходить в разряд существительных и принимать окончание **-s**. В этом случае за ними следует существительное с предлогом **of**:

hundreds **of** schools — сотни школ
thousands **of** books — тысячи книг
millions **of** people — миллионы людей

Dates
Даты

1. В Британии наиболее распространённый способ написания дат следующий: 27 May**(,)** 1703; 27th May**(,)** 1703, т. е. запятая может ставиться или не ставиться. Когда дата пишется в предложении, то запятая ставится обязательно:
He was born on 23rd May, 1968.

2. Даты читаются так:
27 May(,) 1703 = the twenty-seventh of May, nineteen o [əʊ] three *или* May the twenty-seventh, nineteen o [əʊ] three

1900 = nineteen hundred
1380 = thirteen (hundred and) eighty
2000 = two thousand
2009 = two thousand and nine
the 1960s = the nineteen sixties
the 30s = the thirties

THE ADVERB
Наречие

Наречием называется часть речи, указывающая на признак действия или на различные обстоятельства, при которых протекает действие. Наречие относится к глаголу и показывает, как, где, когда и т. п. совершается действие.

Adverbs of manner
Наречия образа действия

Наречия образа действия показывают, как (каким образом) кто-то совершает то или иное действие.
She plays **beautifully**. — Она **прекрасно** играет.

Образование наречий от прилагательных

1. Наречия могут образовываться от прилагательных при помощи суффикса **-ly**.
He is **serious**. He studies **seriously**. — Он серьёзный (ученик). Он относится к учёбе серьёзно.
При прибавлении суффикса **-ly** происходят следующие изменения:

slow + **-ly** → slowly
heav**y** + **-ly** → heav**i**ly
terribl**e** + **-ly** → terribly

Исключения: good — well.

2. Некоторые наречия не отличаются по форме от соответствующих прилагательных.
He is a **fast** runner. He runs **fast**. — Он быстрый бегун. Он бегает быстро.

3. Некоторые наречия имеют две формы: одну, сходную с прилагательным, и другую, образованную при помощи суффикса **-ly**. Эти две формы отличаются по значению.

high/highly
You can jump **high**. — Ты можешь прыгать **высоко**.
The sportsmen are **highly** popular. — Спортсмены **очень** популярны.

hard/hardly
She works **hard**. — Она **упорно** работает.
She **hardly** knows him. — Она **едва** его знает.

late/lately

I get up **late.** — Я встаю **поздно.**

Have you seen him **lately?** — Ты видел его **недавно?**

The degrees of comparison of adverbs

Степени сравнения наречий

1. Наречия в английском языке имеют три степени сравнения: положительную (the Positive), сравнительную (the Comparative) и превосходную (the Superlative).

properly — more properly — most properly

тщательно — тщательнее — тщательнее всех

1) Для того чтобы сравнить, как выполняются те или иные действия, используются наречия в сравнительной степени.

You should work **more properly.** — Следует работать **более тщательно.**

2) Для того чтобы показать, что действие совершается **наилучшим/наихудшим** образом, используются наречия в превосходной степени.

He works **(the) hardest.** — Он работает **упорнее всех.**

2. Степени сравнения наречий образуются следующим образом.

	Positive	Comparative	Superlative
Односложные наречия	fast	fast**er**	fast**est**
Многосложные наречия	carefully	**more** carefully **less** carefully	**most** carefully **least** carefully
Наречия, образующие степени сравнения не по правилам	well (хорошо) badly (плохо) far (далеко)	**better** **worse** **farther**	**best** **worst** **farthest**

Adverbs of frequency

Наречия частотности

Наречия неопределённой частотности **always, often, seldom, never, usually, sometimes** и наречия определённой частотности **every day, every week, once a week, twice a week, three times a month** показывают, *как часто* происходят какие-либо действия.

Position of adverbs of frequency

Место наречий частотности в предложении

1. Наречия неопределённой частотности могут стоять в предложении:

а) после вспомогательного глагола и глагола **to be**:

I **have never** played the piano.

I **am seldom** late for classes.

б) перед другими глаголами:

We **usually hang out** in the park.

в) в конце или в начале предложения **(usually, often, sometimes)**:
Usually I hang out in the park.
I go there **often**.
г) в вопросительных предложениях наречия неопределённой частотности ставятся после вспомогательного глагола и подлежащего:
Do you often *play the piano?*

2. Наречия определённой частотности стоят в конце предложения:
I go to a drama club **twice a week**.

THE VERB
Глагол

Глаголом называется часть речи, которая обозначает действие или состояние лица или предмета.

Have and *have got*

1. **Have** и **have got** используются, чтобы сказать о том, что что-то у кого-то есть. В настоящем времени в основном используется конструкция **have got**, а в прошедшем и будущем времени используется глагол **have**.
I **have** a lot of friends. = **I've got (have got)** a lot of friends.
I **don't have** many friends at school. = I **haven't got** many friends at school.
Does he **have** a problem? = **Has** he **got** a problem?
I **had** a lot of friends when I was a child.
I **didn't have** many friends in my childhood.
Did you **have** many friends in your childhood? И т. д.

2. **Have + object (дополнение)** используется для описания привычных или повторяющихся действий. На русский язык такие сочетания переводятся с помощью глагола, значение которого зависит от значения дополнения.
We **have fun** *each time we get together.* — *Мы веселимся всякий раз, когда собираемся вместе.*
She **has English** on Wednesdays. — Она занимается английским языком по средам.

THE 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).

The Present Progressive Tense
Настоящее длительное время

1. **Present Progressive** употребляется для выражения действия, совершающегося в момент речи:
I **am reading** a book now.

2. Для обозначения момента речи употребляются следующие указатели времени: *now* — сейчас, *at this moment* — в настоящий момент, *at 5 o'clock* — в 5 часов:
I **am writing** a new novel *at the moment*.

3. **Present Progressive** употребляется для описания будущих действий, когда мы говорим о запланированных и подготовленных действиях. Вероятность выполнения этих действий очень велика:

We **are going** to the concert tonight. — Вечером мы **идём** на концерт. *(Мы уже купили билеты и т. п.)*

4. 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»).

5. **Present Progressive** образуется при помощи вспомогательного глагола **to be** в настоящем времени **(am, is, are)** и формы **Present Participle (Ving)** смыслового глагола:

He **is watching** TV now.
Is he **watching** TV now?
He **is not (isn't) watching** a film now.

The Present Perfect Tense
Настоящее совершенное время

1. **Present Perfect** употребляется для описания прошедших действий, событий, когда подчёркивается их важность в настоящем, а не время, когда они произошли:

I **have seen** this film. — Я **видел** этот фильм (*то есть я могу рассказать теперь о нём*).

I'**ve learnt** new English words. — Я **выучил** новые английские слова (*неважно, когда я выучил слова, важно, что я их знаю сейчас*).

2. **Present Perfect** употребляется для описания действий, которые начались в прошлом и продолжаются в настоящем. Начало действия в прошлом обозначается предлогом **since** (с), период продолжения действия обозначается предлогом **for** (в течение):

The museum has been around **for** more than 175 years. — Музей существует **(в течение)** 175 лет.

The museum has been around **since** 1835. — Музей существует **с** 1835 года.

3. **Present Perfect** не употребляется, если указывается, когда произошло действие в прошлом (yesterday, last week, in 1990, three years ago, etc.). В этом случае употребляется **Past Simple**.

I **saw** this film **yesterday**.

4. **Present Perfect** образуется с помощью **has/have** и **Past Participle (V3)** смыслового глагола.

I/you/we/they **have seen** the film *Braveheart*.
He/she **has seen** the film *Braveheart*.
Have you **seen** this film?
She **hasn't seen** this film.

The Past Simple Tense
Простое прошедшее время

1. **Past Simple** употребляется для описания действий, событий, которые произошли в прошлом (важны действия и время их совершения):

I **travelled** to Britain *last year*. — Я **ездил** в Британию *в прошлом году*.

2. Время совершения действия может уточняться при помощи указателей времени *yesterday, last year, a hundred years ago, in 1993, during the holidays, long ago.*

3. Утвердительная форма правильных глаголов в **Past Simple** образуется путём прибавления суффикса **-ed** к основе глагола. Утвердительная форма неправильных глаголов в **Past Simple** образуется различными способами. (См. таблицу неправильных глаголов.) Вопросительная и отрицательная формы как правильных, так и неправильных глаголов образуются при помощи вспомогательного глагола **did** и инфинитива смыслового глагола без частицы **to**.

Did you **travel** to Scotland last year?
When **did** you **travel** to Scotland?
I **did not (didn't) travel** to Wales last year.

The Past Progressive Tense
Прошедшее длительное время

1. **Past Progressive** употребляется для выражения действия, которое происходило в определённый момент в прошлом или в течение какого-то периода времени в прошлом.

He **was reading** a new book for an hour yesterday. — Он **читал** книгу вчера в течение часа.

2. В предложениях с глаголами в **Past Progressive** употребляются следующие указатели времени: *at 11 o'clock, all day long, all night, for two hours, the whole evening* и др.

I **was reading** a new book *the whole evening* yesterday. — Я **читал** новую книгу *весь вечер* вчера.

3. Определённый момент в прошлом, когда происходило действие, выраженное глаголом в **Past Progressive**, может быть выражен другим (как правило, более коротким) действием в прошлом **(Past Simple)**.

When I **came** to the party, all people **were dancing**. — *Когда* я **пришёл** на вечеринку, все **танцевали**.

4. **Past Progressive** образуется при помощи вспомогательного глагола **to be** в прошедшем времени **(was, were)** и формы **Present Participle (Ving)** смыслового глагола.

He **was reading** a book for an hour.
We **were dancing** the whole evening.
What **was** he **doing** at 11 o'clock yesterday?
He **was not (wasn't) doing** his homework at 11 o'clock yesterday.

The Past Perfect Tense
Прошедшее совершенное время

1. **Past Perfect** употребляется для обозначения действия, которое завершилось к определённому моменту в прошлом. Момент в прошлом, с которым соотносится **Past Perfect Tense**, обычно обозначается обстоятельством времени или другим прошедшим действием:

Before 2005 he **had visited** London twice. — До 2005 года он **был** в Лондоне дважды.
We visited London in 2005. We **had not been** there before. — Мы ездили в Лондон в 2005 году. Раньше мы там **не были**.

2. **Past Perfect** образуется при помощи вспомогательного глагола **had** и **Past Participle (V3)** смыслового глагола:
Before 2005 he **had visited** London twice.
Had you **been to** London before 2005?
I **had not (hadn't) been** to London before 2005.

The Future Simple Tense
Простое будущее время

1. **Future Simple** употребляется для описания действий, которые произойдут в будущем.
I **will go** to the café in the evening. — Я **пойду** в кафе вечером.

2. **Future Simple** употребляется для выражения неподготовленного и незапланированного будущего действия. Говорящий только в момент речи решает, что сделает в будущем, причём нет полной уверенности в том, что действие произойдёт:
I think I **will go** to the café in the evening. — Я думаю, что **пойду** в кафе вечером.

3. **Future Simple** образуется при помощи вспомогательного глагола **will** и неопределённой формы смыслового глагола.
I/you/he/she/we/they **will ('ll) watch** a film in the evening.
Will you **watch** a film in the evening?
She **will not (won't) go** to Moscow on holiday.

To be going to
Собираться что-то делать

1. Оборот **to be going to** используется, когда мы говорим о действии, которое собираемся совершить в будущем:
I **am going to** watch a film. — Я **собираюсь** смотреть фильм.
Are you **going to** visit your grandparents? — Ты **собираешься** побывать у дедушки и бабушки?
I **am not going to** see this film. — Я **не собираюсь** смотреть этот фильм.

2. Оборот **to be going to** не употребляется с глаголами движения (**to go, to come, to leave, to arrive**). Для выражения данной функции с этими глаголами употребляется **Present Progressive**.

THE MODAL VERBS
Модальные глаголы

Модальные глаголы (**can, must, have to, should, may** и др.) не выражают действия (состояния), а передают лишь отношение говорящего к действию, оценку действия, т. е. возможность, долженствование, необходимость, вероятность совершения действия и т. п.

1. Модальные глаголы имеют ряд отличительных особенностей:
— не имеют окончания **-es** или **-s** в 3-м лице единственного числа (кроме **have to**):
He **cares** about nature. Everybody must care about nature.
— после модальных глаголов (кроме **have to**) употребляются глаголы в форме инфинитива без частицы **to**:
We want **to plant** trees. We must **plant** a lot of trees.

— вопросительная и отрицательная формы модальных глаголов образуются без вспомогательного глагола **to do** (кроме глагола **have to**):

— **Should** we recycle? — Yes, we should. I should recycle more.
— We **shouldn't** throw away plastic bags.

2. Модальный глагол **can** используется, когда сообщается об умении или неумении делать что-либо или о наличии или отсутствии возможности что-либо делать. На русский язык переводится как «уметь, мочь/иметь возможность».

I **can** play football and I **can** play it now. — Я **умею** играть в футбол и **могу (имею возможность)** поиграть сейчас.

We **cannot** go to England on holidays. — У нас **нет возможности** поехать в Англию на каникулах.

3. Глагол **must** используется, когда сообщается о необходимости что-то делать. На русский язык переводится как «должен, обязан». Отрицательная форма на русский язык переводится как «нельзя»:

We **must** care about nature. — Мы **должны (обязаны)** заботиться о природе.

You **mustn't** throw away litter. — Тебе (Вам) **нельзя** бросать мусор.

Must he reduce energy use? — Он **должен** сократить потребление электроэнергии?

4. Модальный глагол **should** употребляется для выражения совета, мнения, рекомендации и на русский язык переводится как «должен, следует, нужно (бы), следовало (бы)».

Children **should** do what they are told. — Дети **должны** делать то, что им говорят.

You **shouldn't (should not)** be late. — Тебе **не следует** опаздывать.

Should you take warm clothes? — Ты **должен** взять тёплую одежду?

5. Модальный глагол **have to** употребляется, когда сообщается о том, что кто-то вынужден делать что-то, кому-то необходимо или приходится делать что-либо в соответствии с определёнными правилами или в силу каких-либо обстоятельств. На русский язык глагол **have to** переводится как «приходится, обязан, вынужден, должен».

В вопросительных и отрицательных предложениях модальный глагол **have to** ведёт себя как обычный глагол действия:

Do you **have to** wear a school uniform? — Тебе **нужно** носить школьную форму?

We **have to** wear school uniforms. — Нам **приходится** носить школьную форму.

He **has to** wear a school uniform. — Ему **приходится** носить школьную форму.

I **don't have to** wear a school uniform. — Мне **не нужно** носить школьную форму

THE PHRASAL VERBS
Глагольные идиомы

Глагольные идиомы (phrasal verbs) состоят в основном из глагола и наречия (verb + particle). О значении глагольной идиомы сложно догадаться по значениям составляющих её слов, поэтому лучше обратиться к словарю.

Глагольные идиомы больше распространены в разговорной речи, чем в письменной.

Глагольные идиомы имеют разные структуры:
I **get up** early. — Я встаю рано.
I **turned to** him (for help). — Я обратился к нему (за помощью).
I **get on with** all my classmates. — Я в хороших отношениях со всеми одноклассниками.

THE 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 **(V3)**.

The Present Simple Passive
Страдательный залог в настоящем времени

1. **Present Simple Passive** употребляется для сообщения о действии над предметом, явлением или лицом, которое происходит в настоящем времени.
Water **is polluted.** — Вода загрязняется.

2. **Present Simple Passive** образуется при помощи вспомогательного глагола **be** в нужном лице **(am/is/are)** и **Past Participle (V3)** смыслового глагола.
Nature **is destroyed.**
Animals **are hurt.**
Are trees **planted**?
Trees **are not cut** down.

3. При переводе **Present Simple Passive** используются неопределённо-личные или безличные предложения.
The river **is polluted.** — Река загрязняется.
Trees **are not cut** down. — Деревья не вырубают.

The Past Simple Passive
Страдательный залог в прошедшем времени

1. **Past Simple Passive** используется, когда говорится о действии, которое было совершено в прошлом над лицом или предметом, являющимся в предложении подлежащим:
The Winter Palace **was built** in the 18th century. — Зимний дворец был построен в XVIII веке.

2. Предлог **by** используется, когда надо указать, **кем** было совершено действие:
St Petersburg **was founded by** Peter the Great. — Санкт-Петербург был основан Петром Великим.

3. При образовании **Past Simple Passive** используется **was/were** и **Past Participle (V3)** смыслового глагола.
I **was asked** to help.
We **were asked** to help.
Was the palace **restored**?
The museums **were** not **destroyed.**

The Future Simple Passive
Страдательный залог в будущем времени

1. **Future Simple Passive** используется, когда говорится о действии, которое будет совершено в будущем над лицом или предметом, являющимся в предложении подлежащим.
A new theatre **will be built** in my city soon.

2. При образовании **Future Simple Passive** используется **will be** и **Past Participle (V3)** смыслового глагола.
The cathedral **will be restored** next year.
Where **will** new houses **be built** soon? — В моём городе скоро будет построен новый театр.
Will a new theatre **be built** soon?
A new theatre **will not (won't) be built** soon.

The Ving forms
Формы глагола с окончанием -ing

1. Форма **Ving** является неличной формой глагола, которая называет действие и сочетает в себе глагольные свойства со свойствами других частей речи и переводится на русский язык по-разному.
I'm good at **swimming**. — Я хорошо **плаваю**.
When I'm on holiday, I like **swimming**. — На каникулах я люблю **плавать**.
Swimming is my hobby. — **Плавание** — моё хобби.
We help children by **raising** money. — Мы помогаем детям, **собирая** деньги.

2. **Ving** форма выполняет в предложении следующие функции:
— функцию *подлежащего:*
Collecting stamps is my hobby. — **Коллекционирование** марок — моё хобби.
— функцию *части сказуемого:*
My favourite sport is **swimming**. — Мой любимый спорт — **плавание**.
— функцию *дополнения:*
I am interested in **collecting** stamps. — Я интересуюсь **коллекционированием** марок.
— функцию *обстоятельства* (после предлогов **by, without, instead of**):
You can help by **raising** money. — Вы можете помочь, **собирая** деньги.

3. **Ving** форма употребляется после глаголов и прилагательных с предлогами: **to help by/with, to take part in, to look forward to, to be interested in, to be bored with, to be involved in, to be good at** и др.
All my classmates took part in **planting** flowers at the school yard.
После предлогов инфинитив не употребляется.

4. **Ving** форма употребляется после следующих глаголов: **to enjoy, to finish, to hate, to imagine, to mind, to miss, to practise, to spend time, to suggest** и др.
I enjoy **dancing**.

THE INFINITIVE
Инфинитив

Инфинитив — неличная форма глагола, которая в русском языке соответствует неопределённой форме глагола, отвечающей на вопросы «что делать? что сделать?». Инфинитив только называет действие или состояние.

The complex object (verb + object + infinitive)
Сложное дополнение

Сочетание существительного или местоимения в объектном падеже с инфинитивом называется сложным дополнением.
I **want you to help** me. — Я **хочу, чтобы ты** мне **помог.**

Сложное дополнение употребляется после глаголов **to advise, to ask, to hate, to help, to invite, to leave, to let, to like, to make, to mean, to need, to prefer, to recommend, to teach, to want, would like** и др.
На русский язык переводится дополнительным придаточным предложением или неопределённой формой глагола.
Mum **asks me to do** the dishes. — Мама **просит, чтобы я вымыла** посуду.
Мама **просит меня вымыть** посуду.
После глаголов **to make** и **to let** инфинитив употребляется без частицы **to**.
Mum **makes Steve tidy** his room. — Мама **заставляет Стива убрать** в его комнате.

Adjective + infinitive
Прилагательное + неопределённая форма глагола

1. Конструкция **adjective** (for people) + **infinitive** используется для того, чтобы сказать, какими по своим качествам или характеристикам являются для других людей те или иные люди или предметы:
He is **easy** (*for people*) **to amuse.** = It's easy (*for people*) to amuse him. — (*Людям*) легко его развеселить.
This game is not **interesting** (*for children*) **to play.** = It's not interesting (*for children*) to play this game. — В эту игру (*детям*) неинтересно играть.

2. В конструкции **adjective** (for people) + **infinitive** используются только **оценочные** прилагательные (opinion adjectives), такие, как **easy, boring, hard, nice, difficult, (im)possible, good, (un)interesting, (un)safe, dangerous, (un)expensive, cheap, (un)exciting, beautiful, (un)comfortable** и т. п.

3. В конце конструкции **adjective** (for people) + **infinitive** часто используются предлоги.
She is **nice to talk to.** — С ней приятно разговаривать.
The place is **nice to live in.** — В этом месте хорошо жить.

The infinitive as an attribute
Неопределённая форма глагола в качестве определения

Неопределённая форма глагола **(infinitive)** может использоваться для того, чтобы сообщить о лице или предмете особую (специфическую) информацию, которая ставит их в ряд первых (the first), единственных (the only), последних (the last) и т. п., совершивших какое-либо действие.
Yuri Gagarin was **the first person to go** to space.
В этом случае **infinitive** переводится как придаточное предложение определительное:
Юрий Гагарин был первым человеком, **который полетел в космос.**

THE DIRECT AND REPORTED SPEECH
Прямая и косвенная речь

1. Речь какого-нибудь 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'm glad to be back to school."	John says that he is glad to be back to school.
Джон говорит: «Я рад, что опять иду в школу».	Джон говорит, что он рад опять идти в школу.

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 не употребляется, кавычки не используются; личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке.

Прямая речь	*Косвенная речь*
Mandy says, "**I am** looking forward to school."	Mandy says **(that) she is** looking forward to school.
Robert says, "**I see my** friends every day."	Robert says **(that) he sees his** friends every day.

3. Для передачи прямой речи, кроме глагола **to say**, используются и другие глаголы. Для того чтобы передать в косвенной речи то, что люди думают, их чувства, используются такие глаголы, как **to think, to hope, to be glad, to worry, to be upset** и др.

Прямая речь	*Косвенная речь*
John: "We have a lot of tests. They are difficult."	John **worries** that they have a lot of tests and that they are difficult.
Mandy: "I'll join our computer club."	Mandy **thinks** that she'll join their computer club.

THE SUBORDINATE CLAUSES
Придаточные предложения

Придаточные предложения могут выполнять самые разнообразные функции в составе сложноподчинённого предложения.

Relative clauses
Относительные придаточные предложения

Относительные придаточные предложения бывают двух видов — относительные придаточные **определительные** и относительные придаточные **уточняющие.**

1. Относительные придаточные **определительные** предложения используются для сообщения важной информации о людях или предметах. Они следуют непосредственно за определяемым словом в главном предложении.

1) Если придаточные предложения определяют одушевлённые предметы, то в них используются союзные слова **who/that**. Если придаточные предложения определяют неодушевлённые предметы, то в них используются союзные слова **which/that**:

My friends are people **who** can help me when I'm in need. — Мои друзья — это люди, **которые** могут помочь мне в беде.

I like books **which/that** tell about people from different cultures. — Я люблю книги, **которые** рассказывают о жизни людей в других странах.

2) В придаточных предложениях **определительных** союзные слова могут выступать в функции подлежащего, прямого и косвенного дополнения. Предлоги могут употребляться *в конце придаточного предложения* или *перед* союзными словами (кроме союза **that**).

I've got a lot of friends **who/that** can help me when I'm upset. (*подлежащее*) — У меня много друзей, **которые** могут помочь мне в трудную минуту.

Phil is my friend **who** I like most of all. (*прямое дополнение*) — Фил — мой друг, **которого** я люблю больше всех.

She's a person **with who(m)** I'm never bored. (*косвенное дополнение*) She's a person **who** I'm never bored **with**. — Она такой человек, **с которым** мне никогда не скучно.

3) В придаточных предложениях **определительных** союзные слова **who/that/which** можно опустить, если они **не** выполняют функцию подлежащего.

Chris is a person **(who)** I like most of all.

2. Придаточные определительные предложения с союзным словом **whose** используются для того, чтобы сообщить определённую информацию **о чьей-либо** деятельности, собственности, **чьих-либо** особенностях, чертах характера и т. п. Союзное слово **whose** используется вместо **his, her, their, its.**

I admire people **whose** ideas can change the world. — Я восхищаюсь людьми, **чьи** *идеи могут изменить мир.*

THE FIRST CONDITIONAL
Первый тип условных предложений

Условные предложения первого типа выражают вполне реальные, осуществимые 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 play** better if **I practise** harder. — Я **буду играть** лучше, если я **буду тренироваться** *упорнее.*

Linguistic and cultural guide

4-H [fɔːrˈeɪtʃ] — a club that teaches farming to boys and girls in country areas. The four h's stand for **h**ead, **h**eart, **h**ands and **h**ealth. The purpose of this club is to improve the head, heart, hands and health of each of its members.

A and B [ˈeɪ ənd ˈbiː] **5 и 4** — schools in England and America use their own marks: letters or percentages. (A = 90—100% — отлично; B = 80—89% — хорошо; C = 70—79 % — удовлетворительно; D = 60—69% — плохо; F = 0—59% — очень плохо.)

Alf [ælf] **Альф** — a title character of an American television serial (appeared in 1986). Alf is an alien [ˈeɪlɪən] (пришелец). His name is **Gordon Shumway** and his nickname is ALF (Alien Life Form). He is from the planet Melmac, which has green sky, pink grass and a purple sun. Alf has a huge appetite (he eats everything, but likes to eat cats), he is troublesome (причиняет беспокойство) and sarcastic but friendly, and he helps people around him.

Alfred the Great [ˌælfrəd ðə ˈgreɪt] **Альфред Великий** (849—899) — king of Wessex. Alfred fought against Danes (= people from Denmark) to win back English land. He is usually considered to be the first king of England. Alfred was a well-educated man who encouraged (поощрял) education, improved his army and the law (закон) system.

Alice's Adventures in Wonderland [ˌælɪsɪz ədˌventʃəz ɪn ˈwʌndəlænd] **(*or Alice in Wonderland*) «Приключения Алисы в Стране чудес»** — a children's book written by Lewis Carroll* in 1865. It tells the story of the dream adventure of a young girl, Alice. She meets many strange creatures, including animals that speak and characters from playing cards. She also changes size several times as a result of eating or drinking something.

Armstrong, Neil [ˈɑːmstrɒŋ, ˈniːl] **Нил Армстронг** (1930—) — an American astronaut. As commander (командир) of the Apollo 11 («Аполлон-11») spaceship in 1969 he was the first person to step (ступил) onto the Moon.

Art [ɑːt] **школьный предмет «Изобразительное искусство»** — the subject that gives some skills in painting, drawing and sculpture.

assembly [əˈsemblɪ] **собрание** — all schools must organise a short daily meeting for the whole school to give important information and provide some form of religious worship (богослужение).

Babayevskaya joint-stock company, the [bʌˈbʌjevskaja ˌʤɔɪntstɒk ˈkʌmpənɪ] **Кондитерский концерн «Бабаевский»** — one of the best companies that has been producing chocolate and sweets in Russia since 1804. The company has a long and wonderful history which is closely connected with the Abrikosoff and Sons company. In 1922 it got the name "Babayevsky". Now a great choice of chocolate bars and sweets includes 3,000 brand names.

bank holiday [ˌbæŋk ˈhɒlədeɪ] **официальный выходной день** — an official public holiday when all banks and post offices are closed, as well as most factories, offices and shops.

Bazhenov [bəˈʒenəf], **Vasily Василий Иванович Баженов** (1737 or 1738—1799) — a famous Russian architect who worked mostly in Moscow. His most famous building is Pashkov's House (дом Пашкова) — now the Russian State Library.

BBC [ˌbiː biː ˈsiː] (*in full* **the British Broadcasting Corporation** [ˌbrɪtɪʃ ˌbrɔːdkɑːstɪŋ ˌkɔːpəˈreɪʃən]) **Би-Би-Си (Британская радиовещательная корпорация)** — the largest British radio and television broadcasting company.

Beatles, the [biːtlz] **Битлз** — a popular British music group who made their first record (запись) in 1962 and became probably the most famous and successful group ever. Their songs and their films were popular in the 1960s. The group broke up in 1970, but they have remained famous as the most talented popular musicians of their time.

Belfast Botanic Gardens [ˌbelˈfɑːst bəˌtænɪk ˈɡɑːdnz] **Ботанический парк Белфаста** — a public park in Belfast, the capital of Northern Ireland. The park occupies 110,000 m^2 of south Belfast. The Gardens were opened in 1828 as the private Royal Belfast Botanical Gardens. In 1895 it became a public park. The Gardens' most famous item is the glasshouse called Palm House. In the Gardens there are a great number of rare flowers, trees and other plants. In the Gardens concerts and music festivals are held. The gardens are popular with office workers, students and tourists.

bobcat [ˈbɒbkæt] **рысь рыжая** — a wild cat in North America.

Booth, William [ˈbuːð, ˈwɪljəm] **Вильям Бут** (1829—1912) — the English founder of the Salvation Army.* He was a preacher (священник) and started the movement to bring Christianity (христианство) to poor people while giving them food, clothes, etc.

Boys and Girls Clubs of America [ˌbɒɪz ən ɡɜːlz ˌklʌbz əv əˈmerɪkə] **клубы для мальчиков и девочек** — federation of more than 1000 organisations set up (1906) in Boston. Most clubs consist of a neighbourhood building dedicated (предназначенный) to children and young people and staffed (укомплектованный) by professionals and volunteers. The centres are open after school and at weekends to provide a safe place for free time activities such as sports and computer classes.

Boys' Brigade, the [ˈbɔɪz brɪˌɡeɪd] **«Бригада мальчиков»** — an organisation which was set up in Britain in 1883 for boys to develop team spirit (дух) and responsible behaviour.

Braveheart [ˈbreɪvhɑːt] **«Храброе сердце»** — a popular movie made by the famous Australian actor Mel Gibson who played the main role of William Wallace.*

British Library, the (BL, the) [ˌbrɪtɪʃ ˈlaɪbrərɪ] **Британская библиотека** — the largest public library in Britain. The library has more than 10 million books which occupy 320 km of shelf space. It has a copy of every book published in the country. It has more than 6,000 different editions of Shakespeare's plays. It can take up to two days to find a necessary book.

British Museum, the [ˌbrɪtɪʃ mjuˈziːəm] **Британский музей** — the national museum of Britain, founded in 1753. It has one the world's best collections of art and archeological treasures (сокровища).

Cadbury [ˈkædbərɪ] **«Кэдбери»** — a British company which makes chocolate. The company was created by George and Richard Cadbury. Cadbury is especially famous for its Dairy Milk Chocolate. There exists a Cadbury World exhibition which tells about the history of chocolate making and the role played by Cadbury in this amazing story. This "factory in the garden" appeared in 1890.

Carroll Lewis [ˈkærəl, ˈluːɪs] (*nickname of Charles Dodgson*) **Льюис Кэрролл** (1832—1898) — an English writer and lecturer in mathematics at Oxford University, famous as the author of the classic children's stories *Alice's Adventures in Wonderland* and *Through the Looking-Glass*. He also wrote nonsense (funny) poems.

Cathedral of Christ the Saviour, the [kə,θi:drəl əv ,kraɪst ðə 'seɪvjə] **храм Христа Спасителя** — a cathedral in Moscow. The original (подлинное, первоначальное) building of the cathedral was started in 1839 and finished in 1883. It was designed by Konstantin Thon* and devoted (посвящён) to the victory of the Russian army over Napoleon's troops (войска) in the Patriotic War of 1812. The original building was destroyed in 1931. The new building was built in 1995—1997.

Cheddar cheese [,ʧedə 'ʧi:z] **сыр Чеддер** — hard, pale yellow cheese, originating in the English village of Cheddar, in Somerset, UK. Cheddar cheese has been produced since 1170 and has been copied widely, both in the UK and in other countries. Cheddar cheese is the most popular cheese in the UK.

Chernobyl [ʧɜ:'nəʊbəl] **Чернобыль** — a town in Ukraine where in 1986 an explosion (взрыв) at nuclear power station (атомная станция) caused deaths, illnesses and pollution.

Chernobyl Children Lifeline [ʧɜ:,nəʊbəl ,ʧildrən 'laɪflaɪn] **Детская линия жизни Чернобыля** — a charity that brings children from the polluted areas to stay with families in the UK.

Childnet Award [,ʧaɪld'net ə'wɔ:d] **Награда за лучший детский интернет-сайт** — each year, Childnet — a charity organisation based in London — recognizes the most outstanding Web projects developed by and for children. Childnet awards first-, second-, and third-place prizes in different categories: individuals, schools, etc. Also, there are some there special awards.

Children in Need [,ʧildrən ɪn 'ni:d] **Фонд помощи нуждающимся детям** — a British charity organisation which raises money and helps children in Britain and all over the world.

climbing centre ['klaɪmɪŋ sentə] **центр, где можно заниматься восхождением, лазаньем** — there are a lot of indoor (*находящиеся в помещении*) climbing centres in the UK. Most centres hire equipment (дают напрокат снаряжение).

community [kə'mju:nɪtɪ] **община** — a group of people living together. They have the same interests, religion, nationality, etc.

couch potato ['kaʊʧ pə,teɪtəʊ] **лежебока, телеман** — a lazy, do-nothing television watcher.

cricket ['krɪkɪt] **крикет** — a very popular summer game which is played with a ball, a bat and wickets (ворота) by two teams of eleven players.

da Vinci, Leonardo [də 'vɪnʧɪ, ,li:ə'nɑ:dəʊ] **Леонардо да Винчи** (1452—1519) — an Italian artist, scientist and writer. One of the greatest painters of the Renaissance.* He was also an engineer, mathematician, musician, naturalist and philosopher, as well as an architect and sculptor. His most famous paintings include the *Mona Lisa* and *The Last Supper* («Тайная вечеря»).

darts [dɑ:ts] **игра «метание стрелок»** — a game in which darts are thrown at a circular board.

Design and Technology [dɪ,zaɪn ənd tek'nɒləʤɪ] **школьный предмет «Трудовое обучение»** — this brings together practical subjects like cooking, woodwork, sewing and metalwork with the new technology used in those fields.

Dickens, Charles ['dɪkɪnz, 'ʧɑ:lz] **Чарлз Диккенс** (1812—1870) — one of the greatest English writers. He described life in Britain in the times of Queen Victoria and showed how hard it was, especially for the poor and children. His most famous novels are *Oliver Twist, David Copperfield, A Tale of Two Cities, A Christmas Carol* and others.

Dolgoruky [,dɒlgə'rʊkɪ], **Prince Yuri князь Юрий Долгорукий** — the founder of Moscow (1147) and an important person in the transition (перемещение) of political power (власти) from Kiev to Vladimir—Suzdal.

Donskoy [dɒn'skɔɪ], **Dmitry Дмитрий Донской** (1350—1389) — the Grand (Великий) Prince of Moscow since 1359 and of Vladimir since 1362. He led (возглавил) the Russian troops (войска) in the Battle of Kulikovo in 1380 where he defeated (нанёс поражение) the Mongol-Tartars.

Doyle, Sir Arthur Conan [,kəʊnən 'dɔɪl, sɜ: 'ɑ:θə] **сэр Артур Конан Дойль** (1859—1930) — the British writer who created the fictional detective Sherlock Holmes.* Arthur Conan Doyle was a doctor, but after the success of his first Holmes story in 1887 he began writing full-time.

Duke of Edinburgh, the [,dju:k əv 'edɪnbərə] **герцог Эдинбургский** (1921—) — also called Prince Philip. The husband (муж) of the British queen, Elizabeth II. He is involved in many public organisations, for example the one that gives the Duke of Edinburgh's Award.

eco-school ['i:kəʊ,sku:l] **экошкола** — a school that joins the Eco-Schools programme. Eco-Schools is a global programme, that encourages pupils and teachers to come up with fun, eco-friendly projects to help make their school a more pleasant place to be and reduce its impact (влияние) on the environment. A school must form an eco-committee of interested pupils and a teacher representative (представитель). The group meets regularly to discuss and agree on environmental projects to help achieve the programme's Bronze, Silver and Green Flag awards.

Edinburgh Festival Fringe, the [,edɪnbərə ,festɪvəl 'frɪnʤ] **(The Fringe) Фестиваль искусств в Эдинбурге** — the world's largest arts festival. It was established (был учреждён) in 1947. It takes place in Scotland's capital Edinburgh during three weeks every August. The Fringe mostly attracts events (представления) from the performing arts, particularly theatre and comedy. Fringe often shows experimental works. In addition to events included in the programme, there is a street fair.

eisteddfod [aɪ'stedfəd] **айстедвод (состязание бардов)** — an annual gathering in Wales where competitions are held for poets and musicians. Eisteddfods are important celebrations of Welsh language and culture, and date back to the 12th century.

Elizabeth [ɪ'lɪzəbəθ] **Елизавета Петровна** (1709—1761) — the Russian Empress (императрица) in 1741—1761. A daughter of Peter the Great.* During her reign (царствования) the University of Moscow was founded in 1755. No one person was executed (казнён) when she ruled Russia.

Elizabeth I, Queen [ɪ,lɪzəbəθ ðə 'fɜ:st] **королева Елизавета I** (1533—1603) — the queen of England and Ireland (1558—1603). Her reign (царствование) is considered one of the greatest periods of English history.

Elizabeth II, Queen [ɪ,lɪzəbəθ ðə 'sekənd] **королева Елизавета II** (1926—) — the queen of Britain since 1952.

Eriksson, Leif ['erɪksən,'li:f] **Лиф Эриксон** — a Viking who is considered (считается) to be the first European to land (высадиться) in Northern America. It happened in about the year 1000.

European Capital of Culture, the [,jʊərə'pi:ən 'kæpɪtl əv 'kʌlʧə] **Европейская культурная столица** — every year the European Union (EU) chooses a city which deserves (заслуживает) to be the Centre of Culture. The first Capital of

Culture was Cork in the Republic of Ireland in 2005, followed by Patras in Greece in 2006, Luxemburg in 2007 and Liverpool in 2008. The EU has designed the Capital of Culture programme to replace the City of Culture status which began with Athens in 1985.

fancy-dress party [ˌfænsɪ ˌdres ˈpɑːtɪ] **костюмированный вечер** — a party which people come to in unusual or amusing clothes (dressed as characters from books, films, past or future periods of history, etc.).

field trip [ˈfiːld trɪp] ***учебная экскурсия*** — *a week away from home in a study* centre where pupils not only practice various skills in geography, biology and history but also enjoy spending time with people of their own age, walking and playing games.

fish and chips [ˌfɪʃ ənd ˈtʃɪps] **рыба с картофелем во фритюре** — a meal consisting of fish fried in butter and eaten with fried potato chips. Fish and chips is the British favourite takeaway dish since the late Victorian* era. The first fish-and-chip shop opened in London in 1860.

football [ˈfʊtbɔːl] **футбол** — a sports/ball game originated in Britain and is known officially as "association football" and sometimes as "soccer". It has been played since the 12th century. The Football Association Cup (FA Cup) is com*peted for in the Cup Final every year. This is the biggest day in the football* calendar. The football season lasts from August to May.

Form 3W [fɔːm ˈθriː ˈdʌbljuː] **3В класс** — the pupils of this form are in the third year of secondary school and the first letter of their form teacher's name is W.

fresco [ˈfreskəʊ] **фреска** — a painting on the wall and ceiling (потолке) made on wet plaster (штукатурке), common for Russian churches.

freshman [ˈfreʃmən] **первокурсник** (BE) — a student in the first year at college or university.

Friends of the Earth [ˌfrendz əv ðɪ ˈɜːθ] **(FoE) «Друзья Земли»** — an environmental group, founded in the UK in 1971. The aim of the group is to protect the environment. It has branches in 30 countries.

Giant's Causeway, the [ˌʤaɪənt ˈkɔːzweɪ] **Тропа великана** — an assembly of impressive basalt (базальтовые) columns located in Northern Ireland occupying an area of about 0.7 km^2. The tallest columns are about 12 metres. The Giant's Causeway is recognized as the fourth greatest natural wonder (чудо) in the UK and the most popular tourist attraction. According to a legend the Irish warrior (воин) Finn McCool built the causeway to walk to Scotland to fight his Scottish counterpart (противник) Benandonner.

Girls' Brigade, the [ˈgɜːlz brɪˌgeɪd] **бригада девочек** — *an organisation that specializes* in working with churches to provide fun and inspiring local groups (known as companies) where girls and young women can belong, achieve and discover Jesus. GB companies are primarily for girls and young women, aged 4 to 18, and meet in safe and friendly environments.

grammar school [ˈgræmə ˌskuːl] **классическая школа** — a school where pupils over the age of 11 get academic education and prepare for higher education.

Grand Canyon, the [ˌgrænd ˈkænjən] **Большой каньон** — a very large, deep gorge (ущелье) cut by the Colorado River in the US state of Arizona. The Canyon is about 350 km long. It was made a national park in 1919. This is one of the deepest gorges on the land.

Grand Kremlin Palace, the [ˌgrænd ˌkremlɪn ˈpælɪs] ***Большой Кремлёвский дворец*** — a palace in the Moscow Kremlin that was designed and built by Konstantin Thon* in 1836—1849.

Great Fire of London, the [ˌgreɪt ˌfaɪər əv ˈlʌndən] **Великий пожар в Лондоне** — a very serious fire that destroyed most of the City of London, including St Paul's Cathedral, in 1666.

Great Smoky Mountains, the [ˌgreɪt ˌsməʊkɪ ˈmaʊntɪnz] **Голубой хребет (часть Аппалачских гор)** — a range of mountains (горная цепь) between the US states of North Carolina and Tennessee.

Greenpeace [ˈgriːnpiːs] **«Гринпис»** — an international environmental group, started in the 1960s in Canada. Its members work actively to protect the environment. It prevents companies from throwing chemicals into the sea and tries to save whales and other sea animals.

Grey, Lady Jane [ˈgreɪ, ˌleɪdɪ ˈʤeɪn] **леди Джейн Грей** (1537—1554) — Lady Jane was queen for nine days but she was deposed (свергнута) and kept as a prisoner (узница) in the Tower of London, later she was executed (казнена).

Guides, the [gaɪdz] **гайды** (*BE*) — the Guides Association, which teaches girls practical skills.

half-term [ˌhɑːfˈtɜːm] **короткие каникулы** — a short holiday from school, usually two or three days, in the middle of a term.

Hamlet [ˈhæmlət] **«Гамлет»** — one of the most famous plays by William Shakespeare about Hamlet, the Prince of Denmark.

Harrods [ˈhærədz] **Хэрродз** — the fashionable private department store in London, founded by Charles Henry Harrod in 1834. It is one of the largest department stores in the world with its 330 departments offering a wide range of products and services. The Harrods slogan is *All Things for All People, Everywhere.*

Hazel Grove High School [ˌheɪzl ˌgrəʊv ˈhaɪ skuːl] **Средняя школа в Ореховой роще** — English schools have names not numbers. They are taken from the name of the town, district, village or street in which the school is situated (расположена). Some schools are named after a well-known person.

Help the Aged [ˌhelp ðɪ ˈeɪʤɪd] **Фонд помощи престарелым людям** — a British charity organisation which collects money and helps old people.

Hermitage, the [ˈhɜːmɪtɪʤ] **Эрмитаж** — (from the French word *ermitage* — место уединения) a museum in St Petersburg. It is the largest art museum in Russia and the second largest art museum in the world after the Louvre (Лувр) in Paris. It was founded as a private collection of Empress (императрицы) Catherine II in 1764 and was opened to the public in 1852.

Highlands [ˈhaɪləndz] **высокогорные районы Шотландии** — the mountainous part of Scotland famous for its mountains, lochs (lakes), and many islands. The Highlands are regarded as typically "Scottish".

ICT (Information and Communication Technology) [ˌaɪ siː ˈtiː] **школьный предмет «Информатика»** — the science or practice of collecting, storing (хранение), using and sending out information by means (с помощью) of computer systems. It is taught as a subject at many British schools.

jack-of-all-trades [ˌʤæk əv ˈɔːl treɪdz] **мастер на все руки** — a person who can do many different kinds of work. But who may not be very good at any of them. (Jack of all trades and master of none. — За всё берётся и ничего не удаётся.)

Kapitsa [kʌˈpɪtsə], **Petr Пётр Леонидович Капица** (1894—1984) — an outstanding (выдающийся) Russian physicist and Nobel Prize winner (1978) who made important discoveries in different areas.

Kronstadt [krɒnˈʃtɑːt] **Кронштадт** — a town and a port on Kotlin Island near the head of the Gulf of Finland (Финского залива), 20 miles west of

St Petersburg. The town of Kronstadt was founded by Peter the Great in 1703 as a fortress that could protect St Petersburg from the sea.

Lake District, the ['leɪk ,dɪstrɪkt] **Озёрный край** — an area of lakes and mountains in the northwest of England.

life sciences ['laɪf ,saɪənsɪz] **естественные науки** — a group of subjects studied at university, and concerned with plants, animals and the human race.

locker ['lɒkə] **запирающийся шкафчик** — in most British schools each pupil has two lockers: a gym locker and a hall locker. The lockers are important and *will guarantee the safety of the pupils' things.*

Madame Tussaud's (Museum) [,mædəm tʊ'sɔ:dz] **Музей (восковых фигур) мадам Тюссо** — the famous waxworks museum in London, opened by Marie Tussaud (1760—1850). The museum contains wax figures of famous and infamous characters in both history and modern life. There are several halls at Madam Tussaud's which more than 2,500,000 tourists visit every year. It costs about 40,000 dollars to make a wax figure at Madam Tussaud's.

Millennium Stadium, the [mɪ,lenɪəm 'steɪdɪəm] **Стадион Тысячелетия** — the national stadium of Wales, located in Cardiff. Since its opening in June 1999 the Millennium Stadium has welcomed over 1.3 million visitors a year. The Stadium is the home of the Wales national rugby union team and the Wales national football team. It also hosts many music concerts and performances.

Minin, Kuzma ['mɪnɪn, kʊz'ma] **Кузьма Минин** (? —1616) — see **Pozharsky, Dmitry.**

monarch ['mɒnək] **монарх** — a ruler (правитель) of a state, such as a king, queen, etc. who has a right to rule by birth (по рождению) and does not have to be elected (не нужно было избирать).

Monomakh Cap, the ['mɒnɒmɑ:h ,kæp] **шапка Мономаха** — one of the symbols of the Russian monarchy, it was the crown of Moscow Grand Princes and Tsars from Dmitry Donskoy* to Peter the Great.* The oldest crowns can be seen in the Oruzheinaya Palata in the Moscow Kremlin.

Moscow Underground, the [,mɒskəʊ 'ʌndəgraʊnd] **Московская подземная железная дорога (метро)** — *the busiest underground system in the world.* The first Metro line went into service on May 15, 1935 between Sokolniki and Gorki Park. It ran 11.6 kilometres. During the Second World War some of the Metro stations were used as air-raid shelters (убежище). Each day the Moscow Underground carries 9 million passengers. The longest line takes 58 minutes and 30 seconds to travel 38 km.

Mrs Langridge [,mɪsɪz 'læŋgrɪʤ] **миссис Лэнгридж** — pupils should address teachers by title (Mrs, Mr, or Miss) and surname, for example Mrs Langridge, Mr Kernel.

MTV [,em ti: 'vi:] **музыкальный канал на телевидении** — music television, an American television company whose programmes are shown around the world. It shows popular music and pictures of singers and groups performing 24 hours a day.

National Gallery of Scotland, the [,næʃnəl ,gælərɪ əv 'skɒtlənd] **Национальная галерея Шотландии** — the gallery located in Edinburgh, the capital of Scotland. The building designed by William Henry Playfair, was first opened to the public in 1859. The Gallery includes collections of Scottish and European art and the library. The Gallery also includes a lecture theatre, edu-

cation area, shop, restaurant and an interactive, touch-screen Gallery.

National Gallery, the [ˌnæʃnəl ˈgælərɪ] **Национальная галерея** — an art gallery in London, which contains the largest permanent (постоянная) collection of western paintings in Britain, most of which were painted between 1200 and 1900. It was founded in 1824.

Neill [niːl], **A. S. Александр Нилл** (1883—1973) — a British teacher who started a new school called Summerhill, where children can choose to study what they like, and are not told what to do by their teachers.

Nelson, Horatio [ˈnelsən, həˈreɪʃɪəʊ] **Горацио Нельсон** (1758—1805) — an English admiral who lost his right arm, and the sight (зрение) in his right eye, during the wars against France in the 1790s. He became a national hero after winning several victories at sea, the most famous was the battle at Trafalgar* in 1805.

netball [ˈnetbɔːl] **нетбол** — a game which is similar to basketball, played in Britain, especially by girls.

Newton, Isaac [ˈnjuːtn, ˈaɪzək] **Исаак Ньютон** (1642—1727) — a British physicist and mathematician who is best known for discovering gravity (гравитации). He made many other important scientific discoveries.

Nobel Prize, the [nəʊˌbel ˈpraɪz] **Нобелевская премия** — one of the prizes given in Sweden (в Швеции) each year to people for important work in physics, chemistry, medicine, economics, literature and peace.

Official New 7 Wonders of the World, the [əˈfɪʃl ˌnjuː ˌsevn ˈwʌndəz əv ðə ˈwɜːld] **Новые семь чудес света** — a modern list of the 7 Wonders of the World that includes: **Chichen Itza (Чичен-Ица)**, a large pre-Columbian (доколумбовый) archeological site in Mexico; **Christ the Redeemer (статуя Христа Спасителя)**, a statue of Jesus Christ in Rio de Janeiro, Brazil; the **Colosseum** or **Roman Coliseum (Колизей)**, an amphitheatre in Rome, Italy; the **Great Wall of China (Великая китайская стена)**; **Machu Picchu (Мачу-Пикчу)**, a pre-Columbian archeological site in Peru; **Petra (Петра)**, an archeological site in Jordan; the **Taj Mahal (Тадж-Махал)**, a mausoleum in Agra, India.

Olympic Games, the [əˌlɪmpɪk ˈgeɪmz] (*also* **Olympics** [əˈlɪmpɪks]) **Олимпийские игры** — a modern international sports event in which people from different countries compete in different sport.

Order of the British Empire (OBE) [ˌɔːdər əv ðə ˌbrɪtɪʃ ˈempaɪə] **Орден Британской Империи** — an honour given to someone as a title, to thank them or show respect for the work they have done in various fields, including sport, entertainment, politics, business, etc. The medal marking the title is given by the Queen in a special ceremony.

Oruzheinaya Palata, the [ˌɒrʊˈʒeɪnʌjʌ pəˈlɑːtə] (*also* **the Armoury** [ˈɑːmərɪ]) **Оружейная палата** — a museum in the Moscow Kremlin, one of the oldest museums of Russia, its collections were started in the late 14th — early 15th centuries.

Ostankino Television Tower, the [ɒsˌtɑːnkɪnɒ ˌtelɪvɪʒn ˈtaʊə] **Останкинская телебашня** — one of the tallest television and radio towers in the world. It is 549 meters tall. Ostankino was designed by Nikolai Nikitin and built in 1967. It is named after the Ostankino district of Moscow in which it is located.

Owain Glyndwr [ˌɒwaɪn glɪnˈdʊr] **Оуайн Глендур** (c. 1354 or 1359 — c. 1416) — a Welsh ruler (правитель) and the last native Welsh person to have the title of the Prince of Wales. In 1400 he instigated (спровоцировал) the revolt (восстание) against the rule of Henry IV of England. The revolt was unsuccessful. His final years are a mystery.

PE (physical education) [ˌpiː ˈiː] **школьный предмет «Физкультура»** — sport and physical activity taught as a school subject.

Periodic Table, the [ˌpɪrɪˈɒdɪk ˈteɪbl] **периодическая система элементов Менделеева** — a system of chemical elements made by the famous Russian chemist D. I. Mendeleev on the base of the periodic law (закона) discovered by him in 1869.

Peter and Paul Fortress, the [ˌpiːtər ənd ˌpɔːl ˈfɔːtrɪs] **Петропавловская крепость** — a fortress in St Petersburg that was founded on May 16, 1703 by Peter the Great. This day is also celebrated as the birthday of St Petersburg itself.

Peter the Great [ˌpiːtə ðə ˈɡreɪt] (*also* **Peter I (the First)** [ˌpiːtə ðə ˈfɜːst]) **Пётр Великий** (*также* **Пётр I**) (1672—1725) — the Russian Tsar since 1682, the first Russian Emperor (император) since 1721.

Peterhof [ˈpiːtəhɒf] **Петергоф** — one of St Petersburg's environs (окрестности), a residence of the Russian monarchs* started in the 18th century, famous for the Grand Palace by the architect Bartolomeo Rastrelli, its parks and fountains (фонтаны).

pillar box [ˈpɪlə bɒks] (*also* **the Royal Mail red pillar box**) **почтовая тумба** — one of the most familiar items of British street furniture introduced in 1853. It was invented by the English writer Anthony Trollope, who worked for the postal service for over 30 years. Pillar boxes always have the monogram of the reigning monarch (монограмма правящего монарха). Pillar boxes have different designs, but the cylindrical pillar boxes are the ones that are recognized all over the world.

Pozharsky [pəˈʒɑːrskɪ], **Dmitry Дмитрий Михайлович Пожарский** (1578—1642) — a Russian military (военный) leader, a prince. In 1613 D. Pozharsky and Kuzma Minin (? —1616) organised the Russian resistance (сопротивление) against the Polish invaders (захватчиков).

Prince of Wales, the [ˌprɪns əv ˈweɪlz] **принц Уэльский** — the official title of the heir (наследника) to the British throne, the title has been given to the heir since the 13th century. Now the elder son of Queen Elizabeth II, Charles, has the title.

Pushkin Museum of Fine Arts, the [ˌpʊʃkɪn mjuːˈziːəm] **Музей изобразительных искусств им. А. С. Пушкина** — the largest museum of art in Moscow which has one of the largest art collections in the world. It was founded by Ivan Tsvetayev and Yuri Nechaev-Maltsev and opened in 1912.

rainforest [ˈreɪnˌfɒrɪst] **тропический лес** — a tropical forest with tall trees growing thickly together. The word is usually used to talk about the rainforest of South America with different animals and plants.

registration [ˌredʒɪˈstreɪʃn] **регистрация присутствующих учеников** — in schools, the form teacher marks the register every morning before lessons, and often before afternoon lessons too. The register is a book with a list of the pupils' full names, addresses and dates of birth.

Religious Education [rɪˌlɪdʒəs ˌedjʊˈkeɪʃn] **школьный предмет «Религиозное образование»** — the study of religion at school. In Britain all children receive some religious education at school.

Renaissance (*sing*) [rɪˈneɪsəns] **Ренессанс (эпоха Возрождения)** — (period of the) revival (возрождение) of art and literature in Europe in the 14th, 15th, and 16th centuries, based on classical forms. The Italian city of Florence is usually considered to be the place where the Renaissance started.

report card [rɪ'pɔːt kɑːd] **табель успеваемости** — at the end of each term school sends a report to parents. It has the pupil's marks in all the subjects and the teacher's comments on the pupil's progress.

Robin Hood [,rɒbɪn 'hʊd] **Робин Гуд** — a legendary English outlaw (разбойник) who stole (воровал) from the rich to give to the poor. He and his band of men lived in Sherwood Forest near Nottingham. His group of companions included Little John, Friar Tuck, and Robin's girl Maid Marion. His main enemy (враг) was the Sheriff of Nottingham, who was always trying to catch and punish him. Robin Hood is usually shown holding a bow and arrow (лук и стрела).

Romans, the ['rəʊmənz] **римляне** — members of the ancient Roman Empire (империя).

Roshal [rə'ʃɑːl], **Leonid Леонид Михайлович Рошаль** (1933—) — a famous children's surgeon, a professor, the head of the Moscow Institute of Emergency Children's Surgery and Traumatology (Московского НИИ неотложной детской хирургии и травматологии), which treats 60,000 children a year.

Rostral Columns, the [,rɒstrəl 'kɒləmz] **Ростральные колонны** — the two Rostral columns are part of the Strelka ensemble on Vasilyevsky Island. The two brick Columns, painted brown, are 30 metres high and they are situated in front of the Exchange (здание Биржи) on the Strelka. The columns were designed by Thomas de Thomon. They remind us of the ancient tradition of celebrating naval victories by creating triumphal columns. The five-metre tall figures at the foot represent four Russian rivers — the Volga, the Dnieper, the Volkhov and the Neva.

Routemaster ['ruːtmɑːstə] **Рутмастер («Хозяин дорог») — тип двухэтажного автобуса** — a type of double-decker buses (with two passenger decks (floors). Routemaster buses first appeared in the 1950s. In their original form there were no doors and there was a conductor. The last Routemaster bus was built in 1968. Because of different reasons, in 2005 the last Routemaster buses were taken out of service. Some double-deckers have been transformed into bars, homes, mobile discos and restaurants. There are only few Routemasters that link most famous landmarks of London.

Royal Botanic Garden Edinburgh, the (RBGE) [,rɔɪəl bə,tænɪk 'gɑːdn 'edɪnbərə] **Королевский ботанический сад Эдинбурга** — both a scientific institution and a tourist attraction located not far from the city centre. It was founded in 1670 to grow medicinal plants. Today, it occupies four gardens each with its own collection. The Royal Botanic Garden Edinburgh is the main garden with its thousands of rare trees, flowers and other plants of botanical interest. It is the second oldest botanic garden in Britain.

Royal National Eisteddfod* of Wales, the [,rɔɪəl ,næʃnəl aɪ'stedfəd əv ,weɪlz] **Валлийский Королевский национальный фестиваль** — the annual festival of music, singing, prose and poetry contests, all in Welsh. The winner of the poetry competition is ceremoniously crowned as the "bard" (a poet).

RSPB, the [,ɑːr es piː 'biː] **(the Royal Society for the Protection of Birds) Королевское общество защиты птиц** — a voluntary organisation (charity) in Britain founded in 1889 with the aim of protecting wild birds. The society has over 200,000 members.

RSPCA, the [,ɑːr es piː siː 'eɪ] **(the Royal Society for the Prevention of Cruelty to Animals) Королевское общество защиты животных** — a British charity

organisation which protects animals. The society was founded in 1824 to stop cruel treatment of animals. It campaigned throughout the 19th century for government action and this resulted in the Protection of Animals Act, 1911. RSPCA inspectors have the right to enter people's houses if they think there is cruelty or if somebody has made a report to them. The charity depends mainly on donations and has an income of 21 million pounds a year.

Rublev [ru:b'lɜ:v], **Andrei Андрей Рублёв** (about 1360—70 — about 1430) — a famous Russian icon painter. He decorated many cathedrals and churches, for example, the Blagoveshchensky Cathedral in the Moscow Kremlin.

rugby ['rʌgbɪ] **регби** — an outdoor game that is played by two teams with an oval ball that you kick or carry.

Salvation Army, the [sæl,veɪʃn 'ɑ:mɪ] **Армия спасения** — a Christian (христианская) organisation whose members wear military-style uniforms, and who work to help the poor.

Save the Children (Fund), the [,seɪv ðə 'ʧɪldrən (,fʌnd)] **Фонд помощи детям** — a large international charity organisation that takes care of children in poor countries.

school bus ['sku:l bʌs] **школьный автобус** — a bus used to transport children to and from school and school events.

science ['saɪəns] **предметы цикла естественных наук** — science department includes Chemistry, Biology and Physics.

Scott, Captain Robert Falcon [skɒt, ,kæptən 'rɒbət 'fɔ:kən] **капитан Роберт Скотт** (1868—1912) — a British naval officer who led (возглавил) two expeditions to the Antarctic to try to be the first person to reach the South Pole. He and his group reached (достигли) the South Pole in 1912, shortly after the Norwegian explorer Roald Amundsen, but they all died on the way back.

Scouts, the [skaʊts] **скауты** — an international organisation formed in Britain in 1908 by Lord Robert Baden-Powell. It organises outdoor activities for boys such as camping, and aims to teach them practical skills, disciple and social responsibility. Members wear uniforms and their motto is "Be prepared". **The Boy Scouts** is an organisation for boys in the USA. It was formed in 1910 and was based on the British organisation. The US scouts have kept the traditional camps and skills and also learn about different careers. The main groups are Cub Scouts (7 to 10), Boy Scouts (11 to 17) and Venturers (14 to 20). **The Girl Scouts** is an organisation for girls similar to the Boy Scouts of America. It was set up in 1912. The main groups of Girl Scouts are Daisy Girl Scouts (for ages 5 to 6), Brownie Girl Scouts (6 to 8), Junior Girl Scouts (8 to 11), Cadette Girl Scouts (11 to 14) and Senior Girl Scouts (14 to 17).

Sherlock Holmes [,ʃɜ:lɒk 'həʊmz] **Шерлок Холмс** — a famous detective, a hero of the books written by Sir Arthur Conan Doyle.* Using his intelligence and powers of observation (наблюдательность) and deduction, he solved (together with his friend Doctor Watson) cases which the police could not solve. The Holmes stories are still very popular and have been filmed many times.

Shukhov ['ʃʊhəf], **Vladimir Владимир Григорьевич Шухов** (1853—1939) — an outstanding (выдающийся) Russian engineer, inventor, architect and scientist.

Sikorsky [sɪ'kɔ:skɪ], **Igor Игорь Иванович Сикорский** (1889—1972) — an aviation engineer and designer, was born in Kiev, the Russian Empire (now Ukraine) and designed his first airplanes in Russia. In 1919 I. Sikorsky emigrated to

the USA where he continued his work. In the USA he created his helicopters (вертолёты) and in 1925 he founded the Sikorsky Aircraft Corporation, one of today's leading helicopter manufacturers (производителей).

Snowdon ['snəʊdn] **Сноудон** — a mountain in Wales. It is the highest point in England and Wales.

Snowdonia National Park [snəʊ,dəʊnɪə ,næʃnəl 'pɑ:k] **(Snowdonia) национальный парк Сноудония** — a region in north Wales and a national park of 2,170 km^2 in area. It was opened in 1951 as the third National Park in England and in Wales. More than 26,000 people live within the Park. The Park attracts over 6 million visitors every year, which makes it the third most visited National Park in England and Wales.

Sphinx, the [sfɪŋks] **Сфинкс** — the stone statue in Egypt with a lion's body and a man's or an animal's head. Two sphinxes were brought over from Thebes (Тибет), the ancient capital of Upper Egypt to St Petersburg in 1832. The sphinxes were put on pedestals in front of the Academy of Arts building.

Spring Week of Good [,sprɪŋ 'wi:k əv 'gʊd] **Весенняя неделя добра** — a volunteer week, which takes place every year in more than 150 countries as a part of the Global Youth Service Day. The aim of it is supporting of youth volunteer service and initiatives, providing a healthy way of living, showing the role of volunteering and charity activities. The first Spring Week of Good took place in 2002.

St Basil's Cathedral [snt ,bæzlz kə'θi:drəl] (*also* **the Pokrovsky Cathedral) собор Василия Блаженного (***также* **Покровский собор)** — the cathedral on Red Square in Moscow. It was built by the architects Barma and Postnik (or one architect whose name was Postnik Barma) in 1555—1561. It was built in honour (в честь) of the victory of the Russians over the Kazan khanate (Казанским ханством). The Cathedral is often taken as a symbol of Moscow.

St Isaac's Cathedral [snt ,aɪzəks kə'θi:drəl] **Исаакиевский собор** — the cathedral in St Petersburg that was built in honour (в честь) of St Isaac of Dalmatia (святого Исаакия Далматского) because on St Isaac's Day Peter the Great* was born (9 June). The cathedral was designed and built by the architect A. Montferrand (Огюст Монферран) in 1818—1858.

St Patrick's Day [snt ,pætrɪks 'deɪ] **День святого Патрика** — the national holiday of Ireland: it is a bank holiday* in Northern Ireland and a public holiday in the Republic of Ireland. It is also widely celebrated in other countries but is not an official holiday. St Patrick's Day celebrates (прославляет) Saint Patrick, one of the patron saints (святые покровители) of Ireland and is generally celebrated on the 17th of March. On St Patrick's Day both Christians and non-Christians wear something green like ribbons and shamrocks (трилистник) because the colour green is traditionally associated with Ireland.

St Paul's Cathedral [snt ,pɔ:lz kə'θi:drəl] **собор Святого Павла** — the main cathedral in London. It was designed by Christopher Wren in 1675—1710. It is one of London's best known landmarks.

St Petersburg bridges [snt ,pi:təzbɜ:g 'brɪʤɪz] **мосты Санкт-Петербурга** — there are hundreds of bridges in St Petersburg. There are long and short bridges, wide and narrow bridges, stone and wooden bridges, bridges across the broad Neva, the canals, the River Fontanka and the River Moika. The bridges make a part of St Petersburg which cannot be imagined without them. The first bridge over the Neva was built in 1727 to connect the Admiralty and Vasilyevsky Island. The longest bridge in St Petersburg is the Alexander Nevsky bridge.

States, the [steɪts] **Штаты (США)** — an informal name for the United States of America.

summer classes ['sʌmə ,klɑːsɪz] **уроки летом** — lessons or lectures that are held during the summer holidays.

Summer Garden, the [,sʌmə 'gɑːdn] **Летний сад** — the oldest garden in St Petersburg, opened in 1704. It has an area of 11 hectares (гектар). The planning was done by Peter the Great* who wanted to have a better garden than the French king had in Versailles (Версаль). There you can find Marble (мраморные) statues, a "Coffee House", a "Tea House", a bronze monument to the great Russian fabulist (баснописец) Ivan Krylov and a lot of other interesting things. The Summer Garden is one of the favourite attractions for residents of St Petersburg and its tourists.

Sunday school ['sʌndɪ skuːl] **воскресная школа** — classes that are giving religious instruction to children, organised by churches on Sundays.

Sydney Opera House, the ['sɪdnɪ 'ɒprə haʊs] **Сиднейский оперный театр** — one of the most famous performing arts centres in the world that is in Australia. It is one of the great iconic buildings of the 20th century, an image of great beauty that has become known throughout the world — a symbol for not only a city, but for a whole country and continent.

telephone box ['telɪfəʊn ,bɒks] **телефонная будка** — the red phone box which is always associated with British national culture. The red phone box was designed by the architect Giles Gilbert Scott in the 1920s. The red box had different modifications until it achieved perfection (совершенная форма) in 1936. The red telephone box remains a visible symbol of England.

Thon [θɒn], **Konstantin Константин Андреевич Тон** (1794—1881) — a famous Russian architect who designed and built beautiful buildings in St Petersburg and Moscow. His major works are the Grand Kremlin Palace* and the Cathedral of Christ the Saviour.*

three R's, the [,θriː 'ɑːz] **три буквы Р** — the base of children's education. The expression comes from the sound at the beginning of the words ***reading***, ***writing***, and ***(a)rithmetic***. Also is used to talk about the base of protecting nature (reuse, reduce and recycle).

Trafalgar [trə'fælgə] (*also* **the Battle of Trafalgar) Трафальгар (Трафальгарская битва)** — a decisive (решающее) sea battle near Cape (мыс) Trafalgar (Spain) against the French and Spanish, won by British ships under Admiral Nelson* in 1805.

TREC [trek] **ТРЕК** — a unique equine ['ekwaɪn] (конный) sport for all levels of riders, involving a challenging mixture of orienteering and cross-country riding. Riders will find themselves in the following situations: riding through the gates (ворота), over fallen logs (брёвна), across streams (ручьи) and under low branches (ветви). The British Horse Society brought TREC to the UK from France in 1998 and its popularity is growing fast. The discipline is known by its French name, Technique de Randonnee Equestre de Competition (T.R.E.C.).

Tretyakov [tretjʌ'kɔːf], **Pavel Павел Михайлович Третьяков** (1832—1898) — a Moscow merchant (купец) and industrialist (промышленник), he is famous for founding one of the best galleries of Russian art, the Tretaykov Gallery.*

Tretyakov Gallery, the [tretjʌ'kɔːf ,gælərɪ] **Третьяковская галерея** — the art gallery in Moscow and one of the greatest museums in the world. It has a large collection of Russian art that was started by Pavel Tretyakov* as a private col-

lection in 1856. Pavel Tretyakov gave his collection, and the collection of his brother Sergei Tretyakov, to the city of Moscow in 1892. The main building of the gallery was designed by V. Vasnetsov in 1902.

Tsar Bell, the [ˌzɑː ˈbel] **Царь-колокол** — the bell in the Moscow Kremlin that was made by the Russian cast master Ivan Motorin and his son Mikhail in 1735. This is the heaviest bell (222.6 tons) but it doesn't ring (не звонит).

Tudor [ˈtjuːdɔː] **Тюдор** — the English royal dynasty that ruled (правила) from 1485 to 1603.

UNICEF [ˈjuːnɪsef] **(United Nations International Children's Fund) Международный детский фонд Организации Объединенных Наций** — an organisation that helps needy children all over the world.

USA, the [ˌjuː es ˈeɪ] **США** — a country in North America, which is made up of 50 states. Capital: Washington, D.C.

Victoria, Queen [vɪkˈtɔːrɪə, ˈkwiːn] **королева Виктория** (1819—1901) — the queen of the UK in 1837—1901. She had the longest reign (время правления) in British history. *During her reign Great Britain became the world's most powerful nation.*

Vitiaz at the Crossroads [ˌvɪtjʌz ət ðə ˈkrɒsrəʊdz] **«Витязь на распутье»** — a painting by Victor Vasnetsov (1848—1926) created in 1882.

Wallace monument, the [ˌwɒlɪs ˈmɒnjʊmənt] **(the National Wallace monument) памятник, посвящённый национальному герою Шотландии Уильяму Уоллесу** — the monument commemorates Sir William Wallace,* the 13th-century Scottish hero. The monument is a tall tower located near Sterling in Scotland. It was completed in 1869. The tower stands on the Abbey Craig, a volcanic crag (mountain), from which Wallace was watching the gatherings of the army of English king Edward I before the Battle of Sterling Bridge. The monument is open to the public. Visitors can climb the 246-step staircase to the viewing gallery inside the monument.

Wallace, William [ˈwɒlɪs, ˈwɪljəm] **Уильям Уоллес** (1270—1305) — a Scottish national hero. He led (возглавил) Scottish resistance (сопротивление) to the English invaders (захватчиков). He was killed by the English.

Welsh dragon, the [ˌwelʃ ˈdrægən] **валлийский дракон** — the red dragon appears on the national flag of Wales on a green and white field. The exact representation of the dragon is not standardised and many variants exist.

Westminster Abbey [ˌwestmɪnstər ˈæbɪ] **Вестминстерское аббатство** — a church in Westminster. The present building was started in 1245. Most British kings and queens were crowned there, and many famous people are buried (похоронены) there.

William the Conqueror [ˌwɪljəm ðə ˈkɒŋkərə] **Вильгельм Завоеватель** (1027—1087) — the Duke of Normandy (герцог Нормандский) that became king of England in 1066 and ruled (правил) England till his death (смерти) in 1087.

Wimbledon [ˈwɪmbəldən] **Уимблдон** — *the short name of the All England Club*, in the district of Wimbledon, southwest London. The biggest tournament in the world, one of the four great world tennis championships and the only one that is played on grass. It is held in the last week of June and the first week of July at Wimbledon. Lots of people queue overnight (стоят в очереди всю ночь) to get tickets for the Centre Court, the best tennis court. Wimbledon also means summer fashions, strawberries and cream, garden parties and long summer evenings.

Wordsworth, William ['wɜ:dzwəθ, 'wɪljəm] **Уильям Вордсворд** (1770—1850) — one of the greatest English poets. Wordsworth turned to nature for his inspiration (вдохновение), in particular (в частности) to his native Lake District.

World Wide Fund for Nature, the [,wɜ:ld waɪd ,fʌnd fə 'neɪtʃə] **WWF** [,dʌblju: dʌblju: 'ef] **Всемирный фонд природы** — formerly the World Wildlife Fund. An international charity organisation founded in 1961 to raise fund for conservation. The Project includes protection of particular species (видов животных), for example, the tiger and giant panda.

World Wildlife Fund, the [,wɜ:ld ,waɪldlaɪf 'fʌnd] **Всемирный фонд дикой природы** — former and US name of the **World Wide Fund for Nature.**

Yellowstone National Park [,jeləʊstəʊn ,næʃnəl 'pa:k] ***Йеллоустоунский национальный парк*** — the largest US national park, founded in 1872, in the Rocky Mountains (в Скалистых горах). The park contains more than 3,000 geysers and hot springs (источников).

York [jɔ:k] **Йорк** — an ancient city in northern England. York was originally a Roman (римский) city, and it is a popular place for tourists to visit because of its old city wall and its large cathedral, York Minister.

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)
idm — idiom — идиома, устойчивое выражение
indef — indefinite (pronoun) — неопределённое (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
phr — phrasal verb — фразовый глагол
pl — plural — множественное число
p. p. — past participle — причастие прошедшего времени, *или* причастие II
poss — possessive (pronoun) — притяжательное (местоимение)
predic — predicative — предикативное употребление
prep — preposition — предлог
pron — pronoun — местоимение
refl — reflexive — употребляется с возвратным местоимением
sing — singular — единственное число
v — verb — глагол

Русские

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, сокращённо
спорт. — физкультура и спорт
сравн. ст. — сравнительная степень
сущ. — имя существительное
театр. — театральный термин
тж. — также
тлв. — телевидение
тк. — только
употр. — употребляется
физ. — физика
хим. — химия

Aa

abbey ['æbɪ] *n* аббатство
ability [ə'bɪlətɪ] *n* способность
about [ə'baʊt] *prep* 1) около 2) о
above [ə'bʌv] *prep* 1) над 2) выше
absolutely ['æbsəluːtlɪ] *adv* 1) абсолютно 2) конечно, точно, именно
accept [ək'sept] *v* принимать
accident ['æksɪdent] *n* несчастный случай, авария
according [ə'kɔːdɪŋ] *adv:* ~ **to** согласно, в соответствии с
achieve [ə'tʃiːv] *v* достигать, добиваться
achievement [ə'tʃiːvmənt] *n* достижение
across [ə'krɒs] *prep* через
act [ækt] *v театр.* играть
action ['ækʃn] *n* действие
active ['æktɪv] *a* активный, энергичный
activity [æk'tɪvətɪ] *n* 1) деятельность 2) мероприятие

actor ['æktə] *n* актёр
actress ['æktrəs] *n* актриса
actually ['æktʃʊəlɪ] *adv* фактически, на самом деле
ad [æd] *n* (*сокр. от* **advertisement**) *разг.* объявление, реклама
add [æd] *v* прибавлять, присоединять
additional [ə'dɪʃnəl] *a* дополнительный
address [ə'dres] *n* адрес
admiral ['ædm(ə)rəl] *n* адмирал
admire [əd'maɪə] *v* восхищать(ся)
adult ['ædʌlt] *n* взрослый
adventure [əd'ventʃə] *n* приключение
advice [əd'vaɪs] *n* совет
advise [əd'vaɪz] *v* советовать
afraid [ə'freɪd] *a* испуганный; **I'm ~** к сожалению
after ['ɑ:ftə] *prep* после; **Who is after you?** Кто за тобой гонится?
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
aged [eɪʤɪd] *a* старый, престарелый
agency ['eɪʤ(ə)nsɪ] *n* агентство
ago [ə'gəʊ] *adv* тому назад
agree [ə'gri:] *v* соглашаться
agreement [ə'gri:mənt] *n* (*взаимное*) согласие
aim [eɪm] *n* цель
air [eə] *n* воздух, атмосфера
alike [ə'laɪk] *a* одинаковый, похожий
all [ɔ:l] **1.** *pron indef* 1) все 2) вообще, совсем **2.** *adv* 1) **~ over** повсюду 2) **~ over the world** по всему миру
alligator ['ælɪgeɪtə] *n* аллигатор
almost ['ɔ:lməʊst] *adv* почти, едва не
along [ə'lɒŋ] *adv* дальше, вперёд; **~ this** наряду с этим
already [ɔ:l'redɪ] *adv* уже
also ['ɔ:lsəʊ] *adv* тоже, также
aluminium [,æləˈmɪnɪəm] *n* алюминий
always ['ɔ:lweɪz] *adv* всегда
amazing [ə'meɪzɪŋ] *a* удивительный
ambition [æm'bɪʃən] *n* стремление, цель
among [ə'mʌŋ] *prep* среди, между
amuse [ə'mju:z] *v* забавлять, развлекать
amusing [ə'mju:zɪŋ] *a* забавный, занимательный
ancient ['eɪnʃənt] *a* древний
angel ['eɪnʤ(ə)l] *n* ангел
animal ['ænɪməl] *n* животное
announcement [ə'naʊnsmənt] *n* объявление, сообщение
another [ə'nʌðə] *pron* другой
answer ['ɑ:nsə] **1.** *n* ответ **2.** *v* отвечать
any ['enɪ] *pron indef* 1) кто-нибудь, что-нибудь, сколько-нибудь 2) любой
anyone ['enɪwʌn] *pron* кто-нибудь
anything ['enɪθɪŋ] *pron indef* что-нибудь
anywhere ['enɪweə] *adv* везде, всюду
appear [ə'pɪə] *v* появляться
approve [ə'pru:v] *v* одобрять
April ['eɪprəl] *n* апрель
archaeological [,ɑ:kɪə'lɒʤɪkl] *a* археологический
architect ['ɑ:kɪtekt] *n* архитектор
area ['eərɪə] *n* 1) площадь 2) район, край
argue ['ɑ:gju:] *v* спорить (with — с кем-л.; about — о чём-л.)
argument ['ɑ:gjʊmənt] *n* 1) доказательство, аргумент 2) ссора
arm [ɑ:m] *n* 1) рука 2) *pl* оружие
armchair ['ɑ:mtʃeə] *n* кресло
army ['ɑ:mɪ] *n* армия
around [ə'raʊnd] **1.** *adv* кругом, вокруг; **to be ~** *idm* существовать (долгое время) **2.** *prep* вокруг, по
arrival [ə'raɪvl] *n* появление
art [ɑ:t] *n* искусство
article ['ɑ:tɪkl] *n* статья
as [əz] *adv* как; **as ... as ...** так же ... как; **as well** также; **as to** что касается
ask [ɑ:sk] *v* спрашивать; **to ~ for** спрашивать о чём-л.
assembly [ə'semblɪ] *n* сбор, собрание
association [ə,səʊsɪ'eɪʃn] *n* общество, объединение
astronaut ['æstrənɔ:t] *n* астронавт
at [æt] *prep* 1) у, около (*места*) 2) в (*определённый момент времени*)
atmosphere ['ætməsfɪə] *n* атмосфера
attitude ['ætɪtju:d] *n* отношение к чему-л.
attract [ə'trækt] *v* привлекать

attraction [ə'trækʃn] *n* 1) место, привлекательное для туристов 2) аттракцион
attractive [ə'trektɪv] *a* привлекательный
August ['ɔ:gəst] *n* август
autumn ['ɔ:təm] *n* осень
award [ə'wɔ:d] **1.** *n* награда **2.** *v* награждать
away [ə'weɪ] *adv* прочь

Bb

babysit ['beɪbɪsɪt] *v* сидеть с чужими детьми (*за плату*)
back [bæk] **1.** *n* спина **2.** *adv* назад, обратно
bad [bæd] *a* **(worse; worst)** плохой
badly ['bædlɪ] *adv* **(worse; worst)** плохо
bag [bæg] *n* мешок; сумка
bake [beɪk] *v* печь(ся)
baker ['beɪkə] *n* булочник, пекарь
band [bænd] *n* оркестр
bar [bɑ:] *n* бар
baseball ['beɪsbɔ:l] *n* бейсбол
basketball ['bɑ:skɪtbɔ:l] *n* баскетбол
battle ['bætl] *n* битва
be [bi:] *v* **(was, were; been)** быть, находиться; **to ~ back** вернуться; **to ~ there** (for sb) *idm* быть готовым прийти на помощь (кому-л.)
beach [bi:tʃ] *n* берег, пляж
bear [beə] *n* медведь
beautiful ['bju:təfl] *a* красивый, прекрасный
beauty ['bju:tɪ] *n* красота
became [bɪ'keɪm] *v past от* **become**
because [bɪ'kɒz] *cj* потому что, так как; **~ of** из-за
become [bɪ'kʌm] *v* **(became; become)** делаться, становиться
bedroom ['bedru:m] *n* спальня
before [bɪ'fɔ:] **1.** *adv* раньше, прежде **2.** *prep* перед
begin [bɪ'gɪn] *v* **(began; begun)** начинать(ся)
beginning [bɪ'gɪnɪŋ] *n* начало
behave [bɪ'heɪv] *v* поступать, вести себя
believe [bɪ'li:v] *v* 1) верить 2) думать
bell [bel] *n* колокол
belong [bɪ'lɒŋ] *v* принадлежать
below [bɪ'ləʊ] **1.** *adv* ниже, внизу **2.** *prep* ниже, под
besides [bɪ'saɪdz] *adv* кроме того
best [best] *a* (*превосх. ст. от* **good**) лучший
betray [bɪ'treɪ] *v* предавать
better ['betə] *a* (*сравн. ст. от* **good**) лучший
between [bɪ'twi:n] *prep* между
bicycle ['baɪsɪkl] *n* велосипед
big [bɪg] *a* большой
bike [baɪk] *n* (*сокр. разг. от* **bicycle**) велосипед
bin [bɪn] *n* мусорное ведро
Biology [baɪ'ɒlədʒɪ] *n* биология
bird [bɜ:d] *n* птица
birthday ['bɜ:θdeɪ] *n* день рождения
bit [bɪt] *n* кусочек, частица; **a ~** немного
board [bɔ:d] *n* 1) доска 2) борт (*самолёта, корабля и т. п.*)
board game ['bɔ:d geɪm] *n* настольная игра
boating ['bəʊtɪŋ] *n* катание на лодке
book [bʊk] *n* книга
bore [bɔ:] *v* надоедать
bored [bɔ:d] *a* уставший
boring ['bɔ:rɪŋ] *a* скучный
born [bɔ:n] *p. p. от* **bear; to be ~** родиться
bossy ['bɒsɪ] *a* надменный
botanic [bə'tænɪk] *a* ботанический
both [bəʊθ] *pron* оба
bottle ['bɒtl] *n* бутылка
bowling ['bəʊlɪŋ] игра в кегли, боулинг
box [bɒks] *n* коробка, ящик; **a bird ~** домик для птиц
boy [bɔɪ] *n* 1) мальчик 2) парень
bracelet ['breɪslɪt] *n* браслет
brave [breɪv] *a* храбрый, смелый
break [breɪk] *v* **(broke; broken)** 1) разбивать, ломать 2) разрушать(ся)
bridge [brɪdʒ] *v* 1) наводить мост 2) преодолевать препятствие
bright [braɪt] *a* 1) яркий 2) смышлёный
brilliant ['brɪljənt] *a* блестящий
bring [brɪŋ] *v* **(brought)** приносить, доставлять
Briton ['brɪtn] *n* англичанин, британец, уроженец Великобритании
bronze [brɒnz] *a* бронзовый
brother ['brʌðə] *n* брат
build [bɪld] *v* **(built)** строить
building ['bɪldɪŋ] *n* здание
built [bɪlt] *past и p. p. от* **build**

bully ['bʊlɪ] *n* задира, хулиган
bus [bʌs] *n* автобус
business ['bɪznəs] *n* дело, коммерческая деятельность
busy ['bɪzɪ] *a* занятой
but [bʌt] *conj* но
buy [baɪ] *v* **(bought)** покупать
by [baɪ] *adv* 1) около 2) *указывает на автора* **a book by Tolstoy** книга, написанная Толстым 3) *указывает на средство передвижения* **by plane** самолётом 4) *указывает на характер действия* **by chance** случайно

Cc

café ['kæfeɪ] *n* кафе
cage [keɪʤ] *n* клетка
cake [keɪk] *n* торт, пирожное
calculating ['kælkjʊleɪtɪŋ] *a* счётный, считающий
calendar ['kælɪndə] *n* календарь
call [kɔ:l] *v* 1) звонить по телефону 2) называть; **to ~ names** ругать(ся)
camp [kæmp] **1.** *n* лагерь **2.** *v* располагаться лагерем, ходить в поход
can I [kæn] *v* мочь, быть в состоянии, уметь
can II [kæn] *n* консервная банка
canteen [kæn'ti:n] *n* буфет, столовая
capital ['kæpɪtl] *n* столица
caption ['kæpʃn] *n* заголовок
car [kɑ:] *n* автомобиль
care [keə] **1.** *n* забота, попечение; **to take ~ of** заботиться о **2.** *v* 1) заботиться (for, of, about) 2) **to ~ for** интересоваться; 3) беспокоиться, тревожиться
careful ['keəf(ə)l] *a* 1) заботливый 2) осторожный 3) точный, аккуратный
careless ['keələs] *a* небрежный
carry ['kærɪ] *v* 1) везти, перевозить 2) переносить
cartoon [kɑ:'tu:n] *n* **1.** мультфильм **2.** юмористический рисунок
cartoonist [kɑ:'tu:nɪst] *n* художник-юморист
castle ['kɑ:sl] *n* за́мок
cat [kæt] *n* кошка
cathedral [kə'θi:drəl] *n* собор
cause [kɔ:z] *v* быть/являться причиной, вызывать
celebrate ['selɪbreɪt] *v* праздновать
celebration [,selə'breɪʃ(ə)n] *n* празднование, торжества
central ['sentrəl] *a* центральный
centre ['sentə] *n* центр, середина
century ['senʧərɪ] *n* век
certainly ['sɜ:tnlɪ] *adv* конечно, несомненно
challenging ['ʧælɪnʤɪŋ] *a* трудный, но увлекательный
champion ['ʧæmpɪən] *n* чемпион
championship ['ʧæmpɪənʃɪp] *n* чемпионат
chance [ʧɑ:ns] *n* 1) случай 2) шанс
change [ʧeɪnʤ] **1.** *n* изменение; **a ~ from** перемена обстановки **2.** *v* менять(ся), изменять(ся)
channel ['ʧænl] *n* канал
character ['kærɪktə] *n* 1) характер 2) персонаж, герой
characterize ['kærəktəraɪz] *v* характеризовать
charge [ʧɑ:ʤ] *n* забота; **to be in charge ~ of** быть ответственным
charity ['ʧærɪtɪ] *n* 1) благотворительность 2) благотворительная организация
chart [ʧɑ:t] *n* таблица; схема
chase [ʧeɪs] *v* преследовать (around)
chat [ʧæt] *v* болтать
cheap [ʧi:p] *a* дешёвый
check [ʧek] *v* проверять
cheese [ʧi:z] *n* сыр
chemical ['kemɪkl] **1.** *n* химикат **2.** *a* химический
Chemistry ['kemɪstrɪ] *n* химия
chess [ʧes] *n* шахматы
child [ʧaɪld] *n* **(*pl* children)** ребёнок, дитя
childhood ['ʧaɪldhʊd] *n* детство
children ['ʧɪldrən] *n* дети
chocolate ['ʧɒklɪt] *n* шоколад
choice [ʧɔɪs] *n* выбор
choir ['kwaɪə] *n* хор
choose [ʧu:z] *v* **(chose; chosen)** выбирать
choosy ['ʧu:zɪ] *a разг.* разборчивый
chosen ['ʧəʊz(ə)n] *p. p. от* **choose**
chore [ʧɔ:] *n* домашние обязанности
chronological [,krɒnə'lɒʤɪk(ə)l] *a* хронологический
church [ʧɜ:ʧ] *n* церковь

cinema ['sɪnɪmə] *n* кино
city ['sɪtɪ] *n* большой город
classmate ['klɑ:smeɪt] *n* одноклассник
classroom ['klɑ:sru:m] *n* классная комната
clean [kli:n] **1.** *a* чистый **2.** *v* чистить, убирать
cleaning ['kli:nɪŋ] *n* чистка, уборка, очистка
clean-up ['kli:nʌp] *n* уборка
climate ['klaɪmət] *n* климат
climb [klaɪm] *v* подниматься, карабкаться
clock [klɒk] *n* часы (*стенные, настольные, башенные*)
close [kləʊs] *a* близкий
closed [kləʊzd] *a* закрытый; замкнутый
clothes [kləʊðz] *n* одежда
club [klʌb] *n* клуб
coach [kəʊʧ] *n* карета
coin [kɔɪn] *n* монета
cold [kəʊld] *a* холодный
collage ['kɒlɑ:ʒ] *n* коллаж
collect [kə'lekt] *v* собирать
collection [kə'lekʃn] *n* коллекция
collector [kə'lektə] *n* коллекционер
coloured ['kʌləd] *a* окрашенный, раскрашенный
column ['kɒləm] *n* 1) столбик 2) графа
come [kʌm] *v* **(came; come)** 1) приходить; **to ~ back** возвращаться 2) происходить (from)
comfortable ['kʌmftəbl] *a* удобный, комфортабельный, уютный
commemorate [kə'memərеɪt] *v* чтить память
comment ['kɒment] **1.** *n* комментарий **2.** *v* комментировать что-л. (on, upon)
common ['kɒmən] *a* обычный, обыкновенный
communicate [kə'mju:nɪkeɪt] *v* общаться
communication [kə'mju:nɪkeɪʃn] *n* общение
community [kə'mju:nɪtɪ] *n* община
company ['kʌmpənɪ] *n* компания, общество
compare [kəm'peə] *v* сравнивать (to)
compete [kəm'pi:t] *v* участвовать в соревновании
competition [,kɒmpə'tɪʃ(ə)n] *n* соревнование
complain [kəm'pleɪn] *v* жаловаться
complete [kəm'pli:t] *v* заканчивать, завершать
computer [kəm'pju:tə] *n* компьютер
concerned [kən'sɜ:nd] *a* озабоченный
concert ['kɒnsət] *n* концерт
confident ['kɒnfɪdənt] *a* уверенный в себе
consider [kən'sɪdə] *v* принимать во внимание
consist [kən'sɪst] *v* состоять (of — из)
construction [kən'strʌkʃn] *n* строение, здание
container [kən'teɪnə] *n* контейнер
contribute [kən'trɪbju:t] *v* вносить вклад, способствовать; делать пожертвования
contribution [,kɒntrɪ'bju:ʃn] *n* вклад; пожертвование; **to make a ~** сделать вклад, внести свою лепту
conversation [,kɒnvə'seɪʃn] *n* разговор, беседа
cook [kʊk] *v* готовить, варить
cooking ['kʊkɪŋ] *n* кулинария
cool [ku:l] *a разг.* классный
copy ['kɒpɪ] **1.** *n* копия **2.** *v* переписывать, списывать; копировать
correct [kə'rekt] **1.** *a* правильный, точный **2.** *v* исправлять
corridor ['kɒrɪdɔ:] *n* коридор
cosmonaut ['kɒzmənɔ:t] *n* космонавт
cost [kɒst] **1.** *n* цена, стоимость **2.** *v* **(cost)** стоить
cottage ['kɒtɪʤ] *n* коттедж, небольшой дом
could [kʊd] *past от* **can**
country ['kʌntrɪ] *n* 1) страна, край 2) деревня
countryside ['kʌntrɪsaɪd] *n* сельская местность
courage ['kʌrɪʤ] *n* мужество, смелость
course [kɔ:s]: **of ~** конечно
courteous ['kɜ:tɪəs] *a* вежливый
cousin ['kʌz(ə)n] *n* двоюродный(-ая) брат (сестра)
crazy ['kreɪzɪ] *a* сумасшедший, *разг.* помешанный (на чём-л.)
create [krɪ'eɪt] *v* творить, создавать
cross-cultural [,krɒs'kʌlʧrəl] *a* межкультурный
crown [kraʊn] **1.** *n* корона **2.** *v* короновать
culture ['kʌlʧə] *n* культура
cunning ['kʌnɪŋ] *a* хитрый
cup [kʌp] *n* 1) чашка 2) кубок

curfew ['kɜ:fju:] *n военн.* комендантский час
cut [kʌt] *v* **(cut)** резать; **to ~ down** рубить (*деревья*)
cycle ['saɪkl] *v разг.* ездить на велосипеде
cyclist ['saɪklɪst] *n* велосипедист

Dd

dad [dæd] *n* папа
dairy ['deərɪ] *a* молочный
damage ['dæmɪʤ] *v* вредить, портить
dance [dɑ:ns] **1.** *n* танец **2.** *v* танцевать
dancer ['dɑ:nsə] *n* танцор, танцовщица
danger ['deɪnʤə] *n* опасность
dangerous ['deɪnʤərəs] *a* опасный
day [deɪ] *n* день, сутки; **one ~** однажды
dear [dɪə] *a* дорогой
decide [dɪ'saɪd] *v* решать, принимать решение
decorate ['dek(ə)reɪt] *v* украшать
deer [dɪə] *n* (*pl без измен.*) олень
deliver [dɪ'lɪvə] *v* доставлять (*почту, товары*)
department [dɪ'pɑ:tmənt] *n* отдел; **a ~ store** универмаг
describe [dɪ'skraɪb] *v* описывать, изображать
deserve [dɪ'zɜ:v] *v заслуживать*
design [dɪ'zaɪn] **1.** *n* проект **2.** *v* составлять, проектировать
designer [dɪ'zaɪnə] *n* проектировщик, конструктор
destroy [dɪ'strɔɪ] *v* уничтожать, разрушать
detective [dɪ'tektɪv] *n* сыщик, детектив
develop [dɪ'veləp] *v* развивать(ся), совершенствовать
dialogue ['daɪəlɒg] *n* диалог
diary ['daɪərɪ] *n* дневник
dictionary ['dɪkʃənrɪ] *n* словарь
die [daɪ] *v* умирать
difference ['dɪfrəns] *n* разница, различие
different ['dɪfrənt] *a* 1) другой 2) разный, различный
difficult ['dɪfɪkəlt] *a* трудный, тяжёлый
dinner ['dɪnə] *n* обед
dinosaur ['daɪnəsɔ:] n динозавр
disagree [,dɪsə'gri:] *v* расходиться во мнениях; не соглашаться
disappear [,dɪsə'pɪə] *v* исчезать, пропадать
disco ['dɪskəʊ] *n* (*сокр. от* **discotheque**) дискотека
discover [dɪs'kʌvə] *v* открывать, делать открытие
discuss [dɪ'skʌs] *v* обсуждать
disease [dɪ'zi:z] *n* болезнь
dish [dɪʃ] *n* 1) блюдо, тарелка, *pl* посуда 2) кушанье
distance ['dɪst(ə)ns] *n* расстояние; дистанция
disturb [dɪ'stɜ:b] *v причинять беспокойство, мешать*
do [du:] *v* **(did; done)** делать
doctor ['dɒktə] *n* врач, доктор
dog [dɒg] *n* собака, пёс
doll [dɒl] *n* кукла
donate [dəʊ'neɪt] *v* передавать в дар; жертвовать
donation [dəʊ'neɪʃ(ə)n] *n* передача в дар; пожертвование; **to make ~s** делать пожертвования
double ['dʌbl] *v* удваивать(ся)
drama ['drɑ:mə] *n* драма
dramatist ['dræmətɪst] *n* драматург
draw [drɔ:] *v* **(drew; drawn)** рисовать
drawing ['drɔ:ɪŋ] *n* рисунок
dream [dri:m] *n* мечта
drink [drɪŋk] *v* **(drank; drunk)** пить, выпить
drive [draɪv] *v* **(drove; driven)** вести (*автомобиль*); ехать (*в автомобиле*)
during ['djʊərɪŋ] *prep* в течение, в продолжение, во время
Dutch [dʌtʃ] **1.** *n* нидерландцы, голландцы **2.** *a нидерландский; голландский*

Ee

each [i:tʃ] *pron* каждый; **~ other** друг друга
early ['ɜ:lɪ] **1.** *a* ранний **2.** *adv* рано
earn [ɜ:n] *v* зарабатывать
earth [ɜ:θ] *n* земля; земной шар
east [i:st] **1.** *n* восток **2.** *a* восточный
eastern ['i:stən] *a* восточный
easy ['i:zɪ] **1.** *a* лёгкий, нетрудный **2.** *adv* легко
eat [i:t] *v* **(ate; eaten)** есть
eco-friendly ['i:kəʊ,frendlɪ] *a* не приносящий вреда природе

ecological [ˌiːkəˈlɒʤɪk(ə)l] *a* экологический
ecology [ˌiːˈkɒləʤɪ] *n* экология
editor [ˈedɪtə] *n* редактор
education [ˌedjʊˈkeɪʃn] *n* образование
effect [ɪˈfekt] результат, следствие
either [ˈaɪðə] *adv* также
elderly [ˈeld(ə)lɪ] *a* пожилой
electricity [ɪˌlekˈtrɪsɪtɪ] *n* электричество
electronic [ɪˌlekˈtrɒnɪk] *a* электронный
element [ˈelɪmənt] *n* *хим.* элемент
else [els] **1.** *adv* с **2.** *pron indef* и *pron inter* ещё, кроме
e-mail [ˌiːˈmeɪl] **(= electronic mail)** *n* электронная почта
end [end] **1.** *n* конец **2.** *v* кончать(ся)
energy *n* [ˈenəʤɪ] *n* энергия
engineer [ˌenʤɪˈnɪə] *n* инженер
enjoy [ɪnˈʤɔɪ] *v* получать удовольствие, наслаждаться
enjoyable [ɪnˈʤɔɪəbl] *a* приятный, доставляющий удовольствие
enough [ɪˈnʌf] **1.** *a* достаточный **2.** *adv* достаточно, довольно
entertain [ˌentəˈteɪn] *v* развлекать
environment [ɪnˈvaɪrənmənt] *n* окружающая среда, природа
environmental [ɪnˌvaɪrənˈmentl] *a* относящийся к окружающей среде
epithet [ˈepɪθet] *n* эпитет
especially [ɪsˈpeʃlɪ] *adv* особенно, специально
evening [ˈiːvnɪŋ] *n* вечер, *attr* вечерний
event [ɪˈvent] *n* случай, событие
ever [ˈevə] *adv* когда-либо
every [ˈevrɪ] *pron indef* каждый
everybody [ˈevrɪbɒdɪ] *pron indef* каждый (*человек*)
everyone [ˈevrɪwʌn] = **everybody**
everything [ˈevrɪθɪŋ] *adv* всё
everywhere [ˈevrɪweə] *adv* всюду, везде
ex- [eks] *pref* бывший, прежний, экс-
example [ɪgˈzɑːmpl] *n* пример
excellent [ˈeksələnt] *a* отличный
exchange [ɪksˈʧeɪnʤ] *v* 1) обменивать 2) менять(ся)
excite [ɪkˈsaɪt] *v* побуждать, призывать к деятельности
excited [ɪkˈsaɪtɪd] *a* взволнованный
exciting [ɪkˈsaɪtɪŋ] *a* увлекательный, волнующий
excursion [ɪkˈskɜːʃn] *n* экскурсия
exercise [ˈeksəsaɪz] *n* упражнение
exhibition[ˌeksɪˈbɪʃən] *n* выставка
expedition [ˌekspɪˈdɪʃ(ə)n] *n* экспедиция
expensive [ɪkˈspensɪv] *a* дорогой, дорогостоящий
experience [ɪkˈspɪərɪəns] *n* опыт
experiment [ɪkˈsperɪmənt] *n* опыт, эксперимент
explain [ɪkˈspleɪn] *v* объяснять
exploration [ˌeksplə̇ˈreɪʃn] *n* исследование
explore [ɪkˈsplɔː] *v* исследовать, изучать
express [ɪkˈspres] *v* выражать
expression [ɪkˈspreʃn] *n* выражение
eye [aɪ] *n* глаз

Ff

fact [fækt] *n* факт, событие; **in ~** фактически, на самом деле
factory [ˈfæktərɪ] *n* фабрика, завод
fair I [feə] *n* ярмарка
fair II [feə] *a* честный, справедливый
fairy [ˈfeərɪ] *a* волшебный, сказочный
fairy tale [ˈfeərɪteɪl] *n* (волшебная) сказка
fall [fɔːl] *v* **(fell; fallen)** падать, понижаться; **to ~ out** (with sb over sth) ссориться (с кем-л. по какому-л. поводу)
false [fɔːls] *a* ложный, неверный
fame [feɪm] *n* слава
family [ˈfæməlɪ] *n* семья
famous [ˈfeɪməs] *a* знаменитый
fan [fæn] *n* *разг.* болельщик, фанат
fantastic [fænˈtæstɪk] *a* фантастический
fantasy [ˈfæntəsɪ] *n* воображение, фантазия
far [fɑː] *a* **(farther, further; farthest, furthest)** дальний, далёкий
farm [fɑːm] *n* ферма
fast [fɑːst] **1.** *a* быстрый **2.** *adv* быстро
favourite [ˈfeɪvərɪt] *a* **(*AE* favorite)** любимый
federation [ˌfed(ə)ˈreɪʃ(ə)n] *n* федерация
feed [fiːd] *v* **(fed)** кормить
feel [fiːl] *v* **(felt)** 1) чувствовать 2) полагать, считать
feeling [ˈfiːlɪŋ] *n* чувство

festival ['festɪvl] *n* фестиваль, празднество
few [fju:] *a* немного, немногие, несколько (*тж.* **a ~**)
field [fi:ld] *n* поле
fight [faɪt] **1.** *n* драка, борьба **2.** *v* **(fought)** сражаться, бороться
figure ['fɪgə] *n* фигура (*человека*)
fill [fɪl] *v* заполнять(ся); **to ~ in** заполнять
film [fɪlm] *n* фильм
find [faɪnd] *v* **(found)** 1) находить; **to ~ out** узнать, разузнать, выяснить 2) считать, полагать
fine [faɪn] *a* прекрасный, превосходный
finish ['fɪnɪʃ] *v* кончать(ся), заканчивать(ся)
fire ['faɪə] *n* пожар
first [fɜ:st] **1.** *num ord* первый; **~ ever** самый первый **2.** *adv* сперва, сначала
fish [fɪʃ] **1.** *n* (*pl часто без измен.*) рыба
fit [fɪt] **1.** *a* здоровый, бодрый **2.** *v* соответствовать; **to ~ in** подходить, соответствовать
flag [flæg] *n* знамя, флаг
float [fləʊt] *v* плавать; держаться на поверхности воды
floor [flɔ:] *n* этаж
flower ['flaʊə] *n* цветок
fly [flaɪ] **1.** *n* полёт **2.** *v* **(flew; flown)** летать, пролетать
folk [fəʊk] *n* (*употр. во мн. ч.*) 1) люди 2) *attr* народный; **a ~ tale** народная сказка
follow ['fɒləʊ] *v* следовать
following ['fɒləʊɪŋ] *a* следующий, последующий
fond [fɒnd] *a* любящий; **to be ~ of sb, sth** любить кого-л., что-л.
food [fu:d] *n* пища, еда
football ['fʊtbɔ:l] *n* футбол
footballer ['fʊtbɔ:lə] *n* футболист
for [fɔ:] *prep* 1) для, ради 2) за 3) в течение, в продолжение
foreign ['fɒrɪn] *a* иностранный
forest ['fɒrɪst] *n* лес
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
fort [fɔ:t] *n* форт; **a tree ~** домик на дереве
fortress ['fɔ:trəs] *n* крепость
found [faʊnd] *v* основывать
fox [fɒks] *n* лиса
free [fri:] *a* свободный
Friday ['fraɪdeɪ] *n* пятница
freak [fri:k] *n разг.* помешанный (на чём-л.); **health ~** помешанный на своём здоровье
French [frentʃ] *a* французский
friend [frend] *n* друг, приятель; **to make ~s** (with sb) *idm* подружиться
friendly ['frendlɪ] *a* дружеский, дружелюбный
friendship ['frendʃɪp] *n* дружба
frog [frɒg] *n* лягушка
from [frɒm] *prep* от, из, с
front [frʌnt] *n* фасад, передняя сторона; **in ~ of** перед, впереди
fun [fʌn] *n* веселье
fundraising [fʌnd'reɪzɪŋ] *n* сбор денежных средств (*на благотворительные нужды*)
funny ['fʌnɪ] *a* забавный, смешной
furniture ['fɜ:nɪtʃə] *n* мебель, обстановка

Gg

gallery ['gælərɪ] *n* галерея
game [geɪm] *n* игра
gap [gæp] *n* промежуток, интервал
garbage ['gɑ:bɪʤ] *n* мусор
garden ['gɑ:dn] *n* сад; *pl* парк
general ['ʤenərəl] *n* генерал
geography [ʤɪ'ɒgrəfɪ] *n* география
get [get] *v* **(got)** получать, приобретать; **to ~ up** вставать; **to ~ to** добираться; **to ~ together** *phr* собираться, встречаться; **to ~ on** ладить; **to ~ sth out of sth** получать (пользу, опыт и т. д.) от чего-л.
ghost [gəʊst] *n* привидение, призрак
giant ['ʤaɪənt] *n* великан, гигант
gift [gɪft] *n* подарок
girl [gɜ:l] *n* 1) девочка 2) девушка
give [gɪv] *v* **(gave; given)** давать, отдавать; **to ~ up** оставить, отказаться
glad [glæd] *a* 1) *predic* довольный 2) радостный

glass [glɑːs] *n* 1) стекло 2) стеклянная посуда 3) стакан
global ['gləʊbəl] *a* 1) мировой, всемирный 2) всеобщий
go [gəʊ] *v* **(went; gone)** идти, ходить; **to ~ in for** заниматься, увлекаться
gold [gəʊld] *a* золотой
good [gʊd] *a* хороший; **to be ~ at sth** хорошо уметь делать что-л.
grandparents ['grænd,peərənts] *n pl* бабушка и дедушка
graph [grɑːf] *n* график, диаграмма, схема
grass [grɑːs] *n* трава
great [greɪt] *a* 1) большой 2) великий; *разг.* восхитительный, великолепный 3) замечательный, выдающийся
green [griːn] *a* зелёный
greenhouse ['griːnhaʊs] **1.** *n* оранжерея, теплица **2.** *a* парниковый
grey [greɪ] *a* серый
grocery ['grəʊs(ə)rɪ] *n* бакалейный магазин
ground [graʊnd] *n* 1) почва, земля 2) спортивная площадка
grow [grəʊ] *v* **(grew; grown)** расти, произрастать; **to ~ up** становиться взрослым
guess [ges] *v* угадать, отгадать
guide [gaɪd] *n* 1) экскурсовод 2) путеводитель, справочник
gulf [gʌlf] *n* морской залив
guitar [gɪ'tɑː] *n* гитара

Hh

hair [heə] *n* волос, волосы
half [hɑːf] *n* (*pl* **halves**) половина
hand [hænd] *n* рука; **on the one ~ ... on the other ~** с одной стороны ... с другой стороны
hang [hæŋ] *v* **(hung) to ~ out** постоянно бывать где-то
happen ['hæpən] *v* случаться, происходить
happy ['hæpɪ] *a* счастливый
hard [hɑːd] **1.** *a* трудный **2.** *adv* усердно, упорно
hard-working [,hɑːd'wɜːkɪŋ] *a* трудолюбивый
hate [heɪt] *v* ненавидеть
have [hæv] *v* **(had)** иметь, обладать
heading ['hedɪŋ] *n* заглавие, заголовок
health [helθ] *n* здоровье
healthy ['helθɪ] *a* 1) здоровый, процветающий 2) полезный для здоровья
hear [hɪə] *v* **(heard)** 1) слышать 2) слушать
heart [hɑːt] *n* сердце; **by ~** наизусть
helicopter ['helɪkɒptə] *n* вертолёт
help [help] **1.** *n* помощь **2.** *v* помогать
helpful ['helpfl] *a* полезный, готовый прийти на помощь
here [hɪə] *adv* здесь, тут
hero ['hɪərəʊ] *n* герой
heroic [hə'rəʊɪk] *a* героический
high [haɪ] *a* высокий
highlight ['haɪlaɪt] *n* самое главное событие
himself [hɪm'self] *pron* себя, себе, собой (*о 3-м лице ед. числе мужск. рода*)
historian [hɪ'stɔːrɪən] *n* историк
historical [hɪ'stɒrɪkl] *a* исторический; исторически установленный; относящийся к истории
history ['hɪstərɪ] *n* история
hobby ['hɒbɪ] *n* увлечение
hockey ['hɒkɪ] *n спорт.* хоккей
holiday ['hɒlədeɪ] *n* 1) праздник 2) *pl* каникулы
home [həʊm] *n* 1) дом; **at ~** дома 2) домашний очаг, родные, семья; **a nursing ~** лечебница
hometown ['həʊmtaʊn] *n* город, в котором живёшь
honest ['ɒnɪst] *a* 1) честный 2) правдивый
honey ['hʌnɪ] *n* мёд
hope [həʊp] *v* надеяться
horse [hɔːs] *n* лошадь, конь
horse-riding ['hɔːsraɪdɪŋ] *n* верховая езда
hot [hɒt] *a* горячий
hour ['aʊə] *n* час
house [haʊs] *n* дом
housework ['haʊswɜːk] *n* домашняя работа
how [haʊ] *adv inter* как, каким образом
however [haʊ'evə] *adv* как бы ни
huge [hjuːʤ] *a* огромный
humour ['hjuːmə] *n* юмор
hundred ['hʌndrɪd] *num* сто
hungry ['hʌŋgrɪ] а голодный
hurt [hɜːt] *v* **(hurt)** 1) причинить боль 2) обижать, делать больно

Ii

ice [aɪs] *n* лёд
icon ['aɪkɒn] *n* 1) икона 2) символ
idea [aɪ'dɪə] *n* идея; мысль
ideal [aɪ'dɪəl] **1.** *n* идеал **2.** *a* идеальный
if [ɪf] *cj* если
illuminate [ɪ'lu:mɪneɪt] *v* 1) освещать 2) устраивать иллюминацию
illustrate ['ɪləstreɪt] *v* иллюстрировать
imagination [ɪˌmæʤɪ'neɪʃn] *n* воображение
imagine [ɪ'mæʤɪn] *v* представлять себе; воображать
important [ɪm'pɔ:tənt] *a* важный, значительный
importance [ɪm'pɔ:təns] *n* важность, значительность
impossible [ɪm'pɒsəbl] *a* невозможный
impression [ɪm'preʃn] *n* впечатление
impressive [ɪm'presɪv] *a* 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
information [ˌɪnfə'meɪʃn] *n* информация, сообщение
instead [ɪn'sted] *prep*: **~ of** вместо
instrument ['ɪnstrəmənt] *n* инструмент, орудие чего-л.
interest ['ɪntrəst] **1.** *n* интерес **2.** *v* интересовать, заинтересовывать
international [ˌɪntə'næʃnəl] *a* международный
Internet ['ɪntənet] *n* Интернет
into ['ɪntə] *prep* в(о), на
invent [ɪn'vent] *v* изобретать
inventor [ɪn'ventə] *n* изобретатель
invite [ɪn'vaɪt] *v* приглашать
involve [ɪn'vɒlv] *v* 1) вовлекать 2) включать себя в (in)
Irish ['aɪ(ə)rɪʃ] **1.** *n* 1) **(the ~)** *pl собир.* ирландцы, ирландский народ 2) ирландский язык **2.** *a* ирландский
island ['aɪlənd] *n* остров
item ['aɪtəm] *n* предмет (*из списка*)

Jj

job [ʤɒb] *n* работа, труд
join [ʤɔɪn] *v* 1) соединять(ся), присоединять(ся) 2) вступать
jump [ʤʌmp] *v* прыгать
just [ʤʌst] *adv* точно, как раз

Kk

keen [ki:n] *a* сильно желающий, стремящийся; **to be ~ on** увлекаться чем-л.
keep [ki:p] *v* **(kept)** 1) держать 2) оставаться в каком-л. состоянии 3) вести (*дневник*) 4) хранить
kind I [kaɪnd] *n* сорт, разновидность; разряд; класс
kind II [kaɪnd] *a* добрый
kindergarten ['kɪndəgɑ:tn] *n* детский сад
king [kɪŋ] *n* король
kitchen ['kɪtʃɪn] *n* кухня
kite [kaɪt] *n* воздушный змей
knight [naɪt] *n* рыцарь, витязь
know [nəʊ] *v* **(knew; known)** знать
knowledge ['nɒlɪʤ] *n* знания
Kremlin ['kremlɪn] *n* Кремль

Ll

lake [leɪk] *n* озеро
land [lænd] *n* земля
landmark ['lændmɑ:k] *n* объект местности, достопримечательность
language ['læŋgwɪʤ] *n* язык
large [lɑ:ʤ] *a* большой
last [lɑ:st] **1.** *a* последний **2.** *v* продолжаться, длиться
late [leɪt] **1.** *a* **(later, latter; latest, last)** опоздавший; поздний **2.** *adv* **(later; latest)** поздно
later ['leɪtə] *adv* позже
Latin ['lætɪn] *n* латинский язык
laugh [lɑ:f] **1.** *n* смех **2.** *v* смеяться
layer ['leɪə] *n* слой
leader ['li:də] *n* руководитель, вождь, лидер
learn [lɜ:n] *v* **(learned; learnt)** учиться, учить что-л.
leave [li:v] *v* **(left)** 1) покидать 2) оставлять
left [left] **1.** *a* левый **2.** *adv* налево, слева
legend ['leʤənd] *n* легенда
lemon ['lemən] *n* лимон

let [let] *v* **(let)** позволять, разрешать; **~ us go** идём(те)
letter ['letə] *n* 1) письмо 2) буква
level ['levl] *n* уровень, ступень
library ['laɪbrərɪ] *n* библиотека
life [laɪf] *n* (*pl* **lives**) жизнь
life-size ['laɪfsaɪz] *a* в натуральную величину
lifestyle ['laɪfstaɪl] *n* стиль жизни
light [laɪt] *n* свет
like I [laɪk] **1.** *n* нечто подобное, похожее **2.** *adv* так, подобно этому
like II [laɪk] *v* любить, нравиться
line [laɪn] *n* линия, черта
list [lɪst] **1.** *n* список **2.** *v* составлять список
listen ['lɪsn] *v* слушать
literary ['lɪtrərɪ] *n* литературный
literature ['lɪtrətʃə] *n* литература
litter ['lɪtə] *n* мусор
little ['lɪtl] **1.** *a* **(less, lesser; least)** маленький, небольшой **2.** *adv* немного, мало
live [lɪv] *v* жить
llama ['lɑːmə] *n* лама
local ['ləʊkl] *a* местный
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; **to have a ~** посмотреть на **2.** *v* 1) смотреть, глядеть 2) выглядеть; **to ~ after** присматривать за, заботиться о; ухаживать; **to ~ for** искать; **to ~ forward to** с нетерпением ожидать; **to ~ through** просматривать
lose [luːz] *v* терять
lot [lɒt] *a* 1) *разг.* большое количество, множество; **a ~ of** много, множество; **lots of** огромное количество кого-л., чего-л.
love [lʌv] **1.** *n* любовь **2.** *v* любить
lover ['lʌvə] *n* любитель
loyal ['lɔɪəl] *a* верный, преданный
lunch [lʌntʃ] *n* обед (*обычно в полдень в середине рабочего дня*), ленч

Mm

machine [mə'ʃiːn] *n* машина
mad [mæd] *a* помешанный на чём-л., увлечённый чем-л.
magazine [ˌmægə'ziːn] *n* (*периодический*) журнал
magnificent [mæg'nɪfəsənt] *a* великолепный; величественный
mail [meɪl] *n* почта
main [meɪn] *a* главный, основной
make [meɪk] *v* **(made)** 1) делать, совершать; **to ~ (it) up** 1) составлять, выдумывать 2) мириться; **to ~ a difference** делать что-л. значительное, важное 2) заставлять
maker ['meɪkə] *n* 1) творец, создатель 2) мастер 3) производитель, изготовитель
man [mæn] *n* (*pl* **men**) 1) человек 2) мужчина
manuscript ['mænjʊskrɪpt] *n* рукопись
many ['menɪ] *a* **(more; most)** много
map [mæp] *n* карта (*географическая*)
mark [mɑːk] *n* отметка
marvellous ['mɑːvləs] *a* изумительный, удивительный
masterpiece ['mɑːstəpiːs] *n* шедевр
match [mætʃ] **1.** *n* матч, соревнование **2.** *v* подбирать (*под пару*), сравнивать
material [mə'tɪərɪəl] *n* материал
mathematics [ˌmæθɪ'mætɪks] *n* математика
maths [mæθs] *n* (*сокр. разг. от* **mathematics**) математика
matter ['mætə] **1.** *n* вопрос, дело **2.** *v* иметь значение
may [meɪ] *v* *модальный глагол* мочь, иметь возможность
maybe ['meɪbɪ] *adv* может быть, возможно
meal [miːl] *n* еда
mean [miːn] *v* **(meant)** 1) значить, означать 2) намереваться, иметь в виду
meaning ['miːnɪŋ] *n* значение; смысл
medal ['medl] *n* медаль
medical ['medɪkl] *a* медицинский
medicine ['medsn] *n* 1) медицина 2) лекарство
meet [miːt] *v* **(met)** 1) встречать(ся) 2) удовлетворять, соответствовать (*желаниям, требованиям*)

melt [melt] *v* таять
member ['membə] *n* член, участник
messy ['mesɪ] *a* 1) грязный 2) беспорядочный
metal ['metl] *n* металл
metre ['mi:tə] *n* метр (*мера*)
metro ['metrəʊ] *n* (*pl* **-os**) метрополитен, метро
mice [maɪs] *pl от* **mouse**
middle ['mɪdl] *a* средний
might [maɪt] *v past от* **may**
military ['mɪlɪtərɪ] *a* военный
milk [mɪlk] *n* молоко
millennium [mɪ'leniəm] *n* (*pl тж.* **-nia**) 1) тысячелетие 2) тысячелетняя годовщина
million ['mɪljən] *num card* миллион
mind [maɪnd] *v* 1) обращать внимание, придавать значение 2) возражать
minute ['mɪnɪt] *n* минута
miss [mɪs] *v* 1) пропустить 2) скучать (по ком(у)-л.)
mix [mɪks] *v* 1) мешать, смешивать(ся) 2) общаться
mobile ['məʊbaɪl] *n разг.* мобильный телефон
model ['mɒdl] **1.** *n* 1) модель 2) эталон, образец **2.** *v* моделировать, лепить
modern ['mɒdn] *a* современный
moment ['məʊmənt] *n* момент
Monday ['mʌndeɪ] *n* понедельник
money ['mʌnɪ] *n* (*тк. sing*) деньги
month [mʌnθ] *n* месяц
monument ['mɒnjʊmənt] *n* памятник
moon [mu:n] *n* луна
more [mɔ:] **1.** *a* 1) *сравн. ст. от* **much** *и* **many** 2) больший, более многочисленный **2.** *adv* 1) *сравн. ст. от* **much** 2) больше
morning ['mɔ:nɪŋ] *n* утро
mosque [mɒsk] *n* мечеть
most [məʊst] *a* 1) *превосх. ст. от* **much** *и* **many** 2) наибольший
motor ['məʊtə] *n* двигатель, мотор
motorbike ['məʊtəbaɪk] *n* мотоцикл
mountain ['maʊntɪn] *n* гора
mouse [maʊs] *n* мышь
Mr ['mɪstə] *сокр. от* **mister**
Mrs ['mɪsɪz] *сокр. от* **mistress**
much [mʌtʃ] **1.** *a* **(more; most)** 1) много 2) большой **2.** *adv* очень
mum [mʌm] *n BE* мама
Muscovite ['mʌskəvaɪt] *n* москвич, москвичка
museum [mjʊ'zi:əm] *n* музей
music ['mju:zɪk] *n* музыка
musical ['mju:zɪkl] *a* музыкальный
musician [mjʊ'zɪʃn] *n* музыкант
Muslim ['mʊzləm] *n* мусульманин, мусульманка
must [mʌst] *v модальный глагол, выражает долженствование, обязанность*
myself [maɪ'self] *pron refl* себя, меня самого, себе

Nn

name [neɪm] **1.** *n* 1) имя 2) фамилия 3) название **2.** *v* называть, давать имя
national ['næʃnəl] *a* национальный
native ['neɪtɪv] *a* 1) родной; **a ~ language** родной язык; **a ~ speaker** носитель языка 2) местный
natural ['nætʃrəl] *a* природный
naturalist ['nætʃrəlɪst] *n* натуралист
nature ['neɪtʃə] *n* природа
near [nɪə] *prep* около, возле
neatly ['ni:tlɪ] *adv* чисто, аккуратно
necessary ['nesəsrɪ] *a* необходимый
need [ni:d] **1.** *n* нужда; *pl* нужды **2.** *v* нуждаться в чём-л.
needy ['ni:dɪ] *a* нуждающийся, бедствующий
neighbour ['neɪbə] *n* сосед, соседка
neither ['naɪðə] *adv* также не
nervous ['nɜ:vəs] *a* беспокоящийся, взволнованный
net [net] *n* Сеть (*Internet*)
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 **2.** *adv* затем, потом
nice [naɪs] *a* приятный, хороший
nickname ['nɪkneɪm] *n* прозвище
night [naɪt] *n* ночь; вечер

noisy ['nɔɪzɪ] *a* шумный, шумливый
none [nʌn] *pron neg* 1) никто, ничто, ни один 2) никакой
north [nɔːθ] *n* север
note [nəʊt] *n* 1) (*обыкнов. pl*) заметка, запись 2) нота
notebook ['nəʊtbʊk] *n* записная книжка
nothing ['nʌθɪŋ] **1.** *n* ничто **2.** *adv* нисколько, совсем нет
novel ['nɒvl] *n* роман
now [naʊ] *adv* теперь, сейчас
nowadays ['naʊədeɪz] *adv* в наше время; теперь; в наши дни
number ['nʌmbə] *n* 1) число 2) номер
nursing ['nɜːsɪŋ] *n* уход (*за больным и т. д.*); **a ~ home** лечебница, дом престарелых

Oo

object **1.** *n* ['ɒbʤɪkt] предмет, вещь **2.** *v* [əb'ʤekt] возражать, противоречить
of [əv] *prep указывает на принадлежность; передаётся родительным падежом*
official [ə'fɪʃl] *a* официальный
often ['ɒfn] *adv* часто, много раз
old [əʊld] *a* **(older, elder; oldest, eldest)** старый
Olympic [ə'lɪmpɪk] *a* олимпийский
on [ɒn] *prep* на, в; о, об
once [wʌns] **1.** *n* один раз **2.** *adv* однажды
onion ['ʌnjən] *n* 1) лук репчатый 2) луковица
only ['əʊnlɪ] **1.** *a* единственный **2.** *adv* только, единственно
open ['əʊpən] **1.** *a* открытый **2.** *v* открывать(ся)
opera ['ɒpərə] *n* опера
opinion [ə'pɪnjən] *n* мнение
or [ɔː] *cj* или
orchestra ['ɔːkɪstrə] *n* оркестр
order ['ɔːdə] *n* 1) порядок; последовательность 2) орден
ordinary ['ɔːdnərɪ] *a* обычный, обыкновенный
organisation [ˌɔːgənaɪ'zeɪʃn] *n* организация
organise ['ɔːgənaɪz] *v* организовывать
original [ə'rɪʤɪnəl] *a* 1) оригинальный 2) подлинный 3) первоначальный
other ['ʌðə] *a* другой, иной
otter ['ɒtə] *n зоол.* выдра
ourselves [aʊə'selvz] *pron refl* себя, себе
out [aʊt] *prep указывает на положение вне другого предмета* вне, за, из
outing ['aʊtɪŋ] *n* загородная прогулка, экскурсия
outline ['aʊtlaɪn] *n* схема, план, конспект
oven ['ʌvn] *n* печь, духовой шкаф
over ['əʊvə] **1.** *adv указывает на окончание, прекращение действия;* **the lesson is ~** урок окончен **2.** *prep* за, в течение; по, по всей поверхности
owl [aʊl] *n* сова
own [əʊn] *a* (*после притяжательных местоимений и существительных в possessive case*) свой, собственный
ozone ['əʊzəʊn] *n хим.* озон

Pp

pack [pæk] *v* заполнять
packet ['pækɪt] *n* пакет
page [peɪʤ] *n* страница
paint [peɪnt] **1.** *n* краска **2.** *v* 1) писать красками 2) красить
painter ['peɪntə] *n* художник
painting ['peɪntɪŋ] *n* картина
pair [peə] *n* пара
palace ['pæləs] *n* дворец
paper ['peɪpə] *n* 1) бумага 2) газета
parade [pə'reɪd] *n* парад
pardon ['pɑːdn] *v* прощать, извинять; **~ me** извините меня
parent ['peərənt] *n* родитель
park [pɑːk] *n* парк
part [pɑːt] **1.** *n* 1) часть 2) роль 3) участие; **to take ~ in** принимать участие в чём-л. **2.** *v* расставаться (with — с кем-л.)
partly ['pɑːtlɪ] *adv* частью, частично
partner ['pɑːtnə] *n* компаньон; партнёр
part-time [ˌpɑːt'taɪm] *n* неполный рабочий день
party ['pɑːtɪ] *n* званый вечер, вечеринка
past [pɑːst] **1.** *n* прошлое, прошедшее **2.** *a* прошлый
patient ['peɪʃ(ə)nt] *n* больной, пациент
patriotic [ˌpætrɪ'ɒtɪk] *a* патриотический; **the Great ~ War** Великая Отечественная война

pattern ['pætn] *n* образец, пример
pay [peɪ] *v* **(paid)** платить
peace [pi:s] *n* мир
peaceful ['pi:sfəl] *a* мирный, спокойный
peak [pi:k] n пик, вершина
pen friend ['pen frend] *n* друг по переписке
penny ['penɪ] *n* (*pl* **pence, pennies** (*об отдельных монетах*) пенни, пенс
people ['pi:pl] *n* люди
per cent [pə'sent] *n* процент
perfectly ['pɜ:fɪktlɪ] *adv* совершенно, вполне
perform [pə'fɔ:m] *v* играть, исполнять
performance [pə'fɔ:məns] *n* спектакль, представление
period ['pɪərɪəd] *n* период, промежуток времени, срок
permission [pə'mɪʃn] *n* разрешение
person ['pɜ:sn] *n* личность, человек
personal ['pɜ:snəl] *a* личный
personality [,pɜ:sə'nælətɪ] *n* 1) личность, индивидуальность 2) (известная) личность, персона
personally ['pɜ:sənlɪ] *adv* лично
pet [pet] *n* любимое животное
photo ['fəʊtəʊ] *n* (*pl* **-os** [-əʊz]) *разг.* фотография; **to take ~s** фотографировать
photographer [fə'tɒgrəfə] *n* фотограф
photography [fə'tɒgrəfɪ] *n* фотографирование
physical ['fɪzɪkl] *a* относящийся к физике
physics ['fɪzɪks] *n* физика
pianist ['pi:ənɪst] *n* пианист
piano [pɪ'ænəʊ] *n* (*pl* **-os** [pɪ'ænəʊz]) фортепьяно
pick [pɪk] *v* выбирать; **to ~ up** собирать
picture ['pɪktʃə] *n* картина, изображение
piece [pi:s] *n* кусок, часть
pilot ['paɪlət] *n* пилот, лётчик
pipe [paɪp] *n* 1) труба 2) дудка
place [pleɪs] *n* место; **to take ~** случаться, иметь место
plan [plæn] **1.** *n* план; проект **2.** *v* составлять план, планировать
plane [pleɪn] *n разг.* самолёт
planet ['plænɪt] *n* планета
plant [plɑ:nt] **1.** *n* растение **2.** *v* сажать, сеять
plastic ['plæstɪk] *a* пластмассовый, сделанный из пластика
play [pleɪ] **1.** *n* игра **2.** *v* играть
playground ['pleɪgraʊnd] *n* площадка для игр, спортивная площадка
pleasant ['plezənt] *a* приятный
please [pli:z] *v* пожалуйста
pocket money ['pɒkɪt ,mʌnɪ] *n* карманные деньги
poem ['pəʊɪm] *n* стихотворение
poet ['pəʊɪt] *n* поэт
poetry ['pəʊɪtrɪ] *n* поэзия
point [pɔɪnt] *n* пункт, момент, вопрос; **~ of view** точка зрения
polite [pə'laɪt] *a* вежливый
pollute [pə'lu:t] *v* загрязнять (*делать непригодным для использования*)
pollution [pə'lu:ʃən] *n* загрязнение (*окружающей среды*)
pond [pɒnd] *n* пруд
pool [pu:l] *n спорт.* (плавательный) бассейн (*тж.* **swimming ~**)
poor [pʊə] *a* бедный, неимущий
pop [pɒp] *a разг.* популярный
popular ['pɒpjʊlə] *a* популярный
portrait ['pɔ:trət] *n* портрет
possible ['pɒsəbl] *a* возможный, вероятный
post [pəʊst] *v* послать по почте
postcard ['pəʊstkɑ:d] *n* почтовая открытка, карточка
poster ['pəʊstə] *n* плакат
potato [pə'teɪtəʊ] *n* (*pl* **-oes**) картофель
pound [paʊnd] *n* 1) фунт (*единица веса = 453,6 г*) 2) фунт стерлингов
practical ['præktɪkl] *a* 1) практический 2) фактический
practice ['præktɪs] *n* практика
practise ['præktɪs] *v* тренироваться, заниматься чем-л.
prefer [prɪ'fɜ:] *v* предпочитать (to prefer sth/sb to sth/sb)
prepare [prɪ'peə] *v* 1) готовить, подготавливать 2) готовиться
present ['prezənt] *n* настоящее
president ['prezɪdənt] *n* президент
pretty ['prɪtɪ] *a* хорошенький, приятный
prince [prɪns] *n* 1) принц 2) князь
princess [,prɪn'ses] *n* 1) принцесса 2) княгиня, княжна
prison ['prɪzn] *n* тюрьма
prisoner ['prɪznə] *n* узник

prize [praɪz] *n* награда, приз
produce [prə'djuːs] *v* производить
product ['prɒdʌkt] *n* продукт
profession [prə'feʃn] *n* профессия
professional [prə'feʃnəl] *n* профессионал
program(me) ['prəʊgræm] *n* программа
programmer ['prəʊgræmə] *n* программист
progressive [prəʊ'gresɪv] *a* передовой, прогрессивный
project ['prɒʤekt] *n* проект
proper ['prɒpə] *a* правильный, подходящий
properly ['prɒpəlɪ] *adv* должным образом; как следует; правильно
prospect ['prɒspekt] *n* перспектива
protect [prə'tekt] *v* защищать
protection [prə'tekʃn] *n* защита, охрана
proud [praʊd] *a* гордый; **to be ~ of** гордиться
proverb ['prɒvɜːb] *n* пословица
provide [prə'vaɪd] *v* обеспечивать
public ['pʌblɪk] *a* общественный
pudding ['pʊdɪŋ] *n* пудинг
publication [ˌpʌblɪ'keɪʃn] *n* публикация (*книги, фотографии, статьи и т. д.*)
publish ['pʌblɪʃ] *v* публиковать
pudding ['pʊdɪŋ] *n* пудинг
put [pʊt] *v* **(put)** класть, положить
pyjamas [pə'ʤɑːməz] *n* пижама

Qq

queen [kwiːn] *n* королева
question ['kwestʃən] *n* вопрос
quickly ['kwɪklɪ] *adv* быстро
quiet ['kwaɪət] *a* тихий
quite [kwaɪt] *adv* вполне, совершенно

Rr

race [reɪs] *n* состязание в беге, гонка
radio ['reɪdɪəʊ] *n* радио
raft [rɑːft] *n* плот
railway ['reɪlweɪ] *n* железная дорога; *attr* железнодорожный
rain [reɪn] **1.** *n* дождь **2.** *v* (*в безличн. оборотах*) **it ~s** идёт дождь
raise [reɪz] *v* собирать (*деньги и т. д.*)
ranger ['reɪnʤə] *n* лесничий
rare [reə] *a* редкий
reach [riːʧ] *v* достигать, доходить
read [riːd] *v* **(read** [red]**; read** [red]**)** читать
ready ['redɪ] *a* готовый, приготовленный
real [rɪəl] *a* действительный, настоящий
really ['rɪəlɪ] *adv* действительно, в самом деле
reason ['riːzn] *n* причина
rebuild [ˌriː'bɪld] *v* перестраивать
recognize ['rekəgnaɪz] *v* 1) узнавать 2) признавать
record ['rekɔːd] *n* рекорд
recycle [ˌriː'saɪkl] *v* возвращать в оборот, перерабатывать
recycling [ˌriː'saɪklɪŋ] *n* 1) переработка отходов (*для повторного использования*) 2) сбор вторичного сырья
red [red] *a* красный
reduce [rɪ'djuːs] *v* уменьшать, сокращать
reflect [rɪ'flekt] *v* отражать, воспроизводить, свидетельствовать (о чём-л.)
refuse [rɪ'fjuːz] *v* отказывать
region ['riːʤən] *n* край, область
relative ['relətɪv] *n* родственник
relax [rɪ'læks] *v* расслаблять(ся); делать передышку
relaxing [rɪ'læksɪŋ] *a* расслабляющий
religion [rɪ'lɪʤən] *n* религия
religious [rɪ'lɪʤəs] *a* религиозный
rely [rɪ'laɪ] *v* полагаться, доверять, быть уверенным (on, upon)
remark [rɪ'mɑːk] *n* замечание; высказывание
remember [rɪ'membə] *v* помнить, вспоминать
render ['rendə] *v* переводить (*на другой язык*)
repeat [rɪ'piːt] *v* 1) повторять 2) повторяться
replace [rɪ'pleɪs] *v* заменять
report [rɪ'pɔːt] *v* сообщать, передавать что-л. сказанное другим лицом
reporter [rɪ'pɔːtə] *n* репортёр, корреспондент
represent [ˌreprɪ'zent] *v* представлять
republic [rɪ'pʌblɪk] *n* республика
reserve [rɪ'zɜːv] *n*: **a nature ~** *заповедник*
respect [rɪ'spekt] *v* уважать
respond [rɪ'spɒnd] *v* отвечать, реагировать
responsible [rɪ'spɒnsəbl] *a* ответственный (to — перед, for — за)

restaurant ['restərɒŋ] *n* ресторан
restore [rɪ'stɔ:] *v* восстанавливать(ся), реставрировать
result [rɪ'zʌlt] *n* результат
retell [,ri:'tel] *v* **(retold)** снова рассказывать, пересказывать
reuse [,ri:'ju:z] *v* использовать снова
revolution [,rev(ə)'lu:ʃ(ə)n] *n* революция
rich [rɪtʃ] *a* богатый
ride [raɪd] *v* **(rode; ridden)** ехать верхом
right [raɪt] **1.** *a* верный, правильный **2.** *adv*: ~ **now** в этот момент
river ['rɪvə] *n* река
road [rəʊd] *n* дорога, путь, шоссе
roast beef [,rəʊst 'bi:f] *n* ростбиф
rock [rɒk] *n* скала
role [rəʊl] *n* роль
romantic [rəʊ'mæntɪk] *a* романтический
room [ru:m] *n* комната
royal ['rɔɪəl] *a* королевский
rubbish ['rʌbɪʃ] *n* хлам, мусор
rule [ru:l] **1.** *n* правило **2.** *v* управлять
ruler ['ru:lə] *n* линейка
run [rʌn] **1.** *n* бег, пробег **2.** *v* **(ran; run)** бежать
runner ['rʌnə] *n* бегун, участник состязания в беге

Ss

sad [sæd] *a* печальный, грустный
safe [seɪf] *n* безопасный, надёжный
safety ['seɪftɪ] *n* безопасность, сохранность
salad ['sæləd] *n* салат
sale [seɪl] *n* продажа; распродажа
same [seɪm] *pron демонстр. как прил.* тот (же) самый; одинаковый
sandwich ['sænwɪʤ] *n* бутерброд, сандвич
Saturday ['sætədeɪ] *n* суббота
save [seɪv] *v* 1) спасать 2) экономить
saviour ['seɪvjə] *n* спасатель
say [seɪ] *v* **(said)** говорить, сказать
scared [skeəd] *a* испуганный; **to be ~ of** бояться (чего-л.)
school [sku:l] *n* школа; **primary ~** начальная школа; **secondary ~** средняя школа
science ['saɪəns] *n* наука
scientist ['saɪəntɪst] *n* учёный
scooter ['sku:tə] *n* 1) детский самокат 2) *AE* скутер
Scot [skɒt] *n* шотландец
Scottish ['skɒtɪʃ] *a* шотландский
sculpture ['skʌlptʃə] *n* скульптура
sea [si:] *n* море
seaside ['si:saɪd] *n* морской берег
secret ['si:krət] *n* тайна, секрет
section ['sekʃn] *n* 1) часть 2) раздел
see [si:] *v* **(saw; seen)** видеть; смотреть
seem [si:m] *v* казаться
sell [sel] *v* **(sold)** продавать(ся)
send [send] *v* **(sent)** посылать, отправлять
sense [sens] *n* чувство
sensible ['sensəbl] *a* разумный, здравомыслящий
September [sep'tembə] *n* сентябрь
serious ['sɪərɪəs] *a* серьёзный
service ['sɜ:vɪs] *n* служба
set [set] **1.** *n* набор, комплект **2.** *v* **(set)** ставить, помещать; **to ~ the table** накрывать на стол
several ['sevrəl] *a* несколько
sew [səʊ] *v* **(sewed [-d]; sewed, sewn)** шить
sewing ['səʊɪŋ] *n* шитьё
share [ʃeə] *v* 1) делить(ся) 2) разделять (*мнение, вкусы и т. п.*)
sheep [ʃi:p] *n* (*pl без измен.*) овца, баран
ship [ʃɪp] *n* корабль
shock [ʃɒk] *n* потрясение
shoebox ['ʃu:bɒks] *n* коробка для обуви
shop [ʃɒp] **1.** *n* магазин **2.** *v* делать покупки (*обыкн.* **to go ~ing**)
shopping ['ʃɒpɪŋ] *n* посещение магазина с целью покупки; **to do one's ~** делать покупки
shore [ʃɔ:] *n* берег (*моря, озера, океана, но не реки*); побережье
show [ʃəʊ] **1.** *n* зрелище, шоу **2.** *v* **(showed [-d]; showed, shown)** 1) показывать 2) демонстрировать
shy [ʃaɪ] *a* застенчивый, робкий
sick [sɪk] *a преим. AE* больной
side [saɪd] *n* сторона
sight [saɪt] *n* 1) вид 2) *pl* достопримечательности
sightseeing ['saɪt,si:ɪŋ] *n* осмотр достопримечательностей; **to go ~** осматривать достопримечательности

silly ['sɪlɪ] *a* глупый
silver ['sɪlvə] *a* серебряный
similar ['sɪmələ] *a* подобный (to)
since [sɪns] *prep* с, после
sing [sɪŋ] *v* **(sang; sung)** петь
singer ['sɪŋə] *n* певец, певица
sir [sɜ: (*полная форма*); sə (*редуцированная форма*)] *n* сэр, господин
sister ['sɪstə] *n* сестра
sit [sɪt] *v* **(sat)** сидеть
site [saɪt] *n* 1) место 2) сайт
situation [,sɪtʃʊ'eɪʃn] *n* ситуация
size [saɪz] *n* размер
skate [skeɪt] *v* кататься на коньках
skateboarding ['skeɪtbɔ:dɪŋ] *n* катание на скейтборде
ski [ski:] *v* кататься на лыжах
skilful ['skɪlfl] *a* искусный, умелый
skill [skɪl] *n* мастерство, умение
skirt [skɜ:t] *n* юбка
sky [skaɪ] *n* небо
small [smɔ:l] *a* маленький
smart [smɑ:t] *a* 1) остроумный, находчивый 2) красивый
smile [smaɪl] *n* улыбка
so [səʊ] **1.** *adv* 1) так, таким образом 2) итак 3) *употр. для усиления:* так, настолько **2.** *conj* чтобы, для того чтобы **(so (that)**
soccer ['sɒkə] *n разг.* футбол
sociable ['səʊʃəbl] *a* общительный
soldier ['səʊldʒə] *n* солдат
solve [sɒlv] *v* решать, разрешать (*проблему*)
some [sʌm] *pron* 1) некоторый 2) некоторое количество
someone ['sʌmwʌn] *pron indef* кто-то, кто-нибудь
something ['sʌmθɪŋ] *pron indef* 1) кое-что, нечто, что-нибудь, что-то 2) некоторое количество, несколько
sometimes ['sʌmtaɪmz] *adv* иногда
song [sɒŋ] *n* песня
soon [su:n] *adv* скоро
sore [sɔ:] *a* больной; воспалённый
sorry ['sɒrɪ] *a predic* огорчённый; **to feel ~ for sb** сочувствовать кому-л.
sound [saʊnd] *v* звучать
soup [su:p] *n* суп
south [saʊθ] *n* юг
space [speɪs] *n* космос, космическое пространство
Spanish ['spænɪʃ] а испанский
spare [speə] *a* свободный
speak [spi:k] *v* **(spoke; spoken)** говорить, разговаривать
special ['speʃl] *a* специальный; особый
specialist ['speʃlɪst] *n* специалист
specially ['speʃlɪ] *adv* 1) особенно, в особенности 2) специально
specific [spə'sɪfɪk] *a* особый, особенный
spend [spend] *v* **(spent)** 1) проводить 2) тратить, расходовать
spoil [spɔɪl] *v* **(spoilt; spoiled** [-d]**)** портить (*вид, качество*), делать менее привлекательным
spring [sprɪŋ] *n* весна
square [skweə] *n* площадь
stadium ['steɪdɪəm] *n* **(*pl* -dia)** стадион
stamp [stæmp] *n* (почтовая) марка
standard ['stændəd] *n* стандарт, норма
star [stɑ:] *n* звезда
start [stɑ:t] *v* начинать
state [steɪt] *n* 1) государство 2) штат
statement ['steɪtmənt] *n утверждение*
station ['steɪʃn] *n* станция
statue ['stætʃu:] *n* статуя
status ['steɪtəs] *n* статус, положение
sticker ['stɪkə] *n* наклейка, этикетка
still [stɪl] *adv* 1) до сих пор, (всё) ещё 2) всё же, тем не менее, однако
stop [stɒp] *v* останавливать(ся)
store [stɔ:] *n* магазин, универмаг
story ['stɔ:rɪ] *n* рассказ, повесть
strange [streɪnʤ] *a* странный
stranger ['streɪnʤə] *n* чужестранец, незнакомец
street [stri:t] *n* улица
strict [strɪkt] *a* строгий, требовательный
strong [strɒŋ] *a* 1) сильный 2) здоровый
study ['stʌdɪ] **1.** *n* рабочий кабинет **2.** *v* изучать
stuff [stʌf] *n* вещи, имущество
subject ['sʌbʤekt] *n* предмет, дисциплина
suggest [sə'ʤest] *v* предлагать, советовать
suggestion [sə'ʤestʃən] *n* совет, предложение

suitable ['su:təbl] *a* подходящий, соответствующий
summer ['sʌmə] *n* лето
sunbathe ['sʌnbeɪð] *v* принимать солнечные ванны
supermarket ['su:pə,mɑ:kɪt] *n* супермаркет
support [sə'pɔ:t] **1.** *n* поддержка **2.** *v* оказывать поддержку; помогать
supposition [,sʌpə'zɪʃən] *n* предположение
sure [ʃʊə] **1.** *a* уверенный **2.** *adv AE* конечно, непременно
surgeon ['sɜ:ʤ(ə)n] *n* хирург
surname ['sɜ:neɪm] *n* фамилия
surprise [sə'praɪz] *v* удивлять
surprising [sə'praɪzɪŋ] *a* удивительный
survey ['sɜ:veɪ] *n* обзор
swap [swɒp] *v* менять, обменивать; меняться, обмениваться
sweep [swi:p] *v* **(swept)** мести, подметать
sweet [swi:t] **1.** *n* леденец, конфета; сладости **2.** *a* 1) сладкий 2) милый
swept [swept] *past и p. p. от* **sweep**
swim [swɪm] *v* **(swam; swum)** плавать, плыть
swimmer ['swɪmə] *n* пловец
swimming ['swɪmɪŋ] *n* плавание
swop [swɒp] = **swap**
symbol ['sɪmbl] *n* символ, эмблема
symbolic [sɪm'bɒlɪk] *a* символический
sympathy ['sɪmpəθɪ] *n* сочувствие
system ['sɪstəm] *n* система, устройство

Tt

table ['teɪbl] *n* 1) стол 2) таблица
take ['teɪk] *v* **(took; taken)** 1) брать 2) занимать, отнимать (*время, место*); **to ~ part in** принимать участие; **to ~ photos** фотографировать; **to ~ up** браться за что-л., заняться
tale ['teɪl] *n* сказка
talent ['tælənt] *n* дарование, талант
talented ['tæləntɪd] *a* талантливый
talk [tɔ:k] **1.** *n* разговор **2.** *v* разговаривать
tank [tæŋk] *n* танк
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:tʃ] *v* **(taught)** учить, обучать
teacher ['ti:tʃə] *n* учитель
team [ti:m] *n* спортивная команда
teammate ['ti:mmeɪt] *n* игрок той же команды
tease [ti:z] *v* дразнить
technical ['teknɪkl] *a* технический
technology [tek'nɒləʤɪ] *n* технология
teen [ti:n] *n* юноша, девушка; подросток
teenager ['ti:neɪʤə] *n* подросток
telephone ['telɪfəʊn] *n* телефон
television ['telɪvɪʒn] *n* телевидение
tell [tel] *v* **(told)** 1) рассказывать 2) говорить 3) сказать
tennis ['tenɪs] *n* теннис
tent [tent] *n* палатка
term [tɜ:m] *n* семестр
terrific [tə'rɪfɪk] *a разг. (с усил. знач.)* необычайный
territory ['terɪt(ə)rɪ] *n* территория
textbook ['tekstbʊk] *n* учебник
textile ['tekstaɪl] *n* (*обыкн. pl*) текстиль(ное изделие); ткань
than [ðæn (*полная форма*), ðən (*редуцированная форма*)] *cj* чем
thank [θæŋk] *v* благодарить; **~s to** благодаря чему-л.
that [ðæt] *pron demonstr* 1) тот, та, то 2) который (-ая, -ые)
theatre ['θɪətə] *n* театр
themselves [ðəm'selvz] *pron refl* себя, себе
then [ðen] *adv* 1) тогда 2) потом, затем
there [ðeə] *adv* 1) там 2) туда
these [ði:z] *pl от* **this**
thing [θɪŋ] *n* вещь
think [θɪŋk] *v* **(thought)** думать
this [ðɪs] *pron demonstr* (*pl* **these**) этот, эта, это
those [ðəʊz] *pl от* **that**
thousand ['θaʊznd] *num card* тысяча
thrill [θrɪl] *v* сильно взволновать
thrilled [θrɪld] *a* 1) взволнованный 2) заинтригованный
thrilling ['θrɪlɪŋ] *a* волнующий, захватывающий
throat [θrəʊt] *n* горло

throne [θrəʊn] *n* трон; престол
through [θru:] *prep* через, сквозь
throw [θrəʊ] *v* **(threw; thrown)** бросать, кидать; **to ~ out, to ~ away** выбрасывать
Thursday ['θɜ:zdeɪ] *n* четверг
ticket ['tɪkɪt] *n билет*
tidy ['taɪdɪ] *v* убирать(ся)
till [tɪl] *cj* до тех пор; пока (не)
time [taɪm] *n* 1) время 2) раз
timetable ['taɪm,teɪbl] *n* расписание (*школьное и т. п.*)
tire ['taɪə] *v* утомлять(ся), уставать (от чего-л.)
tired ['taɪəd] *a* усталый, утомлённый
tiring ['taɪərɪŋ] *a* утомительный
title ['taɪtl] *n* звание; титул
to [tu:] *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
too [tu:] *adv* 1) слишком 2) также, тоже
toothpaste ['tu:θpeɪst] *n* зубная паста
top [tɒp] **1.** *n* блузка, верх одежды **2.** *a* 1) лучший 2) занимающий верхнее положение
tour [tʊə] *n* путешествие, поездка
tourist ['tʊərɪst] *n* турист, путешественник
tournament ['tʊənəmənt] *n турнир*
towards [tə'wɔ:dz] *prep* к, по направлению к
tower ['taʊə] *n* башня
town [taʊn] *n* город; городок
toy [tɔɪ] *n* игрушка
tradition [trə'dɪʃn] *n* традиция
traditional [trə'dɪʃnəl] *a* традиционный
train I [treɪn] *n* поезд
train II [treɪn] *v* тренироваться
transform [træns'fɔ:m] *v* превращать(ся), изменять(ся)
translate [træns'leɪt] *v* переводить(ся) (*с одного языка на другой*)
travel ['trævl] *v* путешествовать
treat [tri:t] *v* 1) обращаться, относиться 2) лечить
tree [tri:] *n* дерево
trip [trɪp] *n* путешествие; поездка
tropical ['trɒpɪkl] *a* тропический
trouble ['trʌbl] *n* неприятности, горе, беда
true [tru:] *a* 1) верный, правильный 2) верный, преданный
trustworthy ['trʌstwɜ:ðɪ] *a* надёжный
try [traɪ] *v* пробовать, пытаться; **to ~ on** мерить
tsar [zɑ:] *n* царь
tsarina [zɑ:'ri:nə] *n* царица
tube [tju:b] *v* 1) туннель 2) метрополитен (*в Лондоне*)
Tuesday ['tju:zdeɪ] *n* вторник
turn [tɜ:n] *v* 1) вращать(ся), вертеть(ся); **to ~ off** выключать 2) поворачивать(ся); **to ~ to (sb for sth)** обратиться (к кому-л. за чем-л.)
turtle ['tɜ:tl] *n* черепаха
twice [twaɪs] *adv* дважды
twin [twɪn] *n* близнец
type [taɪp] *n* 1) тип, типичный образец 2) модель, образец
typical ['tɪpɪkl] *a* типичный

Uu

unattractive [,ʌnə'træktɪv] *a* непривлекательный
uncle ['ʌŋkl] *n* дядя
under ['ʌndə] *prep* под
underground ['ʌndəgraʊnd] *n* метрополитен
understand [,ʌndə'stænd] *v* **(understood)** понимать
unfortunately [ʌn'fɔ:tʃənətlɪ] *adv* к несчастью, к сожалению
uniform ['ju:nɪfɔ:m] *n* форменная одежда, форма
unique [ju:'ni:k] *a* единственный в своём роде; уникальный
universal [,ju:nɪ'vɜ:sl] *a* 1) всеобщий, всемирный 2) универсальный
university [,ju:nɪ'vɜ:sətɪ] *n* университет
unknown [,ʌn'nəʊn] *a* неизвестный
unstated [ʌn'steɪtɪd] *a* неупомянутый
until [ən'tɪl] *cj* до тех пор; пока
unusual [ʌn'ju:ʒʊəl] *a* 1) необыкновенный; необычный 2) замечательный
unwelcome [ʌn'welkəm] *a нежеланный*, нежелательный; непрошенный

up [ʌp] *adv указывает на нахождение* наверху
upset [ʌp'set] *a* расстроенный
use **1.** *n* [ju:s] использование **2.** *v* [ju:z] употреблять, использовать
useful ['ju:sfl] *a* полезный
usually ['ju:ʒʊəlɪ] *a* обыкновенный, обычный

Vv

van [væn] *n* фургон; вагон
vegetable ['veʤtəbl] *n* овощ
very ['verɪ] *adv* очень
victory ['vɪktərɪ] *n* победа
view [vju:] **1.** *n* вид, пейзаж; **a point of ~** точка зрения **2.** *v* осматривать
village ['vɪlɪʤ] *n* деревня
violin [,vaɪə'lɪn] *n* скрипка
visit ['vɪzɪt] *v* навещать, посещать
visitor ['vɪzɪtə] *n* посетитель, гость
volleyball ['vɒlɪbɔ:l] *n* волейбол
volunteer [,vɒlən'tɪə] **1.** *n* добровольный помощник **2.** *v* добровольно помогать
vote [vəʊt] *v* голосовать

Ww

wait [weɪt] *v* ждать (for)
walk [wɔ:k] *v* 1) ходить 2) идти пешком 3) гулять; **to ~ a dog** выводить гулять собаку
wall [wɔ:l] *n* стена
want [wɒnt] *v* хотеть
war [wɔ:] *n* война
warm [wɔ:m] **1.** *a* тёплый **2.** *v* греть(ся), нагревать(ся)
wartime ['wɔ:taɪm] *n* военное время
wash [wɒʃ] *v* мыть(ся)
waste [weɪst] **1.** *n* излишняя трата **2.** *v* терять (*время*); тратить впустую
watch [wɒʧ] *v* наблюдать, смотреть
water ['wɔ:tə] *n* вода
wax [wæks] *n* воск
way [weɪ] *n* 1) путь; дорога 2) способ
wear [weə] *v* **(wore; worn)** носить (*одежду*)
weather ['weðə] *n* погода
website ['websaɪt] *n* веб-сайт
Wednesday ['wenzdeɪ] *n* среда (*день недели*)
week [wi:k] *n* неделя
weekday ['wi:kdeɪ] *n* будний день
weekend [,wi:k'end] *n* уик-энд, время отдыха с субботы до понедельника
weigh [weɪ] **1.** *n* вес **2.** *v* весить
well [wel] *adv* **(better; best)** хорошо; **as ~** вдобавок, также
well-known [,wel'nəʊn] *a* известный
Welsh [welʃ] *n* 1) валлиец (*уроженец Уэльса*) 2) валлийский язык
Welshman ['welʃmən] *n* валлиец, уэльсец, уроженец Уэльса
west [west] *n* запад
western ['westən] *a* западный
what [wɒt] *pron* какой? что? сколько?
whatever [wɒt'evə] **1.** *a* какой бы ни; любой; какой бы то ни было, любой **2.** *conj* всё что; что бы ни
when [wen] *adv* 1) когда? 2) *conj* когда
where [weə] *adv* 1) где? куда? 2) *conj* где, откуда
which [wɪʧ] *pron* 1) который? какой? кто? (*подразумевается выбор*) 2) каковой, который, что 3) *conj* который, какой, что
while [waɪl] *cj* пока, в то время как
white [waɪt] *a* белый
white-stone ['waɪt,stəʊn] *a* белокаменный
who [hu:] *pron* 1) кто? который? 2) который, кто 3) *conj* который, кто
whole [həʊl] *a* целый, весь
whom [hu:m] *косв. п. от* **who**
whose [hu:z] *pron poss* чей, чья, чьё, чьи
why [waɪ] *adv inter* почему?
wild [waɪld] *a* дикий; **in the ~** на воле
wilderness ['wɪldənɪs] *n* дикая местность
wildlife ['waɪldlaɪf] *n* живая природа (*лес, поле, океан и их обитатели*)
win [wɪn] *v* **(won)** выиграть; победить
wind [wɪnd] *n* ветер
window-shopping ['wɪndəʊ,ʃɒpɪŋ] *n* рассматривание витрин
windsurfing ['wɪndsɜ:fɪŋ] *n спорт.* виндсёрфинг
winner ['wɪnə] *n* победитель
winter ['wɪntə] *n* зима
wish [wɪʃ] **1.** *n* желание, пожелание **2.** *v* желать
with [wɪð] *prep указывает на связь с чем-л.* с

without [wɪðˈaʊt] *prep* без; **to do ~ sth** обходиться без чего-л.
wolf [wʊlf] *n* (*pl* **wolves**) волк
woman [ˈwʊmən] *n* (*pl* **women** [ˈwɪmɪn]) женщина
wonder [ˈwʌndə] *n* чудо
wonderful [ˈwʌndəfl] *a* удивительный
wood [wʊd] *n* лес; древесина
woolen [ˈwʊlən] *a* шерстяной
word [wɜ:d] *n* слово
work [wɜ:k] **1.** *n* работа **2.** *v* работать
world [wɜ:ld] *n* мир
worry [ˈwʌrɪ] **1.** *n* беспокойство, тревога **2.** *v* беспокоить(ся)
worse [wɜ:s] *a* (*сравн. ст. от* **bad**) худший
worst [wɜ:st] **1.** *a* (*превосх. ст. от* **bad**) наихудший **2.** *adv* (*превосх. ст. от* **badly**) хуже всего
write [raɪt] *v* **(wrote; written)** писать
writer [ˈraɪtə] *n* писатель

Yy

yard [jɑ:d] *n* двор
year [jɪə] *n* год
yoga [ˈjəʊgə] *n* йога
young [jʌŋ] *a* молодой, юный
yourself [jɔ:ˈself] *pron refl* (*pl* **yourselves**) себя; -ся, -сь; себе
youth [ju:θ] *n* молодёжь

Zz

zoo [zu:] *n разг.* зоопарк

List of names

Personal names

Alex ['æleks]
Allison ['ælɪsən]
Andrew ['ændru:]
Anna ['ænə]
Bovril ['bɒvrəl]
Brendan ['brendən]
Bryan ['braɪən]
Carrie Ann [,kærɪ 'æn]
Chris [krɪs]
Cyrus ['saɪrəs]
David ['deɪvɪd]
Dodie ['dəʊdɪ]
Ellen ['elən]
Emilia [ɪ'mɪlə]
Fung [fʌŋ]
George [ʤɔ:ʤ]
Gregory Watt [,gregərɪ 'wɒt]
Hannah ['hænə]
Harriet ['hærɪət]
Harry Potter [,hærɪ 'pɒtə]
Hazel ['heɪzl]
Helen ['helən]
Hilary ['hɪlərɪ]
Jackie ['ʤækɪ]
Jane [ʤeɪn]
Jennifer ['ʤenɪfə]
Jenny ['ʤenɪ]
Jessica ['ʤesɪkə]
Jodie ['ʤəʊdɪ]
John [ʤɒn]
Jonathan ['ʤɒnəθən]
Josh [ʤɒʃ]
Joy [ʤɔɪ]
Judy ['ʤu:dɪ]
Julia ['ʤu:lɪə]
Julie ['ʤu:lɪ]
Juliet ['ʤu:lɪət]
Justin ['ʤʌstɪn]
Kernel ['kɜ:nəl]
Kevin ['kevɪn]
Kristin Thomson [,krɪstɪn 'tɒmsən]
Laura ['lɔ:rə]
Linda ['lɪndə]
Lisa ['li:zə]
Lizzie ['lɪzɪ]
Lucy ['lu:sɪ]
Mandy ['mændɪ]
Mark Santos [,mɑ:k 'sæntɒs]
Matt [mæt]
Matthew ['mæθju:]
Mia ['mi:ə]
Mike [maɪk]
Nancy ['nænsɪ]
Neil [ni:l]
Nikki ['nɪkɪ]
Olivia [ə'lɪvɪə]
Paige [peɪʤ]
Patricia [pə'trɪʃə]
Paul [pɔ:l]
Pete Payne [,pi:t 'peɪn]
Phil [fɪl]
Preddy ['predɪ]
Robert ['rɒbət]
Sam Sproggs [,sæm 'sprɒgz]
Sarah ['seərə]
Shannen ['ʃænən]
Stephen ['sti:vn]
Steve [sti:v]
Stewart ['stju:ət]
Sue [su:]
Susan ['su:zn]
Susie Jane [,su:zɪ 'ʤeɪn]
Suzanne ['sʊzæn]
Tracy ['treɪsɪ]
William ['wɪljəm]

Anderson, Elizabeth Garrett ['ændəsən, ɪ'lɪzəbəθ 'gærət]
Babbage, Charles ['bæbɪʤ, 'ʧɑ:lz]
Baird, John Logie ['beəd, 'ʤɒn 'ləʊgɪ]
Beck, Harry ['bek, 'hærɪ]
Booth, Evangeline ['bu:ð, ɪ'vænʤəli:n]
Brenna, Vincenzo ['brenə, vɪn'entsəʊ]
Burbage, Richard ['bɜ:bɪʤ, 'rɪʧəd]
Clemens, Samuel ['klemənz, 'sæmjʊəl]
Cook, James ['kʊk, 'ʤeɪmz]
Darwin, Charles ['dɑ:wɪn, 'ʧɑ:lz]
Duke-Elder, Stewart ['dju:k,eldə, 'stju:ət]
Earhart, Amelia ['eəhɑ:t, ə'mi:lɪə]
Fioravanti, Aristotle [fɪərə'vɑ:ntɪ, 'ærɪstɒtl]
Ford, Henry ['fɔ:d, 'henrɪ]
Gibson, Mel ['gɪbsən, 'mel]
McCartney, Paul [mə'kɑ:tnɪ, 'pɔ:l]
Macfarlane, Aidan [mək'fɑ:lɪn, 'eɪdən]
McPherson, Ann [mək'fɜ:sən, 'æn]
Nicholas ['nɪkələs]
Orion [ə'raɪən]
Patrick, Nicholas ['pætrɪk, 'nɪkələs]
Rastrelli, Bartolomeo [rɑ:'strelɪ, bɑ:,tɒlə'meɪəʊ]
Schmitt, Harrison ['ʃmɪt, 'hærɪsən]
Shelley, Mary ['ʃelɪ, 'meərɪ]
Spielberg, Steven ['spɪlbɜ:g, 'sti:vn]
Trezzini, Domenico [tre'zɪnɪ, dɒme'nɪkəʊ]
Twain, Mark ['tweɪn, 'mɑ:k]
Wilson, Woodrow ['wɪlsən, 'wʊdrəʊ]

Winslet, Kate ['wɪnslɪt, 'keɪt]
Wren, Christopher ['ren, 'krɪstəfə]
Wright brothers, the [,raɪt 'brʌðəz]

Geographical names

Africa ['æfrɪkə] Африка
America [ə'merɪkə] Америка
Australia [ɒ'streɪlɪə] Австралия
Bath [bɑ:θ] *г.* Бат
Belarus [,belə'ru:s] Беларусь
Belfast [,bel'fɑ:st] *г.* Белфаст
Britain ['brɪtn] Великобритания
Byelorussia [bɪ,eləʊ'rʌʃə] Белоруссия
Canada ['kænədə] Канада
Cardiff ['kɑ:dɪf] *г.* Кардифф
China ['tʃaɪnə] Китай
Detroit ['dɪtrɔɪt] *г.* Детройт
Edinburgh ['edɪnbərə] *г.* Эдинбург
England ['ɪŋgləndˈ] Англия
Europe ['jʊərəp] Европа
Everglades, the ['evəgleɪdz] Эверглейдс
Florida ['flɒrɪdə] Флорида (*штат США*)
Hannibal, Missouri ['hænɪbəl, mɪ'sʊərɪ] *г.* Ганнибал, штат Миссури
India ['ɪndɪə] Индия
London ['lʌndən] *г.* Лондон
Louisiana [lu:,i:zɪ'ænə] Луизиана (*штат США*)
Manchester ['mæntʃɪstə] *г.* Манчестер
Mid Wales [,mɪd 'weɪlz]
Moscow ['mɒskəʊ] *г.* Москва
North America [,nɔ:θ ə'merɪkə] Северная Америка
Republic of Karelia, the [rɪ,pʌblɪk əv kə'ri:lɪə] Республика Карелия
Russia ['rʌʃə] Россия
South Pole, the [,saʊθ 'pəʊl] Южный полюс
St Petersburg [sənt 'pi:təzbɜ:g] *г.* Санкт-Петербург
Suffolk ['sʌfək] Суффолк
UK, the [,ju: 'keɪ] Соединённое Королевство
USA, the [,ju: es 'eɪ] США
Wales [weɪlz] Уэльс
West Africa [,west 'æfrɪkə] Западная Африка

Others

Frankenstein ['fræŋkənstaɪn] Франкенштейн
Qol Sharif, the [,kɒl ʃə'ri:f] Кул-Шариф (*мечеть*)
Titanic [taɪ'tænɪk] «Титаник»
The Diary of a Teenage Health Freak «Дневник подростка, помешанного на своём здоровье»
Some Friend! «Вот так друг!»
Baker Street ['beɪkə ,stri:t] Бейкер-стрит (*название улицы*)
The Russian State Library Российская государственная библиотека
The Oxford English Dictionary Оксфордский словарь английского языка
Cadbury Dairy Milk [,kædbərɪ ,deərɪ 'mɪlk] молочный шоколад «Кэдбери»
Belgian ['beldʒən] бельгийский
Victoria Regina [vɪk'tɔ:rɪə rɪ'dʒaɪnə] *лат.* королева Виктория
Latin ['lætɪn] латинский
Welsh [welʃ] валлийский, уэльский
Scottish ['skɒtɪʃ] шотландский

Irregular verbs

be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]	быть
bear [beə]	**bore** [bɔː]	**born(e)** [bɔːn]	рождать
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	становиться
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	начинать(ся)
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	ломать
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	приносить
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	строить
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	покупать
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]	выбирать
come [kʌm]	**came** [keɪm]	**come** [kʌm]	приходить
cost [kɒst]	**cost**[kɒst]	**cost** [kɒst]	стоить
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	резать, рубить
do [duː]	***did*** [dɪd]	***done*** [dʌn]	делать
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	рисовать
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]	водить машину
eat [iːt]	**ate** [et]	**eaten** ['iːtn]	есть
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːlən]	падать
feed [fiːd]	**fed** [fed]	**fed** [fed]	кормить
feel [fiːl]	**felt** [felt]	**felt** [felt]	чувствовать
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	драться, сражаться
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	находить
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	летать
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	забывать
get [get]	**got** [gɒt]	**got** [gɒt]	получать
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]	давать, отдавать
go [gəʊ]	**went** [went]	**gone** [gɒn]	идти, ходить
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	расти
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	вешать
have [hæv]	**had** [hæd]	**had** [hæd]	иметь
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]	слушать, слышать
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	делать больно
keep [kiːp]	**kept** [kept]	**kept** [kept]	держать
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	знать
lead [liːd]	**led** [led]	**led** [led]	вести
learn [lɜːn]	**learnt** [lɜːnt]	**learnt** [lɜːnt]	учиться
leave [liːv]	**left** [left]	**left** [left]	покидать, оставлять
let [let]	**let** [let]	**let** [let]	позволять
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	терять
make [meɪk]	**made** [meɪd]	**made** [meɪd]	делать, совершать
mean [miːn]	**meant** [ment]	**meant** [ment]	значить, означать
meet [miːt]	**met** [met]	**met** [met]	встречать
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	платить
put [pʊt]	**put** [pʊt]	**put** [pʊt]	класть, положить
read [riːd]	**read** [red]	**read** [red]	читать

rebuild [ˌriːˈbɪld]	**rebuilt** [ˌriːˈbɪlt]	**rebuilt** [ˌriːˈbɪlt]	перестраивать
say [seɪ]	**said** [sed]	**said** [sed]	говорить, сказать
see [siː]	**saw** [sɔː]	**seen** [siːn]	видеть, смотреть
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	продавать
send [send]	**sent** [sent]	**sent** [sent]	посылать
set [set]	**set** [set]	**set** [set]	ставить, помещать
sew [səʊ]	**sewed** [səʊd]	**sewed** [səʊd], **sewen** [səʊn]	шить
show [ʃəʊ]	**showed** [ʃəʊd]	**showed** [ʃəʊd]	показывать
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	петь
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	сидеть
speak [spiːk]	**spoke** [spəʊk]	**spoken** [ˈspəʊkən]	говорить
spend [spend]	**spent** [spent]	**spent** [spent]	тратить
spoil [spɔɪl]	**spoilt** [spɔɪlt]	**spoilt** [spɔɪlt]	портить
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	стоять
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	плавать, плыть
take [teɪk]	**took** [tʊk]	**taken** [ˈteɪkən]	брать
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	учить, обучать
tell [tel]	**told** [təʊld]	**told** [təʊld]	рассказывать
think [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]	думать
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	бросать, кидать
understand [ˌʌndəˈstænd]	**understood** [ˌʌndəˈstʊd]	**understood** [ˌʌndəˈstʊd]	понимать
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	носить
win [wɪn]	**won** [wʌn]	**won** [wʌn]	выиграть, победить
write [raɪt]	**wrote** [rəʊt]	**written** [ˈrɪtn]	писать

Learning to learn notes

Памятка 1

Learning to learn

С грамматикой надо подружиться

Зачем? Ответ прост — без знания грамматики гораздо труднее научиться общаться. Можно выучить много слов, но при этом не уметь правильно употреблять их в речи. За грамотность речи главным образом отвечает грамматика.

В помощь для овладения грамматикой в Учебнике разработана рубрика "Grammar in Focus". Но не спеши сразу обращаться к ней. Вот несколько полезных советов:

1. **Постарайся самостоятельно найти** новое грамматическое явление в написанном тексте, который составлен таким образом, чтобы ты сам мог ответить на вопросы: в каких случаях (с какой целью) новое грамматическое явление используется в речи и как оно образуется? в чём сходство и различие подобных явлений в английском и родном языке?
2. Только после этого **сверь свои ответы** с правилом в рубрике "Grammar in Focus".
3. Если информация о новом грамматическом явлении является для тебя недостаточно полной, **прочитай дополнительные сведения** в грамматическом справочнике.
4. Если и после этого что-то осталось непонятным, обязательно **обратись за помощью** к учителю. Если ты не понял правило, тебе трудно будет выполнять грамматические упражнения в классе и дома.
5. Знать и уметь — не одно и то же. Для того чтобы научиться грамотно использовать новое грамматическое явления в речи, **выполни упражнения** в той последовательности, в которой они расположены в Учебнике и Рабочей тетради.

Памятка 2

Learning to learn

Как работать с лексической таблицей

В процессе общения тебе часто бывает необходимо рассказать о своих планах, намерениях, достижениях, высказать свою точку зрения и т. д.

Научиться высказываться по определённой теме можно с помощью лексических таблиц.

Работать с ними нужно так:

- сначала прочитай внимательно название обсуждаемой проблемы, расположенное в центре таблицы, и подумай, что ты можешь сказать по данной теме;

• рассмотри, в какие смысловые блоки сгруппированы слова, и реши, в какой последовательности ты будешь использовать эти блоки для построения собственного высказывания;
• начиная работать со смысловым блоком, обрати внимание на слова и их сочетаемость:
— с какими глаголами употребляются имена существительные;
— какие предлоги следует употреблять после определённых глаголов;
— в каких структурах можно использовать данные слова.
С помощью лексических единиц, данных в блоках, ты сможешь не только построить свое высказывание, но и ответить на вопросы собеседника (обычно они даются вверху каждого блока).

Памятка 3

Learning to learn

Как построить речевое высказывание

Для того чтобы правильно построить речевое высказывание, тебе необходимо:
1) понять цель высказывания;
2) познакомиться (прочитать) с речевым образцом (и понять логику высказывания);
3) выбрать в тексте упражнения слова и словосочетания, подходящие для заполнения речевого образца:
• их можно **взять в готовом виде** из текста, если они согласуются с твоими мыслями и чувствами;
• **изменить** те из них, которые не подходят по мысли, но согласуются с содержанием речевого образца;
• **добавить** то, что согласуется с твоими мыслями и содержанием образца;
4) подставить выбранные слова и словосочетания в речевой образец и, при необходимости, записать полученное высказывание;
5) прочитать полученное высказывание и подумать, подходит ли оно для ответа на поставленный вопрос задания.

Памятка 4

Learning to learn

Как построить высказывание с использованием информации из лингвострановедческого справочника

В Учебнике есть много заданий, в которых необходимо использовать информацию о каком-либо факте культуры из лингвострановедческого справочника.
• Сначала составь (устно или письменно) высказывание без привлечения информации из лингвострановедческого справочника.
• Прочитай соответствующую статью о факте культуры в лингвострановедческом справочнике и убедись в том, что тебе понятно её содержание и общий смысл.

• Найди в статье конкретную информацию, которую можно включить в основное высказывание, и определи её место в этом высказывании.
• В случае необходимости выпиши ключевые слова и фразы и составь из них краткое дополнение к основному высказыванию.
• Вставь полученное высказывание о факте культуры в основное высказывание, прочитай и убедись в том, что его общая логика и цель не нарушены.

Learning to learn

Памятка 5

Как научиться рассказывать о прочитанном или услышанном

На этом уроке ты научишься рассказывать о том, что ты прочитал или услышал от своих одноклассников, а также научишься высказывать своё мнение о прочитанном и услышанном.

Работа будет проходить в разных группах и режимах.

В **Home groups** (первоначальных группах) вы:

• самостоятельно читаете один из предложенных на выбор в Учебнике текстов;
• выполняете задания к тексту, цель которых помочь вам выделить в тексте *самое главное и кратко передать содержание прочитанного.*

В **Expert groups** (экспертных группах, в которые собираются те, кто читал один и тот же текст) вы:

• представляете свой вариант выполненного самостоятельно задания;
• сравниваете все варианты и на их основе составляете тот вариант, с которым был бы согласен каждый член группы;
• готовите этот вариант для рассказа одноклассникам в Home groups.

В ***Home groups*** *вы:*

• по очереди сообщаете информацию, которую подготовили в Expert groups, и убеждаетесь, что ваши рассказы правильно поняты всеми членами группы;
• поделившись своей информацией, внимательно слушаете рассказы других членов группы и узнаёте дополнительные факты или сведения по обсуждаемой теме (проблеме, вопросу);
• помогаете друг другу (если необходимо) подготовить полный ответ по обсуждаемой проблеме, вопросу.

При обсуждении проблемы (вопроса) **всем классом** вы:

• высказываете своё мнение, используя факты и примеры из своего текста и рассказов одноклассников.

Памятка 6

Learning to learn

Перевод сделать не сложно!

Перевод действительно сделать не сложно, если не стремиться к дословному переводу.

Самое главное при переводе с русского языка на английский — правильно понять содержание текста на русском языке, а также полно и точно передать это содержание средствами английского языка. При этом ты должен помнить, что можно изменять структуру переводимого предложения в соответствии с нормами английского языка, т. е. менять местами члены предложения, заменять или даже опускать некоторые слова.

Советуем поступать так:

1. Внимательно прочитай переводимое предложение и выбери соответствующий вид перевода:

- Если структуры русского и английского предложений совпадают, то такие предложения можно перевести дословно:

Я видел его вчера. — I saw him yesterday.

- Есть большая группа предложений, которая требует изменения структуры предложения в соответствии с нормами английского предложения:

Здесь почти каждый день дискотеки. — There are discos almost every day here.

2. При переводе длинных, сложных предложений лучше разбить их на несколько простых предложений:

У нас шестиразовое питание, уютная спальня, у каждого класса есть свой классный руководитель. — We have meals six times a day. We have cosy bedrooms. Each class has a form teacher.

Памятка 7

Learning to learn

Как подготовить проект

В конце каждого цикла уроков тебе предлагается подготовить и представить творческий проект. Вот несколько рекомендаций, которые помогут тебе как можно лучше подготовиться к защите проекта.

1. Приступая к изучению нового цикла уроков, познакомься с темами предлагаемых проектов.
2. Выбери из предлагаемых проектов тот, который соответствует твоим интересам. Ты также можешь предложить свой проект по теме.
3. Работать над проектом ты можешь индивидуально или в группе со своими товарищами, которые выбрали этот же проект.
4. Если вы готовите проект в группе, старайтесь распределить задания так, чтобы они соотносились с интересами и возможностями всех членов группы. Но помните, что успех любого проекта зависит от дружной совместной работы.
5. Начни собирать материал для проектного урока заранее (с первого урока работы над циклом).

6. Особое внимание обрати на оформление и презентацию своего проекта. Для этого следуй плану и рекомендациям, предложенным в Учебнике.
7. Продумай презентацию своего проекта, чтобы он был интересен твоим одноклассникам. Постарайся сделать свой проект не только содержательным, но и интересно оформленным. Все твои идеи будут заслуженно оценены одноклассниками и учителем.
8. Подготовь своё выступление. Важно не только красиво оформить проект, но и уметь интересно представить его на английском языке. Если необходимо, сделай записи для своего выступления.
9. Помни, что основная цель выполнения проекта — не только получить отличную отметку, но и удовольствие в процессе работы над ним.

Памятка 8

Learning to learn

Учись оценивать себя

Уметь верно оценивать свои достижения важно в любом деле, а при овладении иностранным языком особенно. Только убедившись в том, что новый материал усвоен прочно, можно двигаться дальше.
Для развития умения оценивать себя в Рабочей тетради разработана страничка "Self-Assessment" («Самооценка»).
Работать с ней необходимо следующим образом:
1) прочитай внимательно все позиции, по которым тебе предложено оценивать себя, и постарайся поставить себе оценки объективно;
2) сравни свои оценки с оценками учителя, а также с результатами выполнения контрольных заданий в разделе "Test Yourself";
3) если в оценках есть разница, постарайся объяснить себе причину расхождений или обратись к учителю;
4) выясни, над чем тебе следует ещё поработать самостоятельно, какие дополнительные упражнения сделать.

Learning to learn

Как вести диалог по ролям

Диалогическое высказывание предполагает участие двух партнёров. Чтобы правильно вести диалог по ролям, тебе необходимо сделать следующее:

1) сначала ознакомься с общим заданием и убедись в том, что тебе понятны ситуация общения и цель беседы;

2) ознакомься со своей ролью и ролью своего речевого партнёра (они описаны на карточках для ведения диалога);

3) прочитай пункты плана, по которым тебе предстоит выстраивать свою часть диалога;

4) определи, какой пункт плана требует развёрнутого высказывания (тебе предстоит составить его самостоятельно) и какой пункт плана позволяет использовать готовые фразы для передачи той или иной речевой функции (например, согласиться и т. п.);

5) составь требуемые реплики, а также вспомни и запиши речевые средства, которые подходят для выражения заданной речевой функции;

6) постарайся вспомнить готовые фразы, которые помогут тебе начать и завершить беседу, а также быстро отреагировать на реплики собеседника;

7) во время беседы внимательно слушай своего собеседника и старайся соответствующим образом реагировать на его/её реплики.

Contents

Unit 1. Are you happy at school? 6

Unit 2. What are you good at? 25

Unit 3. Can people do without you? 45

Unit 4. Are you a friend of the planet? 65

Unit 5. Are you happy with your friends? 83

Unit 6. What is best about your country? 103

Unit 7. Do you have an example to follow? 123

Unit 8. How do you spend your free time? 143

Unit 9. What are the most famous sights of your country? 161

Unit 10. Are we different or alike? 181

Grammar support 188

Languistic and cultural guide 206

Vocabulary 221

List of names 242

Irregular verbs 244

Learning to learn notes 246

Учебное издание

Серия «Академический школьный учебник»

Кузовлев Владимир Петрович, **Лапа** Наталья Михайловна
Перегудова Эльвира Шакировна, **Костина** Ирина Павловна
Дуванова Ольга Викторовна, **Кобец** Юлия Николаевна

Английский язык

7 класс

Учебник для общеобразовательных учреждений

Центр группы германских языков
Руководитель Центра *В. В. Копылова*
Зам. руководителя *Н. И. Максименко*
Редактор *Е. Р. Михальчук*
Художественный редактор *Н. В. Дождёва*
Художники *Н. И. Колосова, М. М. Долганова, К. И. Парцевская*
Компьютерная вёрстка и техническое редактирование *О. С. Ивановой*
Корректоры *Н. М. Кочергина, И. Б. Окунева*
Оператор *Е. А. Абрамова*

Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000. Изд. лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать 23.05.11. Формат $84\times108^1/_{16}$. Бумага офсетная. Гарнитура Школьная. Печать офсетная. Уч.-изд. л. 17,96. Доп. тираж 30 000 экз. Заказ № 28981 (К-Sm).

Открытое акционерное общество «Издательство «Просвещение». 127521, Москва, 3-й проезд Марьиной рощи, 41.

Открытое акционерное общество «Смоленский полиграфический комбинат». 214020, г. Смоленск, ул. Смольянинова, 1.

Российская академия наук
Российская академия образования
Издательство «Просвещение»

Академический школьный учебник

English 7

Student's Book

ISBN 978-5-09-019529-4

9 785090 195294

ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО