

English

9



Reader

Английский язык

Книга для чтения

9 класс

**Учебное пособие
для общеобразовательных
организаций**

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Авторы:

В. П. Кузовлев, Э. Ш. Перегудова, Н. М. Лапа, О. В. Дуванова,
О. В. Стрельникова, Е. В. Кузнецова, И. П. Костина, Ю. Н. Кобец

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

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

Условные обозначения и сокращения



— говорение



— чтение



— письменное задание



— домашнее задание



— задание повышенной трудности

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Книга для чтения является составной частью учебно-методического комплекта «Английский язык» для учащихся 9 класса общеобразовательных организаций. В ней представлены материалы для чтения в классе и самостоятельного чтения дома. Книга содержит разнообразные типы текстов, отвечающие возрастным особенностям учащихся: отрывки из популярных произведений английской литературы, статьи, рассказы, рекламные объявления, стихотворения и т. д. Тексты сопровождаются разнообразными упражнениями для развития умений в чтении.

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Reading ...? Why not?

1. Here are five extracts from the stories of different genres.

1) Read the extracts and match the genre with the story. (reading for the main idea)

- 1) Science fiction
- 2) Crime fiction
- 3) Humour
- 4) Biography
- 5) Non-fiction

_____ **A** Young Canadian writers often came to the famous humorist Stephen Leacock* to ask him to tell the secret of his success. Most of these young people had little or no talent, but all of them had high hopes. In answer to their question, Leacock usually told them: "It isn't at all difficult to write funny stories. All you need is a pen and a paper; you sit down and write whatever comes into your head. The only difficult thing is to make something come into your head."



_____ **B** My father goes to Saturn and Neptune and Pluto, but he never brings me presents. Other boys whose fathers go into space bring back rocks from Venus or blue sand. But I have to get my own collection, trading from the other boys, the Martian rocks and Mercurian sands which filled my room, but about which Dad would never comment.

Once when I asked Dad about space he said: "Doug, promise me you won't be a Rocket Man. Because when you are out there you want to be here, and when you are here you want to be out there. Don't start that."

_____ **C** Are the clouds parts of the Earth? Do they go round with it?

Of course the clouds are parts of the Earth. We sometimes forget that we do not really live on the outside of the Earth, but only at the bottom of its outside layer, which we call the air or the atmosphere. This outside layer, which contains clouds, is part of the Earth. So the clouds go round with the Earth, as the atmosphere in which the clouds are.

_____ **D** Lady Esther sprang to her feet. "Do you believe I murdered her?"

Mr Parker Pyne did not spring to his feet. He was not a springing kind of man.

"No, my dear child. I do not believe that you murdered her. That is why I think the sooner you stop this play-acting and go home, the better."

"What do you mean, play-acting?"

"The truth is, you are not Lady Esther Carr."

_____ **E** Jane Austen was an English novelist, who first gave the novel its modern character. Jane Austen was born in Steventon, Hampshire, where her father was a rector. She was the second daughter and seventh child in a family of eight. Jane was mostly educated at home, and irregularly at school, but she got a very good education. She started to write for family amusement as a child.

2) Read through the stories again and match the titles with the stories.

- a) *Jane Austen** d) *It's Interesting to Know Why*
 b) *The Secret of Success* e) *The House at Shiraz**
 c) *The Rocket Man**

2. These are short articles about contemporary writers who started in some other job and finally became successful in the world of fiction.

1) Read the articles and complete the table with the information found. (reading for specific information, making notes)

Name	Previous jobs	Literary works



J. K. Rowling grew up in Chepstow, Gwent. She left Chepstow to study French at Exeter University. After leaving Exeter University she started working as a teacher but dreamed about becoming a writer. At that time she started writing *Harry Potter*. That was in 1990. Then she married and moved to Portugal to teach English as a foreign language. She returned to Britain in 1993 and went to live in Edinburgh. There she worked as a French teacher, while she was finishing her first *Harry Potter* book. *Harry Potter and the Philosopher's Stone* was published in 1997 and made J. K. Rowling a famous writer. She has written seven books about Harry Potter.

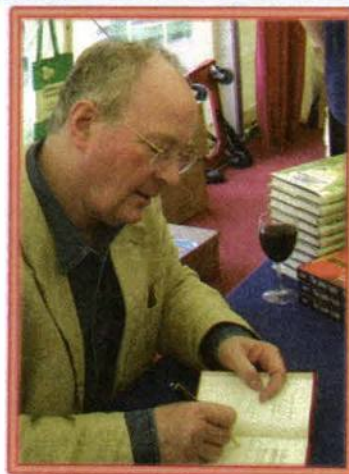


Kevin Brooks was born in Exeter, Devon, and studied in Birmingham and London. He tried to become a rock star, but failed¹ after many years of trying. He has worked as a petrol pump attendant,² a post office clerk, and a railway ticket office salesperson. He gave up these activities to become a *full-time* writer. His first book, *Martyn Pig*, won the Branford Boase Award.* *Lucas*, his second novel, was listed for the Guardian Children's Book Award.* His third book, published in January 2004, is *Kissing the Rain*.

¹ to fail — терпеть неудачу

² a petrol pump attendant — работник бензоколонки

Philip Pullman was born in Norwich, England. After he left school he went to Exeter College, Oxford. After living University he worked as a librarian. Then he became a teacher. He taught English and Literature at various middle schools for twelve years, and then moved to Westminster College, Oxford to be a lecturer. He taught courses on the Victorian novel* and on folk tales. He left teaching in order to write full time. Some of his plays were based on plays he wrote for his school pupils, such as *The Ruby in the Smoke*.¹ He is a master storyteller in a number of genres — from historical novels and fantasy to social realism and highly amusing *parodies*. Pullman is best known for his fantasy trilogy *His Dark Materials*.²



2) Grammar. Find the examples of the Past Tenses in the articles. Fill in the table with the verbs in the Past Tenses and translate the sentences with these verbs. (recognizing familiar grammar structures)

Past Simple Active	Past Simple Passive	Past Progressive

3. Jacqueline Wilson,* a popular British writer, answered children's questions in her interview to *Jubilee Books* magazine.

1) Read the questions Jacqueline Wilson was asked and her answers to the questions. Match the questions with the answers. (reading for detail)

- When and where were you born?
- Where do you live?
- Did you always want to be a writer?
- What were your favourite books when you were a child?
- What are your favourite books now?
- How many books have you published?
- Which is your favourite out of all your books?
- Which of your books has won the most awards?
- Do you ever write about teenagers?
- Why do you always write about girls?
- What are your hobbies?
- What is it like being a famous writer?



¹ *The Ruby in the Smoke* — «Рубин во мгле»

² *His Dark Materials* — «Темные начала»

A 17th December 1945. Bath, England. But I've lived in Kingston-on-Thames since I was three.

B I like reading and buying books. I've got 15,000 books in my small house. I like going to art galleries and films, swimming and dancing.

C About seventy.

D Yes, from the age of six I was always making up stories. I wrote my first "novel" when I was nine, and I haven't slowed down since.

E I've written three books about girls in year nine, *Girls in Love*, *Girls Under Pressure*, and *Girls Out Late*, and *Vicky Angel*.

F I do sometimes write about boys. *Cliffhanger* and *Buried Alive* are about Tim and his best friend Biscuits.

G I was an only child so I loved reading about large families. I loved *Little Women* by Louisa M. Alcott* and *What Katy Did* by Susan Coolidge.* My all-time favourite children's book was *Nancy and Plum* by an American writer, Betty Macdonald,* though nobody else has ever heard of it. Nancy and Plum were two orphan sisters who ran away. It was a very exciting story.

H I love *Jane Eyre* by Charlotte Brontë* and Katherine Mansfield's* short stories. My favourite children's book now is *Where the Wild Things Are* by Maurice Sendak.* I think it's a masterpiece. I love *Out of the Dust* by Karen Hesse.* It is the only modern children's book that has ever made me cry.

I I'm just a little bit rich (so I can buy lots of rings and books) and just a little bit famous (so that children write hundreds of letters to me and ask for my autograph) but it's WONDERFUL being a writer.

J I think it's *Double Act*. It won the Smarties Prize, the Children's Book of the Year Award and the Sheffield Children's Book Award. In a recent poll to find the Nation's Favourite Children's Book, which was run by the BBC programme "Bookworm", *Double Act* was voted 10th and was the only contemporary book in the top ten.

K I live in a small house in Kingston-on-Thames. I've got thousands of books, hundreds of pictures covering the walls, a lot of toy elephants on my windowsill and a large family of teddy bears over the sofa.

L I can never make up my mind. Maybe *The Illustrated Mum*.

2) Vocabulary. Read the dictionary articles. Find the sentences with these words in the text. Which meanings do these words have in the text? (choosing meaning that fits the context)

make [meɪk] *v* (**made; made**) 1. делать, совершать 2. *to make sb do sth* заставлять кого-л. делать что-л. 3. ~ **up** 1) составлять 2) выдумывать 3) сочинять 4) помирить; ~ **up one's mind** решить, принять решение


slow [sləʊ] *v* 1) замедлять, сбавлять скорость, тормозить (обыкн. ~ **down**) 2) снижать темп работы

run [rʌn] *v* (**ran; run**) 1) бежать 2) убегать, спастись бегством (тж. ~ **away**) 3) руководить, управлять 4) проводить

3) What have you learnt about Jacqueline Wilson? Write a short article for the LCG according to the outline: born; occupation; genres; books; awards. (transcoding information into some other display)

Reading lesson BEFORE HE WAS FAMOUS

4. Here is an extract from the autobiographical story Lucky Break by Roald Dahl.*

 1) What did R. Dahl and C. S. Forester meet for? (reading for specific information)

A very small man came shyly into the room. He stood before me looking very uncomfortable.

"My name," he said, "is Forester. C. S. Forester.*"

I nearly fell out of my chair. "Are you joking?" I said.

"No," he said, smiling. "That's me."

And it was. It was the great writer himself, the inventor of *Captain Hornblower* and the best teller of tales about the sea.



"Look," he said. "I'm too old for the war. The only thing I can do to help is to write things about Britain for the American papers and magazines. A magazine called *The Saturday Evening Post* will publish any story I write. I have contract with them. And I have come to you because I think you might have a good story to tell about flying."

"What do you want me to do?" I asked.

"Come and have lunch with me," he said. "And while we're eating, you can tell me about your most exciting adventures and I'll write it up for *The Saturday Evening Post*."

I was thrilled. I had read all the Hornblowers and just about everything else he had written. I had, and still have, a great love for books about the sea. And now here I was about to have lunch with somebody who, to my mind, was terrific. He took me to a small French restaurant near the Mayflower Hotel in Washington. I tried to tell him about the most exciting or dangerous things that happened to me when I was flying fighter planes. While we tried to eat our lunch, I was trying to talk and Forester was trying to take notes. Things weren't going well. More than that, I have never been much good at telling stories aloud.

"Look," I said. "If you like I'll try to write down on paper what happened and send it to you. Wouldn't that be easier? I could do it tonight."

That, though I didn't know it at the time, was the moment that changed my life.


"A splendid idea," Forester said. "Then I can put this silly notebook away and we can enjoy our lunch." He gave me an address where I could send the story, and then we forgot all about it and finished our lunch.

That night I sat down and wrote my story. I started at about seven o'clock and finished at midnight. The story seemed to be telling itself. Just for fun, when it was finished, I gave it a title. I called it *A Piece of Cake*.* The next day I sent it off to Mr Forester. Two weeks later, I received a reply from the great man. It said:

Dear RD,

Your piece is marvellous. It is the work of a gifted writer. I didn't touch a word of it. I sent it at once under your name to my agent, Harold Matson, asking him to offer it to *The Saturday Evening Post* with my recommendation. The *Post* accepted it. They have paid nine hundred dollars. It's all yours. The *Post* is asking if you will write more stories for them. I do hope you will. Did you know you were a writer? With my very best wishes and congratulations,
C. S. Forester.

Well! I thought. Nine hundred dollars! And they're going to publish it!
The next story I wrote was fiction. Mr Matson sold that one, too. Then I wrote eleven short stories. All were sold to American magazines, and later they were published in a little book called *Over to You*.

 **2) Vocabulary.** What do the underlined words mean? Fill in the table below. (guessing meaning by analogy, word formation, context)

By analogy with Russian words	By word formation	By context
contract — контракт	shy (робкий) + -ly = shyly — робко	papers (and magazines) — газеты (и журналы)

 **3) Read through the story again. For questions 1–7 choose the correct answer: a, b, or c. (reading for detail)**

- 1 C. S. Forester was a great writer and ...
 - a the best teller of stories about Britain.
 - b the best reporter of *The Saturday Evening Post* magazine.
 - c the best author of tales about the sea.
- 2 C. S. Forester asked Roald Dahl to tell him about ...
 - a the most exciting adventures of Captain Hornblower.
 - b the most exciting adventures that happened when he was flying fighter planes.
 - c the most exciting or dangerous adventures in the sea.
- 3 Roald Dahl offered ...
 - a to tell C. S. Forester about his adventures while they were eating.
 - b to write down on paper what had happened and to send it to C. S. Forester.
 - c to write a story for *The Saturday Evening Post* magazine.
- 4 C. S. Forester sent Roald Dahl's story to *The Post* and they ...
 - a published the story but didn't pay for it.
 - b paid for the story but didn't publish it.
 - c published the story and paid for it.
- 5 "The story seemed to be telling itself," means ...
 - a «Казалось, я рассказывал историю о себе».
 - b «Казалось, история рассказывалась сама по себе».
 - c «Казалось, в истории рассказывалось обо мне».
- 6 "Your piece is marvellous," means ...
 - a «Ваш пример замечательный».
 - b «Кусок вашего торта замечательный».
 - c «Ваш рассказ замечательный».
- 7 What is Roald Dahl's story about?
 - a About having lunch with a famous writer.
 - b About flying fighter planes.
 - c About the beginning of Roald Dahl's literary career.

4) Vocabulary. Read the dictionary articles. In the text, look for the phrases with **about**. Which words do they refer to and what do they mean? Translate the sentences with these phrases. (reading for specific information/choosing meaning that fits the context)

about [ə'baʊt] *adv* указывает на нахождение в разных местах 1) повсюду, везде, поблизости, рядом 2) движение взад и вперед, кругом 3) *приблизительность* около, приблизительно, почти; ~ **three o'clock** около трех часов 4) *готовность совершить какое-л. действие*: **to be ~ to do sth** собираться сделать что-л.

about [ə'baʊt] *prep* указывает на 1) местоположение вокруг, кругом, около 2) движение туда и сюда, по 3) на объект разговора, обсуждения и т. п. о, относительно, насчет

5) Grammar. In the text, find two examples for each of the following constructions and fill in the table. Translate the sentences with these constructions. (recognizing familiar grammar structures)

Present Simple	
Present Progressive	
Present Perfect	
Past Simple	
Past Simple Passive	
Past Progressive	
Past Perfect	

5. People from different countries who wanted to introduce their children to British culture, history and literature called the tour, which you are going to read about, the best one.

1) Vocabulary. Look through the following words and decide what literary genre this tour is devoted to. (anticipating)

magical ['mædʒɪkl] *a* — ?

a wizard ['wɪzəd] *n* — волшебник

mystic ['mɪstɪk] *a* — ?

a myth [mɪθ] *n* — ?

a knight [naɪt] *n* — рыцарь

hobbits — little folk invented by

J. R. R. Tolkien*

a spirit *n* — дух, призрак

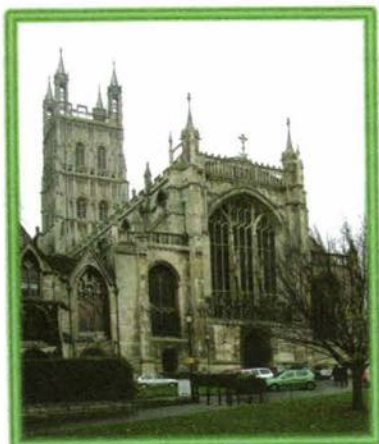
a maze *n* — лабиринт

a giant ['dʒaɪənt] *n* — великан, гигант

a ghost [ɡəʊst] *n* — привидение, призрак

miniature ['mɪniətʃə] *a* — ?

2) Do all the pictures illustrate the guide's story? Read through the story and find out, which picture in the text should be replaced with the one below. (reading for detail)



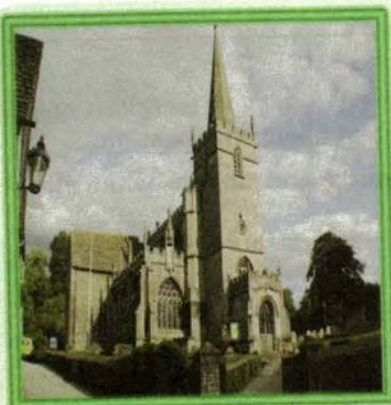
Gloucester Cathedral



King's Cross Station

1. Day one and two — London.

The magic begins on arrival. We've no magic carpet but a ride on the Millennium Wheel* takes you, like Mary Poppins, above London. This is Harry's city and it will take two days to explore it. First, we'll visit Trafalgar Square, Piccadilly, Buckingham Palace, Big Ben, the Tower and London Zoo. Our final visit of the day is to King's Cross Station — we'll discover the magical Platform 9³/₄ where, in the film, Harry and other first year wizards boarded the Hogwarts Express.*

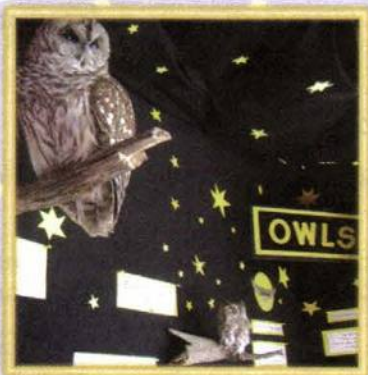


Lacock Abbey

2. Day three and four — Somerset.

ALL ABOARD! The Hogwarts Express leaves London! Today you'll see one of England's most mysterious sights, the historic Stonehenge,* before we arrive at the ancient village of Lacock. You can visit Lacock Abbey, where some of the classroom scenes were filmed. It's going to be fun exploring the 13th century Abbey, which was used for various scenes at Hogwarts School.

The beautiful village of Lacock was also used in the films *Emma* and *Pride and Prejudice* (after Jane Austen's novels). We are staying tonight near the mystic heart of ancient Britain, Glastonbury, where there's magic in the air and the promise of the unexpected. Today is a day of Celtic myths and magic. You'll visit the places connected with the Knights of the Round Table.*



The National Bird of Prey Centre

3. Day five — Gloucester.

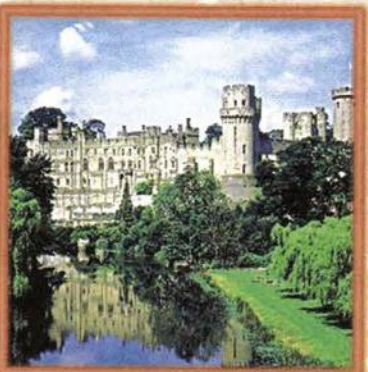
We'll explore the world of wizards from Tolkien's books. We'll look for forest spirits and fairies and have some fun in the maze of "Puzzle Wood". Our final highlight of the day is to visit some Harry's favourite friends — the owls at the National Bird of Prey Centre* in Gloucester.



Chepstow Castle*

4. Day six — Oxfordshire.

We'll visit Gloucester Cathedral and the King's School, which were used as settings for Hogwarts in *Harry Potter and the Philosopher's Stone*. We'll tour through the wonderful Cotswolds* hearing exciting and mysterious tales of fairies and hobbits. We'll introduce you to another Potter — Beatrix Potter* — and her creation *Peter Rabbit*.



Christchurch College

5. Day seven — Oxfordshire.

Today we'll visit magnificent Oxford. Many of the scenes in the *Harry Potter* film were shot around Christchurch College. You'll be able to take your pictures in Hogwarts where Professor McGonagall greeted the new students.



6. Day eight and nine — London.

First, to a miniature village where instead of seeing giants we'll all be ones. Then we'll enjoy the ghost tour of London. It's time to return home. But your photographs will remind you of our time together in the magical world of Harry Potter.

3) What is the title of the tour? Choose the correct answer: a, b, c or d. (reading for the main idea)

- a) Harry Potter tour
b) Fantasy World tour

- c) Magical tour
d) Literary England tour

4) What works of children's literature are included in this tour? (reading for specific information)

5) Do the quiz, write out the highlighted letters, and find out the name of the 12th-century castle, which inspired J. K. Rowling's imagination when she was a schoolgirl. (reading for specific information)

C

Harry Potter Quiz

1. The name of the station where you can find Platform 9³/₄.

K I N G ' S

C R O S S



2. The name of the college in Oxford where many of the scenes in the *Harry Potter* film were shot.

3. The name of the city where you can visit some Harry's favourite friends — the owls.

4. The surname of the main character of J. K. Rowling's novels.

5. This historic place is one of England's most mysterious sights.



6. The name of the place, which is considered to be the mystic heart of ancient Britain.

7. The wonderful area where you can hear mysterious tales of fairies and hobbits.

8. The name of the school where young wizards studied.



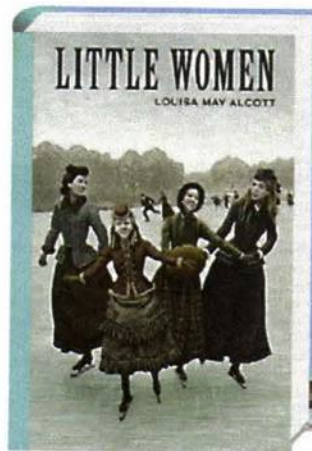
6. Here is an extract from the novel *Little Women* by Louisa M. Alcott. Jo (Josyphine) March and her sisters are the main characters of this novel.

1) What was Jo's ambition? (reading for specific information)

The real attraction for Jo was a large library of fine books, though there were dust and spiders there since Uncle March died. Jo remembered the kind old gentleman, who used to let her build roads and bridges with his big dictionaries, and tell her stories about the pictures in his Latin book. The large room, with the tall bookcases, the cosy chairs, the *globes*, and, best of all, the books, in which she could wander where she liked, made the library attractive to her. The moment Aunt March was busy with company Jo hurried to the library, and read poetry, romance, history, travels, and pictures, like a *bookworm*. She enjoyed reading her favourite *Ivanhoe* by W. Scott* and *Hamlet* by W. Shakespeare* in this quiet place. But, like all happiness, it did not last long; for as sure as she had just reached the middle of the story, or the most dangerous adventure of her traveller, her aunt called, "Josy-phine! Josy-phine!" and she had to leave her paradise to help her aunt about the house, wash the dog, or read Belsham's *Essays** aloud.

Jo's ambition was to do something outstanding; what it was she had no idea.

"I want to do something splendid, heroic or wonderful, that won't be forgotten after I'm dead. I don't know what, but I'm on the watch for it, and mean to surprise you all some day. I think I shall write books, and get rich and famous", said Jo when she was asked about her favourite dream.



2) Read the statements below and decide if the following information is True (T), False (F) or Unstated (U) according to the story. Prove it from the story. (reading for detail)

- 1) The real attraction for Jo was a small library of fine books. _____
- 2) It was in her uncle's library that he read interesting books to Jo. _____
- 3) Jo liked to spend her free time in the library reading and dreaming. _____
- 4) Jo was a regular bookworm and she often read books to her sisters. _____
- 5) Jo enjoyed reading books by W. Scott and W. Shakespeare in this quiet place. _____
- 6) Aunt March asked Jo to read *Ivanhoe* by W. Scott aloud. _____
- 7) Jo's ambition was to write wonderful books, and to become rich and famous. _____

7. Since March of 2002, bookcrossing has been the focus of countless TV programmes, magazine and newspaper articles in different countries of the world. It gets about 300 new members every day.

1) **Vocabulary.** Can you guess what bookcrossing means? Read the definitions of the following words. Which of these words do you think can characterize bookcrossing? (anticipating)



a review [rɪ'vju:] — рецензия, критический обзор
to define — давать определение
a public place — общественное место
to originate from — происходить, возникать

to register — регистрировать, регистрироваться
to release — освобождать, выпускать на волю
to track — следить, прослеживать
a resource [rɪ'sɔ:s] — ресурс
to pass sth on — передавать дальше

2) Read this review to learn about bookcrossing. Answer the following questions while reading the review. (reading for specific information)

Love Your Books? Then Set Them Free!

Review by nickyturnill — written on 09.03.06 — Rating: ***** (5 of 5 possible stars)

1) When was bookcrossing created?

2) Who began the practice of bookcrossing?

3) What is bookcrossing?

4) What is the aim of bookcrossing.com?

5) Who can be a member of bookcrossing.com?

6) What do the members of the site do?

In September 2005 I read a review about bookcrossing. I was very interested and joined immediately. I am an active member of bookcrossing.com, a free online book club. Bookcrossing site was created in April 2001 by Ron Hornbaker, and since then it has grown into a global movement. Bookcrossing has already entered the Oxford English Dictionary where it is defined as "the practice of leaving a book in a public place to be picked up and read by others, who then do the same." The term is originated from the website bookcrossing.com, which began and encouraged the practice. Bookcrossing.com's aim is to "make the whole world a library."

On the site 500,000 members from different countries of the world share books and discuss them. About 4 million books have been registered on the site now. It makes it very unlikely that you won't find what you


- 7) How many books are registered on the site?
 8) What kind of books can you find there?
 9) What are the three main rules of bookcrossing?
 10) What is BCID code? Why is it given to each book?

11) Do you need to be the member of the website to catch a book?


are looking for. Members can register any books they choose on the site although there is a lot of fiction. Still you will find educational books, cookery books, travel guides and a lot of others.

The "3 Rs" of bookcrossing are: Read, Register, Release. Releasing books is the main aim of bookcrossing. You can pass the book on to a member of the club or leave a book in a public place for someone to find. You can leave books anywhere you like. Before releasing a book it must be registered on the *website*. Each book you register is given a unique BCID (book crossing *identification*) *code*, which can help you to track your book in the future.

You do not need to be a member of the website to catch a book. Anyone can enter bookcrossing.com and write about finding of a book or anything else they wish to add. Once members are finished reading a book, they are encouraged to write about the book or their experiences with it, and re-release the book so that the process can be continued and other people are able to enjoy the same book. I adore bookcrossing and I think it is a great resource for those of you who share my love of books. It is wonderful and you should all give it a try!

 3) Would you like to be a member of the site? Why? Why not? If you want to try, here is the address of the international website: <http://www.bookcrossing.com/>, and the Russian website: <http://www.bookcrossing.ru/>

8. Here is a poem by Raisah A.

 1) What is the poem about? Read the poem filling in the gaps with the words that fit. (reading for detail, choosing meaning that fits the context)

The Library

I am unique, I have words,
 I probably have pictures of very big birds,
 Just like you I have a _____,
 Make sure you are careful with it all the _____.
 Books, books what are we _____?
 To do research, read and help you learn _____.
 Covered and protected is the way I like to _____,
 Torn, maybe damaged if you drop _____.
 Pick me up and I wouldn't _____,
 I'm sure I'm not hard to _____.
 Put me back where I _____,
 It wouldn't take you very _____.

words / birds

spine / time

for / more

be / me

mind / find

belong / long



I can take you to a land far _____,
 You and me in the *jungle* ready to _____.
 We'll see animals of different _____,
 And a scary dark _____.

away / play

kinds / mine

We'll stand together side by _____,
 And become friends with whatever we _____.
 Sharing a story that's the best thing to _____,
 Words and pictures together with me and _____.

side / find

do / you

a spine — 1) позвоночник 2) корешок книги

to do research [rɪ'sɜːtʃ] — заниматься исследовательской работой

torn — разорванный

to drop — бросать

a mine — шахта

2) What are the books for? How does the author of the poem answer this question?

3) Who is the main character of the poem? Suggest an alternative title for the poem. (understanding the main idea)

Let the music begin ...

1. *Alexander Nevsky** headed the list of the Top-Ten Non-English Language Films Featuring Classical Music. Here is one of the film reviews, written by a British expert.

1) What is the author's attitude towards Sergei Prokofiev's music for this film? (reading for the main idea)

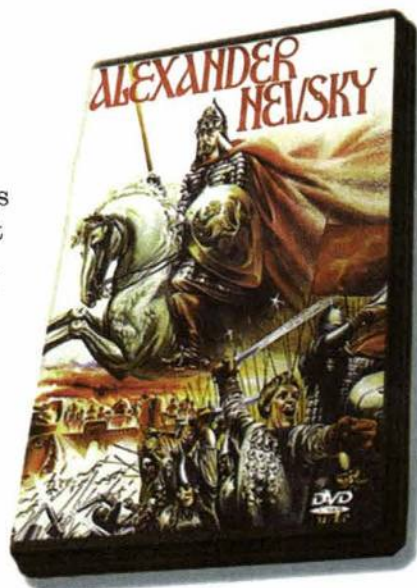
Film: *Alexander Nevsky* (1938)

Country: USSR

Director: Sergei Eisenstein

Composer: Sergei Prokofiev

It was a year ago that I watched Sergei Eisenstein's classic film *Alexander Nevsky*, but I had known about it for over thirty years. Long before I became the film *enthusiast*, I fell in love with classical music. One of my favourite composers is Sergei Prokofiev. Prokofiev's score for *Alexander Nevsky* is the greatest ever provided for any film.



There is no other film where the musical score is so much an equal partner to the film images. This film is as much a visual setting for a piece of music as a film with a musical score. The finest point about *Alexander Nevsky* is the successful integration of masterful images with great music.

Prokofiev was thrilled when he was asked by Eisenstein to compose music for *Alexander Nevsky*. Both of these great artists had long admired each other's work and they were happy to work on the film together. Eisenstein provided Prokofiev with film scenes as quickly as each one was completed. Prokofiev then drafted settings, which the two men discussed, and then Prokofiev made adjustments as required. For some scenes, Eisenstein edited the film to fit music already composed by Prokofiev, especially in parts of the great battle on the ice.

As you watch and listen to this film, note how Prokofiev uses musical themes and contrasting styles to highlight the great clash between the Russians and the Teutons.* When the Russians are on screen, we hear mainly warm and pleasing melodies and Russian folk melodies. When the Teutons appear, the music is dominated by dark, harsh tones and rhythms.

Prokofiev's beautiful choral and *orchestral* music make this film among the finest ever. It is brilliant music and a large part of the success of this film. The *partnership* between Eisenstein and Prokofiev on *Alexander Nevsky* was the beginning of a long and successful *relationship* between these two *geniuses*.

2) Vocabulary. Find the English equivalents of the following Russian phrases and translate the sentences with them. (reading for specific information/learning to translate)

- 1) интеграция мастерски созданных образов с великой музыкой;
- 2) доминируют мрачные, резкие тона и ритмы;
- 3) необходимые корректировки;
- 4) зрительный ряд;
- 5) музыкальные темы и контрастные стили;
- 6) редактировал фильм;
- 7) столкновение русских и тевтонцев;
- 8) музыкальное сопровождение;
- 9) самое лучшее;
- 10) равноправный партнер образам, созданным на экране;
- 11) делал первоначальные наброски аранжировок.

3) Why did the author of the review choose *Alexander Nevsky* as the best Non-English Language Film Featuring Classical Music? What arguments did he give? (reading for detail)

4) What was special about the process of work on this film?

2. Here is an extract from the story *Piano* by William Saroyan. The extract is about Ben who likes playing the piano very much. Anywhere Ben finds a piano, he tries it out.

1) Is Ben a real pianist? (reading for the main idea)

“I think it’s wonderful,” Emma said.
“I don’t mean what I did,” Ben said. “I mean the piano. I mean the piano itself. It has a fine tone, especially for a little piano.”
A middle-aged clerk came over and said, _____
“Hello,” Ben said. “This is a good one.”
“It’s a very popular instrument,” the clerk said. “We sell a good many of them.”
_____ Ben said.
“Two hundred forty-nine fifty,” the clerk said.
_____ Ben said.
“I’m not sure,” the clerk said. “In Philadelphia, I think. I can find out.”
“Don’t bother,” Ben said. _____
“No, I don’t,” the clerk said.
He noticed Ben wanting to try it out some more. “Go ahead,” he said. “Try it some more.”
“I don’t play,” Ben said. “I heard you,” the clerk said.
“That’s not playing,” Ben said. “I can’t read a note.” “Sounded good to me,” the clerk said. “Go ahead,” he said, “I’d like to hear you play some more.”
“If this was the right kind of room,” Ben said, “I could sit down at the piano for hours.”
“Play some more,” the clerk said. “Nobody’ll mind.”
The clerk pushed up the bench and Ben sat down and began to do what he said wasn’t playing. He fooled around fifteen or twenty seconds and then found something like a melody and stayed with it two minutes. Before he was through the music became quiet and sorrowful and Ben himself became more

and more pleased with the piano. While he was letting the melody grow, he talked to the clerk about the piano. Then he stopped playing and stood up.

"Thanks," he said. "Wish I could buy it."

"Don't mention it," the clerk said.

"I get excited every time I see a piano," Ben said.

"Is that so?" Emma said. "Why?"

"I don't know," Ben said. "Do you mind if we go into this store and try the little one in the corner?"

They went into the store, to the small piano in the corner. Emma noticed him smiling and wondered if she'd ever known anything about him.

She saw his hands go quietly to the white and black keys, like a real pianist's, and it seemed very unusual because of what she felt when that happened.

Ben made a few quiet chords. Nobody came over to try to sell him anything, so, he began to do what he'd told her wasn't playing.

Well, all she knew was that it was wonderful.

He played half a minute only. Then he looked at her and said, "It sounds good."

Ben and Emma walked out of the store. In the street Emma said, "I didn't know about that, Ben."



Emma said.

"I've never learned," Ben said. "Any place I find a piano, I try it out. I've been doing that ever since I was a kid. Not having money does that."

He looked at her and smiled. He smiled the way he did when he stood over the piano looking down at the keyboard. Emma felt flattered.

"Never having money," Ben said, "keeps a man away from lots of things he thinks he ought to have by rights."

"In a way," Ben said, "it's a good thing, and then again it's not so good. In fact, it's terrible.¹"

He looked at her again, the same way, and she smiled back at him the way he was smiling at her.


She understood.

2) Find the appropriate place for the questions in the story. (understanding relations within a text)

- "Do you play?"
- "Where do they make them?"
- "How do you do?"
- "Where did you learn to play?"
- "How much is it?"

¹ it's terrible — ужасно

3) Vocabulary. Find in the story the word combinations related to the words *piano* and *music*? Translate the word combinations you have found. (classifying; learning to translate)



to have a fine _____

to try the _____

a wonderful *piano*

to _____ good

to sit down at the _____ for hours

to look down at the _____

the white and black _____

a very popular _____

the *music* became quiet and sorrowful

to stay with a _____

can't read a _____

to find something like a _____

to make a few quiet _____

let the _____ grow

4) Which is the original ending of the story? (predicting outcomes)

- 1) Right at the moment, she thought how it was really terrible that he would never get a piano.
- 2) Somehow or other, she knew he'd get a piano some day, and everything else, too.

3. Here is an extract from the story *Mr Parker* by Laurie Colwin.* The extract is about Mr Parker who gave piano lessons to Jane, a teenage girl.

1) What was special about Mr Parker's teaching method? (reading for specific information)

A Mrs and Mr Parker lived in a Victorian* house next to ours, and Mr Parker was my piano teacher. He commuted¹ to Wall Street,* where he was a *securities analyst*, but he had studied at Juilliard* and gave lessons *on the side* — for the pleasure of it, not for money. His only students were me and the church *organist*, who was learning *technique* on a double-keyboard harpsichord Mr Parker had built one spring.

¹ to commute = to travel regularly

B On Wednesday afternoons, Mr Parker came home on an early train, and I had my lesson. Mr Parker's teaching method never *varied*. He never scolded¹ or corrected. The first fifteen minutes were devoted to a *warm-up* in which I could play anything I liked. Then Mr Parker played the lesson of the week. His playing was terrifically precise,² but his eyes became *dreamy* and *unfocused*. Then I played the same lesson, and after that we worked on the difficult *passages*, but basically he wanted me to hear my mistakes. When we began a new piece, we played it part by part, taking turns, over and over.

C After that, we sat in the *solarium* and discussed the next week's lesson. Mr Parker usually played a record and talked in detail about the composer, his life and times, and the form. With the exception of Mozart* and Schubert,* he liked Baroque* music almost exclusively.³ The lesson of the week was always Bach,* which Mr Parker felt taught *elegance* and *precision*. Mrs Parker used to leave us a tray of cookies and lemonade, cold in the summer and hot in the winter. When the cookies were gone, the lesson was over and I left.

2) Vocabulary. Find the English equivalents of the following Russian phrases. (reading for specific information)

- овладевать техникой исполнения (на музыкальном инструменте) (A)
- клавесин с двойной клавиатурой (A)
- метод обучения (B)
- подготовительное упражнение, разминка перед основной частью урока (B)
- работать над трудными пассажами (B)
- короткое (музыкальное) произведение (B)
- играть по частям (B)
- по очереди (B)
- еще и еще раз (B)

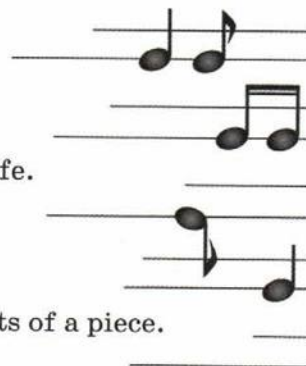
3) Read and find the sentences that describe Mr Parker's taste in music. (reading for specific information; using reference materials)

4) What were Jane's piano lessons like? (reading for detail)

a) Read through the pairs of the sentences below. Write 1 next to the action which happened first and 2 next to the action which happened second. Write S next to those actions which happened simultaneously. (sequencing)



- 1) There was a fifteen-minute warm-up.
- 2) Mr Parker played a record.
- 3) Mr Parker played the piece of the week.
- 4) Jane played anything she liked.
- 5) Mr Parker talked in detail about a composer's life.
- 6) Jane tried to hear her mistakes.
- 7) Mr Parker discussed the next week's lesson.
- 8) Jane played the same piece as Mr Parker.
- 9) Mr Parker and Jane worked on the difficult parts of a piece.
- 10) They ate cookies Mrs Parker used to bring.



¹ to scold — браниться

² precise — точно

³ exclusively — особенно

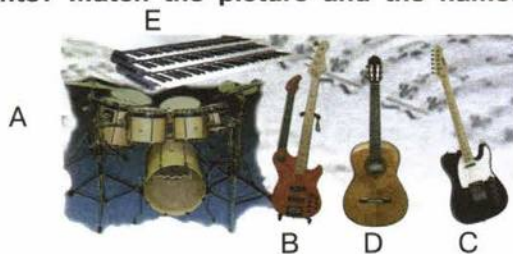
- b) Put the sentences (1–10) in the order Jane's lessons were usually held. (sequencing)
- 5) What do you think of Mr Parker's teaching method? (making value judgments)
- 6) Do you play any musical instrument? What are your music lessons like? (relating information to personal experience)

Reading lesson BUDDY'S SONG

4. In the extract from the story *Buddy's Song* by Nigel Hinton* the boys were playing different musical instruments.

1) Do you know these musical instruments? Match the picture and the name. (applying background knowledge)

- 1) a bass (guitar)
- 2) an electric guitar
- 3) keyboards (a synthesizer)
- 4) drums
- 5) a rhythm guitar



2) What kind of music could Buddy and his friends play using these musical instruments? (anticipating)

3) Read the extract from the story *Buddy's Song* and check if your guesses were correct. (reading for specific information)



Buddy was on his way out of the school when he heard music that was coming from the gym. He pushed open the door and saw the twins.

Jason was playing a bass, while Mike was playing an electric guitar. It was a slow blues tune. They were good and Buddy watched in admiration wishing he had his guitar with him and could join in.

The twins were so caught up in the music that they didn't notice him until they had finished. When they saw him, Jason turned away and started playing music to himself but Mike smiled and waved him over.

"It was great," Buddy said. "It made me want to join in."

"Hey, you don't play keyboards, do you?" Mike asked.

"No. Rhythm guitar."

"Pity. We're looking for someone on keyboards and drums. We had a group down in Plymouth* and this guy played great synthesizer. We want to start something up here, but we'll never find anyone as good."

"Yeah, well — anyway ..." Buddy said, beginning to move towards the door.

"Hey," Mike called. "Bring your gear in on Monday — we can have a try."

They met up in the gym at four on the Monday and sat around talking for a while, all slightly nervous at the idea of starting.

Mike told him about the group they'd had in Plymouth.* They'd done some gigs¹ in pubs and youth clubs, playing all kinds of music from modern pop to soul and even a bit of heavy metal.

"Records, gigs — I just don't want anything else," Jason went on. "Come on. Let's stop talking and play something." The session started quietly. Buddy let the twins choose the songs and, since they were all new to him, he felt nervous. Then Jason decided to sing. The first song he chose was one that Buddy knew so at last he felt confident and could let the rhythm control him. Jason had sung quite well but Buddy knew he could do better.

"Let's try it a bit faster," he said.

By the time they were halfway through, the music lifted off and Buddy couldn't stand still. He danced and roared² his way to the end of a verse and when he glanced round he saw that Jason was playing with his eyes closed, completely lost in the beat. Mike picked up a metal finger-piece and started a guitar solo that *echoed* the way Buddy had been singing. The solo rose up to an end and Buddy started another verse and chorus, inspired by the push that the guitar sound had given him.

When the song finished, there was that second or so of silence that always seemed to happen when a song went well — as if it took a moment to come back to earth. Then Jason began to laugh.

"Whooo! Hey, that was super. Boy, you can really sing. Can't he, Mike?"

"That was fantastic," he said, shaking his head as if he couldn't believe it. "Wow, you really rock!"



4) Vocabulary. Find in the story the verbs with adverb/preposition *up* and match with the meaning.

- быть увлеченным (чем-л.), вовлеченным (во что-л.)
- возрастать, усиливаться
- начать, организовать (предприятие)
- поднимать
- собираться, встречаться

5) Grammar. Which forms are used after the following verbs? (predicting grammar structures: verb + infinitive or Ving form)

	Infinitive	Ving form
begin		
decide		
seem		
start		
stop		

6) Grammar. Look through the story, fill in the table and translate the sentences with these verbs. (recognizing familiar grammar structures: verb + infinitive or Ving form)

¹ a gig = a performance

² to roar — реветь, кричать, орать

E 7) What have you learnt about the boys? Fill in the gaps with the names of the boys. (reading for detail)

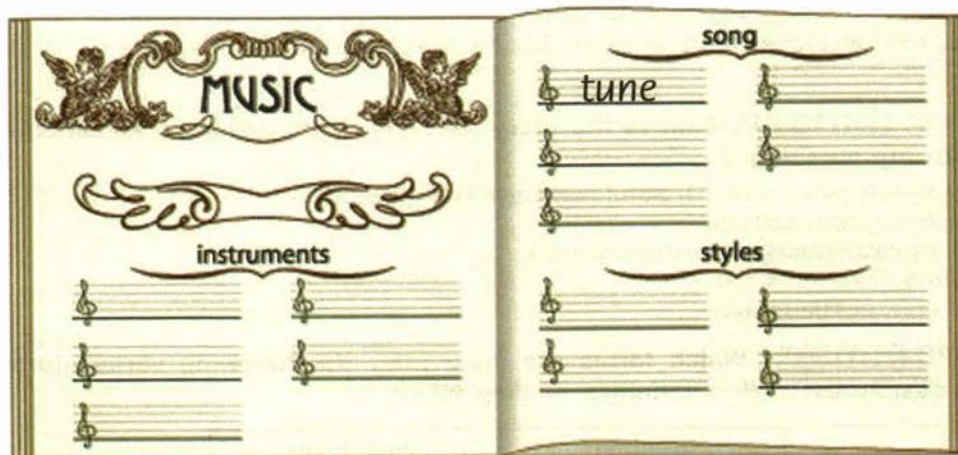
- _____ played in a group in another town.
- _____ wanted to start a group.
- _____ did some performances in pubs.
- _____ played the bass guitar.
- _____ played the rhythm guitar.
- _____ played the electric guitar.
- _____ could sing fantastically.
- _____ wanted to have a career connected with music.

E 8) What was the attitude of the boys to each other when they met for the first time? How did Jason's attitude towards Buddy change? Why? (understanding cause-effect relations)

E 9) How did the boys feel and behave while playing the music? (understanding cause-effect relations)

E 10) Would you like to listen to or join in the boys' performance? (expressing personal opinions)

C 11) Look through the story and write out the words under the following headlines. (classifying)



5. Here is an extract from the book by Francine Pascal. Jessica and her sister were at the rock concert the day before.

E 1) What were the girls' impressions about the concert? (reading for the main idea)

Jessica hurried toward the fountain in front of Sweet Valley Middle School. She couldn't wait to tell her fellow Unicorns¹ about the rock concert, not to mention her new plans for the future. When she saw Lila Fowler, her best friend, she ran directly to her.

¹ **Unicorns** — «Единороги» (the name of the club)

"Hi, Lila." Lila had been examining her hair in a small mirror. She put the mirror into her handbag and looked up at Jessica.

"Hi. Why are you dressed like that? Going to a costume party?"

Jessica frowned. "Of course not," she said. "I'm dressed just like the greatest rock singer. Can't you tell? If you'd been to the concert last night, you'd understand."

Lila pouted. "It's not fair! You won free tickets. That concert sold out two minutes after tickets went on sale. I can't believe I, of all people, couldn't get a seat." Her father was one of the wealthiest men in Sweet Valley, and Lila was used to getting anything she wanted.

"The concert was incredible," Jessica said. "Even better than a Johnny Buck concert. We had front-row seats."

"I suppose Melody sang all the songs from *Powerful*?" *Powerful* was the name of Melody's newest album.

"Oh, yes. She sang every single one. And they sound much better in person," Jessica told her. "Not that the record isn't great, too, of course. But there's something about a live performance ..."

"Sure, sure," Lila said. "Listen, about our Unicorn meeting ..."

Ellen Riteman and Mary Wallace, two more Unicorns, appeared at the other end of the school yard and came quickly to join them.

"Jessica, you look great. Just like Melody Power," Mary exclaimed. "Wasn't the concert tremendous?"

"You were there, too?" Lila raised her dark brows.

"Yes. I went with my stepfather," Mary said. "He's a bigger fan than I am. We both thought Melody was terrific."

"I had front-row seats," Jessica reminded them. "And Melody looked right at me."

"You're so lucky," Mary sighed. "We sat pretty back. I could hardly see Melody's face."

"I saw everything," Jessica boasted. "I'll tell you more about the concert at lunch," Jessica promised. Lila shrugged. "But we have an important Unicorn meeting at lunchtime. I wanted to talk about our next party ..."

But for once the other girls weren't interested in what Lila had to say.

"And you haven't heard the best part yet," Jessica said.

"What?" Ellen demanded. "You didn't get to see Melody Power after the concert, did you?"

"Well, no," Jessica confessed. "But this is even better. I've decided that I'm going to be a rock star, too."

"Wow!" Mary's eyes widened.

"Are you serious?" Ellen asked. "That's not easy to do."

"Forget it, Jess. You'll never make it," Lila said.

"I will, too," Jessica assured her. "I'm already making plans."

2) Which of the characters is the information about? (reading for specific information)

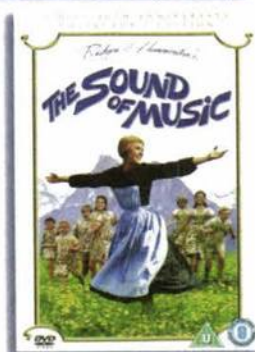
Johnny Buck	was surprised that Mary was also at the concert.
Jessica	understood at once why Jessica was dressed in an unusual way.
Lila	was surprised to see Jessica in a new outfit.
Mary	gave a live performance.
Melody	was sure that Jessica wouldn't become a rock star.
Ellen	thought that it was difficult to become a rock star.
	didn't see the concert.
	reminded that they had plans for lunchtime.
	gave a concert some time before.
	was very proud that she could see everything on the stage.

6. The musicals you are going to read about are included in the list of the 100 Greatest Musicals of All Time.

For questions 1–5, choose from the texts (A–E). The texts may be chosen more than once. (reading for specific information)

Which of the musicals would you choose if you ...

- 1) ... admire a romantic story?
- 2) ... prefer performances with a lot of humour?
- 3) ... are interested in musicals based on a classic play?
- 4) ... enjoy a fantasy?
- 5) ... like stories about the relations between grown-ups and children?



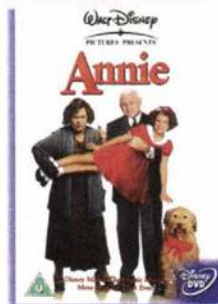
A The magnificent tale of a young Kansas girl who dreams of a better world “somewhere over the rainbow”. When Dorothy is pushed into a tornado and lands in the fantasy world, she soon finds herself in a lot of trouble, an evil witch, and no way to get home. This is a musical adventure as we get to visit many different parts of the world of Oz and meet many interesting characters along the way.

B There are so many wonderful scenes and lovely songs in the musical that you will find yourself singing along to the tune. Not only this is a great musical, but it is based on a true story. A young woman named Maria takes a job to take care of seven children of the captain whose wife died. The children have grown up with strict discipline. Soon, Maria opens the children to the wonders of life and the joy of music. The captain’s heart opens up to feelings he has forgotten and he and Maria fall in love.

C This musical is about going from the silent film era into “talkies”, but unfortunately the leading actress has an awful voice. The musical comedy is astonishing and it well deserves its place on the list. This could be because of one of the great moments in the musical where the lead character gets completely lost in dancing and founds himself on a wet street. After all, don’t we all wish we could just sing in the rain.

D If you have to pick one musical where the most remarkable songs came out of, this would probably be the one. Memorable songs from this musical *I Could Have Danced All Night, Wouldn't It Be Lovely, With a Little Bit of Luck*. Does this musical need any introduction? It is based on the play *Pygmalion*, written by George Bernard Shaw. An outstanding London linguist transforms a poor girl into an elegant lady. The two have a great passion and it turns the musical into a very romantic one. Great life lesson for us all.

E This is a lovely story of a brave, red-haired girl who dreams of life outside her dull orphanage. One day, she is chosen to stay for one week with the famous millionaire “Daddy” Warbucks. One week turns into many, and the only person standing in the way of the girl’s fun is Miss Hannigan, the ruler of the orphanage. The music is great, the story is enjoyable with a great ending. Combined they all make it a remarkable musical.



7. Read a passage from *Pride and Prejudice* by Jane Austen which describes a party at Rosings.

1) Here are the characters mentioned in the passage.

Which people were at the party? In what way were they related? (reading for specific information)

Mr Collins

Elizabeth Bennet

Lady Catherine

Colonel Fitzwilliam

Mrs Collins

Georgiana

Mr Darcy

Mrs Jenkinson (an old lady who lived in Lady Catherine’s house)



In a quiet way, the first two weeks of Elizabeth’s stay with the family of her father’s cousin, Mr Collins, at the Parsonage soon passed away. Elizabeth had heard that Mr Darcy was expected to come to Rosings, and when he came, he brought with him Colonel Fitzwilliam, his cousin. It was some days before the invitation came from Rosings. The invitation was accepted of course, and at a proper hour the company from the Parsonage joined the party in Lady Catherine’s drawing room. Her ladyship¹ received them politely, but it was clear that they were not very welcome. Colonel Fitzwilliam seemed really glad to see them. Mrs Collins’s pretty friend, Elizabeth, had attracted him. He now seated himself by her, and talked so agreeably of travelling and staying at home, of new books and music, that Elizabeth had never been half so well entertained in that room before. Their conversation was so lively

¹ **Ladyship** — светлость, милость (титлование леди)

that it drew the attention of Lady Catherine herself as well as of Mr Darcy. *His* eyes had been soon and repeatedly turned towards them with a look of curiosity. At last Lady Catherine called out:

"What are you saying, Fitzwilliam? What is it you are talking of? What are you telling Miss Bennet?"

"We are speaking of music, madam," he said.

"Of music! Then please speak aloud. I must take part in the conversation, if you are speaking of music. There are few people in England, I suppose, who have more true enjoyment of music than myself. If I had ever learnt, I should have been an excellent performer."

She then asked Mr Darcy about the playing of his sister, Georgiana, and he spoke in brotherly praise of her skill.

"Elizabeth must practise continually," her ladyship went on. "I have told Miss Bennet several times that she will never play really well, unless she practises more, and though Mrs Collins has no instrument, she is very welcome to come to Rosings every day, and play the piano in Mrs Jenkinson's room. She would be in nobody's way, you know, in that part of the house."


Mr Darcy looked ashamed of his aunt's lack of good manners, and made no answer.

When coffee was over, Colonel Fitzwilliam reminded Elizabeth that she had promised to play to him, and she sat down directly at the piano. He drew a chair near her. Lady Catherine listened to half a song, and then talked to her other nephew, till Mr Darcy walked away from her and moved towards the piano so as to have a view of the performer's face. Elizabeth saw what he was doing, and at the first convenient pause, turned to him with a smile, and said:


"You mean to frighten me, Mr Darcy, by coming to hear me. But I will not be alarmed, though your sister *does* play so well."

... Here they were interrupted by Lady Catherine, who called out to know what they were talking of. Elizabeth immediately began to play again. Lady Catherine approached, and, after listening for a few minutes, said to Darcy:


"Miss Bennet would not play at all wrong, if she practised more. But she uses her fingers well."


 **2) Vocabulary.** What was the atmosphere at the party like? What were the attitudes of the characters towards each other? Find in the text the words the following adverbs and adjectives refer to. Fill in the table. (reading for specific information, drawing conclusions)

Adverb/adjective	Word it goes with	Translation
politely welcome glad agreeably so well lively repeatedly brotherly continually ashamed convenient alarmed immediately		

 **3) Who did the following at the party? Fill in the missing names. (reading for detail)**

- 1) The party took place in ...'s drawing room.
- 2) Among the guests were ...
- 3) ... gave them a polite but not a very warm welcome.
- 4) ... had a pleasant conversation about books and music.
- 5) ... joined them and expressed her opinion about music.
- 6) ... suggested that ... could come and play the piano at Rosings every day.
- 7) When coffee was over, ... asked ... to play the piano.
- 8) ... praised ...'s performance.

 **4) What was Lady Catherine's attitude to music? What did she think about Miss Bennet's musical skills? (reading for detail)**

 **8.** Here is a poem about music.

1) What does the author compare music with? Use a dictionary if necessary. (reading for detail/using a dictionary)

Music

Music is a door,
An escape to a different world.
A world you make and control in your mind.
Music is a hero,
One to cheer your spirits when you are down.
Music is an enemy,
Sometimes the lyrics bring you down.
Music is your personality,
Expressed through song.
The music player,
Is you, the one holding it all together.
Music is an awakening to the real world.
Its lyrics are real and true.
Music is a best friend,
One to give advice when you need it.
Music is what you think of it.
It starts off empty and colorless,
and escalates to something more,
your own world.

Cecilia Perner

 **2) Interpret the comparisons the author makes. (interpreting figurative language)**

 **3) Choose the comparison you like best and explain why you chose it. (expressing personal opinion)**

 **4) Translate the poem. (learning to translate)**

Unit 3

What's the news?

1. Below is one of the online stories. It is about the news in the media.

1) Which of the question(s) below can you find the answers to in the story? Choose the correct letter: a, b or c. (reading for detail)

- 1) How do you feel about the news you watch on television or read in the newspaper?
- 2) Why is it important for teenagers to know what is going on in the world?
- 3) Do you rely on the media to find out what is going on in the world?



Wednesday, 19 March

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I believe everyone needs to watch the news or read about them in the newspaper. Teenagers are no exception. When I was in high school, I had to do so many reports on current events that I hated it. Finally, I realized that it was for our own good. If you have opinions on current events, you can discuss them with everyone. My last project in high school was to write about five things that mattered to me and what my opinions were on them. Everybody wrote about things such as *terrorism*, *racism*, the war, *global warming*, the environment, poverty, etc., which almost everyone knows at least something about. When you get older, you learn things about the world, which make you a better person; you can go and protest against terrorism, or start a peace *rally* against the war. Many good things can come out of knowing current events. What you do with that knowledge makes you who you are. So, I believe it's very important to know what's going on in the world.

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Letters



CUSTOMISED NEWS
Solutions

WN World Weather Forecast



WN Financial Info

Enter symbol: GO

Symbol Search

WNCurrencyConverter

EUR USD
1 1.57644

2009.03.19, 12:10 AM EST

Convert it!

Opinion Worldwide



Claudia Winkelman: Take It From Me
The Independent
So the last week has left me surprised.



Stalemate is increasing Hamas' popularity
Daily Star Lebanon
By Rami G. Khouri Daily Star staff



What soccer tells us about the paradoxes of globalization
Daily Star Lebanon
By Dani Rodrik Commentary by

2) Vocabulary. What meaning do the underlined words have in the story?
Match and translate the sentences with these words:

- 1) понимать, осознавать;
- 2) исключение;
- 3) текущие события;
- 4) для нашего блага;
- 5) иметь значение;
- 6) выходить, получаться.

3) Choose the four sentences that could be from the story. (identifying supporting details sentences)

- 1) I am tired of watching current events and seeing people dying because of wars.
- 2) There are many things in the world that matter much to everyone.
- 3) People must watch the news for their own good.
- 4) Watching the news people understand that it gives them a good idea of what is going on in their country and in the world.
- 5) I am not an exception: I watch all the BBC news reports and I listen to the BBC Radio.
- 6) Watching the news is so depressing that nothing good can come out of it.

2. When British people want to know what's on TV, they read either TV/radio guides, magazines like the *TV Times* or go online.

Read through the TV Guide for the BBC 1, BBC 2, and Channel 4 programmes and answer the following questions. (reading for specific information)

- 1) What programmes can TV viewers get their news from on Friday evening?
- 2) Are there any documentaries on BBC 2 on Friday evening?
- 3) Which programme on BBC 2 is entirely about music?
- 4) Which programme on BBC 1 may be interesting for sports fans?
- 5) What kinds of shows can TV viewers watch on BBC 1 and BBC 2?
- 6) What programmes on BBC 2 are about gardening?
- 7) Give examples of a "dramedy" and a sitcom.
- 8) What soap opera is on Channel 4?

Friday evening

BBC 1

6.00pm BBC News

6.30pm Regional News Programmes

7.00pm The ONE Show

(Magazine programme)

Live topical show, in which personalities including Dan Snow and Dominic Littlewood uncover the UK's most fascinating stories. Reporters Angelica Bell and Colin Jackson are also on hand to look at issues affecting people across Britain. Presented by Adrian Chiles and Christine Bleakly.

7.30pm A Question of Sport

Sue Barker hosts the quick-fire quiz, with 1997 snooker world champion Ken

Doherty, Bolton Wanderers footballer Gary Speed, and others.

8.00pm EastEnders (Soap)

8.30pm The Green Green Grass (Comedy)
Guest starring June Whitfield.

9.00pm Have I Got News for You

Michael Aspel hosts the satirical news quiz, with guest panelists Sara Cox and Reginald D Hunter joining regular team captains Paul Merton and Ian Hislop.

9.30pm The Armstrong & Miller Show
Comedy sketch show, starring Alexander Armstrong and Ben Miller.

10.00pm BBC News at Ten O'Clock
10.25pm Regional News and Weather
10.35pm Friday Night With Jonathan Ross

Anthony Hopkins discusses his latest role in Robert Zemeckis' animated adaptation of the epic poem *Beowulf*. Jimmy Carr talks about his latest stand-up DVD,

and comedy actress Katy Brand drops in for a chat. Music is provided by American rockers Foo Fighters, performing the single *Long Road to Ruin* from their new album *Echoes, Silence, Patience & Grace*.

11.35pm Film: The Last Castle (Drama, 2001, 15) followed by Weatherview

BBC 2

6.00pm Eggheads

Quiz, hosted by Dermot Murnaghan, in which the winners of famous game shows work as a team to tackle a new set of challenges hoping to win a cash prize.

6.30pm Strictly Come Dancing — It Takes Two

7.00pm Run on the Bank: Northern Crock

7.30pm Never Say Die (Documentary)

8.00pm A Passion for Plants (Gardening)
The students at the School of Horticulture attend a propagation lecture and enjoy a day out in Sussex.

8.30pm Gardeners' World

9.00pm The Tudors

Series 1, episode 6
Historical drama series. Stereo

10.00pm QI

Stephen Fry hosts the quiz show in which points are rewarded for the most impressive answers.

10.30pm Newsnight

Gavin Esler presents a comprehensive round-up of the day's events.

11.00pm Newsnight Review
followed by **Weather**

11.35pm Later With Jools Holland

Crowded House return to perform songs from their new album *Time on Earth*, and Michael Stipe discusses REM's plans for their next record. Veteran folk-rocker Richard Thompson plays a selection from *Sweet Warrior*, and *New York's Battles* make their debut.

Channel 4

6.00pm The Simpsons

At Halloween, a computer menaces the family, Lisa and Bart embark on a Harry Potter-style adventure and Homer is cursed by a gypsy.

6.30pm Hollyoaks (Soap. Drama)

7.00pm Channel 4 News

Including sport and weather.

7.35pm Unreported World (Documentary)

8.00pm A Place in the Sun: Home or Away (Soap)

Jonnie Irwin and Jasmine Harman lend their advice to Hampshire couple Joy and Leithan Craddick as they attempt to decide between settling down in Wales and France.

An Emmy Award-winning American television comedy-drama series (dramedy). Guest starring Freddy Rodriguez, Marlo Thomas and David Blue.

10.00pm My Name Is Earl

An Emmy Award-winning American situation comedy.

Earl decides to complete his education and goes back to school, where a teacher's dedication gives him an uncomfortable reminder of how badly he behaved as a child.

10.30pm Comedy Showcase: Free Agents
Black comedy with Stephen Mangan and Sharon Horgan.

11.05pm Father Ted (Sitcom)

11.35pm Father Ted (Sitcom)

Dermot Morgan and Frank Kelly star.

3. You will read two poems about things that can happen to people who spend too much time in front of the TV sets.

1) Read the poem by Roald Dahl first and choose the meaning the following verbs have in the poem. (reading for detail/choosing the meaning that fits the context)

to rot	1. 1) гнить, портиться 2) <i>перен.</i> чахнуть, погибать 2. 1) гноить, портить 2) <i>перен.</i> расстраивать
--------	--

to clog	1. препятствовать, мешать 2. засорять, загрязнять
---------	---

to clutter (up)	1. приводить в беспорядок 2. шуметь, галдеть
-----------------	--

to rust	1. ржаветь 2. притуплять, ослаблять
---------	-------------------------------------

to freeze	1. замерзать 2. <i>перен.</i> стынуть, застывать
-----------	--

It rots the senses in the head!
It kills imagination dead!
It clogs and clutters up the mind!
It makes a child so dull and blind
He can no longer understand
A fantasy, a fairyland!
His brain becomes as soft as cheese!
His powers of thinking rust and freeze!
He cannot think — he only sees!



2) What is the main idea of the poem? (identifying the main idea)

3) Read the other poem about TV Tee Vee by Eve Merria. Look for the key words to identify the main idea of the poem. Choose from the suggestions below. (reading for the main idea)

- 1) TV ruins family relations.
- 2) TV kills conversation.
- 3) TV kills off the reading habit.

In the house of Mr and Mrs
Spouse
he and she
would watch tee vee
and never a word
between them spoken
until the day
the set was broken.
Then "How do you do?"
said he to she.



“I don’t believe
 that we’ve met yet.
 Spouse¹ is my name.
 What’s yours?” he asked.
 “Why, mine the same!”
 said she to he,
 “Do you suppose that we could be ...?”
 But the set came suddenly right about,²
 and so they never did find out.



 4. Here is the poem *Many Unhappy Returns* by Arden Davidson.

1) Read the poem and complete it according to the rhymes with the lines below.
 (reading for specific information)

- 1) what’d I buy this for?
- 2) “Man, this book is boring!”
- 3) it’s just one of those dumb fads.
- 4) my worst problem’s *after taste*.



A I bought a brand new sweater
 that looked awesome in the store.
 But when I brought it home, I wondered

¹ a spouse [spaʊz] — супруг, супруга

² the set came suddenly right about — телевизор неожиданно заработал вновь

B I bought a brand new game
that looked so fun in all the ads.
But once I played it, I knew

C I bought a brand new book about
moon walks and space exploring.
But when I read it, I lamented,

D I can't decide beforehand,
what I like. It's such a waste.
I'm just like *a diet soda*

E 2) Read for the words in the poem that mean the following and check if you have completed the poem correctly. (reading for detail/guessing meaning that fits the context by synonyms)

- | | |
|--|--------------|
| 1) gorgeous, brilliant | 3) silly |
| 2) fashion, interest that does not last long (причуда) | 4) to regret |

E 3) What does the title of the poem mean? Use the dictionary article below. (interpreting figurative language)

return [rɪ'tʃ:n] *n* 1. возвращение 2. отдача, возврат 3. *pl* возвращенный, непроданный товар; **many happy returns** (of the day) поздравляю с днем рождения, желаю вам долгих лет жизни

E 4) What problems does the author of the poem have? What advice would you give him? Choose from the suggestions below and explain your choice. (drawing conclusions/considering author's intention)

- 1) Haste makes waste. (Поспешишь — людей насмешишь.)
- 2) Seeing is believing. (Не верь чужим речам, а верь своим глазам.)
- 3) Score twice before you cut once. (Семь раз отмерь — один раз отрежь.)
- 4) Don't believe half of what you see and none of what you hear.
- 5) Watch and read the adverts but do the opposite of what they tell you.

E 5) Which of the questions below could help the author to go shopping more successfully? Choose from the suggestions below. (drawing conclusions/applying background knowledge)

- 1) Are the reasons the advert gives convincing?
- 2) Does the advert give only positive reasons or not?
- 3) Are all the ad's statements possible to check?
- 4) Does the ad only make promises or give facts and statistics?
- 5) Does the advert use humour and fantasy?

Reading lesson

WHAT'S WRONG WITH WATCHING THE TELLY?

E 5. Here is an extract from the book *Matilda* by Roald Dahl.

1) They say that a picture equals a thousand words. Look at Quentin Blake's illustrations and guess:

- a) which of these characters are Mrs and Mr Wormwood and which is Miss Honey;
- b) what the relationship between these people is. (interpreting illustrations/anticipating)

2) Read the extract from the book to confirm or disprove your guesses. (reading for the main idea)

They were in the living room eating their suppers on their knees in front of the telly. Mrs Wormwood sat munching her meal with her eyes glued to the American soap opera on the screen. She was a large woman whose hair was dyed platinum blonde and whose make-up was heavy.

"Mummy," Matilda said, "would you mind if I ate my supper in the dining room so I could read my book?"

The father glanced up sharply. "I would mind!" he snapped. "Supper is a family gathering and no one leaves the table till it's over!"

"But we are not at table," Matilda said. "We never are. We're always eating off our knees and watching the telly."

"What's wrong with watching the telly, may I ask?" the father said. His voice had suddenly become soft and dangerous.

Matilda didn't trust herself to answer him, so she kept quiet. She could feel the anger boiling up inside her. She knew it was wrong to hate her parents like this, but she was finding it very hard not to do so. All the reading she had done had given her a view of life that they had never seen. If only they would read a little Dickens* or Kipling* they would



soon discover there was more to life than cheating people and watching television.

(In one of such evenings, a teacher of Matilda came to visit her parents.)

"I have come with good news about her. Do you think I might come in for a few minutes and talk to you about Matilda?"

"We are right in the middle of watching one of our favourite programmes," Mr Wormwood said. "This is most inconvenient. Why don't you come back some other time?"

"Mr Wormwood, if you think some rotten TV programme is more important than your daughter's future, then you ought not to be a parent! Why don't you switch the darn thing off and listen to me!"

That shook Mr Wormwood. He peered carefully at the slim woman ... "Oh very well then," he snapped. "Come on in and let's get it over with. Mrs Wormwood isn't going to thank you for this."


Mrs Wormwood was gazing rapturously at the TV screen. "Who is it?" the woman said. "Some school teacher," Mr Wormwood said. "She says she's got to talk to us about Matilda." He crossed to the TV set and turned down the sound but left the picture on the screen.


"Don't do that, Harry!" Mrs Wormwood cried out. "Willard is just about to propose to Angelica!"

"You can still watch it while we're talking," Mr Wormwood said. "This is Matilda's teacher. She says she's got some sort of news to give us."

"My name is Jennifer Honey," Miss Honey said. "How do you do, Mrs Wormwood?" Mrs Wormwood glared at her and said, "What's the trouble then?"

3) Vocabulary. The word choice Roald Dahl uses in the book helps to set the tone and to characterize the people in the book.

 **a) Find the equivalents of the verb to look in the story and write them down. (reading for specific information/making notes)**

 **b) Compare your list of the verbs with that below, find the sentences with these verbs in the story and identify their meaning. (reading for specific information/choosing meaning that fits the context)**

	смот- реть	вгляды- ваться, всмати- ваться	пристально или свирепо смотреть	взглянуть мельком	сидеть как приклеенный (пришитый) у телевизора	при- стально глядеть, глазеть, установиться
to watch						
to peer						
to glare						
to glance						
to glue to						
to gaze						

4) Vocabulary. Find the sentences in the story similar in meaning to the following. Use a dictionary. (using a dictionary)

- 1) Mrs Wormwood sat eating her meal ...
- 2) "I would mind!" he said.
- 3) ... there was more to life than lying to people and watching television.
- 4) "Mr Wormwood, if you think some TV programme is more important than your daughter's future, then you ought not to be a parent!"
- 5) "Why don't you switch the TV off and listen to me!"
- 6) "Oh very well then," he said.
- 7) "Don't do that, Harry!" Mrs Wormwood said.

5) What do the words the writer uses (ex. 3) and 4) tell about the characters? (understanding characters)

6) Find the sentences in the story with Ving forms in the functions given in the table. Translate these sentences. (learning to translate)

Функции Ving формы в предложении	Перевод
<ul style="list-style-type: none"> подлежащее <p>Reading is fun.</p>	<ul style="list-style-type: none"> существительное/инфинитив <p>Чтение — увлекательное занятие. Читать увлекательно.</p>
<ul style="list-style-type: none"> второе действие при глаголе-сказуемом (как бы два однородных сказуемых) <p>a) She was sitting in the room reading a book. = She was sitting and reading.</p> <p>b) He <u>was</u> in the office reading a report. (глагол to be + обстоятельство места)</p>	<ul style="list-style-type: none"> деепричастие настоящего времени или глагол <p>a) Она сидела в комнате, читая книгу или Она сидела в комнате и читала книгу.</p> <p>b) Он <u>был</u> в офисе и читал доклад.</p>
<ul style="list-style-type: none"> определение существительного <p>She looked at the books lying on the desk.</p>	<ul style="list-style-type: none"> причастие настоящего/прошедшего времени/придаточное определительное <p>Она посмотрела на книги, лежащие/лежавшие на столе/которые лежали на столе.</p>
<ul style="list-style-type: none"> обстоятельство (сравнение с союзом <i>than</i>) <p>Reading is more interesting than watching TV. Watching TV is more interesting than reading.</p>	<ul style="list-style-type: none"> инфинитив/существительное <p>Читать интереснее, чем смотреть телевизор. Просмотр телепрограмм интереснее чтения.</p>
<ul style="list-style-type: none"> дополнение с предлогом <p>She was right in the middle of doing her test.</p> <ul style="list-style-type: none"> дополнение с предлогом после прилагательных <p>What's wrong with reading comics?</p>	<ul style="list-style-type: none"> существительное <p>Она была как раз в середине выполнения контрольной работы.</p> <ul style="list-style-type: none"> существительное/глагол <p>Что плохого в чтении комиксов? Что плохого в том, что мы читаем комиксы?</p>

7) Which of the following was more important in life for Matilda, Miss Honey and Matilda's parents? (drawing conclusions)

For Matilda
For Miss Honey
For Matilda's parents

the child's future was more important than television.
television was more important than anything else was.
there was nothing wrong with watching TV.
there was more to life than watching television.
reading was more interesting than watching TV.

8) On the basis of the words Roald Dahl uses to describe his characters, you can feel that his attitude towards them is different.

What does the author feel towards his characters? (identifying author's attitude towards characters)

- respect • sympathy
- *criticism* • disgust (a strong feeling of dislike)

9) What is the main idea of the book judging by the extract you have read? What do you think? Choose from the suggestions below and explain your choice. (understanding the function of the text/identifying author's intention)

The book is about:

- 1) parents who do not think about their children.
- 2) parents who think there is nothing more to life than watching television.
- 3) parents who do not really care what their children are busy with.
- 4) teachers who encourage pupils to read books instead of watching TV.

6. Here is the first part of the story *Information Overload* by Susan Townsend.

1) Vocabulary. What made the author write the story? Look through the dictionary article below and answer the question. (anticipating)

- 1. over** ['əʊvə] *adv* 1) *распространение по всему данному месту, по всей территории (часто all ~):* (all) **over** the desk
2) **to give over to** = to give one's time completely to (doing something): the time is **given over to** reading books
- 2. over** *prep* указывает на большее количество свыше, сверх, больше: **over** 20 books
- 3. over** *pref* образует различные части речи с оценочным значением чрезмерности чего-л.; переводится на русский язык с помощью приставок *сверх-, над-, пере-*: **overload**

2) Read the story, look for the words with OVER and check your suggestions. (reading for detail)

Only last week I was complaining to my husband about the ridiculous number of newspapers and magazines that are delivered to us. Every morning there is a thick wad¹ of them lying on the hall floor. All that news, all that information, all that opinion. There's hardly time left in the day to wash, dress and feed myself, let alone do any work.

¹ a wad — пачка, стопка



The weekend is completely given over to newspaper reading. Other people go shopping, *do the gardening* or *socialize*, but I've got over forty supplements, colour or otherwise, to read through before Monday morning brings another fresh crop¹ of broadsheets.

Meanwhile the weekly and monthly magazines are piling up,² unread, all over the house. When I enter a room they *shriek*, "Read me! Read me!" Well, perhaps they don't, but it feels like that.

So, last week, I announced that I was cancelling the papers,³ not for two weeks while we went on holiday, but forever. I was suffering from information overload, I said, and my brain could take no more. This reached *crisis point* yesterday when I found myself watching a test match on TV, while listening to the Radio 4 commentary and reading the *Daily Telegraph's* cricketing correspondent. And I still don't understand some of the cricket rules.

"If a big news story breaks, I'll walk to the newsagent's and buy a newspaper," I said to my husband, who probably wasn't listening, but nodded his head anyway. Every time I passed the overflowing recycling bins, I meant to telephone and break the bad news to the newsagent, but somehow I failed to do this.

3) What do the following word combinations mean in the story? Choose the best answer: a or b. (guessing meaning by context)

- 1 the ridiculous number of newspapers and magazines
 - a до смешного малое количество газет и журналов
 - b до нелепости огромное количество газет и журналов
- 2 I was suffering from information overload.
 - a Я страдала от избытка информации.
 - b Я страдала от того, что мне было известно много информации.
- 3 If a big news story breaks ...
 - a Если будет перерыв в программе новостей ...
 - b Если будет важная новость ...
- 4 Every time I passed the overflowing recycling bins ...
 - a Каждый раз, когда я проходила мимо переполненных мусорных баков ...
 - b Каждый раз, когда я не обращала внимания на переполненные мусорные баки ...
- 5 ... break the bad news to the newsagent, ...
 - a ... сообщить плохую новость агенту по подписке ...
 - b ... в перерыве сообщить плохую новость агенту по подписке ...

¹ a crop — урожай

² to pile up — накапливаться

³ to cancel the papers = to cancel a subscription — прекращать подписку на газеты

c 4) Fill in the gaps in the one sentence summary of the story. (identifying the main idea/summarizing)

This story is about the woman who _____ and wanted _____ but _____.

7. Here is the second part of the story *Information Overload* by Susan Townsend.

e 1) Read the story and the words above the story. Choose the words that are important for understanding the gist of the story. (reading for detail/guessing meaning by synonyms, analogy and word formation)

a commotion — суета, волнение
a security van — фургон с охраной
locked — закрытый на замок
to step — шагать
in cash — наличными (о деньгах)
a stamp — марка (почтовая)
to tear (tore, torn) off — отрывать
to stick (stuck, stuck) — наклеивать, приклеивать
an acceptance coupon — купон участника какой-л. акции
millennium — тысячелетие

This morning, my husband announced that he'd had an exciting letter from a woman called Dorothy Addeo. She had written: "The fact is, Mr Broadway, your home in Leicester has been identified as a possible **location** for an *Extraordinary Future Event*." I tried to guess what this extraordinary event could be. A **millennium** celebration, perhaps? Dorothy's letter continued: "It's morning, Mr Broadway. You're at home getting ready to start the day. Deciding what to have for breakfast, perhaps, or what to wear for work. Suddenly a **commotion** in the street draws you to the window. You see a **security van** outside. Out **steps** a distinguished, silver-haired gentleman with a **locked** box. With guards on each side, he walks directly to your door. The doorbell rings. When you open the door, Dave Sayer of the Publishers' Clearing House Prize *Patrol* greets you with, 'Mr Broadway, you're our newest *multi-millionaire*. And I've brought all your millions.' With that, he *unlocks* the box and demonstrates £2,200,000 **in cash**, right there before your eyes! I'll bet you never thought you'd live to see that much money all at once — in cash!"

Dorothy is getting so excited, that Dave Sayer goes on writing the letter. He writes to my husband: "Dear Winner *Candidate*. If you are our £2,200,000 winner, we'd soon be at your door, along with a TV news team, to record the winning moment. As a friend and *potential millionaire*, you understand that the only way we can afford to give away so much money is to sell magazines."

At this point, I stopped reading Dave's letter and glanced at a sheet of *stamp-sized* magazine covers. Among them I found a **stamp**, for *London Review of Books*. I **tore** it **off** and **stuck** it on the *prizewinners' acceptance coupon*. From now on I'll *keep watch* at my window every morning, *eagerly* waiting a commotion in the street.

selected
place

attracts
remarkable

with
a strong
desire

2) Choose the best completion of the sentences: a or b. (reading for detail)

- 1 In the letter Mr Broadway was informed that in the near future
 - a a millennium celebration would probably take place in his house.
 - b he would probably win £2,200,000.
- 2 According to the letter, in order to win so much money Mr Broadway was supposed
 - a to buy magazines.
 - b to sell magazines.
- 3 With the letter Mr Broadway had got
 - a some stamp-sized magazines.
 - b a sheet with stamp-sized magazine covers.
- 4 Mrs Broadway found
 - a the *London Review of Books* magazine and tore it off together with the prize-winners' acceptance coupon.
 - b a stamp for the *London Review of Books* magazine and stuck it on the prize-winners' acceptance coupon.

3) Which summary of the whole story is correct: 1) or 2)? (summarizing)

1) Mrs Broadway was suffering from information overload so she was going to cancel the papers and magazines forever. But when her husband, Mr Broadway, got a letter from the Publishers' Clearing House she could not resist the temptation¹ and in the hope of winning £2,200,000, she sent the prizewinners' acceptance coupon to the Publishers' Clearing House.

2) Mrs Broadway was suffering from information overload so she was going to cancel the papers and magazines forever. But one day, her husband Mr Broadway got a letter with stamp-sized covers of various magazines. Among them was her favourite — *London Review of Books*. So she decided to send the prizewinners' acceptance coupon to the Publishers' Clearing House.

8. Here is the article *Television: The Most Disparaged Resource of the Information Age*.

1) Read the article and choose the correct translation of the title: a, b or c. (reading for the main idea/choosing meaning that fits the context)

- a) критикуемый
Телевидение — самый b) недооцененный источник информации
c) сомнительный

A Almost every day one can hear something about television. Many label television as a "drug", because every day millions of children waste their time in front of this electronic idol. Others say that television is stifling the creativity and independent thoughts of millions. Well, I strongly disagree with the viewpoint that television is a waste of time.

B Thoughts and ideas are the things that make society *dynamic*. Thoughts and ideas are the elements out of which creativity and invention are made. However, no matter how brilliant or useful the thought is, it is useless to society if it cannot be expressed

¹ to resist (the) temptation [temp'teɪn] — не поддаваться искушению

to others, improved and utilized. Today, there are many different ways to transfer thoughts and ideas. Of these, television seems to be one of the quickest ways of presenting an idea clearly and completely.

C To say that television is not important is to say that learning about other cultures thousands of miles away by seeing and hearing is a waste of time. In this age of information, television is one of the most effective means of mass communication available to man. Where else could millions of people have learnt firsthand about man's first steps on the moon or the fall of the Berlin Wall*?

D Television destroys *barriers* that separate men; it unites people who are separated by distance, skin colour, language and wealth. Television informs and educates ... No other medium of the information age is as quick and as widely used around the world as television.



E 2) Which sentence or part of a sentence in the article could be used as an alternative title? (identifying the main idea)

E 3) **Vocabulary.** Find and translate the sentences with the words below:

- to stifle — сдерживать
- to utilize — использовать
- to transfer — передавать
- to present — представлять
- to separate — разъединять

E 4) What can be *stifled*, *utilized*, *transferred* or *presented* according to the text? Give a one-word answer.

E 5) Match the main ideas with the paragraph numbers. One is extra. (identifying the main idea)

- 1) Television presents ideas in the quickest way.
- 2) The influence of television is only positive.
- 3) Television is worth watching.
- 4) Television is one of the most efficient means of mass communication.
- 5) Television brings people together.

E 6) Add some other examples to paragraph C.

9. *Doctor Who* is a science fiction television programme on BBC. *Doctor Who* takes third place in the list of the 100 Greatest British Television Programmes of the twentieth century. Here is an extract from an interview with Christopher Eccleston who played the lead role, and Billie Piper who played the role of his companion, teenager Rose Tyler.

E 1) Read the interview and decide who the answers belong to. Insert the corresponding initials Ch. E. (Christopher Eccleston) or B. P. (Billie Piper). (reading for detail)



1) What can you tell us about your characters?

___: Doctor Who is 900 years old, he's got two hearts and he's a Time Lord from the planet Gallifrey. He's a traveller in time. He's had nine incarnations¹ so far. He's brave, he's intelligent, he's funny, ... he's in love with life and he cares about life in all its forms. He's an *enthusiast* and he's curious and it's his curiosity that leads him into so much trouble and so many adventures.

___: Rose is a 19-year-old girl and she lives with her mum. She has a very normal job and she's looking for something to happen. She's very curious and she's just looking for someone to challenge her ideas. And sure enough this 900-year-old man appears in a time travelling machine in the form of a police box and wants to take her on some serious adventures! And she just goes for it, ... she completely drops her life for these crazy journeys in time and space.

2) What attracted you to your roles?

___: The scripts² — which are written by Russell T Davies, whom I've worked with before. The character was very different from anything I'd done before ...

___: ... I just loved what was on the paper. I loved the script, and the idea of working with Christopher Eccleston and putting Russell T Davies' words into action ...

3) What about the scariest monsters in this series?

___: In the first episode we see the shop window dummies³ ... And that's your introduction to the spooky side and the science fiction.

___: The Daleks are frightening. Not in the way they look — as they look quite old-fashioned — but the *psychology* is very frightening. They know all about Doctor Who,

¹ an incarnation — воплощение

² a script — сценарий

³ a shop window dummy — манекен

and they are able to understand the way his mind works and besides, they want to take over¹ the world!

4) What's this going to do to young children?


___: Frighten them, I hope! And entertain them. If Doctor Who's got a problem, he will always think of some curious way to approach it. He just loves life — hopefully it will encourage children to love life.

___: I think the show has the perfect balance of science fiction and family adventure series. And it's heavy, it's hard work, it's a lot of fun but it's also quite mentally² *stimulating* and I think kids will really enjoy that.

 2) Read the following sentences. Cross the wrong word(s) in each sentence and write the correct one(s) in the space provided. (reading for specific information)

- 1) The ~~personality~~ of Russell T Davies attracted Chr. Eccleston to the role of Doctor Who. scripts
- 2) Billie Piper was attracted to the role by the idea of working for Chr. Eccleston. _____
- 3) Doctor Who is a ninety-year-old traveller in time. _____
- 4) He's had none incarnations so far. _____
- 5) He's curious and his curiosity leads people into much trouble and adventures. _____
- 6) Rose is a 19-year-old girl who is looking for someone to express her ideas. _____
- 7) When Doctor Who appears in a telephone box Rose drops her life for crazy journeys. _____
- 8) The Daleks look quite fashionable — but their psychology is very frightening. _____
- 9) The Daleks are able to understand the way Doctor Who works. _____
- 10) The Daleks want to take off the world. _____
- 11) Doctor Who loves life — it will encourage children to love this character, too. _____

10. Here is the first part of the extract from the book *The School at the Chalet** by Elinor M. Brent-Dyer.* "It was a Saturday morning; practice was finished" and the girls "were free to amuse themselves." They were talking cheerfully.

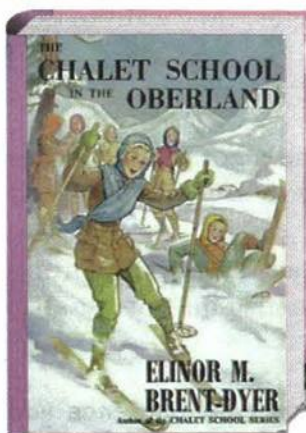
 1) What was the main subject of their talk? (reading for the main idea)

"I want to talk about my idea — at least, it's Gisela's really," Joey added _____; "but don't you think it would be *topping* to have a school magazine?" "Gorgeous!" said Simone who had picked up this expression from Joey. "It would be like the school tales," said Marie _____. "There is the Mondscheinspitze³ picnic for example," said Joey. "That would be a *topping* thing for a mag!" "And your day at Innsbruck* and Frau Berlin," added Margia.

¹ to take over = to take control over

² mentally — умственно

³ Mondscheinspitze [ˈmɒndʃaɪnsptɪtsə] — нем. название горы



"Yes, and the day we went boating and the storm came on. And the day we played cricket and tennis," said Joey _____.

"Then let us ask Gisela, shall we not?" suggested Marie.

"And I'll write a poem for you!" proposed Amy _____. They all stopped still and stared at her.

"Amy!" cried Margia. "What do you mean? You know you can't write poetry."

"I can, then!" said Amy. "I wrote some last night!"

"Oh, Amy, let us see it!" asked Simone. "I think you are awfully clever! I could not do it!"

"There is Gisela, with Wanda and Grizel," said Joey. "Let's ask her about the mag. Come on, everybody!"

2) How many girls were taking part in the conversation? What were their names? (reading for specific information)

3) Word building. Make up adverbs from the following adjectives and put them where they belong. One adverb can be used twice. (choosing meaning that fits the context)

Adjectives	Adverbs
thoughtful	1) _____
cheerful	2) _____
truthful	3) _____

4) Read the story again and choose from the phrases below those that are about a school magazine. Prove it from the text. (reading for detail)

- | | |
|--------------------------|------------------------------|
| 1) it would be topping | 5) awfully clever |
| 2) the school tales | 6) picked up this expression |
| 3) your day at Innsbruck | 7) let us ask Gisela |
| 4) a poem | |

11. Here is the second part of the story about the girls who were going to have a school magazine.

1) What did Gisela tell the girls about her idea of a school magazine? (reading for detail)

"Gisela!" called Joey. Gisela, who had been chattering gaily with Wanda and Grizel, lifted her head.

"What is it?" asked the big girl, as she reached the Juniors.¹ "Is there anything wrong?"

"No, nothing. Gisela, let's have a school mag!"

¹ **Juniors** ['dʒu:njəz] — Brit. children from the age 7 to 11 who go to junior school

"Yes, and you will be editor," added Margia. Gisela looked thoughtful.

"It's an English *institution*," said Wanda. "I have read of it in my story book. Papa has given me several, you know, as he wished Marie and I should know something about life in the English schools."

"But you can't always go by stories," said Joey. "Some of them are awful tosh."

"There is one about a girl who was a Guide. I liked the book very good," said Wanda.

"You should say 'very much'," Grizel corrected her. "Let's get on to the magazine."

"I have never seen an English school magazine," began Gisela, "but I have read of them. We must have for editor one who can write the *editorial*, and also arrange. Then we must have articles upon our games and the happenings of this term. There should be stories and poetry, and a letter from our Head. There are only eighteen of us, but I think we might do it. It is an English custom, as Wanda says, and we are an English school, and I should like to do it."

"What do you think, Joey? Would Madame allow it?"

"Rather!" said Joey enthusiastically. "She'd be awfully keen, I know."

"Then what do you say? Shall we see what we can do about it?"

"Yes, let's!"

"It's a *ripping* scheme, Gisela!"

"What is the matter with you, girls?" asked Miss Bettany, as they faced her.

"Madame, please may we have a magazine for the school?"

"A school magazine?" She looked at them with twinkling eyes. "Yes, if you promise not to quarrel over it, and not to leave all the work to one person, I think you may." And so was the idea of *The Chaletian* born.

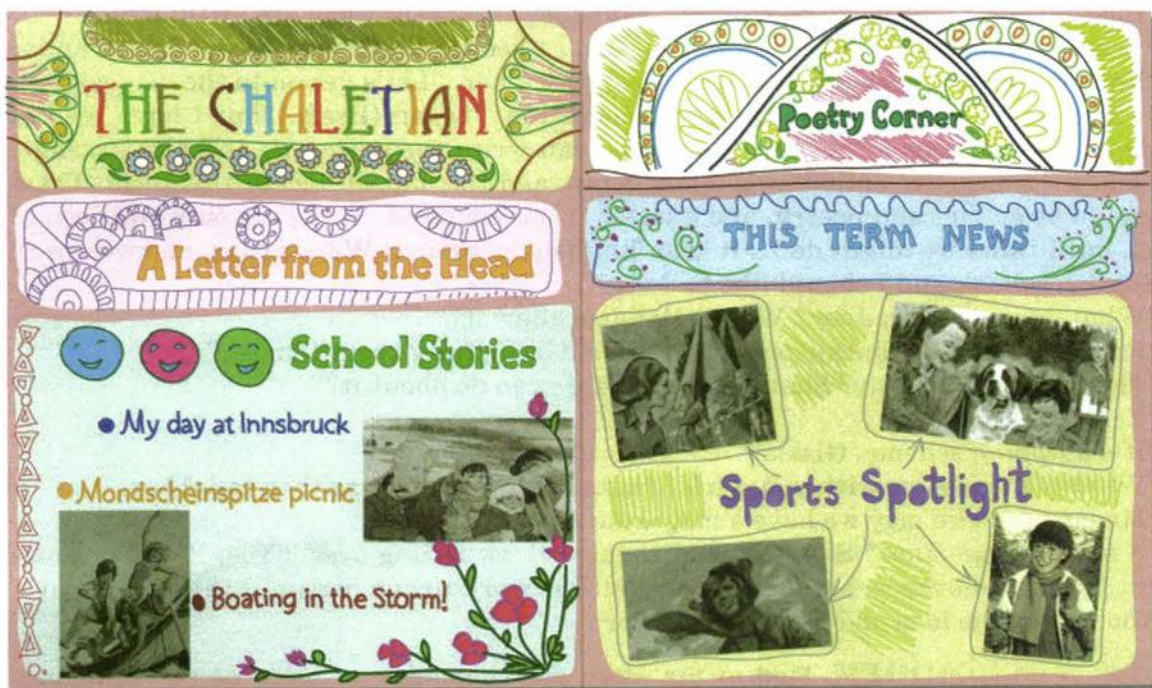
2) Vocabulary. Find in the story the sentences or parts of the sentences similar in meaning to the following. (reading for specific information)

- Gisela had been talking cheerfully with Wanda and Grizel.
- she came up to the Juniors.
- It's an English tradition,
- you can't learn everything about life only from books.
- some of these books are nonsense.
- Let's continue our talk about the magazine.
- Would Madame let us have a school mag?
- She would like it.
- It's a gorgeous plan!
- as they saw her.
- if you promise not to argue about it.

3) Match the girl (1–8) and what she thought or said about a school magazine (a–j). (reading for detail; drawing conclusions)

- | | |
|-----------|--|
| 1) Joey | a) wanted Gisela to be editor |
| 2) Gisela | b) knew what a school magazine looked like |
| 3) Grizel | c) knew that a school magazine was an English custom |
| 4) Wanda | d) was the most enthusiastic about the idea of a school magazine |
| 5) Margia | e) proposed writing a poem for the mag |
| 6) Amy | f) suggested that a school magazine should be made |
| 7) Simone | g) said that the idea was gorgeous |
| 8) Marie | h) said that Madame would like the idea |
| | i) said that it would be like the school tales |
| | j) encouraged Gisela to tell the girls about a school magazine |

E 4) Look through the content of the school magazine below and match it with the scheme of a school magazine Gisela offered. Make corrections if necessary. (reading for specific information; understanding implied ideas)



What school do you go to?

1. Here is an article *William Brown* from the book by Susan Townsend.*

1) What is the article about? Choose the correct answer. (reading for detail)

- 1) William Brown's life
- 2) School education
- 3) The importance of being able to read

A According to the Basic Skills Agency, one in six people in Britain has literacy problems. I think we must ask why so many children are leaving school (after eleven years of compulsory education) unable to read and write their own language satisfactorily. I was once told by a middle-class, highly literate woman that: "Reading and writing isn't everything. We should learn to value people for themselves, they have other skills."

B I was a late reader myself. I was afraid of being asked to read by the teacher in my infant school* (who was so unkind that my brain turned to porridge whenever I saw her). I learned to read during an absence from school. I was absent for three weeks with mumps.¹ My mother bought Richmal Crompton's* *Just William* books, and I liked the ink drawings so much that I wanted to know what the captions said. My mother read them to me, and by the time I went back to school, I could read the books myself.

C For those of you who don't know the *William* books, I'd better explain their attraction. They start in the 1930s when William Brown is an eleven-year-old boy (he never gets older, though he is always having birthdays). He lives in a village in the country with his family. His mother, Mrs Brown, can't think badly of William, though God knows there is daily evidence² that he is not so good. Mr Brown is an angry man. Unlike his wife, he is sure that William is a terrible³ child. The reader sees the adult world through William's eyes.

D William Brown hated school and was always in trouble. And he struggled with his spelling and punctuation. My literary hero never grew up, but I hope that a good teacher in Fictionland cared for him and that he left school able to read and write. Because William's "other skills" — trouble making, and fighting — would not have adequately prepare him for adult life.

E Good teachers should be honoured by society. We should pay them more and stop being jealous of their long holidays. Boring teachers should be sifted out⁴ before they leave teacher-training college. One of my daughters wept every night for weeks because she was afraid of the "shouting" teacher.

¹ mumps — мед. свинка (болезнь)

² evidence — доказательство, свидетельство

³ terrible — ужасный

⁴ to sift out — отсеивать

2) Vocabulary. In the text find the English equivalents of the following Russian expressions. (guessing the meaning by context)

- проблемы с грамотностью (A)
- удовлетворительно читать и писать на своем языке (A)
- очень грамотная женщина (A)
- во время отсутствия в школе (B)
- биться над правописанием и пунктуацией (D)
- адекватно подготовить к взрослой жизни (D)
- перестать завидовать (E)

3) For questions 1–8 choose the correct answer and prove it from the text.

1 British school leavers have problems with ...

- a valuing people.
- b different skills.
- c reading and writing.

2 The author of the story learnt to read ...

- a in the lessons at school.
- b at home with the help of her mother.
- c at home with the help of her infant teacher.

3 *Just William* books are about ...

- a a good eleven-year-old boy.
- b an angry boy.
- c a terrible eleven-year-old boy.

4 William Brown was good at ...

- a spelling and punctuation.
- b fighting and trouble making.
- c understanding the world around.

5 Good teachers should ...

- a be respected.
- b have long holidays.
- c teach children read by *Just William* books.

6 The author thinks that it is very important ...

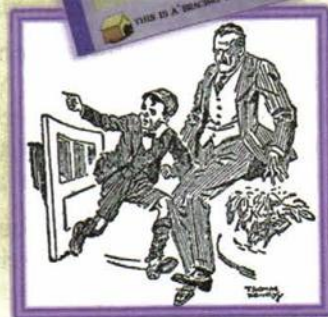
- a to be a literate person.
- b to have different skills.
- c to have a good teacher.

7 "I was a late reader" in paragraph B means ...

- a «Я читала допоздна».
- b «Я поздно научилась читать».
- c «Мне было уже поздно читать».

8 "Unlike his wife, he is sure" in paragraph C means ...

- a «Он уверен, что не похож на жену».
- b «Он уверен, что не любит свою жену».
- c «В отличие от своей жены он уверен».



2. On the Internet you can find a lot of advice how to choose a school or a college.

a 1) Word building. What are the pieces of advice? In the text find the words that were formed from the following words and translate them. (guessing the meaning by word formation)

Word	Translation	Word from the text	Translation
match (<i>v</i>)	находить соответствие	match (<i>n</i>)	вещь или предмет, подходящие к другой или составляющие с ней пару
opportune (<i>a</i>)	благоприятный; подходящий		
curriculum (<i>n</i>)	учебный план, курс обучения		
possible (<i>a</i>)	возможный		
locate (<i>v</i>)	помещать, размещать		
quiet (<i>a</i>)	тихий		
special (<i>a</i>)	специальный		
decide (<i>v</i>)	решать		
religion (<i>n</i>)	религия		
house (<i>n</i>)	дом		
satisfy (<i>v</i>)	удовлетворять		

Tips for Finding Your College Match

Here are some college characteristics you should consider.

1) Number of students.

This will be very important, more students means more opportunities and experiences for you, including:

- Range of subjects offered
- Extracurricular possibilities
- How much personal attention you'll get
- How many lessons a day you'll get
- Number of books in the library

2) Location.

Do you want to visit home often, or do you see this as a time to explore a new part of the country? Perhaps you like to live in a city with museums, ethnic food, or national league ball games. Students are delivered there by bus. Or maybe you are looking for the quietness of a small town.



3) Programmes.


Specialized courses are designed for those who are interested. If you know what you want to study, research the *reputations* of colleges by talking to people in the fields that interest you. If you're undecided, relax and choose a college that offers a range of subjects and programmes. Most colleges will help you to find a focus. Look for special opportunities and choose a school that offers many possibilities.

4) College life.


Consider what your college life will be like after the classroom. Look for a balance between studies, activities, and social life. Every two weeks our guide will take you for a tour. Before choosing a college, find the answers to these questions:

- What extracurricular activities, athletics, and special interest groups are there?
- Does the community around the college offer interesting things for students?
- Are students welcomed by the community?
- Is there an ethnic or religious group in which to take part?
- Is housing guaranteed?

One of the best ways to measure a school's quality and the satisfaction of its students is to find out the percentage of students who return after the first year and the percentage of students who finish school.

 **2) Read the text and in each part (1–4) cross out the information that doesn't belong there. (reading for detail/identifying supporting details sentences)**



3. Here is an extract from the story *The School at the Chalet* by Elinor M. Brent-Dyer.* The Chalet school is a private boarding school in Austria. The book tells how the school was started in 1923.

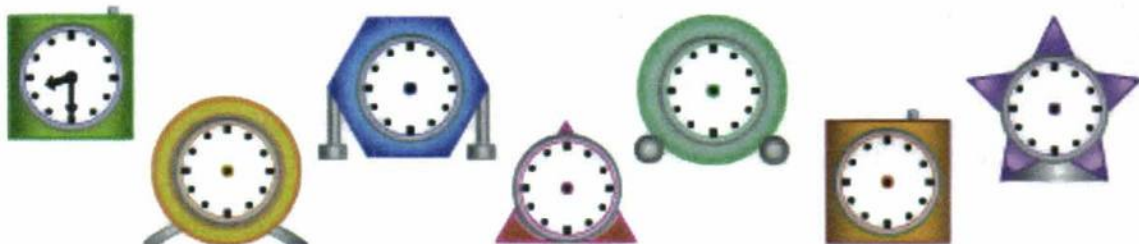
 **1) How big was the school? (reading for specific information)**

The school was quickly settling down, and the twenty girls who made it up already felt a great pride in it. All the day girls stayed for dinner now, arriving at the Chalet by half past eight in the morning and staying till six o'clock in the evening. Lessons began at nine and went on till twelve, when there was a break for the midday meal. At two o'clock they started work again, and went on till four. Tea was at ten past four, and then, from five to six, the Seniors did preparation and the Juniors practised. Twice a week Herr Anserl came up from Spärte¹ and gave music lessons to the more advanced² pupils, while the others learned with Mademoiselle. Miss Maynard taught mathematics and geography through the school, and Miss Bettany was responsible for the English subjects. French, German, and sewing were Mademoiselle's department, and she was form mistress of the Junior form. At present they had only the three forms — Senior, Middle, and Junior.



¹ **Spärte** ['ʃpɜ:tə] — a town in Austria

² **advanced** — успевающий (ученик)

  2) How was the day organised at school? Draw the time on the clocks and write down what was there at that time. (reading for specific information/transcoding information in some other display)




Arriving at school _____

  3) What lessons did the girls have at school and who taught those lessons? (reading for specific information)

Subject	Teacher

4. You are going to read the answers to the question “Should primary schools set homework?” that was asked by *The Guardian*.*

 1) For questions 1–9, choose from the texts (A–C). The texts may be chosen more than once. (reading for specific information)

Who

- 1) is a parent? _____
- 2) is a teacher? _____
- 3) is a pupil? _____
- 4) has a positive opinion about homework? _____
- 5) has mixed opinions about homework? _____
- 6) speaks about the help pupils need while doing homework? _____
- 7) thinks that homework is necessary only for older pupils? _____
- 8) says that nobody has proved that homework is necessary? _____
- 9) says that homework is sometimes difficult but interesting? _____



Should primary schools set homework?

A Pat Cooney

We're discussing homework at the moment. The staff¹ have mixed views; some are for it, especially in classes taking national exams, but it is less regarded² for other age groups. We have decided to ask parents to take part in the discussion. There is no research to show that homework has a positive effect. Some children want to do homework and

that's great. We're going to find out those children who don't have support at home and offer extra support. We will also offer a homework class, which children can take part into. I'll be thrilled if everyone comes, but it's their decision.

B Galium Rampley


We get homework on Monday and we have to hand it in by Friday. We get a maths sheet every time — it's just one sheet, normally it's quite easy, but sometimes it's quite challenging — and we get a literacy sheet. Or we have to discover something about a famous person. And we have spellings we have to learn. The maths sheet I always do on my own. For the literacy, sometimes, if I have to use the computer to research something, I ask my mum to give me a hand. She doesn't mind if I don't ask her to do all the work. I think homework is important in secondary school but not in primary school. There's a school near where I live where they have things to do at home, but not homework like maths, and I think that's a good idea because it teaches you things to do but it's fun.

C Dawn Eagle

My son is four and is just learning all the phonetic reading and writing skills. He already brings home reading lists; it's only 10 minutes every now and then, but a small amount of homework gives you an idea of what they're doing at school and allows you to pick up on using the same techniques as the teachers. I would hate primary school children to have several hours of homework every night, like secondary pupils, but something like half an hour, or perhaps an hour, but not every night, is fine. On the other hand, I like him to be playing outside in the summer, on his bike; it's getting the balance right.

 **2) Vocabulary.** In the text find the combinations with the word *homework*. (extracting cultural information)



 **3) What types of home tasks do children have at British primary schools? Write them out. Mark the tasks which Russian children do at primary school. (relating information to personal experience)**

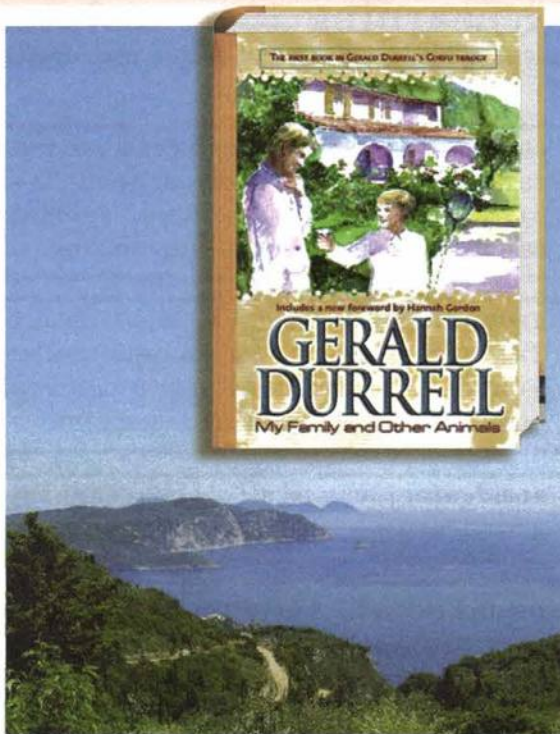
¹ a staff — штат служащих

² to regard — касаться (кого-л., чего-л.), иметь отношение (к кому-л., чему-л.)

5. Here is an extract from the autobiographic book *My Family and Other Animals* by Gerald Durrell.*

1) What kind of schooling did the boy get? (reading for the main idea)

Not long ago after we had settled into the Strawberrypink Villa Mother decided that it was necessary for me to have some sort of education. But where to find this on a remote¹ Greek island? Each member had his or her own idea of what was best for me. "A lot of time for him to learn," said Leslie, "after all, he can read, can't he? I can teach him to shoot, and if we bought a boat I could teach him to sail." "But, dear, that wouldn't *really* be much use to him later," said Mother. "I think it's essen-tial that he learns to dance," said Margo. "Yes, dear; but that sort of thing can come later. He should get some sort of grounding in things like mathematics and French ... and his spelling's terrible." "Literature," said Larry, "that's what he wants, a good grounding in literature. The rest will follow naturally. I've been encouraging him to read some good stuff." "What we want is someone who can teach Gerry and who'll encourage him in his interests." "Well, if you insist on stuffing him full of useless information, I suppose our friend George would try to teach him," said Larry. "That's a good idea," said Mother happily. "Will you go and see him? I think the sooner he starts the better." Gravely George got the task of teaching me. There were no school-books available on the island; he simply searched his own library and appeared in our house with a most unusual selection of books. Patiently he taught me the rudiments² of geography from the maps in the back of an ancient copy of *Pearsons' Cyclopaedia*,^{3*} English from books that ranged from Wilde* to Gibbon,* French from a fat and exciting book called *Le Petit Larousse*⁴ and mathematics from memory. From my point of view, however, the most important thing was that George taught me natural history. He taught me how to observe⁵ and how to note down *observations* in a diary. At once my *enthusiastic* but accidental interest in nature became focused, for I found that by writing things down I could learn and remember much more. The only mornings that I was ever on time for my lessons were those which were given up to natural history.



¹ **remote** — отдаленный; труднодоступный; уединенный

² **rudiments** — начальные знания, основы

³ **an ancient copy of *Pearsons' Cyclopaedia*** — древний экземпляр энциклопедии Пирсона. Карл Пирсон (1857—1936) — английский ученый, автор энциклопедии

⁴ ***Le Petit Larousse*** — фр. маленький Ларус (словарь)

⁵ **to observe** — наблюдать, следить (за чем-л.)



 **2) Learning to translate.** Read the dictionary articles, find the sentences with these words in the text and translate them. (choosing the meaning that fits the context)

essential [ɪ'senʃl] *a* 1) существенный; внутренне присущий, неотъемлемый; затрагивающий существо дела 2) важнейший; необходимый; основной 3) относящийся к эссенции, экстракту, вытяжке из какого-л. растения: **essential oils** 4) неясного происхождения; первичный

grounding ['graʊndɪŋ] *n* 1) основа, основание; образование, учреждение 2) обучение основным принципам или основам предмета (**in**) 3) грунтовка 4) посадка на мель (*с целью осмотра или ремонта судна*) 5) запрещение подниматься в воздух 6) заземление

accidental [ˌæksɪ'dentl] *a* 1) случайный 2) второстепенный; вспомогательный, дополнительный 3) несущественный

focus ['fəʊkəs] *v* 1) собирать, помещать в фокусе; фокусировать, наводить на резкость; сфокусироваться 2) сосредоточивать, обращать (*внимание и т. п.*); сосредоточиваться; концентрироваться (на — on, upon)

  **3) What subjects did each member of the family suggest that Gerald should study? (reading for specific information/making notes)**

The member of the family	The subject

4) What books did Gerald study from? (reading for specific information/making notes)

The subject	The book

 **5) What was Gerald Durrell's* favourite lesson? Why? (using reference materials)**

Reading lesson HOW TO SUCCEED IN LIFE

6. A famous American neurosurgeon Ben Carson wrote about his childhood in the book *Think Big*.

1) What marks did Ben get at school? Was his mother satisfied with his marks at school? (reading for the main idea)

“**B**enjamin, is this your report card?” my mother asked and took the white card from the table.

“Uh, yeah,” I said, trying to speak careless. I had put the card on the table, hoping that she wouldn’t notice it (1) _____.

It was the first report card I had received from Higgins Elementary School since we had moved from Boston to Detroit, only a few months earlier. I had been in the fifth grade only two weeks before, all children considered me the most ignorant kid in the class and made jokes about me.

Now, as Mother examined my report card, she asked, “What’s this grade in reading?” (Her tone of voice told me that I was in trouble.) Mother knew that I wasn’t doing well in math, but she did not know (2) _____.

“Benjamin,” she said, “are these your grades?” She held the card in front of me as if I hadn’t seen it before.

“Oh, yeah, but you know, it doesn’t mean much.”

“No, that’s not true, Bennie. It means a lot.”

“Just a report card.”

“But it’s more than that.”

I prepared to listen, yet I was not all that interested. I did not like school very much and (3) _____. What did I have to look forward to?

“Education is the only way you’re ever going to succeed in life. Do you understand that?”

“Yes, Mother.”

“If you continue getting these kinds of grades you’re going to spend the rest of your life sweeping floors in a factory. That’s not the kind of life that I want for you. You have to work harder. Do you understand that?”

“Yes, Mother.” Each time she paused, I said those words.

The next day was like the previous ones — just another bad day in school, another day of being laughed at because (4) _____ and couldn’t write any word right on the spelling test.

Two evenings after the *episode* with the report card, Mother came home about an hour before our bedtime. Curtis, my brother, and I were watching TV. She walked across the room, switched off the set, and faced both of us. “Boys,” she said, “you’re wasting too much of your time in front of that television. You don’t get an education from staring at television all the time.”

Before either of us could make a protest, she told us, “So from now on, you will not watch television, (5) _____.”

“Just *two* programs?” I couldn’t believe she would say such a terrible thing.

“And *only* after you’ve done your homework. One more thing, you don’t play outside after school until (6) _____. This is what we’re going to do.”

The loss of TV and playtime was bad enough. I got up off the floor, feeling as if everything was against me.

“And that isn’t all,” she said. “Come back, Bennie.”


I turned around, wondering what else there could be.

“In addition,” she said, “to doing your homework, you have to read two books from


the library each week. Every week.”

“Two books? Two?” (7) _____, I had never read a whole book in my life. “Yes, two. When you finish reading them, you must write me a book report just like you do at school. You’re not living up to your *potential*, so I’m going to see that you do. Bennie, is it clear?”


“Yes, Mother.” I agreed to do what Mother told me but I did not like it. Mother was being unfair and wanted more of us than other parents did.

 **2) Fill in the missing parts of the sentences (from a to h) into the correct place in the text (from 1 to 7). There is one letter that you do not need to use. (identifying the internal organisation of a text)**


- a) Even though I was in the fifth grade
- b) I was a really good reader
- c) only two programs each week
- d) I did not do any problem right in arithmetic
- e) until I went to bed
- f) you’ve done all your homework
- g) I was doing so poorly in every subject
- h) there was no reason why I should

 **3) Grammar.** In the text find and translate the sentences with the linking words that mean the following. (understanding relations between the parts of a text through grammatical cohesion devices)

- | | |
|-----------------|---------------------------|
| • с тех пор как | • однако, тем не менее |
| • когда | • хотя |
| • как будто | • поэтому |
| • до тех пор | • прежде чем, до того как |

 **4) Grammar.** In the text find the examples of the Past Perfect Tense and decide what happened first and what happened next. (recognising familiar grammar structures)

First	Next

 **5) Which of the statements below are true and which are false? Prove your opinion using the sentences from the text. (reading for detail)**

- 1) Benjamin and his family were living in Boston.
- 2) Benjamin didn’t want his mother to see his report card.
- 3) Benjamin was the worst pupil in the class.
- 4) His mother knew that Benjamin was bad at all subjects.
- 5) His mother was sure that her son wouldn’t succeed in life.
- 6) The school days for Benjamin were not very happy.
- 7) His mother didn’t want her sons to watch TV all day long.
- 8) His mother didn’t let the boys play outside after school.
- 9) His mother made her children read books and write reports.
- 10) His mother wanted her sons to do the same tasks as all the other children did.

E 6) Did the mother find a good way to help her children to get better marks at school? Why do you think so? (making value judgments)

E 7) Did Benjamin improve his marks at school? What do you think? (predicting outcomes)

7. Here is the next part of the story about the famous American neurosurgeon Ben Carson.

E 1) Did Benjamin improve his marks at school? Read the story and put the paragraphs into the correct order. Underline the words that help you to understand the sequence of events. The first paragraph is in its place. (sequencing)

A The following day was Thursday. After school, Curtis and I walked to the library. We both had no idea about how to select books or which books we wanted to take home. The librarian helped me to check out my first book *Chip, the Dam Builder* — about a beaver.¹

B My reading books about rocks was the first time the information became practical to me. When Curtis and I took the route to school, I began paying attention to the rocks on the road and then see if I could name them. Although I did not realize it, within a very short period of time I became an *expert* on rocks.

C That day — for the first time — I realized that Mother had been right. Reading is the way out of ignorance, and the road to achievement. I did not have to be the most ignorant kid in the class. In a year and a half — by the middle of sixth grade — I had moved to the top of the class.

D Within a month I could find my way around the children's section like someone who had gone there all his life. I had gone through all the animal books, and started reading about plants, then minerals, and finally rocks.

E The following week, a second thing happened that changed my life. When Mr Jaeck, the science teacher, was teaching us about volcanoes, he held up a piece of black, glass-like rock. "Does anybody know what this is? What does it have to do with volcanoes?"

Immediately, I recognized the stone. I raised my hand.

"Yes, Benjamin," Mr Jaeck said.

"That's obsidian," I said, "and it's formed by the supercooling² of lava when it reaches the water."

"That's right!" It was clear he hadn't expected me to give the correct answer.

"Benjamin, that's absolutely, absolutely right," he repeated with enthusiasm in his voice. He turned to the others and said, "That is wonderful!"

F Two things happened in the second half of fifth grade that convinced³ me of the importance of reading books. First, our teacher, Mrs Williamson, had a spelling bee* every Friday afternoon. One Friday, Bobby Farmer, who was the smartest kid in our class, had to spell "agriculture". As soon as the teacher pronounced the word,

¹ a beaver — бобр

² supercooling — (пере)охлаждение

³ to convince — убеждать, уверять (в чем-л.)

I thought, I can spell that word. Just the day before, I had learned it from reading one of my library books. I spelled it under my breath¹, and it was just the way Bobby spelled it.

If I can spell "agriculture", I'll bet I can learn to spell any other word in the world. Just that single word, "agriculture", was enough to give me hope.

2) Word building. In the text, find the words that are formed from the following words and translate them. (guessing the meaning by word formation)

Word	Word from the text	Translation
achieve (v)		
ignorant (a)		
practice (n)		
spell (v)		
important (a)		

3) Did reading help Benjamin to succeed in school? Prove it from the text. (reading for specific information)

8. Here are some jokes about school and pupils.

1) Read the jokes and match them with their endings. There is one extra ending. (predicting outcomes)

A A politician was invited to give a talk to the pupils of the boarding school he had attended as a boy. "When I see your smiling faces before me, it takes me back to my childhood. Why is it, my dear boys and girls, you are all so happy?"

He paused for the rhetorical effect, and a hand went up from the front row. "Well, my lad, what is it?"

B All the kids were trying to impress Grandpa, who had come for a visit. Timmy boasted, "I'm first in arithmetic, Grandpa." Sally said she had come first in the spelling bee. Grandpa asked little Billy: "What are you first in, Billy?"

C A young teacher just beginning his career asks advice of an old member of the faculty: "What have you learned in your years of experience?"

"I've learned the only thing for sure. Often you will find while you are giving a lesson in class that there is one child who always disagrees with you. Tell me, would you stop him?"

"I suppose, I would."



D A little girl came home from school and said to her mother, "Mummy, today in school I was punished for something that I didn't do."

The mother exclaimed, "But that's terrible! I'm going to have a talk with your teacher about this ... by the way, what was it that you didn't do?"

¹ under one's breath — тихо, шепотом

E During an exam before Xmas, one of the students did not know how to answer the question so he wrote: "God knows! I don't. Merry Xmas!"

When the examination papers came back, the student saw that the professor had written on his paper:



- 1) "The reason we are so happy is if you talk long enough we won't have a geography lesson this morning."
- 2) The little girl replied, "My homework."
- 3) "God gets 100, you — 0. Happy New Year!"
- 4) "Well, I'm the first one out of the door when the bell rings."
- 5) The boy replied: "I can't. Besides, I never said it was."
- 6) "Well, don't. He's probably the only one who is listening to you."

2) Grammar. Choose the joke that you like most of all and get ready to retell it to your friend using the reported speech.

9. Here is a poem by Kenn Nesbitt,* a poet who is famous for his humorous poems.

1) Read the poem and fill in the gaps with the correct word. (reading for detail)

AE	BE
recess	break
-ance [əns]	-ance [ɑ:ns]

- | | |
|---|---|
| Forget that two times four is (1) _____. | great/eight/late |
| Forget the name of every (2) _____. | classmate/state/date |
| Forget the answers on the (3) _____. | test/contest/request/guest |
| Forget which way is east or (4) _____. | best/west/protest |
| Forget the myths of ancient (5) _____. | gnome/Rome/some |
| Forget to bring your books from (6) _____. | Tom/poem/home |
| Forget the words you learned to (7) _____. | spell/tell/smell |
| Forget to hear the recess (8) _____. | hotel/bell/well |
| Forget your homeroom teacher's (9) _____. | came/name/shame |
| Forget the after-school (10) _____. | game/explain/fame |
| Forget which team's supposed to (11) _____. | begin/win/grin |
| Forget to turn your homework in. | |
| Forget the distance to the (12) _____. | lagoon/moon/spoon |
| Forget how many days (13) _____. | in June/on the moon/in a tune |
| Forget the capital of (14) _____. | Romance/France/glance |
| But don't forget (15) _____! | to perform your dance/
to wear your pants/
to use your chance |

2) Which rules are important? What humorous rules would you write for your school? (relating information to personal experience)

School — what's next?

1. People of different professions work in the music industry.

1) Who are these people? Match the profession and description. (reading for the main idea)

The accountant



The agent



The DJ



The engineer



The manager



The producer



The stylist



The video maker

A This person may have almost complete control over his performers' careers. He makes all the important business and financial decisions. He manages the project.

B This person's job is to find work for musicians, for example TV shows, live concerts. With new artists this means creating work. With well-known stars it means choosing work from a long list of offers.

C When a song is recorded there are lots of decisions to make. Which instruments and special effects should be used? What rhythm, speed and general atmosphere does the song need? This person is in charge of decisions like these.

D Clothes, hair and make-up are all very important in today's music industry. This person helps to create images in the rock and pop world. They choose stage clothes and put together an artist's "look".

E These days how a song "looks" is as important as how it sounds. These are the people behind rock and pop's three-minute movies.

F Few songs become big hits without extensive¹ airplay.* That's why these people are so important. They are the people who decide which records we hear on the radio and not just the radio.

¹ extensive — обширный

G They control the technical equipment¹ in a recording studio — that means everything from microphones to mixing desks. They help both record producers and musicians to get the best possible results.

H These financial experts give advice on tax, bank accounts, when to buy new equipment and other things. They don't help pop stars to make money, but they help them to keep it.

2) Grammar. In the text find word combinations similar to the following and translate them. (recognizing familiar grammar structures: possessives)

the careers of his performers — _____

a job of this person — _____

a music industry that we have today — _____

movies in rock and pop style that last three minutes — _____

3) Word building: conversation. Complete the table with the words from the text and translate them. (identifying meaning that fits the context)

Verb	Noun	Translation
to control	<u>control</u>	<u>контролировать — контроль</u>
to work	_____	_____
to show	_____	_____
to offer	_____	_____
to look	_____	_____
to record [r'kɔ:d]	_____ [r'ekɔ:d]	_____
to advise	_____	_____

2. Here is an extract from Russell Baker's* autobiography *No Gumption*.

1) Why is the story called *No Gumption*? Which of the characters had gumption? Which of them had no gumption? (reading for the main idea)

gumption [ˈɡʌmpʃn] *n* разг. находчивость, практическая смекалка, инициатива

My mother wanted me to “make something” of myself and, after *evaluating* my strengths, decided I had better start young if I want to keep up with the competition.

But she understood that I had no gumption. My idea of a perfect afternoon was lying in front of the radio rereading my favourite book. Seeing me having a good time, she usually said, “You’ve got no more gumption than a bump on a log.”² Get out in the kitchen and help Doris do those dirty dishes.”

My sister Doris, though two years younger than I, had enough gumption for a dozen people. She enjoyed washing dishes, making beds, and cleaning the house. When she was only seven she could carry a piece of short-weighted cheese back to the A&P* and come back with the full quarter-pound we’d paid for. Doris could have made some-

¹ **equipment** — оборудование

² **a bump on a log** — *idm* пень, чурбан

thing of herself if she hadn't been a girl. In those days the best she could hope for was a career as a nurse or schoolteacher.

When I was eight years old I was supposed to sell the *Saturday Evening Post*, thirty freshly printed copies, every Tuesday.

Tuesday came and I took my magazines and went to the busiest street. When it was supper time, I walked back to the house.

"How many did you sell?" my mother asked.

"None."

"What did you do?"

"Stood on the corner waiting for somebody to buy a *Saturday Evening Post*."

"You just stood there?"

"Didn't sell a single one."

"For God's sake,¹ Russell!"

Afterwards my mother instructed me in salesmanship.² She told me to ring doorbells, address adults with charming self-confidence, pointing out that no one could be without the *Saturday Evening Post*.

But I didn't feel any aptitude³ for salesmanship. I rarely sold my thirty copies. Some weeks I had four or five unsold magazines on Monday evening.

One rainy night I came back with not a single sale to report. My mother told Doris, "Go back down with Buddy and show him how to sell these magazines."

Doris, who was then seven years old, returned with me to the corner of the street. She took a magazine from the bag, and when the traffic light turned red she came to the nearest car and banged her small fist⁴ against the closed window. The driver, probably very surprised, lowered the window to stare, and Doris put a *Saturday Evening Post* into his hand. "You need this magazine, and it only cost a nickel.*" Her salesmanship was super. Before the light changed a few times she sold everything. I was so happy that I bought apples for her.



¹ for God's sake — ради бога

² salesmanship — умение продавать

³ aptitude — склонность

⁴ a fist — кулак

Three years in that job produced at least one valuable result. My mother finally decided that I would never make something of myself in business and started considering careers that required being less competitive. When I was eleven she read my composition marked with an A and agreed that it was very good. "Buddy," she said, "maybe you could be a writer."

2) Find the examples that show that Russell had "no gumption" and Doris had "enough gumption for a dozen people". (reading for detail)

3) Which of the characters had the following qualities? Prove it from the story. (understanding implied ideas)

- kind, considerate, thoughtful, non-competitive
- hard-working, enthusiastic, competitive, showing initiative, successful in business

4) Complete the gist of the story. (understanding the main idea)

Russell had no _____. His mother understood that Russell will not be successful in _____ and thought about some other career for him that required being less _____. When Russell wrote a brilliant _____, she thought that he could be a _____. This career doesn't normally require having _____. Russell had the other _____ that made him a good _____.

3. Mr Wilson in the story *The Red-Headed League* by A. Conan Doyle* got an unusual job.

1) How did Mr Wilson get his job? What did he tell Sherlock Holmes and Dr Watson about it? (reading for detail)

"This was the beginning of all.

TO THE RED-HEADED LEAGUE. The Red-Headed League has one place open with a salary of four pounds a week for simple work. All red-headed men who are older than twenty-one years can apply."

And I decided to go there. Fleet Street was full of men with red hair. Soon we found ourselves in the office. There was nothing in the room but two chairs and a long table, behind which sat a small man whose hair was redder than mine. He said some words to everybody who came up. Then our turn came. 'This is Mr Wilson,' said my assistant. 'And he wants to work for the League.' 'I think this work is his,' the other answered. 'I don't remember when I've seen anything so fine.' 'My name,' said he, 'is Duncan Ross. Have you a family, Mr Wilson?'

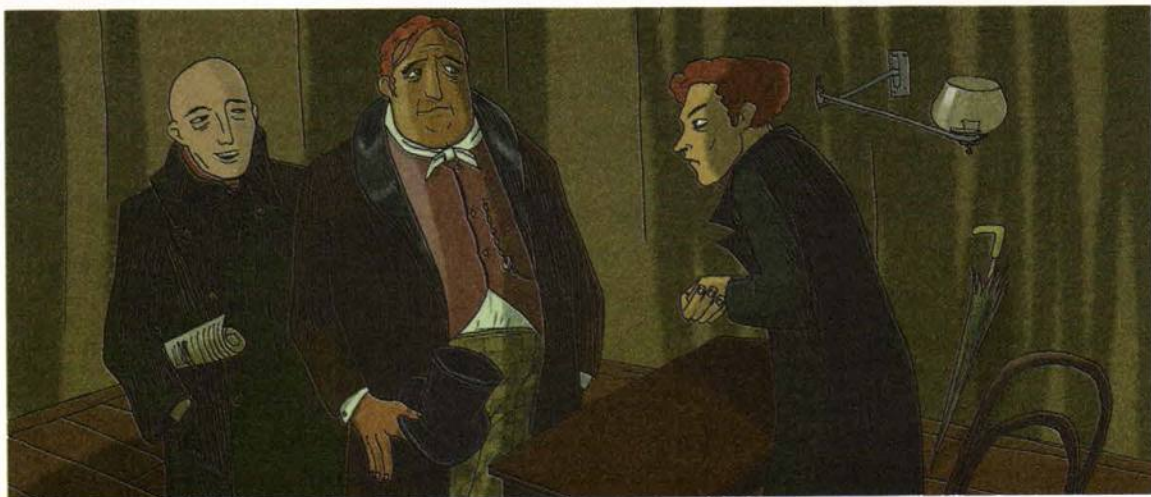
I answered that I had not.

His face became sad. But a few minutes later he said that it would be all right. 'When will you be able to start working?'

'Well, I don't know, because I have a business already,' said I.

'Never mind about it, Mr Wilson!' said my assistant. 'I'll be able to look after that for you.'

'What would be the working hours?' I asked.



‘Ten to two.’

It was very good for me to earn a little in the mornings. I knew that I could rely on my assistant.

‘And the pay?’

‘Is four pounds a week.’

‘And the work?’

‘Is very simple.’

‘What shall I do?’

‘You have to be in the office. If you leave you will lose your position.’

‘It’s only four hours a day,’ said I. ‘And the work?’

‘It is to copy out the Encyclopedia. You must bring your own pens and paper, but we’ll give you this table and chair. Will you be ready tomorrow?’

‘Yes,’ I answered.

‘Then goodbye, Mr Wilson, and let me congratulate you once more.’

I went home with my assistant. I was very happy.

I thought over the matter all day, and by evening I was not sure about taking this place. In the morning I decided to have a look at it, so I bought a pen and some paper and went to the office.

To my surprise everything was right. Mr Duncan Ross was there. He gave me to start from the letter A, and then he left me; but he came in from time to time to see that all was right with me. At two o’clock he said goodbye, and locked¹ the door of the office. This went on day after day, Mr Holmes, and on Saturdays the manager gave me four pounds for my work. Every morning I was there at ten, and every afternoon I left at two. I never left the room for a moment, because I didn’t want to lose my work. Then suddenly everything came to an end. This morning I went to my work as usual at ten o’clock, but the door was locked. There was a note on the door.

?

The Red-Headed League is dissolved.²

October. 9. 1890.

?

¹ to lock — запереть на замок

² to dissolve — прекращать деятельность

2) Grammar. Look at the highlighted pronouns in the story and fill in the table. Which words do these pronouns refer to? (understanding references)

Subject	Object	Possessive	Possessive
I		my (assistant)	
			yours
	him		
she	her	her (work)	hers
		its (house)	
	us		ours
they	them	their (work)	theirs

3) Vocabulary. Are the following statements True (T) or False (F)? Prove it from the story. (reading for detail/identifying familiar lexical items: phrasal verbs)

- 1) Duncan Ross spoke to everybody who arrived. _____
- 2) Mr Wilson went into details talking about his family. _____
- 3) Mr Wilson turned out to be the person who was chosen. _____
- 4) Mr Wilson found out information about the Red-Headed League. _____
- 5) Mr Wilson's assistant promised to take care of the business. _____
- 6) The work dealt with translating the Encyclopedia. _____
- 7) When Mr Wilson seriously considered the matter, he was unsure about that job. _____
- 8) That work continued day after day. _____
- 9) One day Mr Wilson arrived and found out the door closed. _____

4) What was good about the job that Mr Wilson got? What was not so good? (making value judgments)

5) What was suspicious about the job advertisement and the job interview? What should Mr Wilson have done? (making value judgments)

4. Here is an extract from the book *The Client* by John Grisham.*

1) How did Mark (the 11-year-old boy) become Reggie Love's client? (reading for the main idea)

Mark explored the second floor. More lawyers. He passed a few of them in the hall. They were too busy to notice.

A security guard suddenly appeared and walked slowly toward him. Mark looked at the next door. The words REGGIE LOVE — LAWYER were painted on it in small letters, and he turned the handle and stepped inside. The small reception¹ area was quiet and empty.² Not a single client was waiting. Two chairs and a sofa sat around a glass table. Soft music came from above. A young man with a tie but no coat stood from his desk. "May I help you?" he asked quite pleasantly.

"Yes. I need to see a lawyer."

¹ a reception — приемная

² empty — пустой

"You're a bit young to need a lawyer, aren't you?"

"Yes, but I'm having some problems. Are you Reggie Love?"

"No. Reggie's in the back. I'm her secretary. What's your name?"

He was her secretary. Reggie was a she. The secretary was a he. "Uh, Mark Sway. You're a secretary?"

"And a paralegal.* Why aren't you in school?" A *nameplate* on the desk identified him as Clint Van Hooser.

"So you're not a lawyer?"

"No. Reggie's the lawyer."

"Then I need to speak with Reggie."

"She's busy right now. Have a seat." He showed at the sofa.

21 "How long will it be?" Mark asked.

"I don't know. I'll tell her you're here. Maybe she can see you for a minute."

"It's very important."



The kid was nervous and sincere.¹ His eyes looked at the door as if someone had followed him there. "Are you in trouble, Mark?" Clint asked.

"Yes."

"What type of trouble? You need to tell me a little about it, or Reggie won't talk to you."

"I'm supposed to talk to the FBI* at noon, and I think I need a lawyer."

29 This was good enough. "It'll be a minute."

  2) Choose the correct answer. Prove it from the text.

1 Why did Mark choose Reggie Love?

a Mark liked the name on the door.

b There were no other lawyers in the hall.

c It was by accident. Mark was frightened of speaking with the guard.



¹ **sincere** — искренний

- 2 What was Mark surprised by in Reggie Love's office?
 - a The lawyer was a woman and the secretary was a man.
 - b The young man he met there wasn't a lawyer.
 - c Clint had a nameplate on the desk.
- 3 Does the word "it" in line 21 refer to ...
 - a the sofa?
 - b the seat?
 - c the process of waiting?
- 4 Clint guessed that Mark was in trouble because ...
 - a the boy looked worried and frightened.
 - b the boy asked Clint a lot of questions.
 - c somebody followed the boy.
- 5 "This was good enough" in line 29 means ...
 - a "The work of the FBI was good."
 - b "Clint was satisfied with the explanation about the FBI."
 - c "Reggie Love was a good lawyer."
- 6 "They were too busy to notice" in line 2 means ...
 - a «Они были тоже заняты и не обратили внимания (на Марка)».
 - b «Они были слишком заняты, чтобы обратить внимание (на Марка)».
 - c «Они были слишком заняты, чтобы записать».

3) Find the sentences that mean the following. (recognizing specific functions)

- 1) How Clint offered his help.
- 2) How Mark accepted Clint's help.
- 3) How Clint supposed that Mark was too young to need a lawyer.
- 4) How Mark checked that he had understood about Clint's job.
- 5) How Clint offered Mark to sit down.
- 6) How Clint promised to tell Reggie about Mark.
- 7) How Clint advised Mark to give him some information.
- 8) How Clint said that he would leave Mark for a short time.

5. Working abroad is a great experience.

1) Read two stories. Look at the pictures. Which picture illustrates which story?
(reading for the main idea)



Henry Howell has been working as a ski guide at the Austrian resort of St Anton. Since leaving school he has worked each winter in the Alps and each summer at a resort in Greece.

"I have an unusual weekly schedule. Sundays are spent at the airport picking up our new guests. Mondays and Tuesdays are spent guiding our guests around the resort. On Wednesdays I'm behind the customer service desk, Thursday I have off, Friday and Saturday nights I'm working behind the bar.

As soon as I left school I made a decision to go abroad. (1) _____, and, since then, I've done everything from laundry boy to restaurant supervisor.

At the end of my first working season they asked me (2) _____. As I came from a sailing background,¹ (3) _____.

I've visited lots of Europe and I definitely feel I have a career path in the making because my boss really looks after the staff.

To do well in this job you need a bit of stamina² but, most of all, you need to be good at dealing with people. (4) _____. I'm there to sort out any problems our clients have and to make sure they have a great holiday."



Peter Magee is now back in the UK after studying for an MBA* and working in the US as a management consultant specialising in IT projects.

"I decided to study for an MBA in America. I had been working as a software engineer for BT* and realised that (5) _____ if I wanted to change my career.


I applied to Dartmouth Business School, one of the oldest in the US, and was lucky enough to get a place. At the end of the course I was offered a job at New York office. Then I applied for a job in Atlanta. It was a very interesting time for me — my work was very stimulating. Unfortunately, the money for the project ran out and (6) _____. It was IBM* that sent me back to work in its UK office. It wasn't exciting so I left.

When I came back to the UK for a job interview and (7) _____, they were only interested in my O Levels.* It was crazy."

 **2)** The sentences (a—g) have been removed from the articles.

Divide them into two groups. (identifying supporting details sentences)

- a) even though I'd been to one the US's most famous business schools and had worked with some top companies
- b) I needed a formal business qualification
- c) I started teaching windsurfing
- d) I was let go but I quickly joined IBM in a similar role
- e) Languages aren't that important but having the right attitude is
- f) My first job was working as a barman at the Italian resort of Clavier
- g) whether I would like to go and work at one of their Greek centres

 **3)** Fill in the gaps in the articles (1—7) with the sentences (a—g) that have been removed from the articles. (understanding relations within a text)

¹ **background** — происхождение

² **stamina** — выносливость, стойкость

4) Vocabulary. Who is this information about — Henry or Peter? Prove it from the stories. (reading for detail; identifying familiar lexical items: phrasal verbs)

- _____ *deals with* the clients' problems.
- _____ *collects* the people from the airport.
- _____ thinks that his boss *takes care* of the people he works with.
- _____ worked in a project when *there was no money left*.
- _____ *doesn't work on* Thursdays.
- _____ *returned* to his country.

5) Whose career is better? Why? (making value judgments)

6. Here are two stories about two teenagers, Kevin and Biddy. Kevin is a foreign exchange student from Great Britain living with Rae and her family in the USA. Biddy is an American girl. Kevin and Biddy both wanted to get a part-time job.

1) Read the story about Kevin. Was he successful in finding the job he wanted? (reading for the main idea)

"I might have a job. Dr Williams said they needed someone to feed the small animals and clean the cages," said Kevin to Rae and Nick (his father, who came when heard about an accident).

"With the arm that is broken? Wouldn't it be too hard on you?" said Nick.

"No. It's just two hours twice a week. Dr Williams practically promised I could have the job and I don't want to miss this chance."

"But are you sure you want to take on a job? Everything's still so new for you and right now, with a broken arm ..."

"This is nothing. And I really don't want to miss this opportunity." He hoped to attend university in the United States, he explained, and Dansby was his first choice because of its veterinary college. Being known there might help him get there. "It has a high rating, you know."

"I've heard," Nick said. He knew about the world-famous Dansby School of Veterinary Medicine and about Kevin's plans to be a veterinarian ...

After the job interview Kevin greeted them with an enthusiastic shout. "I got the job!" He told them he didn't get the feeding and cage-cleaning job because of his arm. But he would replace a receptionist¹ for two hours after school twice a week. He seemed satisfied; after all he'd still have contact with the animals.

from *Foreign Affair* by Eva Rutland

2) Read the story about Biddy. Was she successful in finding the job she wanted? (reading for the main idea)

The front door opened and Biddy came in. "Where've you been?" asked Kate.

Biddy sat down on Granny's *hassock*.

"Want some supper?" asked Kate.

"I've had supper."

"Where?"

"I don't have to tell you, but I have a job." Biddy took off her *flats*, massaging her feet. "I ate there."

"What kind of a job?" asked Kate.

¹ a receptionist — регистратор

"I'm a *carhop*. I'm waiting on cars at the drive-in.* Torrey told me to."

"Biddy, I did not," said Torrey.

"You said I should have earned some money for camp. It's too late for camp. But money is money. We could use some."

"You should have asked your Mum," said Kate.

"No, I shouldn't. There's only one way to get a job. Not talk about it, just go and get it."

"Do you like it?" asked Torrey.

"I don't know yet. It's hard work. The trays are heavy, and your feet hurt, and there aren't enough girls to go around, and the people in cars become angry, and Mr Towser, he is the manager, is always saying, 'Get a move on, girls, you're very slow,' and I think the uniforms aren't smart. But you get paid every week, and I get a lot of tips*."

from *Bright Particular Star* by Marion Garthwaite

3) What do the highlighted words mean in the story about Biddy? (guessing meaning by context)



AE

a hassock
flats
a carhop

BE


a pouf [pu:f]
shoes with very low heels
a waiter/waitress

4) What are the differences in the attitudes of Kevin and Biddy to work? Fill in the table. (reading for detail/making notes)

	Kevin	Biddy
What work did they do?		
Why did they start to work?		
What were their impressions about the work?		

Reading lesson TORREY THORNE'S JOB

7. Torrey is a main character in the story *Bright Particular Star* by Marion Garthwaite.

 1) Look at the expressions from the story. Do you think Torrey Thorne was an experienced worker? (interpreting figurative language; anticipating)

an appointment — a meeting at an agreed time

arrangements — the way in which sth is organised

a credit — a successfully completed part of a course

a degree — qualification

to get sth straight — to understand clearly

to get the hang of — to learn how to do sth

the ropes — all the things someone needs to know to do a job

 2) Read the story to check your predictions about Torrey's experience. (reading for the main idea)

On Monday morning Torrey went down to the [] after phoning for an appointment. A pleasant-faced girl took her to Mr Brock's office.

"Thanks, Miss Clavel. Good morning, Miss Thorne." He rose and shook hands with her. He's nice, thought Torrey. She took the chair he offered, and he sat down in the chair before a desk littered with papers, books, a chart, and letters.

"I understand you have a college degree and a year of [] school, but not a [] degree, is that it?"

Torrey agreed.

"Then we can only offer you half-time employment for the present. It has been suggested that you might like to complete the credits for your degree."

"I'd like to try."

"No reason why you can't. Want to try the half-time job for a week or two and see how it goes?"

"I haven't had much practical experience, Mr Brock. Will there be someone to show me the ropes?"

"Clarissa Clavel, the girl who brought you in. She's a top specialist. She'll help you if you need it. All [] work is a mass of detail, as you must realize, after a year in [] school. But while books and records are important, people are more so. And children," he added, "are more important than anybody. Which do you prefer, morning or afternoon?"

Torrey hadn't thought about that.

"How about afternoons to start with?" Mr Brock suggested. "Then you can see what is offered at [] School. If your classes come in the morning, we can continue the arrangement, or we can change if necessary. There are always more children here in the afternoon."...

The morning flew by with too many things to learn all at once. Torrey's head was spinning with the complex details.

She enjoyed working with Clarissa, admiring her quick mind, her knowledge, her easy and good-natured way of dealing with the children who came in. Torrey liked the children. They let her help them find the books they wanted. She liked it.

"Think I'll ever get it straight?" she asked Clarissa.

"Sure. You're doing all right. It takes some people weeks to get the hang of all those cards and numbers. And you're fine with the children."

"I made a lot of mistakes."

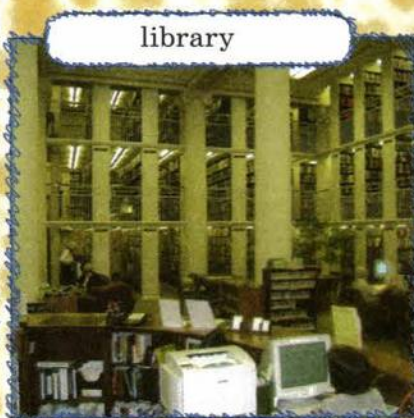
"Everybody does when they first come in. Nobody on the outside has any idea how much there is to learn about a _____."

Torrey went home feeling encouraged. She had a job she was sure she would like and she was earning money.

The next afternoon Torrey spent learning about a _____. There seemed to be no end to the things she had to learn, details of filing and sorting and shelving. She had learned the principles at _____ school, but each _____ had certain rules and arrangements of its own. These had been found to work and had been carried along through the years because it would involve too much time and trouble to change them.



school



library



hospital

3) Where did Torrey work? What is _____? Choose from the following. Find the words to prove your choice. (identifying supporting details)

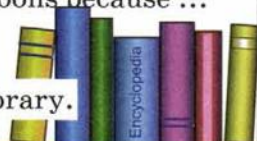
4) What have you learnt about Torrey's job? Choose the correct answer. (reading for detail)

1 Torrey could only get half-time employment because ...

- a there was no full-time employment in the library.
- b she didn't have a library degree.
- c she didn't have practical experience.

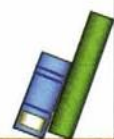
2 Mr Brock suggested that Torrey would work in the afternoons because ...

- a Torrey might need mornings for studying.
- b Clarissa worked in the mornings.
- c there weren't so many people in the afternoon in the library.



3 Torrey liked working with Clarissa because ...

- a Clarissa did everything quickly.
- b Clarissa was a skilled specialist and a good person.
- c Clarissa helped her to find books for children.




4 It was difficult to work in the library because ...


- a it was not easy to find out the rules of the library.
- b the books in the library were too heavy to carry.
- c in different libraries the rules were different.



5 "They let her help them find the books they wanted" means ...

- a «Они предлагали ей помощь и находили книги, какие хотели».
- b «Они хотели, чтобы она помогала им найти книги».
- c «Они разрешали ей помогать находить нужные им книги».

 **5) Did Torrey like her job? Add the information about Torrey to the table (ex. 6.4). Compare the jobs Torrey, Kevin and Biddy had. What are the advantages and disadvantages of these jobs? (making value judgments)**

 **6) Grammar.** Find the examples of the following grammar structures. (recognizing familiar grammar structures)

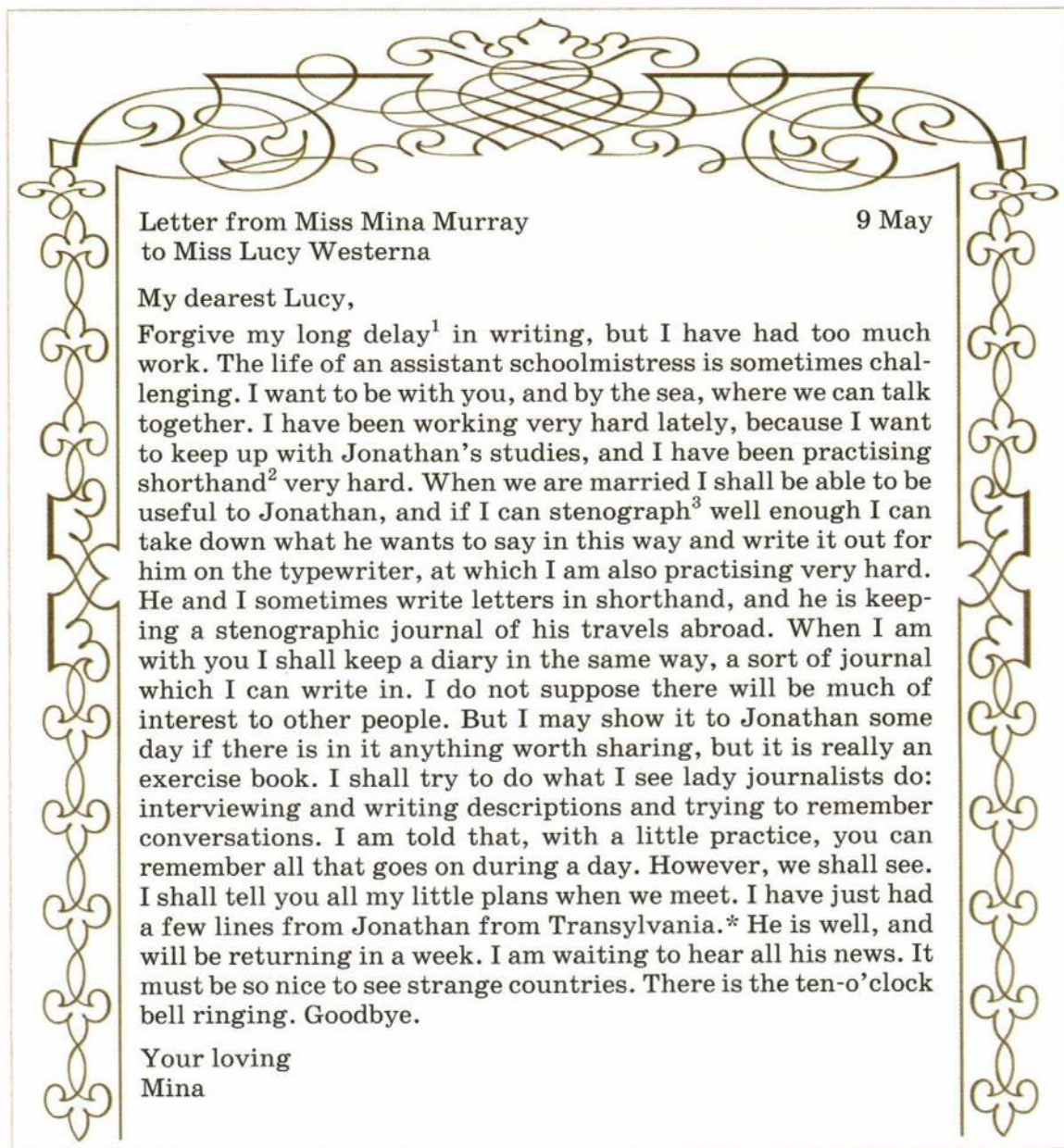
Present Perfect	Present Perfect Passive	Past Perfect	Past Perfect Passive

 **7) Grammar.** Find in the story the English equivalents of the following phrases. (recognizing familiar grammar structures: indefinite pronouns)

- 1) ... будет *кто-нибудь* ...
- 2) ... *вся* работа ...
- 3) ... чем *кто-либо* ...
- 4) ... *некоторым* людям ...
- 5) ... *все* эти карточки ...
- 6) *Все* делают ...
- 7) *Никто* ... не имеет представления ...
- 8) ... *нет никакого* конца ...
- 9) ... *каждая* библиотека ...

8. Here is a letter from the book *Dracula* by Bram Stoker.*

1) Is the relationship between the writer of the letter and the addressee formal or informal? Prove it. (identifying the function of a text)



2) What news did Mina write about in her letter? (reading for detail)

3) **Grammar.** Find in the letter the sentences with If-/When-clauses and translate these sentences. (recognizing familiar grammar structures: If-/When-clauses)

¹ a delay — задержка

² shorthand — стенография

³ stenograph — уст. стенографировать

 4) What conclusions can we come to after reading the letter? Mark the sentences below with

A (if they are the author's opinion);

F (fact);

P (opinion of other people).

- 1) For practising shorthand it is useful to write a diary in this way. ____
- 2) Mina's diary won't be interesting for other people. ____
- 3) Journalists try to remember conversations. ____
- 4) A person can remember everything that was said or happened during the day. ____
- 5) Mina has some plans for the future. ____
- 6) Jonathan isn't in England. ____
- 7) It is interesting to travel abroad. ____

9. This is Oliver Myles's account of a gap year spent in "the university of life".

 1) Look at the pictures. Guess where Oliver spent his gap year. (interpreting illustrations/anticipating)



 2) Read the story to check your predictions. (reading for specific information)

I have always been keen on the idea of travelling. Once I left school I realized I could do it. I spent eight months away altogether — four months in South East Asia, three months in Australia, and then a final month back in Thailand.

At first I travelled in Asia with my friend, Deke, and then met up with another surfing friend from home in Australia. But I realised that you can still feel lonely, whoever you are with, wherever you are. The biggest culture shock for me was being the only white person in the street. It was a wonderful lesson for me and allowed me to understand the *immigrant* population at home much more.

Bangkok is a massive change from London; everything is greater — the sounds, the smells and the *heat*. The language barrier was a big shock. But the people were so warm and so friendly. Every day in South East Asia was a new experience. You learn new things about the way the world works and you learn new things about yourself. I went to Australia for one reason only — surfing. After Asia, Australia was so much

like home. Australia is so beautiful because it has so much space.¹ The beaches go on so far — perfect white sand and crystal clear water. I did little else except surf, but I don't regret it. Travelling isn't just about seeing new places all the time; it's about people and relationships.

While I was away I met so many people from different backgrounds, both *locals* and travellers like myself. I learned so much from them all.

There are always downsides when you travel and for me it was homesickness. I didn't miss home in a geographical sense, but I missed my family. Sometimes when I felt lonely I just wanted to be home with my mum and dad.

Travelling certainly gives you a sense of freedom. When you are on the road you think and think for hours; you analyse your life and everything around. I've always been a deep thinker; maybe sometimes I think too much. When I was away I had time to examine my life. I know my qualities. I have learned that your *surroundings* mean nothing; you can be unhappy in paradise.² Wherever you run, any problems that you have will follow you. My outlook on life is a little more positive than before. I have now realised that we live in a beautiful world and there are beautiful people.

3) Which paragraphs do the pictures illustrate? (reading for specific information)

4) What did Oliver see and learn in each place? What did he like? What was a shock to him? (reading for detail)

5) **Word building: compound nouns.** Read the dictionary articles and guess what the following words in the story mean. Match them with the translations.

back — указывает на расположение сзади, в тылу

down — указывает на снижение, ухудшение

out — указывает на расположение вне чего-л.

back + ground = background

down + side = downside

out + look = outlook

взгляд (на мир), мировоззрение

недостаток, отрицательная сторона

происхождение, образование

6) Find in the story the equivalents of the following phrases and translate them.

- no matter with who
- no matter where

7) Translate the following sentences. Could they be in Oliver's account? (developing meaning grammar)

- Whoever you meet, you learn so much from them.
- The people were friendly, wherever I went.
- Whenever you come to Australia, it is beautiful.
- Whichever place you visit, you will like it.
- You will miss your relatives, however beautiful the surroundings are.
- Whatever you do, your parents will love you.

8) What did Oliver mean by "the university of life"? (drawing conclusions)

¹ a space — пространство

² a paradise — рай

My country in the world

1. For more than a thousand years Britain has had queens and kings. Being queen or king is a really busy job.

1) Vocabulary. Which of the following do you think the British Queen Elizabeth II does every day? Match the English phrases with the translations.

- | | |
|--|--|
| 1) goes through the correspondence | a) принимает послов |
| 2) receives ambassadors | b) дарует награды |
| 3) confers awards | c) дает аудиенцию премьер-министру |
| 4) gives an audience to prime minister | d) обсуждает государственные дела |
| 5) discusses affairs of state | e) имеет много встреч |
| 6) has many engagements | f) изучает секретные правительственные документы |
| 7) pores over confidential government papers | g) просматривает корреспонденцию |

2) Read through the article *It Starts With Tea: A Day in the Life of Queen Elizabeth II* by Catherine Fay de Lestrac to check your suppositions. (reading for specific information)



A She lives in splendid palaces and meets thousands of people every year, but in her private life, Britain's Queen Elizabeth II leads an ordinary life.

B "Some 339 people work full-time for her and 250 part-time — but fewer than a dozen come in regular personal contact with her," said Brian Hoey, royal *expert* and author of *Life With the Queen*.

C During a regular day at Buckingham Palace, her official London residence, Queen Elizabeth wakes up at 7.30 am and has a cup of tea with milk. Her bedside radio is tuned to BBC Radio Four as she likes to listen to the influential *Today* programme.

D A great lover of horses, Queen Elizabeth enjoys reading the *Racing Post* newspaper at breakfast with her husband Prince Philip.

E At 9.30 am, she meets her private secretary, who has already gone through the correspondence. Together, they go through the day's programme — receiving a new ambassador, visits to hospitals, schools or factories.

F Occasionally, she invites famous faces, artists or business people to lunch. Sometimes, other royals are invited to join her at the palace. However, she is more likely to eat a light lunch alone. "It's not an informal occasion, with the children saying, 'Mum, can I join you?'" The Queen will send a message to invite them," Hoey said. Her daughter Princess Anne curtsseys¹ and kisses her, while her sons Princes Charles, Andrew and Edward, bow,² then kiss her hand, then kiss her on the cheek.


G Every afternoon at 2.30 pm, the Queen goes for a walk in the palace grounds. "The rule is that if anybody is in the garden, except the gardeners, they must leave. Nobody is allowed to talk to her unless she speaks first. She likes to be left on her own because it's her thinking time," Hoey said. The rest of the afternoon is devoted to the queen's social duties. She is a supporter of more than 620 organisations and charities and 1.1 million people have been to her famous summer garden parties. Since becoming queen in 1952, Queen Elizabeth has conferred over 387,700 awards.

H Every Tuesday at 6.30 pm, she gives an audience to the British Prime Minister to discuss affairs of state. "Nobody else is present, no notes are taken, no prime minister has ever said what goes on," Hoey said.

I Queen Elizabeth, if she has no engagements, spends her evenings in her private rooms. She fills in a crossword, often watches television and goes to bed at around 11 pm. However, the lights stay on until midnight as the queen pores over confidential government papers which are brought to her every day, wherever in the world she is, in traditional red boxes.


 **3) Which paragraph(s) give(s) the following information about the Queen? (reading for detail)**

- | | |
|--------------------------|------------------------------------|
| 1) The Queen's residence | 4) The Queen's family |
| 2) The Queen's hobbies | 5) The Queen's spare time |
| 3) The Queen's duties | 6) The rules of treating the Queen |

 **4) Queen Elizabeth II has a busy working day.**

Choose the sentences in the article that prove this. (reading for detail)

2. There are a lot of funny short stories about different famous people. Below are some of them.

 **1) Read the story about George Bernard Shaw. What is the gist of it? Choose the best answer and explain your choice. (reading for the main idea)**

¹ to curtsy — приседать, делать реверанс

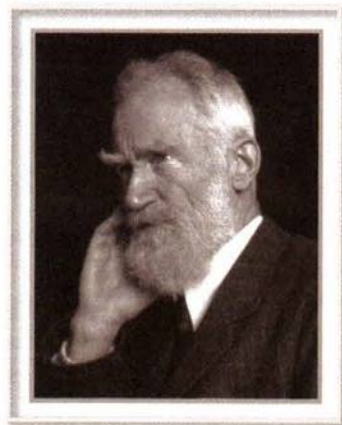
² to bow — кланяться

- 1) B. Shaw liked the music the girl was playing.
- 2) B. Shaw liked the way the girl was playing the piano.
- 3) B. Shaw didn't like the way the girl was playing the piano.

When George Bernard Shaw was still a young *critic* he was invited as a guest to a family party. When he came into a room, he heard the daughter of the host playing the piano.

"I have heard," she said very sweetly, turning round to the visitor, "that you are fond of music."

"I am," answered Shaw, "but never mind! Go on playing!"



2) What did B. Shaw hear when he came into the room? Find the answer in the text and translate the sentence.

Learning to translate

Если после глаголов *to see, to watch, to notice, to hear, to feel* употребляется оборот «объектный падеж с причастием настоящего времени», который представляет собой сочетание местоимения в объектном падеже или существительного в общем падеже и причастия настоящего времени, то на русский язык оборот переводится причастным оборотом или дополнительным придаточным предложением, начинающимся с союза «как» или «что».

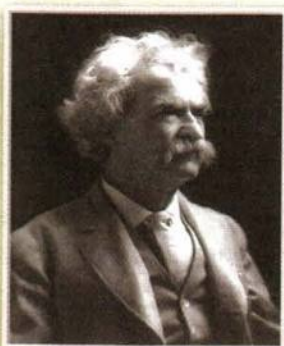
He **saw a girl playing** the piano. Он увидел **девочку, играющую на пианино.**
Он увидел, **что девочка играла на пианино.**

3) The following sentences are taken from the stories on p. 84. Translate the sentences and put them in the correct places in the stories. Two sentences are taken from one story. (reading for detail, understanding relations within a text)

- 1) He saw the neighbour reading in an armchair.
- 2) He saw a thief climbing over the wall of the neighbour's garden.
- 3) She saw the scientist standing near the lamp and looking at the egg.
- 4) He saw the author reading in an armchair in his garden.



Th. Gainsborough



M. Twain



I. Newton

A Thomas Gainsborough, one of England's most famous 18th-century painters, discovered his talent in an unusual way. As a boy he lived in the country. Once he was walking near his father's house. He had a look at the man, went back home and was able to draw a good likeness¹ of the thief. When Tom's father heard the story and saw the picture, he took it to the police at once. It was such a good likeness that quite soon the thief was caught.

B Once Mark Twain came to his neighbour's house to borrow a book. He told him what he had come for.

"Why, of course," replied the man, "I'll be very glad to let you read the book, but I must ask you to read it here. I never let anyone take my books away from my house." Some days later, the neighbour wanted to borrow Mark Twain's lawn-mower.² He told him what he had come for.

"Why, of course," replied Twain, "I'll be very glad to let you use the lawn-mower, but I must ask you to use it here. I never let anyone take my lawn-mower away from my garden."

C Isaac Newton, the mathematical genius, usually had his lunch in his room. One day, his servant came in with an egg that she wanted to boil for him over a special little lamp that stood by his desk. Newton didn't want her to interrupt him, and he told her he would boil the egg himself. She put the egg on the desk near his watch and went away, after explaining that the egg was supposed to boil no more than two and a half minutes. Some time later, the servant wanted to see whether Newton had finished his lunch. She was greatly surprised when she came into the room. The egg was in his hand, while his watch was boiling in the hot water.

 **4) Choose the best title for each story. Explain your choice. There is one extra title. (understanding the main idea)**

- a) A forgetful scientist.
- b) A good lesson.
- c) An accidental discovery.
- d) An absent-minded³ scientist.

3. Here is a humorous article about the future of English which describes some possible changes in the English spelling.

 **1) Which of these changes in the spelling will take place? What do you think? (anticipating)**

The letter K will replace the letter C.


заменит

Double letters will be removed.

Двойные буквы будут убраны.

Letters that are not pronounced will be dropped.

будут опущены

 **2) Read the article and complete the table about the changes in the English spelling during the five years. (reading for specific information, making notes)**

¹ a likeness — портрет

² a lawn-mower — газонокосилка

³ absent-minded — рассеянный

Year	Changes in spelling	Example
1st year	's' will replace the soft 'c'	certainly

The European Union* has announced an agreement that English will be the official language of the EU. It has been also agreed that English spelling has some room¹ for improvement and a five-year plan that will be known as Euro-English has been accepted.

In the first year, 's' will replace the soft 'c'. Certainly sivil servants will reseive this news with joy. Also, the hard 'c' will be replaced with 'k'. This should klear up konfusun and keyboards kan have one less letter.

There will be growing publik enthusiasm in the sekond year, when the troublesome 'ph' will be replaced with 'f'. This will make words like 'fotograf' 20 per cent shorter.

In the third year, publik akseptanse of the new spelling kan be ekspektet to reach the stage where more komplikated changes are possible. Governments will enkourage the removal of double letters, which have always ben a dificult point to akurate spel-ing. Also, al wil agre that there is a horrible mes of 'e' which is not pronounced and it should go away.

In the fourth year, peopl wil be replasing 'th' with 'z' and 'w' with 'v'.

During ze fifz year, ze unesesary 'o' kan be dropd from vords kontaining 'o', and similar changes vud of kors be aplid to ozer kombinations of leters.

After zis fifz yer, ve vil hav a reli sensibl riten styl. Zer vil be no mor trubls or difikultis and evrivun vil find it ezi tu understand ech ozer. ZE DREM VIL FINALI KUM TRU!

3) What is the aim of the changes in the English spelling? (reading for specific information)

4) Do you think the aim will be achieved? (expressing personal opinions)

5) Write the last paragraph of the article in clear English.

4. Read questions and answers for the quiz *Are you a good language learner?*

1) Which answers (a, b or c) deserve two points, one point and no points at all? (expressing personal opinions)

1 When I learn a new word ...

- a I sometimes make pictures in my head to help me to remember it.
- b I repeat it several times.
- c I write it in my vocabulary book.

2 When I read a text and see a word I don't know ...

- a I try to guess its meaning.
- b I look it up in a dictionary.
- c I stop reading the text.

¹ a room — зд. возможность

- 3 When I see a new grammar point ...
 - a I try to work out the grammatical rule.
 - b I read about it in a grammar book.
 - c I ignore it.
- 4 When I hear a word I don't know ...
 - a I try to guess its meaning.
 - b I ask someone for an explanation.
 - c I don't keep on listening.
- 5 When the teacher asks me at the lesson ...
 - a I think carefully about what to say.
 - b I start speaking at once.
 - c I say nothing because I worry about making mistakes.
- 6 When I do my homework ...
 - a I reread what I have written and check for mistakes.
 - b I check my work for mistakes.
 - c I finish writing and close my exercise book.
- 7 Before a test ...
 - a I revise the material of the unit.
 - b I revise grammatical rules.
 - c I don't revise at all.

d ! 2) Suggest another answer for d. How many points does it deserve?

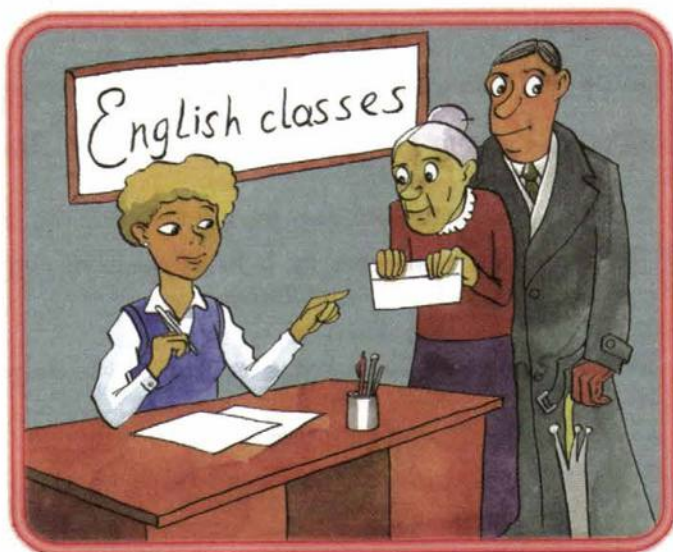
d ! 3) Write another question with possible answers for the quiz.

5. Here is a humorous story *On Not Knowing English* by G. Mikes.

1) Which situations from the author's experience do the pictures illustrate? Match the pictures with the paragraphs. (reading for the main idea)



1



2

A When I was sent to England in 1938 I thought I knew English quite well. In Budapest my English proved quite fluent. I could get along with it. On arrival in this country, I found that Budapest English was quite different from London English. I found Budapest English much better in many ways.

B In England I found two difficulties. First: I did not understand people, and secondly: they did not understand me. It was easier with written texts. Whenever I read a leading article in *The Times*, I understood everything perfectly well, except that I could never make out whether *The Times* was for or against something. In those days I put this down to my poor knowledge of English.

C The first step in my progress was when people started understanding me while I still could not understand them. This was the most talkative period of my life. I reached the stage of intelligibility quickly, thanks to a friend of mine who discovered an important linguistic secret, namely that the English mutter and mumble. Once we noticed a sausage-like thing in a shop window marked pork brawn.¹ We decided to buy some for our supper. We entered the shop and I said: "A quarter of pork brawn, please." "What was that?" asked the shopkeeper. "A quarter of pork brawn, please," I repeated. I repeated it again. I repeated it a dozen times with no success. I talked slowly and softly; I shouted. The shopkeeper still had no idea whether we wanted to buy or sell something. Then my friend had a good idea. "Leave it to me," he said in Hungarian and started mumbling. The shopkeeper's eyes lit up: "I see," he said happily, "you want a quarter of pork brawn. Why didn't you say so?"

D The next stage was that I began to understand foreigners, but not the English or the Americans. The more terrible a foreign accent someone had, the clearer he sounded to me.

E But time passed and my knowledge and understanding of English grew slowly. Until the time came when I began to be very proud of my knowledge of English.

F Some years ago my mother came here from Hungary on a visit. She expressed her wish to take English lessons, which some of her friends attended. I accompanied her to the school and we were received by a *clerk*. I asked about the various classes and said that we were interested in the class for *beginners*. I received all the necessary information and had a *lengthy* conversation with the woman, in the belief that my English sounded lively and idiomatic. Finally, I paid the fees for my mother.

2) Vocabulary. Find the sentences or parts of the sentences in the story similar in meaning to the following. (reading for detail)

- 1) In Budapest I spoke English quite fluently. **(A)**
- 2) When I came to England I understood that Budapest English was quite different from London English. **(A)**
- 3) I came to the conclusion that Budapest English was much better than London English. **(A)**
- 4) I could never understand whether *The Times* agreed or disagreed with something. **(B)**
- 5) I thought that it was caused by my not very good knowledge of English. **(B)**
- 6) This was the period when I spoke English a lot. **(C)**
- 7) The time when people began to understand me came quickly. **(C)**
- 8) The secret was that the English speak too quietly and not very clearly so that other people can't understand them. **(C)**
- 9) While talking with the woman, he believed that his speech was natural and fluent. **(F)**

¹ **pork brawn** — мясное блюдо из свинины (зельц)

3) In the story the underlined words refer to something mentioned before or after. Who or what do they refer to? Complete the table. (understanding references)

The pronoun	Who or what it refers to

4) The author writes that the process of learning and understanding English was slow and had some stages.

What were these stages? (reading for detail)

5) Which is the original ending of the story? Choose the answer and explain your choice. (predicting outcomes)

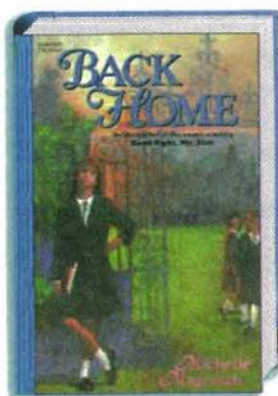
- a) She looked at me with surprise and asked: "Only for one? And what about you?"
- b) She looked at me with surprise and asked: "Where did you learn to speak perfect English?"

Reading lesson AT THE ENGLISH LESSON

6. Virginia Dickinson (Rusty is her nickname) returned home to England after five years of evacuation in America (1945). She started attending a boarding school.

Here is a passage from the book *Back Home* by Michelle Magorian which describes an English lesson at the school.

1) Which beginning fits the passage most? (reading for the main idea)



A After break came English. Here, at least, thought Rusty, was a subject she would be able to succeed in. But she was wrong.

B After break came English. Here, at least, thought Rusty, was a subject she would be able to succeed in. And she was right.

"This term we shall be reading *A Tale of Two Cities*.* By Charles Dickens," Miss Webster said, looking at Rusty. "I don't suppose they've ever heard of him from where you've just come," she added with sarcasm in her voice. Rusty flushed.

In turn, each girl began to read from the first chapters. Never once raising their head from the page, they mumbled monotonously into the textbook, and sometimes so quietly that Rusty could hardly hear. At last her name was called. It was a dialogue. Rusty read with gusto, not noticing that Miss Webster and the girls were exchanging wry looks.

"That will be enough," the teacher said, but Rusty did not hear. "That will be enough," she repeated. Rusty looked up. "But I just started." "It's a pity you did," the teacher said. A round of giggles.

"And I think until you stop talking in that affected manner, you'd best not read again." She turned to the girl next to her. "Gladys Crawley, continue."

Gladys Crawley continued in the monotonous tone of the other girls.

Rusty stared at the pages of her book, swallowing down tears of rage.

When enough of *A Tale of Two Cities* had been read, Miss Webster rose and began writing on the blackboard from a book. "This is your homework," she said. "Copy it into your notebooks."

At the top of the board she wrote, "'To a Skylark' by Percy Bysshe Shelley.*"

As Rusty stared up at the words, she remembered that *Skylark* was one of Skeet's¹ favourite records. Dinah Shore sang the song. The others were busy writing down the first verse.

When the teacher had finished writing out six verses, she began walking around the desks, looking over the girls' shoulders as they hurriedly went on writing. When she reached Rusty's desk, Rusty looked up at her.

"Those are pretty lines, aren't they?" she said.

"Did I ask you to speak?" Miss Webster said angrily.

"No, ma'am," said Rusty, startled.

"No, Miss Webster," the teacher corrected. She picked up Rusty's notebook, took one look at it and threw it down on the desk. "And this writing will not do. Didn't you learn anything at your American school?"

"What's wrong with my writing?" said Rusty.

"Have I asked you to speak?"

"Uh-huh," Rusty said with confidence.

"Virginia Dickinson, when you have completed one hundred lines of 'I will not be insolent', you will begin some simple writing exercises." She came up to her desk.

"Come up here," she said.

Rusty left her desk.

"This," Miss Webster said, indicating an exercise book, "is for improving your writing. You will write within these red lines. And this book here," she said, throwing a small textbook on top, "is the style of writing we require. Now please take it with you."

As Rusty walked back to her desk, the class rose to their feet.

"You have a week to learn those six verses. I expect you to be word-perfect. You will receive your essay on Wednesday."

"Yes, Miss Webster," they all *chorused*. "Thank you, Miss Webster. Good morning, Miss Webster."

E 2) What did the pupils do in the English lesson? Read the statements and decide if the information is true or false. Prove it from the story. (reading for detail)

- 1) The girls read the first chapters from *A Tale of Two Cities*.
- 2) They acted out some dialogues from the novel.
- 3) The pupils copied *To a Skylark* from the board into their notebooks.
- 4) They read Percy Bysshe Shelley's poem.
- 5) They listened to D. Shore's performing of the song.
- 6) They did some exercises to improve their spelling.

¹ Skeet was Rusty's American friend.

3) What was the pupils' homework? (reading for specific information)

4) **Vocabulary.** Find the English equivalents of the following Russian phrases. Translate the sentences with them. How do they characterize the atmosphere of the lesson? (reading for specific information, understanding implied ideas)

- | | |
|---------------------------------|-----------------------|
| • с сарказмом | • хихиканье, смешки |
| • покраснеть | • жеманные манеры |
| • монотонно бормотать | • глотать слезы гнева |
| • читать с удовольствием | • вздрагивать |
| • обмениваться косыми взглядами | • дерзкий, вызывающий |

5) What was Miss Webster's attitude to Rusty in the lesson? Choose the correct statements. Correct the false statements. Prove it from the story. (reading for detail)

- 1) Miss Webster liked the way Rusty was reading the dialogue from the story.
- 2) The teacher disapproved of Rusty's informal behaviour at the lesson.
- 3) Miss Webster was against calling her "madam".
- 4) The teacher was glad that Rusty had nice writing.
- 5) Miss Webster punished Rusty for being insolent at the lesson.

6) Did the pupils like English lessons? What do you think? (expressing personal opinions)

7. There are different kinds of books that can help tourists when they travel abroad.

1) What kind of book are the characters from *Three Men on the Bummel* by Jerome K. Jerome discussing? Choose the correct variant. (reading for detail)



1) It was a guide to English conversation for the use of German travellers.¹

2) It was a guide to German conversation for the use of English travellers.

He handed me a small book. It included "On a Steamboat", "At the Doctor's"; its longest chapter being devoted to conversation in a railway carriage. At the end of the book was a supplement, giving the German traveller hints concerning the *preservation* of his health and *comfort* during his stay in English towns; chief among such hints being advice to him to always travel with *disinfectant* powder, to always lock his bedroom door at night, and to always carefully count his small change. "It is not a brilliant *publication*," I remarked, handing the book back to George; "it is not a book that personally I would recommend to any German about to visit England;

¹ зд. англо-немецкий разговорник


I think it would get him *disliked*. But I have read books published in London for the use of English travellers abroad as *foolish*. Some *educated* idiot, *misunderstanding* seven languages, would seem to write these books for the *misinformation* and false *guidance* of modern Europe."

"You can't but agree," said George, "that these books are in large request. They are bought by the thousand, I know. In every town in Europe there must be people going about talking this sort of thing."


"Maybe," I replied, "but fortunately, nobody understands them. I have noticed, myself, men standing on railway platforms and at street corners reading aloud from such books. Nobody knows what language they are speaking; nobody has the slightest knowledge of what they are saying."

George said: "Maybe you are right; my idea is to see what would happen if they were understood. My proposal is to get to London early on Wednesday morning, and spend an hour or two going about and shopping with the help of this book. There are one or two little things I want — a hat and a pair of bedroom slippers. I want to try this sort of talk where I can properly judge of its effect. I want to see how the foreigner feels when he is talked to in this way."


Harris examined the book, especially the chapters dealing with the purchase of shoes and hats. He said: "If George talks to any *bootmaker* or any *hatter* the things that are put down here, it is not support he will want; it is carrying to the hospital that he will need."

 **2) Word building.** Find the words with prefixes *dis-*, *mis-* in the text and translate them. (guessing meaning by word formation)


Prefixes	Words	Translation
dis- — противоположное действие mis- — противоположное действие, значение неправильности		

 **3) What was included in the content of the conversation guide? Choose the correct statements. Prove it from the text. (reading for detail)**


- a guide to Europe
- conversations in typical situations
- advice for travellers
- supplementary information in seven languages

 **4) The friends expressed their opinions about conversation guides. Mark the following statements true (T) or false (F). (reading for detail)**

- 1) The author would recommend using the guide while travelling in England.
- 2) The author thought that these books gave false information about the European countries.
- 3) George considered such books to be very popular.
- 4) George thought that the book gave incorrect pronunciation.
- 5) Harris was afraid that the information could cause trouble.

 **5) How did the friends decide to check the effect of the book? (reading for specific information)**

8. In the story *I Am the United States* the author expresses some ideas about his country.

 1) What things, places and people does the author associate with the USA? Fill in the table. Use the information on pp. 93–94, if necessary. (using reference materials, making notes)

Population	
Geography	
Education	
Industries	
Historical events	
Famous places	
Famous people: politicians inventors writers and poets army people	

I Am the United States

I was born on July 4, 1776 and the Declaration of Independence is my birth certificate. I am many things, and many people. I am the United States.

I am 212 million living souls — and the ghost of millions who have lived and died for me. I am Washington, Jefferson and Patrick Henry. I am Lee, Grant and Abe Lincoln.

I remember the Alamo and Pearl Harbor. When freedom called, I answered and stayed until it was over, over there.

I am the wheat fields of Kansas and the granite hills of Vermont. I am the fertile lands of the West, the Golden Gate and the Grand Canyon.

I am big. I sprawl from the Atlantic to the Pacific, 3 million square miles throbbing with industry. I am more than 5 million farms. I am forest, field, mountain and desert. I am quiet villages — and cities that never sleep.

You can look at me and see Ben Franklin walking down the streets of Philadelphia with a bread loaf under his arm. You can see Betsy Ross with her needle. You can see the lights of Christmas, and hear the strains of *Auld Lang Syne* as the calendar turns.

I am 169,000 schools and colleges, and 250,000 churches where my people worship God as they think best. I am an editorial in a newspaper and a letter to a congressman.

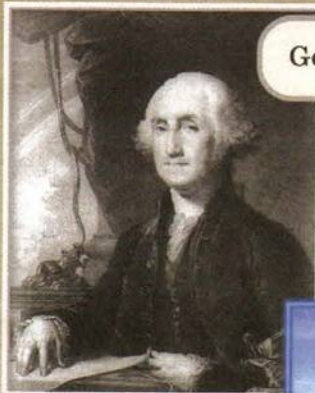
I am Stephen Foster. I am Tom Edison, Albert Einstein and the Wright brothers.

I am Longfellow, Harriet Beecher Stowe, Walt Whitman and Thomas Paine.

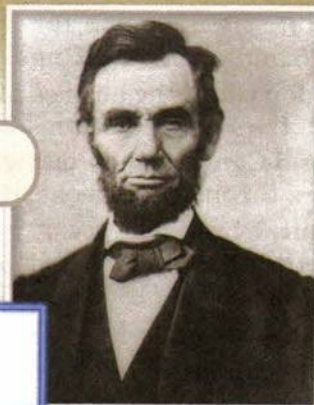
Yes, I am a nation and these are the things that I am.

I am the United States.

Author unknown



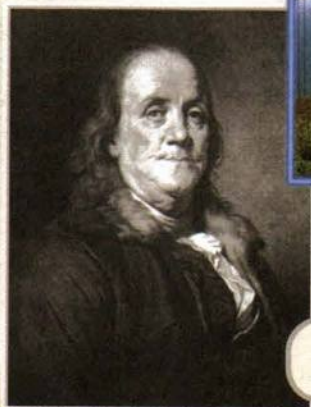
George Washington



Abraham Lincoln



The Golden Gate



Benjamin Franklin



Betsy Ross

Alamo, the ['æləməʊ] an army building in San Antonio in Texas famous in American history because it was defended in 1836 against several thousand Mexicans by only about 180 men led by Davy Crockett. The Americans were all killed, but their brave actions encouraged others, and Texas later became part of the US. The phrase "Remember the Alamo" is sometimes used to encourage people to continue doing something very difficult.

Auld Lang Syne [ɔːld læŋ 'zaɪn] an old Scottish song that is traditionally sung in the UK and the US at midnight on New Year's Eve.

Declaration of Independence, the [ˌdeklə'reɪʃn əv ɪndɪ'pendəns] the document that declared the freedom of the original 13 American colonies from British rule.

Edison, Thomas Alva ['edɪsən, 'tɒməs 'ælvə] (1847—1931) an inventor famous for the light bulb, also for an early microphone, record player, and equipment for the cinema, telegraph, and telephone.

Einstein, Albert ['aɪnstain, 'ælbət] (1879—1955) an American physicist, born in Germany, who studied the behaviour of atoms and formed the Theory of Relativity.

Foster, Stephen ['fɒstə, 'stɪvən] (1826—1864) a songwriter remembered for his many popular songs known to most Americans such as *Oh Susanna* and *Camptown Races*.

Franklin, Benjamin ['fræŋklɪn, 'bendʒəmin] (1706—1790) a politician, scientist and writer. He is known for his involvement in the Declaration of Independence in 1776 and for his writings.

Golden Gate, the an area of water which connects San Francisco Bay in California with the Pacific Ocean.

Grand Canyon, the ['grænd 'kænjən] an extremely large gorge cut over millions of years through the rocks of Arizona, USA.

Grant, Ulysses S. ['grɑ:nt, jʊ'lsɪz] (1822—1885) an army general and commander of the Union army during the American Civil War. He later became the 18th president of the US (1869—1877).

Henry, Patrick ['henrɪ, 'pætrɪk] (1736—1799) a leader during the American Revolution, famous for his phrase "Give me liberty, or give me death!"

Jefferson, Thomas ['dʒefəsən, 'tɒməs] (1743—1826) the third president of the USA (1801—1809). Jefferson wrote a large part of the Declaration of Independence.

Kansas ['kænzəs] (*written abbrev.* KS) a state in the Great Plains area of Central US which produces a lot of wheat.

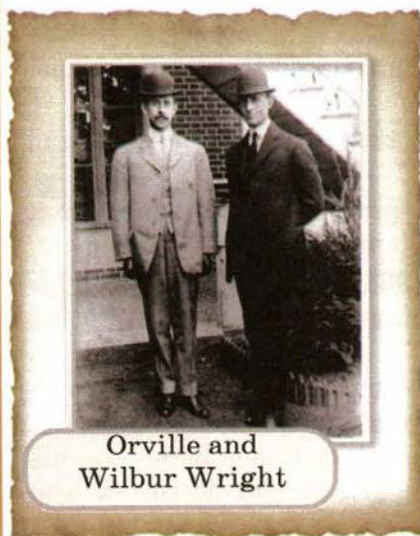
Lee, General Robert E. ['li:, dʒenrəl 'rɒbət] (1807—1870) an army general and commander of the Confederate army during the American Civil War (1861—1865), often considered to be the best general of the war.

Lincoln, Abraham ['lɪŋkən, 'eɪbrəhəm] (1809—1865) a self-educated lawyer, Republican President of the US (1861—1865).

Longfellow, Henry Wadsworth ['lɒŋfeləʊ, 'henrɪ 'wɒdzwəθ] (1807—1882) a popular poet who is known for his long poems about US legends such as *The Song of Hiawatha*, *Paul Revere's Ride* and others.

Paine, Thomas ['peɪn, 'tɒməs] (1737—1809) an American political thinker and writer, born in England. His most famous books are *The Rights of Man* and *The Age of Reason*.

Pearl Harbor ['pɜ:l 'hɑ:bə] an American naval base in Hawaii which was the scene of a surprise Japanese air attack in 1941 which brought the USA into the Second World War.



Orville and
Wilbur Wright

Ross, Betsy ['rɒs, 'betʃɪ] (1752—1836) the woman who is believed to have made the first US flag.

Stowe, Harriet Beecher ['stəʊ, 'hæriət 'bi:tʃə] (1811—1896) a writer most famous for her book *Uncle Tom's Cabin*.

Vermont [və'mɒnt] (*written abbrev.* VT) a state in the Northeastern US, which produces many minerals.



Washington, George ['wɒʃɪŋtən, 'dʒɔ:ʒ] (1732—1799) the first president of the USA.

Whitman, Walt ['wɪtmən, 'wɔ:lt] (1819—1892) a writer remembered for his poetry which celebrates nature and the value of freedom.

Wright brothers, the ['raɪt brʌðəz] two brothers, Orville Wright (1871—1948) and Wilbur Wright (1867—1912), who built and flew the world's first plane in 1903, at Kitty Hawk in North Carolina.

Our school yearbook

1. Each year, a lot of people come to their schools for a weekend to celebrate Homecoming.

  1) **Vocabulary.** Here are some words connected with the tradition.

Can you guess what Homecoming means? Is there any similar tradition in Russian schools? (anticipating)

alumni [ə'lamnaɪ] *pl* — pupils who left school sometime ago

festivities *pl* — joyful events

alma mater [ˌælmə 'mɑ:tə] — university or school at which one was or is being taught

sociable *a* — общительный; **socialize** *v* — ?; **socializing** *n* — ?





school parade

bonfire



pep rally*

  2) Answer the following questions while reading about the tradition of Homecoming. (reading for specific information)

- When is Homecoming celebrated?
- Where did the tradition of Homecoming come from?

Homecoming is an annual tradition of the United States of America, when schools and colleges come together, usually for a weekend in late September or October, to welcome back alumni.

The tradition of Homecoming most likely grew from alumni football games which have been held at colleges and universities since the early 1900s. It is supposed that the very first homecoming was initiated at the University of Illinois in 1910 when some students decided the university needed an annual party for

• Who is Homecoming organised for?

• What are the traditional events of Homecoming?

• What do the students do during Spirit Week?

• What is the main event of the Homecoming?

alumni and college students. The tradition has been followed nationwide. By the 1920s Homecoming was widely celebrated across the USA.

Homecoming is usually set around a central event, such as a game of football, basketball, or parade of the school's marching band, "Homecoming Dances", and, of course, the coronation of the Queen and King. The first homecoming queen was elected in the 1930s. She not only had to be pretty and popular but also had to be approved by the students and tested for charm. At some big schools, the football or the basketball game is the most widely recognized and heavily attended event of the Homecoming week. Alumni gather from all around the world to return to their alma mater to take part in the festivities, enjoy music and socialize. Many Homecoming celebrations hold a parade. The parade includes the school's marching band and different school organizations. The parade is often a part of special activities scheduled for that day, which can also include a pep rally and end with a bonfire.

Some schools have special dress-up days, called "Spirit Week", where students are allowed to wear clothing suitable to the Homecoming. Students and alumni traditionally wear clothing with their school's name, or clothing and make-up of their school's colors.

The Homecoming Dance is usually the culminating event of the week. The Queen and the King usually have at least one slow dance together, after which they are free to dance with whomever they wish. The tradition of Homecoming sometimes is considered to be old-fashioned but still every year a lot of people come to take part in the socializing and excitement of the Homecoming atmosphere.

E 3) Do you have a tradition of Homecoming at your school? How do you celebrate it? Use the questions and the text to tell about the celebrations. (relating information to personal experience)

2. Cynthia is the character in the book *Middle School Blues* by Lou Kassem.

E 1) Why does Cynthia rank among the most outstanding students of her school? (reading for detail)

Before I knew it, it was Honors Night. Mom and Dad were coming to my last concert. I was nervous and a little sad. One piece we were playing was the saxophone section. I sure hoped I didn't goof it up.¹

"Okay, I'm ready. I'll have to take my other clothes to change into."

"I have them. Let's go or we'll never find a parking place," Mom said.

She was right. The parking lot and all the side streets were full of cars. Honors Night is a big deal² at Ruffner. It's kind of a mini-graduation for ninth graders, awards night, and band concert all rolled into³ one evening.

¹ to goof up = to spoil

² a big deal — важное событие

³ to roll into — объединять

The auditorium was full.

When the curtain rose everyone stood while the ninth graders marched in. When everyone was seated, the ninth grade members came up on stage.

Mr Zale welcomed everyone and gave a short speech.

We played two selections.¹

Mr Zale gave out some awards.

We played another piece.

More awards.

We played our last selection, the one featuring² the saxophones. (I thought this one got louder applause.)

Mr Zale came to the microphone again. "Our last award is a new one. This year the Literary Guild is sponsoring a creative writing contest. First place winners will receive twenty-five dollars; second place, fifteen; and third place, ten. The first place winners will also have their work take part in the state creative writing contest. I am pleased to introduce Dr Merritt, who will present these awards."

"Thank you, Mr Zale. It is indeed a pleasure to be presenting these awards to seventh, eighth, and ninth graders. It gives me hope for the future. I teach English at Maymount College and you have no idea how many college students can't write a complete sentence, much less an essay, poem, or short story. Not so with these young people. Their work is excellent and your teachers are to be mentioned. However, I'm sure the parents should be thanked as well. You have supported and assisted their efforts. I congratulate all of you."

"Since we are honoring our ninth grade students tonight I will begin with them ..."

The names and the applause went on and on — like a dream.

"... First place in essay, Cynthia Jane Cunningham for her essay entitled 'Friendship'."

"You did this essay right," Dr Merritt said, presenting me with the check. "Congratulations."

I moved back to my chair. I'd done it! I'd actually done something of real value.

I don't remember playing our last piece, but I guess I did.

When the curtains closed, everyone gathered around to congratulate me.



¹ a selection — избранное произведение

² to feature — уделять особое внимание

2) Vocabulary. How was Honors Night organised? Complete the extract using the words from the story instead of the underlined Russian words. (learning to translate)

Honors Night was always (*очень важное событие*) _____ at Ruffner school. It included a graduation for ninth graders, awards night, and school band concert. At the beginning of Honors Night, Mr Zale (*сердечно поприветствовал*) _____ the students and their parents and (*выступил с краткой речью*) _____. Then he began to (*раздавать награды*) _____. After that he (*представил*) _____ Dr Merritt. Dr Merritt came to the microphone to (*вручать*) _____ the awards to the winners of the creative writing contest. The prize winners of the contest got both prize money and could (*принять участие*) _____ in the state creative writing contest. When Dr Merritt (*преподнес*) _____ Cynthia with the check for the first place she was very happy. After the concert Cynthia's friends (*поздравили*) _____ her.

3) Are there any traditional festivities to honour the most outstanding pupils at your school? How are they organised? Use the words from the story to describe the celebrations. (relating information to personal experience)

Reading lesson

THINKING ABOUT YOUR FUTURE

3. Sonny and his brother are the characters in the story *Sonny's Blues* by James Baldwin.

1) What questions does Sonny's brother ask him? Find the appropriate place for the questions in the story. (understanding relations within a text)

- 1) Who's this Parker?
- 2) You mean, you want to be a drummer?¹
- 3) Can you make a living² at it?
- 4) What kind of musician do you want to be?
- 5) What do you want to do?

“

_____” I asked him.

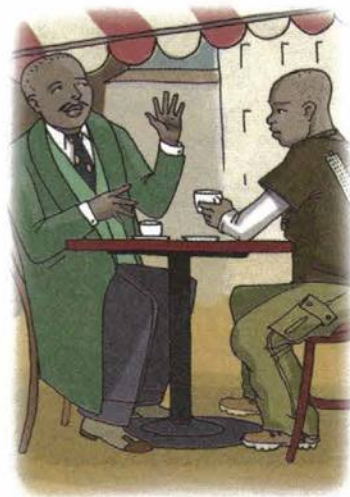
“I’m going to be a musician,” he said.

“_____” I somehow had the feeling that being a drummer might be all right for other people but not for my brother Sonny.

“I don’t think,” he said, looking at me very gravely, “that I’ll ever be a good drummer. But I think I can play a piano.” I’d never played the role of the older brother quite so seriously before. I didn’t really understand. So I asked: “_____”

¹ a drummer — барабанщик

² to make a living — зарабатывать на жизнь



He grinned. "How many kinds do you think there are?"

"Be serious," I said.

He laughed and then looked at me. "I am serious."

"Well, then, stop kidding around¹ and answer a serious question. I mean, do you want to be a concert pianist, you want to play classical music and all that, or — or what?" Long before I finished he was laughing again.

"Well, you may think it is funny now, but it's not going to be so funny when you have to make your living at **it**." I was furious because he was laughing at me and I didn't know why. "No," he said, very serious now, and afraid, perhaps, that he'd hurt me, "I don't want to be a classical pianist. That isn't what interests me. I want to play with — jazz musicians." He stopped. "I want to play jazz," he said.

Well, the word had never before sounded as heavy, as real, as **it** sounded that afternoon in Sonny's mouth. I just looked at him. I simply couldn't see why he'd want to spend his time hanging around nightclubs, while people pushed each other around a dance floor. I had never thought about **it** before, but I suppose I had always put jazz musicians in a class with what Daddy called "good-time people".²

"Are you serious?"

"Yes, I'm serious."

He looked more helpless than ever, and annoyed, and deeply hurt.

I suggested, helpfully: "You mean — like Louis Armstrong?*"

"No. I'm not talking about none of that old-time."

"Well, look, Sonny, I'm sorry, don't get mad. I just don't get it, that's all. Name **somebody** — you know, a jazz musician you admire."

"Bird."

"Who?"

"Bird! Charlie Parker*!"

I was surprised and then a little amused to discover that I was unconfident. "You'll have to be patient with me. _____"

"He's just one of the greatest jazz musicians alive," said Sonny. "Maybe the greatest," he added, bitterly, "that's probably why you never heard of **him**."

"All right," I said, "I'm ignorant. I'm sorry. I'll go out and buy all the records right away, all right?"

"It doesn't," said Sonny, with dignity, "make any difference to me. I don't care what you listen to."

I was beginning to realize that I'd never seen him so upset before. Still, I asked: "Doesn't all **this** take a lot of time? _____"

"Everything takes time," he said, "and — well, yes, sure, I can make a living at it. But what I don't seem to be able to make you understand is that **it** is the only thing I want to do."

"Well, Sonny," I said, gently, "you know people can't always do exactly what **they** want to do —"

"No, I don't know **that**," said Sonny, surprising me. "I think people ought to do what they want to do."

"You getting to be a big boy," I said desperately, "it is time you started thinking about your future."

"I'm thinking about my future," said Sonny, grimly. "I think about **it** all the time."

¹ to kid around — провести, обмануть (кого-л.)

² "good-time people" — гуляки

2) How did Sonny answer his brother's questions? (reading for detail)

3) In the passage, all the highlighted words refer to something mentioned before or after in the story.

Who or what do the underlined pronouns refer to? Read the passage carefully and complete the table. (understanding references)

	Refers to something		Who or what it refers to
	before	after	
He	✓		Sonny

4) The word choice the author uses in the story helps to describe the characters' feelings. Find out who the following adjectives and adverbs refer to. Translate the sentences with them. Use a dictionary if necessary. (considering author's intention; learning to translate)

Adjective	Who?	Translation
furious		
afraid		
helpless		
annoyed		
deeply hurt		
mad		
surprised		
amused		
patient		
ignorant		
upset		

Adverb	Verb it goes to	Who?	Translation
gravely			
seriously			
helpfully			
bitterly			
gently			
desperately			
grimly			

5) What did Sonny want to be? Why? Prove it from the text.

6) Did Sonny's brother approve of his career choice? Why? Why not?

7) Sonny and his brother have different opinions about the profession of jazz musician. Whose opinion do you side with? (expressing personal opinions)

Linguistic and cultural guide

A&P ['eɪ ən 'pi:] (**Atlantic and Pacific**) «Атлантик энд Пасифик» — a food-company store.

airplay ['eəpleɪ] трансляция звукозаписи — the performance of a song, musical selection, or other musical piece on the air by a radio or TV station.

Alcott, Louisa May ['ɔːlkət, luː'ɪzə 'meɪ] (1832—1888) Луиза Мэй Олкотт — an American novelist. She is best known for the novel *Little Women*, published in 1868. This novel is based on her childhood experiences with her three sisters.

Armstrong, Louis ['ɑːmstrɒŋ, 'luːi] (1900—1971) Луи Армстронг — a famous US jazz musician and leader of a band. He played the trumpet and sang with a rough voice. Many people think he was the greatest of all jazz musicians.

Austen, Jane ['ɒstɪn, 'dʒeɪn] (1775—1817) Джейн Остин — an English novelist, whose works include *Sense and Sensibility* («Разум и чувства»), *Pride and Prejudice* («Гордость и предубеждение»), *Emma*. Her masterful use of language and irony made Austen one of the most influential and honoured novelists in English literature. *Pride and Prejudice* was first published in 1813, it is the most famous of Jane Austen's novels and one of the first romantic comedies in the history of the novel.

Baker, Russell ['beɪkə, 'rʌsl] (born 1925) Рассел Бейкер — a British writer, a reporter, a fiction writer and a political satirist. He wrote about a variety of subjects and his articles earned him a Pulitzer Prize. He is known for his book *Growing Up* which is about his life.

baroque [bə'rɒk] *adj, n* барокко (*стиль*) — (of the) highly ornate (нарядный) style fashionable in the arts (esp. architecture) in Europe in the 17th and 18th centuries.

Belsham, William ['belfəm, 'wɪljəm]: **Essays Philosophical and Moral, Historical and Literary** «Эссе Уильяма Белшема» — published in 1799. Belsham (1752—1827) took an early interest in politics and literature. Belsham's works contained a lot of criticism and comments on other writers.

Blake, Quentin ['bleɪk, 'kwentɪn] (born 1932) Квентин Блейк — a British cartoonist, illustrator and children's book author. Quentin Blake gained a reputation as a fantastic and humorous illustrator of numerous children's books and has illustrated over 300 books. His illustrations for the stories of Roald Dahl have brought him international fame.

Branford Boase Award, the ['brænfəd 'bəʊz ə'wɔːd] литературная премия Брэнфорд Боуз — a British literary award presented annually to an outstanding novel for young people by a first-time writer. At the same time, it marks the important contribution of the editor in identifying a new talent.

Brent-Dyer, Elinor M. [ˌbrent'daɪə, 'elɪnə] (1894—1969) Элинора М. Брент-Дайер — a well-known children's author who wrote over 100 books. Her most popular *Chalet School* series began in 1925 with the publication of *The School at the Chalet* and ended in 1970 with the publication of *Prefects of the Chalet School*, the series consisting of 58 books in all.

Brontë, Charlotte ['brɒntɪ, 'ʃɑ:lət] (1816—1855) **Шарлотта Бронте** — an English writer, the sister of Anne and Emily Brontë, best known for her novel *Jane Eyre*.

BT Group [bi: 'ti: ,gru:p] (**British Telecommunications**; also previously as **British Telecom**) «Би-ти» («Бритиш телеком») — (is still commonly known as such amongst the older general public) the privatized UK state telecommunications operator. It is the dominant fixed line telecommunications and Internet provider in the United Kingdom. BT Group is currently the largest communications service provider in the United Kingdom and in Europe.

Chepstow Castle [ˌtʃɛpstəʊ 'kɑ:sl] **замок Чепстоу** — the oldest surviving stone fortification in Britain. William the Conqueror ordered its construction in 1067. It was designed by the master castle builder of the time, William Fitzosbern.

Children's Book of the Year Awards [ˌtʃɪldrənz 'buk əv ðə 'jiə ə'wɔ:dz] **премия «Детская книга года»** — the annual awards for books with readers under the age of eighteen, and presented in five categories.

Colwin, Laurie ['kɒlwɪn, 'lɔ:ri] (1944—1992) **Лори Ко́львин** — an American author. Her work first appeared in *The New Yorker* and in 1974 her first collection of short stories was published. Her published works include *Passion and Affect* (1974), *Shine On, Bright and Dangerous Object* (1975), *Happy All the Time* (1978), *The Lone Pilgrim* (1981), *Family Happiness* (1982), *Another Marvelous Thing* (1988), *Home Cooking* (1988), *Goodbye Without Leaving* (1990). Her last two books, *More Home Cooking* and *A Big Storm Knocked It Over*, were published in 1993.

Conan Doyle, Sir Arthur [ˌkɒnən 'dɔɪl, sə 'ɑ:θə] (1859—1930) **сэр Артур**

Конан Дойл — a Scottish writer most famous for his stories about the detective Sherlock Holmes, which are generally considered a major innovation in the field of crime fiction. His other works include science fiction stories, historical novels, plays and romances, poetry, and non-fiction.

Coolidge, Susan ['ku:lɪdʒ, 'su:zn] (1835—1905) **Сюзан Кулидж** — an American children's author. She is best known for her classic children's novel *What Katy Did*. The fictional Carr family was modelled after the author's own, with Katy Carr inspired by Susan (Sarah) herself, and the brothers and sisters.

Cotswolds, the ['kɒtswəʊldz] **Котсуолд** — a range of hills in west-central England, sometimes called the "Heart of England", an area 25 miles (40 km) across and 90 miles (145 km) long. The area has been designated as the Cotswold Area of Outstanding Natural Beauty.

Crompton, Richmal ['kræmptən, 'rɪtʃməl] (1890—1969) **Ричмал Кромптон** — a British writer, most famous for her *Just William* humorous short stories. The first short story featuring William was "Rice Mould", published in *Home Magazine* in 1919. In 1922 came the first collection, titled *Just William*. She wrote 38 other William books throughout her life. Illustrations by Thomas Henry contributed to their success.

Dahl, Roald ['dæl, 'rəʊəld] (1916—1990) **Роалд Дал** — a famous British writer. He was born in 1916 of Norwegian parents. He served as a fighter pilot in World War II, and his first volume of short stories, *Over to You*, was based on his wartime experiences. His books are bestsellers all over the world. R. Dahl's stories for children, such as *Charlie and the Chocolate Factory*, *Matilda*, *James and the Giant Peach* and many others, are also enormously popular.

Daily Telegraph, the ['deɪli 'telɪgrɑːf] «Дейли Телеграф» — one of the oldest and most popular UK daily “qualities” founded in 1855. It is noted for its detailed reporting and good international news coverage.

Dickens, Charles ['dɪkɪnz, 'tʃɑːlz] (1812—1870) Чарльз Диккенс — one of the greatest English novelists. His many famous books describe life in Victorian* England and show how hard it was.

drive-in ['draɪv ɪn] ресторан (кинотеатр и т. п.) для автомобилистов — (esp. AE) a place as a bank, cinema or fast-food restaurant where people can drive in with an automobile for service.

Durrell, Gerald (Gerry) Malcolm ['dʌrəl, 'dʒerəld 'mælkəm] (1925—1995) Джеральд Даррелл — a naturalist, zookeeper, author, and television presenter. He founded what is now called the Durrell Wildlife Conservation Trust and the Jersey Zoo (now renamed Durrell Wildlife) on the Channel Island of Jersey in 1958, but is perhaps best remembered for writing a number of books based on his life as an animal collector and enthusiast.

European Union, the [ˌjuərə'piːən 'juːniən] (also the EU) Евросоюз — a political and economic organisation, originally established in Western Europe to encourage trade and friendly relations between its member countries, and to compete with other major economic powers. Today most of the countries of Western and Eastern Europe belong to the EU.

FBI, the [ˌef biː 'aɪ] (Federal Bureau of Investigation) ФБР (Федеральное бюро расследований) — the police department in the US which is controlled by the national government, and which deals with serious crimes that involve people or places in more than one of the states in the US. Less serious crimes are dealt with by the police in the state where the crime happened.

Forester, Cecil Scott ['fɒrɪstə, 'sesl 'skɒt] (1899—1966) Сесил Скотт Форестер — an English novelist who rose to fame with tales of adventure with military themes. His most remarkable works were the *Horatio Hornblower* series and *The African Queen*. His novels *A Ship of the Line* and *Flying Colours* were jointly awarded the 1938 James Tait Black Memorial Prize for fiction.

Gibbon, Edward ['gɪbən, 'edwəd] (1737—1794) Эдвард Гиббон — an English rationalist historian and scholar best known as the author of *The History of the Decline and Fall of the Roman Empire* (1776—1788) («История заката и падения Римской империи»), a continuous narrative from the 2nd century AD to the fall of Constantinople in 1453.

Grisham Jr., John Ray ['grɪʃəm, 'dʒɒn 'reɪ] (born 1955) Джон Гришем — a former politician, retired attorney (адвокат), American novelist and author best known for his works of modern legal (юридический) drama.

Guardian Children's Fiction Prize, the ['ɡɑːdiən 'tʃɪldrənz 'fɪkʃən 'praɪz] (or **Guardian Award**) Детская литературная премия газеты «Гардиан» — an award for works of children's literature by British or Commonwealth authors, published in the UK during the preceding year. The award has been given annually since 1967.

Guardian, The ['ɡɑːdiən] «Гардиан» — a British newspaper owned by the Guardian Media Group. It was founded in 1821. It is published Monday to Saturday.

Hesse, Karen ['hesə, 'kærən] (born 1952) Карен Гессе — an American author of children's literature and literature for young adults, often with historical settings. Her novel *Out of the Dust* was the winner of the 1998 Newbery Medal and the Scott O'Dell Award for Historical Fiction.

Hinton, Nigel ['hɪntən, 'naɪdʒəl] (born 1941) **Найджел Хинтон** — an English novelist and a professional actor. He has also written a number of original scripts for TV and the theatre.

Hogwarts Express, the [ˌhɒɡwɔːts ɪk'spres] «**Хогвартс-экспресс**» — a fictional magical train in the Harry Potter series which carries students between London and Hogwarts. The train starts from King's Cross railway station platform 9 which is invisible and is reached by walking through the barrier between platforms 9 and 10.

The House at Shiraz [ˌhaʊs ət ʃɪ'rɑːz] «**Дом в Ширазе**» — a detective story by Agatha Christie. (**Christie, Agatha** ['krɪsti, 'æɡəθə] (1890—1976) **Агата Кристи** — an English crime fiction writer. She also wrote romance novels under the name Mary Westmacott, but is best remembered for her 80 detective novels and her successful plays. Her works, particularly featuring detectives Hercule Poirot or Miss Jane Marple, have given her the title the "Queen of Crime" and made her one of the most important writers in the development of the genre. Most of her books and short stories have been filmed, some many times over (*Murder on the Orient Express*, *Death on the Nile*, *4.50 from Paddington*), and many have been adapted for television, radio, video games and comics.)

IBM [ˌaɪ biː 'em] (**International Business Machines Corporation**) «**Ай-би-эм**» — a multinational computer technology and consulting corporation based in Armonk, New York, USA. IBM manufactures and sells computer hardware and software, especially for business users. IBM is the world's largest computer company. It is sometimes informally called "Big Blue".

infant school [ˌɪnfənt 'skuːl] **школа для малышей** — (in Britain) a school for children aged 5 to 7.

Innsbruck ['ɪnzbrʊk] **Инсбрук** — the capital city of the federal state of Tyrol in western Austria. The German name means "the bridge over the Inn" (*Brücke* means "bridge").

Juilliard School, the [ˌdʒuːliɑːd 'skuːl] **Джильярдская школа** — one of the world's premier performing arts conservatories, in New York City. It is informally identified as simply Juilliard, and trains in dance, drama and music. The school was founded in 1905 as the Institute of Musical Art.

Kipling, Rudyard ['kiplɪŋ, 'rʌdjəd] (1865—1936) **Редьярд Киплинг** — an English writer born in India where his stories and poems are set. He is best known for his *Jungle Book*, the poem *If* and stories for children. He received the Nobel Prize for literature in 1907.

Knights of the Round Table [ˌnaɪts əv ðə ˌraʊnd 'teɪbl] **Рыцари Круглого стола** — the men awarded the highest order of Chivalry (рыцарство) at the Court of King Arthur in the literary cycle *The Matter of Britain*. The table at which they met was created to have no head or foot, representing the equality of all the members. Different stories had different numbers of knights, ranging from only 12 to 150 or more.

Leacock, Stephen Butler ['liːkək, 'stɪvən 'bʌtlə] (1869—1944) **Стивен Батлер Ликок** — a Canadian writer, best known as a humorist. His humorous works include *Nonsense Novels* (1911), *Sunshine Sketches of a Little Town* (1912), *My Discovery of England* (1922) and others.

MacDonald, Betty [mæk'dɒnəld, 'betɪ] (1908—1958) **Бетти МакДональд** — an American author who specialized in humorous autobiography, and is best known for her book *The Egg and I*. She also wrote the *Mrs Piggle-Wiggle* series of children's books.

Mansfield, Katherine ['mænsfi:ld, 'kæθrɪn] (1888—1923) **Кэтрин Мэнсфилд** — a remarkable New Zealand writer. Her first published stories appeared in 1898 and 1899. Katherine Mansfield is widely considered one of the best short story writers of her period.

MBA [ˌem bi: 'eɪ] (**The Master of Business Administration**) **Магистр делового администрирования** — a master's degree in business administration which attracts people from a wide range of academic disciplines. The MBA degree was originated in the United States and has since achieved worldwide recognition (признание). Each year, well-known business publications such as *Business Week*, *Financial Times*, and the *Wall Street Journal* publish rankings of selected MBA programmes that influence the prestige of schools that achieve high scores.

Millennium Wheel, the [mɪ'lenɪəm wi:l] (**or the London Eye**) **Колесо обозрения в Лондоне** — an observation wheel in London, England. At the time of building, it was the biggest in the world, although there are now larger wheels. The Millennium Wheel has become the most popular paid visitor attraction in the UK, visited by over 3.5 million people a year. The Millennium Wheel stands 135 metres (443 ft) high on the western end of Jubilee Gardens, on the South Bank of the River Thames in London, England, between Westminster and Hungerford Bridges.

Mozart, Wolfgang Amadeus ['mɔʊtsɑ:t, 'wɒlfɡæŋ ˌæmə'deɪəs] (1756—1791) **Вольфганг Амадей Моцарт** — an Austrian composer. He was a child prodigy (вундеркинд) on the harpsichord and violin, and wrote his first works when he was six. His music is regarded as some of the finest ever written. It includes over 40 symphonies, 30 concertos and great operas like *The Marriage of Figaro*, *Don Giovanni* and *The Magic Flute*.

National Birds of Prey Centre, the [ˌnæʃnəl ˌbɜ:dz əv ˌpreɪ 'sentə] **Национальный центр хищных птиц** — houses a large collection of birds of prey with over 60 species (видов) of owls, eagles and hawks. The centre is situated in Gloucestershire, the United Kingdom. **Nesbitt, Kenn** ['nezbit, 'ken] (born 1962) **Кен Несбит** — a children's poet. He writes for www.poetry4kids.com and has had some of works compiled into children's books. He is the author of several collections of humorous poetry for children, including *The Aliens Have Landed at Our School!* and *When the Teacher Isn't Looking*. Many Nesbitt's poems make fun of school life.

Nestlé Smarties Book Prize, the [ˌnesleɪ ˌsmɑ:tɪz 'bʊk praɪz] **премия Нестле «Детская книга»** — an annual award given to children's books written in the previous year by a UK citizen or resident. The prize is administered by Booktrust, an independent charity which promotes (продвигает) books and reading. The prize is sponsored by Nestlé, manufacturer of Smarties.

Nevsky, Alexander ['nevski, ˌæliɡ'zɑ:ndə] (1220 or 1221—1263) **Александр Ярославич Невский** — the Grand Prince of Novgorod and Vladimir. Alexander Nevsky is regarded as the key figure of medieval (средневековая) Russia on account of his military victories over the German invaders (захватчики).

nickel ['nɪkl] **никель** — a coin of the US or Canada worth five cents.

O level ['əʊ ˌlevl] (**ordinary level**) **обычный уровень** — in England and in Wales, the lower of the two standards of school examination, the higher level is known as the A level (advanced level). It was replaced in 1986 by the GCSE (General Certificate of Secondary Education).

paralegal [ˌpærə'li:gəl] **человек с неполным юридическим образованием** — in the USA someone who does legal

(юридический, правовой) work but who is not a lawyer.

Parker, Charlie (Bird) ['pɑ:kə, 'tʃɑ:lɪ] (1920—1955) **Чарли Паркер** — an African American who greatly influenced modern jazz. He played the saxophone and also wrote music.

Pascal, Francine [pæ'skæl, frɑ:n'si:n] (born 1938) **Франсин Паскаль** — an American author best known for creating the *Sweet Valley* series of novels. Her *Sweet Valley High* series were even made into a television series. Even though most of her books were published in 1980's and 90's, they are still read all over the world.

pep rally ['pep ,ræli] **выступление перед спортивными соревнованиями** — a meeting of school students before a sports event to encourage support for the team.

A Piece of Cake [ə ,pi:s əv 'keɪk] **«Проще простого»** — Roald Dahl's first published work, in the August 1, 1942 issue of *The Saturday Evening Post* was *Shot Down Over Libya*, describing the crash (авария) of his fighter plane. The original title of the article was *A Piece of Cake* — the title was changed to sound more dramatic, despite the fact that he was not "shot down" (сбит).

Plymouth ['plɪməθ] **Плимут** — a port and base for the British navy, in Devon, southwest England.

Potter, Beatrix ['pɒtə, 'bi:tri:ks] (1866—1943) **Беатрис Поттер** — an English author and illustrator, and botanist best known for her children's books, which featured animal characters such as Peter Rabbit.

The Rocket Man ['rɒkɪt mæn] **«Космонавт»** — a short story by Ray Bradbury. (**Bradbury, Ray Douglas** ['brædbəri, 'rei 'dʌgləs] (1920—2012) **Рэй Брэдбери** — an American fantasy, horror, science fiction, and mystery writer, best known for *The Martian Chronicles* («Марсианские хроники»),

which has been described both as a short story collection and a novel, and his novel *Fahrenheit 451*. Bradbury is widely considered to be one of the greatest and most popular American writers during the twentieth century.)

The School at the Chalet [ðə 'sku:l ət ðə 'ʃæleɪ] **«Школа в Шале»** — the first book from a well-known series of 59 books written by **Elinor M. Brent-Dyer** which began in 1925. The book is set at a boarding school initially located in Austria. Several years ago there appeared fan sites of the Chalet School on the Internet.

Schubert, Franz ['ʃu:bət, 'frænts] (1797—1828) **Франц Шуберт** — an Austrian composer. During his short life he produced a great quantity of music including nine symphonies, much piano and chamber music, and above all, over 600 songs. His gift for melody and invention makes him one of the greatest of all composers.

Scott, Sir Walter ['skɒt, sə 'wɔ:ltə] (1771—1832) **сэр Вальтер Скотт** — a Scottish writer and poet, especially famous for his stories of Scottish life, including several based on historical characters, for example *Rob Roy* and *Ivanhoe* («Айвенго»).

Sendak, Maurice Bernard ['sendək, 'mɔ:ris 'bɜ:nɑ:d] (1928—2012) **Морис Бернард Сендак** — an American writer and illustrator of children's literature who is best known for his book *Where the Wild Things Are* («Там, где живут чудовища»), published in 1963.

Shakespeare, Sir William ['ʃeɪkspiə, sə 'wɪljəm] (1564—1616) **сэр Уильям Шекспир** — an English playwright and poet, one of the most famous ever. Among the most famous of his plays are the tragedies of *Romeo and Juliet*, *Julius Caesar*, *Hamlet*, *Othello*, *King Lear*, and *Macbeth*, the comedies of *A Midsummer Night's Dream*, and *Twelfth Night*, and the

historical plays *Richard III* and *Henry V*. He also wrote some very good poetry, especially the *Sonnets*.

Sheffield Children's Book Awards, the ['ʃɛfɪld 'tʃɪldrənz 'bʊk ə'wɔːdz] **премия Шеффилд «Детская книга»** — began in 1988. The project was first started to encourage children and young people to read and also to highlight the very best children's books published each year. Each school chooses a book category for the class. Each child is asked to vote (голосовать) for their favourite book. Results are kept a closely guarded secret until the Award Ceremony in November. Prizes are presented to category winners with the Overall Winner receiving a special trophy (приз) to keep for that year.

Shelley, Percy Bysshe ['ʃɛli, 'pɜːsi biʃ] (1792—1822) **Перси Биши Шелли** — an English poet. His most famous works were written after 1818 when he settled in Italy. *To a Skylark* («К жаворонку») is a romantic poem. **spelling bee** ['spɛlɪŋ, biː] **соревнование по орфографии** — in American schools a competition in which the winner is a person who correctly spells aloud the most words.

Stoker, Bram ['stəʊkə, 'bræm] (1847—1912) **Брэм Стокер** — an Irish writer known especially for his book *Dracula*. **Stonehenge** [,stəʊn'hendʒ] **Стоунхендж** — a prehistoric monument located in the English county of Wiltshire, about 8 miles (13 km) north of Salisbury. One of the most famous prehistoric sites in the world, Stonehenge is composed of earthworks surrounding (окружающих) a circular setting of large standing stones. Archaeologists believe that the standing stones were erected (установлены) around 2200 BC.

A Tale of Two Cities «Повесть о двух городах» — a book by Charles Dickens, written in 1859, set in

London and Paris at the time of the French Revolution (1789).

Teutons ['tjuːtənz] **тевтоны** — the ancient German peoples of northwestern Europe.

tip [tɪp] **чаевые** — a small amount of money given as a gift, usually in addition to the official price, for a small service performed.

Tolkien, John Ronald Reuel ['tɒlkiːn, 'dʒɒn 'rɒnəld 'ruːəl] (1892—1973) **Джон Роналд Руэл Толкин** — an English writer and university teacher best known for his fantasy books *The Hobbit* and *The Lord of the Rings*. Tolkien is regarded as the “father of modern fantasy literature”.

Townsend, Susan ['taʊnzend, 'suːzn] (1946—2014) **Сюзан Таунсенд** — one of Britain's best-selling authors. Her most successful novels are about Adrian Albert Mole, *True Confessions of Adrian Albert Mole*, *Adrian Mole: from Minor to Major*, *Adrian Mole: The Wilderness Years*, and also *The Queen and I* and *Number Ten*. She is also known as a playwright.

Transylvania [,trænsɪl'veɪniə] **Трансильвания** — an area of central Romania (Румыния) with many mountains and forests, best known for being the place when Count Dracula (граф Дракула) is supposed to have lived.

Victoria [vɪk'tɔːriə] (1837—1901) **Виктория** — queen of the United Kingdom (1837—1901). She won great love and admiration and was a powerful symbol of Britain at the height of its empire.

Victorian [vɪk'tɔːriən] *adj* **викторианский** (стиль, период) — of, living in or dating from the reign of Queen Victoria: Victorian poets, houses.

Victorian novel, the [vɪk'tɔːriən 'nɒvl] **викторианский роман** — the novel of the time when Queen Victoria ruled (1837—1901).

Wall Street ['wɔːl striːt] **Уолл-стрит** — a street in New York City where the New

York Stock Exchange and other financial institutions are located.

Wilde, Oscar ['waɪld, 'ɒskə] (1854—1900) **Оскар Уайльд** — an Irish wit (остряк), poet, and dramatist whose reputation rests on his comic masterpieces *Lady Windermere's Fan* (1892) («Веер леди Уиндермир») and *The Importance of Being Earnest* (1895) («Как важно быть серьезным»).

Wilson, Jacqueline ['wɪlsən, 'dʒækliːn] (born 1945) **Жаклин Уилсон** — a British writer who has written more than 70 children's books. Her understanding of modern children and her sense of humour have made her an extremely popular author with 7—16-year-olds. Her works include *The Illustrated Mum* («Разрисованная мама»), *Double Act*, *Buried Alive* («Похороненные заживо»), *Cliffhanger* («Скалолаз») and others.

Список сокращений

Английские

a — *adjective* — имя прилагательное
adv — *adverb* — наречие
AE — *American English* — американский вариант английского языка
attr — *attribute* — определение
BrE — *British English* — британский вариант английского языка
card — *cardinal (numeral)* — количественное (числительное)
cj — *conjunction* — союз
demonstr — *demonstrative (pronoun)* — указательное (местоимение)
emph — *emphatic (pronoun)* — усиленное (местоимение)
idm — *idiomatic* — идиоматическое выражение
indef — *indefinite (pronoun)* — неопределенное (местоимение)
n — *noun* — имя существительное
neg — *negative (pronoun)* — отрицательное (местоимение)
num — *numeral* — числительное
ord — *ordinal (numeral)* — порядковое (числительное)
past — прошедшее время
pers — *personal (pronoun)* — личное (местоимение)
pl — *plural* — множественное число
poss — *possessive (pronoun)* — притяжательное (местоимение)
p. p. — *past participle* — причастие прошедшего времени, или причастие II
predic. — *predicative* — употребляется в качестве именной части составного именного сказуемого
prep — *preposition* — предлог
pron — *pronoun* — местоимение
refl — *reflective (pronoun)* — возврат-

ное (местоимение)

sing — *singular* — единственное число

v — *verb* — глагол

Русские

ав. — авиация

грам. — грамматика

зд. — здесь

компьют. — компьютер

косв. п. — косвенный падеж

мед. — медицина

муз. — музыка

обыкн. — обыкновенно

превосх. ст. — превосходная степень

разг. — разговорное слово, выражение

соби́р. — собирательно

сокр. — сокращение, сокращенно

спорт. — физкультура и спорт

сравн. ст. — сравнительная степень

тж. — также

тк. — только

употр. — употребляется

физ. — физика

хим. — химия

Аа

afterwards ['ɑ:ftəwədz] *adv* впоследствии, позже, после

against [ə'genst] *prep* 1) против 2) по, к, на

age [eɪdʒ] *n* 1) возраст 2) век

agency ['eɪdʒənsi] *n* агентство

agreeably [ə'grɪəblɪ] *adv* приятно, мило

agriculture ['ægrɪ,kʌltʃə] *n* сельское хозяйство

ahead [ə'hed] *adv* вперед

aim [eɪm] 1. *n* цель 2. *v* стремиться, добиваться

alarmed [ə'la:md] *a* встревоженный, обеспокоенный
alive [ə'laɪv] *a* живой, в живых
allow [ə'laʊ] *v* позволять, разрешать
all-time ['ɔ:ltaɪm] *a* вечный, на все времена
almost ['ɔ:lməʊst] *adv* почти, едва не
alone [ə'ləʊn] *a* единственный, один;
let ~ не говоря уже о
along [ə'lɒŋ] *adv* дальше, вперед;
~ with наряду с
aloud [ə'laʊd] *adv* вслух
alternative [ɔ:l'tɜ:nətɪv] *a* альтернативный
although [ɔ:l'dəʊ] *conj* хотя
altogether [ɔ:ltə'geðə] *adv* вполне, совершенно, всего
ambition [æm'bɪʃən] *n* стремление
among [ə'mʌŋ] *prep* среди, между, из
amount [ə'maʊnt] *n* количество
amuse [ə'mju:z] *v* развлекать(ся)
amusement [ə'mju:zmənt] *n* развлечения, забава
amusing [ə'mju:zɪŋ] *a* забавный, занимательный, занятный
analyse ['ænləɪz] *v* анализировать, исследовать, разбирать
analyst ['ænalɪst] *n* аналитик
ancient ['eɪnfənt] *a* древний
angel ['eɪndʒəl] *n* ангел
anger ['æŋɡə] *n* гнев, раздражение (*at, towards, with*)
angrily ['æŋɡrɪli] *adv* гневно, сердито
angry ['æŋɡrɪ] *a* рассерженный, сердитый
announce [ə'naʊns] *v* объявлять
annoy [ə'noɪ] *v* раздражать
annual ['ænjʊəl] *a* ежегодный
appear [ə'pɪə] *v* показываться, появляться
applause [ə'plɔ:z] *n* аплодисменты
apple ['æpl] *n* яблоко
apply [ə'plai] *v* 1) обращаться 2) применять
appointment [ə'pɔɪntmənt] *n* 1) назначение (*на должность, место*) 2) должность, место 3) встреча
approach [ə'prəʊʃ] *v* приближаться, подходить

appropriate [ə'prəʊprɪət] *a* подходящий, соответствующий
approve [ə'pru:v] *v* одобрять (*of* — что-л.)
argue ['ɑ:gju:] *v* спорить (*with* — с кем-л., *about* — о чем-л.)
argument ['ɑ:gjumənt] *n* доказательство, аргумент
armchair ['ɑ:mtʃə] *n* кресло
army ['ɑ:mi] *n* армия
around [ə'raʊnd] *adv* кругом, вокруг
arrange [ə'reɪndʒ] *v* 1) приводить в порядок, расставлять 2) организовывать, устраивать
arrangement [ə'reɪndʒmənt] *n* приведение в порядок, расположение, систематизация
arrival [ə'raɪvəl] *n* прибытие (*at, in; from*)
as [əz] 1. *adv* как; *as ... as ...* так же ... как; *~ well* также 2. *conj* когда, в то время как; *~ if* как будто
ashamed [ə'ʃeɪmd] *a* пристыженный
ask [ɑ:sk] *v* спрашивать; *to ~ for* спрашивать о чем-л.
assist [ə'sɪst] *v* помогать
associate [ə'səʊʃieɪt] *v* ассоциировать
assure [ə'ʃʊə] *v* уверять, заверять (кого-л.)
astonishing [ə'stɒnɪʃɪŋ] *a* изумительный, удивительный
at [æt] *prep* 1) в, у, около (*места*) 2) в (*определённый момент времени*)
ate [et] *past of eat*
attack [ə'tæk] *v* атаковать, нападать, штурмовать
attend [ə'tend] *v* посещать
attention [ə'tenʃn] *n* внимание
attitude ['ætɪtju:d] *n* отношение (к чему-л.)
attract [ə'trækt] *v* привлекать
attraction [ə'trækʃn] *n* достопримечательность
attractive [ə'træktɪv] *a* привлекательный
audience ['ɔ:diəns] *n* 1) публика, зрители 2) аудиенция
auditorium [ˌɔ:di'tɔ:riəm] *n* зрительный зал, аудитория
aunt [a:nt] *n* тетьа
Austrian ['ɔ:striən] 1. *n* австриец; австрийка 2. *a* австрийский

autobiographic(al) [ˌɔ:təbaɪə'græfɪk(əl)] *a* автобиографический
autobiography [ˌɔ:təbaɪ'ɒgrəfi] *n* автобиография
autograph ['ɔ:təgrɑ:f] *n* автограф
available [ə'veɪləbl] *a* доступный
awakening [ə'weɪkənɪŋ] *n* пробуждение
away [ə'weɪ] *adv* 1) прочь 2) далеко
awesome ['ɔ:səm] *a* необычайный, удивительный
awful ['ɔ:fl] *a* разг. ужасный

Bb

back [bæk] *adv* назад, обратно
background ['bækgraʊnd] *n* 1) задний план, фон; незаметная позиция 2) истоки, происхождение, биографические данные; связи, окружение (*все, что связано с жизнью, образованием, связями и т. п. человека*)
bag [bæg] *n* мешок; сумка
band [bænd] *n* оркестр
bang [bæŋ] *v* ударять, стучать
bar [bɑ:] *n* бар
barman ['bɑ:mən] *n* бармен
barrier ['bæriə] *n* помеха, преграда, препятствие
base [beɪs] 1. *n* база 2. *v* основывать (*on, around*)
basic ['beɪsɪk] *a* основной
basically ['beɪsɪkli] *adv* в основном
basis ['beɪsɪs] *n* базис, основа, основание
bass [beɪs] *n* бас (*в различных значениях: голос, партия, певец и т. д.*)
battle ['bætl] *n* битва
beach [bi:tʃ] *n* пляж
beat [bi:t] 1. *n* такт 2. *v* (**beat; beaten**) быть лучше, превосходить
beautiful ['bjutəfl] *a* красивый
because [bi'kɒz] *conj* потому что, так как; ~ *of* из-за, вследствие
bed [bed] *n* постель, кровать; **to go to** ~ ложиться спать; **to make the** ~ застилать (убирать) постель
bedside ['bedsaɪd] *n* место у кровати, у постели

bedtime ['bedtaɪm] *n* время ложиться спать
before [brɪ'fɔ:] 1. *adv* раньше, прежде 2. *prep* перед 3. *conj* прежде чем
beforehand [brɪ'fɔ:hænd] *adv* заранее, заблаговременно
beginning [brɪ'ɡɪnɪŋ] *n* начало
behave [brɪ'heɪv] *v* поступать, вести себя
being ['bi:ɪŋ] *n* жизнь, существование
belief [brɪ'li:f] *n* вера
believe [brɪ'li:v] *v* 1) верить 2) думать, полагать
bell [bel] *n* колокол, колокольчик
belong [brɪ'lɒŋ] *v* принадлежать
bench [bentʃ] *n* скамья
bet [bet] *v* держать пари, биться об заклад
big [bɪɡ] *a* 1) большой 2) важный 3) взрослый
bike [baɪk] *n* сокращ. от **bicycle** велосипед
bin [bɪn] *n* мусорное ведро
bird [bɜ:d] *n* птица
birth [bɜ:θ] *n* рождение, появление на свет
bit [bɪt] *n* кусочек, частица; *a* ~ немного
bitterly ['bɪtəli] *adv* 1) горько 2) резко, едко
black [blæk] *a* черный
blackboard ['blækbɔ:d] *n* классная доска
blind [blaɪnd] *a* слепой
blond [blɒnd] 1. *n* блондин 2. *a* белокурый, светловолосый (*о человеке*)
board [bɔ:d] 1. *n* 1) доска 2) питание, пансион 2. *v* садиться на (*корабль и т. д.*)
boast [bəʊst] *v* хвастать(ся), кичиться, похваляться
boil [bɔɪl] *v* кипеть; бурлить
bonfire ['bɒnfɑɪə] *n* костер
bookcase ['bʊkkeɪs] *n* книжный шкаф; книжная полка
bookworm ['bʊkwɜ:m] *n* книжный червь, любитель книг
bootmaker ['bu:tmeɪkə] *n* сапожник
boring ['bɔ:ɪŋ] *a* скучный
boss [bɒs] *n* хозяин, шеф, босс

bother ['bʊðə] *υ* надоедать; беспокоить, докучать, донимать
bottom ['bɒtəm] *n* низ, нижняя часть
box [bɒks] *n* коробка, ящик; **police** ~ полицейский бокс (*помещение для содержания только что задержанных лиц*)
brain [breɪn] *n* мозг
brand [brænd] *n* 1) фабричная марка 2) качество, сорт
brave [breɪv] *a* храбрый, смелый
bread [bred] *n* хлеб
break [breɪk] 1. *n* перерыв 2. *υ* (**broke; broken**) 1) ломать; **to ~ up** разбивать 2) сообщать
breakfast ['brekfəst] *n* утренний завтрак
breath [breθ] *n* дыхание; вздох
bridge [brɪdʒ] *n* мост
bright [braɪt] *a* яркий
bring [brɪŋ] *υ* (**brought**) приносить; **to ~ down** приводить в уныние, расстраивать; **to ~ together** свести вместе
Brit [brɪt] *n* британец
broadsheet ['brɔ:dsʃɪt] *n* большой лист бумаги с печатным текстом на одной стороне; ~ **newspaper** газета широкого формата
brow [braʊ] *n* бровь
bulb [bʌlb] *n*: **light** ~ электрическая лампа
busy ['bɪzi] *a* 1) занятой 2) загруженный, напряженный
but [bʌt] *prep* 1) кроме, за исключением 2) но, а, однако, тем не менее

Сс

cage [keɪdʒ] *n* клетка
call [kɔ:l] 1. *n* звонок по телефону 2. *υ* (по)звать (*к себе*), называть; **to ~ out** выкрикивать, кричать
candidate ['kændɪdɪt] *n* кандидат
caption ['kæpʃn] *n* заголовок (*статьи, главы*), подпись
card [kɑ:d] *n* (игральная) карта
care [keə] 1. *n* забота; **to take ~ of** заботиться, присматривать 2. *υ* заботиться (*for, of, about*), интересоваться

careful ['keəfl] *a* старательный, аккуратный, внимательный
careless ['keələs] *a* небрежный, неаккуратный, невнимательный, неосторожный
carriage ['kærɪdʒ] *n* вагон
carry ['kæpɪ] *υ* 1) перевозить 2) переносить; **to ~ along** продолжать, следовать
cathedral [kə'tʰɪdrəl] *n* собор
cause [kɔ:z] 1. *n* причина 2. *υ* быть причиной
celebration [selɪ'breɪʃən] *n* празднование; празднество
Celtic ['keltɪk] 1. *n* кельтский язык 2. *a* кельтский
century ['sentʃəri] *n* век
chair [tʃeə] *n* стул; кресло
challenge ['tʃælɪndʒ] *υ* бросать вызов; оспаривать, подвергать сомнению
challenging ['tʃælɪndʒɪŋ] *a* 1) требующий внимания 2) трудный, но интересный
change [tʃeɪndʒ] 1. *n* 1) изменение 2) сдача 2. *υ* менять(ся), изменять(ся)
channel ['tʃænl] *n* физ. полоса частот, радио- или телеканал
chapter ['tʃæptə] *n* глава (*книги*)
charge [tʃɑ:ʒ] *n* забота; **in ~ of** быть ответственным за что-л.
charity ['tʃærɪti] *n* надзор, благотворительность
charm [tʃɑ:m] *n* шарм, обаяние, очарование
charming ['tʃɑ:mɪŋ] *a* очаровательный, прелестный
chat [tʃæt] *υ* непринужденно болтать, беседовать, разговаривать
cheat [tʃi:t] *υ* мошенничать
check [tʃek] *υ* проверять; **to ~ out** АЕ брать книги из библиотеки
cheek [tʃi:k] *n* щека
cheer [tʃɪə] *υ* создавать хорошее настроение, подбадривать
cheerful ['tʃɪəfl] *a* радостный, веселый
cheese [tʃi:z] *n* сыр
chief [tʃi:f] *n* правитель; руководитель
choice [tʃɔɪs] *n* выбор
choose [tʃu:z] *υ* (**chose; chosen**) выбирать

choral ['kɔ:rəl] *a* хоровой
chord [kɔ:d] *n* аккорд
chorus ['kɔ:rəs] 1. *n* муз. припев 2. *v* повторять хором
church [tʃ:ʃ] *n* церковь
civil ['sɪvl] *a* гражданский; ~ **servant** государственный служащий
classic ['klæsɪk] *n* 1) классик 2) классическое произведение
clear [kliə] 1. *a* 1) ясный 2) прозрачный 3) понятный 2. *v* делать прозрачным; **to ~ up** выяснять, прояснять
clearly ['kliəli] *adv* ясно; очевидно
clerk [klɑ:k] *n* конторский служащий, клерк
climb [klaɪm] *v* взбираться, влезать
close I [kləʊz] *v* закрывать
close II [kləʊs] *a* близкий
cloud [klaʊd] *n* облако
code [kəʊd] *n* код, шифр
collect [kə'lekt] *v* коллекционировать
colonel ['kɜ:nl] *n* полковник
colourless ['kʌlələs] *a* бесцветный, бледный
combination [,kɒmbɪ'neɪʃən] *n* соединение, сочетание
combine [kəm'baɪn] *v* объединять(ся)
come [kam] *v* (**came, come**) приходить, следовать; **to ~ up** приходить, приезжать; **to ~ back** возвращаться; ~ **on** живей! **to ~ out** выходить, получаться; **to ~ in** входить
comfort ['kʌmfət] *n* комфорт
comic ['kɒmɪk] *a* комический, комедийный
commentary ['kɒməntəri] *n* комментарий
community [kə'mju:nəti] *n* 1) община, общество 2) местность
companion [kəm'pænjən] *n* спутник; попутчик
competitive [kəm'petɪtɪv] *a* соперничающий, конкурирующий, конкурентоспособный
completely [kəm'pli:tli] *adv* совершенно, полностью
complicated ['kɒmplɪkeɪtɪd] *a* сложный
compose [kəm'pəʊz] *v* сочинять, писать

compulsory [kəm'pʌlsəri] *a* обязательный
concerning [kən'sɜ:nɪŋ] *prep* касательно, относительно
conclusion [kən'klu:ʒn] *n* заключение
confess [kən'fes] *v* признавать(ся), сознаваться (to)
confidence ['kɒnfɪdəns] *n* уверенность
confident ['kɒnfɪdənt] *a* уверенный в себе
confirm [kən'fɜ:m] *v* подтверждать, подкреплять
confusion [kən'fju:ʒn] *n* путаница
congratulate [kən'grætʃuleɪt] *v* поздравлять (on, upon — с чем-л.)
congratulation [kən,grætʃu'leɪʃn] *n* поздравление
congressman ['kɒŋgrəsman] *n* член конгресса
connect [kə'nekt] *v* соединять(ся), связывать(ся)
consider [kən'sɪdə] *v* 1) обдумывать, обсуждать 2) полагать, считать 3) иметь в виду
considerate [kən'sɪdərət] *a* внимательный к другим, заботливый
construction [kən'strʌkʃn] *n* 1) строительство 2) сооружение
consult [kən'sʌlt] *v* 1) советоваться 2) справляться
consultant [kən'sʌltənt] *n* консультант, советник
contain [kən'teɪn] *v* содержать в себе
content ['kɒntent] *n* (обыкн. pl) содержание
contest ['kɒntest] *n* конкурс
context ['kɒntekst] *n* контекст
continually [kən'tɪnjuəli] *adv* ежеминутно; непрерывно, все время
continue [kən'tɪnju:] *v* продолжать(ся)
contract ['kɒntrækt] *n* контракт, договор, соглашение
contrast ['kɒntrɑ:st] *n* противоположность; контраст
contrasting [kən'tra:stɪŋ] *a* контрастный
convenient [kən'vi:niənt] *a* удобный, подходящий; пригодный
conversation [,kɒnvə'seɪʃn] *n* разговор, беседа
cookie ['kʊki] *n* домашнее печенье; булочка

copy ['kɒpi] 1. *n* экземпляр 2. *v* 1) снимать копию, воспроизводить 2) списывать

corner ['kɔ:nə] *n* угол

coronation [ˌkɒrə'neɪʃn] *n* коронация

correction [kə'rekʃn] *n* исправление, внесение поправок

correctly [kə'rektli] *adv* верно, правильно

correspondent [ˌkɒrɪ'spɒndənt] *n* корреспондент, обозреватель, журналист

cost [kɒst] 1. *n* цена, стоимость 2. *v* (cost) стоить

costume ['kɒstju:m] *n* костюм, одежда

cosy ['kəʊzi] *a* удобный, уютный

count [kaʊnt] *n* вычисление, подсчет

countless ['kaʊntləs] *a* бессчетный, бесчисленный

country ['kʌntri] *n* страна, край, сельская местность

course [kɔ:s] *n* курс; *of* ~ конечно

cousin ['kʌzn] *n* двоюродный(ая) брат (сестра)

crazy ['kreɪzi] *a* сумасшедший, *разг.* помешанный (на чем-л.)

create [kri'eɪt] *v* творить, создавать

creation [kri'eɪʃn] *n* создание, формирование

creativity [ˌkri:ɪ'tɪvəti] *n* творчество

credit ['kredit] *n* 1) доверие, вера 2) зачет, удостоверение о прохождении курса

cricket ['krikit] *n* крикет

crisis ['kraɪsɪs] *n* кризис

criticism ['kritɪsɪzəm] *n* критика

cross [krɒs] 1. *n* крест 2. *v* 1) пересекать, переходить 2) вычеркивать

crossword ['krɒs,wɜ:d] *n* кроссворд

cry [kraɪ] *v* кричать; *to* ~ *out* выкрикивать

crystal ['krɪstl] *n* кристалл

culminating [ˌkʌlmɪ'neɪtɪŋ] *a* кульминационный

cup [kʌp] *n* чашка

curiosity [ˌkjʊəpɪ'ɒsəti] *n* любознательность; любопытство

curious ['kjʊəpiəs] *a* любопытный; любознательный

current ['kʌrənt] 1. *n* струя; поток, течение 2. *a* текущий, данный, современный

curtain ['kɜ:tn] *n* занавеска

custom ['kʌstəm] *n* обычай, обыкновение

customer ['kʌstəmə] *n* заказчик, покупатель

cut [kʌt] *v* (cut) резать, разрезать

Dd

damage ['dæmɪdʒ] *v* повреждать, портить

dangerous ['deɪndʒərəs] *a* опасный

darn [dɑ:n] *a* *разг.* проклятый, ужасный

date [deɪt] *n* дата, число

day girl ['deɪgz:l] *n* приходящая ученица; ученица, не живущая при школе

dead [ded] *a* мертвый

deal [di:l] *v* (dealt) заниматься (чем-л.), иметь дело (with)

death [deθ] *n* смерть

decide [dɪ'saɪd] *v* решать, принимать решение

decision [dɪ'sɪʒn] *n* решение

declaration [ˌdeklə'reɪʃn] *n* декларация, заявление

declare [dɪ'kleə] *v* 1) объявлять 2) заявлять

deep [di:p] *a* глубокий

definitely ['defənətli] *adv* определенно, ясно, несомненно

definition [ˌdefɪ'nɪʃn] *n* определение

deliver [dɪ'lɪvə] *v* доставлять (*почту, товары*)

demand [dɪ'ma:nd] 1. *n* потребность, спрос 2. *v* требовать, потребовать

demonstrate ['demənstreɪt] *v* показывать, демонстрировать

department [dɪ'pɑ:tmənt] *n* отделение

depressing [dɪ'presɪŋ] *a* гнетущий, унылый

description [dɪ'skrɪpʃn] *n* описание (*событий*)

desert [dɪ'zɜ:t] *n* пустыня

deserve [dɪ'zɜ:v] *v* заслуживать

design [dɪ'zeɪn] *v* рисовать, изображать

desire [dɪ'zaɪə] *n* (страстное) желание

desk [desk] *n* 1) письменный стол, парта 2) *тех.* пульт управления

desperately ['despəreɪtli] *adv* отчаянно, безрассудно
destroy [di'strɔɪ] *v* уничтожать, разрушать
detail ['di:teɪl] *n* подробность, деталь
device [di'vaɪs] *n* устройство, приспособление, механизм
devote [di'vəʊt] *v* посвящать, уделять
die [daɪ] *v* умирать (of, from — от чего-л.; for — за что-л.)
diet ['daɪət] *n* диета
difference ['dɪfrəns] *n* разница, различие
difficulty ['dɪfɪkəlti] *n* трудность
dignity ['dɪgnɪti] *n* чувство собственного достоинства
dining room ['daɪnɪŋ ru:m] *n* столовая
directly [di'rektli] *adv* прямо, в прямом направлении
director [di'rektə] *n* директор, режиссер
dirty ['dɜ:ti] *a* грязный, запачканный
disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] *n* невыгода, неудобство
disagree [ˌdɪsə'ɡri:] *v* расходиться во мнениях, не соглашаться
disapprove [ˌdɪsə'pru:v] *v* не одобрять, осуждать
discover [dɪs'klʌvə] *v* открывать, делать открытие
discovery [dɪs'klʌvəri] *n* открытие
disgust [dɪs'gʌst] *n* отвращение
dish [dɪʃ] *n* 1) тарелка 2) блюдо, кушанье
disinfectant [ˌdɪsɪn'fektənt] *n* дезинфицирующее средство
dislike [dɪs'laɪk] *v* не любить
disprove [dɪs'pru:v] *v* опровергать
distance ['dɪstəns] *n* расстояние; дистанция
distinguished [dɪ'stɪŋɡwɪʃt] *a* выдающийся, известный
door [dɔ:] *n* дверь
doorbell ['dɔ:bel] *n* дверной звонок
down [daʊn] 1. *adv* вниз, внизу 2. *prep* вниз; по
dozen ['dʌzn] *n* дюжина
draw [drɔ:] *v* (drew, drawn) 1) тащить 2) привлекать (внимание) 3) рисовать

drawing room ['drɔ:ɪŋ ru:m] гостиная
dream [dri:m] 1. *n* мечта 2. *v* мечтать
dreamy ['dri:mi] *a* мечтательный
dress [dres] 1. *n* платье, одежда 2. *v* одевать(ся); to ~ up наряжаться
driver ['draɪvə] *n* шофер, водитель
drop [drɒp] *v* 1) капать; лить, проливать 2) падать, ронять; 3) оставлять, бросать
drug [drʌg] *n* 1) медикамент(ы) 2) наркотик
drum [drʌm] *n* барабан
dull [dʌl] *a* 1) глупый 2) скучный, надоедливый
during ['djʊəɪŋ] *prep* в течение, во время
dust [dʌst] *n* пыль
duty ['dʒu:ti] *n* долг, обязательство
dye [daɪ] *v* красить, окрашивать
dynamic [daɪ'næmɪk] *a* активный, энергичный, динамичный

Ее

each [i:tʃ] *pron* каждый; ~ other друг друга
eager ['i:gə] *a* полный страстного желания; to be ~ to гореть желанием
earth [z:θ] *n* земля; земной шар
east [i:st] 1. *n* восток 2. *a* восточный
eat [i:t] *v* (ate; eaten) есть
echo ['ekəʊ] *v* отдаваться эхом; отражаться (о звуке) (with)
economic [ˌekə'nɒmɪk] *a* экономический
editor ['editə] *n* редактор
editorial [ˌedɪ'tɔ:riəl] 1. *n* передовая, или редакционная, статья 2. *a* редакторский, редакционный
effect [ɪ'fekt] *n* результат, следствие
effective [ɪ'fektɪv] *a* действительный, эффективный
efficient [ɪ'fɪʃnt] *a* эффективный
effort ['efət] *n* усилие, попытка; напряжение
egg [eg] *n* яйцо
either ['aɪðə] *pron indef* как сущ. один из двух, оба, и тот и другой; как прил. каждый, любой (из двух)

elect [ɪˈlekt] *v* избирать
electric [ɪˈlektrɪk] *a* электрический
electronic [ɪˌlekˈtrɒnɪk] *a* электронный
elegance [ˈelɪɡəns] *n* изящество, элегантность, утонченность
elegant [ˈelɪɡənt] *a* изысканный, сделанный со вкусом, элегантный
elementary [ˌeliˈmentəri] *a* начальный, первоначальный
elephant [ˈelɪfənt] *n* слон
else [els] *adv* еще, кроме
employment [ɪmˈplɔɪmənt] *n* 1) служба; занятие; работа (*по найму*) 2) занятость
empty [ˈemptɪ] *a* пустой
encyclopedia [ɪnˌsaɪkləˈpiːdiə] *n* справочник, энциклопедия
ending [ˈendɪŋ] *n* окончание
enemy [ˈenəmi] *n* враг
enjoyable [ɪnˈdʒɔɪəbl] *a* приятный, доставляющий удовольствие
enjoyment [ɪnˈdʒɔɪmənt] *n* наслаждение, удовольствие
enthusiasm [ɪnˈθjuːzɪæzm] *n* восторг; воодушевление, энтузиазм
enthusiast [ɪnˈθjuːzɪæst] *n* энтузиаст
enthusiastic [ɪnˌθjuːzɪˈæstɪk] *a* восторженный; полный энтузиазма
enthusiastically [ɪnˌθjuːzɪˈæstɪkli] *adv* с энтузиазмом; восторженно, восхищенно
entirely [ɪnˈtaɪəli] *adv* всецело, полностью
entitled [ɪnˈtaɪtld] *a* озаглавленный
episode [ˈepɪsəʊd] *n* серия (*телефильма, радиопостановки и т. п.*), эпизод
equal [ˈiːkwəl] *v* равняться
era [ˈɪərə] *n* эра; время, период, эпоха
escalate [ˈeskəleɪt] *v* перерастать
escape [ɪˈskeɪp] *v* бежать, совершать побег
especially [ɪˈspeʃli] *adv* особенно, специально
essay [ˈeseɪ] *n* рассказ; эссе
establish [ɪˈstæblɪʃ] *v* 1) основывать 2) устанавливать
ethnic [ˈeθnɪk] *a* этнический, национальный

evacuation [ɪˌvækjuˈeɪʃən] *n* эвакуация
evaluating [ɪˈvæljuːeɪtɪŋ] *a* оценивающий
eve [iːv] *n* канун
even [ˈiːvn] *adv* даже
event [ɪˈvent] *n* событие
ever [ˈevə] *adv* когда-либо
evil [ˈiːvl] *a* злой
exactly [ɪɡˈzæktli] *adv* точно, как раз
examine [ɪɡˈzæmɪn] *v* 1) обследовать, проверять 2) экзаменовать
excellent [ˈeksələnt] *a* превосходный, великолепный, отличный
except [ɪkˈsept] *prep* кроме
exception [ɪkˈsepʃn] *n* исключение
exchange [ɪksˈtʃeɪndʒ] *v* обменивать, менять(ся)
excited [ɪkˈsaɪtɪd] *a* взволнованный, возбужденный
excitement [ɪkˈsaɪtmənt] *n* волнение, возбуждение
exclaim [ɪksˈkleɪm] *v* восклицать
exercise book [ˈeksəsaɪz buːk] *n* 1) тетрадь 2) сборник упражнений
expect [ɪkˈspekt] *v* 1) ожидать 2) рассчитывать, надеяться
experience [ɪkˈspɪəriəns] *n* 1) опыт 2) случай
expert [ˈekspɜːt] *n* специалист
explain [ɪkˈspleɪn] *v* объяснять
explanation [ˌekspləˈneɪʃn] *n* объяснение
explore [ɪkˈsplɔː] *v* исследовать, изучать
express [ɪkˈspres] *v* выражать
expression [ɪkˈspreʃn] *n* выражение
extra [ˈekstrə] *a* дополнительный
extraordinary [ɪkˈstrɔːdənəri] *a* 1) необычайный 2) чрезвычайный
extremely [ɪkˈstriːmli] *adv* чрезвычайно; *разг.* очень
eye [aɪ] *n* глаз

Ff

face [feɪs] 1. *n* лицо 2. *v* 1) сталкиваться (с чем-л.) 2) смотреть в лицо
factory [ˈfæktəri] *n* фабрика, завод
faculty [ˈfækəlti] *n* факультет
fail [feɪl] *v* 1) потерпеть неудачу 2) не исполнить, не сделать

fair [feə] 1. *n* рынок; ярмарка 2. *a*
1) красивый, прекрасный 2) справедливый
fairy ['feəri] *n* фея
fairyland ['feərlænd] *n* сказочная, волшебная страна
fall [fɔ:l] 1. *n* падение 2. *v* (fell; fallen) падать, понижаться; **to ~ in love** влюбиться
false [fɔ:ls] *a* ложный, неверный
fame [feim] *n* слава
familiar [fə'milɪə] *a* хорошо знакомый, легко узнаваемый
far [fɑ:] 1. *a* дальний, далекий 2. *adv*
1) далеко 2) гораздо, намного; **so ~** пока, до сих пор
farmer ['fɑ:mə] *n* фермер
fashionable ['fæʃnəbl] *a* модный, стильный
fast [fɑ:st] *a* быстрый
fat [fæt] *a* толстый
feed [fi:d] *v* (fed) кормить
feel [fi:l] *v* (felt) чувствовать
fee [fi:] *n* плата
feet [fi:t] *n pl* *om* foot
fellow ['feləu] *n* 1) приятель, товарищ 2) парень
fertile ['fɜ:tail] *a* плодородный
festivity [fe'stɪvəti] *n* 1) веселье 2) *pl* празднества, торжества
few [fju:] *a* мало, немного, несколько (*мж. а ~*)
field [fi:ld] *n* 1) поле 2) область, сфера, поле деятельности
fighter ['faɪtə] *n* *ав.* истребитель
fight [faɪt] *v* (fought) драться, сражаться, бороться
figurative ['fɪgjərətɪv] *a* образный, фигуральный, переносный
fill [fɪl] *v* наполнять(ся), заполнять(ся); **to ~ in** заполнять
find [faɪnd] *v* (found) находить; **to ~ out** узнать, разузнать, выяснить
fine [faɪn] *a* прекрасный
fingerpiece ['fɪŋgəpi:s] *n* аппликатор (*для игры на гитаре*)
finger ['fɪŋgə] *n* палец
firsthand [fɜ:st'hænd] *adv* из первых рук

fit [fɪt] *v* подходить, соответствовать
flatter ['flætə] *v* льстить
fleet [fli:t] *n* военно-морской флот
flow [fləu] *v* 1) течь 2) хлынуть 3) *ни-*спадать
fluent ['flu:ənt] *a* гладкий; плавный; беглый (*о речи*)
flush [flʌʃ] *v* краснеть
fly [flai] 1. *n* полет 2. *v* (flew, flown) летать, пролетать
focus ['fəʊkəs] *n* фокус, центр
folk [fəʊk] 1. *n* (*употр. во мн. ч.*) люди 2. *attr* народный
follow ['fɒləʊ] *v* 1) придерживаться, следовать (чему-л.) 2) следовать (за), преследовать
fond [fɒnd] *a* любящий; нежный, теплый
food [fu:d] *n* пища, еда
fool [fu:l] *v* дурачить, одурачивать; обманывать
foolish ['fu:liʃ] *a* глупый; дурашливый; безрассудный
foot [fʊt] *n* (*pl* feet) ступня
for [fɔ:] *prep* 1) для 2) за 3) на 4) в течение
foreign ['fɒrɪn] *a* иностранный
forgetful [fə'getfl] *a* забывчивый; забывающий
forgive [fə'gɪv] *v* (forgave; forgiven) прощать
fortunately ['fɔ:tʃənətli] *adv* счастливо, к счастью
forward ['fɔ:wəd] *adv* вперед, дальше
found [faʊnd] *v* основывать, учреждать
fountain ['faʊntɪn] *n* фонтан
free [fri:] *a* 1) свободный 2) бесплатный
fresh [freʃ] *a* свежий
freshly ['freʃli] *adv* свежо, бодро
frighten ['fraɪtn] *v* пугать
frightened ['fraɪtnd] *a* испуганный
from [frɒm] 1. *prep* от, из, с 2. *adv* ~ **now on** впредь
front [frʌnt] *n* перед, передняя сторона; **in ~ of** напротив
front row ['frʌnt rəʊ] *n* первый ряд
frown [fraʊn] *v* хмурить брови

full [fʊl] *a* полный, целый; **in** ~ полностью, в полной мере
full-time [fʊl'taɪm] *a* занимающий полный рабочий день
fun [fʌn] *n* веселье, забава, шутка
function ['fʌŋkʃn] *n* функция, назначение
funny ['fʌni] *a* смешной, забавный
furious ['fjʊəriəs] *a* взбешенный, яростный
future ['fju:tʃə] 1. *n* будущее 2. *a* будущий

Gg

gaily ['geɪli] *adv* весело, радостно
gardening ['gɑ:dnɪŋ] *n* садоводство
gate [geɪt] *n* ворота
gathering ['gæðərɪŋ] *n* собрание, встреча
gaze [geɪz] *v* пристально глядеть
gear [gɪə] *n* 1) одежда 2) принадлежности 3) имущество
general ['dʒenrəl] 1. *n* генерал 2. *a* 1) общий 2) обычный
genius ['dʒi:niəs] *n* гений
gently ['dʒentli] *adv* мягко, нежно
get [get] *v* (got) получать; **to** ~ **on** преуспевать, делать успехи; **to** ~ **on** along with ладить; **to** ~ **on** to продолжать; **to** ~ **out** выходить, идти; **to** ~ **over** покончить; **to** ~ **up** а) вставать б) понимать
ghost [gəʊst] *n* привидение
gifted ['gɪftɪd] *a* одаренный, способный
gig [gɪg] *n* концерт
giggle ['gɪgl] *n* хихиканье
gist [dʒɪst] *n* суть, сущность
give [gɪv] *v* (gave; given) давать; **to** ~ away отдавать; **to** ~ **up** to посвящать
glance [glɑ:ns] *v* бросить взгляд, мельком взглянуть
glare [gleə] *v* смотреть свирепо, с ненавистью
global ['glɔ:bl] *a* 1) мировой, всемирный 2) всеобщий
globe ['glɔ:bl] *n* глобус
glue [glu:] *v* не отрывать взгляда (to — от)
gnome [nəʊm] *n* гном

go [gəʊ] *v* (went; gone) идти, ходить; **to** ~ **for** разг. стремиться к чему-л.; **to** ~ **into** упоминать, вдаваться; **to** ~ **on** продолжать, случаться, происходить; **to** ~ **online** выходить в Интернет; **to** ~ **on** to перейти к (следующему); **to** ~ **through** изучать; **to** ~ **up** поднимать
god [gɒd] *n* бог, божество
golden ['gəʊldən] *a* золотой
good [gʊd] 1. *n* польза 2. *a* хороший
good-natured [ˌgʊd'neɪtʃəd] *a* добродушный, добрый
gorge [gɔ:ʃ] *n* ущелье
gorgeous ['gɔ:ʃəs] *a* вычурный, эффектный, яркий, пышный
government ['gʌvnmənt] *n* правительство
graduation [ˌgrædʒu'eɪʃn] *n* окончание учебного заведения
grammatical [grə'mætɪkl] *a* грамматический; грамматически правильный
grandpa ['grænpa:] *n* дедушка
granite ['grænɪt] *n* гранит
granny ['græni] *n* бабушка
gravely ['ɡreɪvli] *adv* серьезно, здраво, рассудительно
great [ɡreɪt] *a* 1) большой 2) великий 3) разг. великолепный
greatly ['ɡreɪtli] *adv* очень; значительно, весьма
Greek [ɡri:k] *a* греческий
greet [ɡri:t] *v* приветствовать; здороваться
grew [ɡru:] *past om* grow
grimly ['ɡrɪmli] *adv* жестоко, беспощадно, безжалостно
grin [ɡrɪn] *v* ухмыляться
ground [ɡraʊnd] 1. *n* земля 2. *v* основывать, обосновывать, подкреплять
grow [ɡrəʊ] *v* (grew; grown) расти, произрастать; **to** ~ **up** становиться взрослым
grown-up ['ɡrəʊnɪp] *n* взрослый (человек)
guarantee [ˌɡærən'ti:] *v* давать гарантию
guard [ɡɑ:d] *n* 1) охрана, защита 2) охранник

guess [ges] *v* угадать, отгадать; **I ~ AE** я думаю
guest [gest] *n* гость, гостя
guidance ['gaɪdəns] *n* руководство
guide [gaɪd] **1. n** 1) экскурсовод, проводник 2) путеводитель, справочник; **TV ~** программа ТВ **2. v** вести, быть проводником
guitar [gi'tɑ:] *n* гитара
gusto ['gastəʊ] *n* удовольствие
guy [gaɪ] *n* парень

Hh

habit ['hæbɪt] *n* привычка, обыкновение; обычай
hair [heə] *n* волос, волосы, волосок
half [hɑ:f] *n* (*pl* halves) половина
hall [hɔ:l] *n* зал
hand [hænd] *n* рука; **to ~ in** передавать, сдавать; **on the one ~ ... on the other ~** с одной стороны ... с другой стороны
handbag ['hændbæg] *n* дамская сумочка
handle ['hændl] *n* ручка (*двери*)
hang [hæŋ] *v* (**hung**) вешать, развешивать, подвешивать; **to get the ~ of** *idm* приобрести навык, сноровку; **to ~ around** *разг.* слоняться
happening ['hæpənɪŋ] *n* событие
happily ['hæpɪli] *adv* успешно, удачно, счастливо
happiness ['hæpɪnəs] *n* счастье, удача
happy ['hæpi] *a* счастливый, довольный
harbour ['hɑ:bə] *n* гавань, порт
hard [hɑ:d] **1. a** 1) твердый, жесткий 2) тяжелый **2. adv** усердно, упорно
hardly ['hɑ:dlɪ] *adv* едва, еле
hard-working [,hɑ:d'wɜ:kɪŋ] *a* трудолюбивый
harm [hɑ:m] *n* вред, убыток
harpsichord ['hɑ:psɪkɔ:d] *n* клавесин
hat [hæt] *n* шляпа
hate [heɪt] *v* ненавидеть
hatter ['hætə] *n* шляпный мастер
head [hed] **1. n** 1) голова 2) руководитель **2. v** возглавлять

headline ['hedlɪn] *n* заголовок
health [helθ] *n* здоровье
hear [hiə] *v* (**heard**) **1)** слышать **2)** слушать
heart [hɑ:t] *n* сердце
heat [hi:t] *n* жара, жар, тепло
heavily ['hevɪli] *adv* много; сильно
heavy ['hevi] *a* тяжелый
heel [hi:l] *n* каблук
helpfully ['helpfəli] *adv* вежливо
helpless ['helpləs] *a* беспомощный
heroic [hi'rəʊɪk] *a* героический
herself [hɜ:'self] *pron* **1)** себя, себе **2)** сама
high [haɪ] **1. a** 1) высокий 2) высший, главный; ~ **school** средняя школа **2. adv** высоко
highlight ['haɪlaɪt] *v* освещать
highlighted ['haɪlaɪtɪd] *a* *зд.* выделенный
highly ['haɪli] *adv* очень, весьма, чрезвычайно, сильно
hill [hɪl] *n* холм, возвышение
himself [hɪm'self] *pron* **1)** себя, себе **2)** сам
hint [hɪnt] *n* **1)** намек **2)** совет
history ['hɪstəri] *n* история
hit [hɪt] *v* (**hit**) ударять
hold [həʊld] *v* (**held**) **1)** держать **2)** проводить; **to ~ up** выставлять, показывать
homecoming ['həʊm,kʌmɪŋ] *n* *AE* ежегодная встреча выпускников (*университета, колледжа*)
homeroom teacher ['həʊmru:m ,ti:tʃə] *n* *AE* воспитатель, учитель (*в школе*)
homesickness ['həʊm,sɪknəs] *n* тоска по родине, ностальгия
homework ['həʊmwɜ:k] *n* домашняя работа, домашнее задание
honey ['hʌni] *n* мед
honour ['ɒnə] **1. n** (*AE honor*) честь, слава **2. v** почитать, чтить
hope [həʊp] *v* надеяться
hopefully ['həʊpfəli] *adv* с надеждой
horrible ['hɒrəblɪ] *a* жуткий, страшный
horse [hɔ:s] *n* конь, лошадь
hospital ['hɒspɪtl] *n* больница
host [həʊst] *n* хозяин

hot [hɒt] *a* горячий, жаркий
hour [ˈaʊə] *n* час
housing [ˈhaʊzɪŋ] *n* обеспечение жильем
how [haʊ] *adv* как, каким образом
however [haʊˈevə] *conj* однако, тем не менее, несмотря на
humorist [ˈhju:mərist] *n* юморист
Hungarian [ˈhʌŋˈɡeəriən] *a* венгерский
hurry [ˈhʌɪ] *v* торопиться
hurriedly [ˈhʌɪdli] *adv* поспешно, торопливо
hurt [hɜ:t] *v* (**hurt**) 1) причинить боль 2) обижать, делать больно
husband [ˈhʌzbənd] *n* муж, супруг

Ii

ice [aɪs] *n* лед
identification [aɪˌdentɪfɪˈkeɪʃən] *n* распознавание
identify [aɪˈdentɪfaɪ] *v* опознавать, распознавать
idiomatic [ˌɪdɪəˈmætɪk] *a* *зд.* правильный, естественный
idiot [ˈɪdɪət] *n* идиот
if [ɪf] *conj* если
ignorance [ˈɪɡnərəns] *n* невежественность, невежество
ignorant [ˈɪɡnərənt] *a* необразованный, безграмотный
ignore [ɪɡˈnɔ:] *v* игнорировать
image [ˈɪmɪdʒ] *n* образ
imagination [ɪˌmædʒɪˈneɪʃn] *n* воображение
immediately [ɪˈmi:diətli] *adv* немедленно
immigrant [ˈɪmɪgrənt] *n* иммигрант
importance [ɪmˈpɔ:təns] *n* важность, значительность
important [ɪmˈpɔ:tənt] *a* важный, значительный
impress [ɪmˈpres] *v* производить впечатление, поражать
impression [ɪmˈpreʃn] *n* впечатление
improve [ɪmˈpru:v] *v* улучшать(ся)
include [ɪnˈklu:d] *v* включать
inconvenient [ˌɪnkənˈvi:niənt] *a* причиняющий беспокойство, неудобный

incorrect [ˌɪnkəˈrekt] *a* неверный, неправильный
incredible [ɪnˈkredəbl] *a* невероятный
indeed [ɪnˈdi:d] *adv* в самом деле, действительно
indefinite [ɪnˈdefənət] *a* неопределенный
independent [ˌɪndɪˈpendənt] *a* независимый, самостоятельный
indicate [ˈɪndɪkeɪt] *v* указывать
industry [ˈɪndəstri] *n* промышленность, производство
influence [ˈɪnfluəns] 1. *n* влияние 2. *v* (по)влиять, (воз)действовать
influential [ɪnfluˈenʃl] *a* влиятельный
informal [ɪnˈfɔ:ml] *a* неофициальный; неформальный
inform [ɪnˈfɔ:m] *v* сообщать, информировать
initials [ɪˈnɪʃəlz] *n pl* инициалы
initiate [ɪˈnɪʃɪət] *v* начать, приступать
initiative [ɪˈnɪʃətɪv] *n* инициатива, предприимчивость
ink [ɪŋk] *n* чернила
insert [ɪnˈsɜ:t] *v* вставлять
inside [ɪnˈsaɪd] *adv* внутри, внутрь
insist [ɪnˈsɪst] *v* настойчиво утверждать, настаивать
insolent [ɪnsələnt] *a* дерзкий, вызывающий
inspire [ɪnˈspaɪə] *v* вдохновлять, воодушевлять
instead [ɪnˈsted] *adv* вместо
instruct [ɪnˈstrʌkt] *v* инструктировать, информировать
intelligent [ɪnˈtelɪdʒənt] *a* сообразительный, понятливый
intelligibility [ɪnˌtelɪdʒəˈbɪləti] *n* понятность, доступность
intention [ɪnˈtenʃn] *n* намерение, стремление, цель
interest [ˈɪntrɪst] 1. *n* интерес 2. *v* интересоваться
interpret [ɪnˈtɜ:prɪt] *v* объяснять, толковать
interrupt [ˌɪntəˈrʌpt] *v* обрывать, прерывать, внезапно прекращать (*разговор, дружбу и т. д.*)

introduce [ˌɪntrəˈdjuːs] *v* представлять, знакомить
introduction [ˌɪntrəˈdʌkʃn] *n* введение, предисловие (*к книге*)
invent [ɪnˈvent] *v* изобретать
invention [ɪnˈvenʃn] *n* изобретение
inventor [ɪnˈventə] *n* изобретатель
invitation [ˌɪnvɪˈteɪʃən] *n* приглашение
invite [ɪnˈvaɪt] *v* приглашать
involve [ɪnˈvɒlv] *v* вовлекать
irregularly [ɪˈregjələli] *adv* 1) неправильно, нестандартно 2) нерегулярно
island [ˈaɪlənd] *n* остров
item [ˈaɪtəm] *n* отдельный предмет, вопрос
itself [ɪtˈself] *pron* 1) *refl* себя, -ся, -сь, себе 2) *emph* сам, само, сама

Jj

jealous [ˈdʒeləs] *a* 1) ревнивый 2) завидующий, завистливый
join [dʒɔɪn] *v* (при)соединять(ся)
joke [dʒəʊk] 1. *n* шутка 2. *v* шутить
journal [ˈdʒɜːnl] *n* журнал, дневник
journey [ˈdʒɜːni] *n* поездка, прогулка, путешествие
joy [dʒɔɪ] *n* радость, веселье
joyful [ˈdʒɔɪfl] *a* радостный, счастливый
jubilee [ˈdʒuːbiliː] *n* юбилей
judge [dʒʌdʒ] *v* 1) судить 2) приходить к выводу, считать
jungle [ˈdʒʌŋɡl] *n* джунгли

Kk

keen [kiːn] *a* сильно желающий, стремящийся; **to be ~ on** сильно желать
keep [kiːp] *v* (**kept**) 1) держать, содержать что-л.; **to ~ a journal** вести дневник 2) продолжать делать; **to ~ on** продолжать; **to ~ up with** не отставать от
key [kiː] 1. *n* ключ 2. *attr* ключевой, главный
keyboard [ˈkiːbɔːd] *n* 1) клавиатура 2) *муз.* синтезатор
kill [kɪl] *v* убивать; **to ~ off** уничтожить

kind I [kaɪnd] *n* род, вид
kind II [kaɪnd] *a* добрый
king [kɪŋ] *n* король
kiss [kɪs] 1. *n* поцелуй 2. *v* поцеловать(ся), целовать(ся)
kitchen [ˈkɪtʃɪn] *n* кухня
knee [niː] *n* колено
know [nəʊ] *v* (**knew; known**) знать
knowledge [ˈnɒlɪdʒ] *n* знания

Ll

label [ˈleɪbl] *n* ярлык, этикетка
lack [læk] *n* недостаток, нужда
lad [læd] *n* мальчик, юноша, парень
lagoon [ləˈɡuːn] *n* лагуна
lament [ləˈment] *v* горько жаловаться, сетовать
late [leɪt] 1. *a* (**later, latter; latest, last**) опоздавший; поздний 2. *adv* (**later; latest**) поздно
lately [ˈleɪtli] *adv* недавно
Latin [ˈlætɪn] 1. *n* латинский язык 2. *a* латинский
laugh [lɑːf] 1. *n* смех 2. *v* смеяться
laundry [ˈləʊndri] *n* прачечная
lava [ˈlɑːvə] *n* лава
layer [ˈleɪə] *n* слой
lead [liːd] *v* (**led**) вести, показывать путь
league [liːg] *n* лига
learner [ˈlɜːnə] *n* учащийся, ученик
least [liːst] *n* минимальное количество; **at ~** по крайней мере
leave [liːv] *v* (**left**) 1) покидать 2) оставлять
lecturer [ˈlektʃərə] *n* лектор
led [led] *v past u p. p. om leave*
left [left] 1. *a* левый 2. *adv* налево, слева
legend [ˈledʒənd] *n* легенда
lemonade [ˌleməˈneɪd] *n* лимонад
lengthy [ˈleŋθi] *a* длинный, растянутый
less [les] *a* (*сравнит. ст. om little*) меньший
lexical [ˈleksɪkl] *a* лексический
liberty [ˈlɪbəti] *n* свобода

librarian [laɪ'breɪən] *n* библиотекарь
library ['laɪbrəri] *n* библиотека
lie [laɪ] *v* (**lay; lain**) лежать
lie [laɪ] *v* лгать, обманывать
lift [lɪft] *v* поднимать
light [laɪt] 1. *n* свет 2. *a* легкий 3. (**lit**) *v*
 1) светить 2) светиться, оживляться
like [laɪk] 1. *a* нечто подобное, похожее 2. *v* любить, нравиться 3. *adv*
 так, подобно этому
likely ['laɪkli] *adv* вероятно
line [laɪn] *n* строка, строчка
linguistic [lɪŋ'ɡwɪstɪk] *a* языковедческий, лингвистический
lit [lɪt] *past u p. p. om light*
literacy ['lɪtərəsi] *n* грамотность
literate ['lɪtərət] *a* грамотный
litter ['lɪtə] *v* сорить, мусорить
little ['lɪtl] 1. *a* (**less; least**) маленький, небольшой 2. *adv* немного, мало
live [laɪv] *a* 1) живой 2) радио, тлв. передающийся непосредственно с места действия (без предварительной записи на пленку или киноленту)
lively ['laɪvli] *a* 1) живой (об описании и т. п.) 2) яркий, сильный (о впечатлении, цвете и т. п.)
loaf [ləʊf] *n* буханка, каравай
local ['ləʊkl] 1. *n* местный житель 2. *a* местный
locate [ləʊ'keɪt] *v* определять
location [ləʊ'keɪʃn] *n* местонахождение
lock [lɒk] *v* запира́ть на замок
lonely ['ləʊnli] *a* одинокий
long [lɒŋ] 1. *a* 1) длинный 2) долгий, продолжительный 2. *adv* 1) долго 2) давно; ~ ago давно
look [lʊk] 1. *n* 1) взгляд 2) вид, наружность; **to have a ~** посмотреть 2. *v*
 1) смотреть, глядеть 2) выглядеть; **to ~ after** присматривать за, заботиться о; **to ~ for** искать; **to ~ forward** предвкушать; **to ~ out for** подыскивать, пытаться получить; **to ~ through** просмотреть, проверить
lord [lɔ:d] *n* 1) господин 2) лорд, пэр
lose [lu:z] *v* (**lost**) терять
loss [lɒs] *n* потеря, утрата

loud [laʊd] *a* громкий; звучный
lovely ['lʌvli] *a* красивый, прекрасный
lover ['lʌvə] *n* любовник, любовница
lower ['ləʊə] *v* спускать, опускать
lucky ['lʌki] *a* счастливый, удачный, удачливый
lunch [lʌntʃ] *n* обед
lunchtime ['lʌntʃtaɪm] *n* обеденный перерыв

Mm

machine [mə'ʃi:n] *n* машина
mad [mæd] *a* 1) помешанный на чем-л., увлеченный чем-л. 2) рассвирепевший
madam ['mædəm] *n* мадам, госпожа
made [meɪd] *past u p. p. om make*
mademoiselle [,mædəmwə'zel] *n* мадемуазель (обращение к незамужней француженке или другой иностранке)
magical ['mædʒɪkl] *a* волшебный, магический
magic carpet [,mædʒɪk 'kɑ:pɪt] *n* ковер-самолет
magnificent [mæg'nɪfɪsənt] *a* великолепный
main [meɪn] *a* главный, основной
mainly ['meɪnli] *adv* главным образом, преимущественно, в основном
major ['meɪdʒə] *a* главный
make [meɪk] *v* (**made**) делать; **to ~ out** понимать; **to ~ up** составлять
make-up ['meɪkʌp] *n* грим, косметика
manage ['mænɪdʒ] *v* руководить, управлять
management ['mænɪdʒmənt] *n* управление
manager ['mænɪdʒə] *n* руководитель, управляющий
manner ['mænə] *n* 1) способ, метод 2) манера
march [mɑ:tʃ] *v* маршировать, идти строем
marry ['mæri] *v* женить(ся), выходить замуж
marvellous ['mɑ:vələs] *a* изумительный, удивительный

massage [mə'sɑ:ʒ] *υ* массировать
massive ['mæsɪv] *а* тяжелый, массивный
master ['mɑ:stə] *п* мастер, знаток своего дела, специалист
masterful ['mɑ:stəfəl] *а* мастерский
masterpiece ['mɑ:stəpi:s] *п* шедевр
match [mætʃ] 1. *п* вещь, подходящая под пару 2. *υ* подбирать (под пару), противопоставлять, сравнивать
mate [meɪt] *п* товарищ, напарник
material [mə'tiəriəl] *п* материал, вещество
mathematical [ˌmæθɪ'mætɪkl] *а* математический
matter ['mætə] 1. *п* вопрос, дело; **по ~ how** не важно, как/каким образом 2. *υ* иметь значение
may [meɪ] *υ* 1) *выражает допустимую возможность* 2) *выражает предположение, основанное на неуверенности*
meal [mi:l] *п* еда
mean [mi:n] *υ* (**meant**) 1) значить, означать 2) намереваться, иметь в виду
meaning ['mi:nɪŋ] *п* значение, смысл
meanwhile ['mi:nwaɪl] *adv* тем временем, между тем
measure ['meʒə] 1. *п* мера, единица измерения 2. *υ* измерять, оценивать
medium ['mi:diəm] *п* средство
meet [mi:t] *υ* (**met**) 1) встречать(ся) 2) удовлетворять, соответствовать (*желаниям, требованиям*)
meeting ['mi:tiŋ] *п* встреча
member ['membə] *п* член, участник
memorable ['memərəbl] *а* памятный, незабываемый
memory ['meməri] *п* память
men [men] *pl om man*
mention ['menʃn] *υ* упоминать, ссылаться на
mess [mes] *п* беспорядок, путаница
message ['mesɪdʒ] *п* послание, сообщение, письмо
metal ['metl] *п* металл
microphone ['maɪkrəfəʊn] *п* микрофон
midday [ˌmɪd'deɪ] *п* полдень

middle ['mɪdl] *а* средний
middle-aged [ˌmɪdl'eɪdʒd] *а* средних лет
middle class [ˌmɪdl'kla:s] *п* средний класс
midnight ['mɪdnait] *п* полночь
might [maɪt] *past om may*
mile [maɪl] *п* миля
milk [mɪlk] *п* молоко
mind [maɪnd] 1. *п* 1) разум 2) память; **to my ~** по моему мнению 2. *υ* 1) обращать внимание, придавать значение 2) возражать
mine [maɪn] *pron poss (абсолют. форма)* мой, моя, мое
mineral ['mɪnərəl] *п* минерал
miniature ['mɪnɪəʃə] *а* миниатюрный
minister ['mɪnɪstə] *п* министр
mirror ['mɪrə] *п* зеркало
misinformation [ˌmɪsɪnfə'meɪʃn] *п* дезинформация, ложь
miss [mɪs] *п* мисс (*при обращении к девушке или незамужней женщине*)
miss [mɪs] *υ* 1) упустить, пропустить 2) скучать (по ком-л.)
mistake [mɪ'steɪk] *п* ошибка
mistress ['mɪstrəs] *п* хозяйка (дома), госпожа
misunderstanding [ˌmɪsʌndə'stændɪŋ] *п* неправильное понимание
mix [mɪks] *υ* 1) мешать, смешивать(ся); **to ~ up** спутывать 2) *тех.* микшировать
modern ['mɒdn] *а* современный, новый
monotonous [mə'nɒtənəs] *а* однообразный, скучный
monotonously [mə'nɒtənəsli] *adv* однообразно, скучно
monster ['mɒnstə] *п* чудовище
month [mʌnθ] *п* месяц
monthly ['mʌnθli] 1. *п* ежемесячное периодическое издание, ежемесячник 2. *а* ежемесячный
moon [mu:n] *п* луна
more [mɔ:] 1. *а* 1) *сравн. ст. от much и many* 2) больший, более многочисленный 2. *adv* 1) *сравн. ст. от much* 2) больше
morning ['mɔ:nɪŋ] *п* утро

most [məʊst] *a* 1) *превосх. ст.* от **much** и **many** 2) наибольший
mostly ['məʊstli] *adv* главным образом
mountain ['maʊntɪn] *n* гора
mouth [maʊθ] *n* рот
move [mu:v] *v* двигать(ся), передвигать(ся)
movement ['mu:vmənt] *n* движение
movie ['mu:vi] *n* кинокартина, кинофильм, фильм
much [mʌtʃ] 1. *a* (more; most) 1) много 2) большой 2. *adv* 1) очень 2) почти 3) гораздо больше
multimillionaire [,mʌlti,mɪljə'neə] *n* мультимиллионер
mumble ['mʌmbl] *v* бормотать, бурчать
munch [mʌntʃ] *v* жевать, чавкать
murder ['mɜ:də] 1. *n* убийца 2. *v* убивать
musician [mju:'zɪʃn] *n* 1) музыкант 2) композитор
mutter ['mʌtə] *v* бормотать
myself [maɪ'self] *pron refl* себя, меня самого, себе
mysterious [mi'stiəriəs] *a* таинственный
mystic ['mɪstɪk] *a* тайный, мистический
myth [mɪθ] *n* миф; вымысел

Nn

namely ['neɪmli] *adv* а именно, то есть
nameplate ['neɪmpleɪt] *n* табличка с именем
nation ['neɪʃn] *n* 1) нация, народ 2) государство, страна
national ['næʃnəl] *a* национальный, народный
nationwide [,neɪʃn'waɪd] *a* общенациональный
natural ['nætʃrəl] *a* естественный, природный
nature ['neɪtʃə] *n* природа, мир, вселенная
naval ['neɪvl] *a* (военно-)морской
near [niə] 1. *a* близкий, ближайший 2. *v* приближаться, подходить 3. *adv* близко, поблизости, подле 4. *prep* около, возле

nearly ['niəli] *adv* 1) почти, чуть не; 2) около, приблизительно; 3) близко, тесно, непосредственно
necessary ['nesɪsəri] *a* необходимый, нужный
need [ni:d] 1. *n* надобность, нужда 2. *v* 1) нуждаться в чем-л. 2) требоваться
needle ['ni:dl] *n* иголка, игла
neighbour ['neɪbə] *n* сосед, соседка
nephew ['nefju:] *n* племянник
Neptune ['neptju:n] *n* Нептун
nervous ['nɜ:vəs] *a* 1) мед. нервный, нервозный 2) боязливый, робкий
neurosurgeon [,njuəgə'sɜ:ʃən] *n* нейрохирург
news [nju:z] *n* новость, новости
newsagent ['nju:z,eɪdʒənt] *n* газетный киоск
next [nekst] 1. *a* 1) следующий, будущий 2. *adv* затем, потом
nickname ['nɪkneɪm] *n* прозвище, кличка
nightclub ['naɪtklʌb] *n* ночной клуб
nobody ['nəʊbədi] *pron neg* никто
nod [nɒd] *v* кивать головой
non-competitive [,nɒnkəm'petətɪv] *n* неконкурентный, несоперничающий
none [nʌn] 1. *pron neg* 1) никто, ничто, ни один 2) никакой 2. *adv* несколько, совсем не
non-fiction [,nɒn'fɪkʃn] *n* документальная, научная литература и т. п.; science ~ научная фантастика
nonsense ['nɒnsəns] *n* вздор, ерунда, бессмыслица
noon [nu:n] *n* полдень
note [nəʊt] 1. *n* 1) (обыкн. pl) заметка, запись 2) нота; to take ~s записывать 2. *v* делать заметки, записывать (тж. ~ down)
notebook ['nəʊtbʊk] *n* записная книжка; тетрадь
nothing ['nʌθɪŋ] 1. *n* ничто, пустяк 2. *adv* несколько, совсем нет
notice ['nəʊtɪs] 1. *n* 1) извещение 2) объявление 2. *v* замечать
now [naʊ] *adv* теперь, сейчас, ~ and then иногда

nurse [nɜ:s] 1. *n* медицинская сестра
2. *v* ухаживать

Oo

object ['ɒbʃɪkt] *n* предмет, вещь
observation [ˌɒbzə'veɪʃn] *n* наблюдение
obsidian [əb'sɪdiən] *n* обсидиан, вулканическое стекло
occasion [ə'keɪzən] *n* событие
occasionally [ə'keɪznəli] *adv* иногда, изредка
occupation [ˌɒkjʊ'peɪʃn] *n* занятие, род занятий, профессия
o'clock [ə'klɒk] *adv* по часам, на часах
off [ɒf] 1. *adv* 1) указывает на удаление, отделение 2) перерыв в работе; **Sunday is her day** ~ воскресенье у нее выходной 2. *prep* указывает на удаление с поверхности с
offer ['ɒfə] 1. *n* предложение 2. *v* предлагать
old-fashioned [ˌəʊld'fæʃnd] *a* несовременный, старомодный
old-time ['əʊlɔtaɪm] *a* старинный, прежних времен
once [wʌns] 1. *n* один раз; **at** ~ тотчас 2. *adv* однажды
only ['əʊnli] 1. *a* единственный 2. *adv* только, исключительно, единственно, лишь
open ['əʊpən] 1. *a* 1) открытый, доступный 2) открытый, раскрытый 2. *v* 1) открывать(ся), раскрывать(ся) 2) начинать(ся)
opportunity [ˌɒpə'tju:nɪti] *n* удобный случай, благоприятная возможность
opposite ['ɒpəzɪt] 1. *a* находящийся напротив, противоположный 2. *adv* напротив, против
order ['ɔ:də] 1. *n* порядок; последовательность; **in** ~ **to** для того, чтобы 2. *v* приводить в порядок
ordinary ['ɔ:dnəri] *a* обычный, обыкновенный, заурядный
organist ['ɔ:gənɪst] *n* органист
original [ə'ɒrɪʃnl] *a* 1) подлинный 2) первоначальный
orphan ['ɔ:fən] *n* сирота

orphanage ['ɔ:fənɪdʒ] *n* сиротский приют
other ['ʌðə] *a* другой, иной
otherwise ['ʌðəwaɪz] *adv* иначе, иным способом
ought [ɔ:t] *v* модальный глагол выражает долженствование
ourselves [aʊə'selvz] *pron refl* себя, себе
out [aʊt] *prep* указывает на положение вне другого предмета вне, за, из
outfit ['aʊtfɪt] *n* комплект одежды
outline ['aʊtlaɪn] *n* схема, план, конспект
outside [aʊt'saɪd] 1. *a* наружный, внешний 2. *adv* снаружи, из, вне 3. *prep* вне, за пределами
outstanding [aʊt'stændɪŋ] *a* выдающийся, знаменитый
overflowing [ˌəʊvə'fləʊɪŋ] *n* наводнение
overload [ˌəʊvə'ləʊd] *n* перегрузка
owl [aʊl] *n* сова
own [əʊn] 1. *a* (после притяжательных местоимений и существительных в possessive case) свой собственный 2. *v* владеть, иметь, обладать; **on one's** ~ самостоятельно

Pp

paid [peɪd] *past u p. p. of pay*
paint [peɪnt] *v* заниматься живописью
pair [peə] *n* пара
palace ['pæləs] *n* дворец
pants [pænts] *n pl* брюки, штаны
papa [rə'pɑ:] *n* папа
paper ['peɪpə] *n* 1) бумага; **exam** ~s экзаменационная работа 2) газета
parade [pə'reɪd] *n* парад
paradise ['pærədəɪs] *n* рай
parking lot ['pɑ:kɪŋ lɒt] *n* AE место стоянки автотранспорта
parody ['pærədi] *n* пародия
part [pɑ:t] *n* часть; **to take** ~ **in** принимать участие в чем-л.
particular [pə'tɪkjʊlə] *a* редкий, особенный
partnership ['pɑ:tnəʃɪp] *n* сотрудничество

part-time [ˌpɑːt'taɪm] *n* неполный рабочий день
pass [pɑːs] *v* 1) сдавать; **to ~ a test** сдать тест 2) проходить мимо
passage ['pæsɪdʒ] *n* отрывок
passion ['pæʃn] *n* страсть
past [pɑːst] *prep* после
path [pɑːθ] *n* 1) тропинка, тропа, дорожка 2) путь
patient ['peɪʃnt] *a* терпеливый
patiently ['peɪʃntli] *a* терпеливо
patrol [pə'trəʊl] *n* патруль
pause [pɔːz] *n* пауза, перерыв
pay [peɪ] *v* (**paid**) 1) платить 2) обра- щать (*внимание*)
peace [piːs] *n* мир
peer [piə] *v* вглядываться, всматривать- ся
percentage [pə'sentɪdʒ] *n* процент, про- центное отношение
perfect ['pɜːfɪkt] *a* совершенный, безуп- речный
perfectly ['pɜːfɪktli] *adv* совершенно, вполне
perform [pə'fɔːm] *v* 1) выполнять 2) представлять перед аудиторией
performance [pə'fɔːməns] *n* 1) исполне- ние 2) спектакль, представление
performer [pə'fɔːmə] *n* исполнитель
perhaps [pə'hæps] *adv* может быть, воз- можно
personality [ˌpɜːsə'næləti] *n* индивиду- альность, личность
personally ['pɜːsənli] *adv* лично
philosopher [fə'lɒsəfə] *n* мыслитель, фи- лософ
phonetic [fə'netɪk] *a* фонетический
phone [fəʊn] *v* звонить по телефону
physicist ['fɪzɪsɪst] *n* физик
pick [pɪk] *v* выбирать; **to ~ up** 1) соби- рать, брать (*вещь*) 2) подвезти (*лю- дей*) 3) научиться (чему-л.)
picnic ['pɪknɪk] *n* пикник
piece [piːs] *n* 1) кусок, часть 2) *муз.* пьеса
pig [pɪɡ] *n* поросенок, свинья
plain [pleɪn] *n* равнина
plane [pleɪn] *n* самолет

plant [plɑːnt] 1. *n* растение 2. *v* сажать, сеять
platform ['plætfɔːm] *n* перрон, платформа
platinum ['plætɪnəm] *n* платина
play [pleɪ] 1. *n* 1) игра 2) пьеса 2. *v* иг- рать
play-act ['pleɪækt] *v* играть в пьесе
pleasant ['plezənt] *a* приятный
pleasantly ['plezntli] *adv* весело, радостно
please [pliːz] *v* радовать, доставлять удовольствие
pleasure ['plezə] *n* удовольствие, на- слаждение
plum [plʌm] *n* слива
Pluto ['pluːtəʊ] *n* Плутон
pocket ['pɒkɪt] *n* карман
poet ['pəʊɪt] *n* поэт
point [pɔɪnt] 1. *n* 1) пункт 2) особен- ность; **~ of view** точка зрения 2. *v* показывать
polite [pə'laɪt] *a* вежливый
poll [pɒl] *n* опрос, социологическое исследование
poor [pʊə, pɔː] *a* 1) бедный, нищий 2) низкий, плохой
population [ˌpɒpjʊ'eɪʃn] *n* население, жители
porridge ['ɒrɪdʒ] *n* (овсяная) каша
position [pə'zɪʃn] *n* положение
positive ['pɒzətɪv] *a* положительный
possibility [ˌpɒsə'bɪləti] *n* возможность, вероятность
possible ['pɒsəbl] *a* возможный, веро- ятный
post [pəʊst] 1. *n* почта 2. *v* послать по почте
potential [pə'tenʃl] *n* возможность
pouf [puːf] *n* пух (род мягкой мебели)
pound [paʊnd] *n* фунт стерлингов
pout [paʊt] *v* надуть губы
poverty ['pɒvəti] *n* бедность
powder ['paʊdə] *n* порошок
power ['paʊə] *n* сила, мощь, могущество
practically ['præktɪkli] *adv* практически
praise [preɪz] *v* хвалить; восхвалять
precision [prɪ'sɪʒn] *n* точность, чет- кость; правильность
prediction [prɪ'dɪkʃn] *n* предсказание, прогноз

prefer [prɪ'fɜ:] *v* предпочитать
prefix ['pri:fiks] *n* префикс, приставка
prejudice ['preʤʊdis] *n* предубеждение, предвзятое мнение
preparation [ˌprɛpə'reɪʃn] *n* приготовление
prepare [prɪ'peə] *v* 1) готовить, подготавливать 2) готовиться
preposition [ˌprɛpə'zɪʃn] *n* предлог
present ['prezənt] 1. *n* 1) подарок 2) настоящий 2. *v* [prɪ'zent] 1) преподнести; дарить (with) 2) представлять
preservation [ˌprezə'veɪʃn] *n* сохранение
pressure ['prefə] *n* давление
pretty ['prɪtɪ] *a* 1) хорошенький, приятный 2) разг. довольно, достаточно
previous ['pri:vɪəs] *a* предыдущий, предшествующий
pride [praɪd] *n* гордость
prime [praɪm] 1. *n* начало 2. *a* главный, высший
princess [ˌprɪn'ses] *n* принцесса
principle ['prɪnsəpl] *n* принцип
print [prɪnt] *v* печатать
private ['praɪvɪt] *a* частный, личный
prize [praɪz] *n* награда, приз
prizewinner ['praɪzwɪnə] *n* призер; лауреат
probably ['prɒbəbli] *adv* вероятно
process ['prəʊses] *n* процесс
produce [prə'dju:s] *v* производить
producer [prə'dju:sə] *n* продюсер
progress ['prɒɡres] *n* прогресс, развитие
project ['prɒʤekt] *n* проект, план
promise ['prɒmɪs] 1. *n* обещание 2. *v* обещать, давать обещание
pronoun ['prəʊnaʊn] *n* местоимение
pronounce [prə'naʊns] *v* произносить
pronunciation [prəˌnʌnsɪ'eɪʃn] *n* произношение
proper ['prɒpə] *a* правильный, подходящий
properly ['prɒpəli] *adv* должным образом, как следует, правильно
proposal [prə'pəʊzl] *n* предложение
propose [prə'pəʊz] *v* предлагать; внести предложение
protect [prə'tekt] *v* защищать

protest ['prəʊtest] 1. *n* протест 2. *v* [prə'test] протестовать, возражать
proud [praʊd] *a* гордый
prove [pru:v] *v* 1) доказывать, подтверждать 2) оказываться
provide [prə'vaɪd] *v* 1) обеспечивать, снабжать 2) предоставлять
psychology [saɪ'kɒlədʒɪ] *n* психология
pub [pʌb] *n* паб, пивная
public ['pʌblɪk] *a* общественный
publication [ˌpʌbli'keɪʃn] *n* 1) опубликование, публикация 2) произведение, издание
publish ['pʌblɪʃ] *v* 1) публиковать 2) издавать
publisher ['pʌblɪʃə] *n* издатель
punctuation [ˌpʌŋktʃu'eɪʃn] *n* пунктуация
punish ['pʌnɪʃ] *v* наказывать
pupil ['pjʊ:pl] *n* ученик; воспитанник
purchase ['pɜ:tʃəs] 1. *n* покупка 2. *v* покупать, приобретать
push [puʃ] *v* толкать(ся)
put [put] *v* (put) класть, положить, поставить; to ~ down to относить
puzzle ['pʌzl] *n* головоломка

Qq

qualification [ˌkwɒlɪfɪ'keɪʃn] *n* квалификация, подготовленность, право занимать какую-л. должность
quality ['kwɒlətɪ] *n* качество
quarrel ['kwɒrəl] *v* ссориться
quarter ['kwɔ:tə] *n* четверть
queen [kwɪn] *n* королева
quickly ['kwɪkli] *adv* быстро, поспешно
quietly ['kwaɪətlɪ] *adv* спокойно, тихо, бесшумно
quietness ['kwaɪətnəs] *n* покой, спокойствие, тишина
quite [kwɑɪt] *a* довольно, почти, до некоторой степени

Rr

race [reɪs] *n* состязание в беге
racism ['reɪsɪzəm] *n* расизм
railway ['reɪlweɪ] 1. *n* железная дорога 2. *attr* железнодорожный

rainbow ['reɪnbəʊ] *n* радуга
rainy ['reɪni] *a* дождливый
raise [reɪz] *v* 1) выращивать, воспитывать 2) поднимать
rally ['ræli] *n* съезд, митинг
range [reɪndʒ] 1. *n* ряд, линия, спектр 2. *v* выстраивать(ся) в ряд; располагать в порядке
rank [ræŋk] *v* классифицировать, относить к какой-л. категории, давать оценку
rapturously ['ræptʃəgəsli] *adv* восторженно
rarely ['reəli] *adv* нечасто, редко
rather ['rɑːðə] *adv* скорее, лучше; ~ **than** предпочтительнее, чем
rating ['reɪtɪŋ] *n* оценка
reach [riːtʃ] *v* 1) достигать, доходить 2) настигнуть
read [riːd] *v* (**read**) читать, прочесть
ready ['redi] *a* готовый, приготовленный
realise ['riːlaɪz] *v* представлять себе; понимать
really ['riːli] *adv* действительно, в самом деле
reason ['riːzn] *n* причина, повод, основание
receive [rɪ'siːv] *v* получать, принимать
recent ['riːsnt] *a* недавний, последний
recess [ri'ses] *n* АЕ перемена (в школе)
recognize ['rekəɡnaɪz] *v* 1) узнавать 2) признавать
record ['rekɔːd] 1. *n* запись, пластинка 2. *v* [rɪ'kɔːd] записывать на пластинку, пленку, диск
rector ['rektə] *n* ректор
recycling [,riːsaɪklɪŋ] *n* утилизация отходов; ~ **bin** бак для отходов
red [red] *a* красный, рыжий
refer [rɪ'fɜː] *v* относить(ся)
regret [rɪ'ɡret] *v* сожалеть
regular ['regjʊlə] *a* 1) регулярный 2) обычный
relate [rɪ'leɪt] *v* 1) устанавливать связь, определять соотношение 2) (обыкн. р. р.) быть связанным
relation [rɪ'leɪʃn] *n* отношение
relationship [rɪ'leɪʃnʃɪp] *n* 1) родство 2) отношение, взаимоотношение

relative ['relatɪv] *n* родственник
relativity [,relə'tɪvətɪ] *n* относительность; **theory of** ~ теория относительности
relax [rɪ'læks] *v* расслаблять(ся); делать передышку
religion [rɪ'lɪdʒən] *n* религия
religious [rɪ'lɪdʒəs] *a* религиозный
rely [rɪ'laɪ] *v* полагаться, быть уверенным (on, upon)
remarkable [rɪ'mɑːkəbl] *a* замечательный, удивительный
remark [rɪ'mɑːk] *v* делать замечание, высказываться
remind [rɪ'maɪnd] *v* напоминать
removal [rɪ'muːvl] *n* перемещение
repeat [rɪ'piːt] *v* 1) повторять 2) повторяться
repeatedly [rɪ'piːtɪdli] *adv* повторно, часто
reply [rɪ'plai] 1. *n* ответ 2. *v* отвечать
report [rɪ'pɔːt] 1. *n* доклад; ~ **card** табель успеваемости 2. *v* сообщать, рассказывать; давать отчет
reputation [,repju'teɪʃn] *n* репутация
request [rɪ'kwɛst] *n* 1) просьба 2) спрос
require [rɪ'kwaɪə] *v* требовать
reread [rɪ'riːd] *v* перечитывать
research [rɪ'sɜːtʃ] 1. *n* (научное) исследование; исследовательская работа 2. *v* исследовать; заниматься исследованиями
residence ['rezɪdəns] *n* местонахождение, проживание; пребывание
resort [rɪ'zɔːt] *n* курорт
respect [rɪ'spekt] 1. *n* уважение 2. *v* уважать, почитать
responsible [rɪ'spɒnsəbl] *a* ответственный (to — перед, for — за)
rest [rest] *n* остаток
retell [rɪ'tel] *v* снова рассказывать
return [rɪ'tɜːn] *v* возвращаться
review [rɪ'vjuː] *n* 1) обзор, обозрение 2) рецензия
revise [rɪ'vaɪz] *v* перечитывать, повторять
rhetorical [rɪ'tɒrɪkl] *a* риторический
rhyme [raɪm] *n* рифма
rich [rɪtʃ] *a* богатый

ride [raid] *v* (**rode; ridden**) ехать верхом
ridiculous [ri'dikjələs] *a* нелепый, смешотворный, смешной
right [rait] 1. *n* право 2. *a* 1) справедливый, верный, правильный 2) исправный; **to be all** ~ быть в порядке 3. *adv* прямо, как раз
ring [ɪŋ] *v* (**rang; rung**) звонить, звенеть
ripping ['ɹɪpɪŋ] *a* разг. потрясающий
rise [raɪz] (**rose; risen**) *v* поднимать(ся), вставить
road [rəʊd] *n* дорога, путь
rock [rɒk] 1. *n* 1) муз. рок 2) камень 2. *v* разг. потрясать, приводить в волнение
role [rəʊl] *n* роль
room [ru:m] *n* 1) комната 2) возможность
rope [rəʊp] *n* канат; веревка; **to show the ~s idm** ввести в курс дела
rose [rəʊz] *past om rise*
rotten ['rɒtn] *a* гнилой; разг. отвратительный, гадкий
round [raʊnd] 1. *n* цикл, ряд 2. *a* круглый
route [ru:t] *n* маршрут
row [rəʊ] *n* ряд
royal ['rɔɪəl] 1. *a* королевский 2. *n* разг. член королевской семьи
ruin ['ruɪn] *v* разрушать
run [ɹʌn] *v* бегать; **to ~ out** заканчиваться

Ss

sad [sæd] *a* печальный, грустный
said [sed] *past u p. p. om say*
sail [seɪl] *v* плавать, совершать плавание, ходить под парусом
salary ['sæləri] *n* жалование, оклад
sale [seɪl] 1. *n* продажа 2. *v*: **to ~ out** распродавать
salesperson ['seɪlspɜ:sn] *n* продавец, торговец
same [seɪm] *a* тот (же) самый, одинаковый

sand [sænd] *n* песок
sat [sæt] *past om sit*
satisfaction [ˌsætɪs'fækʃn] *n* удовлетворение, удовлетворенность
satisfactorily [ˌsætɪs'fæktərɪli] *adv* удовлетворительно
satisfy ['sætɪsfaɪ] *v* удовлетворять, соответствовать
Saturn ['sætɜ:n] *n* Сатурн
sausage ['sɒsɪdʒ] *n* колбаса
saxophone ['sæksəfəʊn] *n* саксофон
say [seɪ] (**said**) *v* говорить, сказать, произносить, выражать словами
scary ['skeəri] *a* разг. жуткий, страшный
scene [si:n] *n* место действия, пейзаж
schedule ['ʃedju:l] 1. *n* 1) список, перечень 2) график 2. *v* намечать, планировать
scheme [ski:m] *n* план, проект; схема
schoolbook ['sku:lbu:k] *n* учебник, учебное пособие
school leaver ['sku:l,li:və] *n* выпускник школы
schoolmistress ['sku:l,mɪstrəs] *n* школьная учительница
scientist ['saɪəntɪst] *n* ученый
screen [skri:n] *n* экран
script [skɹɪpt] *n* кино, тлв сценарий
sea [si:] *n* море
search [sɜ:tʃ] *v* 1) искать 2) обшаривать, прочесывать (*в поисках чего-л.*)
seat [si:t] 1. *n* место для сидения 2. *v* сидеть
secondly ['sekəndli] *adv* во-вторых
secret ['si:kɹət] 1. *n* тайна, секрет 2. *a* тайный, секретный
security [sɪ'kjʊərəti] *n* 1) охрана 2) *pl* ценные бумаги
see [si:] *v* (**saw; seen**) видеть, смотреть
seem [si:m] *v* казаться, представляться
select [sɪ'lekt] *v* выбирать, избирать
selection [sɪ'lekʃn] *n* выбор, подбор
self-confidence [ˌself'kɒnfɪdəns] *n* (само)уверенность
sell [sel] *v* (**sold**) продавать(ся)
send [send] *v* (**sent**) посылать, отправлять

senior ['si:njə] *a* 1) старший 2) *AE* ученик выпускного класса, студент последнего курса

sense [sens] *n* чувство, ощущение

sent [sent] *past u p. p. om send*

sequence ['si:kwəns] *n* последовательность, ряд, порядок (следования)

series ['siəri:z] *n* (*pl без измен.*) ряд; серия, многосерийный фильм

servant ['sɜ:vənt] *n* слуга

service ['sɜ:vɪs] *n* 1) служба 2) обслуживание 3) услуга

session ['seʃn] *n* время, занятое чем-л.

set [set] 1. *n* телевизор 2. *v* (**set**) 1) ставить, помещать, располагать 2) установить

setting ['setɪŋ] *n* окружающая обстановка; декорация

settle ['setl] *v* поселяться, обосновываться на новом месте (*тж. ~ down*)

several ['sevrəl] *a* несколько

sewing ['səʊɪŋ] *n* шитье

shake [ʃeɪk] *v* (**shook; shaken**) трясти, потрясать; **to ~ hands** пожать друг другу руки

shall [ʃəl] *v* (**should**) 1) вспомогательный глагол; служит для образования будущего времени в 1-м л. ед. и мн. ч. 2) модальный глагол; выражает решимость, приказание, обещание, угрозу во 2-м и 3-м л. ед. и мн. ч.

shame [ʃeɪm] *n* 1) стыд 2) позор, бесчестье

share [ʃeə] *v* делить(ся); распределять

sharply ['ʃɑ:plɪ] *adv* 1) жестоко, резко 2) круто, внезапно

sheet [ʃi:t] *n* 1) простыня 2) лист

shelve [ʃelv] *v* ставить на полку

shock [ʃɒk] *n* потрясение; *мед.* шок

shoe [ʃu:] *n* туфля, ботинок

shook [ʃu:k] *past om shake*

shoot [ʃu:t] *v* (**shot**) 1) стрелять 2) кино снимать, производить съемку

shop [ʃɒp] 1. *n* лавка, магазин 2. *v* делать покупки (*обыкн. go ~ping*)

shopkeeper ['ʃɒpkɪ:pə] *n* владелец магазина

short-weighted [ˌʃɔ:t'weɪtɪd] *a* с недовеском

shot [ʃɒt] *past u p. p. om shoot*

shoulder ['ʃəʊldə] *n* плечо

shout [ʃaʊt] 1. *n* крик, возглас 2. *v* кричать

shriek [frɪk] *v* пронзительно кричать, визжать

shrug [ʃrʌg] *v* пожимать плечами

shy [ʃaɪ] *a* застенчивый, робкий, стеснительный

shyly ['ʃaɪli] *adv* робко, застенчиво

side [saɪd] *n* сторона; **on the ~** попутно, между прочим

sigh [saɪ] *v* вздыхать

sight [saɪt] *n* вид

silence ['saɪləns] *n* тишина, молчание

silent ['saɪlənt] *a* безмолвный, немой; ~ film немой фильм

silly ['sɪli] *a* глупый

silver-haired ['sɪlvəheəd] *a* седой, с седыми волосами

similar ['sɪmɪlə] *a* подобный (to), сходный, похожий

simply ['sɪmpli] *adv* 1) легко, просто; несложно 2) просто; бесхитростно, простодушно; скромно, незатейливо; буквально

simultaneously [ˌsɪməl'teɪniəsli] *adv* вместе, одновременно, совместно

since [sɪns] 1. *prep* с, после 2. *adv* с тех пор 3. *conj* 1) с тех пор, как 2) так как

single ['sɪŋgl] *a* 1) один; единственный; одинокий 2) каждый, любой, без исключения

sit [sɪt] *v* (**sat**) 1) сидеть 2) располагаться

sitcom ['sɪtkɒm] *n* *сокр. om situational comedy* комедия положений

situation [ˌsɪtʃu'eɪʃn] *n* ситуация

size [saɪz] *n* размер

ski [ski:] 1. *n* лыжа 2. *v* кататься на лыжах

skin [skɪn] *n* кожа, шкура

sleep [sli:p] *v* (**slept**) спать

slight [slaɪt] *a* незначительный, легкий, слабый

slightly ['slaɪtli] *adv* слегка, немного

slim [slɪm] *a* тонкий, стройный

slipper ['slɪpə] *n* комнатная туфля

slow [sləʊ] 1. *a* медленный 2. *v* замедлять
slowly ['sləʊli] *adv* медленно, тихо
smart [smɑ:t] *a* 1) остроумный, находчивый 2) красивый
smell [smel] 1. *n* 1) обоняние 2) запах, аромат 2. *v* 1) чувствовать запах 2) иметь запах, пахнуть
smile [smail] 1. *n* улыбка 2. *v* улыбаться
smoke [sməʊk] *v* курить
snap [snæp] *v* 1) а) щелкать, лязгать, хлопать (чем-л.) б) захлопываться, защелкиваться(ся) 2) схватить, цапнуть, укусить
so [səʊ] 1. *adj* 1) так, таким образом, до такой степени 2) так, чрезвычайно 2. *conj* 1) так что, поэтому 2) для того, чтобы; с тем, чтобы
soap opera ['səʊp, ɒpərə] *n* «мыльная опера», сериал (многосерийная телестановка обыкн. сентиментального характера)
social ['səʊʃl] *a* общественный, социальный
socialize ['səʊʃəlaɪz] *v* общаться; быть коммуникабельным
society [sə'saɪəti] *n* общество
soda ['səʊdə] *n* содовая вода, газированная вода
sofa ['səʊfə] *n* диван
soft [sɒft] *a* 1) мягкий 2) нежный, ласковый 3) безалкогольный; ~ **drink** безалкогольный напиток
softly ['sɒftli] *adv* 1) мягко, нежно 2) тихо, спокойно, бесшумно; тихим голосом 3) удобно, приятно
solarium [sə'leəriəm] *n* (*pl* **solaria**) 1) солярий 2) застекленная терраса; комната с большим количеством окон, расположенная на солнечной стороне 3) солнечные часы
sold [səʊld] *past u p. p. of sell*
solo ['səʊləʊ] 1. *n* соло, сольный номер 2. *v* исполнять соло, солировать
some [səm] *pron indef* 1) кое-кто, некоторые, одни, другие 2) некоторое количество
somehow ['səmhəʊ] *adv* как-нибудь, как-то, почему-то

sometime ['samtaim] *adv* 1) иногда; изредка; время от времени; при случае 2) когда-нибудь (*в будущем*)
somewhere ['səmwɛə] *adv* где-то, где-нибудь; куда-то, куда-нибудь
son [sɒn] *n* сын
soon [su:n] *adv* скоро
sorrowful ['sɒrəʊfl] *a* 1) несчастный, печальный, горестный; скорбный 2) плачевный, прискорбный, жалкий
sorry ['sɒri] *a predic* огорченный
sort [sɔ:t] 1. *n* сорт, вид 2. *v* сортировать
soul [səʊl] *n* душа
sound [saʊnd] 1. *n* звук, шум; ~ **film** звуковой фильм 2. *v* звучать
south [saʊθ] *n* юг
space [speɪs] *n* 1) пространство, интервал 2) космос, космическое пространство
spare [speə] *a* запасной; свободный
specialize ['speʃəlaɪz] *v* 1) специализироваться (*in* — в чем-л., на чем-л.) 2) подробно останавливаться; точно указывать, называть
speech [spi:tʃ] *n* речь
speed [spi:d] *n* скорость
spell [spel] *v* (**spelt**) писать или произносить (*слово*) по буквам
spelling ['speliŋ] *n* правописание
spend [spend] *v* (**spent**) 1) проводить 2) тратить, расходовать
spider ['spaɪdə] *n* паук
spin [spɪn] *v* кружиться
spirit ['spɪrɪt] *n* дух
splendid ['splendɪd] *a* великолепный; *разг.* отличный, превосходный
spoil [spɔɪl] *v* (**spoilt; spoiled** [-d]) портить
sponsor ['spɒnsə] *v* финансировать, спонсировать
spooky ['spu:ki] *a* 1) похожий на привидение 2) жуткий, страшный, ужасный
spoon [spu:n] *n* ложка
spotlight ['spɒtlaɪt] 1. *n* **to be in the ~** быть в центре внимания 2. *v* (**spotlit; spotlighted**) осветить, поместить в центр внимания

sprang [spræŋ] *past om spring*
sprawl [sprɔ:l] *v* простираться
spring I [sprɪŋ] *n* весна
spring II [sprɪŋ] *v* (**sprang**; **sprung**) прыгать
square [skweə] *n* площадь, сквер
stage [steɪdʒ] *n* 1) сцена 2) стадия
stamp-sized ['stæmpsəɪzd] *a* размером с почтовую марку
stand [stænd] *v* (**stood**) стоять
stare [steə] *v* смотреть пристально, пялить глаза (at)
start [stɑ:t] 1. *n* 1) начало 2) *спорт.* старт 2. *v* начинать; **to ~ up** начать какое-л. дело
state [steɪt] *n* 1) государство 2) штат
statement ['steɪtmənt] *n* утверждение
stay [steɪ] 1. *n* пребывание 2. *v* оставаться
steamboat ['sti:mbəʊt] *n* пароход
stenographic [stənə'græfɪk] *a* стенографический
step [step] 1. *n* шаг 2. *v*: **to ~ out** шагать большими шагами; выходить
stepfather ['stepfɑ:ðə] *n* отчим
stick [stɪk] *v* (**stuck**) приклеивать
still [stɪl] 1. *a* тихий, бесшумный 2. *adv* 1) до сих пор, (все) еще, по-прежнему 2) все же, тем не менее
stimulate ['stɪmjuleɪt] *v* 1) а) возбуждать, стимулировать б) усиливать деятельность, стимулировать 2) побуждать, поощрять (into, to)
stone [stəʊn] *n* камень
stood [stʊd] *past om stand*
storm [stɔ:m] *n* буря, гроза
straight [streɪt] *a* прямой
strain [streɪn] *n* мелодия, звук
strange [streɪndʒ] *a* 1) чуждый, незнакомый 2) странный; необыкновенный
strength [streŋθ] *n* сила
strict [strɪkt] *a* строгий, требовательный
strike [straɪk] *v* (**struck**; **struck**) ударять(ся); бить
strong [strɒŋ] *a* 1) сильный 2) здоровый 3) прочный 4) решительный
struck [strʌk] *v past и p. p. om strike*

structure ['strʌktʃə] *n* структура, устройство
struggle ['strʌgl] *v* 1) бороться 2) делать усилие, стараться изо всех сил
studio ['stju:diəʊ] *n* 1) радиостудия 2) киностудия, киносъемочный павильон 3) телестудия
stuff [stʌf] *v* набивать, заполнять; начинять, фаршировать
stuffing ['stʌfɪŋ] *n* штука, шtuковина
stylist ['staɪlɪst] *n* стилист
subscription [səb'skrɪpʃn] *n* подписка (на газету и т. п.)
succeed [sək'sɪd] *v* 1) следовать за кем-л., кем-л.; сменять 2) наследовать, быть преемником 3) достигать цели, преуспевать (in); иметь успех
such [sʌtʃ] *a* такой; ~ **as** как, например, такой, как
suddenly ['sʌdnli] *adv* вдруг, внезапно, неожиданно
suffer ['sʌfə] *v* 1) страдать; **to ~ from** страдать от чего-л. 2) переживать
suggest [sə'dʒest] *v* предлагать, советовать
suggestion [sə'dʒestʃən] *n* совет, предложение
suitable ['su:təbl] *a* подходящий, соответствующий
super ['su:pə] *a разг.* отличный, превосходный
supervisor ['su:pəvaɪzə] *n* 1) надсмотрщик, надзиратель; контролер, смотритель 2) инспектор школы 3) член городского правления
supper ['sʌpə] *n* ужин
suppertime ['sʌpə taɪm] *n* время ужина
supplement 1. *n* ['sʌplɪmənt] добавление, дополнение; приложение 2. *v* ['sʌplɪmənt] добавлять, дополнять, пополнять
support [sə'pɔ:t] 1. *n* поддержка 2. *v* поддерживать
supporter [sə'pɔ:tə] *n* 1) приверженец, сторонник 2) тот, кто поддерживает морально или материально
suppose [sə'pəʊz] *v* предполагать
supposition [sə'pəʊzɪʃn] *n* предположение

sure [ʃʊə] 1. *a* уверенный 2. *adv* *AE* конечно, непременно
surfing ['sɜ:fiŋ] *n* спорт. серфинг
surname ['sɜ:neim] *n* фамилия
surprise [sə'praiz] 1. *n* удивление 2. *v* удивлять
surround [sə'raund] *v* окружать, обступать
surroundings [sə'raundɪŋz] *n pl* 1) окрестности 2) среда, окружение
suspicious [sə'spiʃəs] *a* 1) подозрительный, недоверчивый 2) вызывающий подозрение
sweater ['swetə] *n* свитер
sweep [swi:p] *v* (**swept**) мести, подметать
sweet [swit] 1. *n* леденец, конфета 2. *a* 1) сладкий 2) милый
sweetly ['switli] *adv* сладко
switch [switʃ] *v* переключать; **to ~ on** включать; **to ~ off** выключать
sympathy ['sɪmpəθi] *n* сочувствие
synonym ['sɪnənɪm] *n* синоним
synthesizer ['sɪnθaɪsaɪzə] *n* синтезатор

Tt

table ['teɪbl] *n* 1) стол 2) таблица
take [teɪk] *v* (**took**; **taken**) 1) брать 2) проводить; **to ~ back** возвращаться (к воспоминаниям); **to ~ on** браться за дело; **to ~ part** принимать участие; **to ~ place** случаться; **to ~ the road** отправить впустую
tale [teɪl] *n* рассказ, повесть
talk [tɔ:k] 1. *n* разговор; беседа 2. *v* говорить, разговаривать (about, of — о чем-л., with — с кем-л.)
talkative ['tɔ:kətɪv] *a* разговорчивый, словоохотливый
talkie ['tɔ:ki] *n* разг. музыкальный фильм, звуковое кино
tall [tɔ:l] *a* высокий
task [tɑ:sk] *n* задание
taste [teɪst] 1. *n* вкус (чувство) 2. *v* (по)пробовать (на вкус)
taught [tɔ:t] *past* и *p. p.* от **teach**
tax [tæks] *n* налог

teach [ti:tʃ] *v* (**taught**) учить, обучать
teacher ['ti:tʃə] *n* учитель
team [ti:m] *n* спортивная команда
tear I [teə] *v* (**tore**; **torn**) рвать, отрывать (*тж.* ~ off)
tear II [tiə] *n* слеза
technical ['teknɪkl] *a* технический
technique [tek'ni:k] *n* 1) техника, технические приемы 2) метод; методика, способ
teddy ['tedi] *n* плюшевый медвежонок
tennis ['tenɪs] *n* теннис
tense [tens] *n* грам. время
term [tɜ:m] *n* 1) срок; **long (short) ~** sick длительно (кратковременно) болеющий 2) семестр 3) термин
terrible ['terɪbl] *a* ужасный, страшный
terrific [tə'ɹɪfɪk] 1. ужасающий 2. разг. (с усил. знач.) огромный, необычайный
test [test] 1. *n* контрольная работа 2. *a* 1) проверочный 2) спорт. отборочный 3. *v* подвергать проверке
Thai [tai] 1. *n* тайский язык (официальный язык Таиланда, относится к тайским языкам) 2. *a* тайский
that [ðæt] *pron demonstr* тот, та, то
themselves [ðəm'selvz] *pron refl* себя, -ся, себе
thick [θɪk] *a* 1) толстый 2) густой
thief [θi:f] *n* вор, похититель
think [θɪŋk] *v* (**thought**) думать; **to ~ over** обдумывать
thinker ['θɪŋkə] *n* мудрец, мыслитель, философ
those [ðəʊz] *pl* от **that**
though [ðəʊ] *conj* хотя, несмотря на
thought I [θɔ:t] *n* 1) мысль 2) мышление
thought II [θɔ:t] *past* и *p. p.* от **think**
thoughtful ['θɔ:tfʊl] *a* задумчивый, погруженный в размышления
thousand ['θaʊzənd] *num card* тысяча
threw [θru:] *past* от **throw**
thrilled ['θrɪld] *a* 1) взволнованный, возбужденный 2) заинтригованный, захваченный
throb [θrɒb] *v* стучать, пульсировать

through [θru:] *prep* через, сквозь, по
throw [θrəʊ] *v* (**threw**; **thrown**) бросать, кидать
ticket ['tɪkɪt] *n* билет
tie [taɪ] *n* галстук
till [tɪl] *conj* до тех пор; пока (не)
time [taɪm] *n* 1) время 2) раз; **from ~ to ~** время от времени; **two ~s four** дважды четыре
tip [tɪp] *n* 1) совет 2) чаевые
tired ['taɪəd] *a* усталый
tone [təʊn] *n* 1) тон, звук 2) тон, нота
tonight [tə'naɪt] 1. *adv* сегодня вечером 2. *n* сегодняшний вечер, наступающая ночь
too [tu:] *adv* 1) слишком 2) тоже
took [tʊk] *past of take*
top [tɒp] 1. *n* человек, занимающий первое место 2. *a* лучший
topping ['tɒpɪŋ] *a* разг. превосходный, великолепный
tornado [tɔ:'neɪdɔʊ] *n* смерч, торнадо, шквал
tosh [tɒʃ] *n* разг. вздор, ерунда
touch [tʌtʃ] 1. *n* прикосновение 2. *v* прикасаться, трогать
tour [tuə] *n* путешествие, поездка
toward [tə'wɔ:d] *prep* АЕ к, по направлению к
towards [tə'wɔ:dz] *prep* к, по направлению к
tower ['taʊə] *n* башня
toy [tɔɪ] *n* игрушка
trade [treɪd] 1. *n* торговля 2. *v* торговать
traffic ['træfɪk] *n* движение; ~ **light** светофор
transform [træns'fɔ:m] *v* 1) а) видоизменять, придавать иную форму б) изменять, переделывать 2) изменяться, преобразоваться
translation [træns'leɪʃn] *n* перевод
traveller ['trævlə] *n* путешественник
tray [treɪ] *n* поднос
treat [tri:t] *v* обращаться, вести себя по отношению к кому-л. как-л.; относиться

tremendous [trɪ'mendəs] *a* 1) жуткий, страшный, ужасный 2) разг. огромный, гигантский, громадный; потрясающий
trilogy ['trɪlədʒɪ] *n* трилогия
trouble ['trʌbl] 1. *n* беспокойство 2. *v* беспокоить(ся)
troublesome ['trʌblsəm] *a* 1) причиняющий беспокойство; трудный; беспокойный 2) трудный, хлопотливый
trust [trʌst] *v* доверять(ся), полагаться
truthful ['tru:θfʊl] *a* правдивый
try [traɪ] 1. *v* пробовать, пытаться 2. *n* попытка
tune [tju:n] 1. *n* мелодия, мотив 2. *v* настраивать; **to ~ in** настраивать радиоприемник, телевизор
turn [tɜ:n] 1. *n* очередь; **in ~** по очереди 2. *v* 1) вращать(ся), вертеть(ся) 2) превращаться; **to take ~s** делать поочередно; **to ~ down** сделать тише; **to ~ out** оказаться, оказываться; **to ~ round** повернуться; **to ~ to** обращаться к кому-л.
twice [twais] *adv* дважды
twin [twɪn] *n* (обыкн. *pl*) близнецы
twinkle ['twɪŋkl] *v* 1) сверкать 2) мигать
type [taɪp] *n* 1) тип, типичный образец 2) модель, образец
typewriter ['taɪp,raɪtə] *n* пишущая машинка
typical ['tɪpɪkl] *a* типичный (of)

Uu

unable [ʌn'eɪbl] *a* 1) неспособный (to — к чему-л.) 2) беспомощный, слабый
uncle ['ʌŋkl] *n* дядя
uncomfortable [ʌn'kʌmfɪtəbl] *a* неудобный
unconfident [ʌn'kɒnfɪdənt] *a* неуверенный
undecided [ˌʌndɪ'saɪdɪd] *a* находящийся в раздумьях
under [ʌndə] *prep* 1) под 2) указывает на меньшую степень, более низкую цену, меньший возраст; ниже, меньше

underline [ˌʌndəˈlaɪn] *v* подчеркивать
understand [ˌʌndəˈstænd] *v* (**understood**)
 понимать
understood [ˌʌndəˈstʊd] *past* и *p. p.* от **understand**
unexpected [ˌʌnɪkˈspektɪd] *a* неожиданный, непредвиденный; внезапный, непредсказуемый
unfair [ˌʌnˈfeə] *a* несправедливый
unfocused [ʌnˈfəʊkəst] *a* 1) несфокусированный 2) несосредоточенный
unfortunately [ʌnˈfɔ:tʃənətli] *adv* к несчастью, к сожалению
unhappy [ʌnˈhæpi] *a* 1) несчастливый, несчастный 2) печальный, унылый, грустный, подавленный
union [ˈjuːnjən] *n* союз
unique [juːˈniːk] *a* единственный в своем роде, уникальный
unite [juːˈnaɪt] *v* объединять
unkind [ˌʌnˈkaɪnd] *a* враждебный, злой, недобрый
unknown [ˌʌnˈnəʊn] *a* неизвестный
unless [ʌnˈles] 1. *conj* если не, пока не 2. *prep* кроме
unlike [ˌʌnˈlaɪk] 1. *prep* в отличие от 2. *a* разный, отличный, непохожий на, не такой как
unlikely [ʌnˈlaɪkli] *prep* в отличие от
unlock [ʌnˈlɒk] *v* отпирать (что-л. ключом), открывать
unnecessary [ʌnˈnesəsəri] *a* излишний, лишний, ненужный
unread [ˌʌnˈred] *a* непрочитанный
unsold [ʌnˈsəʊld] *a* непроданный, залежавшийся (о товаре)
unstated [ˌʌnˈsteɪtɪd] *a* 1) неупомянутый 2) несформулированный
unsure [ˌʌnˈʃʊə] *a* 1) а) ненадежный б) небезопасный 2) неопределенный 3) неуверенный; колеблющийся, нетвердый
until [ʌnˈtɪl] *conj* до тех пор; пока
unusual [ʌnˈjuːʒʊəl] *a* 1) необыкновенный, необычный 2) замечательный
up [ʌp] *adv* указывает на нахождение наверху или на более высокое положение наверху

upon [əˈpɒn] *prep* 1) в пространственном значении указывает на нахождение на поверхности какого-л. предмета на 2) указывает на тему книги, выступления, предмет переговоров, споров и т. п. касательно, о, об, относительно, по, по поводу
upset [ʌpˈset] *a* расстроенный
use [juːz] *v* употреблять
useful [ˈjuːsfl] *a* полезный
useless [ˈjuːsləs] *a* бесполезный
usually [ˈjuːʒʊəli] *adv* обычно, как правило, в большинстве случаев

Vv

valley [ˈvæli] *n* долина
valuable [ˈvæljuəbl] *a* ценный, дорогой
value [ˈvæljuː] 1. *n* ценность 2. *v* оценивать
van [væn] *n* фургон; вагон
variant [ˈveəriənt] 1. *n* вариант 2. *a* отличный от других, иной
various [ˈveəriəs] *a* различный, разный
vary [ˈveəri] *v* 1) изменять(ся), менять(ся) 2) разниться, различаться
Venus [ˈviːnəs] *n* Венера
verb [vɜːb] *n* глагол
verse [vɜːs] *n* стих, строфа
veterinarian [ˌvetəriˈneəriən] *n* (разг. **vet**) ветеринарный врач
veterinary [ˈvetəriˈnəri] *a* ветеринарный
video [ˈviːdiəʊ] 1. *n* АЕ телевидение, видеоманитофон 2. *a* телевизионный
video maker [ˌviːdiəʊˈmeɪkə] *n* видеооператор
view [vjuː] 1. *n* 1) вид, пейзаж 2) точка зрения, мнение, взгляд 2. *v* осматривать
viewer [ˈvjuːə] *n* а) зритель, наблюдатель б) телезритель в) кинозритель
viewpoint [ˈvjuːpɔɪnt] *n* точка зрения
villa [ˈvɪlə] *n* 1) вилла, загородный дом 2) особняк (в городе или пригороде)
village [ˈvɪlɪdʒ] *n* деревня
visual [ˈvɪʒʊəl] *a* 1) визуальный, зрительный; относящийся к зрению 2) видимый, зримый

voice [vɔɪs] *n* голос
volcano [vɒl'keɪnəv] *n* (*pl* -oes) вулкан
vote [vəʊt] *v* голосовать

Ww

wait [weɪt] *v* ждать (*for*); **to ~ on** обслуживать (*в ресторане*)
waiter ['weɪtə] *n* официант
waitress ['weɪtrɪs] *n* официантка
wake [weɪk] *v* просыпаться, будить (*часто ~ up*)
wall [wɔ:l] *n* стена
wander ['wɒndə] *v* бродить, странствовать, скитаться
war [wɔ:] *n* война
warm [wɔ:m] 1. *a* теплый 2. *v* греть(ся); **to ~ up** спорт. разминаться
warm-up ['wɔ:mɪp] *n* спорт. разминка
warming ['wɔ:mɪŋ] *n* потепление
wash [wɒʃ] *v* мыть, отмывать, смывать, промывать
waste ['weɪst] 1. *n* излишняя трата 2. *v* терять даром, тратить впустую (*деньги, время и т. п.*)
watch [wɒtʃ] 1. *n* часы (*карманные, наручные*) 2. *v* наблюдать, смотреть; **to ~ TV** смотреть телевизор
wave [weɪv] *v* подавать сигнал, махать (*рукой*)
way [weɪ] *n* 1) путь, дорога 2) способ, метод; **in a (proper) ~** наилучшим способом 3) манера поведения
wealthy ['welθɪ] *a* богатый, состоятельный
wear [weə] *v* (*wore; worn*) носить (*одежду и т. п.*)
weep [wi:p] *v* плакать
welcome ['welkəm] 1. *n* 1) приветствие 2) гостеприимство, радушный прием 2. *v* приветствовать
wept [wept] *past* и *p. p.* от *weep*
west [west] *n* запад
wet [wet] *a* мокрый, влажный
whatever [wɒt'evə] 1. *a* какой бы то ни было, любой 2. *cj* все что; что бы ни
wheat [wi:t] *n* пшеница

when [wen] 1. *adv* *inter* когда 2. *cj* когда, в то время как, как только
whenever [wen'evə] *cj* всякий раз когда, когда бы ни
wherever [weə'evə] *cj* где бы ни, куда бы ни
whether ['weðə] *cj* ли, во всяком случае
which [wɪtʃ] *pron* *inter* который, какой, кто (*подразумевается выбор*)
whichever [wɪtʃ'evə] *cj* 1) какой 2) какой угодно, какой бы ни
while [waɪl] 1. *n* время, промежуток времени; **for a ~ (на)** (некоторое) время 2. *cj* 1) пока, в то время как 2) несмотря на то, что
whoever [hu:'evə] *pron* кто бы ни, который бы ни, любой
whole [həʊl] *a* целый, весь
whom [hʊm] *косв. падеж* от *who*
whomever [hʊm'evə] *pron* от *whoever*
whose [hu:z] *pron* *poss* чей, чья, чье, чьи
why [waɪ] *adv* *inter* почему
widely ['waɪdlɪ] 1) широко, в различных местах 2) в значительной степени, широко
widen ['waɪdn] *v* расширять(ся)
wife [waɪf] *n* (*pl* *wives*) жена
window ['wɪndəʊ] *n* окно
windowsill ['wɪndəʊ,sɪl] *n* подоконник
windsurfing ['wɪnd,sɜ:fɪŋ] *n* виндсерфинг
winner ['wɪnə] *n* победитель, (первый) призер
wish [wɪʃ] 1. *n* желание, пожелание 2. *v* желать, хотеть
witch [wɪtʃ] *n* колдунья, ведьма
with [wɪð] *prep* указывает на связь с чем-л.
within [wɪð'in] *prep* в, внутри
without [wɪð'au:t] *prep* без
wonder ['wʌndə] 1. *n* удивление; **no ~, small ~** неудивительно 2. *v* 1) удивляться 2) интересоваться
wonderful ['wʌndəfl] *a* удивительный
wood [wʊd] *n* лес
wormwood ['wɜ:mwʊd] *n* 1) полынь горькая 2) горечь, источник горечи

worry ['wʌpi] *υ* беспокоить(ся)

worship ['wɜ:ʃɪp] *υ* поклоняться; **to ~ God** молиться Богу

worst [wɜ:st] **1. a** (*превосх. ст. от bad*) наихудший **2. adv** (*превосх. ст. от badly*) хуже всего

worth [wɜ:θ] *a predic* сто́ящий

write [raɪt] *υ* (**wrote; written**) писать;
to ~ out выписывать

Xx

Xmas ['krɪsməs, 'eks-məs] *n сокр. от*
Christmas Рождество

Yy

yard [jɑ:d] *n* 1) ярд 2) внутренний двор

yesterday ['jestədeɪ] **1. n** вчерашний день **2. adv** вчера

yet [jet] **1. adv** 1) еще, все еще 2) еще, кроме того **2. conj** однако, тем не менее

yours [jɔ:z] *pron poss* (*абсолютная форма*) ваш, твой

yourself [jɔ:'self] *pron refl (pl yourselves)* себя, -ся, -сь, себе

youth [ju:θ] *n* юность, молодость

Zz

zoo [zu:] *n* зоопарк

List of names

Personal names

Adrian Chiles [ˌeɪdrɪən ˈtʃaɪlz]	Ellen Riteman [ˌelɪn ˈraɪtmən]
Alexander Armstrong [ˌæɪlɪɡ ˈzɑːndə ˈɑːmstrɒŋ]	Eva Rutland [ˌiːvə ˈrʌtlənd]
Angelica Bell [ˌæŋdʒelɪkə ˈbel]	Eve Merria [ˌiːv ˈmerɪə]
Anserl [ˈʌnsər]	Fitzwilliam [ˈfɪtsˈwɪljəm]
Anthony Hopkins [ˌæŋθəni ˈhɒpkins]	Foo Fighters [ˌfuː ˈfaɪtəz]
Arden Davidson [ˌɑːdn ˈdeɪvɪdsən]	Frank Kelly [ˌfræŋk ˈkeɪ]
Ben Carson [ˌben ˈkɑːsən]	Frau Berlin [ˌfraʊ ˈbɜːlɪn]
Ben Miller [ˌben ˈmɪlə]	Freddy Rodriguez [ˌfredɪ rɒˈdriːɡəz]
Benjamin [ˈbenɪdʒəmɪn]	Galium Rampley [ˌɡæliəm ˈræmplɪ]
Billie Piper [ˌbɪli ˈpaɪpə]	Gary Speed [ˌɡeəri ˈspiːd]
Bolton Wanderers [ˌbəʊltən ˈwɒndərəz]	Gavin Esler [ˌɡævɪn ˈeslə]
Brian Hoey [ˌbraɪən ˈhoɪ]	George Bernard Shaw [ˌdʒɔːdʒ ˌbɜːnəd ˈʃɔː]
Buddy [ˈbʌdi]	Georgiana [ˌdʒɔːdʒɪˈɑːnə]
Catherine Fay de Lestrac [ˌkæθərɪn ˌfeɪ də ˈlestræk]	Gisela [ˌɡɪˈzələ]
Cecilia Perner [ˌsəːsɪljə ˈpɜːnə]	Gladys Crawley [ˌɡlædɪs ˈkrɔːli]
Charles [tʃɑːlz]	Grizel [ˌɡrɪˈzel]
Christine Bleakly [ˌkrɪstɪn ˈblikli]	Henry Howell [ˌhenri ˈhaʊəl]
Christopher Eccleston [ˌkrɪstəfə ˈeklstən]	Homer [ˈhəʊmə]
Clarissa Clavel [ˌklærɪsə ˈklævəl]	Ian Hislop [ˌiən ˈhɪzləp]
Clint Van Hooser [ˌklɪnt ˌvæn ˈhuːsə]	Isaac Newton [ˌaɪzək ˈnjuːtən]
Colin Jackson [ˌkɒlɪn ˈdʒæksən]	Jaeck [ˈdʒeɪk]
Curtis [ˈkɜːtɪs]	James Baldwin [ˌdʒeɪmz ˈbɔːldwɪn]
Cynthia Jane Cunningham [ˌsɪnθɪə ˌdʒeɪn ˈkʌnɪŋəm]	Jasmine Harman [ˌdʒæzmɪn ˈhɑːmən]
Dave Sayer [ˌdeɪv ˈseɪə]	Jason [ˈdʒeɪsn]
David Blue [ˌdeɪvɪd ˈbluː]	Jenkinson [ˈdʒenkɪnsən]
Dawn Eagle [ˌdɔːn ˈiːɡl]	Jessica [ˈdʒesɪkə]
Deke [ˈdiːk]	Jimmy Carr [ˌdʒɪmi ˈkɑː]
Dermot Morgan [ˌdɜːmət ˈmɔːɡən]	Jo March [ˌdʒəʊ ˈmɑːtʃ]
Dermot Murnaghan [ˌdɜːmət ˈmɜːneən]	Joanne Rowling [ˌdʒəʊən ˈrɔːlɪŋ]
Dinah Shore [ˌdaɪnə ˈʃɔː]	Joey [ˈdʒəʊ]
Dominic Littlewood [ˌdɒmɪnɪk ˈlɪtlwʊd]	Jonathan [ˈdʒɒnəθən]
Doris [ˈdɒrɪs]	Jonathan Ross [ˌdʒɒnəθən ˈrɒs]
Dorothy Addeo [ˌdɒrəθi ˈædiəʊ]	Jonnie Irwin [ˌdʒɒni ˈɜːwɪn]
Doug [ˈdɒɡ]	Jools Holland [ˌdʒuːlz ˈhɒlənd]
Duncan Ross [ˌdʌŋkən ˈrɒs]	Josyphine [ˈdʒɔːsɪfɪn]
Earl [ɜːl]	Joy Craddick [ˌdʒɔɪ ˈkrædɪk]
Edward [ˈedwəd]	June Whitfield [ˌdʒuːn ˈwɪtfɪld]
Elizabeth [ˌiːlɪzəbəθ]	Ken Doherty [ˌken ˈdəʊəti]
	Lady Esther Carr [ˌleɪdi ˈestə ˈkɑː]
	Leithan Craddick [ˌleɪθən ˈkrædɪk]
	Leslie [ˈleɪzli]

Lila Flower [ˌlaɪlə ˈflaʊə]
 Lou Kassem [ˌluː ˈkæsem]
 Lucy Westerna [ˌluːsɪ ˈwestənə]
 Margia [ˈmɑːdʒiə]
 Margo [ˈmɑːgəʊ]
 Marie [məˈriː]
 Marion Garthwaite [ˌmeəriən ˈgɑːθweɪt]
 Mark Sway [ˌmɑːk ˈsweɪ]
 Marlo Thomas [ˌmɑːləʊ ˈtɒməs]
 Mary Poppins [ˌmeəri ˈpɒpɪnz]
 Mary Wallace [ˌmeəri ˈwɔːləs]
 Matilda [məˈtɪldə]
 Maynard [ˈmeɪnəd]
 McGonagall [mækˈɡɒnəɡəl]
 Melody [ˈmelədi]
 Michael Aspel [ˌmaɪkl ˈæspel]
 Michael Stipe [ˌmaɪkl ˈstaɪp]
 Michelle Magorian [miːʃel məˈɡɔːriən]
 Mina Murray [ˌmiːnə ˈmʌri]
 Miss Jennifer Honey [mɪs ˌdʒenɪfə ˈhʌni]
 Mr and Mrs Wormwood [ˌmɪstə ənd ˌmɪsɪz ˈwɜːmwʊd]
 Nicky Turnill [ˌnɪki ˈtɜːnɪl]
 Oliver Myles [ˌɒlɪvə ˈmaɪlz]
 Parker Pyne [ˌpɑːkə ˈpaɪn]
 Pat Cooney [ˌpæt ˈkuːni]
 Peter Magee [ˌpiːtə məˈɡiː]
 Rae [reɪ]
 Raisah [ˈreɪsə]
 Reggie Love [ˌredʒɪ ˈlʌv]
 Reginald D. Hunter [ˌredʒɪnəld ˌdiː ˈhʌntə]
 Robert Zemeckis [ˌrɒbət zəˈmekɪs]
 Ron Hornbaker [ˌrɒn ˈhɔːnbekə]
 Rose Tyler [ˌrəʊz ˈtaɪlə]
 Russell T. Davies [ˌrʌsl ˌtiː ˈdeɪvɪs]
 Sara Cox [ˌseərə ˈkɒks]
 Sharon Horgan [ˌʃeərən ˈhɔːɡən]
 Simone [ˈsaɪmən]
 Sue Barker [ˌsjuː ˈbɑːkə]
 Susanna [suːˈzænə]
 Thomas Gainsborough [ˌtɒməs ˈɡeɪnzbərə]
 Torrey Thorne [ˌtɒri ˈθɔːn]
 Towser [ˈtaʊsə]
 Wanda [ˈwɒndə]
 Warbucks [ˈwɔːbʌks]
 Willard [ˈwɪləd]
 William Saroyan [ˌwɪljəm sərəˈjʌn]
 Williamson [ˈwɪljəmsən]

Geographical names

Alps, the [ælpz] Альпы (*горная система*)
 Arizona [ˌæriˈzəʊnə] Аризона
 Asia [ˈeɪʃə] Азия
 Atlanta [ətˈlæntə] г. Атланта
 Atlantic Ocean, the [ətˈlæntɪk ˈəʊʃn] Атлантический океан
 Australia [əˈstreɪliə] Австралия
 Austria [ˈɒstriə] Австрия
 Bangkok [ˌbæŋˈkɒk] г. Бангкок
 Bath [bɑːθ] г. Бат
 Birmingham [ˈbɜːmɪŋəm] г. Бирмингем
 Boston [ˈbɒstən] г. Бостон
 Budapest [ˌbjʊːdəˈpest] г. Будапешт
 California [ˌkælɪˈfɔːniə] Калифорния
 Chepstow [ˈtʃepstəʊ] г. Чепстоу
 Dartmouth [ˈdɑːtməʊ] г. Дартмут
 Detroit [diˈtrɔɪt] г. Детройт
 Devon [ˈdevən] г. Девон
 Edinburgh [ˈedɪnbərə] г. Эдинбург
 Europe [ˈjʊərəp] Европа
 Exeter [ˈeksɪtə] г. Эксетер
 Germany [ˈdʒɜːmənɪ] Германия
 Glastonbury [ˈglæstənbəri] Гластонбери
 Gloucester [ˈɡlɒstə] г. Глостер
 Greece [ɡriːs] Греция
 Hampshire [ˈhæmpʃə] Гэмпшир
 Hawaii [həˈwaɪ] Гавайские острова
 Illinois [ˌɪləˈnɔɪ] Иллинойс
 Italy [ˈɪtəli] Италия
 Kansas [ˈkænzəs] Канзас
 Kingston-on-Thames [ˈkɪŋstən ɒn ˈtemz] г. Кингстон-он-Темз
 Leicester [ˈlestə] г. Лестер
 New York [ˌnjuː ˈjɔːk] г. Нью-Йорк
 North Carolina [ˈnɔːθ ˌkærəˈlaɪnə] Северная Каролина
 Norwich [ˈnɒrɪdʒ] г. Норидж
 Oxford [ˈɒksfəd] г. Оксфорд
 Oxfordshire [ˈɒksfədʃə] Оксфордшир
 Pacific Ocean, the [pəˈsɪfɪk ˈəʊʃn] Тихий океан
 Paris [ˈpærɪs] г. Париж
 Philadelphia [ˌfɪləˈdelfiə] г. Филадельфия

Portugal ['pɔ:tʃʊgəl] Португалия
 San Francisco Bay [ˌsæn frən'sɪskəʊ 'beɪ]
 бухта Сан-Франциско
 Somerset ['sʌməsɪt] Сомерсет
 Sussex ['sʌsɪks] Сассекс
 Texas ['teksəs] Техас
 Thailand ['taɪlənd] Таиланд
 Thames, the [temz] р. Темза

Other names

Austrian resort of St Anton, the
 [ˌɔstriən rɪ'zɔ:t əv sənt 'æntən] австрий-
 ский курорт Св. Антона
Bright Particular Star [ˌbraɪt pəˌtɪkjʊlə
 'sta:] «Яркая звёздочка»
Chaletian, the [ʃæ'leɪtɪən] «Шалетиан»
 (название журнала, выпускаемого в
 школе Шале)
 Christchurch College [ˌkraɪstʃɜ:tʃ 'kɒlɪdʒ]
 Кристчёрч колледж
 Daleks, the [ˈdɑːləks] Далекс (монстры)
 Dansby School of Veterinary Medicine,
 the [ˌdɑːnsbi 'sku:l əv ˌvetərɪnəri 'medsən]
 Школа ветеринарной медицины Данс-
 би (университет)
 Dracula ['drækjʊlə] Дракула
Foreign Affair [ˌfɔrɪn ə'feə] «За грани-
 цей»

Gallifrey ['gælɪfreɪ] Галлифрей (пла-
 нета)
Hollyoaks ['hɒliəʊks] «Холиоукс» (се-
 риал)
 Italian resort of Clavier, the [ɪˌtæliən
 rɪ'zɔ:t əv 'klæviə] итальянский курорт
 Клавир
 Lacock Abbey [ˌleɪkək 'æbi] аббатство
 Лейкок
 Maymount College [ˌmeɪ'maʊnt 'kɒlɪdʒ]
 Меймаунт колледж
 Publishers' Clearing House Prize Pat-
 rol, the ['pʌblɪʃəz 'kliəriŋ 'haʊs 'praɪz
 pə'trəʊl] представители издательского
 дома «Клиаринг»
Pygmalion [pɪg'meɪliən] «Пигмалион»
 Red-Headed League, the [ˌredhedɪd 'liːg]
 «Союз рыжих»
 Ruffner School [ˈrʌfnə sku:l] Рафнер
 (название школы)
Saturday Evening Post, The [ˌsætədeɪ
 ˌiːvniŋ 'pəʊst] «Сетедей ивнинг пост»
 (газета)
 School of Horticulture, the [ˌsku:l əv
 'hɔːtɪkʌltʃə] — школа садоводства
Song of Hiawatha, The [ˌsɒŋ
 əv ˌhaɪə'wɒθə] «Песнь о Гайавате»

List of reading skills (Список умений)

Anticipating — умение антиципировать (предвосхищать/прогнозировать содержание)

Applying background knowledge — умение применять ранее полученные знания

Choosing meaning that fits the context — умение выбрать значение многозначного слова, подходящее по контексту

Classifying — умение классифицировать

Considering author's intention — умение осознавать намерения автора

Developing meaning grammar — формирование и совершенствование грамматических навыков чтения

Drawing conclusions — умение делать выводы

Expressing personal opinions — умение выражать собственное мнение

Extracting cultural information — умение извлекать культурологическую информацию

Guessing meaning by analogy — умение определять значение слова по аналогии с родным языком (по звучанию или написанию)

Guessing meaning by context — умение определять значение слова по контексту

Guessing meaning by word formation — умение определять значение слова по словообразовательным элементам

Identifying author's attitude towards characters — умение определять отношение автора к героям

Identifying familiar lexical items — умение определять значения известных лексических единиц (в незнакомом контексте)

Identifying supporting details sentences — умение определять предложения, описывающие детали

Identifying the function of a text — умение определять функцию текста

Identifying the internal organisation of a text — умение определять внутреннюю организацию текста

Identifying meaning that fits the context — умение понимать значение слова в зависимости от контекста

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

Predicting grammar structures — умение предвосхищать/прогнозировать (элементы) грамматических структур

- Predicting outcomes** — умение предвосхищать возможный финал (окончание текста)
- Reading for detail** — умение читать с полным пониманием
- Reading for specific information** — умение читать с извлечением конкретной информации
- Reading for the main idea** — чтение с пониманием основного содержания
- Recognizing familiar grammar structures** — умение узнавать известные грамматические структуры (в незнакомом тексте)
- Recognizing specific functions** — умение узнавать функции предложений
- Relating information to personal experience** — умение соотносить информацию в тексте с личным опытом
- Sequencing** — умение восстановить последовательность событий
- Summarizing** — умение кратко излагать содержание прочитанного
- Transcoding information into some other display** — умение представлять информацию в форме, отличной от ее первоначального вида
- Understanding cause-effect relations** — умение понимать причинно-следственные отношения
- Understanding implied ideas** — умение понимать скрытую идею текста
- Understanding references** — умение понимать внутреннюю связь в тексте посредством местоимений
- Understanding relations between the parts of a text through grammatical cohesion device** — умение понимать связи между частями текста посредством союзных слов и союзов
- Understanding relations within a text** — умение понимать связи между частями текста
- Understanding the main idea** — умение понимать главную идею (смысл) текста
- Using a dictionary** — умение пользоваться словарем
- Using reference materials** — умение использовать справочные материалы

Contents

Unit 1. Reading ...? Why not?	5
Unit 2. Let the music begin	19
Unit 3. What's the news?	32
Unit 4. What school do you go to?	51
Unit 5. School — what's next?	64
Unit 6. My country in the world	81
Unit 7. Our school yearbook	95
Linguistic and cultural guide	101
Vocabulary	109
List of names	138
List of reading skills	141

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Кузовлев Владимир Петрович
Перегудова Эльвира Шакировна
Лапа Наталья Михайловна
Дуванова Ольга Викторовна
Стрельникова Ольга Викторовна
Кузнецова Елена Вячеславовна
Костина Ирина Павловна
Кобец Юлия Николаевна

АНГЛИЙСКИЙ ЯЗЫК

Книга для чтения

9 класс

Учебное пособие

для общеобразовательных организаций

Центр лингвистического образования

Руководитель Центра Ю. А. Смирнов
Зав. редакцией английского языка М. А. Семичев
Ответственный за выпуск Е. Р. Михальчук
Редактор Е. Р. Михальчук
Художественный редактор Н. В. Дождева
Художник А. С. Побезинский
Техническое редактирование
и компьютерная вёрстка Е. М. Трубицыной
Корректор Н. Д. Цухай

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170040, г. Тверь, проспект 50 лет Октября, 46.

Тел.: +7(4822) 44-85-98. Факс: +7(4822) 44-61-51.