

English

8



Reader

Английский язык

Книга для чтения

8 класс

Учебное пособие
для общеобразовательных
организаций

21-е издание

Москва
«Просвещение»
2019

УДК 373:811.111
ББК 81.432.1-93
А64

6+

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Английский язык. Книга для чтения. 8 класс : учеб.
А64 пособие для общеобразоват. организаций / [В. П. Кузовлев
и др.]. — 21-е изд. — М. : Просвещение, 2019. — 112 с. : ил. —
ISBN 978-5-09-065442-5.

Книга для чтения является составной частью учебно-методического комплекта «Английский язык» для учащихся 8 класса общеобразовательных организаций. В книге для чтения представлены материалы для чтения в классе и самостоятельного чтения дома. Она содержит короткие рассказы, отрывки из произведений популярной детской литературы, письма, стихи, тексты, отвечающие возрастным особенностям учащихся. Тексты сопровождаются разнообразными упражнениями для развития умения читать.

УДК 373:811.111
ББК 81.432.1-93

Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК

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8 класс

Учебное пособие для общеобразовательных организаций

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Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000. Изд. лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать 27.07.18. Формат 84×108^{1/16}. Бумага офсетная. Гарнитура SchoolBook. Печать офсетная. Уч.-изд. л. 8,77. Доп. тираж 1200 экз. Заказ № 233ТДЛ.

Акционерное общество «Издательство «Просвещение».
127521, Москва, 3-й проезд Марьиной рощи, 41.

Отпечатано в России.

Отпечатано по заказу АО «ПолиграфТрейд»

в филиале «Тверской полиграфический комбинат детской литературы»

ОАО «Издательство «Высшая школа». 170040, г. Тверь, проспект 50 лет Октября, д. 46
Тел.: +7 (4822) 44-85-98. Факс: +7 (4822) 44-61-51

ISBN 978-5-09-065442-5

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My Country at a Glance

1. Below is an article about the languages spoken in the UK.



1) Read through the article and fill in the table. (*reading for specific information; making notes*)

Where?	What language?	How many people? (%)

English is the main language spoken in the British Isles, including Ireland. There are few people who do not speak it as their first language, in fact, over 95% of the British population are monolingual English speakers.

In Wales, only about 21% of the population speak Welsh (a Celtic* language) as their first language, though nearly all of them also speak perfect English. The study of Welsh is now compulsory in many primary and secondary schools. Television and radio services in Wales give about half their time to Welsh language programmes. Most public signs are in Welsh as well as in English.

In Scotland about 2% of the population speak Gaelic, another Celtic language. Scots is spoken by 30% of the Scottish population.

In Northern Ireland about 5% of the population speak Irish Gaelic.

There are also large numbers of community languages, brought into the UK by *immigrant* communities, which account for more than 5% of the population. Community languages include Bengali, Polish, Greek, Arabic, Portuguese, German, Hebrew, Korean, Italian and others. Many immigrants are bilingual. Many Indians, for example, speak both Hindi and English; many Chinese speak both Chinese and English. Many Turks speak English and Turkish.

There are a number of different regional accents in the UK. Some people in London speak "Cockney", in Birmingham — "Brum", in Newcastle — "Geordie". There is also Standard English, which belongs to no particular region. It is the variety of English that is usually taught to foreigners.



2) Find the English equivalents to the following words in the text. (*guessing the meaning by context and analogy*)

- a) родной язык _____
- b) обязательное (изучение языка) _____
- c) одноязычный _____
- d) двуязычный _____
- e) местный акцент _____
- f) литературный / нормативный английский язык _____

2. Countries often have national symbols or emblems.



1) What are the following British symbols? Read the text below and make captions for each picture. (*reading for specific information; matching*)



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

The Union Flag is the national flag of the UK. It is known as the Union Jack. It is a combination of the three crosses of its patron saints: St George's cross, the upright red cross on a white background, represents England; St Andrew's cross, the white *diagonal* cross on a blue background, representing Scotland, and St Patrick's cross, the red diagonal cross on a white background, to represent Northern Ireland. The crosses symbolise the union of England with Scotland in 1707, and the union of both with Ireland in 1801. The patron saint of Wales, St David, is not represented in the Union Jack.

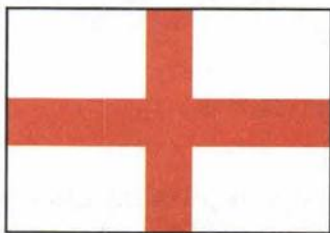
John Bull is a personification of Britain. He is often drawn in cartoons or pictures about the country. He was *popularised* by John Arbuthnot (1667—1735), a Scottish author and scientist who wrote five *satirical* pamphlets* in 1712 on the politics of the day, using John Bull as the *typical* Englishman. He is supposed to have a 'bullish' appearance and characteristics. They may be as *favourable* and suggest a strong, loyal person, or *unfavourable*, suggesting someone who is cruel and mean. John Bull wears high boots, an open jacket and a Union Jack waistcoat. He often has a bulldog with him.

Britain is also represented by two animals, a lion and a bulldog. The bulldog, like John Bull, *symbolises* the very essence of Britishness. The lion represents pride and bravery. It is also, as "king of the animals", a symbol of power and royalty.

Britain is also symbolised by different trees and flowers: the oak and rose for England, the daffodil for Wales, the thistle for Scotland and the shamrock for Ireland. The rose is linked to England's history. In the 15th century there was a series of wars in England, which were called the Wars of the Roses. They were between two parts of the English royal family, each of which wanted its own leader to be king. One family was called Lancaster and was represented by a red rose, and the other was called York, and was represented by a white rose. The Wars of the Roses ended with the victory of Henry VII* (of Lancaster).



2) Can you identify these national flags? Make captions for each picture. (reading for detail; matching)



a) _____




b) _____



c) _____



3) GRAMMAR Find *be + Participle II* structures in the text, underline and translate them. (recognizing familiar grammar structures; learning to translate)

 **4) WORD BUILDING** Fill in the table with the words from the text. Underline suffixes.

noun	noun (person)	verb	adjective
nation	person	combine	
science			
satire			popular
bull			
symbol			

 **5) What do the following symbols represent? (reading for detail; making notes)**

Union Jack symbolises _____

John Bull represents _____

The bulldog symbolises typical characteristics of an English person who is _____ or _____

The lion is a symbol of _____

The British red rose symbolises _____

3. In his story, George Mikes* provides humorous comparisons of England with the Continent*.

 **1) Which of the following aspects of life does George Mikes compare? (reading for the main idea)**

- | | |
|--------------------------|----------------------------------|
| a) Rules of transport | g) Newspapers |
| b) Clothes | h) Sports |
| c) Manners and behaviour | i) Traditions |
| d) Famous people | j) Weather |
| e) Food | k) Characteristics of the people |
| f) Language | l) Pets |

A Warning to Beginners

In England, everything is the other way round.

On Sundays on the Continent even the poorest person puts on his best suit, tries to look respectable, and at the same time the life of the country becomes cheerful; in England even the richest motor-manufacturer dresses in some peculiar rags, does not shave, and the country becomes dull.

On the Continent there is one topic which should be avoided — the weather; in England, if you do not repeat the phrase “Lovely day, isn’t it?” at least two hundred times a day, you are considered a bit dull.

On the Continent Sunday papers appear on Monday; in England they appear on Sunday.

On a continental bus approaching a request-stop the *conductor* rings the bell if he wants the bus to go on without stopping; in England you ring the bell if you want the bus to stop.

On the Continent stray cats are judged *individually* on their merit — some are loved, some are only respected; in England they are *universally* worshipped as in ancient Egypt.


On the Continent people have good food; in England people have good table manners.

On the Continent public *orators* try to learn to speak fluently and smoothly; in England they take a special course in Oxonian stuttering. On the Continent learned persons love to quote Aristotle*, Horace*, Montaigne* and show off their *knowledge*; in England only uneducated people show off their knowledge, nobody quotes Latin and Greek authors in the course of a conversation, unless he has never read them.


Continental people are sensitive and touchy; the English take everything with a sense of humour — they are only offended if you tell them they have no sense of humour.

On the Continent the population consists of a small *percentage* of *criminals*, a small percentage of honest people and the rest are a vague transition between the two; in England you find a small percentage of criminals and the rest are honest people. On the other hand, people on the Continent either tell you the truth or lie; in England they hardly ever lie, but they would not dream of telling you the truth.

Many continentals think life is a game; the English think cricket is a game.

 2) In the text find the sentences with the following words and the words that are opposite in meaning and translate them. (*reading for detail; guessing the meaning by context*)

- | | |
|-------------------------|--------------------|
| a) the poorest person | e) learned persons |
| b) put on his best suit | f) tell the truth |
| c) cheerful | g) criminals |
| d) to speak fluently | |

 3) What are the English like according to G. Mikes? Choose from the suggested characteristics. Prove from the text. (*reading for detail; drawing conclusions*)

- | | |
|-----------------------------|---------------|
| reserved | emotional |
| boring | dishonest |
| tradition lovers | old fashioned |
| honest | animal lovers |
| have a sense of humour | well-mannered |
| talk much about the weather | unemotional |
| self-confident | friendly |

- E** 4) What do you think are the funniest episodes in the author's descriptions? (expressing personal opinions)

4. Before going to Notting Hill Barbara wanted to know everything about it.

- E** 1) What had Barbara learned about Notting Hill before going to England and after she arrived in England? (reading for specific information)

"What's it like, Notting Hill?" asked Barbara. "Have you ever been there?" "It's a very lively part of London," said her teacher. "Notting Hill is a typical London village. It used to be pretty awful, lots of slums but now it's completely changed. It's very fashionable. It's where lots of famous people live. Yes, I've been there, but a long time ago, when the people living there were mostly writers and artists. Some student friends of mine had a flat there. And it's got the Notting Hill Carnival*, which is the biggest street carnival in England."

Looking back at that conversation some months after she arrived in England, Barbara realised that her teacher had used a kind of code. Notting Hill, she immediately discovered, was a centre of Afro-Caribbean culture. Her English teacher had not wanted to say that the area was mostly black, so she had said that it was 'lively.'

It was Ben who taught Barbara how the English spoke in codes. Barbara was learning about codes in her studies, and after Ben pointed it out, she found that the English talked in code a great deal of the time.

Soon Barbara began to decipher the codes. She realised that 'lively' meant not British — from a different culture. She learned that when people didn't like something they said it was 'interesting' and when they didn't like someone they said they were 'a character'. If they really didn't like someone, they said they were 'very clever'. It was OK to be clever as long as you said you weren't. Students also said that they weren't doing any work at all when in fact they were working hard. Barbara couldn't understand this.

(After A. Moses)

- E** 2) GRAMMAR What did Barbara's teacher tell her about Notting Hill? Read the contracted forms of the verbs in full. (recognising familiar grammar structures)

- E** 3) According to Barbara's discoveries, what 'code' meanings do the following words have? (reading for specific information)

- a) lively _____
- b) interesting _____
- c) a character _____
- d) very clever _____

- E** 4) Barbara wrote notes about her English culture discoveries. What do you think she wrote about the English people? (reading for detail; drawing conclusions)

Strange things about the English:

E 5) Why do people speak in codes? What do you think? (*expressing personal opinions*)

- They don't want to say what they really think.
- They don't want to sound impolite.
- They don't want the people who don't know the code to understand what they are talking about.

5. The song *The Streets of London* was written by Ralph McTell in the 1970s.

E 1) What type of Londoners is the song about? Which picture (A–D) illustrates which verse (1–4) of the song? (*reading for specific information; matching*)

The Streets of London

by Ralph McTell

1. Have you seen the old man
In the closed-down market,
Kicking up the papers with his worn-out shoes?
In his eyes you see no pride
And held loosely by his side
Yesterday's paper telling yesterday's news.



A

Refrain: How can you tell me you're lonely,
And say, for you, that the sun don't shine?
Oh, let me take you by the hand
And lead you through the streets of London,
I'll show you something
To make you change your mind.

2. And have you seen the old girl
Who walks the streets of London.
Dirt in her hair and her clothes in rags?
She's no time for talking,
She just keeps right on walking
Carrying her home in two carrier bags.



B



C

3. And in the all-night café at a quarter past eleven
Same old man sitting there on his own.
Looking at the world over the rim of his tea cup,
Each tea lasts an hour and he wanders home alone.
4. And have you seen the old man
Outside the seamen's mission,
Memories fading with the medal ribbons that he wears?
And in our winter city the rain cries a little pity
For one more forgotten hero
And a world that doesn't care.



D



2) Which words does the author use to describe the people in the song?
(reading for detail)

- a) the lonely people _____
- b) the poor people _____
- c) the homeless people _____



3) Here are some opinions about the song.

Which of them do you share? Give arguments. (expressing personal opinions)

"The words are so meaningful for any generation because the same problems of loneliness seem to occur again and again."

"The author not only created a picture of reality with his words, but also caused the listeners to realise that whatever the problem they are facing, it's nothing compared to the problems of those surrounding them, they only need to open their eyes."

"The song really shows us what is important in life."

"This is what real London was, is and will be. The song is one of the most important English protest songs of all times."



6. It's fine to be patriotic, but it's not good to be blind to the faults of your nation and to want to be bigger and better than all other nations. We are all in this world together!

Take this quiz to see how patriotic you are. Don't take it seriously.

1. During the Olympics, you only watch events in which people from your country are performing.
 - a. True
 - b. False
2. You have your country's flag flying somewhere in your room or home.
 - a. True
 - b. False

3. You have friends and pen friends from other nations.
 - a. True
 - b. False
4. You would never consider living outside your home country (if it was possible).
 - a. True
 - b. False
5. If someone criticises your home nation, you defend it, even if you know that person's criticism is reasonable.
 - a. True
 - b. False
6. You know all the words to your nation's national anthem.
 - a. True
 - b. False
7. You prefer films that are made in your home country, or are in your first language.
 - a. True
 - b. False
8. Your favourite rock star is from your home country.
 - a. True
 - b. False
9. You know a lot about your nation's history.
 - a. True
 - b. False
10. You think your country is the best country in the world.
 - a. True
 - b. False

Answers

- | | | | |
|-----------|--------|------------|-------|
| 1. a — 10 | b — 5 | 6. a — 10 | b — 5 |
| 2. a — 10 | b — 5 | 7. a — 10 | b — 5 |
| 3. a — 5 | b — 10 | 8. a — 10 | b — 5 |
| 4. a — 10 | b — 5 | 9. a — 10 | b — 5 |
| 5. a — 10 | b — 5 | 10. a — 10 | b — 5 |

90—100 points: You are very patriotic. It's good that you like your country, but don't forget that you can learn things from other nations and people from other nations, too.

85—65 points: You seem to have a healthy amount of patriotism. You like your country, but you appreciate other countries too. It's important to be able to see the faults of your country and love it at the same time.

60—50 points: You are not very patriotic. Are you a citizen of the world, or do you actually dislike your home country? There are good things about any place. Maybe you have forgotten what makes your home special?

(From Current)

7. Below is an article by *Sunday Morning* correspondent John Blackstone.



1) Read through the article. What is it about? Choose the best answer. (reading for the main idea)

- a) about the history of the American flag
- b) about Ben Zaricor's flag collection
- c) about the American flag's exhibition in San Francisco.



American Flag: A Living Symbol

New York, July 6, 2003

Flag collector Ben Zaricor has some 500 historic American flags. And he says the fact that a flag may be 140 years old is no reason not to run it up a flagpole. The flag from 1865 has the stars that are in the shape of a star, one of the many different designs of the early Stars and Stripes*.

Florida* resident Ruth Scully was sightseeing in San Francisco and discovered Zaricor's flags. "That's beautiful," she says. "I'm so impressed that there's someone in this world that cares enough to preserve things." Zaricor's collection includes the largest flag from the time of the Civil War*. But in his collection, the earliest Stars and Stripes almost certainly did not have 13 stars in a circle. "To sew an exact circle is one of the most difficult things that you can do," Zaricor said. Instead, flag makers during the American Revolution* kept the stars in straight lines. "We do know that this four-five-four pattern is a *revolutionary* pattern," he says. There were, in fact, many flag patterns and few rules about how the stars and stripes should be arranged.

Zaricor's affection for flags began when he was a boy. "I can remember making flags out of bed sheets, my mother's bed sheets. And then sneaking off to school and running them up the flagpole before the sun came up," he said. His collection includes a variety of flags such as a 17-star abolitionist* flag, the first national Confederate flag*, a flag that flew over the battlefield at Appomattox* and the flag created from stamps by a World War II veteran where the stars are *postmarks* from all 48 states.

Now, Ben Zaricor's flag collection is on exhibit in San Francisco.

For Zaricor, the flag is at its best when it unites rather than divides. He saw that after September 11*. "The people started expressing themselves through their flag again, in many ways that we hadn't seen before 9/11," says Zaricor.



2) What did you learn about American flags? Decide if the following statements are true or false according to the text. (reading for detail; understanding the cultural context)

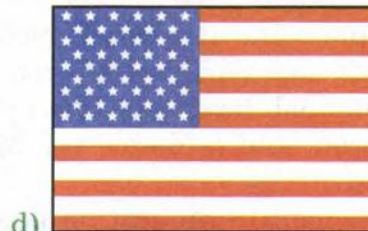
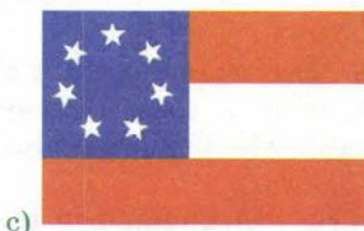
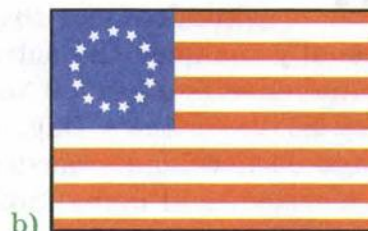
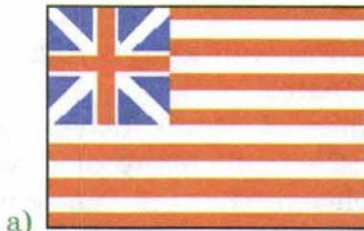
- a) The American flag is also called the Stars and Stripes.
- b) The American flag has gone through 500 changes in its history.

- c) The American flag once had thirteen stars in a circle.
- d) The American flag collection is displayed in San Francisco.
- e) In 1865 the stars on the American flag were arranged in the shape of a star.
- f) There are special rules about the arrangement of the stars and stripes on the flag.
- g) In the period of World War II there were 48 stars on the American flag.

3) What have you learnt about Ben Zaricor's collection? Decide if the following statements are true, false or unstated according to the text. Prove from the text. (reading for detail)

- a) Ben Zaricor's collection includes about 500 American flags.
- b) He started collecting flags before the Civil War.
- c) In Ben's collection there are flags that existed before the Civil War.
- d) Zaricor's collection has got flags handmade by American people.
- e) American citizens have an opportunity to see Ben's collection in San Francisco.

4) Which of the following American flags are mentioned in the article? (reading for detail)



5) Why does Ben Zaricor collect American flags? What does a national flag mean for him? (expressing personal opinions)

Unit 2

Is Your Country a Land of Traditions?

1. Pantomimes and Gretna Green are very old British traditions; one is connected with winter holidays and the other is connected with St Valentine's Day.



1) Choose the sentences to make up stories about Pantomimes and Gretna Green. One sentence does not belong to the stories. (reading for detail)

Pantomimes A.

Gretna Green B.



- A. The Christmas* and New Year holiday season brings with it a popular theatrical tradition.
- B. Though the British have an unromantic *reputation*, on St Valentine's Day every year about 7 million flowers are delivered and extra 40 million chocolates are sold.
- C. This is the pantomime (often shortened to 'panto'), specifically designed for children it can be seen in hundreds of theatres.

- D. It usually includes the acting out of a well-known folk tale and the audience is expected to participate.
- E. Every St Valentine's Day, thousands of people travel to a tiny village on Scotland's border with England. Many of them go to get married, and many more couples go through funny wedding ceremonies.
- F. The village is Gretna Green. It is a beautiful place where young people come to get married.
- G. There are certain rules of panto. For example, it includes a 'principal boy' (the young hero), who is always played by a woman, and a 'dame' (an old woman), who is always played by a man.
- H. Its romantic reputation began in 1754. In England in that year, marriage for people under the age of twenty-one without permission from parents was banned.
- I. In Scotland, however, this permission was not necessary, and Gretna Green was the first Scottish village across the border.
- J. During the Christmas and New Year holidays many young people come to enjoy the concerts of their rock idols.
- K. The pantomimes are very popular, because the leading roles are often played by well-known people from the worlds of television and sport.

- L. The laws that made Gretna Green famous no longer exist. But its reputation is secure. In this small place, at least one couple gets married, on average, every day of the year.



2) Choose one story to tell your classmates and be sure to answer the following questions. (*reading for detail*)

Pantomimes

- a) What is the tradition of pantomimes connected with?
- b) What stories do pantomimes usually tell?
- c) What are the rules of the pantomimes?
- d) Why are the pantomimes popular?

Gretna Green

- a) What special day is Gretna Green associated with?
- b) What is Gretna Green?
- c) What law started the romantic reputation of Gretna Green?
- d) Why did young couples come to Gretna Green?
- e) Why do young people go to Gretna Green today?

2. There are some special days in the US celebrations calendar.



1) When is **Columbus Day** celebrated? (*reading for specific information*)

Columbus Day

In the fifteenth century people were looking for an easier route to Asia. They travelled south past Africa, around the Cape Horn to the east. Christopher Columbus* talked to Queen Isabella* of Spain and said that it would be easier to sail directly west to find the rich treasures of India and Asia. A new route would be found, he said, and possible new lands for Spain.

On August 3, 1492, he and ninety men went west on the flagship *Santa Maria**. Two other ships, the *Nina** and the *Pinta**, came with him. Three long months went by. His men became tired and sick. On October 11th Columbus saw a light. The *Pinta* kept going, and reported that the light was, in fact, land. The next morning they landed.

Christopher Columbus and his team had expected to see people native to India, or be taken to see the great leader Khan. They called the first people they saw "Indians". From the "Indians" they learned that the island was called Guanahani. Columbus named it San Salvador. When they landed on the island that is now Cuba, they thought they were in Japan. Columbus died a rich and famous man, but he never learnt that few people knew about the discovered lands.

Few celebrations marked the discovery until hundreds of years later. The continent was not even named after Columbus, but an Italian explorer named



Amerigo Vespucci*. In 1792, a ceremony was held in New York, honouring Columbus, and the monument of Columbus was designed. Soon after that, the city of Washington was officially named the District of Columbia* and became the capital of the United States. In 1892, the statue of Columbus was built at the beginning of Columbus Avenue in New York City.

Americans might not have a Columbus Day if Christopher Columbus had not been born in Italy. But the Italian population of New York City that was proud of their native son organised the first celebration of the discovery of America on October 12, 1866. In 1869, when Italians of San Francisco celebrated October 12, they called it Columbus Day.

Then in 1937, President Franklin Roosevelt* introduced Columbus Day. Since 1971, it has been celebrated on the second Monday in October.



2) Complete the information about Columbus Day. (reading for detail)

The purpose of Columbus's expedition was ...

Columbus and his people went ...

They left ...

They arrived in the new continent ...

Their ships were ...

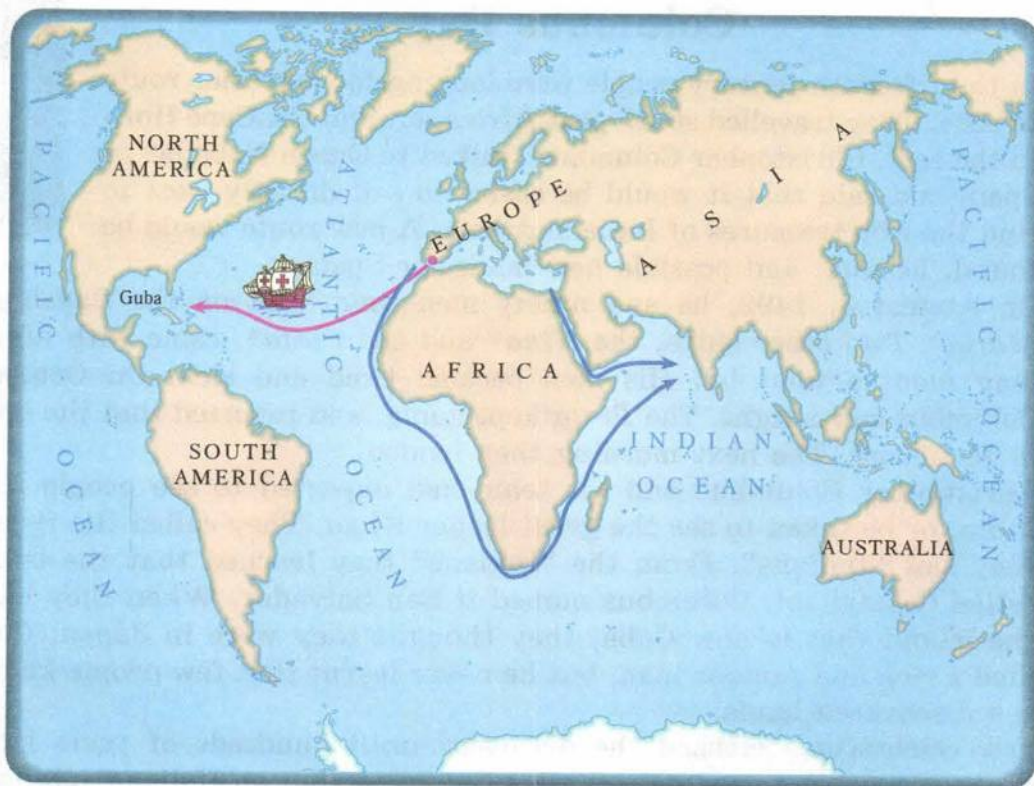
They discovered ...

They took the new lands for ...

The new continent was named after ...



3) Find Columbus's route on the map.





4) How is Columbus honoured in the USA?

Columbus is honoured by ...

Columbus Day was introduced ...

It is celebrated ...

3. The Gilbreths from the book *Belles on Their Toes* by Frank B. Gilbreth, Jr. and Ernestine Gilbreth Carey were a happy family that lived in the USA. But in 1924 their father died leaving the mother with 11 children, the oldest of whom was 18 and the youngest was two. Mrs Gilbreth took over the father's business.



1) What did Mrs Gilbreth do to make her children happy? (reading for detail)

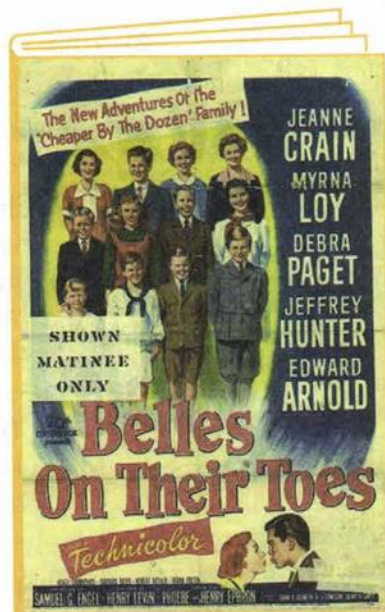
The morning before Mother's arrival from Europe, we washed the floors, dusted the furniture and cleaned the windows. The house was cleaner than it ever was before, is now, or ever will be. We went for a quick swim, more for *sanitary* reasons than for relaxation, and then put on our best clothes. Everybody looked fine. Anne lined us up in the dining room for a final *inspection*. "Everyone is alive, and nobody is in prison. So I guess we did a pretty good job." "You all know," she said in her best oratorical style, "that I don't enjoy making speeches."

This was something we didn't know at all because there were few things Anne enjoyed more.

"I want to thank you one and all for your fine spirit of cooperation."

We started for the dock. We knew Mother would be happy to see us there. Then we saw the boat and our mother. She came down the gangplank with two suitcases.

"It's so good to be home," she said. "I can't tell you how I felt when I saw all of you standing on the dock." We said it was good to have her home. Mother had brought each of us a present. Not expensive presents, such as Dad used to bring when he returned from Europe, she explained. Just something to let us know she'd been thinking of us. She brought out the presents while we were finishing our dessert. There were Czech dolls for Jane and Lillian, and Paris hats for Martha, Ernestine, and Anne. The girls' presents were a big success. But the boys had trouble hiding their disappointment, when they unwrapped their packages and found that each contained a blue beret. "All the men in France are wearing them," Mother said. "I thought you might like to start the style over here." "They're just what we've always wanted," Frank said stoutly, trying not to think about what might happen to him and Bill if they wore the berets to school. "I guess," said Mother, "that I don't know as much about getting presents for boys as your father did. That's something I'm going to have to learn, isn't it?" "Dad never brought anything better," Bill protested. "Just old stuff like knives and watches." "You're good boys," Mother said. "I'll remember about old stuff like that if I go away again."





2) What did Mrs Gilbreth's children do to make her happy? (*reading for detail*)



3) Decide if the following sentences are true or false according to the story. (*reading for detail*)

- A. The children cleaned the house to make it cleaner than it ever was before.
- B. The children were wearing their best clothes to meet their mother on the dock.
- C. Everybody knew that Anne liked making speeches.
- D. Anne asked the children to tell their mother that everything had been fine while she was away.
- E. The children's mother came from Europe to the USA by air.
- F. The children's mother brought them presents from Europe. Some of the children didn't like them.
- G. Mrs. Gilbreth decided to learn what to give to boys as presents.



4) What would you do if you got a present you didn't like? Choose from the suggestions below. (*expressing personal opinions*)

Pretend you are happy.

Hide your disappointment.

Show how disappointed you are.

Say that it is what you wanted.

Say "thank you" and put it aside.

Thank your friend most heartily.



4. *Little Women* by Louisa M. Alcott is a story about the March family, that lived in one of the northern states of the USA during the American Civil War*. It was a terrible time. In the family there were four daughters. Their father, a priest, was in the army.



1) Who got presents on Christmas Day? (*reading for detail*)

Jo woke first on Christmas* morning. She was a little sad when she saw no presents at the end of her bed, but there would be one from Mother, she knew, and looking on the table by her bed she saw a small book with red covers. It was the beautiful old story of the best life ever lived, the truest guide for any pilgrim* journeying through the world. Jo woke

Meg saying, "Merry Christmas, look on the table!" Meg had the same storybook, but with a green cover. Beth's was a grey one, and Amy's blue. Each book had a warm message written inside by their loving mother, which made their one present very precious to them.

The girls ran downstairs to greet their mother and to thank her for her gifts. But their mother was not there. Hannah (their servant) explained that

a poor boy had come to ask for help because his mother was ill, and Mrs March had gone to see what was needed.

"Well, she will soon be back, so we must have everything ready," said Meg, looking into a basket in which the girls had put the presents for their mother.

"Here is Mother. Hide the basket, quick!" cried Jo, as they heard the sound of a shutting door.

"Merry Christmas, Mother, and thank you for our books. We are going to read them every day," they all cried. "The Christmas breakfast is ready!"

"Merry Christmas, little daughters. But I want to say a few words before we sit down. Not far away lies a poor woman with a newborn baby. Six small children are lying in one bed to keep warm. There is nothing to eat. My girls, will you give them your breakfast as a Christmas present?"

They were all very hungry, and for a minute nobody spoke. Then Jo said quickly, "I am so glad that you came before we had begun." "May I go and help to carry the things to the poor children?" asked Beth eagerly.

"I shall take the cream and the cakes," said Amy, ready to give away the things she most liked. Meg was already collecting bread and other things into a basket.

"I knew you would do it," said Mrs March, smiling.

They soon came to the poor people, who all looked very surprised as the girls and Mrs March went in. "Oh! It is good *angels* come to us," said the poor woman, nursing her crying baby.

"Funny angels in hats and gloves," said Jo and everybody laughed. Mrs March made some soft food for the mother and baby, and the girls fed and looked after the other children.

It was a very happy breakfast, though the girls had none of it, and, when they went away, there were not in all the city four merrier people than the hungry girls who gave away their breakfast on Christmas morning.



2) GRAMMAR Read the Learning to Learn Note and complete the translation. (*learning to translate*)

Learning to learn Translating Ving Forms

Чтобы правильно перевести предложения с Ving формой, следует определить, каким членом предложения является эта форма:

1. Если Ving форма является частью сказуемого, она переводится как глагол.

The cat **is sleeping** on the table. Кот спит на столе.

2. Если Ving форма является определением к существительному, она переводится как причастие настоящего или прошедшего времени.

a **sleeping** cat спящий, спавший

3. Если Ving форма является обстоятельством, она переводится как деепричастие настоящего или прошедшего времени.

Seeing a big crowd David and his friends stopped. Видя (увидев) большую толпу, Дэвид и его друзья остановились.

0. Jo woke Meg **saying**, "Merry Christmas, look on the table!"
Джо разбудила Мэг, *сказав*: «С Рождеством! Посмотри на стол!»
- A. Each book had a warm message written inside by their **loving** mother.
Внутри каждой книги было теплое послание, написанное их _____ матерью.
- B. ... and **looking** on the table by her bed she saw a small book with red covers.
... и _____ на стол около своей кровати, она увидела маленькую книжку в красной обложке.
- C. ... the truest guide for any pilgrim **journeying** through the world.
... самый правдивый путеводитель для любого пилигрима, _____ по миру.
- D. "... so we must have everything ready," said Meg, **looking** into a basket in which the girls had put the presents for their mother.
«... так что у нас все должно быть готово», — сказала Мэг, _____ в корзинку, в которую девочки положили подарки для своей матери.
- E. "Here is Mother. Hide the basket, quick!" cried Jo, as they heard the sound of a **shutting** door.
«А вот и мама. Прячьте корзинку, быстро!» — закричала Джо, когда они услышали звук _____ двери.
- F. "I knew you would do it," said Mrs March, **smiling** ...
«Я знала, что вы сделаете это», — сказала миссис Марч, _____.
- G. "Oh! It is good angels come to us," said the poor woman, **nursing** her **crying** baby.
«О! Это добрые ангелы пришли к нам», — сказала бедная женщина, _____ своего _____ ребенка.



3) a) What is the story about? Choose from the suggestions below. (*reading for the main idea/considering author's intention*)

The story tells us:

that Christmas is the right time for helping poor people.

that poor people need help all the year round.

how four hungry girls readily gave their Christmas breakfast to poor people.

how poor people were happy to get some food on Christmas.



b) What is the story about? Express your opinion. Use the outline below to prove your opinion. (*expressing personal opinions*)

a) What holiday were the girls and their mother going to celebrate?

b) What did they do to celebrate the holiday?

c) What did the girls' mother ask them to do?

d) Did the girls support their mother's idea?

e) How did the girls feel after their visit to the poor family?



4) Complete the sentences to make the story short. (reading for detail/writing a summary)

The four girls were waiting for ...

They got ... from their mother for Christmas.

When the mother came back home she asked her daughters ...

The girls were ... but they didn't hesitate.

The poor family ...

Mrs March ...

The girls ...

The four girls were ... though they were ...

5. Elizabeth and Jessica Wakefield from the book *The New Girl. Sweet Valley Twins* by Francine Pascal are twins, they have many friends at school in Sweet Valley. But Brooke Dennis is a new girl in their school, nobody likes her, they think she is too haughty because her father is a rich and famous Hollywood* screenplay writer.



1) How did Brooke feel about her birthday? (reading for specific information)

Elizabeth found Brooke Dennis by herself at a table near the door to the cafeteria, with nothing but a drink and two silver *packages*. "Why aren't you eating?" Elizabeth asked.

"I guess I don't really feel like it," Brooke told her. "Come on, let's go outside. I've got something you can eat in here." And Elizabeth followed her out to the lawn behind the school.

"I come here a lot," Brooke said, "It's a good place for thinking."

"What's on your mind, Brooke? You look pretty down today."

"Oh, nothing really. It's just the birthday blues, I guess."

Elizabeth stared at Brooke. Brooke gave her a huge slice of chocolate cake, decorated with blue flowers.

"Gee, what a pretty cake. I love chocolate."

"I hate it, but dad didn't even ask me what kind I wanted. He just phoned to the best bakery in town and asked them to bring it this morning." Brooke's eyes were closed, but Elizabeth thought she saw her tears.

"I'm sorry I forgot your birthday, Brooke. But your family remembered and that's what counts."

Brooke looked at Elizabeth. "What family?" she asked. "The bakery's man was the only one who wished me a happy birthday today." Brooke's voice caught as if she was trying not to cry. "And I don't care," she said, fighting the tears, "but my dad wasn't even home this morning! He had another conference in Hollywood."

"It's hard when you've got busy, working parents," Elizabeth agreed.



"At least you've got two parents who care. My mother doesn't care about me at all. In fact, she wants to hurt me as much as she can."

Elizabeth didn't know anything about Mrs Dennis. Brooke had never mentioned her mother. Elizabeth had decided Mrs Dennis was dead. "What do you mean, Brooke? I'm sure your mother doesn't want to hurt you."

Brooke was crying openly now, tears went down her pretty face. "Then why did she leave me?"

Elizabeth understood all the hate and anger that was inside Brooke. Maybe Brooke didn't have as much as she seemed to. Maybe she had less than anyone.

"My parents got divorced a few years ago. When my mother married again, the judge told her I couldn't move to Europe with her. Mom was going to have a baby, and she chose to go with her husband and leave me behind. She didn't call me today! She didn't even send a card!"



2) How did Brooke feel about the day of her birthday? For statements A–E choose the correct translation (a or b). (learning to translate)

- A.** You look pretty down today.
a) Ты сегодня хорошо выглядишь.
b) Ты сегодня выглядишь довольно удрученно.
- B.** It's just the birthday blues.
a) Это просто хандра в день рождения.
b) Это просто блюз (музыка) моего дня рождения.
- C.** Brooke's voice caught as if she was trying not to cry.
a) По голосу Брук можно было уловить, что она пыталась не расплакаться.
b) Голос Брук прервался, как будто она пыталась не заплакать.
- D.** "I don't care," she said, fighting the tears ...
a) «Я и не тревожусь», — сказала она, борясь со слезами ...
b) «А мне все равно», — сказала она, борясь со слезами ...
- E.** Brooke was crying openly now, tears went down her pretty face.
a) Теперь Брук плакала открыто, слезы лились по ее хорошенькому личику.
b) Брук расплакалась, слезы лились по ее хорошенькому личику.



3) What did Elizabeth learn about Brooke and her life? Find in the story. (reading for detail)

- what Brooke's father did to organise her birthday party;
- how Brooke felt about the birthday cake;
- who wished a happy birthday to Brooke;
- what Brooke's father did on her birthday;
- what Brooke's mother did on her birthday;
- what Elizabeth understood about Brooke.



4) Do you agree that Brooke really didn't care that her family hadn't wished a happy birthday to her? Why? Prove from the text. (reading for detail)

6. Brooke's classmates were sorry that they didn't understand how lonely and unhappy she was. And they organised a birthday party for her at Elizabeth's place. It was difficult to convince Brooke to come to the party but in the end she came with her father.

1) How did the twins feel about Brooke's birthday at the end of the day? (reading for specific information)

When the twins, Brooke, and Mr Dennis came into view, Caroline yelled, "Quick! Everybody hide!"

When Elizabeth and Jessica invited their guests in, the whole house seemed strangely still. But just as the group entered the living room, everyone appeared from their hiding places. "Surprise!"

Everyone could see how shocked Brooke was as she was suddenly surrounded by her new friends. Flushed and smiling, Brooke turned from one friendly face to another.

"I really don't know what to say," she told them quietly. With a happy face, she studied the colourful balloons hanging over her head and the round table with the plenty of food. "Oooh." She took a shy step forward toward the cake on the platform.


"Don't worry," Charlie assured her. "It won't explode." He made one of his comic bows and then presented her with a knife. "But we will, if you don't hurry up and cut the first piece!"

Everybody laughed and gathered around Brooke and her birthday cake. They sang a chorus of "Happy Birthday" as Brooke stared at the pink roses. In the centre of each rose was a birthday candle. "Shouldn't I blow them out?" she asked.


"Sure!" Now her friends stepped back as Brooke took a deep breath and leaned over the cake. She blew out all the candles with one try.





"That means you'll get your wish today!" Jessica announced. It was two hours later when the party finally ended. As they waved goodbye to their last guests, the twins felt tired and happy. "You know what?" Jessica told her sister. "That was the nicest party I've ever been to, even if we did give it ourselves!"

 **2) What did the children do for and at Brooke's birthday party? Tick. (reading for detail)**

- a) decorated the house _____
- b) sang a song _____
- c) brought new CDs _____
- d) made a birthday cake _____
- e) danced to music _____
- f) gave gifts _____

 **3) In what way did Brooke's mood change at her birthday party? (reading for detail)**

 **4) The children organized a surprise party for Brooke. What does the surprise party include? Write an entry for the Linguistic and Cultural Guide. Use the text. (writing a summary)**

 **5) Which proverb or saying goes with the story about Brooke and her birthday? Choose the English proverb or saying and match it with the Russian equivalent. (expressing personal opinions)**

Friendless is poor.
There is safety in numbers.
All is well that ends well.
Give and take.
A good deed is never lost.
Whilst I live, let me not live in vain.
They are rich who have true friends.

Все хорошо, что хорошо кончается.
Пока живу, нужно жить не зря.
(Жизнь дана на добрые дела.)
Беден тот, у кого нет друзей.
Тот богат, у кого верные друзья.
(Хороший друг ценнее сокровища.)
В единении сила.
Кто дает, тот и получает.
(Дающего рука не оскудеет.)
Доброе дело даром не пропадает.

Do You Like Travelling?

1. Organised tourism has quite a long history.

1) Read the story and find the information about the man in the picture. What is his name? How is his life connected with tourism? (reading for specific information)

Every year travel agents offer all kinds of holidays to all types of people, as nearly everybody can afford some kind of travelling. Of course, in spite of the many advantages which travel agencies can offer, there are still quite a few tourists who go 1 their own and choose their own destination and make their tickets and accommodation reservation. But organized tourism became more and more popular.

Travel agents think that there are different types of holidaymakers. For each type, they try to offer the 'right' kind of holidays, at the 'right' country and at the 'right' price. All this has to be planned very carefully. So, while most people are still busy 2 buying Christmas presents, the travel agents have already decided where the holidaymakers will go next summer, what kind of things they will do there and how much money they will spend 3 their holidays. Sometimes the agents are right, and holidaymakers will do exactly what the travel agents have planned for them. But sometimes they are wrong. All this makes their business risky, because if they make mistakes, they can lose a lot



4 money.

Travel agencies have a long history. The Romans probably started tourism 5 their holiday villas in the Bay of Naples*. In the 19th century, the education of the rich people was not complete 6 a Tour of Europe's cultural sights. Things changed for *ordinary* people when Thomas Cook organised the first package tours.

Thomas Cook was one of the first travel agents. He started to organise excursions between Leicester and Loughborough 7 train in 1841. In 1855 he organised special trips between Leicester and Paris where a Universal Exhibition* was held. Later, he also organised tours from England to the European countries and around 1860 he opened the first travel agency in England. Thomas Cook's agency sold train and boat tickets and took care

8 hotel reservations. As Thomas Cook said, his aim was to provide cheap, easy, safe and most enjoyable tourism for all people. And now over thirteen million people around the world travel 9 more than thirty Thomas Cook tour agencies and 3,600 travel agents.



2) Read the story carefully and fill in the gaps where necessary with the most suitable prepositions from the box. Use some of the prepositions more than once. (*predicting*)

by of on through with without



3) Who or what do the underlined pronouns refer to? (*understanding references*)



4) Decide if the following statements about travel agencies are true (T) or false (F) according to the story. Prove from the text. (*reading for detail*)

- A. Organised tourism becomes more popular. ____
- B. The profession of a travel agent can be very unstable. ____
- C. Organised tourism began long before the 19th century. ____
- D. Thomas Cook was the first who introduced package tours. ____
- E. The first travel agency in England was organised specially for a Universal Exhibition. ____
- F. A lot of tourists choose the Thomas Cook agencies nowadays. ____

2. Roy is the character in the book by Arthur C. Clarke *Islands in the Sky*.



1) What is Roy's hobby? (*reading for the main idea*)

"Congratulations, Roy!" said Elmer *heartily*. "You missed only one question. I announce you as the winner of this World Airways Contest!"
The *audience applauded*.

"You know that the prize is a trip to any place in the world. We are all interested to hear your choice. You can go anywhere you like between the North and South Poles!"

I had made my plans long ago.

"I want to go to the Inner Station."

Elmer looked *puzzled* and surprised. It was clear that he didn't know what to say. Then he decided to make a joke of it.

"Ha, ha, very amusing, Roy! But the prize is a trip to any place on earth. You must follow the rules, you know!"

He was laughing at me and that made me angry.

"I've read the rules very carefully," I said. "And they don't say 'on earth'. They say, 'to any part of the earth'. There is a big difference."

Elmer's smile disappeared.

"Go on," he said.

"In 2054," I continued, "the United States signed a Convention which decided how far into space any *planet's* rights extended. Under the Convention, the Inner Station is part of earth, because it is inside the thousand kilometer *limit*."

The audience was on my side. Elmer made a few attempts to make me change my mind, but finally he gave up and said with laugh:

"Well, you're a very determined young man, and you've won the prize after all. I hope they'll let you go."

Mom and Dad were pretty mad about the whole business, but it was too late for them to stop me. The only one who understood me was Uncle Jim. He'd been to *Mars* two or three times, to *Venus* once, and to the Moon so often he could not count the times.

I had wanted to go out into space ever since I was five. I was sixteen now, and rather big for my age. I had read everything I could find about *aviation* and *astronautics*. I had seen all the movies about space. I had made *models* of famous spaceships. In my room I had hundreds of photographs not only of most of the famous ships, but all the important places on the planets as well.




2) VOCABULARY Read through the story and find out the sentences with the verb *make*. Translate the sentences into Russian. (using a dictionary; learning to translate)


make [meɪk] *v* (**made**) 1. 1) делать; изготавливать, производить 2) составлять 3) готовить 4) создавать, творить 5) совершать 2. 1) зарабатывать (*деньги*) 2) приобретать (*друзей, врагов*) 3) заключать (*соглашение*) 4) убирать (*помещение*) 5) принимать (*решение*) 6) превратить (*в шутку и т.д.*) 7) совершать (*поездку*); to ~ a tour (a trip, a journey) 3. 1) ~ smb. do smth. заставлять кого-л. делать что-л. 2) ~ up one's mind решить; решиться



3) Find the answers to the questions about Roy in the story and write short notes. (reading for detail; notes making)


- A. What contest did Roy take part in? _____
- B. What was the prize of the contest? _____
- C. What is 'the Inner Station'? _____
- D. How did Roy's relatives feel about Roy's decision? _____

-  4) GRAMMAR Roy is a determined boy. What had helped him to win the contest? Underline the appropriate sentences in the story. (*recognizing familiar grammar structures: The Past Perfect Tense*)

-  5) Imagine you won a trip to any place you like. What destination would you choose? Explain your choice. (*relating stories to personal experience*)

MIND!

say сказать
speak (~ English) (уметь)
говорить (по-англ.)
talk (~ to smb) разговаривать
(с кем-л.)
tell рассказывать

-  3. Here is a story from *The Book of Heroic Failures* by Stephen Pile.

1) Read the story and choose the most appropriate title for it. (*reading for the main idea*)

- The Adventures of Mr Nicholas Scotti in Italy.
- The Most Funny Travelling.
- The Worst Tourist.

In 1977, Mr Nicholas Scotti of San Francisco flew from America to Italy to visit his cousins. The plane stopped for an hour at Kennedy Airport in New York. Mr Scotti thought he was now at Rome Airport and got out of the plane. He spent the next two days in New York, believing he was in Rome.

Of course, his cousins were not there to meet him, but that did not surprise Mr Scotti. In their letters they often wrote about the transport problem in Rome. Mr Scotti decided to try to find his way to his cousins' address without any help. On his trip round the city, the unsuccessful traveller noticed that none of the city's famous attractions were left in the modern streets.

He also noticed that many people spoke English in the American way. But American tourists are everywhere these days, he said to himself. Mr Scotti asked a *policeman* in Italian to tell him the way to the bus station. Luckily, the policeman was from Naples* in Italy and answered in the same language.

After twelve hours travelling round on buses, he decided to talk to another policeman. Mr Scotti got angry when this policeman spoke to him in English. He was surprised that the Rome Police gave jobs to people who did not speak Italian. The policeman tried to explain, but Mr Scotti did not want to believe that he was in New York. The policeman took him to the airport in a police car to catch a plane back to San Francisco. They did not have much time, so they drove very fast. "You see," said Mr Scotti, "I know that I'm in Italy. This is the way the Italians drive."

-  2) How did it happen that Mr Scotti found himself in America instead of Italy? (*reading for specific information*)



3) What made Mr Scotti believe that he was in Italy? Underline the corresponding sentences. (*reading for detail; making notes*)



4) GRAMMAR What could or should have Mr Scotti done not to find himself in such a situation? Choose from the sentences below. (*developing meaning grammar*)

Grammar in focus:

Obligation (**should have + V₃**) Possibility (**could have + V₃**)

Когда мы говорим о том, что кому-то следовало бы или было необходимо что-либо сделать в силу определенных обстоятельств, но это не было сделано, мы используем should have + V₃.

Mr Scotti **should have done** it.
(But Mr Scotti did not.)

Мистеру Скотти следовало бы это сделать. (Но Мистер Скотти не сделал этого.)

Когда мы говорим о том, что кто-то имел возможность что-либо сделать, но не воспользовался этой возможностью, мы используем **could have + V₃**.

Mr Scotti **could have done** it.
(But Mr Scotti did not.)

Мистер Скотти мог бы это сделать.
(Но Мистер Скотти не сделал этого.)

- Mr Scotti should have called his cousins.
- Mr Scotti shouldn't have got out of the plane.
- Mr Scotti shouldn't have tried to find his way to his cousins.
- Mr Scotti could have asked somebody for help.
- Mr Scotti could have noticed that none of the famous Romans attractions were left.
- Mr Scotti should have asked a policeman about what city he was in.
- Mr Scotti could have asked a policeman to show him the way.
- Mr Scotti should have listened carefully what the policeman tried to explain to him.

4. The author of the book *Treasure Island*, Robert Louis Stevenson, travelled abroad many times. Read a passage from the book by C. O. Peare about one of Stevenson's trips.



1) What was Stevenson's travel destination? (*reading for specific information*)

On August 7, the twenty-eight-year-old Robert Louis Stevenson went aboard a steamship sailing from Glasgow for New York and started out his voyage.

Crossing the Atlantic Ocean took eleven days. On the way over Stevenson read six volumes of American history so that he would know something about the country when he arrived.

There was not time to look around at the sights in New York City. He *posted* all the letters he had written aboard the ship and ran to the train that was to carry him across the *continent*. The journey across America was going to seem longer than the sea voyage, not because it was longer, but because it was harder.

The train was not a fast one. It moved slowly or it stopped in wide-open fields. The cars were so crowded that everyone had to sleep sitting up. Stevenson occupied himself with his notebook and pencil, writing down everything he saw. This experience would make a travel story.

The Pennsylvania mountains were green like those in Scotland. The train reached Pittsburgh the evening of the second day. After two days of travel, the passengers could at last get out and buy proper meal.

Stevenson was having one new experience after another.

"This is a country of surprise!" he declared. He climbed back aboard the train and rode all night. When it was daylight, he looked out of the window at the flat plains of Ohio, Indiana, and Illinois. At Chicago the next evening everyone had to change trains. And he had gone only a third of the way!

At last, the train reached Wyoming and the Rocky Mountains. But Stevenson was too tired to enjoy the views. In Utah they had to change trains again. Everyone was glad to leave the dirty cars and climb into clean ones.

The next morning the train was passing some other mountains. These mountains were covered with fresh pine trees. He was in California at last! The same day the train stopped at the city of Sacramento. Stevenson took his luggage and ran with the crowd to the ferry that would carry them to San Francisco.

"Now all I have to do is find Monterey," he said. Monterey was more than eighty miles to the south. There he planned to finish his journey.



2) Find the geographical names in the passage to match with the transcription signs. (using pronunciation keys)

A. [ˌpensɪlˈveɪniə] _____

B. [ˈglɑːzgəʊ] _____

C. [əʊˈhaɪəʊ] _____

D. [ˈpɪtsbɜːg] _____

E. [ˌsækrəˈmentəʊ] _____

F. [ˈjʊtɑː] _____

G. [waɪˈəʊmɪŋ] _____

H. [ˌɪlɪˈnɔɪ] _____



3) Have a good look at the map. Using the passage trace on the map the route Robert Louis Stevenson followed. Choose the appropriate symbols to match the route. (*reading for specific information*)



A



B



C



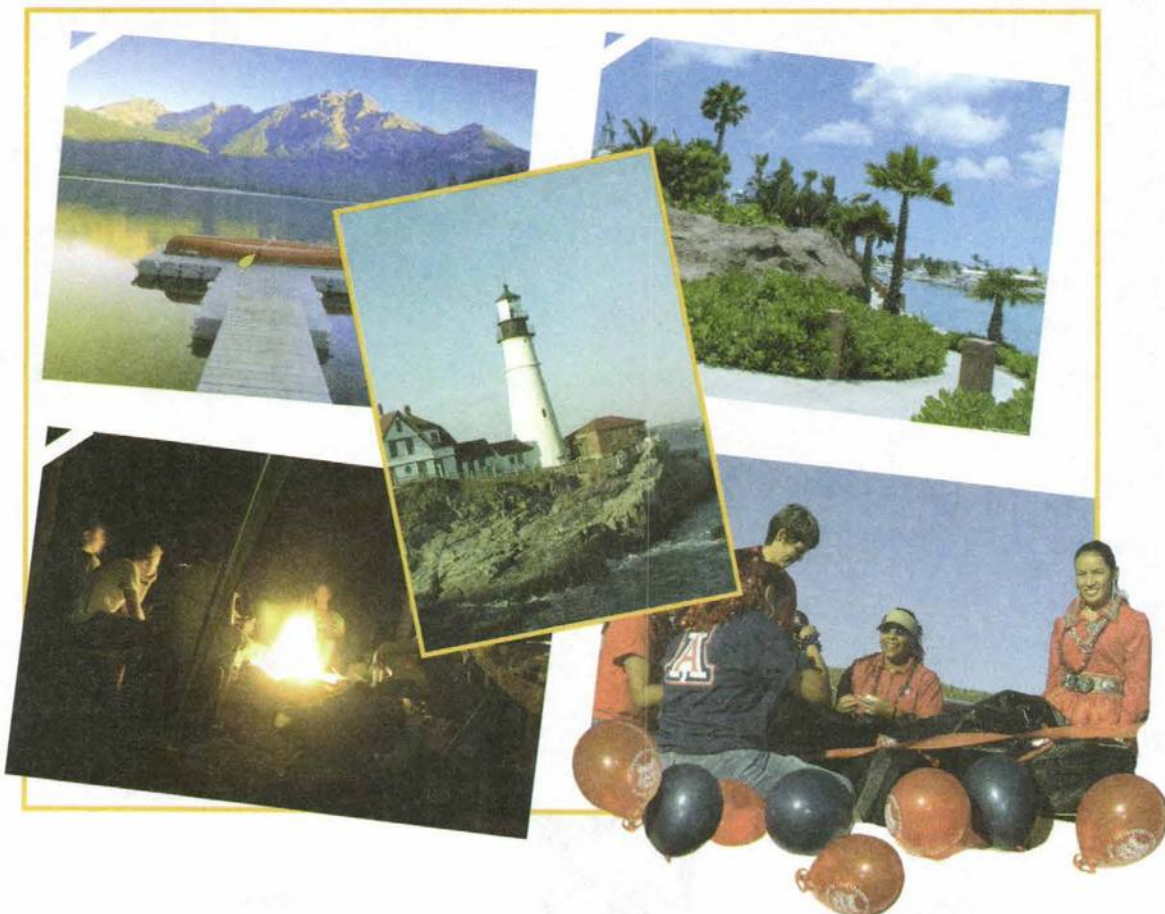
4) Read the extract carefully and decide if the following statements about Stevenson's journey are true (T) or false (F). Prove from the text. (*reading for detail*)

- A. It was the first time Stevenson travelled to America. ____
- B. Sea voyage from Britain to America took two weeks. ____
- C. During his trip Stevenson had to change the trains twice. ____
- D. During the trip Stevenson wrote notes for his book about American history. ____
- E. Stevenson decided to finish his trip in San Francisco because he was too tired to continue his way. ____

5. Peter Baillie wrote about his travel impressions in his letters to his pen friend.



1) Where did Peter take these pictures? Decide which picture goes with which letter. There is one extra photo. (reading for specific information)



Hi, Julia

Things here are great. My parents and I went to the Oregon Coast for a week. We drove to Lincoln City and then traveled up and down the coast. It is very beautiful with miles of wonderful beaches. We went whale watching and could see one right behind the boat. We also went to a historic lighthouse near the ocean. We climbed up 131 stairs to the top of the lighthouse. It was interesting and there were lots of pictures which dated back to the 1800's. We could also see whales as they swam. Well, not much else is new. Bye for now.....Peter

Hi, Julia

I'm just writing this for I won't be here till the next weekend. My friends and I are getting ready for our trip to Shuswap. Just a short note about Shuswap. It is quite a large lake with some small ones with hills and mountains surrounding it. In the summer it can get very hot in and around that area. Also in the winter it can get extremely cold. The lake doesn't freeze over because it is too big but during a long cold winter it can get ice on it, too thin to walk on. The larger city close to Shuswap is Kamloops. It is on the Thompson River which is a good river for boating, fishing and in some areas for rafting. There are a lot of camps around the lakes but not many shops. The place where we were last time is called Scotch Creek. We drove there by car, from our place it is only four and a half hours to get there. The journey was quite nice as we traveled right over the top of a mountain. We had a very nice time there. We were lucky with good weather and I caught a rather big fish. Best wishes to all. Hope to hear from you soon.....Peter

Hi, Julia.

How is it going there? We just got back from a week of vacation. It was great to have some time off. My Mom's brother and his wife are here from England so we went away for a few days. We were supposed to go to Las Vegas in Nevada, USA but the travel agency cancelled our trip at the last moment. It was very disappointing. But we did not give up. We went to Vancouver Island instead. First to Victoria and then we drove up the island to Parksville. We had great weather there. We rented a cottage on the beach. It was a beautiful place with two bedrooms, a kitchen, and a nice living room with a fireplace. We were able to sit outside on the beach and have a campfire at night. It was so exciting. Everyone is doing well here and says hello. Bye for now Peter

Hi, Julia

How are things there? We have just finished packing now and are ready for our trip home tomorrow. My parents and I had a great time here at my Dad's brother's place. We were at a country fair yesterday. There were lots of music and food and contests. We also went on a cruise from Fort Landerdale to Nassau in the Bahamas. It was a three-day and two night cruise. There was lots food and entertainment on the ship. In the Bahamas we went to an island called The Blue Lagoon. That is where the movie of the same name of the island was filmed. It was very hot there and lots of beautiful and colourful tropical fish in the ocean. We also went to a friend of my uncle's and went on their boat. It is quite large with a kitchen and three bedrooms. Sometimes when they go away they live on it for two or three months. We could see lots of beautiful homes by the water. I went surfing but I didn't do too well. I only hurt my leg and I had to get out of the water quickly. Florida is very different from the place where we live. It is very flat. No mountains at all, but there are lots of sandy beaches close to where we were staying. Have to say bye for now as we have to be up at 5:00 a.m. to go to the airport Peter



2) GRAMMAR Read through the letters, find the sentences with the prepositions of time, place and direction and translate them. (learning to translate)

Prepositions of Time

at for in

Prepositions of Place

at around by in
on over outside

Prepositions of Direction

away back from
out of to up



3) How did Peter like his travelling? Fill in the table with the appropriate information. (*reading for detail; making notes*)

	Where did Peter travel?	How did Peter travel?	Who did Peter travel with?	What did Peter do there?	What were Peter's impressions?
A. B. C. D.					

6. On her first trip abroad, Maggie Mc Kinley, the character in the book by Joan Lingard *The Reunion*, goes to Canada.

1) What way of travelling did Maggie take? Choose the sentence that fits best in the extract. (*reading for the main idea*)

- I was taking a sea voyage for North America.
- I was getting on a train for North America.
- I was taking off on a plane for North America.

We made sure our **seat belts** were **fastened** and seats in the **upright position**. I could hardly believe that the moment had come.

I felt as if I was sitting in a cinema waiting for the show to begin. I looked over at the window and saw clouds. Mc Kinley, you've done it! I was on my way whether I liked it or not. The **take-off** had been so smooth I hadn't registered the actual moment of **leaving the ground**.

It was the very first time I'd flown. And it was the first time I had ever been out of Scotland. The plane **gave a lurch**, almost throwing me on the woman beside me, and I said, "Is it all right? The plane, I mean." I glanced towards the window expecting to see that one wing had fallen off. "It's fine," the woman said with a North American accent. "Just an **air pocket**." My companion didn't seem too keen on conversation. She opened a magazine and began to read. She didn't seem at all bothered to be thirty thousand feet or so above the ground. We were actually in the clouds.

"Anything to drink?"


I started, looking up, to see the air **stewardess**. Beside her she had a trolley of drinks.

"Oh, orange juice, please."


I took the orange juice and pulled down the little tray from the back of the seat in front of me. We could **unfasten our seat belts** and lower our seats now, if we wished. I decided to keep my seat belt fastened, just to make sure.

I sipped my orange juice and the woman beside me closed her magazine to drink hers. She asked if it was the first time I had flown and I said that it was. She told me that there was nothing to worry about, these planes were marvellous and they took real good care of you. She talked to me until dinner was served.

We had chicken in tomato sauce with broccoli and potatoes, apple pie and cream and roll with cheese, and a cup of coffee. My companion said that they fed you all the way across the Atlantic, it helped **take your mind off** the flying. The stewardess came to clear away and we settled back to watch the film.

 **2) Find the English equivalents of the Russian words and word combinations. Read out and translate the sentences with the highlighted constructions. (guessing the meaning by context)**

- A. взлет _____
- B. пристегнуть ремни безопасности _____
- C. расстегнуть ремни безопасности _____
- D. в вертикальном положении _____
- E. накрениться _____
- F. воздушная яма _____
- G. отвлекать (от полета) _____

 **3) Read out the sentences describing the way Maggie and the woman behave during the flight. Did they behave differently? Why? (reading aloud; understanding unstated ideas)**

 **4) ROLE PLAY Imagine a conversation between Maggie and the woman. (transcoding information into some other display)**

Pupils Card 1

You play the role of the woman. Next to you is sitting a girl who seems very nervous.

Talk to the girl to calm her down. You begin the conversation.

Remember to

- ask if the girl has travelled by plane before
- ask about the girl's travel destination
- find out the girl's opinion about the meal served
- answer the girl's questions, etc.

Pupils Card 2

You play the role of Maggie. You are very nervous during your first flight.

Talk to the woman who is sitting next to you.

Remember to

- answer the woman's questions
- say how you feel about the flight
- find out the woman's opinion about the meal served, etc.

Are You a Good Sport?

1. There are three main national sports in Britain.

1) Which is one of these sports? Read how *Encyclopedia Britannica for Children* describes this sport to answer the question. (reading for the main idea)



golf



cricket



football



rugby

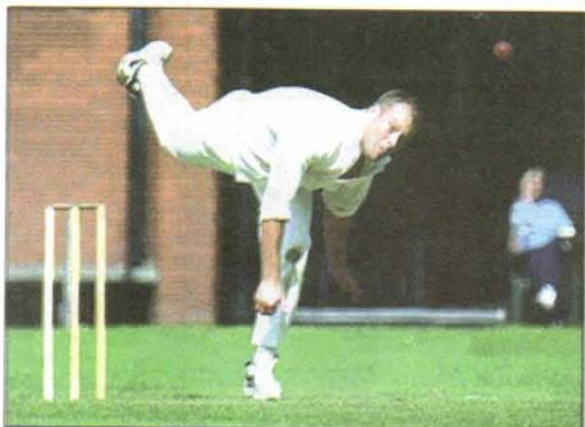
This sport is the national summer game of England, where it has been played for hundreds of years, possibly since the 13th century. Laws to *standardise* the rules of play have existed since at least the mid-18th century. During England's colonial history, it was exported around the world, and it is now played in more than 100 countries. It is particularly popular in the British Isles, Australia, New Zealand, India, Pakistan, South Africa, and the West Indies.

The game is played outdoors with bats and a ball between two teams of 11 players each. The sides take turns at batting and pitching. Two batsmen are on the playing field. Each batsman guards a series of three upright sticks

called a wicket. The bowler must hit the wicket with the ball. The batsman tries to hit the ball to defend his wicket. If he hits the ball, he can begin a run to exchange places with the second batsman. Each time the batsmen switch positions, they score a run. The team with the most runs at the end of the match wins. A formal game can last from an afternoon to five days. Traditionally players wear white trousers and a white shirt and a sweater.



2) Look at the picture and make captions for what you can see there. (guessing the meaning by pictures)



3) What do the players do? Find the English equivalents in the text and match them with the person performing the action. (guessing the meaning by context)

A batsman		охраняет воротца отбивает мяч защищает воротца меняется местами
A bowler		поражает воротца
The teams		по очереди подают и отбивают мяч получают очко

2. There are a lot of different museums devoted to the history and achievements of different sports.



1) What sport is the museum devoted to? What can you see there? (reading for specific information)

The World Figure Skating Museum & Hall of Fame is the international museum for the sport of figure skating. It is the only institution of its kind in the world. You can explore the history of figure skating from past to modern times. The greatest names in figure skating are **honoured** in the World and U.S. Halls of Fame (two parts of the Museum). To be included into one or both Halls of Fame is the highest **honour** a figure skater can achieve.

The World and US Halls of Fame include such **distinguished** skaters as Jayne Torvill and Christopher Dean*, Dick Button*, Scott Hamilton*, Ekaterina Gordeeva and Sergei Grinkov*, Midori Ito*, Sonja Henie*, Katarina Witt* and others.

The World and US Halls of Fame were **established** to honour those who have made outstanding contributions to the sport of figure skating around the world and in the United States. *Nominations* are accepted from members of the skating community and the general public. After that, 23 electors, composed of former champions, **judges** and skating officials, make the final selection.

The Museum holds the most **extensive** collection of figure skating materials in the world. The video and film collection, consisting of over 3,500 items, dates from the 1920's and includes Sonja Henie's 1928 Olympic performance. There you can find competition records for national, international and Olympic events from the mid-19th century to the present. It also includes the only complete collection in the world of *Der Eisport*, an early German newspaper **devoted** to skating results and skating history. Approximately 2,000 *protocols* are preserved as an important historical record of the sport of figure skating.

(From The World Figure Skating Museum & Hall of Fame's site)



2) In the text find the equivalents to the following words. (guessing the meaning by equivalents)

to set up	
famous/the best	
an arbiter	
vast	
to be shown respect	
to give up to	
a privilege	



3) Restore the questions and answer them. (reading for detail)

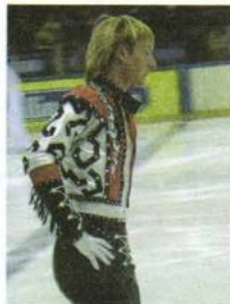
- A. _____ does the museum consist of?
- B. _____ can be included into the Hall of Fame?
- C. _____ countries can get into the Halls of Fame?
- D. _____ can nominate the candidates for the Halls of Fame?
- E. _____ makes the decisions about which sportsmen/women are worthy of being included into the Halls of Fame?
- F. _____ can you find in the Museum?



4) IN YOUR CULTURE Which Russian figure skaters are worthy of being included in the Halls of Fame? Why? (*expressing personal opinions*)



Tatiana Totmianina
and Maxim Marinin*



Evgeni
Plushenko*



Tatiana Navka and
Roman Kostomarov*

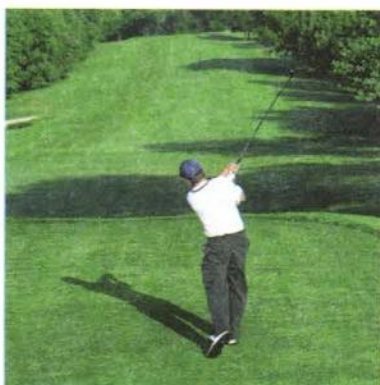
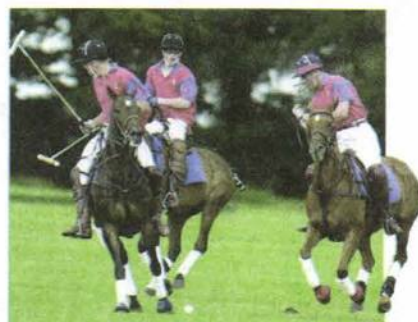


Irina
Slutskaya*

3. The programme of the Olympic Games is changing. New sports appear in the programme and some sports disappeared from it.



1) Read about the sports that are no longer practiced at the Olympics. Match the names of the sports with the texts and the pictures. (*reading for the main idea*)



A. It is a contest between two teams at opposite ends of a rope, each team trying to pull the other across a centre line. It was always contested as a part of the track and field athletics programme, although it is now considered a separate sport. It was on the Olympic programme in 1900, 1904, 1908, 1912 and 1920. The Olympic champions were as follows:

- 1900: a combined Swedish/Danish team;
- 1904: an American club team representing the Milwaukee Athletic Club;
- 1906: Germany/Switzerland;
- 1908: a British team from the City of London Police Club;
- 1912: Sweden;
- 1920: Great Britain.

- B. _____ has been on the Olympic programme twice, in 1900 and 1904. There were two events in 1900 — one for gentlemen and one for ladies. It is one of the world's most popular sports, being played by well over 100 nations world-wide. It also has a long history; its origins can be traced back several centuries, international competitions have been organized since the mid-19th century. In recent years this sport apparently intends to return to the Olympic programme.
- C. It is one of the earliest forms of football in which the players may use their hands and catch, throw, or run with the ball in addition to kicking it with their feet, as in football. It developed in Great Britain in the mid-19th century. Competitions were held at the Olympics in 1900, 1908, 1920 and 1924.
- D. The game of _____, in which players on horseback try to drive a ball into the opponents' goal, is one of the most thrilling sports. Only the rich played it because it was very expensive. Today polo is played chiefly by army, professional, and university teams. It was on the Olympic programme in 1900, 1908, 1920, 1924 and 1936.



2) Complete the sentences with the names of the sports according to the text. (reading for specific information)

- A. A Great Britain team became the Olympic champion in _____.
- B. In 1900 _____, _____, _____, _____ were in the Olympic programme.
- C. In 1904 _____, _____ were in the Olympic Programme.
- D. In 1908 _____, _____, _____ were in the Olympic programme.
- E. _____ may appear in the programme of future Olympic Games.
- F. _____ requires the most expensive equipment.
- G. _____ was the part of athletics.
- H. Both men and women teams played _____ at the Olympics.
- I. _____, _____, _____ are played with a ball.

4. There are a lot of different competitions all over the world.



1) Look at the pictures and guess what kind of competition it is and where it takes place. (*anticipating*)



2) Read the text and check your suggestions. (*reading for specific information; guessing the meaning by context*)

The history of the Iditarod race says that back in 1925, it was necessary to get medicine to Nome (a town in Alaska) because there was an *epidemic* of *diphtheria*. The town had a meeting and they decided that they were going to get the medicine to Nome by *dog sled*. The doctor at Nome said it would be too slow but it was the only way. There was an announcement on the radio and it said, "We need the best dog sled teams to get medicine to the sick people of Nome." They sent the best dog sled teams from every town from Anchorage to Nome until the sick people got the medicine.



The Alaska Iditarod Race is a *commemoration*, or an event to remember something special, of that historic event. *Mushers* have been running the race annually since 1973. Thirty-five mushers took part in the first race, but only 22 finished. The first Iditarod winner took 20 days to complete the 1,150 mile race. Over the years, mushers and their dogs have gained confidence and speed. In 2005, the winner completed the race in just less than nine days, the fastest finish ever.

The Iditarod is sometimes called "The Last Great Race on Earth." Every year, it begins in Anchorage during the first weekend in March. Each team of 12 to 16 dogs and their mushers cover the distance to Nome in 9 to 17 days. The winner's prize (about \$50,000 for the first place) differs from year to year. Each racer passes under the Burled Arch at the end of the race. The arch was constructed by a local Lion's Club as a marker for the finish line. The Arch reads, "End of Iditarod Dog Race." Everybody that has passed through the Burled Arch is a winner in the Iditarod, but the real winner comes first.

The last musher who finishes the race receives the Red Lantern, a special lamp. It is lit when the race starts and it burns until the race ends and then it is blown out and handed in the last place musher.

The Iditarod Race is a huge race so you need to have the required equipment to win. The following items are necessary for this race:



- a proper cold weather sleeping bag;
- 2 sets of booties for each dog in your team;
- one cooker and a pot capable of boiling at least 3 gallons of water;
- a *veterinarian* notebook, to be presented to the *veterinarian* at each checkpoint.

MIND!

A gallon — галлон;
мера жидких и сыпучих тел;
английский галлон = 4,54 л;
американский = 3,78 л

There are many rules for the Iditarod race. One of the rules is that you have to carry a gun at all times because one of the major concerns in Alaska is moose. If you carry a gun, you don't shoot at the animal, you shoot the gun in the air to frighten the animal away.

The maximum and minimum dogs you can have on a team at the start are 12 to 16 dogs. You must have five dogs at the finish of the race. If you do have less you will be *disqualified*. No dogs can be added to the team during the race.

The Good Samaritan* rule is important to everyone during this race. The Good Samaritan rule is that you won't be disqualified if another musher helps you if there is a problem.

(From the Internet sites)



3) Read the text again and make captions for the pictures. (guessing the meaning by pictures)



4) Complete the sentences choosing the proper variant. (reading for detail)

- A. The Alaska Iditarod race is
- a race for medicine.
 - a race for doctors.
 - a sports competition.
- B. The first race was finished in
- 17 day.
 - less than 9 days.
 - 20 days.
- C. The prize money is got by any person
- who passed through the Burled Arch.
 - who got the Red Lantern.
 - who came first.
- D. In case of danger a musher
- should shoot at the moose.
 - should frighten the moose away.
 - should go to the veterinarian.
- E. A musher will be disqualified if
- he/she helps other mushers.
 - he/she has the minimum of dogs according to the rules.
 - he/she has less than 5 dogs at the finish.



5) Write a summary of the story.

5. Some people are excited about sitting down in front of the TV and watching some interesting competitions. Some are fed up because there is too much sports on TV.



1) What do the teens think about sport on TV? Match the opinions A—I with the statements 1—5. You can use each statement more than once. (reading for the main idea)

1. Sport interferes with watching other programmes. _____
2. Sport is on every channel. _____
3. It is good to watch sport on TV. _____
4. Some sports are interesting to watch, others are not interesting. _____
5. It is interesting to watch the sports that you can't do. _____



A. I like sport and I really enjoy watching my favourite player in the Euro Cup, my friends are all talking about Ronaldo, he is really cute.

B. I have nothing against sport in general, and I know it makes a lot of people very happy. But when I am bored, I usually like to watch television, but when sport is on, I have to watch my old videos, because I never want to watch any of the sports. And there never are any of my favourite programmes on!



C. There is too much sport on television! Like me, not everyone enjoys sport and all they want to do is watching cartoons! Sport is nearly on every channel and you need to have a cable television to watch anything else.

D. Well, the football championship is over but we still have Wimbledon and the Olympics are coming up. I admit football was good, but I don't really watch tennis. I'm getting annoyed with it because I'm missing a lot of programmes and it's getting in the way of other programmes.



E. I think it is a great idea to have sport on TV because otherwise I wouldn't be able to watch one of my favourite sports, wrestling. But I don't think it is a good idea when they are all shown at the same time as now with tennis, football and the Olympics.

F. I am absolutely sick of sport on TV, all the good programmes get moved or cancelled in order for these sports to be shown. We have so many sport channels why not to leave the rest for normal television viewing.



G. I love watching sport, especially football and tennis. I tend to watch the sports, which I'm not good at because I prefer to play the sports I am good at.



H. Some sports are nice to watch on TV, but when boring things such as cricket, tennis or golf are on, it ruins my life. You couldn't get more boring sports if you tried. There should be more rugby on TV and less football.



I. I am sick of sport on TV. The other day I was watching TV and there was cricket, golf, football, racing, and horse racing. I don't mind sport but if it is on every channel it is annoying.



2) What do you think about sport on TV? Choose from the text and underline the sentences that express your opinion. (*expressing personal opinions*)

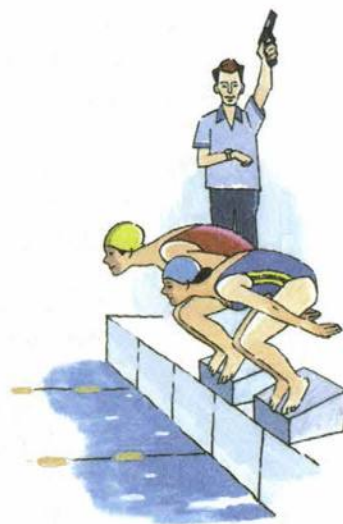
6. Here is an extract from the story *The Confidence Game* by Pat Carr. Tobi and Angela are members of the school swimming team. They are permanent rivals. Only one of them can take part in the National competitions.



1) Who will go to the Nationals? (*reading for specific information*)

The next morning I was too nervous to eat my breakfast. This meet would decide who was going to the Nationals. Better not to think about Angela at all, I told myself, recalling Coach's words. Better to concentrate on my own race. Carefully, I went over Coach's instructions in my mind.

At the gun, I cut into the top of the water smoothly. I swam exactly as I had been imagining it before the race, acting out the pictures in my mind. When I finished, I was certain I had done my best. Then I heard my name. I also heard Angela's name, but it was several minutes before I realised that my name had been called last. That meant my time had been better.



I saw Angela sitting with her back against the wall alone. It could be me, I whispered to myself, remembering what it feels like to lose a race.

"I do this all the time," she burst out. "I do great at workouts, then comes a meet, and something happens: I just can't do it."

"Maybe you don't know how to play the confidence game," I said. She looked at me, but I went on. "How do you psych yourself up for a race?"

"I don't exactly. I just try to block it out, not think about it."

"What about during a race?"

"I concentrate on not making mistakes."

"Very negative methods," I commented.

"What do you mean?"

"Well, take my positive approach. First, I think about all the good things I've done in previous races. Then I plan my race carefully, going over each detail in my mind, picturing myself the perfect swimmer. Then when I'm in the water, I tell myself to do it again, only this time for real." "And you win," Angela added with a smile. "Listen, I have an idea," I said. Maybe I *could* make it up to her. "You swim faster than me, right?" Angela looked doubtful.

"Yes, you do, that's an objective fact," I insisted. "Now my idea is that you follow me in the final this afternoon."

At first Angela wasn't sure, but I soon convinced her, and we were planning our strategy when Coach showed up. "What's going on here?" He gave me an accusing look. "We've got it all settled," Angela spoke up. "Tobi and I are going to be a team from now on." "All right!" he said, giving us a smile. At the sound of the gun I was into the water. I concentrated on a single word. Win! *Please, please let me be the winner*, I whispered over and over. Finally, the winning times flashed on. Angela had won. I managed to give her a congratulatory hug.

"You did it, girls!" Coach couldn't keep himself from shouting, he was so excited. "You've just raced yourself to the Nationals!"

"Well, at least Angela has," I said, struggling to smile.

Coach looked startled. "And you did, too, Tobi."

What was he talking about? "I saw that Angela won the place on our relay team."

"That's right, but you missed something. You both swam so fast that you made qualifying times for the individual event! So you'll both go to the Nationals!"



2) In the text find the English equivalents to the Russian sentences paying attention to the highlighted words and word combinations. (*learning to translate*)

- A. Я тщательно мысленно повторила наставления тренера.
- B. По сигналу я ровно (спокойно) вошла в воду.
- C. Я была уверена, я сделала все, что могла.
- D. Я увидела Анджелу, одиноко сидящую у стены.

- Е. Я все делаю очень хорошо на тренировках...
- Ф. Как ты психологически готовишься к заплыву?
- Г. Наконец-то на табло высветилось время победителей заплыва.
- Н. Тренер сдерживался, чтобы не закричать, так он был взволнован.
- І. Ты показала результат, который позволяет принять участие в чемпионате страны.
- Ј. Анджела выиграла место в команде, которая будет участвовать в эстафете.

3) Complete the sentences using the text. (reading for specific information)

- А. The meeting was very important, because it would decide...
- В. Before the race Tobi...
- С. When Tobi finished the race, she heard her name was called last that meant ...
- D. Before a race Angela tried to...
- Е. During the race Angela...
- Ф. Tobi has her own way to psych herself up before a race. She...
- Г. Angela and Tobi decided...

4) Write out at least 16 words and word combinations connected with the topic "Sport". (identifying familiar lexical items in unfamiliar context)

Qualifying time

To have better time

5) Decide if the following statements are true (T) or false (F) according to the text. (reading for detail)

- А. Coach gave Tobi instructions before the start. _____
- В. Tobi imagined her race before the start. _____
- С. Angela's name was called several minutes before Tobi's name.

- Д. Tobi remembered how she lost races. _____
- Е. Tobi taught Angela how to psych oneself up before a race.

- Ф. Angela felt disappointed after the first race. _____
- Г. Tobi was glad when Angela won the race. _____
- Н. Angela and Tobi won the place in the relay team. _____
- І. It was decided that Angela and Tobi would go to the Nationals.

6) What kind of sportswoman was Tobi? Prove from the text.

7) What kind of friend was Tobi? Prove from the text.

7. Here is an article from the Internet site KidsHealth.

E 1) Look at the words that can help you to understand the article and guess what it is about. Choose the answer. (*anticipating*)

- A. How to behave oneself.
- B. How to lose.
- C. How to be a good sport.
- D. How to show that you are disappointed.

disappointing — неутешительный, разочаровывающий; печальный

to burst into tears — расплакаться

to storm over — набрасываться на (кого-л.)

to accuse somebody of cheating — обвинять кого-л. в обмане

to collect oneself — взять себя в руки

to feel like crying — хотеть плакать

to complain — жаловаться

to cool down — успокаиваться

to get angry — рассердиться

sportsmanship — спортивное мастерство

to show off — пускать пыль в глаза; рисоваться

a call — требование

to make up excuses — придумывать оправдания

to blame — обвинять, винить

to sit out — не участвовать в (чем-л.)

to play fair — играть по правилам

to inspire — вдохновлять, воодушевлять

E 2) Read the text and check your suggestions. (*reading for the main idea*)

Everyone wants to win. But anytime two teams or kids are facing each other in a game or contest, someone will lose. Losing is disappointing, so it is not surprising that kids do not like it. Adults do not like it either, but everyone can learn to control how they react to a loss. In other words, what should you do when you lose?

The tricky part is that sometimes you might react before you even realise it. For instance, it's the last game of your Little League championship and, in a flash, the other team has won. There they are celebrating on the field and you burst into tears.

The important thing is what you do next. Do you storm over to the other team and accuse them of cheating? No! The best thing to do is to try to collect yourself and get in line with your teammates so you can congratulate the other team.

This tradition is one way to teach everyone how to be a good sport. If you feel like crying later or you want to complain about the game, you can do that — but it's best to do it off the field and after you've had a chance to cool down.

Kids who are good sports will become known as kids who are fun to play with. Kids might not be as eager to play with someone who gets angry all the time.

10 Ways to Be a Good Sport

Here are some ways that you can show others what good sportsmanship is all about:

1. Be polite to everyone you're playing with and against. No trash talk — which means saying mean things while you're in the middle of a game.
2. Don't show off. Just play your best. If you're good, people will notice.
3. Tell your *opponents* "good game!" whether you've won or you've lost.
4. Learn the rules of the game. Show up for practices and games on time — even if you're the star of the team.
5. Listen to your coaches and follow their directions about playing.
6. Don't argue with an official if you don't agree with his or her call. If you don't understand a certain call, wait until after the game to ask your coach or the official to explain it to you.
7. Don't make up excuses or blame a teammate when you lose. Try to learn from what happened.
8. Be willing to sit out so other team members can get in the game — even if you think you're a better player.
9. Play fair and don't cheat.
10. Cheer for your teammates even if the score is 1,000—1!



3) In the text find the words and word combinations from ex. 7.1) and translate the sentences. (*learning to translate*)



4) Some teens don't behave themselves if they lose. Here are some mistakes that they make. What should you do not to make the mistakes? Match them with the advice from the article. Write down the letter of the sentence (A—I) next to the corresponding sentence in the text. (*reading for specific information*)

- A. Some kids think that their teammates are responsible for the loss, not they are.
- B. Some kids don't give the other teammates the opportunity to play during the game, because they think themselves the best.
- C. Some kids say bad words while they are playing.
- D. Some kids often cheat during the game.
- E. Sometimes kids storm over to the other team and accuse them of playing unfair.
- F. Some kids try to get everybody's attention to make everyone admire them.
- G. Some kids burst out crying on the field right after the game.
- H. Some kids always argue with the officials and coaches.
- I. Some kids think that it is quite possible to be late for workouts.



5) Do you follow any of this advice? Which advice do you follow? (*expressing personal opinions*)

A Healthy Living Guide

1. The research company questioned parents in Britain about a balanced diet in their families.

1) What do the results of the survey show? (reading for detail)

According to research:

Nearly half of parents in Britain do not think that their children have a healthy diet.

Word Building
health *n* — healthy *a*
? — sugary
? — salty
? — fatty

More than half (...) of parents would like their children to eat more vegetables.

44% would like their children to eat more fruit.

Nearly half (...) think their children should eat less sugary foods.

Over a third (...) are having problems limiting their children's eating of crisps and snacks.

A fifth (...) think their children eat too much fatty and salty foods.

2) VOCABULARY In the article find the words that mean:

1/2 _____; 1/3 _____; 1/5 _____.

3) Fill in the gaps with the following figures: 19%, 37%, 46%, 52%.

2. Children often have lunch at school.

1) Do school lunches differ around the world? (reading for the main idea)

Britain

Here is a report of Bronwen from Morey.

"I thought it would be interesting to have school dinners for a week and check out the varieties of healthy foods served at my school.

It turned out to be quite surprising!

Hotdogs and chips are served every day. You can often buy burgers and pizzas. I got a baked potato on Monday but my friends got chips and laughed at me. On Tuesday I got *spaghetti Bolognese* but again my friends got chips. On Wednesday I treated myself with hotdog and chips. My friends all got chips again. I got a sandwich on Thursday and on Friday because there were only chips, burgers and hotdogs on the menu. I asked the dinner ladies what meals were the most popular and they said chips and burgers."

France

It is easier to find *grilled* chicken with green beans on the menu than burgers or sausages. You can get chips only one day a week, to go with salmon lasagna while pizza is served with a green salad. Drinks are healthy, as you can only get water.

The US

Children in US schools really don't like the food they are given. People have said that the lunches kids get in schools aren't very healthy, they help to make them gain weight. Around 20% of US schools offer fast food like McDonalds*.

Norway

No child in Norway gets a school meal. If they want to eat at lunchtime they have to take in a packed lunch. Most packet lunches are open sandwiches with cheese or *salami*. Children who don't take packed lunches can go the whole day without eating anything. So some people are now arguing Norwegian schools should have canteens, but only ones that sell healthy food.

The Ukraine

Children in the Ukraine get three courses for their lunch, often starting with soup before a main course and a dessert. But because the country is so poor, the quality of food isn't always the best. But almost all the meals are made in the school kitchens from fresh *ingredients*.



2) Read the articles again and fill in the table. Add information about Russia. (reading for specific information/making notes)

Country	Britain	France	The USA	Norway	The Ukraine	Russia
Food						
Drinks						



3) Rate the school meals in different countries from ***** — the healthiest to * — the least healthy. (drawing conclusions)

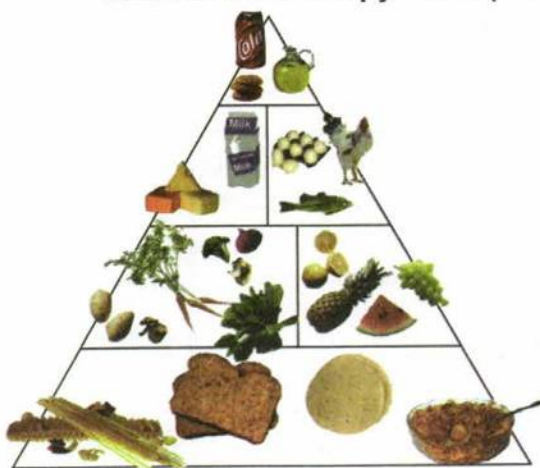
*****	_____	***	_____
*****	_____	**	_____
****	_____	*	_____



3. The recommended daily diet is called the Food Guide Pyramid. And it has been rebuilt recently.



1) Read the article and decide which picture illustrates the old pyramid and which one the new pyramid. (reading for the main idea/using graphic aids)



A



B

The US Department of Agriculture (USDA) changed the pyramid because they wanted to explain better how to be healthy.

The new pyramid isn't much like the old one, though it is a *triangle*. The old one was made of different-sized blocks that stood for the different food groups. Grain foods (like breads and spaghetti) made the *base* and the tiny tip was made of fats and sweets. The new model has bright, vertical stripes and a staircase running up one side to show the importance of exercise. One kid said it looked like "a pie graph — only *triangular*."

The biggest change is that the food groups are no longer horizontal blocks of the pyramid. Now, a rainbow of coloured, vertical stripes symbolises the five food groups, as well as fats and oils. Here's what the colours mean:

orange — grains

green — vegetables

red — fruits

blue — milk and dairy products

purple — meat, beans, fish, and nuts

yellow — oils

Notice the guy climbing the staircase up the side of the pyramid. That's a way of showing how important it is to exercise and be active. For a kid, that means playing a lot! The steps are also a way of saying that you can make changes little by little to be healthier. One step at a time, get it?

But the problem for some kids is that there aren't any pictures of foods on the new pyramid. It's not clear that the colour stripes mean different food groups, or that the size of those stripes means something, or that the narrowing of each stripe shows the difference between whole-grain bread and sugary cookies.

The old pyramid actually showed the foods that are in each group. It was great for little kids who can't read yet.

About 500 kids took part in the survey and here's what they said:

53% said they liked the new pyramid;

26% said they weren't sure;

21% said they did not like it.

Some kids didn't have any specific criticisms of the new pyramid. Some kids said they liked the old pyramid better. Anytime something changes, you might feel a little uneasy.

But a lot of kids welcome the new pyramid, which, in their opinion, looks a lot better.



2) Which sentences describe the new pyramid and which ones the old pyramid? (reading for detail)

- A. The pyramid is more colourful. You need all the colours to make a "healthy" rainbow.
- B. The pyramid says how much sugar to eat.
- C. It is clear that the bread-cereal group is the basic.
- D. The importance of exercise is shown.
- E. The pyramid is more complete because it shows the foods that are in each group.
- F. The stripes become thinner at the top to show that in every food group some foods are healthier than others.



3) Which pyramid do you like best and why? (expressing personal opinions)

Your opinion

Advantages of the pyramid

Disadvantages of the pyramid

Conclusion



4) Draw your own pyramid. (transcoding information into some other display)

4. Psychologists say that a new disease has appeared in the whole world.



1) Is this disease really serious? (reading for the main idea)

Text 'addiction' on the increase

The Short Message Service (sms) dependence is a serious and real disease, which may be dangerous for your thinking abilities. Some teachers in Britain have started saying that texts are damaging your ability to use proper English. The epidemic passion for mobile phones in the world has brought in a fondness for SMS messages. Short Message Service has already become a part of the young culture.

Professional psychologists already offer their services in connection with the SMS-mania.

(1) _____ British scientists from the Priory Clinic think that sending SMS has turned into a global mania. Doctors say that more and more people are addicted to sending text messages.

There are people in the Western society, **who** have become seriously addicted to texting **their** friends. (2) _____ Specialists say that a big fan of SMS messages does not think of **them** as a way of communication. (3) _____ More importantly, an ill person may not even think that **he** has psychological problems.

Special help groups are being set up for text addicts, who send as many as 200 SMS messages every day.

Centres will be trying to cure texters in London, Hampshire and Glasgow.

German experts say that not less than 380 thousand Germans have the SMS addiction.

"There is no serious scientific research of the SMS phenomenon in Russia yet. A theory says that the virtual communication is increasing all over the world and people are losing the art of personal communication," Sergei Enikolopov from the Russian Scientific Center for Psychological Health said. "Operators are trying to "infect" people with the disease, with the help of the short message service. (4) _____ On the other hand, the texting communication replaces normal human contacts," **he** added.

The mobile market is developing very fast, **which** raises the numbers of **those**, who cannot live a day without an SMS message.

"Maybe it is not a disease, but it is a clear symptom of the fact that human communication is becoming difficult for people," Sergei Enikolopov said.



2) WORD BUILDING Complete the following table with the words from the text and guess their meaning. Underline the suffixes and prefixes.

verb	noun	noun (person)	adjective	adverb
connect	<u>dependence</u>		dependent	
	_____		fond	
	science	_____	_____	
communicate	_____	_____	serious	_____
	psychology	_____	special	
addict	_____	_____	_____	
	_____	_____	_____	



3) WORD BUILDING Add some words you know to the table. Underline the suffixes and prefixes.



4) The writer uses the word "dependence" in the article to describe the disease. What five other words does he use instead of "dependence"?



5) What is the main message of the article? (*considering author's intention*)

- A. People who send a lot of text messages should be put into hospitals because they are dangerous to the society.
- B. Sms-addiction is a real disease and the number of people who have become addicted to sending sms messages is growing.
- C. In Russia there is no such problem because not all people have mobile phones.



6) Read the article and draw a line from each **circled** pronoun to the words it refers to. The first one is done for you. (*understanding relations between the parts of a text*)



7) Fill in the gaps in the article (1–4) with the sentences (A–E) that have been removed from the article. Pay attention to the highlighted words in the sentences (A–E). One sentence is extra. (*understanding relations between the parts of a text*)

- A. Sending an SMS may seem a good way to get rid of the feeling of loneliness.
- B. Little is known about this side of the mobile communication mania in Russia, although the SMS-addiction has already been studied in the West.
- C. They become a whole environment for such individuals.
- D. Psychologists say that mobile phones have generated a new epidemic in the whole world.
- E. Such people can spend hours, pressing buttons on their phones.

5. Healthy Eating Quiz.



1) Do the quiz and you'll learn how much you know about healthy eating. (*reading for detail/relating stories to personal experience*)

Healthy Eating Quiz

Question 1

How often should you eat fish, according to experts?

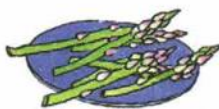
- a. Once a week
- b. Twice a week
- c. Every day

Question 2

What contains the most vitamin C?



a. Milk



b. Sprouts



c. Oranges

Question 3

How much water should people drink every day, according to experts?

- a. 1 litre b. 2 litres c. 3 litres

Question 4

How much *calcium* do our bodies need to be healthy?

- a. 100 mg a day b. 400 mg a day c. 700 mg a day

Question 5

What percentage of our daily calorie intake (energy) should come from carbohydrates?

- a. 50 per cent b. 80 per cent c. 100 per cent

Check your answers

1. b 2. b 3. b 4. c 5. a

You got 1—2 right answers. — Come on, potato head!

You got 3—4 right answers. — Too much cabbage between your ears?

You got 5 right answers. — Well done! You are as healthy as carrot soup!



- 2) Read the dictionary entries and guess what the comments after the quiz mean. (*interpreting figurative language*)

potato head [pə'tetəʊ hed] *n AmE sl* a stupid person

cabbage ['kæbiɟ] *n* 1. a large round green vegetable; 2. *BrE infl* a dull inactive person without interests

- 3) Give similar comments in Russian using the names of foods. (*learning to translate*)

6. Fitness expert Peg Jordan talked to 1,880 people to learn why they don't exercise.

- 1) Has Peg Jordan found out any causes why people don't exercise? (*reading for the main idea*)

For years fitness *guru* Peg Jordan worked on exercise videos with famous actresses and singers such as Cher*, Heather Locklear*, Paula Abdul* and others. At the same time, in her job as editor of *American Fitness* magazine, she heard from readers who bought those videos, did the exercises, were not satisfied with the results and gave up because their bodies didn't look anything like the star's *sculpted* shapes.

- A. Jordan would like to see people in this country get up at least once an hour and move for at least five minutes: dance to rock'n'roll, jump rope, walk quickly.

Not everyone agrees with Jordan's assessment of why people don't exercise. People repeatedly say they don't exercise because they don't have time.

- B. So Jordan went on a *mission* and began interviewing people to find out: why have so many people stopped doing exercises? Why don't some even try to exercise? Jordan, author of a book *The Fitness Instinct*, concluded that most people know how much they should exercise, but for several reasons they don't even try, including:
- C. Jordan is sure that Americans have time to be active but don't think about the importance of exercise. Exercise shouldn't be another thing on the "must-do" list. It shouldn't be stressful. The key for most people is to find exactly what they most enjoy doing and what time of day they like doing it. And then they have to be realistic. They have to stop thinking that they're going to look like the stars. The regular person's life is so different from the stars' lives.

MIND!

regular (AE) = ordinary (BE)

- D.
- They think they'll never look like models or movie stars, so why try.
 - They consider exercise something that has to be done. Exercise has been made too scientific. They think of calories and changes in the body.
 - They think fitness is harder than it really is. They think they have to work hard for an hour, three or four times a week, but really they don't. Specialists say about 30 minutes of activity most days of the week. Those activities could and should be those that people enjoy.
 - They don't know their fitness personality. They haven't matched their nature with the type of exercise that they would enjoy. Young children and most people in other countries naturally move more in their daily lives than most adult Americans do.

Unlike some famous actresses and singers regular people don't have a personal trainer, plastic surgeon, low-fat cook, makeup specialist. Many of those people you see in magazines do 30 hours or more of exercise a week. They really live at the gym.

Regular people have to go to work, cook dinner and take their kids to activities, so they can't spend several hours a day exercising.

Jordan suggests that people look inside for the answers. The path to fitness is a self-awareness path. The more you know about yourself and the more you accept your body as it is, the more movement becomes a daily act. Transform your attitude about exercise from must-dos and should-dos to a joy of movement.

*USA Today**



2) Put the paragraphs (A—D) into correct order (the first and the last paragraphs of the article are in their places). Pay attention to the underlined words. Read the Learning to Learn Note first. (*reading for detail/understanding relations between the parts of a text*)

LEARNING TO LEARN

Understanding Relations Between the Paragraphs

Между частями текста всегда существует взаимосвязь. Чтобы понять связь между абзацами, которые следуют друг за другом в тексте, надо обращать внимание на главную мысль внутри каждого абзаца и лексические средства, которые выражают эти мысли; а также на соединительные слова, например *so*, *besides* и др.



3) What are the results of Peg Jordan's research? Cover the points below. (*reading for detail/making notes*)

- the reasons that people name
- the mistakes that people made from Jordan's point of view
- how to improve the situation

7. Jerome K. Jerome* described the situation of a person who was a hypochondriac.



1) What does it mean to be a hypochondriac? (*reading for the main idea*)

It is a most *extraordinary* thing, but I never read a medicine advertisement without thinking that I have that particular disease.

I remember going to the British Museum* one day to read up the treatments for hay fever. I got down the book, and read all I came to read; and then I turned the pages lazily, and began to study diseases. I came to typhoid fever — read the symptoms — discovered that I had typhoid fever, must have had it for months without knowing it — wondered what else I had got; I read through the twenty-six letters, and the only disease I had not got was housemaid's knee*. I sat and thought. I thought what an interesting case I must be from a medical point of view. I was a hospital in myself. Students would walk round me, and, after that, take their diploma.

Then I thought how long I had to live. I tried to examine myself. I felt my *pulse*. I could not feel any pulse at all. I tried to feel my heart. I could not feel my heart.

I had walked into that reading-room a happy, healthy man. I crawled out a complete invalid.

I went to my medical man. He is an old friend of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I think I'm ill; so I thought I would do him a good turn by going to him now. "What a doctor wants," I said, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary patients, with only one or two diseases each." So I went straight up and saw him, and he said: "Well, what's the matter with you?"

I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might die before I had finished. But I will tell you what is not the matter with me. I have not got housemaid's knee. Why I have not got housemaid's knee, I cannot tell you; but the fact is that I have not got it. Everything else, however, I have got."

And I told him how I came to discover it all.

Then he examined me, and took my pulse, and then he hit me over the chest when I wasn't expecting it, and pushed me with the side of his head. After that, he sat down and wrote out a prescription, and folded it up and gave it to me, and I put it in my pocket and went out.

I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back.

He said he didn't keep it.

I said:

"You are a chemist?"

He said:

"I am a chemist. If I was a co-operative* stores and family hotel together, I might be able to help you. Being only a chemist makes it difficult."

I read the prescription. It ran:

"1 lb. beefsteak, with 1 pt. bitter beer every six hours.

1 ten-mile walk every morning. 1 bed at exactly 11 every night.

And don't stuff up your head with things you don't understand."

I followed the instructions, with the happy result.

(Jerome K. Jerome. Three Men in a Boat)



2) Fill in the gaps in the questions below with the question words. Read the story again and find the answers to the questions. (reading for detail)

1. _____ did the author discover that he was ill?
2. _____ did the author decide to go to his doctor?
3. _____ happened at the doctor's?
4. _____ did the doctor advise the author?



3) VOCABULARY Read the Learning to Learn Note and write out the following verbs with adverbs or prepositions from the story. Match with the meaning and decide which of the verbs are phrasal verbs (developing meaning vocabulary: phrasal verbs)

LEARNING TO LEARN Prepositional verbs/Phrasal verbs

Некоторые глаголы состоят из двух частей: глагола и предлога (prepositional verbs). Это сочетание имеет новое значение, которое часто, но не всегда, можно понять, исходя из составных частей. Например: **write down** — записывать.

Фразовые глаголы (phrasal verbs) состоят из глагола и наречия. Это сочетание имеет совершенно новое значение, которое нельзя понять, исходя из составных частей. В этом случае надо обратиться к контексту или к словарю. Например: **make up** — выдумывать.

MIND!

1 lb (pound) = 454 g
1 pt (pint) = 0.568 litre
1 mile = 1.609 km

Prepositional/Phrasal verbs	Meanings
read <u>up</u> (phrasal)	снять (с полки)
get _____	вручать
read _____	специально изучать
take _____	забивать голову ненужными вещами
sit _____	сворачивать
write _____	возвращать
fold _____	изучать
go _____	садиться
hand _____	отнять (время), занять (место)
hand _____	выписывать
stuff someone's head _____	выходить

8. Here is an extract from the book *Three Men in a Boat (to say nothing of a dog)* by Jerome K. Jerome.

1) What was the name of the dog? (reading for specific information)

There were four of us — George, and William Samuel Harris, and myself, and Montmorency. We were sitting in my room, smoking, and talking about how bad we were — bad from a medical point of view I mean, of course. We were feeling unwell, and we were getting nervous about it.

I explained to George and William Harris how I felt when I got up in the morning, and William Harris told us how he felt when he went to bed; and George stood on the carpet, and gave us a clever piece of acting, showing how he felt in the night.

What the matter with us was, none of us could be sure of; but everybody's opinion was that it — whatever it was — had been caused by overwork.

"What we want is rest," said Harris.

"Absence of the necessity for thought and a complete change of scene," said George. He had a bit of a medical way of explaining things.

I agreed with George, and suggested that we should find some old-world place, far from crowds, and dream away a sunny week.

"No," said Harris, "if you want rest and change, there's nothing better than a sea trip."

I objected to the sea trip strongly. A sea trip does you good when you are going to have some months of it, **but/even**, for a week, it is very bad.

George said:

"Let's go up the river."

He said we should have fresh air, exercise and quiet; the continuous change of landscapes





would fill our minds including what there was of Harris's; and the hard work would give us a good appetite, and make us sleep well.

Harris didn't think George ought to do anything that would make him sleepier than he always was, **because/besides** it might be dangerous. He said he didn't very well understand how George was going to sleep any more than he did now, **since/for example** there were only twenty-four hours in each day, summer and winter alike; **but/too** he thought that if George slept any more, he might just as well be dead, and so save money that he spent on his meals.

The river seems to suit everybody, **however/for example**. The only one who didn't like the suggestion was Montmorency. He never did care for the river, did Montmorency. "It's all very well for you, friends," he says; "you like it but *I* don't. There's nothing for me to do. I don't care for landscapes, and I don't smoke. If I see a rat, you won't stop; and if I go to sleep, you get fooling about with the boat, and I'll fall overboard. If you ask me, I call the whole thing foolishness."


We were three to one, **however/more than that**, and the trip began.

 2) Look at the highlighted words and choose the ones that are most suitable. (*understanding relations between the parts of a text*)


 3) GRAMMAR Fill in the gaps in the summary with the suitable prepositions. (*predicting grammar structures: dependent prepositions*)

We talked _____ our health. I explained _____ my friends how I felt in the morning and Harris told us how he felt when he went _____ bed. We didn't know what disease we had, we were not sure _____ it.

I agreed _____ George that we needed a rest, but I objected _____ the sea trip. The river trip suited everybody. Only Montmorency didn't care _____ the river.

 4) WORD BUILDING Find the words with the following affixes. Pay attention to the meaning of the affixes. Translate the words. (*guessing the meaning by word formation*)

Affixes		Example	Meaning
prefixes	over- (слишком много) over- (через) un- (не)	<u>over</u> work	перегрузка, перенапряжение
suffixes	-ous (в прилагательных) -al (в прилагательных) -ity (в существительных) -ion (в существительных) -ness (в существительных)		

 5) Why did the friends decide to take a river trip? Prove from the text.

Unit 6

Changing Times, Changing Styles

1. The book *Buddy* by Nigel Hinton* is about a teenager, whose name is Buddy.

1) Look at the picture and guess what occasion Buddy's dad got dressed for, then read the story to check your guesses. (*anticipating*)

Buddy thought he was going to die when his dad came downstairs ready to go at six-thirty. He was dressed in his complete Teddy boy* outfit:

drainpipe trousers

drape jacket with
velvet collar

bootlace tie

thick crepe-soled shoes

and fluorescent green socks



... it was clear that he'd taken great care to look as tidy as possible. He'd dressed himself in his "best" for the occasion.

"I thought you had to go straight out afterwards," Buddy said, not daring to come to the point but hoping his dad might change his mind and put on something else. Jeans — anything would be better than this.

"I am. I've got my other stuff in here," he said, holding up a Woolworth's* plastic bag.

Buddy's stomach turned to water and he felt sick. The evening was going to be a disaster. "Dad," he said weakly.

"What?"

"Can't you put something else on?"

"Why?"

"Well, it's just ... Mr Normington (*Buddy's form teacher*) won't like it."

"He'll have to lump it then, won't he?" There was a touch of sadness in his dad's voice, and Buddy knew he'd hurt him.

The walk to school seemed to take ages. His dad was right. What did it matter what Mr Normington thought? It wasn't as if his dad looked scruffy or dirty — he looked really smart. But he did look different. Even some of the people in the street looked twice as they walked past.

- 2) How did Buddy's dad dress himself for the occasion? (*reading for specific information; guessing the meaning by pictures and analogy, using a dictionary*)
- 3) Read the **LEARNING TO LEARN** Note and decide what the author meant by the following. Use the text as a prompt. (*interpreting figurative language; learning to translate*)

LEARNING TO LEARN Interpreting Figurative Language

Идиоматическое выражение, или идиома, — это устойчивое выражение, значение которого отличается от значения входящих в его состав слов. Например, одно из значений глагола **to lump** — быть недовольным, иметь мрачный вид, однако выражение **if you don't like it you may lump it** с этим глаголом имеет совсем другое значение: нравится не нравится — придется проглотить (т. е. смириться). Идиоматические выражения нужно запоминать, но иногда об их значении можно догадаться по контексту.

A. Buddy said, not daring to come to the point.

- a) Сказал Бадди, не осмеливаясь подойти к тому месту, где стоял отец.
- b) Сказал Бадди, не осмеливаясь заговорить о главном.

B. ...his dad might change his mind.

- a) ...его отец мог бы и поумнеть с годами.
- b) ...его отец мог бы поменять свое мнение.

C. The walk to school seemed to take ages.

- a) Дорога в школу казалась очень долгой.
- b) Казалось, что дорога в школу за многие годы совсем не изменилась.

D. Buddy's stomach turned to water.

- a) У Бадди было расстройство желудка.
- b) Бадди расстроился.

- 4) Read a short summary of the story and say if it is correct or not. (*summarising*)

One day Buddy's dad was invited to the Parents' Consultation Evening. For that occasion Buddy's dad dressed himself in his "best" — the Teddy boy outfit. When Buddy saw his dad he felt sick. He was sure that Mr Normington would not like his father's outfit. Buddy wanted his dad to put on something else in order not to look different from other people. On the one hand, Buddy was ashamed of his dad but, on the other hand, he didn't want to hurt him.



5) Does it matter much for you how your parents dress and look? (*relating stories to personal experience; expressing personal opinions*)

6) Read the text that discusses the times and styles of Buddy's father's youth.



a) Fill in the gap with the information from the story you have read (ex. 1.1). (*applying background knowledge*)

Young Britons in the 50s looked to America for taste in fashion, hairstyles and music. The glamorous movie-star images from the States, as well as the new sounds of rock'n'roll*, attracted young people in post-war Britain. Record shops, coffee bars and melody bars appeared in towns. Dance halls full of young people in the latest American-style fashions provided exciting new places for the young to meet.

These young people started to dress differently from their parents and even started to speak differently. Some of these new teenagers formed groups or gangs; the most famous were the teddy boys. They were young working-class men who adopted the 'Edwardian'* style of dress that had been introduced by Savile Row* tailors in the late 1940s. The main elements of this upper-class look were _____.

The most important thing about all this was not the adoption by the working class of an upper-class style, but the fact that young men from poor backgrounds could afford rather expensive clothes and accessories and could make them part of their own distinctive style.



b) Write down what the information in the paragraph adds to the personality of Buddy's dad. (*understanding the cultural context, applying background knowledge*)

In the 50s Buddy's dad belonged to ... who ...

He was attracted by ...

Most probably he visited ...

As well as other young men he started to ...

He adopted ... , the main elements of which were ...

In the 1960s young people fixed on new fashions but Buddy's dad kept wearing ...

Probably Buddy was named "Buddy" after _____ who was one of his dad's favourite rock'n'roll singers.



2. Ashley Simpson is a 19-year-old TV star who has her own *The Ashley Simpson Show* on MTV*. Here is a short extract from the *Teen People* magazine article about Ashley's style in clothing.

1) Read through the text and match the underlined sentences (a/b/c) with the photos (1–3). (reading for detail/matching)



1 _____



2 _____



3 _____

While you might consider Jessica's look to be girlie-girl, Ashley dresses in a different way. (a) "I am like tomboy and I love this funky, comfy, cool look. And the jacket is so cute!" But her elder sister Jessica corrects her: "She's like a tomboy ... a tomboy with a lot of girl."

Ashley insists that you can easily steal her style just by taking a little risk — and even better, it doesn't have to cost a ton! "I love shopping cheap! I love cute T-shirts, fun little skirts and some tennis shoes. You have to step out of what you think wouldn't look cool and just try it."

Now that she is constantly being photographed, Ashley is able to check out her look away from the mirror. "There are definitely pictures where I am like, 'O my gosh (god)! Why did I wear that?'" she says. "And then there are pictures where I'm like, 'Oh my gosh, where did I put that? That's cute, I want to wear it again!'"

Good luck because if this teen has one vice, it's clothes. "I think it's time for a closet cleaning," she laughs. "I love to get stuff. It's fun. I can't help it. My favourite things are accessories. You can wear something as basic as a T-shirt and jeans and then throw on an awesome (*gorgeous*) bracelet and cute earrings and the outfit is adorable (*delightful*)."

“... I like to put random pieces together that you wouldn’t expect. (b) “This is my favourite look and the hat is so much fun to play with. I like that it’s a bit dressy, but you can throw a pair of tennis shoes with it and make a really cool look.”(c) “I love orange, but I don’t usually wear turtlenecks. I like this one, though. I think it’s really cute — and I love these jeans.” Ashley likes to keep her make-up simple and fresh. ... “Even if you’re trying to be funky and cool, I think you should always balance out your look. Say you do dark lips, do light eyes. That’s kind of my rule when I put on make-up.”

E 2) For questions A–F choose the correct answer (a or b). (*guessing the meaning by context; learning to translate*)

A. She’s like a tomboy ...

- a) Она похожа на мальчика по манере одеваться...
- b) Ей нравятся мальчики по имени Том...

B. ... you can easily steal her style.

- a) ...подражать ее стилю легко
- b) ...украсть у нее вещи не составляет труда

C. You have to step out of what you think wouldn’t look cool and just try it.

- a) Нужно пробовать надевать то, в чем, как тебе кажется, ты не будешь выглядеть классно.
- b) Не нужно даже пробовать надевать то, в чем ты не будешь выглядеть классно.

D. Good luck because if this teen has one vice, it’s clothes.

- a) Хорошо, что у нее только один недостаток — это любовь к нарядам.
- b) Хорошо то, что если у нее и есть хоть один недостаток, то это любовь к нарядам.

E. I love to get stuff. It’s fun. I can’t help it.

- a) Я люблю покупать вещи. Это забавно. Я ничего не могу с этим поделать.
- b) Я люблю покупать вещи. Это забавно. Я и вам не могу не помочь.

F. I like to put random pieces together that you wouldn’t expect.

- a) Я люблю складывать вещи, но порядка от меня вы все равно не дождетесь.
- b) Я люблю сочетать в своих нарядах вещи, которые я выбираю наугад.

E 3) Which word in the (c) sentence speaks in addition to the fact that Ashley is American? (*applying background knowledge*)

E 4) Does Ashley look like a tomboy, a tomboy with a lot of girl or a girlie-girl? What do you think? Prove your opinion from the text. (*expressing personal opinions*)

3. The political and economic situation always has an affect on fashion. Each period in British history affected the way people dressed. If you could travel in time you would hardly choose the times when the Lord Protector* ruled.



1) Read the words below and look at the portraits of the Lord Protector* (Oliver Cromwell*) and King Charles II*, the two leaders who were ruling the country in the period from 1649 to 1685. What was in fashion when each of them ruled? What do the words and portraits suggest? (anticipating)

sombre ['sɒmbə] *a* 1) темный, мрачный, 2) угрюмый
sober ['səʊbə] *a* спокойный (цвет)
drab *a* 1) тускло-коричневый
 2) скучный, бесцветный
sin *n* грех
dye stuff *n* красящее вещество

fancy *a* 1) модный, 2) причудливый
elaborate [ɪ'læbəreɪt] изысканный
plush [plʌʃ] *a* плюшевый
cuff [kʌf] *n* манжета
tuck [tʌk] *n* складка
garment ['gɑ:mənt] = outfit
frill *n* 1) оборка, рюш; 2) жабо



2) Read about Oliver Cromwell (the Lord Protector), King Charles II and the political situation the two portraits reflect. Are your ideas correct? Underline the appropriate sentences in the text to prove your ideas. (guessing the meaning by context, word formation, and analogy; using a dictionary)

The wide differences in the *politics* of Oliver Cromwell and King Charles II help to explain the style of dress of the two men in these portraits.

The first picture shows Oliver Cromwell who *ruled* England as Lord Protector. Cromwell believed in telling the truth and would not let painters flatter him. He wanted to be painted "warts and all"*. Oliver Cromwell was a Puritan*.

His *policy* was severe, he ruled as *a dictator*. Under his rule English men and women had to obey the strict rules of the Puritans, as "children of God". The Puritans *outlawed* horse racing, gambling, public dancing, newspapers, and wearing fancy clothes. The Puritans also closed the theatres because to them plays were "spectacles of pleasure". Fashions were very *sombre* and *sober*. Tucks and dye stuffs were considered *sinful*.

During Cromwell's Protectorship* Charles II lived in Paris. In 1660 he became the King of England. He preferred the pleasure of being King to the hard work of ruling the country. Charles II who "never said a foolish thing, nor ever did a wise one", was a welcome change from Cromwellian rule. The time



when Charles II ruled was carefree and relaxed as his portrait suggests. In contrast to the drab Puritan leaders, Charles II enjoyed *elegant* garments. He *copied* the plush clothing, rich jewellery, and elaborate wigs of Paris. Lace frills and cuffs were also in fashion.



3) Here is a short extract from the book *A Parcel of Patterns* by Jill Paton Walsh* the action in which is set in Eyam, a real village in Derbyshire* in the same period of history. Read and fill in the gaps (a and b) with the words *the Lord Protector* or *the King*. (reading for detail; predicting within the text)

There was work enough in Eyam for a tailor. While (a) _____ was in London and Parson Stanley was our parson, we were kept in sober clothes, and taught to think it was a sin to wear frills and colours. But now (b) _____ was back, and we had a new young parson, who wore lace at his cuffs himself and was not against tucks and dye stuffs. There were many of us wanting new garments for the Wakes*. The first one to ask George Vicars (the tailor) for a new garment was Catherine, the pretty young wife of the new parson.



4) Look at the following garments. Which of them (1, 2, 3, or 4) could George Vicars have sewn for Catherine? (understanding the cultural context, applying background knowledge, interpreting illustrations)



1



2



3



4

4. Here is an extract from the story *The Doll's House* by K. Mansfield*. The story tells about the Kelvey sisters who got the doll's house as a gift.



1) Read a short extract from the story and say if the Kelvey sisters were allowed to come and see the doll's house. (reading for specific information)

The doll's house stood in the courtyard and the Burnell children could ask the girls at school, two at a time, to come and look. Not to stay for tea, of course, or to come wandering through the house. But just to stand quietly in the courtyard while Isabel showed them the attractions of the doll's house, and Lottie and Kezia looked pleased.

At playtime the girls of her class surrounded Isabel. They nearly fought to walk away with her, to be her special friend. (1) _____. Laughing together, the little girls pressed close to her. And the only two who stayed

outside the ring were the two who were always outside, the little Kelveys. 2) _____.

The fact was, the school the Burnell children went to was not the kind of place their parents would have chosen if there had been a choice. But it was the only school for miles. And the result was that all the children of the neighbourhood, the judge's little girls, the doctor's daughters, the shopkeeper's children, the milkman's were forced to mix together. There was an equal number of rough little boys as well. But some children could never become friends; there was a limit. The line was drawn at the Kelveys. Many of the children, including the Burnells, were not allowed even to speak to them. They walked past the Kelveys with their heads in the air, and as the other children always copied what the Burnells did, the Kelveys were avoided by everybody. Even the teacher had a special voice for them, and a special smile for the other children when Lil Kelvey came up to her desk with a bunch of cheap-looking flowers.



They were the daughters of a hard-working little washerwoman, who went from house to house. This was bad enough. But where was Mr Kelvey? Nobody knew. But everybody said he was in prison. (3) _____. Very nice company for other people's children! And they looked it! Why Mrs Kelvey made them wear such strange clothes was hard to understand. The truth was they were dressed in 'bits' given to her by the people for whom she worked. (4) _____. Her (Lil's) hat, resting on top of her high forehead, was a grown-up woman's hat, once the property of Miss Lecky, the postmistress. It was turned up at the back. (5) _____. It was impossible not to laugh. And her little sister, Else, wore a long white dress, rather like a nightdress, and a pair of little boy's boots. But whatever Else wore, she would have looked strange. She was a very small child, with short hair and big, sad eyes. (6) _____. She went through life holding on to Lil, with a piece of Lil's dress between her fingers. Where Lil went, Else followed. In the playground, on the road going to and from school, there was Lil marching in front and Else holding on behind. Only when she wanted anything, or when she was out of breath, Else gave Lil a pull, and Lil stopped. (7) _____.

- 2) What were the Burnell sisters' and the Kelvey sisters' first names? (reading for specific information)

The Kelvey sisters' names were ...

The Burnell sisters' names were ...

- 3) Underline the sentences that contain the same information as the sentences below. (recognizing familiar grammar structures: Past Passive)

- a) All the children of the neighbourhood had to mix together.
- b) There was a line between the Kelveys and the other children.
- c) Teachers didn't allow the children even to speak to the Kelveys.

- d) Everybody avoided the Kelveys.
- e) They wore other people's clothes.



4) What do the following sentences and parts of the sentences mean? For questions A–G choose the correct answer (a or b). Use the text to make the right choice. (*guessing the meaning by context; learning to translate*)

- A. ... two at a time...
 - a) две одновременно
 - b) в два часа
- B. ... if there had been a choice
 - a) если бы у них был выбор
 - b) если бы их выбрали
- C. But some children could never become friends; there was a limit.
 - a) Некоторые дети вообще не могли подружиться, так как существовали определенные рамки.
 - b) Детей в школе было мало, и некоторые дети не могли найти себе друзей.
- D. ... with their heads in the air...
 - a) на свежем воздухе
 - b) важно, задрав носы
- E. This was bad enough.
 - a) Это было не так плохо.
 - b) Это уже само по себе было плохо.
- F. It was impossible not to laugh.
 - a) Невозможно было не рассмеяться.
 - b) Смеяться было нельзя.
- G. But whatever Else wore, she would have looked strange.
 - a) Все, во что Элси была одета, было странным.
 - b) Что бы Элси ни надела, она все равно выглядела бы странно.



5) Fill in the gaps in the story with the sentences that have been removed and put the corresponding numbers next to each sentence. (*reading for detail; predicting within the text*)

- _____ How silly she looked!
- _____ Lil, for example, who was a fat, plain child, came to school in a dress made from a green tablecloth of the Burnells', with red arms from the Logans' curtains.
- _____ Nobody had ever seen her smile; she hardly ever spoke.
- _____ She received them like a queen under the great trees at the side of the playground.
- _____ So they were the daughters of a washerwoman and a criminal.
- _____ The Kelveys never failed to understand each other.
- _____ They knew that they must not come anywhere near the Burnells.



6) Why were the Kelvey sisters avoided? Why were they not allowed to mix with other children? What do you think of the situation? (*making value judgments*)



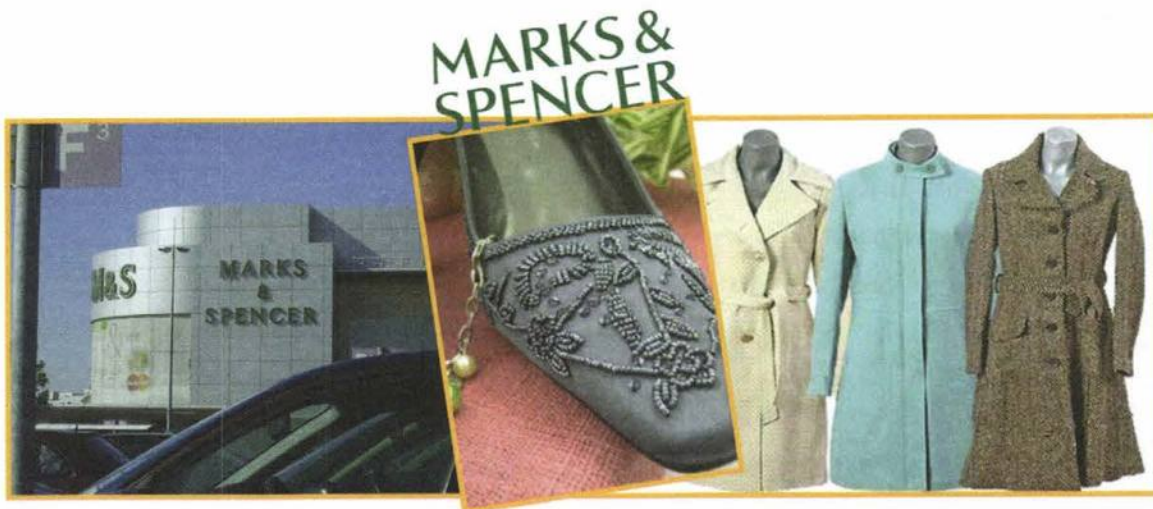
7) Nowadays people are often judged by how they look and how they dress. Do you agree that we should judge each other by clothes? If not, why is this wrong? (*relating stories to personal experience*)

5. Only a few people in the world can afford to buy clothes by famous designers. In the UK, women as well as men buy clothes in department stores, fashion and chain stores*, at markets and from mail-order catalogues.



1) Read about the two most popular British companies and write next to the Russian words their English equivalents from the texts. The English equivalents are highlighted in the texts. (*guessing meaning by context; learning to translate*)

The “Marks and Spencer” company was started in 1884 by a Russian **refugee** Michael Marks. Tom Spencer joined him in 1894 and six years later they had 34 penny bazaars.* The company has over 400 stores located throughout the UK, this includes their largest store at 34 penny bazaars. “Marks & Spencer” is one of the UK’s leading **retailers** of clothing, foods, homeware and financial services, serving 10 million customers a week. In addition, the company has 150 stores worldwide, including over 130 **franchise businesses**, operating in 30 countries. Working closely with local partners in each of their international markets, they’re able to **tailor** their services to the needs of different consumer groups, constantly adapting and improving their offer in each of the countries in which they operate. “Marks & Spencer” has also an online shopping facility. “Marks & Spencer” clothing is traditional in design and not very expensive. Some people call “Marks and Spencer” “Marks and Sparks” or “M & S”.



Burberry was founded by 21-year-old Thomas Burberry. By 1870, his business had become well-established and focused on the development of **outdoorwear**. In 1879, Thomas Burberry invented **gabardine**. In 1891, he opened his first shop in London at the Haymarket*, which still stands today as the company’s headquarters. The famous Burberry **check** was introduced as a **lining** to the **trench coat** in 1924. Soon the red, **camel**, black and white

check became synonymous with Burberry. In 1967 the trademark design was applied to umbrellas, bags and scarves. Burberry also runs a catalogue business and has a fragrance (perfume) line.



Burberry was first awarded the Royal Warrant from Her Majesty the Queen in 1955. In 1970, Burberry opened a **flagship** store in New York. In the 1980s Burberry opened a few stores in some other American cities. In 2000 and 2001 Burberry was honoured by the British Fashion Council in both the Classic and Contemporary design categories. In September 2000, the Burberry worldwide flagship store opened in London's West End. Burberry products are sold in Europe, the Americas, Japan, Asia and the Middle East. In March 2005, Burberry operated 157 stores. In 2006, Burberry celebrated its 150th anniversary.

1. эмигрант _____;
2. заниматься торговлей по каталогу _____;
3. предприятия, занимающиеся розничной торговлей _____;
4. торговые предприятия, ведущие бизнес на привилегированных условиях _____;
5. приспособливаться, идти навстречу _____;
6. основной, ведущий _____;
7. верхняя одежда _____;
8. клетка (рисунок ткани) _____;
9. подкладка/подкладочный материал _____;
10. теплая полушinelь/полупальто _____;
11. желтовато-коричневый цвет _____;
12. прочная, непромокаемая ткань, сукно _____.



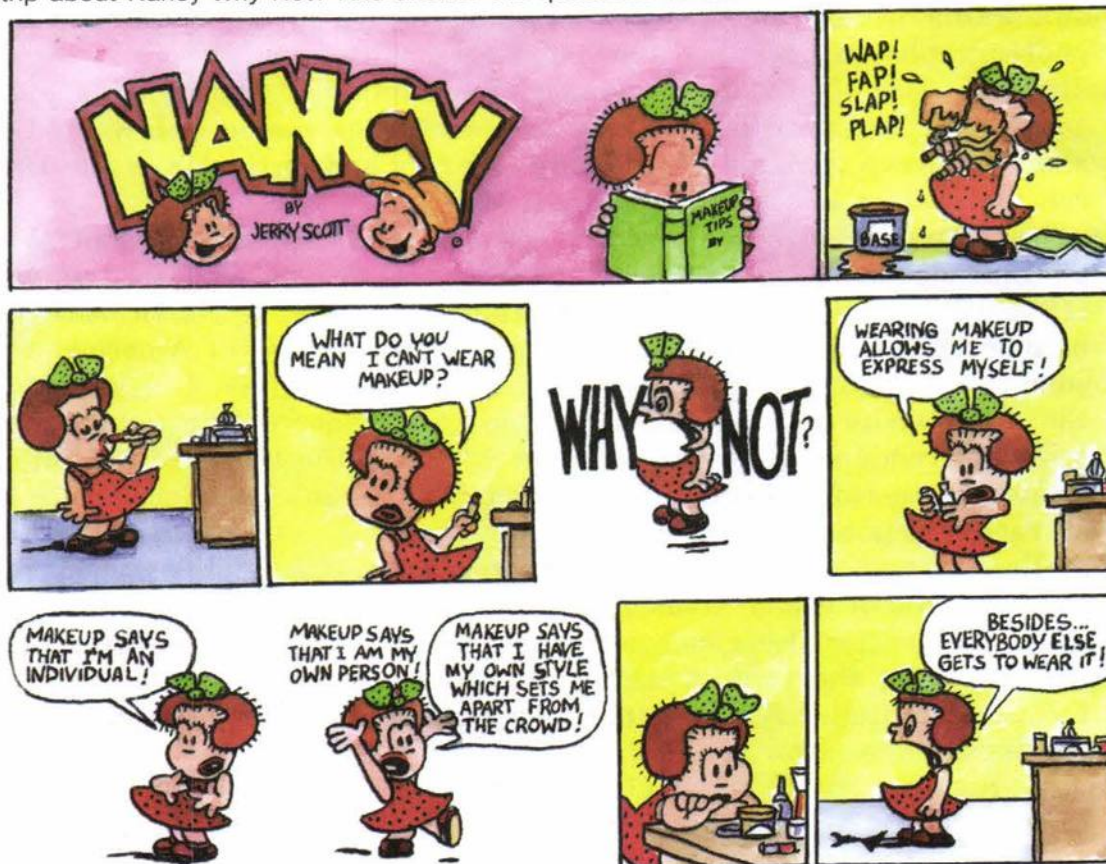
2) Read the text again, copy the chart and write in the answers to the questions in the chart. (reading for specific information, making notes)

Companies	When were they founded?	?	What do they sell?	?	How many shops do they have?
Marks and Spencer					
Burberry					



3) Think of two questions you can find the answers to in both texts. Write down the questions and complete the chart. (reading for detail; making notes)

6. Fashion does not seem to be the subject people should talk seriously about. Read the comic strip about Nancy Why Not? And answer the questions below.



1) What is the main idea of the comic strip? Choose from the suggestions below. (reading for the main idea)

- a) Make-up is not for everyone.
- b) Make-up makes you look like other people.
- c) Make-up makes you feel you're an individual.

2) Which of Nancy's opinions on make-up do you agree with? Why? (expressing personal opinions)

- 34 penny bazaar** [θæti,fə: 'peni bə'zɑ:] базар, где все можно купить за 34 пенса, т. е. дешево («блошиный рынок») a sale where people could buy things at low prices
- Abdul, Paula** [æb'du:l, 'pɔ:lə] (1962—) Пола Абдул an American dancer, choreographer, singer, and television personality
- abolitionist** [ˌæbə'lɪnɪst] аболиционист someone who wants to abolish something. The word is used esp. to describe the people who wanted to abolish slavery in Britain in the 18th century and in the US in the 19th century, before and during the Civil War*.
- American Revolution, the** [ə'merɪkən ,revə'lʊ:ʃn] (also the American War of Independence) американская война за независимость the war (1775—83) in which people in Britain's colonies in North America became independent and established the United States of America
- Appomattox** [ˌæpə'mætəks] Аппоматтокс a town in Virginia, US, known as the place where general Robert E. Lee, the leader of the Confederate army, surrendered to general Ulysses S. Grant, the leader of the Union army, and therefore ended the American Civil War*. The place where he surrendered is now a national park.
- Aristotle** ['ærɪstɒtl] (384—322 BC) Аристотель a Greek philosopher and scientist who has had great influence on Western thought. His many works deal with subjects such as science, politics, morality, and literature.
- British Museum, the** [ˌbrɪtɪʃ mju:'zi:əm] Британский музей the building in London containing Britain's most important collection of ancient art, writings, coins, drawings, etc.
- Button, Richard** ['bʌtn, 'rɪʃəd] (1929—) Ричард Баттон is an American former figure skater and a well-known long-time skating television analyst. Button was a five-time world champion from 1948 to 1952 and won the gold medal at the 1948 and 1952 Winter Olympics. In 1949, he won the Sullivan Award. (The James E. Sullivan Award is awarded annually by the Amateur Athletic Union to the outstanding amateur athlete in the United States. It was first awarded in 1930.)
- Celtic** ['keltɪk] кельтский the language of the Celts, an ancient group of people who lived in Britain before the arrival of the Romans and whose various cultures, languages are still found esp. in parts of Scotland, Wales and Ireland where many people are descended from Celts.

chain store ['tʃeɪn stɔː] (*also multiple store*) **сеть магазинов одной торговой марки** a group of usually large shops of the same kind owned by one company

Cher [tʃeə] (**Cherilyn Sarkisian**) (1946—) — **Шер** an American singer and actress who has performed in many films. In 1988 she won an Academy Award for her starring role as an Italian-American widow in the romantic comedy *Moonstruck* (1987). In 2000 she took home her first Grammy Award for the hit dance single *Believe*.

Christmas ['krɪsməs] **Рождество** a special day in the Christian religion when people celebrate the birth of Jesus Christ, western Christians celebrate it on December 25th, Orthodox Christians celebrate it on January 7th

Civil War, the [ˌsɪvəl 'wɔː] (*also American Civil War, the War Between the States*) **Гражданская война** a war (1861—65) between the American northern states (called 'the Union') and southern (the 'Confederate' states) fought over the issue of the southern states' right to decide their own policies, esp. in relation to slavery and separation from the Union. The northern states won.

Columbus, Christopher [kə'lʌmbəs, 'krɪstəfəl] (1451—1506) **Христофор Колумб** an Italian sailor and explorer who is traditionally thought of as the first European who discovered America in 1492. He arrived in America by accident when he was trying to find a new way to Asia by sailing west from Spain. He had received money for his journey from the Spanish King and Queen (*see Isabella of Spain*).

Confederate flag, the [kənˌfedərɪt 'flæg] **флаг Конфедерации** the flag of the Confederate States (in the American Civil War, the southern states of the US, which fought the northern states and lost) which is still often seen today esp. in the South. The first national Confederate flag is called 'the Stars and Bars'. Some people fly the flag to show that they are proud to be a Southerner, but other people fly the flag to show that they think that white people are better than black people.

Continent, the ['kɒntɪnənt] **континент** (becoming old-fashioned) western Europe not including Britain or Ireland

cooperative [kəʊˈɒpərətɪv] **кооператив** a cooperative firm, farm, shop, etc., esp. one that is owned and run by all the people who work in it. Modern consumer cooperatives, usually called co-ops in the United States, are thought to have begun in Great Britain in 1844.

Cromwell, Oliver ['krɒmwel, 'ɒlɪvə] (1599—1658) **Оливер Кромвель** an English general, politician, and Puritan (*see Puritan*). He was leader of the Parliamentary army against King Charles I in the Civil War (1642—51) and became Lord Protector (*see Protector*) of England after the King Charles I was beheaded.

Derbyshire ['dɑːbɪʃə] **Дербишир** a county in central England

District of Columbia, the (*also D.C.*) [ˌdɪstrɪkt əv kə'lʌmbɪə] **округ Колумбия** the special area of the eastern US, next to Maryland and Virginia, which includes Washington, the capital of the USA

- Edwardian era, the** [ed'wɔ:diən 'iərə] эпоха правления короля Эдуарда VII (Эдвардианская эпоха) the period is named after the reign of King Edward VII (between the years 1901—1910). Stylistically, the changes began in the early 1890s and ended at the beginning of the World War I. Perhaps because of the King's fondness for travel, the period was marked by an enthusiasm for the art and fashions of continental Europe.
- Florida** ['flɒrɪdə] Флорида a state in the southeastern US. It is known for having warm weather all year round. It is a popular place for British people to go for a holiday.
- Gordeeva and Grinkov** [gɒr'dejevə ənd grɪn'kɔ:v] Екатерина Гордеева и Сергей Гриньков (1971—) and Sergei Grinkov (1967—1995) Екатерина Гордеева и Сергей Гриньков a pair of Soviet figure skaters. In 1986 they won the first of their four World Figure Skating Championships. They became repeat World champions the following year and then won gold at the 1988 Winter Olympics in Calgary, Canada. They reclaimed the title in 1989 and in 1990. In 1994 they won their second Olympic gold medal in Lillehammer, Norway. After these Olympics, they turned professional. They won virtually every competition they entered. In the 31 competitions they completed at the Senior and professional levels, they finished first an impressive 24 times. After winning their first World Championship in 1986, they never finished lower than second place, and rarely took home anything but gold.
- Hamilton, Scott** ['hæmɪltən, skɒt] (1958—) Скотт Гамильтон an American figure skater and Olympic gold medalist known for his originality and engaging on-ice personalities. In 1980 Hamilton finished third in the US Figure Skating Championship, earning him a place on the US Olympic team. He finished in fifth place at the 1980 Winter Olympics, where he also had the honour of carrying the American flag in the opening ceremony. In 1981 he won gold in the World Figure Skating Championship. He won gold again in 1982 and 1983 at the US and World Championships, and in the 1984 Winter Olympics took home the gold medal. He won the 1984 World Championship and then turned professional in April 1984.
- Haymarket, the** ['heɪmɑ:kɪt] Хеймаркет a shopping centre in the city centre of Leicester, England. It opened in 1974, and is located immediately to the east of the Clock Tower. The shopping is on two levels, with a car park on top. The Haymarket Theatre is also part of the building, occupying part of the first floor.
- Henie** ['hem], **Sonja** (1912—1969) Соня Хени Norwegian-born American world champion figure skater and Olympic gold medalist who went on to achieve success as a professional ice skater and as a motion picture actress. Her medal record consisted of six European titles (1931—1936), 10 world titles (1927—36), and three gold medals in the Winter Olympic Games of 1928, 1932, and 1936. Henie has won more Olympic and world titles than any other ladies figure skater. She became the star of the film *Sun Valley Serenade* (1941).

- Henry VII** [ˌhenri ðə 'sevənθ], **King** (1457—1509) (also **Henry Tudor**) **Генрих VII Тюдор** the king of England from 1485. He defeated Richard III at the battle of Bosworth Field, and married to unite the families of York and Lancaster and so ended the Wars of the Roses between the two families.
- Hinton, Nigel** ['hɪntən, 'naɪdʒəl] (1941—) **Найджел Хинтон** an English writer, was born and educated in London. He is a fan of rock, esp. the work of Bob Dylan. Some of his books are *Buddy, Buddy's Song, Buddy's Blues, Collision Course, Beaver Towers, Ship of Ghosts, Blood Ties, Getting Free, The Heart of the Valley, Time Bomb* and some others. Nigel Hinton's book *Buddy's Song* was screened and has had a great success. One of his new movies is based on his horror story *Blood Ties*.
- Holly, Buddy** ['hɒli, 'bʌdi] (1936—59) **Бадди Холли** an US singer in the early years of rock'n'roll* who played guitar and wrote songs. He and his group, the Crickets, had a number of hits, including *That'll Be the Day* (1957) and *Peggy Sue* (1957). Although he died at the age of 22 in a plane crash, his music had a strong influence on other pop singers, especially in Britain.
- Hollywood** ['hɒliwʊd] **Голливуд** an area of Los Angeles which has been the center of the US film industry since before the First World War
- Horace** ['hɒrɪs] (65—8 BC) **Гораций** a Roman poet and writer of satire, whose work greatly influenced English poetry
- housemaid's knee** ['haʊsmɛɪdz 'ni:] **колено горничной** a swelling of the knee (воспаление сумки надколенника), so called because often occurring in servant girls who work much upon their knees
- Isabella of Spain** [ˌɪzə'belə əv speɪn] (1451—1504) **Изабелла Испанская** the queen of Castilla (Кастилия) since 1474, the queen of Spain since 1479
- Ito, Midori** ['ɪtəʊ, mɪ'dɔːri], (1969—) **Мидори Ито** a former Japanese figure skater. She became the first Asian world champion in 1989. She got five perfect marks of 6.0 for technical merit for her performance. She did not retain her title in the following two years (second in 1990, fourth in 1991), but still was one of the favourites for the Olympic title at the 1992 Winter Olympics. Japanese-American Kristi Yamaguchi won the gold in Albertville, with Ito taking the silver. She turned professional afterwards, and performed with ice shows in Japan. Ito briefly returned to competitive skating in the 1995—1996 season, but without her former success.
- Jerome** [dʒə'reʊm], **Jerome K(lapka)** (1859—1927) **Джером (Клапка) Джером** an English writer who is famous for his humour — warm, unsatirical, and unintellectual. His humorous books, such as *Idle Thoughts of an Idle Fellow* (1886) and *Three Men in a Boat* (1889) were widely translated.
- King Charles II** [ˌtʃɑːlz ðə 'sekənd] (1630—85) **король Карл II** a king of England, Scotland and Ireland, who was the son of Charles I, and who became king after the Civil War ended.
- Locklear, Heather** ['lɒkleə, 'heðə] (1961—) **Хизер Локлир** an American actress who has performed in many films such as *Firestarter, The Big Slice, The Perfect Man*.

- Mansfield, Katherine** ['mænsfild, 'kæθərɪn] **Кэтрин Мэнсфилд** (1888—1923) a writer born in New Zealand who lived in England. She is well known especially for her short stories.
- McDonalds** [mæk'dɒnəldz] **Макдональдз** (one of) a large group of American-owned restaurants in the USA, Europe, and many other countries, which sell hamburgers and other fast food. In Britain and the US, these restaurants are esp. popular with young people and children. McDonalds is thought to be a typical part of the American way of life.
- Mikes, George** ['maɪks, dʒɔːdʒ] (1912—1987) **Джордж Микеш** a Hungarian journalist who immigrated to Britain and wrote in English. The most famous of his books of humour are *How to Be an Alien* (1946) (about England), *How to Scrape Skies* (about the USA), and *How to Tango* (about Latin America).
- Montaigne, Michel Eyquem de** [mɒn'teɪn, mi:'ʃel i:'kɛm də] (1533—92) **Мишель Монтень** a French writer of essays who influenced many writers with his informal but careful way of writing
- MTV** [ˌem ti: 'vi:] **MTB** music television; an American television company, whose programmes are shown around the world. It broadcasts popular music and pictures of the singers or groups performing it 24 hours a day.
- Naples** ['neɪpəlz] **Неаполь** an industrial city and port in central Italy, on the Bay (залив) of Naples
- Navka and Kostomarov** ['nʌvkə ənd kɒstə'mɑːrɒv] **Tatiana Navka** (1975—) and **Roman Kostomarov** (1977—) **Татьяна Навка и Роман Костомаров** a pair of Russian ice dancers, multiple gold medalists. They won the gold medal in the couples' ice dancing competitions at the 2006 Winter Olympic Games. They won the World Championships in 2004 and 2005, as well as the European Championships, representing the Russian Federation.
- Nina, the** ['ni:nə] **«Нинья»** one of the three ships that sailed to America with Christopher Columbus in 1492. The other two were the *Pinta* and the *Santa Maria*
- Notting Hill Carnival** [ˌnɒtɪŋ hɪl 'kɑːnɪvəl] **карнавал в Ноттинг-Хилле** a street carnival that takes place in the Notting Hill area of west London in August every year, mostly involving black people and known for the colourful costumes worn and the steel band music played
- pamphlet** ['pæmfli:t] **памфлет** a small thin book with paper covers, often dealing with a matter of public interest
- pilgrim** ['pɪlɡrɪm] **пилигрим** a person who travels especially a long way to a holy place as an act of religious love and respect
- Pinta, the** ['paɪntə] **«Пинта»** one of the three ships that sailed to America with Christopher Columbus in 1492. The other two were the *Nina* and the *Santa Maria*
- Plushenko, Yevgeniy** ['pluːʃenkə, ev'ɡeni] (1982—) **Евгений Плющенко** a Russian figure skater, the six-time National Champion, five-time European Champion (1999—2001; 2004—2006), three-time World Champion (2001, 2003, 2004), and the 2006 Winter Olympics gold medalist. He also got a

silver medal at Salt Lake City, USA. Plushenko is one of the few male skaters to perform the Biellmann spin. He is also one of few figure skaters to perform the most difficult quadruple jumps and jump combinations. At the age of 16, Plushenko was the youngest male skater to receive a perfect score of 6.0.

Protector, the [prə'tektə] *also the Lord Protector* (Лорд) Протектор the official title of Oliver Cromwell during the period when he ruled Britain
protectorship [prə'tektəʃɪp] протекторат the time during which a Protector* governs

Protestant ['prɒtɪstənt] протестант a member of a part of the Christian church that separated from the Roman Catholic Church in the 16th century. Protestants believe in the authority of the Bible rather than the authority of tradition or of the Pope. They also believe in the importance of preaching and studying God's word in the Bible. Protestant services are rather plain compared to Catholic services. In Britain most Christians are Protestants.

Puritan ['pjʊərɪtən] пуританин a member of a Protestant religious group in the 16th and 17th centuries who wished to make religion simpler and less ceremonial. Most broke away from the Church of England. They were treated badly at the end of the 17th century and many went to America to find religious freedom.

rock'n'roll ['rɒk ən 'rɒl] *also rock, rock and roll; рок-н-ролл* a style of music that was popular especially in the 1950s but is still played now, which has a strong loud beat and is usually played on electrical instruments and repeats a few simple phrases. It was first made popular by Bill Haley and Elvis Presley (*see Holly, Buddy*)

Roosevelt, Franklin ['rəʊzəvelt, 'fræŋklɪn] (1882—1945) Франклин Рузвельт the President of the USA from 1933 to 1945. He was the only person who has ever been elected President of the US four times. He was extremely popular when he was President.

Samaritan [sə'mærɪtən] самаритянин/самаритянка 1) the Samaritan, an organization devoted to giving help and friendship to people in despair, especially over the telephone; 2) good Samaritan a person who gives sympathy and help to people in trouble

Santa Maria, the [ˌsæntə mə'ri:ə] «Санта Мария» one of the three ships that sailed to America with Christopher Columbus in 1492. The other two were the *Pinta* and the *Nina*.

Savile Row [ˌsævɪl 'rəʊ] Сэвил Роу a road in the City of Westminster in central London that runs parallel to Regent Street. The Row is the major centre of traditional bespoke tailoring (индивидуальный пошив), primarily for men. Savile Row was created with the development of the Burlington Estate in 1695 and, as with other roads in the area, was given a family name; in this case, that of Lord Burlington's wife Lady Dorothy Savile. The Row was initially occupied by military officers and their wives. During the 1800s, the gentry became more and more concerned with neat dress.

- September 11** [sep'tembə ði i'levənθ], **2001 11 сентября 2001 г.** the date is associated with the extremist groups airline attacks against some targets (the World Trade Centre, the Pentagon, Pennsylvania) in the USA. The attacks caused extensive death and destruction (разрушение). Some 2,750 people were killed in New York, 184 at the Pentagon, and 40 in Pennsylvania; and more than 400 police officers and firefighters were killed. All 19 terrorists died.
- Slutskaya, Irina** ['slutskajə, i'rina] (1979—) **Ирина Слуцкая** a Russian figure skater. She is a two-time World Champion (2002, 2005), seven-time European Champion (1996, 1997, 2000, 2001, 2003, 2005, 2006), and two-time Olympic medalist. She won silver in 2002 and bronze in 2006. Slutskaya has won a total of 40 gold medals, 21 silver medals and 18 bronze medals. Slutskaya was the first Russian woman to win the European title in 1996 and 1997. She won silver at the 2002 Winter Olympics and became the second Russian ever to win a medal in the women's event. On January 19, 2006, Slutskaya won the European Championship and became the first woman ever to win seven European titles.
- Stars and Stripes, the** [ˈstɑːz ənd 'straɪps] **звездно-полосатый (флаг)** the flag of the USA. There are 50 stars on the flag to represent the 50 states in the US, and there are 13 stripes to represent the 13 original colonies that became the first states of the US.
- teddy boy** ['tedi bɔɪ] **тедди бой** (in Britain, especially in the 1950s) a young man who dressed in a style similar to that of the early 20th century, usually wearing a long loose jacket, narrow trousers, and thick soft shoes.
- Torvill and Dean** [ˈtɔːvɪl ənd 'diːn] **Джейн Торвилл и Кристофер Дин** (1958—) a pair of British ice dancers who won a gold medal at the Olympic Games in 1984. It was one of the most popular achievements in the history of British sport, watched by a British television audience of twenty four million people. Torvill and Dean returned to competition and added a bronze medal at the 1994 Winter Olympics. They were awarded the Order of the British Empire in 1999.
- Totmianina and Marinin** [tɒt'mjɑːniːnə ənd mə'riːnɪn] **Татьяна Тотмьянина и Максим Маринин** (1981—) a pair of Russian ice dancers. They are probably the best figure skating team in the world today. They won the pairs' World Figure Skating Championship title two times (2004, 2005) and they are five-time European champions (2002, 2003, 2004, 2005, 2006). They won the gold medal at the 2006 Olympic Winter Games in Turin, continuing the Russian domination of the sport in the Olympics, with either a Russian or Soviet pair winning the gold every year since 1960.
- Union Jack waistcoat** ['juːnjən dʒæk 'weɪskəʊt] **жилетка с изображением британского флага** a very colourful waistcoat looking like the British flag (Union Jack). It is usually worn under a jacket, esp. by men as part of a suit on formal occasions.

- Universal Exhibition, the** [ˌjuːnɪˈvɜːsəl ˌeksɪˈbɪʃn] **Всемирная выставка** (Exposition Universelle) a World's Fair held in Paris in 1855. It was a major event in France, which was under the control of Emperor Charles Louis Napoleon Bonaparte. It followed London's Great Exhibition of 1851.
- USA Today** [ˌjuː es eɪ təˈdeɪ] **ЮэсЭй Тудей** the largest national American daily newspaper that is sold in every state. It was a success from its beginning in the early 1980s.
- Vespucci, Amerigo** [veˈspuːtʃɪ, æˈmerɪɡəʊ] (1454—1512) **Америго Веспуччи** an Italian sailor and explorer who sailed to Caribbean Sea and South America and discovered the place where the Amazon River flows into the sea. The name "America" comes from his name.
- Wakes, the** [weɪks] **Уэйкс** an annual holiday in certain towns of the north of England, formerly held in honour of the patron saint or on the anniversary of the dedication of a church, now usu. having little or no religious significance.
- Walsh, Jill Paton** [wɒʃ, dʒɪl ˈpeɪtən] (1937—) **Джил Пейтон Уолш** a British children's novelist. Several of her novels use historical setting: *The Emperor's Winding-Sheet*, winner of the Whitbread Award in 1974, *A Parcel of Patterns* (1983); she has also produced several powerful novels dealing with the problems of young people. She has contributed articles and reviews to many journals and is currently 'adjunct British board member' of Children's Literature New England. Jill Paton Walsh is now settled in Cambridge, where in partnership with John Rowe Townsend she runs a small specialist imprint 'Green Bay Publications'. In 1996 she received the CBE (Commander (of the Order) of the British Empire) for services to literature, and was elected a fellow of the Royal Society of Literature.
- warts and all** [wɔːts ənd ˈɔːl] **так, как есть, без прикрас** *infml* not failing to mention the bad parts
- West End** [ˌwest ˈend] **Уэст-Энд** the western part of central London considered a fashionable place, where large or important shops, theatres, etc., are
- Witt, Katarina** [wɪt, kətəˈrɪnə] (1965—) **Катарина Витт** a German figure skater, in Germany commonly affectionately called "Kati" or "Kat". She won two Olympic gold medals for East Germany, first at the 1984 Sarajevo Olympics and the second in 1988 at the Calgary Olympics. She also won the World Championships in 1984, 1985, 1987, and 1988. In addition, she won six European Championships (1983, 1984, 1985, 1986, 1987, 1988). Her competitive record makes her one of the most successful figure skaters of all time.
- Woolworth's** [ˈwʊlwɔːθs] (*also* **Woolie's**) **Вулвортс** one of a group of shops, found in many British and American towns, selling many different kinds of goods at low prices

СПИСОК СОКРАЩЕНИЙ

Английские

a — adjective — имя прилагательное
adv — adverb — наречие
AE — American English — американский вариант английского языка
attr. — attribute — определение
cj — conjunction — союз
excl — exclamation — восклицание
n — noun — имя существительное
num. — numeral — имя числительное
pl — plural — множественное число

p. p. — past participle — причастие прошедшего времени или причастие II
predic. — predicative — употребляется в качестве именной части составного именного сказуемого
pref — prefix — приставка
prep — preposition — предлог
pron — pronoun — местоимение
sing — singular — единственное число
v — verb — глагол

Русские

грам. — грамматика
зд. — здесь
косв. п. — косвенный падеж
мед. — медицина
муз. — музыка
обыкн. — обыкновенно
перен. — в переносном значении
разг. — разговорное слово, выражение
соби́р. — собирательно

сокр. — сокращение, сокращенно
спорт. — физкультура и спорт
сравнит. ст. — сравнительная степень
тк. — только
тж. — также
употр. — употребляется
уст. — устаревшее слово, выражение

Aa

aboard [ə'bo:d] *adv* на борту
absence ['æbsns] *n* отсутствие
accent ['æksnt] *n* акцент
accept [ək'sept] *v* принимать
accessories [ək'sesəriz] *n pl* принадлежности (*туалета*), аксессуари (*дополнение к одежде*)
according [ə'kɔ:diŋ] *adv*: ~ **to** согласно, в соответствии с
account [ə'kaunt] **1.** *n* счет **2.** *v* составлять определенную часть
achieve [ə'tʃi:v] *v* добиваться, достигать
achievement [ə'tʃi:vment] *n* достижение
across [ə'krɒs] **1.** *adv* поперек **2.** *prep* через, сквозь
acting ['æktiŋ] *n* выступление, игра
action ['ækʃ(ə)n] *n* действие
actually ['æktʃʊəli] *adv* фактически
adapt [ə'dæpt] *v* **1)** приспособлять **2)** адаптировать
add [æd] *v* прибавлять, добавлять
addict ['ædɪkt] **1.** *n* человек, имеющий зависимость от чего-л. **2.** [ə'dɪkt] *v* увлекаться (*дури-ным*)
addition [ə'dɪʃn] *n* дополнение
admire [əd'maɪə] *v* восхищаться(ся)
admit [əd'mɪt] *v* допускать, принимать
adopt [ə'dɒpt] *v* **1)** принимать **2)** перенимать
adoption [ə'dɒpʃn] *n* принятие
adorable [əd'ɔ:rəbl] *a* восхитительный, очаровательный
adventure [əd'ventʃə] *n* приключение
affect [ə'fekt] **1.** *n* влияние; **to have an ~ on** оказывать влияние на кого-л., на что-л. **2.** *v* влиять
affection [ə'fekʃn] *n* привязанность, любовь

affix ['æfiks] *n* аффикс
afterwards ['ɑ:ftəwədz] *adv* впоследствии, потом, позже
against [ə'genst] *prep* против
age [eɪdʒ] *n* **1)** возраст **2)** век **3)** (*часто pl*) долгий срок; **to take ages** занимать много времени
aim [eɪm] **1.** *n* цель **2.** *v* стремиться, добиваться
air [eə] *n* воздух, атмосфера; **by ~** самолетом; **with one's head in the ~** важно, задрал нос
alive [ə'laɪv] *a* живой
all [ɔ:l] весь, вся, всё, все; **at ~** со-всем, полностью
although [ɔ:l'dəʊ] *conj* хотя
angel ['eɪndʒl] *n* ангел
anger ['æŋɡə] *n* гнев; раздражение
anniversary [æni'vɜ:si:ri] *n* годовщина, юбилей
annoy [ə'nɔɪ] *v* досаждать, раздражать
annually ['ænjʊəli] *adv* ежегодно
anthem ['ænθm] *n* гимн
anytime ['eni'taɪm] *adv* всегда, в любое время
anywhere ['eni'weə] *adv* везде, всюду
applaud [ə'plɔ:d] *v* аплодировать, хлопать
appreciate [ə'pri:ʃieɪt] *v* ценить, оценивать по достоинству
approach [ə'prəʊtʃ] **1.** *n* подход (*тж. перен.*) **2.** *v* приближаться
approximately [ə'prɒksɪmɪtli] *adv* приблизительно
Arabic ['æɾəbɪk] *n* арабский язык
arbiter ['ɑ:bitə] *n* арбитр; главный судья
arch [ɑ:tʃ] *n* арка
army ['ɑ:mi] *n* армия
arrangement [ə'reɪndʒmənt] *n* расположение
arrival [ə'raɪvl] *n* приезд, прибытие

artist ['ɑ:tɪst] *n* художник
ashamed [ə'ʃeɪmd] *predic* пристыженный; **to be ~ of smth** стыдиться чего-л.
aside [ə'saɪd] *adv* в сторону, в стороне
ask [ɑ:sk] *v* 1) спрашивать; **to ~ for** спрашивать о чем-л. 2) (по)просить; **to ~ for help** просить об одолжении (*о помощи*)
assessment [ə'sesmənt] *n* оценка
assure [ə'ʃʊə] *v* уверять, заверять
astronautics [æstrə'nɔ:tɪks] *n* астронавтика, космонавтика
attempt [ə'tempt] 1. *n* попытка 2. *v* пытаться
audience [ˈɔ:diəns] *n* публика, зрители
avenue ['ævinju:] *n* улица, авеню
average ['ævərɪdʒ] *n* среднее число, средняя величина; **on ~** в среднем
aviation [ˌeɪvɪ'eɪʃn] *n* авиация
awesome ['ɔ:sm] *a* 1) ужасный 2) *разг.* потрясающий

Bb

baby ['beɪbɪ] *n* младенец, ребенок
back [bæk] *adv* назад, обратно; **to be ~** вернуться; **at the ~** сзади
background ['bækgraʊnd] *n* 1) задний план, фон 2) происхождение
bake [beɪk] *v* печь(ся)
bakery ['beɪkəri] *n* булочная, пекарня
balance ['bæləns] *v* (*тж.* ~ **out**) уравновешивать
balanced ['bælənst] *a* сбалансированный
bar [bɑ:] *n* бар, кафе
base [beɪs] *n* основа
basic ['beɪsɪk] *a* основной
basket ['bɑ:skɪt] *n* корзина
bat [bæt] *v* бить битой
batsman ['bætsmən] *n* отбивающий мяч (*в крикете, бейсболе*)

battlefield ['bætlfi:ld] *n* поле сражения
bay [beɪ] *n* бухта, залив
bean [bi:n] *n* боб
beefsteak ['bi:fsteɪk] *n* бифштекс
beer [biə] *n* пиво
beginning [bɪ'gɪnɪŋ] *n* начало
behind [bɪ'haɪnd] *adv* сзади; **to leave ~** оставлять, забывать
belt [belt] *n* ремень; **seat ~** ремень безопасности
Bengali [ben'gɔ:lɪ] *n* бенгальский язык
beret ['bereɪ] *n* берет
best [best] *n* самое лучшее; **to be at one's ~** быть на высоте
bilingual [baɪ'lɪŋgwəl] *a* двуязычный
bit [bɪt] *n* часть, кусок; **a ~** немного; **to be dressed in bits (and pieces)** быть одетым в лохмотья, тряпки
bitter ['bɪtə] *a* горький
blame [bleɪm] *v* порицать, считать виновным
block [blɒk] 1. *n* блок 2. *v*: **to ~ out** закрывать, блокировать
blow [bləʊ] *v* (**blew, blown**): **to ~ out** задувать, гасить, тушить
blue [blu:] *n* 1) голубой цвет, синий цвет 2) *pl разг.* хандра
blues [blu:z] *n* *муз.* блюз
boat [bəʊt] *n* лодка, корабль
boil [bɔɪl] *v* варить(ся), кипятить(ся)
Bolognese [bə'lɒnjəz] *a* болонский(ие) (*о еде*)
bootee (boot) ['bu:ti:] *n* ботинок
bootlace ['bu:tləs] *n* шнурок для ботинок
border ['bɔ:də] *n* граница
bother ['bʌðə] *v* беспокоить
bowler ['bəʊlə] *n* игрок, подающий мяч в крикете
bow [baʊ] *n* поклон
bravery ['breɪvəri] *n* смелость, храбрость
bread-cereal ['bredsiəriəl] *n* зерновые культуры

breath [breθ] *n* дыхание, вдох; **to be out of** ~ задыхаться; **to take** ~ передохнуть, перевести дух
bunch [bʌntʃ] *n* букет (цветов)
burger ['bɜ:gə] *n* гамбургер
burst [bɜ:st] *v*: **to** ~ **out** раздражаться (слезами)
button ['bʌtn] *n* кнопка

С с

cabbage ['kæbɪdʒ] *n* капуста
cable ['keɪbl] *n* кабель
cafeteria [kæfɪ'tiəriə] *n* кафе-закусочная, кафетерий
calcium ['kælsɪəm] *n* кальций
calendar ['kælɪndə] *n* календарь
call [kɔ:l] *v* 1. *n* звонок по телефону 2. *v* 1) звонить по телефону 2) называть, давать имя
camel ['kæm(ə)] *n* 1) верблюд 2) желтовато-коричневый цвет
campfire ['kæmpfaɪə] *n* бивачный костер
cancel ['kænsəl] *v* отменять
candle ['kændl] *n* свеча
canteen [kæn'ti:n] *n* столовая
capable ['keɪpəbl] *a* способный; талантливый
capital ['kæpɪtl] *n* столица
carbohydrate [kɑ:bəʊ'haidreɪt] *n* углевод
care [keə] 1. *n* забота; **to take** ~ **of** smb заботиться о ком-л. 2. *v* 1) заботиться 2) беспокоиться, тревожиться 3) иметь желание; **I don't** ~ мне все равно
carefree ['keəfri:] *a* беззаботный, беспечный, легкомысленный
Caribbean [kæri'bi:ən] *a* карибский
carpet ['kɑ:pɪt] *n* ковер
carrier bag ['kæpiəbæg] *n* пластиковый или бумажный пакет с ручками
cartoon [kɑ:'tu:n] *n* мультфильм

case [keɪs] *n* случай
catalogue ['kætəlg] *n* каталог
catch [kæʃ] *v* (**caught**) 1) ловить, поймать, схватывать 2) перехватывать, прерывать
category ['kætɪgəri] *n* категория, ряд, класс
centre ['sentə] *n* центр, середина
chain store ['tʃeɪnstɔ:] *n* однотипные розничные магазины одной фирмы
champion ['tʃæmpiən] *n* чемпион
channel ['tʃænl] *n* пролив
cheap [tʃi:p] *a* 1) дешевый 2) *v* *грам.* *знач. нареч.* дешево
cheat [tʃi:t] *n* обман
check [tʃek] *n* 1. клетка (на материю), клетчатая ткань 2. *v* проверять; **to** ~ **out** (АЕ) проверить
checkpoint ['tʃekpɔɪnt] *n* контрольная точка
cheerful ['tʃiəfəl] *a* бодрый, веселый
chemist ['kemɪst] *n* аптекарь
chest [tʃest] *n* грудная клетка
chic [ʃɪk] *n* шик; ~ **and cheap** «дешево и сердито»
chicken ['tʃɪkɪn] *n* цыпленок; курица (мясо)
chiefly ['tʃi:flɪ] *adv* главным образом, особенно, в основном
chorus ['kɔ:rəs] *n* хор
circle ['sɜ:kl] 1. *n* круг 2. *v* обводить
citizen ['sɪtɪzn] *n* гражданин
clean [kli:n] 1. *a* чистый, опрятный 2. *v* 1) чистить, убирать 2) очищать, протирать
climb [klaɪm] *v* взбираться, карабкаться
clinic ['klinɪk] *n* больница, клиника
closet ['kloʊzɪt] *n* 1) чулан 2) АЕ гардеробная комната
cloud [klaʊd] *n* облако
coach [kəʊtʃ] *n* тренер

coast [kəʊst] *n* морской берег, побережье
collar ['kɒlə] *n* воротник
collect [kə'lekt] *v* собирать
collection [kə'leɪʃn] *n* коллекция
colonial [kə'ləʊniəl] *a* колониальный
combination [ˌkɒmbɪ'neɪʃn] *n* соединение; сочетание
combine [kəm'baɪn] *v* 1) объединять(ся) 2) комбинировать, сочетать(ся)
comfy ['kʌmfi] *a* разг. уютный, удобный
comic ['kɒmɪk] *a* 1) комический 2) смешной; ~ **strip** комикс
commemoration [kə'memə'reɪʃn] *n* 1) празднование (годовщины); торжественная церемония в память о чем-л.
comment ['kɒment] 1. *n* комментарий 2. *v* комментировать что-л. (*on, upon*)
communicate [kə'mju:nikeɪt] *v* общаться
communication [kə'mju:ni'keɪʃn] *n* общение
company ['kʌmpəni] *n* компания
complain [kəm'pleɪn] *v* 1) выражать недовольство 2) жаловаться
complete [kəm'pli:t] 1. *v* заканчивать, завершать 2. *a* полный, целый, законченный
completely [kəm'pli:tli] *adv* совершенно, полностью
compose [kəm'pəʊz] *v* составлять
compulsory [kəm'pʌlsəri] *a* обязательный
concentrate ['kɒnsəntreɪt] *v* концентрироваться (*on*)
conclude [kən'klu:d] *v* приходить к выводу
conductor [kən'dʌktə] *n* кондуктор
conference ['kɒnfərəns] *n* конференция, совещание

confidence ['kɒnfɪdəns] *n* вера, доверие
congratulatory [kən'grætju'leɪtəri] *a* поздравительный
connection [kə'nekʃn] *n* связь
constantly ['kɒnstəntli] *adv* постоянно
construct [kən'strʌkt] *v* строить, сооружать; воздвигать
consultation [ˌkɒnsəl'teɪʃn] *n* консультация
consumer [kən'sju:mə] *n* потребитель
contact ['kɒntækt] *n* контакт
contain [kən'teɪn] *v* содержать в себе
contemporary [kən'tempərəɪ] *a* современный
contest ['kɒntest] *n* соревнование, состязание
continent ['kɒntɪnənt] *n* материк, континент
continental [ˌkɒntɪ'nentl] *a* континентальный, материковый
continuous [kən'tɪnjuəs] *a* непрерывный, длительный
contracted [kən'træktɪd] *a* сокращенный
contrast ['kɒntrɑ:st] *n* контраст
contribution [ˌkɒntri'bju:ʃn] *n* вклад
convention [kən'venʃn] *n* договор, соглашение
convince [kən'vɪns] *v* убеждать
cook [kʊk] *v* готовить, варить
cooker ['kʊkə] *n* плита, печь
cookie ['kʊki] *n* АЕ печенье
cool [ku:l] *a* 1) прохладный 2) разг. классный
cooperation [kəʊ'pə'reɪʃn] *n* сотрудничество, совместные действия
copy ['kɒpi] *v* переписывать, списывать; копировать
correct [kə'rekt] 1. *a* правильный, точный 2. *v* исправлять
cost [kɒst] 1. *n* цена, стоимость 2. *v* (cost) стоить
council ['kaʊnsəl] *n* совет
count [kaʊnt] *v* 1) считать 2) иметь значение

couple [kʌpl] *n* чета, пара
course [kɔ:s] *n* 1) ход, течение
 2) курс 3) блюдо; **of** ~ конечно
courtyard ['kɔ:tjɑ:d] *n* внутренний двор
cover ['kʌvə] 1. *n* обложка 2. *v* покрывать (*расстояние*)
crawl [krɔ:l] *v* ползать
cream [kri:m] *n* сливки, крем
creek [kri:k] *n* 1) бухта 2) АЕ ручей
crepe-soled (shoes) [kreɪp'səʊld] *a* туфли (*ботинки*) на резиновой платформе
criminal ['krɪmɪnəl] 1. *a* преступный 2. *n* преступник
criticise ['krɪtɪsaɪz] *v* 1) критиковать 2) осуждать
criticism ['krɪtɪsɪzəm] *n* критика
cross [krɒs] *n* крест
crowd [kraʊd] 1. *n* толпа 2. *v* толпиться
cruel ['kru:əl] *a* жестокий
cruise [kru:z] *n* круиз, морское путешествие
cry [kraɪ] *v* 1) кричать 2) плакать
cuff [klʌf] *n* манжета; обшлаг
cure [kjʊə] *v* излечивать, исцелять
curtain ['kɜ:tɪn] *n* занавеска
customer ['kʌstəmə] *n* заказчик, покупатель, клиент
cute [kjut] *a* 1) умный, сообразительный 2) АЕ привлекательный, красивый
Czech [tʃek] *a* чешский

D d

daffodil ['dæfədɪl] *n* нарцисс
daily ['deɪli] *a* ежедневный
damage ['dæmɪdʒ] *v* вредить, портить
dame [deɪm] *n* уст. госпожа, дама
dangerous ['deɪndʒərəs] *a* опасный
Danish ['deɪnɪʃ] *n* датский язык
dare [deə] *v* сметь, отваживаться

date [deɪt] *v* относиться к определенному времени
deal [di:l] *n* количество; **a great (a good) ~ of** много
dear [diə] *a* дорогой, милый
decipher [dɪ'saɪfə] *v* разгадывать, расшифровывать
decorate ['dekəreɪt] *v* украшать
deed [di:d] *n* поступок
deep [di:p] *a* глубокий
delightful [dɪ'laɪtlɪ] *a* восхитительный, очаровательный
deliver [dɪ'lɪvə] *v* доставлять (*почту, товары*)
department [dɪ'pɑ:tmənt] *n* отдел
dependence [dɪ'pendəns] *n* зависимость
dependent [dɪ'pendənt] *a* зависимый
describe [dɪ'skraɪb] *v* описывать, изображать
description [dɪ'skrɪpʃn] *n* описание
detail ['di:teɪl] *n* подробность, деталь
determine [dɪ'tɜ:mɪn] 1. *v* определять, устанавливать 2. *a*: ~ed решительный
development [dɪ'veləpmənt] *n* разработка
devote [dɪ'vəʊt] *v* посвящать
diagonal [daɪ'æɡnəl] 1. *n* диагональ 2. *a* диагональный
dictator [dɪk'tetə] *n* диктатор
die [daɪ] *v* умирать
dining room ['daɪnɪŋ ru:m] *n* столовая (*в квартире*)
diphtheria [dɪf'θɪəriə] *n* дифтерит, дифтерия
diploma [dɪ'pləʊmə] *n* диплом
direction [d(a)'rɛkʃn] *n* направление
dirt [dɜ:t] *n* грязь
disappointment [dɪsə'pɔɪntmənt] *n* разочарование
disaster [dɪ'zɑ:stə] *n* бедствие, катастрофа
discover [dɪs'kʌvə] *v* обнаруживать, открывать, делать открытие

discovery [dis'kʌvəri] *n* открытие
discuss [di'skʌs] *v* обсуждать
dislike [dis'laɪk] 1. *n* нелюбовь 2. *v* не любить
display [di'spleɪ] *v* показывать, демонстрировать
disqualify [dis'kwɒlɪfaɪ] *v* дисквалифицировать
distinctive [di'stɪŋktɪv] *a* отличительный, характерный
distinguish [dis'tɪŋɡwɪʃ] *v* отличать, различать
district ['dɪstrɪkt] *n* округ, участок
divorce [dɪ'vɔ:s] *v* разводиться, расторгать брак
dock [dɒk] *n* АЕ пристань, причал
doll [dɒl] *n* кукла
doubtful ['daʊtfl] *a* вызывающий сомнения, сомнительный
down [daʊn] 1. *adv* вниз 2. *prep* вниз; по 3. *a* нездоровый; **to be (feel)** ~ быть подавленным, удрученным
downstairs [daʊn'steəz] 1. *adv* внизу, на нижнем этаже 2. *prep.* вниз
drainpipe ['dreɪnpaɪp] *n* 1) водосточная труба 2) (о брюках) узкие и прямые (как водосточная труба), «дудочкой»
drape [dreɪp] *n* драп
dressy ['dresɪ] *a* эффектный, модный
dust [dʌst] *v* вытирать пыль
dye [daɪ] 1. *n* краска, краситель 2. *v* красить

Е e

eager ['i:ɡə] *a*: **be ~ to** гореть желанием
ear [ɪə] *n* ухо
earring ['i:ərɪŋ] *n* серьга
earth [z:θ] *n* земля; земной шар
easy [i:zi] 1. *a* легкий, нетрудный 2. *adv* легко
editor ['editə] *n* редактор

education [edju'keɪʃn] *n* воспитание; образование, обучение
elaborate [ɪ'læbrət] *a* тщательно продуманный, изысканный
elector [ɪ'lektə] *n* избиратель
elegant ['elɪɡənt] *a* изысканный, сделанный со вкусом, элегантный
element ['elɪmənt] *n* элемент
emblem ['embləm] *n* символ, эмблема
encyclopedia [ɪn'saɪklə'pi:diə] *n* энциклопедия
entry ['entri] *n* статья в словаре
epidemic [epɪ'demɪk] *n* эпидемия
episode ['epɪsɔ:d] *n* эпизод
equal ['i:kwəl] *a* равный
equipment [ɪ'kwɪpmənt] *n* оборудование; оснащение
equivalent [ɪ'kwɪvələnt] *n* эквивалент, равный по значению
essence ['esəns] *n* сущность
establish [ɪ'stæblɪʃ] *v* основывать, учреждать
ever ['evə] *adv* когда-либо
examine [ɪɡ'zæmɪn] *v* обследовать
exist [ɪɡ'zɪst] *v* существовать; жить
expedition [eksprɪ'dɪʃn] *n* экспедиция
explode [ɪk'spləʊd] *v* взрывать(ся)
explorer [ɪk'splɔ:rə] *n* исследователь
export [ɪk'spɔ:t] *v* экспортировать
extend [ɪk'stend] *v* простираться, распространяться(ся)
extensive [ɪk'stensɪv] *a* обширный, пространственный
extract ['ekstrækt] *n* отрывок
extraordinary [ɪk'strɔ:dnəri] *a* необычайный

F f

face [feɪs] 1. *n* лицо; ~ **to** ~ лицом к лицу 2. *v* 1) стоять лицом (к чему-л.), смотреть в лицо 2) сталкиваться (с необходимостью, трудностью)

facility [fə'sɪlɪti] *n* (обыкн. *pl*) возможности, благоприятные условия
fade [feɪd] *v* выгорать, выцветать, тускнеть
fail [feɪl] *v* потерпеть неудачу
failure ['feɪljə] *n* неудача
fair [feə] 1. *n* ярмарка 2. *a* честный
fame [feɪm] *n* слава, известность
familiar [fə'mɪliə] *a* близкий; хорошо знакомый
fancy ['fænsɪ] *a* причудливый
far [fɑ:] *adv* далеко
fasten ['fɑ:sn] *v* застегивать
fat [fæt] *n* жир, сало
fatty ['fæti] *n* жирный
fault [fɔ:lt] *n* 1) недостаток, дефект 2) ошибка 3) проступок, вина
favourable ['feɪvərəbl] *a* благоприятный
favourite ['feɪvɪt] *a* любимый
feel [fi:l] *v* (felt) чувствовать; *to* ~ like быть склонным, хотеть
felt [felt] *n* войлок, фетр; ~ boot валенок
ferry ['ferɪ] *n* паром
fever ['fi:və] *n* жар, лихорадка
final ['faɪnl] 1. *a* конечный, заключительный 2. *n* финал
financial [faɪ'nænsɪl] *a* финансовый
fine [faɪn] *a* прекрасный, превосходный
finger ['fɪŋgə] *n* палец
fireplace ['faɪəpleɪs] *n* камин, очаг
first [fɜ:st] *a* первый; ~ -ever самый первый
fish [fɪʃ] *n* (*pl* часто без измен.) рыба
fix [fɪks] *v* 1) устанавливать 2) останавливать внимание (*on*)
flagpole ['flægrəʊl] *n* флагшток
flagship ['flædʒɪp] *n* флагманский корабль, флагман (*перен.* ведущий, головной)

flash [flæʃ] *n* вспышка, сверкание; молния; *in a* ~ в один миг
flat [flæt] 1. *n* 1) квартира 2) плоскость, плоская поверхность 2. *a* плоский, ровный
flatter ['flætə] *v* льстить
floor [flɔ:] *n* 1) пол 2) этаж
flower ['flaʊə] *n* цветок
fluently ['flu:əntli] *adv* 1) плавно, гладко 2) бегло (*о речи*)
fluorescent [flʊə'resnt] *a* флуоресцентный, флуоресцирующий
flush [flʌʃ] *v* 1) вспыхнуть, (по)краснеть 2) приливать к лицу (*о крови*)
focus ['fəʊkəs] 1. *n* 1) фокус 2) центр 2. *v* сосредоточивать (*внимание*)
fold [fəʊld] *v* свертывать (*up*)
folk tale ['fəʊkteɪl] *n* народная сказка
fondness ['fɒndnis] *n* нежность, любовь
fool [fu:l] *v* обманывать
foolish ['fu:lɪʃ] *a* глупый
foolishness ['fu:lɪʃnis] *n* глупость
force [fɔ:s] 1. *n* сила, мощь 2. *v* заставлять, принуждать
forehead ['fɒrɪd] *n* лоб
form [fɔ:m] *n* форма
formal ['fɔ:məl] *a* формальный
former ['fɔ:mə] *a* прежний, бывший
fort [fɔ:t] *n* форт, крепость
forward ['fɔ:wəd] *adv* вперед, дальше
fragrance ['freɪgrəns] *n* аромат, благоухание
franchise ['fræntʃaɪz] *n*: ~ business франчайзинг (*специальный вид лицензирования*)
friendless ['frendlɪs] *a* одинокий, не имеющий друзей
frighten ['fraɪtn] *v* пугать
frill [frɪl] *n* оборка, жабо
funny ['fʌni] *a* забавный, смешной
furniture ['fɜ:nɪʃə] *n* мебель, обстановка

G g

gabardine ['gæbədi:n] *n* габардин (плотная ткань)
gain [geɪn] *v* получать, приобретать; **to ~ weight** набирать вес
gamble ['gæmbəl] *v* играть в азартные игры
gang [gæŋ] *n* 1) группировка 2) шайка, банда
gangplank ['gæŋplæŋk] *n* сходни, трап
garment ['gɑ:mənt] *n* одежда, предмет одежды
gather ['gæðə] *v* собирать; **to ~ around** собираться вокруг чего-л.
gee! [dʒi:] *excl* вот здорово!
general ['dʒenərəl] *a* 1) общий 2) обычный
generate ['dʒenəreɪt] *v* производить
generation [dʒenə'reɪʃn] *n* поколение
gentleman ['dʒentlmən] *n* джентльмен
German ['dʒɜ:mən] *a* немецкий
get [get] *v* (got) получать; **to ~ down** спуститься, сойти вниз; снять (с полки); **get it?** понятно?
gift [ɡɪft] *n* подарок
girlie-girl ['gɜ:l/'gɜ:l] *n* девочка, девушка
give [ɡɪv] *v* (gave, given): **to ~ up to** посвящать (кому-л.)
glamorous ['glæməərəs] *a* 1) обаятельный 2) эффектный
glance [glɑ:ns] *n* (быстрый, короткий) взгляд
global ['gləʊbəl] *a* 1) мировой, всемирный 2) всеобщий
go [ɡəʊ] *v* (went, gone): **to ~ on** продолжать; **to ~ out** выходить
goal [ɡəʊl] *n* спорт. ворота
God [ɡɒd] *n* Бог
gosh! [ɡɒʃ] *excl* о боже!
grain [ɡreɪn] *n* зерно, хлебные злаки
graph [ɡrɑ:f] *n* график, диаграмма, схема

Greek [ɡri:k] *a* греческий
greet [ɡri:t] *v* приветствовать; здороваться
grey [ɡreɪ] *a* серый
grilled [ɡrɪld] *a* жареный
guard [ɡɑ:d] *v* охранять, сторожить, караулить
gun [ɡʌn] *n* огнестрельное оружие, ружье
guru ['ɡʊrʊ:] *n* гуру, духовный руководитель, учитель
guy [ɡaɪ] *v* AE разг. парень

H h

half [hɑ:f] *n* (pl halves) половина
hand [hænd] 1. *n* рука 2. *v* давать; **to ~ in** передавать, вручать; **to ~ back** возвращать, протягивать назад
handmade [hænd'meɪd] *a* ручной работы
hang [hæŋ] *v* (hung) висеть; **to ~ about** (AE **to ~ around**) шляться, слоняться, околачиваться
hat [hæt] *n* шляпа, шапка
hate [heɪt] 1. *n* ненависть 2. *v* ненавидеть
haughty ['hɔ:ti] *a* высокомерный, заносчивый, надменный
hay fever ['heɪ'fi:və] *n* мед. сенная лихорадка
headquarters ['hed,kwɔ:təz] *n* штаб-квартира
heartily ['hɑ:tɪli] *adv* искренне, сердечно; от всего сердца
Hebrew ['hi:brʊ:] *n* 1) еврей, иудей 2) иврит (язык)
herself [hə'self] *pron* себя, себе, собой (о 3-м лице ед. числе женск. рода)
hesitate ['hezɪteɪt] *v* колебаться; сомневаться, не решаться
highlight ['haɪlaɪt] *v* выделять
hill [hɪl] *n* холм, возвышение

Hindi ['hɪndɪ] *n* язык хинди
historic [hɪ'stɒrɪk] *a* исторический; имеющий историческое значение
historical [hɪ'stɒrɪkl] *a* исторический; исторически установленный
hold [həʊld] *v* (**held**) держать; **to ~ on (to)** держаться за что-л.; **to ~ up** держать на весу
homeless ['həʊmlɪs] *a* бездомный
homeware ['həʊmweə] *n* одежда для дома
honour ['ɒnə] *v* почитать, чтить
horseback ['hɔ:sbæk]: **on ~** верхом
hospital ['hɒspɪtl] *n* больница
hotdog [ˌhɒt'dɒg] *n* сосиска, хот-дог
however [haʊ'evə] *adv* однако, тем не менее
hug [hʌg] *n* крепкое объятие
human ['hju:mən] *a* человеческий
hungry ['hʌŋɡrɪ] *a* голодный
hurry ['hʌrɪ] *v*: **to ~ up** торопить, торопиться
hurt [hɜ:t] *v* (**hurt**) 1) причинять боль 2) обижать, делать больно
husband ['hʌzbənd] *n* муж
hypochondriac [ˌhaɪpə'kɒndrɪæk] *n* ипохондрик

I i

ice cream [ˌaɪs'kri:m] *n* мороженое
idol ['aɪdl] *n* 1) идол, божество 2) кумир
ill [ɪl] *a* *predic* больной, нездоровый; **to be ~** быть больным
illustrate ['ɪləstreɪt] *v* иллюстрировать
immigrant ['ɪmɪɡrənt] *n* иммигрант, переселенец
impossible [ɪm'pɒsəbl] *a* невозможный
inactive [ɪn'æktɪv] *a* инертный; бездействующий

increase ['ɪnkri:s] *n* рост; прирост
industrial [ɪn'dʌstriəl] *a* 1) промышленный 2) производственный
infect [ɪn'fekt] *v* заражать
inside [ɪn'saɪd] *adv* внутри
insist [ɪn'sɪst] *v* настаивать (*на чем-л.* — **on, upon**)
inspection [ɪn'spekʃn] *n* (о)смотр; инспектирование
inspire [ɪn'spaɪə] *v* вдохновлять, воодушевлять
instance ['ɪnstəns] *n* пример; **for ~** например
instinct ['ɪnstɪŋkt] *n* инстинкт, природное чутье; интуиция
institution [ˌɪnstɪ'tju:ʃn] *n* учреждение
intake ['ɪnteɪk] *n* поглощение, потребление
interfere [ˌɪntə'fɪə] *v* вмешиваться, мешать
invalid [ˌɪnvəlɪd] *n* больной; инвалид
italian [ɪ'tæliən] *a* итальянский

J j

journey ['dʒɜ:nɪ] 1. *n* путешествие 2. *v* путешествовать
judge [dʒʌdʒ] 1. *n* судья 2. *v* составить мнение, приходить к выводу

K k

keep [ki:p] *v* (**kept**) держать; **to ~ on** продолжать делать; **to ~ up with** держаться наравне с кем-л., не отставать; **to ~ up to date** быть хорошо осведомленным, быть в курсе; **to ~ oneself from doing** воздерживаться, остерегаться делать что-л.
key [ki:] *n* ключ
khan [kɑ:n] *n* хан

kick [kɪk] *v* 1) ударять (ногой)
2) бить по мячу
king [kɪŋ] *n* король
kitchen ['kɪtʃɪn] *n* кухня
knee [ni:] *n* колено
knife [naɪf] *n* (*pl knives*) нож
Korean [kə'ri:ən] *a* корейский

L I

lace [leɪs] *n* 1) шнурок 2) кружево
lady ['leɪdɪ] *n* дама, госпожа; **dinner**
~ женщина, работающая в столовой
lake [leɪk] *n* озеро
lamp [læmp] *n* лампа
land [lænd] 1. *n* 1) земля, суша
2) страна, государство 2. *v*
1) приставать к берегу, причаливать; высаживать(ся) (*на берег*) 2) приземляться, делать посадку
lantern ['læntən] *n* фонарь
lasagna [lə'zænjə] *n* лазанья
Latin ['lætɪn] *a* латинский язык
law [lɔ:] *n* закон, правило
lawn [lɔ:n] *n* лужайка с подстриженной травой, газон
leader ['li:də] *n* руководитель, вождь, лидер
leading role ['li:diŋ 'rəʊl] *n* главная роль
lean [li:n] *v* 1) наклоняться вперед (*over*) 2) прислоняться, опираться
learned ['lɜ:nɪd] *a* ученый, эрудированный; знающий
least [li:st] *n* минимальное количество; **at** ~ по крайней мере
less [les] 1. *a* (*сравнит. ст. от little*) меньший
let [let] *v* (**let**) 1) позволять, разрешать 2) ~ **us go** идем(те)
letter ['letə] *n* буква
lie [laɪ] I *v* лгать, обманывать

lie [laɪ] II *v* (**lay, lain**) лежать
life [laɪf] *n* (*pl lives*) жизнь
lighthouse ['laɪthaʊs] *n* маяк
limit ['lɪmɪt] *n* граница, предел
line [laɪn] 1. *n* линия, черта 2. *v* **to**
~ **up** выстраивать(ся) в линию, в очередь
lining ['laɪnɪŋ] *n* подкладка
link [lɪŋk] *v* соединять, связывать
lion ['laɪən] *n* лев
lip [lɪp] *n* губа
list [lɪst] *n* список
litre ['lɪtə] *n* литр
lively ['laɪvli] *a* оживленный, веселый
locate [ləʊ'keɪt] *v* располагать в определенном месте
loneliness ['lɒnəlɪnis] *n* одиночество
long [lɒŋ] 1. *a* 1) длинный 2) долгий, продолжительный 2. *adv*
1) долго 2) давно; ~ **ago** давно
look [lʊk] 1. *n* вид, наружность 2. *v*
1) смотреть, глядеть 2) выглядеть; **to** ~ **after** присматривать за, заботиться о; **to** ~ **for** искать; **to** ~ **forward** предвкушать 3) **to** ~ **to** стремиться к чему-л.
loosely ['lu:slɪ] *adv* небрежно, неряшливо
loss [lɒs] *n* проигрыш
lovely ['lʌvli] *a* красивый, прекрасный
loving ['lʌvɪŋ] *a* любящий
low-fat [ləʊ'fæt] *attr* с низким содержанием жиров
lower ['ləʊə] *v* понижать
loyal ['lɔɪəl] *a* верный, преданный
luck [lʌk] *n* 1) судьба, случай
2) счастье, успех, удача
luggage ['lʌɡɪdʒ] *n* багаж
lump [lʌmp] *v*: ~ **it** волей-неволей мириться с чем-л.
lunch [lʌntʃ] *n* обед (обычно в полдень в середине рабочего дня), ланч

lunchtime ['lʌntʃtaɪm] *n* время обеда
lurch [lɜ:tʃ] *n* крен (судна)
lying ['laɪŋ] *a* лежащий, лежащий

M m

mail [meɪl] *n* почта; ~ **order** заказ по почте
majesty ['mædʒɪstɪ] *n* величество (*муж.*); **Her Majesty the Queen** Ее Величество Королева
major ['meɪdʒə] *a* более важный, значительный
manage ['mænɪdʒ] *v* справиться, смочь
mania ['meɪniə] *n* мания; страсть к чему-л.
marker ['mɑ:kə] *n* ориентировочный знак
marriage ['mæriɪdʒ] *n* брак
married ['mærid] *a* женатый; **to get** ~ вступить в брак
marvellous ['mɑ:vələs] *a* изумительный, удивительный
material [mə'tɪəriəl] *n* 1) материал; вещество 2) данные, материал, сведения, факты
mean [mi:n] *a* подлый
meaningful ['mi:nɪŋf(ə)l] *a* выразительный, многозначительный
meat [mi:t] *n* мясо
medal ['medl] *n* медаль, орден
medical ['medɪkəl] *a* медицинский
melody ['melədi] *n* мелодия, напев
memory ['meməri] *n* память
merit ['merɪt] *n* 1) заслуга 2) достоинство
message ['mesɪdʒ] *n* послание, сообщение, письмо
milkman ['mɪlkmən] *n* продавец молока
mind [maɪnd] *n* 1) ум 2) мнение, взгляд; **to change one's** ~ пере- думать, изменить решение

miss [mɪs] *v* пропустить
mission ['mɪʃn] *n* 1) миссия 2) **seaman's** ~ *зд.* приют для моряков, у которых нет своего собственного дома
mistake [mɪ'steɪk] *n* ошибка
mix [mɪks] *v* 1) мешать, смешивать(ся); ~ **up** спутывать 2) общаться
mobile ['məʊbaɪl] *n* разг. мобильный телефон
model ['mɒdl] *n* образ, модель
mom [mɒm] *n* *АЕ* сокр. от **momma** (**mamma**) мама
monolingual [ˌmɒnə'lɪŋgwəl] *a* одноязычный
mood [mu:d] *n* настроение; **to put into** ~ приводить в какое-л. настроение
moose [mu:s] *n* американский лось
mostly ['mɒstli] *adv* главным образом
motor manufacturer ['məʊtə ,mænju'fæktʃərə] *n* производитель автомобилей
move [mu:v] *v* 1) двигать(ся), передвигать(ся) 2) переезжать
much [mʌtʃ] 1. *a* (**more, most**) много 2. *adv* 1) очень 2) гораздо больше
musher ['mʌʃə] *n* каюр
must-do [ˌmʌst'du:] *n* *зд.* необходимость
myself [maɪ'self] *pron* себя, меня самого, себе

N n

narrowing ['nærəʊɪŋ] *a* сужающийся
native ['neɪtɪv] *a* 1) родной 2) местный; ~ **people** коренное население; ~ **speaker** носитель языка; ~ **land** родина

near [niə] 1. *a* близкий, ближайший 2. *adv* близко, поблизости 3. *prep* около, возле
necessity [ni'sesiti] *n* необходимость, нужда, потребность
negative ['negətiv] *a* отрицательный
neither...nor ['niðə...'nɔ:] *conj* ни...ни
newborn ['nju:bɔ:n] *a* новорожденный
night [nait] *n* ночь; вечер
nightdress ['naitdres] *n* ночная рубашка
nominate ['nɒmineit] *v* номинировать (на какую-л. награду)
nomination [nəmi'neɪʃn] *n* 1) выставление кандидата 2) номинация
nor [nɔ:] *conj* см. **neither ... nor**
northern ['nɔ:ð(ə)n] *a* северный
Norwegian [nɔ:'wi:ʃn] *a* 1. норвежский 2. *n* норвежец, норвежка
notebook ['nəʊtbʊk] *n* записная книжка
nothing ['nʌθɪŋ] *n* ничто, пустяк
notice ['nəʊtɪs] *v* замечать
nurse [nɜ:s] *v* нянчить, ухаживать

O o

oak [əʊk] *n* дуб
obey [ə'beɪ] *v* слушаться, повиноваться, подчиняться; **to ~ the law** подчиняться закону
object [əb'ʃekt] *v* возражать, противоречить
objective [əb'ʃektɪv] *a* объективный, реальный
occasion [ə'keɪʒ(ə)n] *n* 1) событие 2) случай
occupy ['ɒkjʊpaɪ] *v* занимать (место)
occur [ə'kɜ:] *v* происходить, случаться
offend [ə'fend] *v* обижать, оскорблять
old-world ['əʊldwɜ:ld] *a* старинный, древний

once [wʌns] 1. *n* один раз; **at ~** тотчас 2. *adv* однажды
online shopping facility [ɒn'lain] возможность осуществлять покупки через Интернет
operate ['ɒpəreɪt] *v* 1) использовать 2) функционировать
operator ['ɒpəreɪtə] *n* оператор
opponent [ə'pəʊnənt] *n* противник, оппонент
orange ['ɒrɪndʒ] *a* 1) оранжевый 2) апельсиновый
orator ['brətə] *n* оратор
oratorical [brə'tɔrɪkl] *a* ораторский; красноречивый
origin ['ɒrɪdʒɪn] *n* происхождение
otherwise ['ʌðəwaɪz] *adv* иначе
ourselves [aʊə'selvz] *pron* себя, себе
outdoors [aʊt'dɔ:z] *adv* на открытом воздухе
outdoorwear [aʊtdɔ:'weə] *n* одежда для улицы
outfit ['aʊtfɪt] 1. *n* 1) снаряжение (для экспедиции), экипировка 2) одежда, наряд
outlaw ['aʊtlɔ:] *v* объявлять (кого-л.) вне закона; запрещать
outline ['aʊtlain] *n* конспект, план, схема
over ['əʊvə] 1. *prep* а) указывает на движение или нахождение над каким-л. предметом над, выше б) указывает на положение поверх какого-л. предмета на, над 2. *adv* сверх
overboard ['əʊvəbɔ:d] *adv* за борт
overwork [əʊvə'wɜ:k] *n* перегрузка, чрезмерная работа
Oxonian [ɒk'səʊniən] *a* оксфордский

P p

package ['pækɪdʒ] *n* пакет, сверток
packet ['pækɪt] *n* пакет
paint [peɪnt] *n* краска

painter ['peɪntə] *n* живописец, художник
pair [peə] *n* пара
pantomime ['pæntəmaɪm] пантомима
paper ['peɪpə] *n* бумага
paragraph ['pærəgrɑ:f] *n* 1) абзац 2) параграф, пункт
parcel ['pɑ:sl] *n* посылка, бандероль (почтовая)
parson ['pɑ:sn] *n* приходский священник, пастор
particular [pə'tɪkjʊlə] *a* особый, особенный; *in* ~ в особенности, в частности
passion ['pæʃn] *n* страстное увлечение
past [pɑ:st] 1. *n* прошлое, прошедшее 2. *a* прошлый 3. *adv* мимо 4. *prep* позже, за, после
path [pɑ:θ] *n* дорожка; путь
patriotic [ˌpætri'ɒtɪk] *a* патриотический
patron ['peɪtrən] *n* покровитель; **saint** ~ небесный покровитель
pattern ['pætɪn] *n* 1) образец, пример 2) выкройка
peculiar [pɪ'kjʊliə] *a* специфический, особенный, своеобразный
penny ['penɪ] *n* (*pl* pence; pennies *об* отдельных монетах) пенни, пенс
per cent [pə'sent] *n* процент
perfect ['pɜ:fɪkt] *a* 1) совершенный, безупречный, прекрасный 2) хорошо подготовленный, достигший совершенства
period ['pɪəriəd] *n* период, промежуток времени, срок
permanent ['pɜ:mənənt] *a* постоянный, неизменный
person ['pɜ:sn] *n* личность, человек
personal ['pɜ:sənəl] *a* личный
personification [pə'sɒnɪfɪ'keɪʃən] *n* олицетворение

phenomenon [fɪ'nɒmɪnən] *n* событие, явление
phone [fəʊn] *v* звонить; **to ~ up smb** звонить (кому-л.)
phrasal ['freɪzəl] *a* фразовый (глагол)
phrase [freɪz] *n* фраза, выражение
pink [pɪŋk] *a* розовый
pitching ['pɪtʃɪŋ] *n* бросание, швыряние, метание
plain [pleɪn] 1. *n* равнина 2. *a* обыкновенный
playground ['pleɪgraʊnd] *n* площадка для игр
playtime ['pleɪtaɪm] *n* время игр и развлечений, время отдыха
pleasure ['pleʒə] *n* удовольствие, наслаждение
plush [plʌʃ] 1. *n* плюш 2. *a* плюшевый
pocket ['pɒkɪt] *n* карман; **air ~** воздушная яма
point [pɔɪnt] 1. *n* 1) очко; 2) момент; **to come to the ~** дойти до главного, до сути дела; **~ of view** точка зрения 2. *v* указывать; **to ~ out** указывать, показывать, обращать чье-л. внимание
pole [pəʊl] *n* полюс
policy ['pɒləsi] *n* политика
Polish ['pəʊlɪʃ] 1. *a* польский, относящийся к Польше 2. *n* польский язык
polite [pə'laɪt] *a* вежливый
politics ['pɒlətɪks] *n* политика
popularise ['pɒpjʊləraɪz] *v* 1) популяризировать, распространять (научные идеи и т. д.)
port [pɔ:t] *n* порт
portrait ['pɔ:trɪt] *n* 1) портрет 2) изображение; описание
Portuguese [ˌpɔ:tʃu'ɡi:z] *n* португальский язык
positive ['pɒzɪtɪv] *a* положительный

post [pəʊst] *v* отправлять по почте
post- [pəʊst] *pref* после ...
postmark ['pəʊstmɑ:k] *n* почтовый штемпель
postmistress ['pəʊst,mɪstrɪs] *n* начальница почтового отделения
pot [pɒt] *n* кофейник, чайник
power ['paʊə] *n* 1) сила 2) власть
practice ['præktɪs] *n* практика, деятельность (*юриста, врача*)
practise ['præktɪs] *v* применять, осуществлять на практике; упражняться, тренироваться
precious ['preʃəs] *a* драгоценный
predict [prɪ'dɪkt] *v* предсказывать
prefix ['pri:fiks] *n* грам. префикс, приставка
preposition ['prepə'zɪʃən] *n* грам. предлог
prepositional [,prepə'zɪʃənl] *a* предложный
prescription [prɪ'skrɪpʃn] *n* 1) рекомендация 2) рецепт
present [prɪ'zent] *v* 1) преподносить; дарить (*with*) 2) представлять (*кого-л. кому-л. — to*)
press [pres] *v* теснить(ся), прижимать(ся), нажимать
pretend [prɪ'tend] *v* притворяться, делать вид
previous ['pri:vɪəs] *a* предыдущий, предшествующий
pride [praɪd] *n* гордость, чувство гордости
priest [pri:st] *n* священник
primary ['praɪməɪ] *a* начальный, первый
principal boy ['prɪnsɪp(ə)l 'bɔɪ] *n* главный мужской персонаж (*в пантомиме*)
prison ['prɪzn] *n* тюрьма
privilege ['prɪvɪlɪdʒ] *n* привилегия
prize [praɪz] *n* награда, приз
prompt [prɒmpt] *n* подсказка, напоминание

property ['prɒpəti] *n* имущество
protest ['prəʊtest] 1. *n* несогласие, протест 2. *v* [prə'test] протестовать, возражать
protocol ['prəʊtəkɒl] *n* протокол
prove [pru:v] *v* доказывать, подтверждать
psych [saɪk] *v*: **to ~ oneself up** психологически подготовиться
psychological [,saɪkə'lɒdʒɪkl] *a* психологический
psychologist [saɪ'kɒlədʒɪst] *n* психолог
psychology [saɪ'kɒlədʒɪ] *n* психология
pull [pʊl] 1. *n* дерганье; **to give a ~** дернуть 2. *v* тянуть, тащить
pulse [pʌls] *n* пульс
purple ['pɜ:pl] *a* пурпурный
purpose ['pɜ:ps] *n* намерение, цель; назначение
push [pʊʃ] *v* толкать
put [put] *v* класть, положить; **to ~ aside** откладывать; прекращать, приостанавливать
pyramid ['pɪrəmid] *n* пирамида

Q q

qualifying ['kwɒlɪfaɪɪŋ] *a* квалификационный
quarter ['kwɔ:tə] *n* четверть
queen [kwɪn] *n* королева
quiz [kwɪz] *n* викторина
quote [kwəʊt] 1. *n* разг. цитата 2. *v* цитировать, ссылаться на кого-л., что-л.

R r

rafting ['ra:ftɪŋ] *n* переправа на плотах, пароммах
rag [ræg] *n* лоскут, тряпка, тряпица
rain [reɪn] *n* дождь
rainbow ['reɪnbəʊ] *n* радуга

random ['rændəm] *a* выбранный наугад, случайный
rat [ræt] *n* крыса
rate [reɪt] *v* оценивать, устанавливать
react [rɪ'ækt] *v* реагировать
read [ri:d] *v* (**read** [red]) читать, прочитывать; **to ~ up** специально изучать; **to ~ through** прочитывать от начала до конца
real [riəl] *a* действительный, настоящий
realistic [riə'lɪstɪk] *a* реалистичный
realise ['riəlaɪz] *v* представлять себе; понимать
reality [rɪ'ælɪti] *n* реальность, действительность
reasonable ['ri:znəbl] *a* 1) (благо)разумный; 2) умеренный; приемлемый
recall [rɪ'kɔ:l] *v* вспоминать
recommend [ˌrekə'mend] *v* рекомендовать; советовать
record ['rekɔ:d] *n* 1) *спорт.* рекорд 2) грамзапись; ~ **shop** магазин по продаже грамзаписей
refer [rɪ'fɜ:] *v* относить(ся)
refrain [rɪ'freɪn] *n* припев
refugee [ˌrefjʊ'dʒi:] *n* беженец, эмигрант
region ['ri:ʒn] *n* страна, край, область
regional ['ri:ʒnəl] *a* областной, местный
relaxation [ˌrɪlæks'eɪʃn] *n* отдых от работы, развлечение
relay ['ri:leɪ] *n* *спорт.* эстафета
remove [rɪ'mu:v] *v* перемещать
rent [rent] *v* арендовать, брать в аренду
report [rɪ'pɔ:t] *v* сообщать, рассказывать
represent [ˌreprɪ'zent] *v* 1) изображать 2) символизировать
reputation [ˌrepjʊ'teɪʃn] *n* репутация

request stop [rɪ'kwɛst 'stɒp] *n* остановка по требованию
required [rɪ'kwaɪəd] *a* необходимый; обязательный
resident ['resɪdənt] *n* 1) постоянно проживающее лицо 2) житель
respect [rɪ'spekt] 1. *n* уважение 2. *v* уважать, почитать
respectable [rɪ'spektəbl] *a* 1) заслуживающий уважения 2) почтенный
rest [rest] 1. *n* 1) покой, отдых 2) **the ~** остальные, другие, прочие, остаток 2. *v* находиться
retailer ['ri:teɪlə] *n* магазин розничной торговли
ribbon ['rɪbən] *n* лента, ленточка; тесьма
rich [rɪʃ] *a* богатый
rid [rɪd] *v* (**rid**) освобождать, избавлять; **to get ~ of** отделяться от чего-л./кого-л.
right [raɪt] 1. *n* право 2. *a* 1) справедливый 2) верный, правильный 3) подходящий
rim [rɪm] *n* край, ободок
ring [rɪŋ] *n* кольцо, круг
risk [rɪsk] 1. *n* опасность, риск, угроза; **to take a ~** рискнуть 2. *v* рисковать
rival ['raɪvl] *n* соперник
river ['rɪvə] *n* река
road [rəʊd] *n* дорога
rock [rɒk] *муз.* рок
role [rəʊl] *n* роль
roll [rəʊl] *n* булочка
romantic [rəʊ'mæntɪk] *a* романтический
rough [rʌf] *a* грубый
round [raʊnd] 1. *a* круглый 2. *adv* 1) вокруг 2) сплошь, целиком; **all the year ~** круглый год
route [ru:t] *n* маршрут
royalty ['rɔɪəlti] *n* королевская семья, член королевской семьи

ruin ['ru:ɪn] *υ* разрушать
rule [ru:l] 1. *n* правило 2. *υ* управлять, править
run [ɹʌn] 1. *n* бег, пробег, пробежка 2. *υ* 1) **to ~ up** поднимать(ся) 2) **to ~ a business** вести дело

S s

sad [sæd] *a* печальный, грустный
sadness ['sædnɪs] *n* грусть, печаль, уныние
sail [seɪl] *υ* 1) идти под парусами 2) плавать
salad ['sæləd] *n* салат
salami [sə'la:mi] *n* салями
salmon ['sæmən] *n* (*pl* *обыкн. без измен.*) лосось, семга, лососина
salty ['sɔ:ltɪ] *a* соленый
sandwich ['sænwɪtʃ] *n* бутерброд, сандвич
sanitary ['sænɪtəri] *a* санитарный, гигиенический
satire ['sætəɪə] *n* сатира
satirical [sə'tɪrɪkl] *a* сатирический
sauce [sɔ:s] *n* соус
sausage ['sɒsɪdʒ] *n* колбаса, сосиска
scarf [skɑ:f] *n* (*pl* **scarves**) 1) шарф, кашне 2) галстук
scene [si:n] *n* 1) пейзаж 2) обстановка, окружение
science ['saɪəns] *n* *собир.* естественные науки
scientist ['saɪəntɪst] *n* ученый
score [skɔ:] *n* счет
screenplay ['skri:npleɪ] *n* (кино)сценарий
scruffy ['skrʌfi] *a* *разг.* грязный, неряшливый
sculpt [skʌlpt] *υ* ваять, лепить
sea [si:] *n* море
seaman ['si:mən] *n* моряк, матрос
seat [si:t] 1. *n* 1) сиденье 2) место 2. *υ* усаживать(ся)

secondary ['sekəndəri] *a* средний (*об образовании*); второй ступени
secure [sɪ'kjʊə] *a* сохранный
selection [sɪ'lekʃn] *n* выбор, подбор, отбор
self-awareness [selfə'weənis] *n* самосознание
sensitive ['sensɪtɪv] *a* 1) чувствительный 2) впечатлительный
separate ['seprɪt] *a* отдельный
series ['sɪəri:z] *n* (*pl* *без измен.*) ряд; серия
serious ['sɪəriəs] *a* серьезный
servant ['sɜ:vnt] *n* слуга, прислуга
set [set] 1. *n* комплект, набор 2. *υ* (**set**) 1) размещать; **the action is ~** действие происходит 2) **to ~ up** 1) устанавливать рекорд 2) основывать; **to ~ apart** отделять
settle ['setl] *υ* приводить(ся) в порядок; улаживать(ся)
severe [si'viə] *a* строгий, суровый
shamrock ['ʃæmrɒk] *n* трилистник (*тж. эмблема Ирландии*)
shape [ʃeɪp] *n* форма, очертание; вид; образ
ship [ʃɪp] *n* корабль
shocked [ʃɒkt] *a* шокированный; **to be ~** быть в шоке
shopkeeper ['ʃɒpki:pə] *n* владелец магазина
short [ʃɔ:t] *a* короткий; краткий; краткосрочный; **to be ~ of smth** испытывать нужду, нехватку в чем-л.
shorten ['ʃɔ:tn] *υ* 1) уменьшать, сокращать
should-do [ʃʊd 'du:] *n* необходимость
shout [ʃaʊt] 1. *n* крик, возглас 2. *υ* кричать
show [ʃəʊ] *υ* (**showed, shown**) 1) показывать 2) демонстрировать; **to ~ up** приходить, появляться

shut [ʃʌt] *v* (**shut**) закрываться
shy [ʃaɪ] *a* застенчивый, робкий
side [saɪd] *n* 1) сторона, бок, край;
at the ~ of на стороне; на обочине (*дороги*) 2) команда (*как одна из сторон спортивного состязания*)
silver ['sɪlvə] 1. *n* серебро 2. *a* серебряный
sin [sɪn] *n* грех
sinful ['sɪnfl] *a* греховный, грешный
single ['sɪŋgl] *a* один; единственный
sip [sɪp] *v* пить маленькими глотками, потягивать
sit [sɪt] *v* сидеть; **to ~ down** садиться
site [saɪt] *n* сайт
situation [ˌsɪtʃu'eɪʃ(ə)n] *n* ситуация
sled [sled] *n* салазки, сани
sleepy ['sli:pɪ] *a* сонный, сонливый
slice [slaɪs] *n* ломтик, ломоть
slum [slʌm] *n* (*обык. pl*) трущобы
smile [smaɪl] 1. *n* улыбка 2. *v* улыбаться
smooth [smu:ð] *a* плавный, равномерный, спокойный
sneak [sni:k] *v* увиливать, избегать
sober ['səʊbə] *a* спокойный (*о красках*)
sock [sɒk] *n* носок
soft [sɒft] *a* 1) мягкий 2) *разг.* легкий
sombre ['sɒmbə] *a* мрачный, угрюмый
sorry ['sɒpɪ] *a* огорченный, сожалеющий; **I am so ~** мне так жаль
sound [saʊnd] 1. *n* звук; шум 2. *v* звучать
soup [su:p] *n* суп
spaceship ['speɪsʃɪp] *n* космический корабль
spaghetti [spə'geti] *n* спагетти
spark [spɑ:k] 1. *n* 1) искра 2) вспышка
special ['speʃl] *a* специальный; особый

specific [spi'sɪfɪk] *a* особый, особенный
spectacle ['spektəkl] *n* представление, спектакль
spirit ['spɪrɪt] *n* дух
sprout [spraut] *n* побег, росток, стебель
stair [steə] *n* ступенька (*лестницы*)
staircase ['steɪkeɪs] *n* лестница
stamp [stæmp] *n* марка
standard ['stændəd] *n* стандарт, норма
standardize ['stændədaɪz] *v* стандартизировать; приводить в соответствие со стандартом
startle ['stɑ:tl] *v* сильно удивить
statement ['steɪtmənt] *n* утверждение
statue ['stætʃu:] *n* изваяние, статуя
steamship ['sti:mʃɪp] *n* пароход
steal [sti:l] *v* (**stole, stolen**) воровать, красть
step [step] 1. *n* 1) шаг 2) ступень, ступенька 2. *v* ступать, делать шаг; **to ~ out** выходить, отступать
stewardess [ˌstju:ədəs] *n* стюардесса, бортпроводница
stick [stɪk] *n* палка
still [stɪl] 1. *a* спокойный, тихий, бесшумный 2. *adv* до сих пор, (все) еще, по-прежнему
stomach ['stʌmək] *n* 1) желудок 2) живот
storm [stɔ:m] *v*: **to ~ over** набрасываться
storybook ['stɔ:nbʊk] *n* сборник сказок, рассказов
stoutly ['stʌʊtli] *adv* мужественно, смело, решительно
strategy ['strætɪdʒɪ] *n* стратегия; оперативное искусство
stray [streɪ] *a* заблудившийся, бесприютный, бродячий
stressful ['stresfl] *a* стрессовый

strict [strikt] *a* строгий
stripe [straip] *n* полоса
struggle ['stragl] *v* 1) бороться 2) делать усилия; стараться изо всех сил
study ['stadi] 1. *n* 1) изучение, исследование 2) учеба 2. *v* изучать
stuff [staf] 1. *n* 1) вещи 2) хлам, чепуха 3) вещество 2. *v* набивать
stutter ['statə] *v* 1) заикаться 2) запинаться
style [stail] *n* стиль
success [sək'ses] *n* успех, достижение
suddenly ['sɒdnli] *adv* вдруг, внезапно, неожиданно
suffix ['sɒfiks] *n* грам. суффикс
sugary ['fugəri] *a* сахарный, сладкий
summarise ['sʌməraɪz] *v* кратко излагать
summary ['sʌməri] *n* краткое изложение
sunny ['sʌni] *a* солнечный, освещенный солнцем
surgeon ['sɜ:ʃɒn] *n* хирург
surprise [sə'praɪz] 1. *n* сюрприз 2. *v* удивлять, поражать
surprising [sə'praɪzɪŋ] *a* неожиданный, внезапный, непредсказуемый, поразительный
surround [sə'raʊnd] *v* окружать; обступать
sweater ['swetə] *n* свитер
Swedish ['swɪdɪʃ] 1. *a* шведский 2. *n* шведский язык
swim [swɪm] 1. *n* плавание; **to go for a ~** поплавать 2. *v* (swam, swum) плавать
switch [swɪtʃ] *v* 3д. менять
symbolise ['sɪmbəlaɪz] *v* символизировать
synonymous [sɪ'nɒnɪməs] *a* синонимический, синонимичный

T t

tablecloth ['teɪblɪkloθ] *n* скатерть
tailor ['teɪlə] 1. *n* 1) портной 2) торговец мужским платьем 2. *v* приспособлять для определенной цели
take [teɪk] *v* (took, taken) брать; **to ~ out** вынимать; **to ~ off** снимать; **to ~ one's mind off smth** отвлекать; **to ~ part** принимать участие; **to ~ turns** делать что-л. по очереди; **to ~ up** отнимать время
talk [tɔ:k] 1. *n* разговор; беседа 2. *v* говорить; разговаривать
team [ti:m] *n* 1) экипаж (судна) 2) команда
teammate ['ti:mmeɪt] *n* игрок той же команды
tear [tiə] *n* слеза
teen [ti:n] *n* 1) *sing* человек в возрасте от 13 до 19 лет 2) *pl* возраст от 13 до 19 лет
teenager ['ti:neɪdʒə] *n* юноша, девушка, подросток, тинейджер
tend [tend] *v* 1) иметь тенденцию (к чему-л.) 2) склоняться, тяготеть, иметь склонность
terrible ['terɪbl] *a* ужасный, страшный
text [tekst] 1. *n* текст 2. *v* отправлять текстовое сообщение
texter ['tekstə] *n* отправитель текстового сообщения
theatrical [θi'ætrɪkl] *a* театральный, сценический
theory ['θiəri] *n* 1) теория 2) предположение
thick [θɪk] *a* 1) толстый 2) густой
thistle ['θɪsl] *n* чертополох (тж. эмблема Шотландии)
throughout [θru:'aʊt] *prep* через, по всему
throw [θrəʊ] *v* (threw, thrown) кидать; **to ~ on** накинуть, надеть

tick [tik] *v* делать отметку, пометить

tie [taɪ] 1. *n* галстук 2. *v* завязывать(ся)

tiny ['taɪni] *a* крошечный

tomboy ['tɒmbɔɪ] *n* девчонка-сорванец, пацанка

ton [tʌn] *n* 1) тонна 2) *разг.* масса;
to cost a ~ стоить очень дорого

tongue [tʌŋ] *n* язык

topic ['tɒpɪk] *n* тема, предмет обсуждения

touch [tʌtʃ] *n* прикосновение; **to be in ~** держать связь; **a ~ of sadness** тень печали

touchy ['tʌtʃi] *a* обидчивый; раздражительный

toward(s) [tə'wɔ:d(z)] *prep* к, по направлению к

trace [treɪs] *v* проследить

trademark ['treɪdmɑ:k] *n* торговая марка

train [treɪn] *v* тренировать(ся), готовить(ся), обучать(ся)

trainer ['treɪnə] *n* инструктор, тренер

transform [træns'fɔ:m] *v* видоизменять

transition [træn'zɪʃn] *n* переход

translate [trænz'leɪt] *v* переводить(ся) (с одного языка на другой)

transport ['trænspɔ:t] *n* транспорт

trash [træʃ] *n* 1) ерунда, вздор 2) хлам, мусор

tray [treɪ] *n* поднос

treasure ['treʒə] *n* сокровище

treat [tri:t] *v* обращаться, относиться; **to ~ oneself** баловать себя

treatment ['tri:tmənt] *n* лечение, уход

trench coat ['trentʃ ,kəʊt] *n* плащ спортивного покроа

triangle ['traɪæŋɡl] *n* треугольник

triangular [traɪ'æŋɡjʊlə] *a* треугольный

tricky ['trɪki] *a* коварный

trip [trɪp] *n* путешествие; поездка, экскурсия

trolley ['trɒli] *n* тележка; столик на колесиках

tropical ['trɒpɪkl] *a* 1) тропический 2) жаркий (о климате)

trouble ['trʌbl] 1. *n* беспокойство 2. *v* беспокоить(ся)

trousers ['traʊzəz] *n* брюки

true [tru:] *a* 1) верный, правильный 2) правдивый, достоверный

try [traɪ] 1. *n* попытка 2. *v* пытаться, стараться

T-shirt ['ti:ʃz:t] *n* тенниска, футболка

tuck [tʌk] *n* складка (на платье); сборка, зашип

tug-of-war [tʌɡ əv'wɔ:] *n* перетягивание каната

Turk [tɜ:k] *n* турок; турчанка

Turkish ['tɜ:kiʃ] 1. *a* турецкий 2. *n* турецкий язык

turn [tɜ:n] 1. *n* услуга; **to do smb a good ~** оказать кому-л. хорошую услугу 2. *v* поворачивать(ся); **to ~ up** загнуть; **to ~ off** выключать; **to ~ out** оказаться, оказываться

turtleneck ['tɜ:tlnek] *n* свитер с высоким воротом; *разг.* водолазка

twice [twais] *adv* дважды

twin [twɪn] *n* близнец

typhoid ['taɪfɔɪd] *n* брюшной тиф

U u

underline [ˌʌndə'laɪn] *v* подчеркивать

uneasy [ˌʌn'i:zi] *a* 1) неудобный 2) тревожный

uneducated [ˌʌn'edʒjʊkeɪtɪd] *a* неграмотный, необразованный

unemotional [ˌʌnɪ'məʊʃnəl] *a* неэмоциональный

unfamiliar [ʌnfə'miliə] *a* 1) незнакомый, неизвестный 2) необычный, чужой

unfavourable [ʌn'feɪvəbl] *a* неблагоприятный; неблагоприятный; неутешительный

unhappy [ʌn'hæpi] *a* несчастный

unless [ʌn'les] 1. *conj* если не; пока не 2. *prep* кроме

unlike [ʌn'laɪk] *prep* в отличие от

unromantic [ʌnrəʊ'mæntɪk] *a* неромантический

until [ʌn'tɪl] *conj* до тех пор пока

unwell [ʌn'wel] *a predic* нездоровый

unwrap [ʌn'ræp] *v* разворачивать

upper-class [ʌpə'kla:s] *a* относящийся к высшему обществу

upright ['ʌpraɪt] *a* вертикальный, прямой

use [ju:z] *v* 1) пользоваться 2) использовать 3) *тк. past* [ju:st]: I ~d to see him often я часто его встречаю; it ~d to be said (бывало) говорили

V v

vacation [və'keɪʃn] *n* каникулы

vague [veɪg] *a* неясный

vain [veɪn] *a* напрасный, бесполезный, тщетный; *in* ~ напрасно, тщетно

value ['vælju:] 1. *n* ценность; 2. *v* оценивать

variety [və'raɪəti] *n* вид, разновидность, вариант

vast [vɑ:st] *a* многочисленный

velvet ['velvɪt] 1. *n* бархат 2. *a* бархатный

Venus ['vɪnəs] *n* Венера

verse [vɜ:s] *n* строфа; стих

vertical ['vɜ:tɪkl] *a* вертикальный

veteran ['vetrən] *n* ветеран

veterinarian [vetrɪ'neɪən] *n* (разг. vet) ветеринарный врач

vicar ['vɪkə] *n* приходский священник; викарый

vice [vaɪs] *n* зло, порок

victory ['vɪktri] *n* победа

view [vju:] 1. *n* поле зрения; **to come into** ~ внезапно появиться 2. *v* смотреть (телевизор)

village ['vɪlɪdʒ] *n* деревня, селение, село, поселок

virtual ['vɜ:tʃʊəl] *a* виртуальный

visit ['vɪzɪt] *n* посещение, визит; поездка

vitamin ['vɪtəmin] *n* витамин

voice [vɔɪs] *n* голос

voyage ['vɔɪdʒ] 1. *n* плавание, морское путешествие 2. *v* плавать, путешествовать

W w

waistcoat ['weɪskəʊt] *n* жилет

walk [wɔ:k] 1. *n* прогулка пешком 2. *v* 1) ходить 2) идти пешком

wall [wɔ:l] *n* стена

wander ['wɒndə] *v* бродить, странствовать; прохаживаться

war [wɔ:] *n* война

warm [wɔ:m] *a* теплый

warn [wɔ:n] *v* предупреждать, предостерегать

warrant ['wɒrənt] *n* гарантия

wash [wɒʃ] *v* 1) мыть(ся), стирать; **to ~ up** мыть посуду 2) омы- вать (берега)

washerwoman ['wɒʃə,wʊmən] *n* прачка

watch [wɒtʃ] 1. *n* часы (карманные, наручные) 2. *v* наблюдать, смотреть; **to ~ TV** смотреть телевизор

wave [weɪv] *v* размахивать, махать (рукой, платком); **to ~ goodbye** прощаться

weakly ['wi:kli] *adv* слабо

wear [weə] *v* (wore, worn) носить; **to ~ out** изнашивать

wedding ['wedɪŋ] *n* свадьба
week [wi:k] *n* неделя
weight [weit] *n* вес, масса
welcome ['welkəm] 1. *v* приветствовать; радушно принимать 2. *a* желанный, приятный
well-known [wel'nəʊn] *a* знаменитый, известный, популярный
well-mannered [wel'mænəd] *a* (благо)воспитанный
whale [weɪl] *n* кит
whatever [wɒt'evə] *pron* что бы ни
whilst [waɪlst] *conj* пока
whisper ['wɪspə] *v* говорить шепотом, шептать
whole-grain [həʊl'greɪn] *a* 1) цельнозерновой 2) зерновой
whom [hu:m] *pron* кого, кому
whose [hu:z] *pron* чей, чье, чья, чьи
wicket ['wɪkɪt] *n* спорт. воротца (в крикете)
wide [waɪd] *adv* широко; ~ **open** широко открытый

wife [waɪf] *n* (*pl* **wives**) жена
wig [wɪɡ] *n* парик
window ['wɪndəʊ] *n* окно
wing [wɪŋ] *n* крыло
within [wɪ'ðɪn] *prep* в, в пределах
wonder ['wʌndə] *v* 1) удивляться 2) интересоваться; желать знать
workout ['wɜ:kəʊt] *n* тренировка
worldwide [wɜ:ld'waɪd] *adv* во всем мире
worship ['wɜ:ʃɪp] *v* поклоняться, почитать; обожать, преклоняться
worthy ['wɜ:ði] *a* достойный; заслуживающий
write [raɪt] *v* (**wrote**, **written**) писать; **to ~ out** выписывать

Y y

yell [jel] *v* вопить, кричать
young [jʌŋ] *a* молодой, юный, молодежный

Список имен и названий

Personal Names (Имена собственные)

Angela ['ændʒɪlə]	Joan [dʒəʊn]
Ashley ['æʃli]	Jordan ['dʒɔ:dn]
Bronwen ['brɒnwɪn]	Kelvey ['kelvi]
Brooke [bru:k]	Kezia [kɪ'zi:ə]
Burnell ['bɜ:nəl]	Lingard ['lɪŋɡɑ:d]
C. O. Peare [ˌsi: ˌəʊ 'piə]	Martha ['mɑ:θə]
Caroline ['kærəleɪn]	Montmorency [ˌmɒnmə'rensɪ]
Catherine ['kæθərɪn]	Normington ['nɔ:mɪŋtən]
Else [els]	Samuel ['sæmjʊəl]
Ernestine ['ɜ:nɪstɪn]	Thomas ['tɒməs]
George [dʒɔ:dʒ]	Tobi ['təʊbi]
Gilberth ['gɪlbət]	Vicars ['vɪkəz]
Hannah ['hænə]	Wakefield ['weɪkfɪld]
Isabel ['ɪzəbel]	William ['wɪljəm]
Isabella [ˌɪzə'belə]	Zaricor ['zærɪkə]
Jessica ['dʒesɪkə]	

Geographical Names (Географические названия)

Alaska [ə'læskə]	Europe ['jʊərəp] Европа
Anchorage ['æŋkərɪdʒ]	Eyam [i:m]
Asia ['eɪʃə]	Fort Lauderdale ['fɔ:t 'lɔ:dədeɪl]
Atlantic Ocean [ət'læntɪk 'əʊʃn]	France [frɑ:ns]
Australia [ə'streɪliə]	German ['dʒɜ:mən]
Bahamas [bə'hɑ:məz]	Glasgow ['glɑ:zgəʊ]
Birmingham ['bɜ:mɪŋəm]	Gretna Green [ˌɡretnə'ɡri:n]
Burled ['bɜ:ld]	Guanahani ['gwənəhəni]
Chicago [ʃɪ'kɑ:gəʊ]	Hampshire ['hæmpʃə]
Cuba ['kju:bə]	Illinois [ˌɪlə'nɔɪ]
Derbyshire ['dɑ:bɪʃə]	Indiana [ˌɪndɪ'ænə]
Edinburgh ['edɪnbərə]	Japan [dʒə'pæn]
Egypt ['i:dʒɪpt]	Kamloops [kəm'lu:ps]

Lancaster ['læŋkəstə]
 Las Vegas [læs 'veɪɡəs]
 Leicester ['lestə]
 Los Angeles [ləs 'ændʒəlɪz]
 Milwaukee [mɪl'wɔ:kɪ]
 Monterey (USA) [ˌmɒntə'reɪ]
 Morey ['mɒri]
 Naples ['neɪplz]
 Nassau ['nɑ:sɔ:]
 Newcastle ['nju:kɑ:sl]
 New Zealand [nju: 'zi:lənd]
 Ohio [əʊ'haiəʊ]
 Oregon Coast ['ɒrɪɡən 'kəʊst]
 Paris ['pæris]

Parksville ['pɑ:ksvɪl]
 Pennsylvania [ˌpensl'veɪniə]
 Pittsburgh ['pɪtsbɜ:g]
 Sacramento [ˌsækrə'mentəʊ]
 San Francisco [ˌsæn frən'sɪskəʊ]
 San Salvador [sæn 'sælvədɔ:]
 Shuswap ['ʃu:fwɑ:p]
 Switzerland ['swɪtsələnd]
 Ukraine [ju:'kreɪn]
 Utah ['ju:tɑ:]
 Vancouver Island [væn'ku:və 'aɪlənd]
 Washington ['wɒʃɪŋtən]
 Wyoming [waɪ'əʊmɪŋ]

Other Names (Другие названия)

British Fashion Council, the [ˌbrɪtɪʃ
 'fæʃən ˌkaʊnsəl]
 Brum [brʌm]
 Burled Arch, the [ˌbɜ:lɪd 'ɑ:tʃ]
 Current ['kʌrənt]
 Geordie ['dʒɔ:di:]
 Hollywood ['hɒliwʊd]

Iditarod Race, the [aɪ'dɪtərəd ˌreɪs]
 KidsHealth ['kɪdzhelθ]
 Milwaukee Athletic Club, the
 [mɪl'wɔ:kɪ əθ'letɪk klʌb]
 Priory Clinic ['praɪəri ˌklɪnɪk]
 Royal Warrant, the [ˌrɔɪəl 'wɒrənt]

Неправильные глаголы

be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	быть, находиться
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	делаться, становиться
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	начинать(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить, доставлять
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, сжигать
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	взрывать(ся)
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать, приобретать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать, срезать
do [du:]	did [dɪd]	done [dʌn]	делать
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	ехать
eat [i:t]	ate [et]	eaten ['i:tn]	есть, поедать, поглощать
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать, понижаться
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать; развеиваться
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забыть
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замерзать
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 [gru:]	grown [grəʊn]	расти, произрастать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hold [həʊld]	held [held]	held [held]	держать, проводить
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	прятать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинять боль; обижать
keep [ki:p]	kept [kept]	kept [kept]	держать
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lead [li:d]	led [led]	led [led]	вести, руководить
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить(ся)
leave [li:v]	left [left]	left [left]	покидать, оставлять
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежать

light [laɪt]	lit [lɪt]	lit [lɪt]	зажигать
lose [luːz]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать
mean [miːn]	meant [ment]	meant [ment]	значить, означать; на- мереваться
meet [miːt]	met [met]	met [met]	встречать
read [riːd]	read [red]	read [red]	читать
rebuild [ˌriːˈbɪld]	rebuilt [ˌriːˈbɪlt]	rebuilt [ˌriːˈbɪlt]	восстанавливать, снова построить
run [rʌn]	ran [ræn]	run [rʌn]	бегать
say [seɪ]	said [sed]	said [sed]	говорить, сказать
see [siː]	saw [sɔː]	seen [siːn]	видеть
sell [sel]	sold [səʊld]	sold [səʊld]	продавать
send [send]	sent [sent]	sent [sent]	посылать, отправлять
set [set]	set [set]	set [set]	устанавливать
sew [səʊ]	sewed [sjud]	sewn [sjəʊn]	шить
shave [ʃeɪv]	shaved [ˈʃeɪvd]	shaven [ˈʃeɪvən]	брить(ся)
shine [ʃaɪn]	shone [ʃəʊn]	shone [ʃəʊn]	сиять
shoot [ʃuːt]	shot [ʃɒt]	shot [ʃɒt]	стрелять
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sit [sɪt]	sat [sæt]	sat [sæt]	сидеть
sleep [sliːp]	slept [slept]	slept [slept]	спать
speak [spiːk]	spoke [spəʊk]	spoken [ˈspəʊkən]	говорить
spend [spend]	spent [spent]	spent [spent]	тратить
stand [stænd]	stood [stʊd]	stood [stʊd]	стоять
swim [swɪm]	swam [swæm]	swum [swʌm]	плавать
take [teɪk]	took [tʊk]	taken [ˈteɪkən]	брать
teach [tiːʃ]	taught [tɔːt]	taught [tɔːt]	учить
tell [tel]	told [təʊld]	told [təʊld]	рассказывать
think [θɪŋk]	thought [θɔːt]	thought [θɔːt]	думать
throw [θrəʊ]	threw [θruː]	thrown [θrəʊn]	кидать
understand [ˌʌndəˈstænd]	understood [ˌʌndəˈstʊd]	understood [ˌʌndəˈstʊd]	понимать
wake [weɪk]	woke [wəʊk]	woken [ˈwəʊkən]	просыпаться
wear [weə]	wore [wɔː]	worn [wɔːn]	носить
win [wɪn]	won [wʌn]	won [wʌn]	побеждать
write [raɪt]	wrote [rəʊt]	written [ˈrɪtn]	писать

List of Reading Skills

- Anticipating** — умение антиципировать (предвосхищать/прогнозировать содержание)
- Applying background knowledge** — умение применять ранее полученные знания
- Considering author's intention** — умение осознавать намерения автора
- Developing meaning grammar** — формирование и совершенствование грамматических навыков чтения
- Developing meaning vocabulary** — формирование и совершенствование лексических навыков чтения
- Drawing conclusions** — умение делать выводы
- Expressing personal opinions** — умение выражать собственное мнение
- Guessing the meaning by analogy** — умение определять значение слова по аналогии с родным языком (по звучанию или написанию)
- Guessing the meaning by context** — умение определять значение слова по контексту
- Guessing the meaning by equivalents** — умение определять значение слова по синонимам
- Guessing the meaning by pictures** — умение определять значение слова по картинкам
- Guessing the meaning by word formation** — умение определять значение слова по словообразовательным элементам
- Identifying familiar lexical items in unfamiliar context** — умение определять значение известных лексических единиц в незнакомом контексте
- Interpreting figurative language** — умение понимать фигуральный смысл предложений (идиомы)
- Interpreting illustrations** — умение извлекать информацию из иллюстрированной наглядности (умение интерпретировать иллюстрации)
- Learning to translate** — умение переводить
- Making notes** — умение выписывать из текста запрашиваемую информацию
- Making value judgments** — умение оценить прочитанное
- Matching** — умение соотносить (слова, картинки, тексты и т. д.)
- Predicting grammar structures** — умение предвосхищать/прогнозировать элементы грамматических структур
- Predicting within the text** — умение предвосхищать содержание внутри текста
- Reading aloud** — умение читать вслух
- Reading for detail** — умение читать с полным пониманием

Reading for specific information — умение читать с извлечением конкретной информации

Reading for the main idea — умение читать с пониманием основного содержания

Recognizing familiar grammar structures — умение узнавать известные грамматические структуры (в незнакомом тексте)

Relating stories to personal experience — умение соотносить информацию в тексте с личным опытом

Summarizing — умение кратко излагать содержание прочитанного

Transcoding information into some other display — умение представлять информацию в форме, отличной от ее первоначального вида

Understanding references — умение использовать справочные материалы

Understanding relations between the parts of a text — умение понимать связи между частями текста

Understanding the cultural context — умение понимать культурологическое содержание текста

Understanding unstated ideas — умение понимать скрытую идею текста

Using a dictionary — умение пользоваться словарем

Using graphic aids — умение использовать графические средства

Using pronunciation keys — умение читать по транскрипции

Writing a summary — умение кратко излагать содержание прочитанного

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