

English

Student's
Book

8

А

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Unit 1

My country at a glance



Lesson

1

Britain is more than London

1. Vocabulary. The United Kingdom, Great Britain, Britain, England, the British Isles — these different names are sometimes used to mean the same thing, and they are often used wrongly.

1) Look at the three maps. Which is the map of the United Kingdom? Which is the map of Great Britain? Which is the map of the British Isles? Read through the text and label each map.



1 _____



2 _____



3 _____

Two large islands and a lot of small ones are **situated** to the **northwest** of Europe. They are known **as** the British Isles. The largest island is **called** Great Britain. The other large island is called Ireland. In the British Isles there are two **states**: the Republic of Ireland* and the United Kingdom of Great Britain and Northern Ireland.

Great Britain, or Britain, is the name for the largest island in the British Isles, which is **divided** into England, Scotland and Wales. It is the eighth largest island in the world.

The United Kingdom of Great Britain and Northern Ireland is the political name for the country, which is **made up** of England,* Scotland,* Wales* and Northern Ireland.* It is usually known by a shorter name of the United Kingdom or the UK. People often name the United Kingdom as Great Britain or Britain, which is not correct. The capital of the UK is London. The **population** of the UK

is about 60 million people. It should be remembered that not only the English live in the UK. The Scots, Welsh and Irish are British too. The British are also people of other ethnic groups whose parents came to live in the UK in the 1950s and 1960s from India, Pakistan, Hong Kong and other places.

Most British people speak English, but **such languages as** Welsh, Gaelic* and others are also spoken and taught at schools in the UK.

situated — расположенный
north — север
west — запад
northwest — ?
as — как
to call — называть

a state — государство
to divide — делить(ся), разделять(ся)
to make up — составлять
a population [ˌpɒpjʊˈleɪʃn] — население
such ... as — такие как
a language ['læŋɡwɪdʒ] — язык



2) What is the difference between the United Kingdom, Great Britain and the British Isles? Answer the questions.

- What are the British Isles? Where are they situated? What states are situated in the British Isles?
- What is the UK? What countries is the UK made up of?
- What is Great Britain? What countries is Great Britain divided into?
- What is the make up of the population of the UK?
- What languages are spoken in the UK?

2. Look at the map of England on p. 8. What is England like? Use the information on the map and the words from the box in the correct form.

be called south be divided population be known
east be situated make up be washed

England is the largest of the countries that ... the UK.

England ... to the ... of Wales and to the ... of Scotland.

England ... by the North Sea, ..., ... and the Strait of Dover.

About 50 million people out of the ... of the UK live in England.

England ... into areas. These areas ... counties.

The counties around London ... as the Home Counties.
They are ... and ...



3. Many people from different countries come to live in the UK.

1) What is Britain's population like? Use the information in the chart on p. 9. Start with the highest per cent (%) or the largest number.

Country	Nationality	People
England	English	(the) English
Wales	Welsh	(the) Welsh
Pakistan	Pakistani	(the) Pakistanis

Population of the United Kingdom: by ethnic group

	Numbers	%
White	54 153 898	92.1
Mixed	677 117	1.2
Indian	1 053 411	1.8
Pakistani	747 285	1.3
Bangladeshi	283 063	0.5
Other Asian	247 664	0.4
Black Caribbean	565 876	1.0
Black African	485 277	0.8
Black other	97 585	0.2
Chinese	247 403	0.4
Other ethnic groups	230 615	0.4
Total population	58 789 194	100

 **2)** People who live in Britain are not all English.

What countries are the speakers from? How do they describe themselves? How do they feel about their countries?

 **4. In your culture.** Some foreign teenagers don't know much about Russia.

What would you tell your foreign friend about Russia? Use the Fact File.

FACT FILE

Name: The Russian Federation (Russia)

Geographical situation: Eastern Europe, Northern Asia

Area: 17.1 million square kilometres: like USA and Europe together, 9000 kilometres from east to west and 5000 from north to south

Capital city: Moscow

Land division: republics, krais, oblasts, okrugs

Population: about 150 000 000

Nationality: more than 100 ethnic groups (~80% Russian, ~4% Tatar, ~2% Ukrainian, ~1% Bashkir, ~1% Chuvash, ~11% Armenian, Azerbaijani, Belarussian, Buryat, Evenk, Georgian, Ingush, Kalmyk, Kazakh, Udmurt, Uzbek, Yakut, and others)

Languages: Russian (official), others

 **5.** Activity Book ex. 1, 2. Reader ex. 1.

Lesson

2

My image of Britain

 1. When people think of a foreign country, they imagine different things.

What do you imagine when you think of Britain?

 2. **Vocabulary.** The *Current* magazine asked its readers to give their opinions about Britain.

  1) **Do the teenagers from different countries imagine similar things about Britain?**



When people think of Britain they only think of London. If you travel 100 miles (160 km) out of London, you are in a different world! The people are kinder, more relaxed, and more helpful. The landscape is more beautiful and there are no **traffic jams**. Another idea people have of Britain is that the weather is always cold and bad. I think they are right. The British Isles have never been famous for good weather. I also **associate** with Britain such beautiful sights as Big Ben,* Buckingham Palace,* Windsor Castle* and so on. Driving on the left is another thing that **comes into my mind** when I think about Britain.

Rob White, 14, England



When I think of Britain, I think of two main areas, Scotland and England. I associate with Scotland warm and friendly people and the popular Highland Games* and festivals with traditional Scottish dances and bagpipers. ...When I think of England, I **picture** the Queen and the Royal Family, traffic noise, people from many countries and football.

Marni Duncan, 15, Scotland

When I think of the British I think of their **customs** and **traditions**. A British accent comes into my mind, **for example** the phrase "Would you like a cup of tea?" From television and books I have got such an image of the typical Brit: he is an older man with a pipe. Perhaps he is eating fish and chips* in a pub* or playing darts.* I also think of great ceremonies **like** the Changing of the Guard,* clubs and parties. I have never been to Britain but I hope to go some day and find out if my ideas are true.

Sarah Wilson, 15, the USA



The only big city that I can picture is London. I imagine the country with small towns where there is not much to do for entertainment, that is why people may read more or learn to play an instrument, or write, or do something other than go to a movie. I also picture a cricket* match on a village green.* The best thing about Britain is that there isn't a lot of **violence** and crime. My image of Britain is probably far from **the truth**, but this is the way I see it.

Dan Wood, 14, the USA



a traffic jam — пробка, затор

to associate [ə'səʊʃieɪt] — ассоциировать

to come into one's mind — приходить на ум

to picture = to imagine

a custom — обычай

a tradition — традиция

for example — например

like — как, например

violence ['vaɪələns] — жестокость, насилие

truth [tru:θ] — правда



2) What are the teenagers' views and opinions about the following things?

Geographical situation

Transport

Landscape

Weather

The capital

Sights

Sports

People

Customs and traditions

Language

Food

Leisure

Street safety

When Rob thinks of the capital, he
 → imagines ...
 → pictures ...
 → ... come(s) into his mind.

 **3) Which of the teenagers' views do you share?**

 **4) These are some photos of Britain.**

What information about Britain do the photos give? How would you label them?



E 3. In a survey, the foreigners were asked to name some things they associate with Russia. Here are the results.

Do the foreigners have a positive/negative/true/false image of Russia? How would you comment on these associations?

very cold weather

beautiful girls

Red Square with beautiful domes

matryoshka

Moscow and St Petersburg

a huge country with huge fields

hockey and great sportsmen

beautiful music and songs like *Kalinka*

violence and crime

cold and rude people

It is true that ...

The opinion that ... is far from the truth. The fact is, ...



E 4. **In your culture.** What do you imagine when you think of your country or area?

E 5. What postcards (photos) would you send to your foreign friend for him/her to better imagine your country or area? Explain your choice.

E 6. Activity Book ex. 1. Reader ex. 2.

Lesson

3

What are the British like?

1. Television, films and books give us ideas about what British people are like.

Which of these characteristics comes into your mind when you think of the British people?



I think the British are friendly and polite.

friendly/unfriendly
helpful
lazy/hard-working
proud
serious/not serious
sociable/unsociable
polite/impolite
honest/dishonest

hospitable ['hɒspɪtəbl] — гостеприимный

reserved [rɪ'zɜ:vɪd] — сдержанный

emotional — ?

have a good sense of humour ['hju:mə] — ?

2. There exist general descriptions of people from different countries.

1) What are the British considered to be like? Какими считаются британцы?

The British are said to be polite.

The English are thought to have a good sense of humour.

The British are considered to drink a lot of tea.

The British are said not to make friends easily with strangers.

The Scots are said to be a serious people.

The Welsh are supposed to be emotional people.



people — люди

a people — народ

peoples — народы

2) What structure is used to report one's thoughts and opinions? Read the rule and check.

grammar in focus

Subject + passive verb + infinitive

Подлежащее + глагол в страдательном залоге + неопределенная форма глагола

Когда мы передаем чьи-то мнения, мысли о ком-либо или о чем-либо, мы используем глаголы **to think, to say, to know, to consider** (считать), **to believe** (считать), **to suppose** (предполагать, полагать), **to report** (сообщать) в страдательном залоге с последующим инфинитивом.

The British **are thought to be** polite people. Многие думают, что британцы — вежливые люди.

The British **are considered to drink** a lot of tea. Считается, что британцы пьют много чая.

GS p. 195

 3) **Learning to translate.** Translate the opinions about the British.

4) What other opinions about the British do people have?

They say that the English are a tradition-loving people.
The English are said to be a tradition-loving people.

- People believe that the British talk about the weather all the time.
- People think that the English don't like changes very much.
- People consider that the British are not good at learning foreign languages.
- They say that the English don't spend much money on clothes.
- People believe that the Scots are careful with money.
- People think that the Irish are great talkers.
- People consider that the Irish have "a sweet tooth"; they love cakes, chocolates and sweets.
- People know that the British don't like to show their feelings.



3. People say different things about the British. Generally these descriptions are not true!

1) Which opinion about the British are these facts in favour of or against?



FACT FILE

- The British drink on average¹ 3.39 cups of tea each day and 1.65 cups of coffee.
- 46% of the British like doing work in the garden. Every town has one or more garden centres.
- There is a pet in nearly 50% of the 24.2 million homes in Britain.
- Many British people wear suits to the office during the week, but at weekends they prefer to wear jeans.
- There are some very good Welsh actors and singers like Anthony Hopkins, Catherine Zeta Jones and Tom Jones.
- 1 out of 5 British people lives in the countryside, 70% would prefer not to live in the city.

love animals very much
like gardening
sing beautifully

be nature lovers
be tea drinkers
not to think of clothes very much

¹ on average ['ævərɪdʒ] — в среднем

British people are thought to ...

And the following facts prove this opinion, for example ...

Or: But the facts say quite different things, for example ...

» **2) What do the people who have visited Britain think of the British?**

4. In your culture. Foreign people associate these characteristics with the Russians.

What would you say in favour of or against them? Give examples from your experience.

brave
enjoy social life
patriotic
hospitable
friendly to foreigners
don't like to work hard
have a good sense of humour



5. Activity Book ex. 1, 2. Reader ex. 3.

Lesson

4

Discovering England



Here is an extract from Antoinette Moses' story in which she describes Barbara's stay in England.

1) Find out in which part of the story the author describes the following (reading for the main idea):



- A. why Barbara came to England
- B. what surprised Barbara most of all in Notting Hill
- C. Barbara's friends' images of England
- D. Barbara's discoveries about the English
- E. what Barbara knew about Britain

1. "My turn," said James. "Next game: you've got a time capsule and you want to put one thing in it which represents England. What do you choose?"

"A Number Seven Manchester United shirt," said Ben. Number Seven was the shirt worn by David Beckham, who was Ben's personal hero.

"That just represents England now," argued Barbara. "How about a cup of tea?" she suggested.

"No," said James. "No one drinks tea any more. Everyone drinks cappuccino."

2. Barbara looked at her friends. There she was in London with a group of Londoners, playing games. She was the first person in her village to go to England and her parents were very proud of the scholarship she had won which enabled¹ her to study at the University of Westminster in London. Her college was right in the middle of London.

3. Before she arrived, Barbara had thought that she knew everything about England. She had watched every film about England from her local video store. She'd watched the film *Notting Hill* seven times; she couldn't wait to meet Hugh Grant or some other Englishman who looked just like him. She'd also seen *The Full Monty*, which showed that there were villages in England, a bit like those at home. But *The Full Monty*, however, was set in Sheffield and her English teacher had told her that Sheffield was in the North of England. There was a north-south divide, he told her. Barbara wondered what the north-south divide looked like. Perhaps it was a bit like the Grand Canyon in America, but smaller.

¹ to enable — давать возможность



4. It had been a shock arriving in Notting Hill and finding that apart from¹ the Russells, the family she was staying with, most of the other people in the street were black. Notting Hill, she soon discovered, was a centre of Afro-Caribbean culture. When she first arrived she realised that despite² her good marks in English at school, she didn't understand a word anyone said. The Russells were very nice and introduced her to some of the neighbours, who were English with West Indian parents. Barbara discovered, that in fact they spoke more clearly than lots of the white people she met and they were very friendly.

.....

5. One day Barbara met Ben and his friends who met up most evenings to go for something to eat or to see a film.

"The English are strange," said Ben one afternoon.

"Yes," agreed Barbara. Later that night, back in her room, she took out a pad of paper.

"Strange things about the English: Number 1," she wrote.

"There are some things that are bad, which you may talk about, and some things, which are good, that you may not talk about."

She had discovered that you mustn't talk about how much money a person earned, but you may talk about how much money a person spent. In fact, the English students talked about money all the time. You may, also, talk about falling in love but not about getting ill or dying. In fact, considered Barbara, students in England generally didn't want to talk about anything serious.

Barbara had told her friends about her list and soon they were all making suggestions.

"Whenever the English come back from abroad they always say what a lovely time they've had and how friendly everyone was. That's because they don't expect³ people to be friendly, because they aren't friendly to outsiders," said James.

"No," said Barbara, "everyone's been really nice to me since I got here."

¹ apart from — не считая

² despite — несмотря на

³ to expect — ожидать, предполагать

 2) In the story the author mentions some things, places and people of Britain and the USA.

What do they mean? Match them with their descriptions. Label the pictures. Use the story for help.



Manchester United

David Beckham

scholarship

Hugh Grant

Sheffield

the north-south divide

the Grand Canyon

Notting Hill

Notting Hill

- a very large valley cut by a river in the US state of Arizona
- a sum of money or other prize given to a student by an official body to pay for a course of study
- an area of West London known for its street Notting Hill Carnival, which takes place in August every year, involving black people and known for the colourful costumes worn and the steel band music played
- a British film actor who is known for being attractive and who usually appears as a typical upper class Englishman
- the difference between southern England and northern England and Scotland, people in the South usually earn more money than people in the North
- a British football player who plays for Manchester United and also for the English National team
- a city in the north of England, famous for making tools, steel and cutlery (knives, forks and spoons)
- a 1999 romantic comedy film set in the Notting Hill district in London
- a very successful and popular English football team from Manchester



 3) Which statements are true? Which statements are false? Correct the false statements. Prove it from the text. (reading for detail)

- James was going to put D. Beckham's shirt in a time capsule.
- Barbara was a student at the University of Westminster.

- Nobody from Barbara's village had ever been to England.
- In England Barbara wanted to meet young people who looked like H. Grant.
- When Barbara arrived in Notting Hill she had a shock.
- Notting Hill citizens were Afro-Caribbean or West Indian.
- It was easy for Barbara to understand the spoken language of the English people.
- There were some topics the English were not supposed to talk about.
- Barbara wrote notes about her English culture discoveries.

4) What had Barbara done before she came to England? What did she do in England? Complete the sentences. Use the verbs in brackets in the correct verb forms. Use the story to back up your opinion.

Before Barbara came to England,

While in England,

she
Barbara

(watch) many films about England.
(learn) about the north-south divide.
(win) the scholarship.
(discover) that the population of Notting Hill was mostly black.
(make) friends with local teenagers.
(learn) many things about the English people.



5) Did Barbara's ideas about England change? What new things did she learn about England? Prove it from the text.

6) Why is the story called *Notting Hill*?

2. Imagine Barbara wrote a letter to her parents back home. What do you think she wrote about? Finish up her letter.

Dear all,
Here I am in Notting Hill.



3. Reader ex. 4.

Lesson

5

What are your impressions?



London attracts a lot of tourists. Tourists are offered different kinds of sightseeing tours.



Listen to the information about a sightseeing tour. Fill in the table with missing words and numbers. Read the Learning to Learn note first.

Learning to learn

Listening for specific information

Чтобы успешно справляться с заданиями, для выполнения которых необходимо понять конкретную информацию, воспринимаемую на слух:

- внимательно прочитай инструкцию к заданию, чтобы понять, какой тип текста ты услышишь (объявление, репортаж и т. д.), сколько человек будет участвовать в разговоре;
- внимательно прочитай вопросы задания, это поможет сориентироваться в характере запрашиваемой информации и сосредоточиться на ней при прослушивании текста, не обращая внимания на второстепенную информацию;
- постарайся выделить ключевые слова в вопросах задания, подбери к ним синонимы, так как в аудиотеке используются синонимические выражения, а не слова, данные в задании; это также поможет отделить основную информацию от второстепенной;
- убедись, что ты четко представляешь, как надо выполнять задание (соотнести, отметить галочкой (✓), записать информацию);
- записывай ответы в краткой форме (в виде слова, словосочетания, цифры), они не должны содержать лишние детали, которые не требуются в задании.

- The type of tour _____
- The place the tour starts from _____
- The time the tour starts at _____
- Places to visit _____
- How long the tour lasts _____
- The tour finishes in _____
- The price of the ticket for children _____



2. Vigdis, a 15-year-old girl from Norway, studied English for a month in London.

1) Which of these things might impress or surprise her in London? Why? What do you think?

British people
the streets of London
the food
the international population
the underground
the sights
the languages of the people
the weather
the shops
the family she stayed with



2) Listen to Vigdis' impressions of London. Tick (✓) the things that surprised Vigdis. (listening for specific information)

3) Listen to and read Vigdis' impressions. Find the words that have been changed. Underline them. How many have you found? (listening for specific information)

Before going to England I'd heard a lot about it. Some things in London were as I had expected. English people are considered to be reserved. That's true. I laughed when I went on the underground and saw people sitting and reading newspapers. I couldn't understand why no one talked or smiled. But some things were not as I had expected. I had seen beautiful photos of tourists sights, like Piccadilly Circus* and Buckingham Palace,* but I hadn't seen pictures of ugly parts of London. To my surprise, in London there are dirty¹ streets. British people surprised me too. I hadn't expected London to be so international, with so many people from different parts of the world. I couldn't understand the Scottish and Irish people that I met. I couldn't always understand the Londoners. The family I lived with was another surprise; the children spent a lot of time indoors, watching television or playing with the toys. They didn't go out alone. Their mothers took them to and from school.

3. Song. "The Streets of London".

1) Write 5 words you expect to hear in the song.

2) Listen to the song. Does it tell you about the same things that you've mentioned? (listening for specific information)

4. What would you expect to see in London?

5. Reader ex. 5.

¹ dirty — грязный

Lesson

6

Are you proud of your country?

1. Young people are expressing their views and opinions about the countries they live in.

  1) Listen to Maggie, Charlotte and Boris talking about their countries. What countries are they from? How do they feel about their countries? (listening for specific information)

  2) Read through the teenagers' opinions. What do they like about their countries? What don't they like about their countries?



Maggie Williams

Maggie Williams: I love that we have so many "English things" that our country is recognized¹ by, such as the bulldog, drinking tea, London, Queens and Kings and red postboxes. I love it when we celebrate things like the Queen's Jubilee together. But I hate the weather. It often rains, never snows and it's never really sunny. The best thing about Britain is its history! I think everyone should be glad to be a part of it. I also love how we can be one big country and four separate² countries too! But I hate it when the Scots are thought to just play bagpipes* and wear kilts.* They are some of the nicest people in the world! I also admire the famous people like Churchill,* Shakespeare,* Elisabeth I* and Jane Austen.* I'm very proud to be British, the UK is great!



Boris Chislov

Boris Chislov: Russia is large and beautiful. We have a lot of beautiful cities and towns. Tourists from different countries come to admire our ancient palaces, museums, cathedrals and churches. Our nature is very beautiful, too. We are proud of our outstanding people and when the world speaks about our achievements.³ The history of our country is very interesting. Our country is very big and it's difficult to keep it in order that's why we've got various problems such as dirty streets and violence. I believe that people from Russia are great patriots; they love their country very much, but they don't demonstrate their love... I don't know what I like about my country. Probably it is the place where I live, the language, the shops, and the food! I can't think of anything I hate about my country! Russia is a great country and I'm proud that I'm from Russia.

¹ to recognize — узнавать

² separate — отдельный

³ an achievement — достижение

Charlotte Kerman: America is a good country with great opportunities¹ and ... brilliant weather. The best thing about America is that there are so many different peoples and cultures. Besides, Americans are considered to be the most patriotic people in the world. And I think it's true. We like singing our national songs. Our flag is in our classrooms. We like wearing clothes with our national symbols. But I do not think that America is all good. Its worst point is that in the cities there is a lot of violence. I wouldn't feel safe walking along a street alone in the evening. But no doubt,² I love my country and I'm proud of it.



Charlotte Kerman

3) Find the answers to the questions below in the teenagers' opinions.

- What things is England known for?
- Why does Maggie hate the weather in England?
- What countries does Maggie mean by "one big country and four separate countries"?
- Which description of the Scots doesn't Maggie like?
- Which famous people do the British admire?
- What attracts tourists to Russia?
- Why does Boris think there are problems in Russia?
- What does Charlotte like about America most?
- Why does Charlotte consider Americans the most patriotic people in the world?



4) Which of the teenagers' ideas do you agree or disagree with?

¹ an opportunity — возможность

² no doubt {daʊt} — без сомнения

E 5) Why do the teenagers think that their country is great?

... thinks that ... is a great/good country.

Firstly, ...

Secondly, ...

The best thing is (that) ...

E 2. Some teenagers say that they are not very patriotic.

What about Maggie, Charlotte and Boris? Are they patriotic?

I think ... is patriotic.

... likes (that) ...

... doesn't like (that) ...

But no doubt he/she is proud of ...

E 3. What do you like in your country? What are you proud of? What could make your country a better place?



I like ...

But it would be nice to ...

And it would be nice not to ...

No doubt I'm proud of ...

E 4. How do you feel about your country?



I love (that) ...

I don't know what I like about my country.

The best thing about my country is (that) ...

I can't think of anything I hate about my country!

On the whole ...

No doubt ...

But I hate (the fact that) ...

The worst thing about my country is (that) ...

I think it would be nice (not) to ...

I am proud of such "Russian things" as ...!

I am proud that ...!



St Petersburg



St Petersburg



Kizhi



Petergoff



5. Activity Book ex. 1, 2. Reader ex. 6.

Lesson

7

What is your country like?

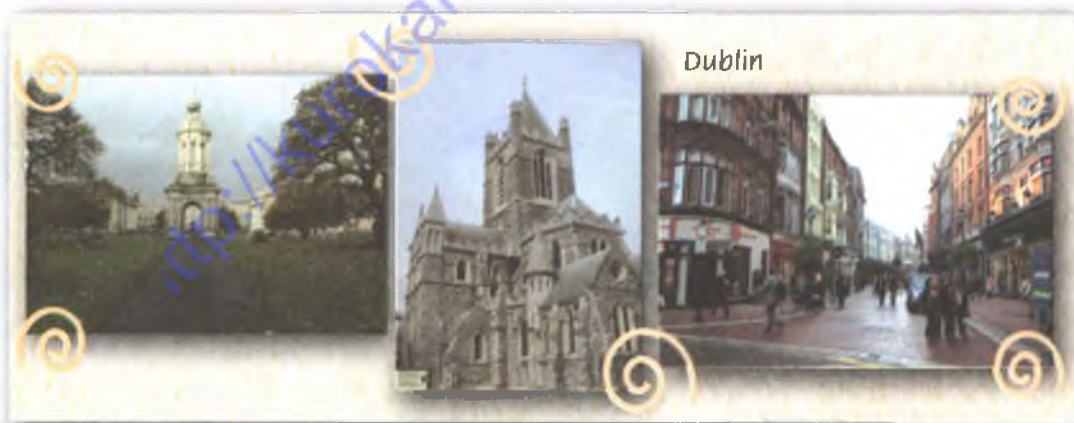
1. Liza Holtine and Philip O'Donoghue are in the international summer camp. They are from different countries.

1) Listen to how Liza questions Philip about his country. What countries are the teenagers from? (listening for specific information)

2) Pair work. Match Liza's questions and Philip's answers.

Liza:

- Can you tell me about you and your family, Philip?
- What does Ireland* look like? I picture it to be like the place where everything is green and where it is warm. Is that so?
- What is Dublin* like?
- California is a good place to live in. And what about Dublin? What are the good things about living in Dublin for teenagers?
- The Irish life is supposed to be quiet and slow. Is that so?



Philip:

- Ireland* is different from other countries in many ways. We don't have skyscrapers or very large cities. But we have a beautiful green landscape that's why the country is called the Emerald Isle.*
- There are four people in my family. I have a brother, who is eleven.
- Our capital is a small city but it has the largest population in Ireland. About one and a half million people live in our city. The people are open and friendly.

— Well ... on the one hand we have a quiet life in some parts of the country. But on the other hand life is busy and fast in large cities, for example in Dublin. At present a million cars drive through the city areas every day.

— I think Dublin is a good place to live in. I like everything there. The city is in a good situation. There are a lot of places to go to with friends. I like going to a local club to listen to my favourite rock band.

3) What questions did Liza ask? Read the Culture Note and arrange the children's questions in three groups.



CULTURE NOTE



If you want to get information about another country, its people, traditions and so on, you can ask **culture learning questions**:

- **fact questions** (when you want your partner to give you specific or factual information)

Where is London situated?

- **assumption questions** (when you want your partner to agree, disagree or express his/her point of view)

Dublin is a good place to live in. Is that so?

- **comparison questions** (when you want your partner to compare some facts or information)

In my country, children start school when they are 6. What about the USA?

How do you compare life in England and in Ireland?

Moscow is a good place to live in. *And what about* Dublin?

4) Now Philip is asking Liza. She lives in Long Beach, which is not very far from Los Angeles. Here are Liza's answers.

What are Philip's questions? Write different questions.



— My family is small. Besides mum and dad there's only my sister, Kim, who is 19 and me. I'm 15.

— Los Angeles is a large city. Its population is about 14 million people. You can meet people from different countries in the city, but I think that it is very Spanish in character. You can hear the Spanish language everywhere. Many signs are in English and Spanish and there are many Spanish street names.

— Long Beach is really a good place to live in. It's got a nice beach. There are lots of places to go to — amusement parks, theatres and shopping malls, and the weather is really good.

— Compared to¹ Long Beach, Los Angeles is much bigger. There are a lot of buildings and a lot of people. The greatest contrast between the city and Long Beach is that the people in Los Angeles are not as friendly as in Long Beach.

— Life is faster in California, especially² in Los Angeles. Besides there are more people in California than in other states.

5) What would you like to ask Liza and Philip about? Ask different questions.

6) How would you answer similar questions about your country?

2. Group work. Imagine that American students from Washington are coming to visit your school. You are going to interview your foreign friends.

What questions would you ask them? Consider the following topics.

- The USA (its geographical situation, population, people, languages, symbols, sights, etc.)
- Washington (its geographical situation, population, people, sights, etc.)
- School life (subjects, school and out of school activities, etc.)



3. Reader ex. 7.

¹ compared to — по сравнению с

² especially — особенно

Lessons

8-9

What is your hometown like?

 British teenagers like writing about their hometowns. Here is Beth's composition¹ about her hometown Manchester.

  1) What things and aspects of life in Manchester does Beth describe?

MY HOMETOWN

My hometown is Manchester. Manchester is situated in the northwest of England in the county of Greater Manchester. It is the second largest city with a population of more than 400,000 people.

Though² Manchester is not as large as London it has got many good aspects of a modern city. We've got many theatres, art galleries, concert halls and museums, for example the City Art Gallery and the Museum of Science and Industry and others. We are proud of our *airport* which is the third busiest airport in the UK. With it it is very easy to travel to and from Manchester and through the countryside. And our tram system Metrolink, which runs through city streets, is clean, quick and quiet.

There are a lot of things to do, visitors *can*, for example, visit famous places, walk in the parks, enjoy shopping or listen to our traditional music and watch folk dances. Our G-Mex Centre is a popular place. However, it was created from an old railway station. Different exhibitions, concerts and sporting events take place there. In our Chinatown there are many cafés and small shops. There is also a large mall and several big shops and markets with traditional food and nice goods. Sports, especially football and rugby are very popular in our city. Manchester has got many sports clubs. People like playing or watching sports here. Manchester United, the world's most famous football club, has many *fans* here.

In my city there are a lot of monuments to famous people. For example, the Alan Turing* *Memorial* honours the father of modern computing. There is also a monument to Abraham Lincoln* and a statue to Queen Victoria.* We are very proud that great scientists and Nobel Prize* winners such as Joule* and Rutherford* worked in Manchester.

I like my hometown. It is a great city. It is always clean. The people are friendly and welcoming.

¹ a composition — сочинение

² though [ðəʊ] — хотя, несмотря на то, что

2) Read the plan and notes that Beth made before writing the composition. Complete the plan with missing information from Beth's composition.

Introduction¹

General description of the hometown: in the northwest of England, the second largest city.

Body²

Things to see: the City Art Gallery, the Alan Turing Memorial.

Things to do: to go to Chinatown.

Famous people: Rutherford.

Conclusion³

Impressions or feelings about the hometown: _____



3) There are some linking expressions that can be used while writing a composition.

Which expressions did Beth use to give examples and to show contrast?

Learning to learn

Giving examples. Showing contrast

Чтобы привести пример для иллюстрации того, что было сказано, используются следующие слова и выражения: **such as, for example, like, especially, particularly.** Для сопоставления и противопоставления фактов, информации используются следующие слова: **but, however, (al)though.**

¹ an introduction — вступление

² a body ['bɒdi] — 3л. главная часть

³ a conclusion — заключение

2. In your culture.

Here are some facts about Moscow.

- 1) Which of these facts might be interesting to your foreign friend?



The Bolshoy Theatre



The Pushkin Museum

FACT FILE

- Founded in 1147/the capital city in the 15th century
- Situated in the centre of European Russia/on the River Moskva/4 hours by plane from London
- Population — about 10 million people/1.5 million temporary visitors
- Hot weather in summer (+20...+30 °C) and cold weather in winter (-15...-20 °C)/the temperature can go down to zero in winter
- Most Muscovites live in the city/many prefer to live in country homes (called dachas)
- More than 80 museums (the Pushkin Museum of Fine Arts,* the Tretyakov Gallery*)/14 million people visit museums every year
- About 200 theatres/the Bolshoy* (opera and ballet) Theatre in Teatralnaya Square
- About 100 parks and gardens/Alexander Gardens*
- Entertainment for children (the Nataliya Sats Children's Musical Theatre,* Moscow Zoo, the Gorky Park*)

- 2) Write a composition about the capital of Russia. Use the plan on p. 32, the information in the Fact File and linking words. Think about what you can write in the introduction and conclusion of your composition.

3. Imagine you are writing about your hometown for the Internet page.

- 1) Write a plan. Make notes.

- 2) Write your composition (120-150 words). Underline in the composition the words for the Internet page which someone could click on to get more information about the topic.

NEXT LESSON IS A CONSOLIDATION LESSON.



Lessons

10-11

My country at a glance

- 1.** Every country is special. What is special about your country?
Choose a project you'd like to do.

Project

1

My country at a glance

- Make a list of headings under which you'd like to describe your country.
- Prepare interesting and useful information for each part.
- Illustrate your information with colourful maps, photos and pictures.

Project

2

Welcome to Russia!

- Make a list of headings under which you'd like to describe your country.
- Think of interesting, unusual, surprising information about your country for foreigners.
- Write some tips for foreigners to better understand Russia.
- Illustrate your information with colourful pictures.

Project

3

What are people from Russia like?

- Write how people from Russia see themselves.
- Write how foreigners see the Russians. Give examples to break or to support widely used descriptions.
- Illustrate your information with colourful pictures or photos.

E 2. Present your projects and answer your classmates' questions to explain your ideas and choice.

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

Here are some phrases you can use to present your project:

The title of my project is ...
I've chosen this project because ...

I am interested in ...
I'm keen on ...
The topic ... is very interesting.
I know a lot about ...
I want to ...
I like ...

I want to start with ...
I'd like to tell you about ...
I want to draw your attention to ...
The problem of ... is ...

As you know ...
When speaking about ...
In connection with what has been said, I'd ...
Some more facts/ideas about ...
What I mean is ...
I'd like to give you some more details about ...

To finish up ...
In the end ...
To sum up ...
To sum everything up ...
In conclusion, I'd say ...
So, in short ...
So, ...
All in all ...

Here are some phrases you can use while discussing your projects:

May I interrupt for a moment?
Can I ask a question?
Can you explain why ...?
Why is it that ...?
Does this mean ...?
I understand this, but could you explain ...?
I got what you said about ...,
but I didn't get ...

Here are some phrases you can use to give your opinion about your classmates' projects and give reasons:

What a good/an excellent/a brilliant ... project!
In my view/opinion, ...
(Personally,) I feel ...
It seems to me ...
Well, I must say ...
I'd like to say ...
Don't you think ...?
The way I see it, ...

Unit 2

**Is your country a land
of traditions?**



Lesson

1

What do you know about British traditions?

 **1. Vocabulary.** Britain is special: it has its own ways, customs and traditions.

1) What is the attitude of British people to the traditions and customs?

Most British people are proud of their traditions and customs and they carefully follow them.

The British preserve the traditions that were introduced centuries ago and the traditions that are rather new.

Most people widely celebrate the main *religious* festivals of Christmas* and Easter.* But not all of England's festivals are connected with religion, many are connected with British history.

Many people enjoy royal occasions. Some people just like the *atmosphere* of such celebrations, others think that they unite the people.

Coronation Day,* for example. It marks the anniversary of the date when Elizabeth II* became queen.

Some royal occasions include a parade of the guards and fireworks.

Anyone can go to Speaker's Corner* in Hyde Park* and make a speech.

But there are people in Britain who live through occasions without knowing that they have happened or they just ignore them.



to follow ['fɒləʊ] — придерживаться

to preserve [prɪ'zɜ:v] — сохранять

to introduce [,ɪntrə'dju:s] — вводить
в употребление

widely ['waɪdli] — широко

religious [rɪ'lɪdʒəs] — ?

Easter ['i:stə] — Пасха

to connect [kə'nekt] — соединять,
связывать

royal ['rɔɪəl] — королевский

an occasion [ə'keɪʒən] — событие

an atmosphere ['ætməsfɪə] — ?

to unite [ju:'naɪt] — объединять

to mark [mɑ:k] — отмечать

an anniversary [ˌænɪ'vɜ:səri] — го-
довщина

to include [ɪn'klud] — включать

a guard [gɑ:d] — караул, pl гвардия

fireworks ['faɪəwɜ:ks] — фейерверк

a speech [spi:tʃ] — речь

to ignore [ɪg'nɔ:] — ?

2) Answer the questions.

- What traditions do British people preserve?
- How do British people feel about their traditions and customs?
- Which celebrations are most popular?
- What are British traditions and celebrations connected with?

- What does Coronation Day mark?
- What do some royal traditions include?
- What is Speaker's Corner famous for?
- Do all people mark popular occasions?



2. There are traditions that are connected with different occasions.

1) What do you know about these traditions? Fill in the blanks using the words from the box.

guard • speech • was introduced • includes • is connected • occasion
is celebrated • follow • mark • are preserved • unites • anniversary

Christmas* is the ... in modern Britain on which a lot of traditions ... by most ordinary people.

In Britain it ... on 25 December.

Today it ... with "making money by shops" that is now part of tradition: most people ... the tradition of buying gifts for their family members.

People also buy a Christmas tree. This tradition came from Germany.

It ... in the nineteenth century. Every Christmas, London gets a gift from the people of Norway – a Christmas tree that is 23 metres high.

It stands in the centre of London, in Trafalgar Square and it is decorated with 500 white lights.

Christmas is a time that ... families.

At night people get together to ... Christmas. Celebrating Christmas ...

a Christmas dinner and listening to the Queen's Christmas ... when the Queen speaks directly to "her" people on TV and on the radio.



There are many royal traditions in Britain. The Queen's telegram is not a very old custom but it is for very old people. Every British person gets a telegram from the Queen on their one-hundredth

The Changing of the ...* is a very beautiful tradition. Every morning tourists go to watch the ceremony at Buckingham Palace.* At 11.30 the guard that stands in front of the palace change.



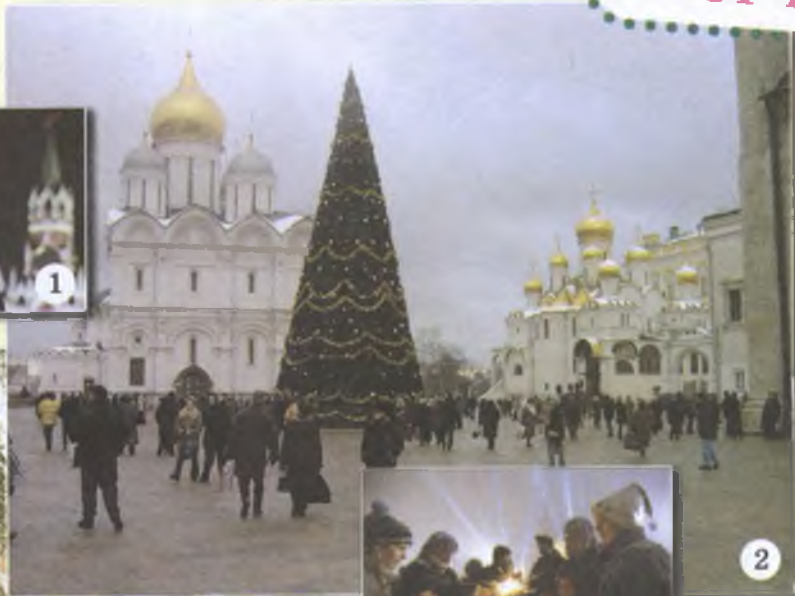
- 2) Where does the main London Christmas tree come from every year?
- 3) When does the Queen talk to the nation?
- 4) Who can get a telegram from the Queen?
- 5) What ceremony attracts many tourists?

3. In your culture. Today Russia has got old and new celebrations and old and new traditions are connected with them.

What can you tell your foreign friends about Russian traditions and celebrations?



FACT FILE



1. The President's New Year speech
2. The main New Year tree
3. Celebrating the New Year on 1 January
4. The President's telegram
5. Celebrating Easter* in Russia
6. The Changing of the Guard

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

Lesson

2

Do you know Miss Manners?

1. Vocabulary. Each country has its own unwritten behaviour¹ rules. Britain is no exception.

1) Which behaviour rules do British people follow?

don't



British people

usually



try not to

give flowers to a man.
greet people with a kiss. They only kiss people who are close friends and relatives. They always kiss on one cheek.
say "Good *appetite*" to people who are having meals.
take their shoes off when they enter someone's home.
give up the place on a bus in favour of older people.
keep a distance talking to a person.
stay an arm's length away.
open a present in front of the person who gives it to them.
arrive at the exact time.
greet their friend as many times as they meet them during the day.
queue in line waiting for a bus or a service.
shake hands when they are first introduced to someone.
make way for older people.
give even or uneven number of flowers.
jump the queue.
talk loudly in public.
stare at anyone in public.
ask about age.

¹ behaviour [br'heɪvjə] — поведение

close [kləʊs] — близкий
 a cheek [tʃi:k] — щека
 an appetite ['æpɪtaɪt] — ?
 to enter ['entə] — входить
 to give up — уступать
 in favour ['feɪvə] of — в пользу
 (кого-л.)
 to keep a distance ['dɪstəns] —
 держать дистанцию
 a length [lenθ] — расстояние
 exact [ɪg'zækt] — точный
 to greet [gri:t] — здороваться

to queue [kju:] in line — стоять в
 очереди
 to shake [ʃeɪk] hands — пожать
 друг другу руки
 to make way for — дать дорогу,
 уступить место
 even ['i:vən] — четный
 uneven [ʌn'i:vən] — нечетный
 to jump the queue — пройти без
 очереди
 to stare [steə] at — смотреть
 пристально, глазеть



2) Put the rules in order of importance from your point of view.

3) Which rules do the Russians follow?

4) Which behaviour rules do/don't you follow?

2. There is a proverb "When in Rome, do as the Romans do." It means that when you are in a foreign country you have to behave¹ as the people of that country do.

What will you do to behave correctly in Britain?

When I am in Britain I shouldn't forget that ...
 In Britain I'll have to ...

¹ to behave [bi'heɪv] — вести себя

3. In your culture. Foreigners are not usually expected to know all the behaviour rules accepted in your country.

Group work. Give advice to your foreign friends how to behave in your country choosing the behaviour rules from ex. 1 and from the Fact File.

As well as in Britain you should ...
But you shouldn't ...
When in Russia don't forget to ...

FACT FILE

- Say "Good appetite" to people who are having a meal.
- Greet a person when you first meet him/her during the day.
- Men shake hands when they meet their friends.
- You can greet your relatives and your close friends with a kiss. The Russian style is to kiss three times.
- Give uneven number of flowers for a present.



4. Activity Book ex. 1.

Lesson

3

We don't know much about Americans, do we?

 1. Jessica, an American, and Liz, a British girl, are watching the Chinese New Year* celebration in New York.

1) Do British people celebrate the Chinese New Year?

Liz: I like the parade! It's great!

Jessica: Look! There is another dragon chasing a ball. **It is** beautiful, **isn't it?**

Liz: It is!

Jessica: Can you see those young men in the distance? **They are** going to play the drums, **aren't they?**

Liz: I think they are. At the Chinese New Year parade in London they play drums and gongs.

Jessica: Do they? Look, this is the Lion Dance.

Liz: I know. The lion is so funny. **It doesn't** look scary, **does it?**

Jessica: The lion and its dance just make me smile.



2) What questions do Jessica and Liz ask each other?

3) How are these questions formed?

4) Read the rule and check.

Grammar in focus

Tag questions

Разделительные вопросы

Когда мы спрашиваем, правильно ли то, о чем мы говорим, мы используем разделительные вопросы:

You are an American, **aren't you?** Вы американец, не так ли (не правда ли)?

You don't speak like a New Yorker, **do you?** Вы говорите не как житель Нью-Йорка, не так ли (не правда ли)?

Если окончание произносится с понижающейся интонацией, то предложение перестанет быть вопросительным, таким образом просят высказать свое согласие.

2. Nelly and Tom are asking their American friends about American celebrations.

1) Decide which sentences are questions and in which sentences the person is asked to agree.

- Christmas* is widely celebrated in the USA, isn't it?
- Many people in the USA don't celebrate the New Year, do they?
- In the USA Easter* is not celebrated as widely as Christmas, is it?
- Americans have more national holidays than British people, don't they?
- Mother's Day* and Father's Day* are important for families, aren't they?
- Americans have many ethnic festivals and carnivals, don't they?
- In some states Americans don't mark religious holidays widely, do they?

mind!

a holiday — праздник

holidays — праздники; каникулы

2) Pronounce all the sentences as if the questions are asked.

3) Pronounce all the sentences as if you ask a person to agree.

3. Some American manners are different from the Russian ones, others are common.

Pair work. Ask about the behaviour rules to make clear if they are different or common.

Americans don't give flowers to a man, do they?

- Americans greet their friends as many times as they meet them during the day.
- Americans don't take off shoes as soon as they enter someone's home.
- Americans open presents in front of the person who gives it.
- Americans keep a distance talking to a person.
- In the USA it is usual to shake hands when they are first introduced.
- In the USA young people are expected to make way to older people.
- It isn't considered bad manners to eat in the street.
- There is difference in the customs of different people.



4. Pair work. You are talking to your American friend about holidays that are popular in the USA.

Find out some details about Father's Day* and Thanksgiving Day.*

- Father's Day is a national holiday, isn't it?
- Yes, it is.

Pupil Card 1

Ask about the day.

- Father's Day* is a national holiday for fathers.
- Father's Day was introduced in 1924.
- Children visit their fathers on the day.
- Some children send greetings cards to their fathers.
- Most greetings cards are very funny.
- Father's Day is celebrated on the third Sunday in June.

Pupil Card 2

Answer the questions. Use the information.

- Father's Day* is celebrated by the nation.
- Father's Day was started in the twentieth century.
- Many children come to their fathers on the day.
- Children who can't visit their fathers on the day send lots of greetings cards.
- Most greetings cards make people laugh.
- People mark Father's Day in summer.

Pupil Card 3

Answer the questions. Use the information.

- Thanksgiving Day* is celebrated in November.
- A holiday of thanksgiving was introduced about 4 hundred years ago.
- Congress* started the national celebration in 1864.
- In 1620 one hundred people came to America from England. They had little food and local Indians* helped them. Later the people invited the Indians to a thanksgiving dinner.
- On Thanksgiving Day American families get together for a dinner with a turkey and an apple pie.

Pupil Card 4

Ask about the day.

- Americans mark Thanksgiving Day* on the last Thursday in November.
- A thanksgiving holiday was introduced in the seventeenth century.
- The national holiday of thanksgiving was introduced in 1864.
- Thanksgiving Day is associated with a thanksgiving dinner for Indians.
- Thanksgiving Day is considered to be a family holiday.



5. Activity Book ex. 1, 2, 3. Reader ex. 3.

Lesson

4

How to keep the English happy

E 1. Karen Hewitt wrote the book *Understanding Britain* where she gives some useful hints for Russians.

1) What do you think her hints are about?

- a) how to behave when you are a guest at a British home
- b) how to give gifts and how to receive gifts
- c) how to start a conversation
- d) how to treat to¹ British guests
- e) how to behave at table
- f) how to answer personal questions
- g) how to behave if you don't know what to do next
- h) how to enjoy yourself in Britain

2) What did the author write about in fact? Match Karen Hewitt's hints with the paragraphs.

.....



A. All countries have unwritten but powerful rules of behaviour, which can only be explained by natives. And the natives act differently in one and the same situation: "When Englishmen are introduced to each other, they shake hands and say "How do you do?"

Do they? Sometimes they do. But life is not that *ceremonious*. So I can give you only general advice. No rules. We remember that foreigners don't know our ways, and as long as you are friendly and polite from the heart we don't mind that you behave a bit strangely.

The information about behaviour rules is usually true for many, but not for all. It is rarely possible to describe a nation with expressions such as "All British people do this or that." Better to say: "Some British people ..."

And we are sometimes not sure how to act and can't tell you how to act in this or that situation. You may find out that, in answer to questions, we often answer, "Well, it depends."²

.....

B. If you are a guest at a British home, my advice is: "Ask, if you don't know what to do next." People enjoy explaining. And if you are asked questions, try to explain in answer. People enjoy trying to understand. But don't feel that a simple question needs a ten-minute answer. Stop before you have finished your story, so that your friends can ask further questions. First, you may find that

¹ to treat to — угощать

² it depends — как сказать

they haven't understood you, and you need to start again. Secondly, English culture does not normally include monologues.

.....

C. Traditionally, Russians are very hospitable, but if you have a British friend at your home, please don't put a mountain of potatoes or rice or whatever onto your guest's plate. Most people in Britain try to finish what they are given. Leaving food is considered wasteful in Britain. I must eat all that! Food is precious. We usually put on the plate as much as we want to eat.

.....

D. Our customs of present¹-giving are very different from yours. We give presents to members of our family and close friends on their birthdays or at Christmas. If we are staying with someone we will give a present — a box of chocolates, some flowers, a small souvenir. We may bring a small present to a host who invites us for the evening, but we do not normally give presents to people simply because we have enjoyed their company. We don't give presents to guests. At the end of a course or a tour we may give a group present to a teacher or a guide as a way of saying "Thank you." Russian present-giving is more generous and the English don't know how to respond.² A small present will be okay. And one present is better than two or three. Of course, the British will be pleased to get a thank-you letter or card from your home than to carry a heavy present.

.....

E. The English from age eighteen or nineteen are independent persons. If you are staying in someone's home, you will be expected to entertain³ yourself some of the time. Your hosts will be grateful for your help with the housework — but not all the time. They will like to hear that you explored the town, made friends, practised buying an apple or two, jumped on a bus ... Your British friends want to be friendly but they have work to do. And you are not a child or a Very Important Person; you are another grown-up in a grown-up world. If you ask questions, explore, try to find out and do not expect the English to solve your problems, you will have a very enjoyable time.



3) Which tips⁴ does Karen Hewitt give to Russians? Prove from the text.

- a) Don't think that all British persons do the same in one and the same situation.
- b) Don't worry if you don't know some behaviour rules.
- c) Be yourself and just be friendly and polite.
- d) Don't think that there is one common answer to all behaviour questions.
- e) Be sure that your British hosts will be happy to answer your questions.
- f) Don't make long stories of your answers.
- g) Remember that people want to understand you, so answer in detail.
- h) Ask questions if you don't know what to do.
- i) Put as much food on your British guest's plate as you can. Be generous!
- j) You should know that the English don't traditionally give gifts to their guests.
- k) Don't forget to thank your guide with a gift.

¹ a present — подарок

² to respond [rɪˈspɒnd] — отвечать, реагировать

³ to entertain [ˌentəˈteɪn] — развлекать, занимать

⁴ a tip — намек, совет

- l) Don't forget that in most situations a small and heavy present is better than two.
- m) In some situations the British prefer a thank-you letter.
- n) You should try to be an independent person when you are a guest in a British family.



E 4) What aspects of Karen Hewitt's advice would you follow?

If I have a British guest, I will never ...
 If I am in Britain, I will (try) ...
 I think that the most important advice is ...



2. Reader ex. 3.

Lesson

5

How long is the British year?

1. The British Year Calendar has many special days. Here are some holidays and festivals from the list.

1) What holidays and celebrations will you hear about? What do you think? Use the new words and the list of festivals and holidays.

the Trooping the Colour [ˌtruːpɪŋ ðə ˈkʌlə] — марш кавалерийского полка со знаменем

a *carnival* [ˈkɑːnɪvl] — ?

Caribbean [ˌkærɪˈbiːən] — ?

Brazil [brəˈzɪl] — ?

Whit Monday [ˌwɪt ˈmʌndɪ] — понедельник после Троицы

a *bank* — ?



2) Listen to the information about the 3 celebrations for questions 1-9. Tick the correct statement a) or b). Read the Learning to Learn note first. (listening for detail)

Learning to learn

Listening for detail

Чтобы успешно справляться с заданиями, для выполнения которых необходимо понять воспринимаемую на слух информацию в полном объеме:

- перед первым прослушиванием прочитайте все контрольные вопросы, из которых вы должны выбрать правильный вариант. Эти контрольные вопросы расположены в том порядке, в котором они идут в тексте для прослушивания;
- во время первого прослушивания выберите тот вариант, который наиболее точно соотносится с воспринимаемой информацией. Не следует полагаться на собственные знания о предмете;
- если вы не уверены в ответе, не теряйте времени — переходите к следующему контрольному вопросу, во время второго прослушивания вернитесь к трудному вопросу еще раз;
- во время второго прослушивания проверьте свои ответы.

- 0) a) ☒ There are festivals in Britain that are very old.
b) ☐ Most festivals in Britain are very old.
- 1) a) ☐ The Queen's official birthday is on 21 April.
b) ☐ The Queen's official birthday is on the second Saturday in June.
- 2) a) ☐ Celebrating the royal official birthday was started in the nineteenth century.
b) ☐ Celebrating the royal official birthday was started in the eighteenth century.
- 3) a) ☐ The Queen's official birthday is known for a big parade of the royal guard.
b) ☐ The Queen's official birthday is known for the changing of the royal guard.
- 4) a) ☐ The Notting Hill Carnival is held in London.
b) ☐ The Notting Hill Carnival is held in West England.
- 5) a) ☐ People from the Caribbean countries have a fantastic parade in England every year.
b) ☐ People from different countries have a fantastic parade in England every year.
- 6) a) ☐ People take part in the Notting Hill Carnival for 2 days.
b) ☐ People take part in the Notting Hill Carnival for day and night.
- 7) a) ☐ The Notting Hill Carnival is the biggest one in the world.
b) ☐ The Notting Hill Carnival is the biggest one in Europe.
- 8) a) ☐ There is one bank holiday in Britain.
b) ☐ There are several bank holidays in Britain.
- 9) a) ☐ Now people are talking about a new bank holiday in October.
b) ☐ Now people have a new bank holiday in October.

2. Here are some popular British occasions and words and word combinations that are used to describe these occasions.

1) Look at the words and word combinations in the left column and say what occasions they belong to.

- a) a bonfire
- b) an unusual race
- c) send postcards
- d) ghosts and witches
- e) fireworks
- f) fancy costumes
- g) a romantic festival
- h) charity
- i) beautiful gardens
- j) play tricks



- A. Halloween*
- B. Pancake Day*
- C. the Chelsea Flower Show
- D. Guy Fawkes' Night*
- E. the New Year

2) Listen to the short texts about the occasions and match the words and word combinations with the occasions. (listening for specific information)

Words	a	b	c	d	e	f	g	h	i	j
Occasions	D									



3. Activity Book ex. 1.

Lesson

6

Are celebrations important?

1. Some people think there are holidays and celebrations that are important, others think that they play a small role in our lives.

1) What holidays and celebrations do these young people discuss?



Nelly Carter, 16

I think traditional celebrations are very important for us. Some holidays make families get together around the table and ask each other "How have you been?" There are holidays and celebrations we can't do without. There are traditions that are connected with some celebrations in my family. For example in my family it is a tradition to celebrate birthdays. In Britain many grown-ups don't celebrate their birthdays but we do. It's great to buy a gift for mum or dad, isn't it? My sister and I always think a lot about what to choose and then we go to big shops and buy something. I like the process of choosing a gift. We can't **afford**¹ to buy expensive gifts; but we always buy something funny. I like the atmosphere of a birthday party: for one day each of us becomes the very important person and the gifts make us think of the day again and again.



Tom Baker, 15

I don't understand the use of celebrating a holiday only because it is a tradition. For me any holiday is just a day when I don't go to school. I think it is not important what Guy Fawkes* did in 1605. It was a long time ago! And I am not interested in what evil ghosts do on Halloween.* More than that I don't believe in ghosts. I think that many public occasions are for tourists. For example the State Opening of Parliament.* Many tourists come down to London to see these ceremonies and I am sure that London shops **benefit**² greatly from them, don't they? A lot of money is spent on useless occasions instead of giving it to charities. I won't spend time on celebrations. I like playing sports and for me participating in sports is the best tradition.

¹ to afford [ə'fɔ:d] — позволять

² to benefit ['benɪfɪt] from — извлекать пользу

I think that national holidays are the days that unite people, for example Independence Day* in my country. It is really the day that unites the nation. It includes everything: family dinners and public parades, shows and games, sports, and *illuminations*.¹ The famous fireworks are so beautiful that they make people say “ooohhh” and “aaahhh”. The day is full of music and joy. I like holidays that have a long history like Flag Day* or Thanksgiving Day.* They connect us with the past that we shouldn’t forget.



Jessica Boyd, 16



E 2) What do these young people say about holidays and celebrations? Prove it from the texts.

- Nelly:**
- a) I can’t do without celebrations.
 - b) I like family celebrations.
 - c) It’s a tradition to celebrate birthdays in Britain.
 - d) My sister and I like choosing gifts.
 - e) Gifts are very important for me.
- Tom:**
- a) I don’t think it’s important to follow traditions.
 - b) I think that only tourists are interested in public occasions.
 - c) I think it’s better to help charities than to spend money on parades and fireworks.
 - d) Playing sports is more exciting than celebrating holidays.
- Jessica:**
- a) All Americans celebrate Independence Day every year.
 - b) Americans enjoy colourful parades and fireworks on Independence Day.
 - c) Flag Day is my favourite celebration.

E 2. Which opinion (ex. 1.1) do/don’t you share?

I believe ... is right ...

I’m with ... there.

I am of the opinion that ...

I am afraid ... is not right.

I can’t agree with I think ...

I can’t go along with I am sure ...

¹ *illuminations* [ɪˌluːmɪˈneɪʃnz] — ?

E 3. In your culture. There are national and local celebrations and festivals in Russia.

1) Which of the celebrations or festivals are important/popular/most favourite for you?



2) Do you think that holidays and celebrations are an important part of our lives? Why?

I think it's great to ...
Holidays ...
Many people ...

I don't think that ...
It's no good to ...
I'm afraid people don't ...

4. Reader ex. 4.

Lesson

7

Would you like to write a postcard?

  1. Writing postcards in Britain is a little bit different from writing them in Russia. British people traditionally prefer to send a few lines to their friends and relatives.

1) On what occasions have these postcards been written?



2) On what occasions do the British use the words *wish* and *congratulate*?



CULTURE NOTE



1. The word **wishes** can be used for any occasion:

Very best wishes —————> for/on —————> your future.
 My/Our (very) best wishes —————> your birthday.
 —————> Mother's Day.

2. The words **to congratulate** [kən'grætʃuleɪt] (поздравлять) or **congratulations** [kən,grætʃu'leɪʃnz] (поздравления) are not used for holidays and celebrations, they are used for different achievements or "big" birthdays (18, 21) and anniversaries:

Congratulations on passing the exam!

3) Which words are used in postcards in your country on different occasions?

2. 1) What do the British wish on different occasions? Arrange the words into wishing and congratulating sentences.

- Hoping / Sorry / you are sick. / soon. / you will be well
- and always. / on St Valentine's Day / With love
- on your birthday. / Best wishes / Hope / brings you / your birthday / that make you happy. / all the things
- your new flat! / Congratulations on (Congrats on) / it is! / What exciting news
- best wishes / your future. / With / for
- you / every success! / Wishing
- every happiness / in your new home! (on your birthday!) / Wishing you
- wishes! / warmest / Christmas / With
- for a Very Merry Christmas / Thinking of you / and a Happy New Year! / with warm wishes
- happy returns of / Many / the day.
- Happy / Mothers are / Mother's Day! / and you are / one of the best! / wonderful

2) Which wishes go with the postcards?



3. There are some coming occasions in your foreign friend's family: your friend is going to turn 16 next month and soon your friend's family will move to a new house. And you know that your friend's sister has finished school.

Choose a postcard (or design your own postcard) and write the wishes or congratulations if possible on the coming occasion for your foreign friend or his/her relatives.

4. Activity Book ex. 1.

Lesson

8

Giving and receiving gifts

1. Choosing a gift always makes us think a lot. What will go for this or that occasion?

1) What does Helen choose as a gift for her cousin Ann?

2) Did Ann like the gift?

3) Find out:

- what Tracey says to ask if Helen is sure about something;
- what Helen says when she is sure about something;
- what Ann says to thank her cousin;
- what Ann says to express her admiration.¹

Helen: Do you think these photo albums are all right?

Tracey: They are beautiful! But are you sure Ann needs 2 albums?

Helen: I'm a hundred per cent sure she needs even more albums. She likes taking photos and her photos are everywhere in her room.



Helen: Happy birthday, Ann! Here's my small present for you.

Ann: Oh, thank you very much! Well, you knew what I wanted! Thanks a million!

Helen: I am happy you like it.

4) What are some other ways to ask if someone is sure about something, to say someone is sure about something, to thank or to express admiration?

ASKING IF SOMEONE IS SURE ABOUT SOMETHING

Really?

Are you **certain**² about ...?

Are you quite sure about ...?

SAYING YOU ARE SURE ABOUT SOMETHING

I'm absolutely sure ...

I know ...

Yes, really!

¹ admiration [ˌædmə'reɪʃn] — восхищение, восторг

² certain ['sɜ:tn] — уверенный

THANKING

Thanks a lot for ...

Many thanks for ...

Thank you very much indeed for ...

EXPRESSING ADMIRATION ABOUT A PRESENT

It's been my dream to have it.

That's just what I wanted.

How nice of you to give it to me!

5) Replace the highlighted expressions in the conversations with those that fit and read out (act out) the conversations you've got.

2. There are even the rules of gift-giving and gift-receiving.

1) What are the rules of gift-giving and gift-receiving in Britain?



CULTURE NOTE



Gifts are not supposed to be expensive. In Britain foreigners are usually expected to give typical objects from their countries as gifts. British people, as a rule, give chocolate or small presents to their relatives and friends. The British will open the box in your presence to express their admiration.

2) What are the rules of gift-giving and gift-receiving in your country?

3. **Role play.** Shirley Hughes and her brother Paul have come to Russia.

Pupil 1

You are a Russian friend of Shirley or Paul. You are helping to choose souvenirs.

Ask your friend if he/she is sure about the stickers, the calendars or the Russian dolls.

Pupil 1

You are Shirley or Paul Hughes. It is your birthday.

Thank your Russian friend for the gift and express your admiration.

Pupil 2

You are Shirley or Paul Hughes. You are choosing Russian souvenirs for your parents at a shop (stickers, calendars, Russian dolls).

Say that you are sure about the souvenirs.

Pupil 2

You are a Russian friend of Shirley or Paul. You are giving a birthday gift to your friend.

**Say your wishes for your friend's birthday.
Give a gift to Shirley/Paul.**

4. Reader ex. 5.

NEXT LESSON IS A CONSOLIDATION LESSON.

Lessons

9-10

When in Russia ...

Being in Russia foreigners can come across something unusual or unknown.

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

Project

1

Russian winter festivals' guide

- Choose the festivals you want to tell your foreign friends about.
- Think of the activities connected with the festivals.
- Choose music and songs that can illustrate your story.
- Design a poster that can illustrate your stories about the festivals.

Project

2

How to behave if you are a guest in Russia

- Think of the tips for a foreigner how to behave in Russia.
- Design a poster. Use Russian proverbs and sayings to illustrate the poster.

2. Present your project to your classmates. Use the phrases on pp. 35-36.

3. Discuss the projects with your classmates and choose the best projects. Use the phrases on pp. 35-36.

We are ... in the team. We all had our own shares.

... found some information about ... in the library.

... used his/her home library and found some materials about ...

... worked on the Internet and chose some materials about ... and pictures of ...

... designed ...

4. Reader ex. 6.

Lessons

11-12

Test
yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1. Role play. You are accepting a British guest at your home. She/he has brought a souvenir as a gift.

Pupil Card 1

Be a guest at a Russian home. Your host is having his/her birthday. You have a souvenir for your host.

- Express your wishes on the occasion of his/her birthday.
- Give your souvenir.

Pupil Card 2

You are a Russian host. Your British guest gives you a gift on the occasion of your birthday.

- Express your admiration about the souvenir.
- Express your thanks.

2. Your foreign friends want to know more about Russia/your hometown and your family.

1) What would you tell your foreign friends about your country/hometown? Tell them what is special about it.

Remember to say:

- where your hometown is situated (how far it is from Moscow);
- what your hometown is famous for;
- places you want to show to your friend and why.

You have to talk for 2 minutes. The teacher will listen to you until you have finished. Then she/he will ask you some questions.

2) What traditions does your family follow?

Remember to say:

- about traditional celebrations or special occasions your family preserve/follow;
- about things or activities associated with them;
- what you like about them.

You have to talk for 2 minutes. The teacher will listen to you until you have finished. Then she/he will ask you some questions.

V WRITING

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNITS 1 AND 2

Unit 1

Lesson 1

as
situated
to call
to divide
east
a language
to make up
a nationality*
north
a population
south
a state
such as
west

Lesson 2

to associate
to come into one's mind
a custom
for example
like
to picture
a tradition
a traffic jam
truth
violence

Lesson 3

to believe
to consider
emotional
hospitable
reserved
to suppose

Lesson 6

no doubt

Lesson 7

especially

Lesson 8

(al)though
particularly

Unit 2

Lesson 1

an anniversary
an atmosphere
Easter
fireworks
to follow
a guard
to ignore
to include
to introduce
to mark
an occasion
to preserve
royal
to unite
widely

Lesson 2

an appetite
a length
behaviour*
a cheek
close
to enter
even
exact
to greet

in favour of
to jump the queue
to keep distance
a line
to make way for
to queue
a queue
to shake hands
to stare at
uneven

Lesson 5
a bank*
a carnival*

Lesson 6
to afford*
to benefit from*
illuminations*

Lesson 7
to congratulate
a congratulation

Lesson 8
certain

Answer the questions.

- 1) Which words are similar in spelling or pronunciation to Russian words?
- 2) Which words will you use to describe Britain/your country/your hometown?
- 3) Which words will you use to describe your favourite celebrations?
- 4) How many new words and word combinations from Units 1 and 2 do you know?

VIII SELF-ASSESSMENT (AB-VI)



Unit 3



Do you like travelling?



Lesson

1

What are your travel habits?

1. Vocabulary More and more people now choose travelling for their holidays. In the past years British travel habits changed a lot.

1) How did British travel habits change?

Most British people spend part of their holidays away from home and many go abroad. More people can afford foreign holidays nowadays. As a result, the number of travel **agencies** in Britain is growing. The tourist boom started in the 1960s when travel **agents** offered **package holidays**.*

A "package" usually includes transport tickets, **accommodation**, meals and sometimes **excursions** or **guided coach tours**. Some people however do not like organised travelling and prefer to **go on their own**. Today there are many types of **package holidays** and lots of different destinations. More British people are taking holidays abroad now than in the 1990s. A traditional holiday abroad is spent at a seaside resort and many British people prefer to go on holidays to warmer countries.

Packages to Greece, Spain or Turkey are still the favourite destinations for most British tourists abroad. **Trips** to the USA and Australia have become more popular too.

It is in fashion nowadays for people to take two holidays in the year. The first holiday is a relaxing holiday, and the second is an "activity" holiday, such as climbing or winter sports somewhere in Austria or Switzerland. If you ask British **holidaymakers** why they go abroad, they will often say about the unreliable British weather, various tourists attractions and wonderful resorts as the main reasons.

mind!

many people — много людей

more people — больше людей

most people — большинство людей

mostly — главным образом



an agency ['eɪdʒənsɪ] — ?

an agent ['eɪdʒənt] — ?

accommodation [ə,kəmə'deɪʃn] —
жилье

an excursion [ɪk'skɜːʃn] — ?

a guided ['gaɪdɪd] **coach** [kəʊtʃ] **tour** [tuə] — экскурсионная поездка на автобусе

on one's own — самостоятельно

a destination [,destɪ'neɪʃn] — место назначения

a resort [rɪ'zɔːt] — курорт

a trip — поездка

a holidaymaker — отпускник; отдыхающий



2) Answer the following questions about British travel habits.

- How do British people usually spend their holidays?
- What speaks for the fact that British people like travelling?
- When did the travelling boom start?
- What makes package holidays popular?
- Why do some people prefer to travel on their own?
- What is a traditional holiday abroad for British tourists?
- What places are the most enjoyed destinations for British people?
- What types of holidays are in fashion nowadays?
- What reasons for travelling abroad do British people give?

2. Travelling abroad is in fashion nowadays.

Why do more people choose foreign holidays? Give reasons.

I think ... On the one hand ... Besides, ...
On the other hand ...

can afford travelling abroad • get more interested in travelling abroad
prefer seaside resorts abroad
learn about other people's culture and traditions • visit tourist attractions
offer more choices of package holidays abroad
provide tours to various destinations abroad

3. A lot of British teenagers think that our life would be boring without travelling. Here are some holiday facts about British teenagers.

1) What information does the survey provide about British teenagers' travel habits? Use the most appropriate words to complete the results of the survey.

- 92% of both boys and girls would go for their holidays.
- 3% of teenagers said that their parents can't travelling abroad.
- 86% of both boys and girls choose Disneyland* in America as their favourite travel .

- 17% of teenagers think that visiting travel is fun.
- 74% of teenagers think that holidays are boring and would like to travel their own.
- 46% of girls and 29% of boys prefer to stay at the seaside with nice beaches.
- 35% of girls and 21% of boys choose hotel as holiday .
- 27% of teenagers like to visit different tourist .
- 10% of teenagers prefer to go excursions with organised groups.
- 49% of teenagers hate guided coach .



2) Listen to the information about the results of the survey and check if your suppositions were correct.

3) What can you say about British teenagers' travel habits?

It is (not) surprising that ... It is interesting that ...

4) Organise a similar survey in your class and learn about your classmates' holiday habits. (Activity Book ex. 1)

4. In your culture. What are travel habits in your country? How are they similar or different from British travel habits?

The statistics show that ...
As far as I know ...
Besides, ...

... (not) popular, because ...
On the whole I can say that ...

TRAVEL FACT FILE

- 17% of Russian people can afford travelling abroad.
- 86% of Russian people go on holidays somewhere in Russia.
- 49% of Russian holidaymakers prefer the seaside resorts abroad.

Type of Russian Travellers Abroad

- go on package holidays (36%)
- independent tourists (travel on their own) (25%)
- business travellers (17%)
- visit friends and relatives (5%)
- others (17%)

Money a Russian holidaymaker spent on a "package"

2006 — \$380—\$4200

The top "must-visit" places for tourists in Russia



The 5 most popular destinations for Russian tourists abroad



5. What would you tell your foreign friend about your family travel habits?

6. Activity Book ex. 2. Reader ex. 1.

Lesson

2

What to know before you go?

1. When planning your trip abroad you should not forget about many things. Learn about some of them from the *Tips for Visitors* leaflet.

1) What information does the leaflet provide?

- You must get a *visa* for most of the countries abroad.
- American tourists to the UK **do not need to** get visas.
- You must not forget your *passport*.
- All travellers must fill in the *customs declaration*.
- If you have any questions about what must be *declared*, you should ask a *customs officer*.
- You should read the *Tips for Visitors* leaflet before your trip.
- If you have any problems, you **ought to** ask for information from your travel agent.

TIPS FOR VISITORS



2) What should you remember when planning your trip abroad?

3) What verbs do we use to say about what is necessary and not necessary to do? Read the rule and check.

Grammar in focus

Obligation and necessity (*must, should, ought to, need*)

Когда мы говорим о том, что кому-то следует или необходимо что-либо сделать в силу определенных обстоятельств, мы используем **must, should, ought to, need**.

Must используется для выражения строгого долженствования и обязательства: You **must** get a visa. Вам необходимо получить визу.

Should/ought to используются для выражения менее строгого долженствования и носят скорее характер совета и рекомендации, что следует сделать: You **should/ought to** read the leaflet. Вам следует прочитать этот буклет.

Когда мы говорим об отсутствии необходимости что-либо делать, мы используем **need not/don't need to**:

— Must I get a visa? — Мне нужно получить визу?

— No, you **needn't**./You **don't need** to get a visa. — Нет, не нужно./Вам не нужно получать визу.

GS p. 196

4) Which information from the leaflet is strong obligation and necessity and which is advice?

2. Russian travel agencies provide tourists with some leaflets.

Is this information for Russian tourists similar to that in the *Tips for Visitors* leaflet? Match the similar tips. Translate the tips that are different.

- Рекомендуем Вам ознакомиться с правилами для туристов.
- Для поездки за границу в большинство стран Вам необходимо получить визу.
- Каждому туристу необходимо заполнить таможенную декларацию.
- Если у Вас возникли вопросы о том, что необходимо указать в декларации, Вам следует обратиться за помощью к таможенному служащему.
- Если у Вас есть какие-либо проблемы, Вам следует обратиться к Вашему туристическому агенту.

3. Pair work. Imagine you and your foreign friend are going on a youth exchange abroad. Discuss with your friend which of the things you should or should not do when planning your trip.

- | | |
|--|-------------------------------------|
| — We should/ought to ..., shouldn't we? | — Yes, we should./No, we shouldn't. |
| — We should not/ought not to ..., should we? | |
| — We needn't ..., need we? | — No, we needn't./Yes, we need. |
| — We don't need to ..., do we? | — No, we don't./Yes, we do. |
| — We must ..., mustn't we? | — Yes, we must./No, we mustn't. |



- get a visa • take a passport • check the airline/train *schedule*
buy a ticket • make a *hotel reservation* • read the travel leaflets
pack many things • take maps and tourist guides • visit a travel agency
fill in the customs declaration

4. A lot of people are worried about ecological problems caused by tourism. If you are going abroad, how could you make sure that it will not harm¹ the environment and local people?

1) Find out about people's concerns² from the *Good Tourist Guide* leaflet.

THE GOOD TOURIST GUIDE

- Read holiday leaflets before you choose which agency to travel with. Do they say anything about environmental problems? If not, ask your travel agent for advice.
- Find out about the country you are going to visit. Learn about its customs and traditions before your trip.
- Some tourists take photos of local people without asking permission. In many countries this is considered to be very impolite.
- Try not to waste water and *electricity*. It can be limited in the country you are visiting.
- Do not buy souvenirs which are made of fur, skin,³ shells.⁴ Not only that — tell souvenir sellers why you do not want to buy such goods (they involve cruelty to animals).
- Make notes during your trip. Was your resort polluted? Were the local people hospitable with visitors? Send a copy of your notes to the travel agency who organised the tour.

2) Use the most appropriate words to make changes where necessary so that the information sounds like rules for tourists.

You should read holiday leaflets before you choose which agency to travel with. Do they say anything about environmental problems like pollution? If not, you ought to ask your travel agent for advice.

5. Every year a lot of tourists from all over the world come to Russia.

What advice would you give to a tourist who ...

- a) is going on a "package" tour to Russia?
- b) is travelling on his/her own?
- c) is going to visit his/her relatives?

6. Activity Book ex. 1, 2. Reader ex. 2.

¹ to harm — вредить

² concern — волнение, забота

³ skin — шкура, кожа

⁴ a shell — ракушка

Lesson

3

Are you an adventurous traveller?

1. There are lots of ways how to travel. Some British teenagers are talking about the best way to travel in their country.

1) What ways of travelling do these teenagers are talking about?

Walk everywhere! Or you **will not be able to** see much. Of course it **could** take a lot of energy and is not that fast. But walking is fun! You can meet a lot of people and visit many places. Believe me, you'll **be able to** get the most out of your travelling.

Walking can't be fun when it rains. I think travelling by coach **could** be better. And you **could** take guided Coach Tours. I **was able to** travel by coach last summer. I **couldn't** visit all the attractions but I **was able to** see a lot.



2) What are these teenagers' opinions about different ways of travelling?

3) What words do we use when we talk about the things we could or will be able to do when travelling? Read the rule and check.

Grammar in focus

Possibility, ability (*could, be able to*)

Выражение возможности, способности (*could, be able to*)

Когда мы говорим о том, что кто-то имеет возможность или способность что-либо делать, мы используем **could, be able to**.

Для выражения возможности что-либо делать в настоящем мы используем **could**:

We **could** go for a walk. Мы могли бы пойти на прогулку.

Когда мы говорим о каком-либо фактически совершившемся действии в прошлом или о том, что нам удалось сделать, мы используем **was/were able to**:

I **was able to** get a visa. Мне удалось получить визу.

Если действие в прошлом не смогло осуществиться по каким-либо причинам или у нас не было возможности что-либо сделать, мы используем **could not (couldn't)** или **was/were not able to**:

I **couldn't** visit the Tower. Я не смог посетить Тауэр.

I **wasn't able to** visit Tower. Мне не удалось посетить Тауэр.

Когда мы говорим о возможности что-либо делать в будущем, мы используем **will ('ll) be able to, could**:

I'll **be able to** go to London next year. У меня будет возможность (я смогу) поехать в Лондон в следующем году.

You **could** go sightseeing when you come to London next year. Вы смогли бы посмотреть достопримечательности, когда приедете в Лондон в следующем году.

GS p. 197

2. Nancy and Kurt are talking about a visit to Britain. Nancy has already been to Britain, while Kurt will be able to visit Britain next summer.

1) Which sentences below are from Nancy's story, and which are from Kurt's story? Arrange the sentences to match the two stories.



Nancy: I went to Britain last year ...

Kurt: I always wanted to go to Britain and visit London ...

- My friend and I travelled around on our own and we were able to see quite a lot.
- We couldn't see all of London of course.
- I'll be able to visit London as an exchange student next December.
- I'll be able to spend Christmas holidays in London.
- I was able to take a lot of wonderful photos and buy nice souvenirs.
- When in London I could visit various tourist attractions.
- I'll be able to learn much about British culture and traditions.

2) Listen to the teenagers' stories to check if you were right.

Unit 3

Lesson 3

3. Travel agencies provide a wide choice of adventure holidays for teenagers with different interests. Here are the leaflets with information about some of adventure centres for teenagers.

E 1) In what activities could teenagers take part in the centres?



go on excursions • do sports and play games • get new experience
visit various tourist attractions • make new friends
get perfect practical skills • learn about wildlife
combine entertainment with learning

If they choose ..., they → could ...
→ 'll be able to ...

D) E 2) Listen to Jessica talking about holidays in one of the centres and answer the questions.

- Which centre is she talking about?
- Has she visited the centre or is she planning to visit it?
- What was/will she be able to do in the centre?



E 3) Imagine you could visit any of these centres. Which centre would you choose? What will you be able to do there? Explain your choice and find out about your classmates' choices.

E 4. In your culture. Are there any holiday centres for teenagers in your country?

1) What would you tell your foreign friend about them?

2) Have you ever been to any holiday centres in your country? If so, how did you spend your time there?

5. Activity Book ex. 1. Reader ex. 3.

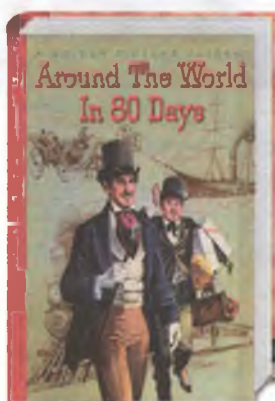
Lesson

4

How long does it take to travel round the world?

1. You are going to read an extract from the book by Jules Verne *Around the World in 80 Days*.

1) What did Mr Fogg mean by saying that the world “is no longer a big place”? (reading for detail)



WORD BUILDING

steam *n* — пар

a steamship — ?

a steamer — ?

to steam — ?



“The world,” said Mr Fogg, “is no longer a big place. Fast ships and trains have made a great change. For example, we have now the Suez Canal, and railways now run across India and the United States.” He also said that 80 days would be enough.

To prove what he said, Mr Fogg took a piece of paper and wrote down:

London to Suez by Calais and Brindisi (railways and steamship)	7	days
Suez to Bombay (steamship)	13	days
Bombay to Calcutta (railway)	3	days
Calcutta to Hong Kong (steamship)	13	days
Hong Kong to Yokohama (steamship)	6	days
Yokohama to San Francisco (steamship)	22	days
San Francisco to New York (railway)	7	days
New York to London (steamship and railway)	9	days

2) Find the geographical names in the extract above and match them with the appropriate transcription signs.

[,sæn frən'siskəʊ]	['lʌndən]
[,hʊŋ 'kʊŋ]	[,bʊm'beɪ]
[,su:z (kə'næl)]	['kæleɪ]
[,jəʊkə'hɑ:mə]	[,nju: 'jɔ:k]
[brɪn'dɪʃ]	[kæl'kʌtə]



3) Have a good look at the map. Trace on the map the route Mr Fogg was planning to follow using the extract from the book. (reading for specific information)



2. According to his plan Mr Fogg started off his journey round the world.

1) Read another extract from the book. What was one of his destinations? Find the place on the map above. (reading for specific information)

Passepartout began thinking very seriously about the strange chance that kept Fix with them. And it really was surprising. Here was this very kind gentleman whom they met first at Suez, sailing on the *Mongolia*, getting off¹ at Bombay where he was to stay, then appearing on the *Rangoon* on his way to Hong Kong. In fact, here he was following Mr Fogg step by step.² It was worth thinking about. It was most strange. Passepartout felt sure that Fix would leave Hong Kong at the same time as Mr Fogg, and probably by the same steamer. Passepartout would never guess the real reason for which Mr Fogg was being followed. He would never imagine that Mr Fogg was followed round the world as a robber.³ But as all people like to find an explanation of everything, Passepartout found an explanation that seemed very reasonable. Fix, he was sure, had been sent by members of the Reform Club to see that the journey was carried out fairly and according to the agreement.



¹ to get off — сойти

² step by step — шаг за шагом

³ a robber — вор



"It must be that!" said the good fellow, proud at his cleverness. "He has been sent secretly to make sure that Mr Fogg is not playing any tricks. That is not right. Ah! Gentlemen of the Reform Club, you will be sorry for your behaviour!"

Pleased with his discovery, Passepartout made up his mind to say nothing to Mr Fogg about it, fearing that his feelings would be hurt at the distrust¹ shown by his friends. But he promised himself to have little jokes on the subject with Mr Fix. He would pretend that he thought Mr Fix to be a travel agent from the Shipping Company.

On Wednesday afternoon, October 30th, the *Rangoon* passed through the Straits of Malacca, which separate the island of Sumatra from the country of the Malays. Beautiful little islands, with their mountainsides, hid the view of Sumatra from the passengers.

At four o'clock the next morning the *Rangoon*, arriving half a day earlier than usual, stopped at Singapore to take in more coal.² Mr Fogg marked this gain³ in his notebook and this time went on shore to go for a short walk. Fix, who distrusted every action of Fogg's, followed him secretly. Passepartout, who was amused to see him doing this, went on shore to buy some fruit.

After a pleasant walk of two hours among the woods and hills, Mr Fogg came back to the town, and at ten o'clock got on board the boat — with the detective, who, of course, had never lost sight of him.

At eleven o'clock the *Rangoon* steamed out of Singapore.

2) Decide who or what the following word combinations describe. Read out the sentences from the text and translate them.

... get off at Bombay ... • ... was following step by step ...
 ... was carried out ... • ... stopped at ... • ... came back ...
 ... appeared on the *Rangoon* ... • ... would leave ...
 ... passed through ... • ... went on shore ... • ... got on board the boat ...
 ... was followed ... • ... has been sent ... • ... arrived earlier than usual ...
 ... went for a walk ... • ... steamed out ...

3) Complete the summary with the appropriate words and word combinations from the extract.

It was strange that Mr Fix was Mr Fogg and Passepartout step by step. They met Mr Fix first while they were on the *Mongolia* and getting at Bombay. Then Mr Fix appeared on the *Rangoon* his way to Hong Kong. Passepartout thought that Mr Fix had been sent by the members of the Reform Club to see that the was carried out fairly. When the ship at Singapore, Mr Fogg to go for a . After the walk Mr Fogg came and got on . Mr Fix followed Mr Fogg secretly and never lost of him.

Activity Book ex. 1. Reader ex. 4.

¹ distrust — недоверие

² coal — уголь

³ a gain — выигрыш

Lesson

5

Have you ever travelled to London?

1. Tanya is a Russian girl who likes travelling. This time she is visiting Britain.

E 1) These are some words from the conversation you are going to hear. Can you guess where Tanya is now?

orange juice passenger¹ bathroom seat belt² captain

D 2) Listen to the conversation and decide where Tanya really is. Choose the appropriate picture and explain your choice. Read the Learning to Learn note first. (listening for the main idea)

Learning to learn

Listening for the main idea

Чтобы успешно справиться с заданиями, для выполнения которых необходимо понять общее содержание воспринимаемой на слух информации:

- внимательно ознакомьтесь с заданием и контрольными вопросами (словами);
- во время прослушивания не обращайтесь внимания на незнакомые слова, которые не мешают пониманию общего смысла звучащего текста.



D **E** 3) Listen to the conversation one more time and decide if the following information is true, false or unstated in the conversation. (listening for specific information)

- The plane is landing in Gatwick.*
- The plane is landing at 5.15.
- Tanya is travelling with British Airways.*
- Tanya is travelling by plane for the first time.

¹ a passenger ['pæsiŋdʒə] — пассажир

² a seat belt ['si:t belt] — ремень безопасности

2. Tanya is talking to a customs officer.

1) Listen to their conversation and recognise the officer's attitude. (listening for the main idea)

Does the customs officer sound ...

- friendly?
- unfriendly?
- reserved?

2) Listen to the conversation one more time and take short notes about Tanya. (listening for specific information; note taking)

- How long is she planning to stay in Britain?
- What is the reason for Tanya's visit?
- What cities is Tanya planning to visit in Britain?
- How long is she planning to stay in London?
- Where is she going to stay in London?
- Did Tanya travel to Britain before? If so, how many times?

3. Tanya and her British friend Kurt are talking over the phone.

1) What are Tanya and Kurt talking about? Choose the best answer. (listening for the main idea)

Tanya and Kurt are ...

- talking about their plans for the next holiday in London.
- making plans for a day around London.
- discussing the best way to make a tour of London.

2) Have a good look at the map.



3) Listen to the conversation one more time and tick the places Tanya and Kurt are planning to visit. (listening for specific information)

4. Activity Book ex. 1. Reader ex. 5.1), 2).

Lesson

6

Do you feel like travelling?

1 Some people enjoy relaxing on their holidays, while some others prefer something that is adventurous and thrilling.

1) Listen to some young people talking about how they usually spend their holidays. What do they choose for their holidays? (listening for the main idea)

2) Read through the young people's opinions and answer the following questions.

- What makes Jennifer choose travelling for her holidays?
- Do Jennifer's friends share her love of travelling? Why?
- How does Jeremy like to spend his holidays?
- What is Jeremy's attitude towards travelling? How does Jeremy explain it?
- What arguments for staying at home does Alison give?
- What arguments against travelling does Alison mention?
- Can you say that Alison hate travelling? Prove your opinion from the text.

My friends don't share my love of travelling. They usually spend their holidays in their country houses or summer camps. And they think I'm crazy to spend holidays at "some place in another country". Travelling doesn't bother them. They are **satisfied with**¹ the Discovery Channel* or the *National Geographic** magazine. I think they don't understand that they can get a lot out of travelling. I feel excited to learn different languages and visit various tourist attractions. But travelling is not only excursions, historical sights or wonderful seaside resorts. You can combine entertainment with learning. During your trip you could meet so many people from different countries, learn about their culture and traditions and make new friends. I think about what my friends are missing and feel sorry for them.

If you feel like travelling, why shouldn't you travel? I personally hate travelling. It always takes a lot of energy and I prefer just relaxing and doing nothing on holidays. On the other hand I can't say that travelling is a bad thing. Travelling is a great way to learn about the world you live in. It shows you that there are more places of interest outside your hometown. Travelling is for people who want to get new experience and impressions during their holidays. Actually I have never been very adventurous, so travelling is not for me, thanks!



Jennifer
Sellers, 18



Jeremy Tam, 16

¹ to be satisfied with sth — довольствоваться чем-л.



Alison Bright, 15

I've never been keen on the idea of travelling. There are always downsides when you travel. And for me it is **homesickness**.¹ You can still feel lonely even when you are with hundreds of smiling faces around you. Actually I'm a **stay-at-home**² kind of person. Some people can say I'm boring and unadventurous. But just imagine, your family and friends are near you. And you don't have to wait at the *airports*. You can choose your favourite food and speak your own language. So, where could this fantastic place be? My favourite destination is my hometown. Actually, I wouldn't go sightseeing. There are not many

sights where I live. But I could travel by bus round the town or walk along the streets. Travelling is not just visiting new places all the time. When in your hometown you could also have a lot of wonderful impressions. As the saying goes, home, sweet home.

E **3) Which of the young people could do the following on their holidays? Prove from the texts.**

- make a long distance tour abroad
- relax in front of the telly
- do not travel far from home
- go on a "package" holiday
- go on excursions to places of interest

E **4) What do you think about the ways Jennifer, Jeremy and Alison spend their holidays? Give arguments.**

In my opinion, ...

If you ask me, I think ...

I can't say that ...

I find ..., because ...

All things considered ...



Here are some activities young people can choose for their free time.

E **1) What would Jennifer, Jeremy and Alison choose for their free time? Give reasons.**



¹ homesickness — тоска по дому

² a stay-at-home — домосед



2) What would you choose? Explain your choice and learn about your classmates' choices.

8. Do you feel like travelling on your holidays? Why? Why not?

For me there is nothing more adventurous and exciting than travelling!
I'm sure that ..., because ...
More than that ...
I could ...

Actually, I'm a stay-at-home kind of person.
One of the problems is ...
It is not very good that ...
Besides, ...

I can't say that travelling is a bad thing, but ...
On the one hand ...
But on the other hand ...
That's why ...

4. Christmas holidays are coming. Imagine you can do anything you like on your holidays.

How would you spend your "dream holidays"?

5. Activity Book ex. 1. Reader ex. 5.3).

Lesson

7

Do you always understand what other people say?

1. Travelling abroad is not only visiting tourist attractions. It is also a good chance to meet people.

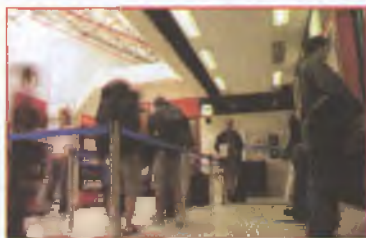
1) Listen to some conversations and decide where the tourists are. (listening for the main idea)

2) The travellers have some problems understanding people.

Find out how they ...

- ask to explain the meaning of the unknown word.
- ask to say something again.

- Anything to declare?
- I'm sorry, what was that you said?
- Have you got anything to declare?
- Oh, no, I haven't.



- I'd like a ticket to York, please.
- Single or return?
- Sorry. Could you tell me what "single" means?
- Well, a "single" is a one way ticket. If you're coming back today, you can buy a return ticket.
- Oh, I see. Single, please.

- Excuse me, is this the bus to the zoo?
- You should take a T-3. It will stop in front of the zoo.
- Sorry, I didn't catch the number of the bus.
- T-3.
- Thank you.



CULTURE NOTE



When in Britain you should not be afraid to ask a stranger for help. To attract somebody's attention politely use "Excuse me" or "Sorry".

- We use "Excuse me" before we disturb a person.
- We use "Sorry", if we interrupt a person.

3) **In your culture.** What words are used instead of "Excuse me" and "Sorry" in your country?

4) What are some other ways to ask people for an explanation or to say something again? Make two lists.

ASKING FOR AN EXPLANATION

ASKING SOMEONE TO SAY SOMETHING AGAIN

I'm sorry, I didn't catch ...

Pardon?

Sorry, I didn't hear ...

I'm sorry, what was that (word again)?

I'm sorry, I couldn't hear what you said.

Could you say that slowly, please?

I'm sorry, what/who/when/where did you say?

Would/Could you repeat what you said, please?

I'm sorry if I seem a little slow, but ...

5) Replace the expressions in the above situations with those that fit. Read out the conversations you have got.

2. Pair work. How do these people show they do not understand? Complete the conversations with the appropriate phrases. Act out the conversations you have got.

- I'd like to go to Oxford tomorrow morning.
- What ?
- Sorry, .
- I asked about the time you would like to go.
- Oh, about 9 o'clock.

.....

- Excuse me. Is there a café near here?

- Um ... yes, there is .

- .
- Well, go along the street up to the museum. You'll see a café on the corner opposite the museum.

.....

- Good morning. Is this all your luggage?

- .
- Well, you have just this bag, haven't you?

- Oh, yes, just this suitcase and this bag.

- That's OK. Here is your boarding card. Go to gate number .

- .
- Seven.



E 3. What would you say in the following situations?

1) You are reading a leaflet about how to buy a Travelcard.* You do not know the meaning of the highlighted words in the leaflet.

Ask your British friend to help you.

The larger, **touch screen** machines offer a wider choice of **daily tickets** and destinations. They accept coins, bank notes and credit/debit cards.



2) You and your British friend are at the bus stop.

Check with your British friend the meaning of the “request stop”* sign written on a bus stop.

3) You are a transit passenger at an airport. You hear this announcement: “All transit passengers are requested to proceed to Gate 15.”

Ask for an explanation to be sure you have understood. (Activity Book ex. 1)



E 4. When in Britain you would probably like to phone your family at home.

Listen to the information about how to make a call home from the UK. If you do not understand anything, ask your teacher for explanation.

E 5. Activity Book ex. 2. Reader ex. 6.

Lesson

8

What is your favourite travelling destination?

1. The *Club* magazine asked its readers to write about their favourite travelling destinations. Here is one of the readers' stories.

1) What is Bianca's favourite destination?



RUSSIAN EXCHANGE

by Bianca Trew, London, UK

It was my mum's idea for me to go on a youth exchange. I decided to visit my Russian pen friend Tanya in St Petersburg, and then the two of us would return to Britain. We emailed weekly, getting to know each other more with each letter. So that's how it all began, but once I was actually in Russia, I stopped to feel nervous. Tanya's parents were both extremely nice. And I was impressed by St Petersburg. It was my first time in this amazing city and I fell in love with it! It's beautiful and has its own character. I visited the well-known Hermitage art museum, walked along the famous Nevsky Prospect and the banks of the dark, cold River Neva, and saw the magnificent palaces of Pushkin and Petergoff as well as the beautiful fountains. It was beautiful and I loved looking at all the historic buildings that had been there for hundreds of years. St Petersburg is rainy, it was not always fine for walking, but that left us time for shopping and museums. I took many photos and bought some nice souvenirs for my parents. Russian people are very friendly and hospitable. Everyone made me feel so welcome. I never felt homesick or disappointed on the trip. I might go back to St Petersburg again someday. I hope so.

E 2) Read through Bianca's story and find out about ...

- why she chose Russia for her travelling.
- what tourists attractions she saw.
- how she spent her time in Russia.
- the impressions she got from her visit.

2. In descriptive writing adjectives are used by writers not only to describe things, but also to attract readers' attention.

1) What adjectives does Bianca use in her composition? What nouns do the adjectives go with? Write down the word combinations.

2) Here are some other adjectives that can be used in the descriptive composition.

Using the adjectives and the nouns, brainstorm as many word combinations as you can. Read the Learning to Learn note first.

Learning to learn

Fact and opinion adjectives

- Когда мы сообщаем какую-либо фактическую информацию (возраст, цвет и т. д.) о чем-либо или о ком-либо, мы используем фактические прилагательные (**fact adjectives**): an **old** town.
- Когда мы передаем свое отношение к чему-либо или кому-либо, мы используем оценочные прилагательные (**opinion adjectives**): a **magnificent** building.
- Если мы одновременно используем более одного прилагательного, то оценочное прилагательное ставится, как правило, перед фактическим прилагательным: a **beautiful ancient** castle.

adventurous
attractive
enjoyable
impressive
picturesque
wonderful

amazing
charming
exciting
mysterious
traditional
world-famous

ancient
comfortable
fantastic
national
unique
magnificent

bridge
cathedral
fountain
monument
palace
tour

building
city
holidays
mountain
park
trip

castle
excursion
hotel
museum
people
landscape

3. What can attract tourists to Russia?

Complete the travel guide information with the most appropriate adjectives. Use articles where necessary.



Karelia is museum of culture, monuments and landscape as well as people. This tour is holiday for you with lots of places to visit and sights to see. You will travel to towns with cathedrals and houses decorated in style. You will also take part in trip to the lakes of Karelia.

 4. What is your favourite destination?

Write your own descriptive composition for the magazine. (150-180 words)

- 1) Plan your composition carefully.
 - a) **Introduction:** write about why you chose this destination.
 - b) **Body:** write about the main events during your travelling, including the descriptions of places, people, etc.
 - c) **Conclusion:** write about your personal impressions and feelings.
- 2) Make your composition interesting by using different verbs and adjectives.
- 3) Think of a headline for your composition.
- 4) Check your composition for accuracy of grammar and spelling.



 NEXT LESSON IS A CONSOLIDATION LESSON.

Lesson

9

What makes a good travelling?

All countries in the world have a lot of tourist attractions. But for many people good travelling means something more than just visiting various tourist attractions.

1. Choose a project you would like to do.

Project

1

My dream holiday

- With your classmates, decide what kind of holiday and why you would like to have.
- Plan your holiday. Write about the places you would like to visit and things to do on your "Dream Holiday".
- Write a story (poem, song, fairy tale, etc.) to support your ideas.
- Make a list of headings under which you would describe your "Dream Holiday".
- Make a poster with some pictures or/and photos for other people to learn about your "Dream Holiday".

Project

2

My hometown visitors' guide

- Make a list of famous places in your hometown.
- Write a story (poem, song, fairy tale, etc.) to express your feelings about your hometown.
- You may possibly write a letter to a travel agency inviting people from other countries.
- Write tips for tourists who are planning to come to your hometown.
- Make a poster with some pictures or/and photos for tourists to see your hometown.

Project

3

An ideal tourist

- Make a poster “Ideal Tourist” with all necessary captions.
- Think of a heading under which you would describe your “ideal tourist”.
- Write a story (poem, song, fairy tale, etc.) to support your ideas.

2. Present your project to your classmates. Use the phrases on pp. 35-36.

3. Discuss all the projects with your classmates and decide which project is the best. Use the phrases on pp. 35-36.

Lessons

10-11

Test
yourself

I LISTENING COMPREHENSION (AB-I)

II READING COMPREHENSION (AB-II)

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

IV SPEAKING

1) **Role play.** You and your foreign friend are going to spend a week together. Here are some travel tours for you to choose from. (You have \$500.)

Russian Winter in Karelia

Destination: Petrozavodsk - Kizhi

Accommodation: hotel/homestay

Activity: horse riding, skiing,
sightseeing

Transport: guided coach tour



Price:
\$250 (5 days)

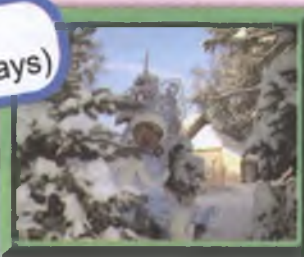
Christmas Holidays in Russia

Destination: Novgorod - Veliki Ustug

Accommodation: camp

Activity: Christmas celebrations
and sports

Transport: bus



Price:
\$450 (7 days)

Lake Baikal

Destination: Lake Baikal

Accommodation: homestay/camp

Activity: fishing, skiing,
skateboarding

Transport: —

Price:
\$150 (3 days)



Two Capitals

Destination: Moscow - St Petersburg

Accommodation: hotel

Activity: sightseeing

Transport: train/guided coach tour

Price:
\$350 (4 days)



Pupil Card 1

Your foreign friend is on a holiday trip in your country. You are planning to spend a week together.

Discuss with your friend where you would like to go. Choose a tour from a tourist guide you'll both enjoy going on. You begin the conversation.

Remember to:

- discuss all the tours;
- find out your friend's opinion about the tours;
- come to an agreement.

Pupil Card 2

You are on a holiday trip in Russia. You and your Russian friend are planning to spend a week together.

Discuss with your friend where you would like to go. Choose a tour from a tourist guide you'll both enjoy going on. Listen to your friend's suggestions.

Remember to:

- discuss all the tours;
- find out your friend's opinion about the tours;
- say you are willing/unwilling to go. Give reasons;
- come to an agreement.

2) Your foreign friend wants to spend his/her holidays somewhere in Russia.

Invite your foreign friend to spend his/her holidays in your hometown.

Remember to:

- say what is special about your hometown;
 - describe places of interest in your hometown;
 - say about the holiday activities your foreign friend will be able to take part in;
 - explain why your hometown could be the best place for your friend to come.
- Name at least 3 reasons.

You have to talk for 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

**V****WRITING (AB-IV)****VI****CULTURAL AWARENESS (AB-V)****VII****NEW WORDS AND WORD COMBINATIONS FROM UNIT 3****Lesson 1**

accommodation*

a coach

a destination

an excursion

a guided tour

a habit*

a holidaymaker*

on one's own

a package holiday

a resort

a tourist

a travel agency

a travel agent*

a trip

Lesson 2

a customs declaration

a customs officer*

to declare*

a hotel reservation

need

ought to

a passport

a visa

Lesson 3

to be able to

Lesson 5

to be satisfied with sth

a stay-at-home

Lesson 7

impressive

picturesque

Answer the questions.

- 1) Which words are similar in spelling to Russian words?
- 2) Which words do we use to talk about travelling?
- 3) How many word combinations can you make with the word *travelling*?
- 4) How many new words and word combinations do you know?

**VIII****SELF-ASSESSMENT (AB-VI)**

Unit 4

Are you a good sport?



Lesson

1

Highlights of sport

1. Vocabulary. The British are a sporting nation. They are fond of different sports.

E 1) Which are teams sports, which are individual sports?

Football
Cycling
Cricket
Swimming
Sailing
Table tennis
Tennis

Rugby
Boxing
Golf
Skiing
Skating
Figure skating
Gymnastics

Synchronized swimming
[ˌsɪŋkrənaɪzd 'swɪmɪŋ]
Weightlifting ['weɪt,lɪftɪŋ]
Wrestling ['reslɪŋ]
Track and field athletics
Hockey
Judo



2) Which sports are the most popular in Great Britain?

3) **In your culture.** Which sports are popular in Russia?

W 4) Listen to check. (listening for specific information)

2. Vocabulary. People love different sports. Here are some people who talk about their favourite sports.

1) What sport do they talk about? Why do they love it?

Alex: Just imagine: the *ocean*, wind, your board, you and your friends. That's fantastic! *Surfing* was invented in Hawaii.* It is a main water sport in the USA,* Australia,* South Africa* and South America.* Thousands of young people go surfing. It helps you to **keep fit** and enjoy yourself. A surfer needs a good sense of **coordination**, **balance** and, of course, good swimming **skills**. Expert *surfers*, or hot-doggers, have **developed** special *techniques*. Some of them even ride the boards standing on their heads. I can't do it, but I hope to **master** this technique. I hope surfing will be **included** in the programme of the Olympic Games.



Philip: Skateboarding is one of the most popular sports for teens. **Speed**, high jumps and excitement. You can practise skateboarding in the park or even in the street. But if you want to be a pro, you need to be **patient** and **tough** and practise a lot at a special *track*. Skateboarding is a dangerous sport. It **causes** a lot of **injuries**. You need special clothes to protect yourself. I started doing skateboarding two years ago. I have already taken part in the city *championship*. I was the third. I hope to **win** next year. I don't like to **lose**.

Thomas: I spend two or three hours every day — the whole year round — practising American football* and basketball, including weightlifting. In fact, when the school year starts I spend five hours or more per day in the gym. The reason is that I love sport. I become more **disciplined**, **accurate** and **self-confident**. My father says that I'm too **competitive**. That's right, I don't like to lose. But, unfortunately, you can't always win. If I lose, I work much harder.



to keep fit — быть бодрым и здоровым

sense — чувство

a skill — мастерство

to develop — развивать(ся), совершенствовать(ся)

technique [tek'nik] — ?

to master — достичь вершин мастерства

to include [in'klud] — включать

speed — скорость

patient — терпеливый

tough [taʃ] — выносливый

to cause — являться причиной

an injury ['ɪnʃəri] — рана

to win — выигрывать

to lose — проигрывать

self-confident [ˌself kɒnfɪdənt] — уверенный в себе

competitive [kəm'petətɪv] — those who want to win or to be more successful than others



- 2) What traits and skills does a sportsman need to do these sports?
- 3) What traits and skills do the sports develop?
- 4) What are downsides of the sports?
- 5) Have you ever tried any of these sports? Would you like to try any of them?

3. Some people love sport, others do not love it.

Why do some people love sport? Why do some people not love sport? Choose the arguments to support your point of view.



Sport

teaches
helps

- to be self-confident.
- to be accurate.
- to be competitive.
- to be patient.
- to win.
- to lose.
- to keep fit.
- to defend oneself and others.

- makes people strong, healthy.
- forms *character*.
- develops a sense of coordination, balance.
- causes injuries.
- takes a lot of time and energy.
- is dangerous.

People love sport because it ...
Besides it helps ...
Sport ...
More than that, sport makes ...

People do not love sport because ...
To my mind it is ...

4. Teens from all over the world like sports.

Listen to their talk and say what sport they talk about. Why do they do these sports? (listening for detail)

5. What sport is your favourite sport? Why? What sport don't you like? Why?

6. Activity Book ex. 1, 2. Reader ex. 1.

Lesson

2

I found myself in running

  **1.** There are a lot of different sports and sometimes it is difficult to choose the right one for yourself.

1) What advice does Grace give to those who are not sure what sport to choose?

I'm a sport lover. But there are a lot of kids who are not fond of sport at all. There are dozens of sports, so such kids might not have found the one for them yet. Different types of sports need different skills, a good way to choose a sport is to try different ones. As for me I tried gymnastics, I am good at **throwing** the ball, that's why I played netball* and I was in a school team. Then I practised horse-riding, **competed** in tennis and swimming. But I found myself in running. I'm a good *short distance* runner. I **broke** a school record in a 100 m race. How can you make your choice? You can try different sports at school or you can ask your mum and dad about camps and programs that introduce kids to new sports as I did. But even if you don't like anything, there are some activities you might not think of as sports, such as **cheerleading**, **sack** races and other fun races, but they are for staying active. There are many other nonsport activities that can give you exercise and keep you active. Here are just a few: raking leaves, skipping the rope, walking your dog.



to throw [θrəʊ] — бросать

throwing ['θrəʊɪŋ] — ?

to compete — участвовать в спортивных соревнованиях

to break a record — побить рекорд

cheerleading ['tʃiə,li:dɪŋ] — участие в группе поддержки

a sack — мешок



2) What sports did Grace try?

3) What skills does she have?

4) What is an alternative for sport?

5) Do you share Grace's opinion about choosing a sport?

E 2. All teens like different sport activities.

What do you prefer? What activities don't you like?



I like ...
I'm fond of ...
I'm crazy about ...
I'm good at ...

I don't like ...
I can't stand ...
I'm hopeless at ...

E 3. If you haven't found yourself in sport yet, try the test on p. 101.

1) What does the test recommend you to choose? Explain the result. Do not take it too seriously.

2) Is the test really a joke?

The test is a joke because it recommends me to choose ...
As for me I don't like ...
On the contrary I prefer ...

The test is not a joke because it recommends me ...
I really ...
More than that I ...



3) What sport did you find yourself in?

WHAT SPORT TO CHOOSE?



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

Lesson

3

Sport history

 1. Football is a national British sport. It has a long history.

1) When did football become a sports game?



Football has been played in one form or another *for* hundreds of years. First it was a very rude game. There were no rules. But *since* 1863 it has been played with proper rules. That year the Football Association (the FA) was started. Its first job was to make a set of rules for all teams. By the end of the 19th century almost every town had its own team. One of the main competitions of the football season in Britain is the FA Cup. The first FA Cup competitions were held at the famous Wembley Stadium* in London in the middle of the 19th century. Football has been included in the Olympic programme *since* 1900.

2) How long has football been played? Как долго играют в футбол?

3) How long have the competitions in football been held? Как долго проводятся соревнования по футболу?

4) What tense form is used to talk about the actions that began in the past and still go on but we do not know who performs them? Read the rule and check.

grammar in focus

Present Perfect Passive

Страдательный залог настоящего завершённого времени

Для того чтобы рассказать о действии, которое началось в прошлом и продолжается до настоящего момента, но не указывать, кто совершает действие, мы используем **Present Perfect Passive**.

Football **has been played for** hundreds of years.

В футбол **играют в течение** сотен лет.

Football competitions **have been organised since** the middle of the 19th century. Соревнования по футболу **организуются с** середины XIX века.

Для того чтобы сказать, как долго продолжается действие, мы используем **for**.
Для того чтобы сказать, с какого времени началось действие, мы используем **since**.

GS p.198

2. How well do you remember the main facts from the football history? Match the columns.

Football has been played

Football teams have been organised in towns

Football has been played with proper rules

The FA Cup competitions have been held

Football has been included into the programme of the Olympic Games

for hundreds of years.

since 1863.

since the 19th century.

since 1900.

since the end of the 19th century.

since the middle of the 19th century.

since 1863.

3. Another national British sport also has an interesting and long history.

1) You will learn the history of rugby if you match the columns.



1) The ball can be handled

2) Rugby (play)

3) Rugby (play) with its own rules

4) Rugby teams (organise) all over Britain

5) The national championships in rugby (held)

for almost 200 years

since 1845

since 1823

for more than a century

since 1845

2) Listen to check. What new facts about rugby have you learned? (listening for detail)

4. Pair work. How well do you know the history of sport?

Find out the facts that you don't know and share your knowledge with your friends.

Pupil 1

You want to know since what time the following competitions have been held.

How long/Since what time have the Olympic Games been organised?

- the Olympic Games
- the Derby horse race*
- the Tour de France cycling race*
- British football championships

You know that

- the Royal Ascot Race* (1711)
- the Wimbledon* tennis competitions (more than a century)
- the Ryder Cup* (1927)
- the first international figure skating competitions (1882)

Pupil 2

You want to know since what time the following competitions have been held.

How long/Since what time has the Ryder Cup been organised?

- the Ryder Cup*
- the Royal Ascot Race*
- the Wimbledon* tennis competitions
- the first international figure skating competitions

You know that

- the Derby horse races* (1780)
- the Tour de France cycling race* (more than a century, 1903)
- the Olympic Games (1896)
- British football championships (1872)

5. Here are some extracts from a school sport newspaper about the history of different sports. But it is necessary to edit the passages.

1) Which sentences can be used in Present Perfect Passive without changing the verbs?

Water polo has been played since 1869.



1. In 1869 the first water polo match was played. The game became popular in the end of the 19th century. The first world championship took place in 1973. In 1950 the new rules were introduced.

2. Judo became popular in the 17-19th centuries. In 1886 police officers started to learn judo. In 1964 judo appeared in the Olympic programme.



3. The first skates appeared in Holland in the 13-14th centuries. In Russia skates became popular during Peter the First's reign.¹ The first figure skating competition took place in 1878. The first international competition took place in 1892. Women took part in the World Championship in 1924. In 1920 figure skating appeared in the Olympic programme.

4. People began to play hockey in the middle of the 18th century. The first rules were introduced in 1877. The first women's hockey game was played in Ottawa* in 1892. The Stanley Cup* was awarded for the first time in 1893. In 1917 the National Hockey League was formed. Hockey appeared in the programme of the Olympic Games in 1920.



2) Use the **Present Perfect Passive** and the words *include, teach, hold, play with new rules* to edit other sentences.

6. Make a short report on the sport history of your school. The following questions may help you:

- What sport clubs are there in your school?
- Since what time have the clubs been organised?
- What competitions have been held?
- How long have the competitions been held?
- When did the first club appear?
- How many pupils take part in the competitions?
- What are the school records?

7. Activity Book ex. 1, 2.

¹ reign [reɪn] — правление

Lesson

4

The history of the Olympic Games

1. "As in daytime there is no star in the sky warmer and brighter than the sun, likewise there is no competition greater than the Olympic Games," wrote a Greek poet in the 5th century BC.

1) When were the first ancient Olympic Games and Modern Olympic Games organised? (reading for specific information)



Beginning in 776 BC, the Olympic Games were held in the Valley of Olympia in Greece. They were dedicated¹

to the Olympian Gods and took place every four years. By about 650 BC the Games were held over five days. Sportsmen came to the Valley of Olympia from every corner of the Greek world. Sportsmen competed in running, wrestling and the *pentathlon*.² This pentathlon, a five-event match consisted of running, wrestling, jumping, throwing the discus and throwing the *javelin*.³ In time boxing, a chariot⁴ race, and other events were included. Women were not allowed to attend⁵ the Games. The victors of these early Games were awarded with wreaths⁶ from an olive tree that was planted by Hercules* (Heracles), founder of the Games.

Under Roman rule the Olympic Games continued to be held, but relations between the Romans and the Greeks became so bad that Emperor Theodosius abolished⁷ the Olympic Games in AD 394.

Thanks to Baron Pierre de Coubertin the first Modern Olympic Games took place in Greece in 1896. Almost 300 athletes from 13 countries participated in 9 different sports. The largest delegation was from Greece. They won 10 gold medals and set Olympic records. At the Moscow 1980 Games more than 5000 athletes from 80 countries competed in 21 different sports. The latest XXVII Olympic Games also took place in Greece in 2004. Athletes from 202 countries competed in 28 different sports some of which, for example, the track events in athletics, are very old, while others have been added to the programme of the Games recently. For instance, *taekwondo*⁸ and *triathlon*⁹ were included into the programme of the Olympic Games in 2000 in Sydney.

Theodosius [ˌθiːəˈdɔʊsiəs]

Baron Pierre de Coubertin [ˈbærən pi,ɛ dəkəʊberˈtiːn]

¹ to dedicate — посвящать

² pentathlon [penˈtæθlən] — ?

³ a javelin [ˈdʒævəlɪn] — ?

⁴ a chariot [ˈtʃæriət] — колесница

⁵ to attend — посещать

⁶ a wreath [riːθ] — венок

⁷ to abolish — упразднить

⁸ taekwondo [ˌtaɪkwɒnˈdɔʊ] — ?

⁹ triathlon [traɪˈæθlən] — ?

2) Which sports do the pictures illustrate? Which other sports were the first Olympic sports?



 3) Complete the fact file about the Olympics using the text.

	Ancient	Modern
When appeared?		
Where appeared?		
Number of sports?		
Women's participation?		
Awards?		
When abolished?		

 4) How has the number of sports and the number of participants been changing? Fill in the chart with information about the Modern Olympic Games from the text.

Number	City/country	Year	Number of sports	Nations	Athletes
I					
II	Paris, France	1900	17	24	1225
XIV	London, UK	1948	17	59	4099
XXII					
XXVII					

 5) In the text, find the sentences in the Passive Voice. Which of the sentences can be transformed into the Active Voice without changing the meaning?

2. There were no official symbols of the Olympic Games in ancient times, but the modern Olympics have different symbols.

1) What are the symbols of the Olympic Games? Match the descriptions with the symbols. (reading for the main idea)



1. Baron de Coubertin designed it in 1913-14. It has five rings: blue, Amsterdam yellow, black, green and red. They represent the union of the five continents and the meeting of the athletes of the world at the Olympic Games. It has been used since the VII Olympiad in Antwerp, Belgium in 1920.

2. It has been organised since the IX Olympiad at Amsterdam in 1928. All delegations parade in alphabetical order. But Greece is always the first and the last delegation is the host country.

3. It was adopted¹ by the International Olympic Committee in 1958. It is played when the Olympic Flag is raised² in the opening ceremony and also when the Olympic Flag is lowered at the closing ceremony.

4. One of Baron Pierre de Coubertin's friends was principal³ of a college near Paris. Once he finished his speech with the words that Baron Pierre de Coubertin made into the Olympic motto.⁴ These words were ...

5. Pierre de Coubertin got the idea for this phrase from a speech given by Bishop⁵ Ethelbert Talbot at a service for Olympic champions during the 1908 Olympic Games. The Olympic Creed reads ...

6. It was lit⁶ during the ancient Olympic Games. It has been lit every Olympiad since the opening ceremony of the Olympic Games at Amsterdam, Netherlands in 1928.

7. First it appeared at the 1972 Munich Olympic Games. It was Waldi, the dachshund.⁷

Since that time it has been one of the symbols of the Olympics. It shows the geographical features, history and culture of the host city.

Amsterdam ['æmstədæm]

Antwerp ['æntwɜ:p]

Belgium ['belɟəm]

Paris ['pæris]

Ethelbert Talbot [ˌeθəlbɜ:t 'tɔ:lbət]

Netherlands ['neðələndz]

Munich {'mjʊ:nɪk]

¹ to adopt — принимать что-л. официально (закон, постановление и т. п.)

² to raise — поднимать

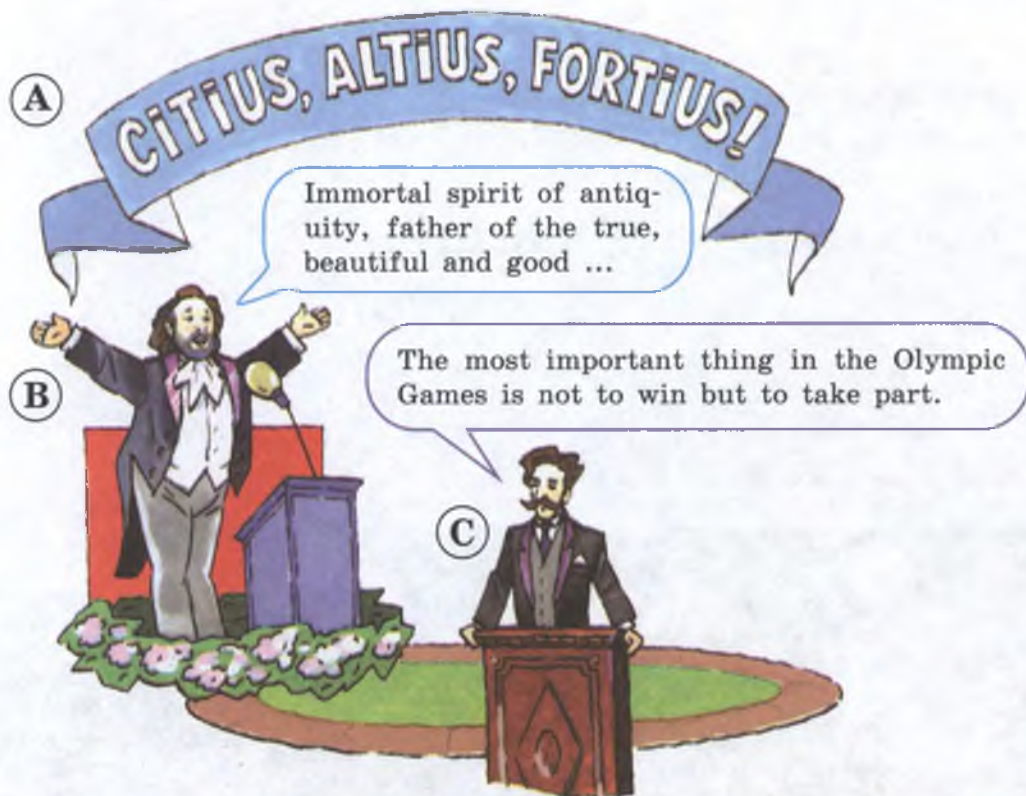
³ a principal — директор колледжа/школы

⁴ a motto — девиз

⁵ a bishop — епископ

⁶ to light (lit) — загораться, зажигать(ся)

⁷ a dachshund ['dæksənd] — такса (порода собак)



2) Are the statements true or false?

1. The Olympic Flag has been the symbol of the Olympic Games since 1920.
2. Greece always finishes the parade at the opening ceremony.
3. The anthem¹ has been played at the opening and closing ceremonies since 1958.
4. *Faster, higher, stronger* is the motto of the Olympic Games.
5. The Olympic Creed² appeared in 1908.
6. The Olympic Flame³ appeared at the first opening ceremony.
7. The mascot, since the Olympic Games in Munich, has been an animal or a toy that represents the country where the Olympic Games are held.



3) What other symbols can you suggest?

3. When will the next Olympic Games be held? Where?

4. Activity Book ex. 1. Reader ex. 3.

¹ an anthem ['æpθəm] — гимн

² a creed — девиз

³ a flame — огонь, пламя

Lesson

5

Games for everyone

1. The Olympic Games are always followed by the Paralympic Games.

E 1) Who are these games for? What do you think?



people with a physical disability ['fɪzɪkl ,dɪsə'bɪləti] — люди с ограниченными физическими возможностями
wheelchair athletes — атлеты в инвалидных колясках
blind sportsmen — слепые спортсмены

2) Listen to the interview with one of the directors of the Paralympic Association of Great Britain. Who are the Games for? What sports are included into the programme of the Paralympic Games? (listening for specific information)

2. You'll listen to the information about the history of the Paralympic Games.

Fill in the missing information. (listening for specific information)

Learning to learn

Completing notes

- Посмотрите на текст и определите, какая информация пропущена в тексте: дата, число, прилагательное, глагол и т. д.
- Не беспокойтесь, если вы не поняли всю информацию, постарайтесь услышать слова перед пропущенным словом и после него. Они помогут определить пропущенное слово.
- Текст, который вы слышите, может содержать больше сведений, чем текст задания, в который необходимо вставить пропущенные слова.
- Заполните пропуски в тексте упражнения одним словом или короткой фразой.

The first Games for athletes with a (0) disability were held in 1948 in Stoke Mandeville, England. On the day of the Opening Ceremony of the Olympic Games in London, the first competition for (1) _____ was organised. Four years later, athletes from the Netherlands joined the Games; thus the (2) _____ movement was born.

Olympic style games for athletes with a disability were organised for the first time in Rome in (3) _____. About 4000 athletes from (4) _____ countries competed in 8 sports. Since then Paralympic Games have been organised (5) _____. The Paralympic Games have been held in the same years as the Olympic Games, but usually in another (6) _____.

In 1976 the first Paralympic (7) _____ took place in Sweden.

A new page in the Paralympic history was written when, in 1988, the Paralympic Games (8) _____ immediately following the Olympic Games in Seoul, Korea.

3. There are four sports that are only played at the Paralympics.

1) Listen to the stories about three of the Paralympic sports and match them to the pictures. (listening for the main idea)



Tennis



Boccia



Wheelchair rugby



Goalball

  2) Listen to the stories and complete the missing information. (listening for specific information)

It is a new sport. It began in (0) Canada in 1977. (1) _____ is a combination of rules and skills needed in (2) _____. The games are held on a (3) _____ ground, and the ball used is similar to the one used in (4) _____. Each team consists of (5) _____ players.

It is a sport for people who are (6) _____ users. It is played in (7) _____ halls. The players throw the coloured balls (8) _____ possible to a white ball. (9) _____ needs concentration, coordination, accuracy and team work.

It is an exclusively (10) _____ sport. It is a team sport in which only (11) _____ athletes can participate. It is played on a (12) _____ ground with a ball which has a bell inside. (13) _____ needs the players to be strong, quick and to have good coordination skills. It became a Paralympic sport in (14) _____ in the Netherlands.

  4. What do you think about the Paralympic Games? Is it necessary for disabled athletes to participate in them? Why? Why not?

I think the Paralympics are necessary.
They give an opportunity to ...
Sport develops ...
Sport helps ...
It teaches ...

I don't think the Paralympics are necessary.
On the one hand ...
On the other hand sport needs ...
...

  5. Activity Book ex. 1, 2. Reader ex. 4.

Lesson

6

To watch or to take part?

1. Some people like participating in sports competitions, other people like watching them. Here are some people talking about watching and playing sport.

2) 1) What are their opinions? Match the people and the opinion. One opinion is extra. (listening for the main idea)

- A. for watching sport
- B. for doing sport
- C. for being a good sportsman
- D. for being active

People	Phil	Mrs Swan	Megan
Opinion			

2) Read the texts and answer the questions.

Phil Cooper: Sport is very important for me. I spend two hours every day in the gym. I am in the school rugby team. I like taking part in different competitions. Rugby competitions have been held in our school for 20 years. I like it when our team wins but, unfortunately, you cannot always win. I think sport helps me a lot in everyday life. It teaches me to be confident and accurate. Besides, I became stronger, faster and more patient. My father says that rugby makes men out of boys. One more thing sport gives you is an opportunity to see other countries. However, for that you must be a good sportsman.



Mrs Swan: I can't say sport is very useful for teens. Children who do a lot of sport often have no time for all the things teens like, such as meeting friends, walking and so on. Sport needs hard work and it is very competitive.

Some children may become nervous and unhappy. More than that, children often get broken legs and arms and other injuries. There is no good in sport, it is necessary only to be active and to keep fit. And for it there are PE lessons at all schools.



Megan Ryder: I'd rather watch sports competitions. I can't stand those silly contests at school. Being a good sportsman isn't right for everyone. Many people simply like to support their favourites. What are the competitions for? Since early times they have been held to entertain people. And if everybody takes part in the competitions, then who will have the fun? And I think that it is much better to watch sports programmes on TV. You needn't go to a cold wet stadium and buy tickets. You can sit in a comfortable armchair and enjoy yourself.

- What sport does Phil do?
- What does Phil like about sport?
- What is Phil's father's opinion about sport?
- Why is Mrs Swan against sport?
- What is sport for according to Megan's opinion?
- Why does Megan prefer watching sports competitions?

E 3) Which arguments can you add to Phil's, Mrs Swan's and Megan's points of view? Why?



Sport builds character.

To have a healthy mind you must have a healthy body.

If you watch sport on TV, you don't need to go out.

Sport takes a lot of time.

Sport helps people to become good friends.

Sport causes a lot of injuries.

Sport takes a lot of energy.

You can always choose what sports competition to watch.

Sport makes you unhappy when you lose.

Sport teaches you to win and to lose.

Not all children have special skills to take part in sport.

Sport teaches you to be disciplined.

Watching TV unites the family.

E 2. All people have different opinions about the problem of doing sport and watching it on TV.

1) Which arguments for and against sport can you agree with? Which arguments do you disagree with?

2) What's better: to play sport or to watch it?

I think doing sport is very ...

...

Besides ...

...

More than that ...

And ...

Sport is very useful but ...

...

On the one hand ...

...

On the other hand ...

I think ...

I don't think doing sport is ...

Sport ...

But ...

I think ...



Imagine that it is a cold and windy winter Sunday. There is a sports competition at your school in which your class is taking part and there is an interesting sports programme on TV.

What would you choose? Why?



4.

Activity Book ex. 1. Reader ex. 5.

Lesson

7

How many PE lessons should there be at school?

1. The British government is going to double the amount of PE lessons at school.

1) Do teens have the same opinion about this suggestion? (listening for the main idea)

2) What arguments do they give for and against doubling the amount of PE lessons?



Steve: Do you think doubling the amount¹ of PE lessons is a good idea?

Brian: More PE? It is the best idea the government has had in years. We would get more exercise. I absolutely love PE, it is one of my favourite lessons.

Mary: And I'm not very happy about it. I don't get why people take PE as the most important subject. It will help very few people in later life and it makes people feel embarrassed.²

Eddy: I quite agree with you. I think PE lessons cause a lot of bullying. It is an awful idea to double the lessons.

3) Find out:

- how the teens ask if they approve of the government's idea;
- what words the teens use to say they approve of the idea;
- what words the teens use to say they do not approve of the idea.

4) What are the other ways to say you approve/do not approve of something; to ask if someone approves?

ASKING IF SOMEONE APPROVES

Do you think ... will work?

Is ... all right, do you think?

Would you be in favour of ...?

Is it all right to ...?

¹ to double the amount — удвоить количество

² to feel embarrassed — чувствовать себя неловко

SAYING YOU APPROVE

I'm very much in favour of that.
I'm very pleased about ...
That's the way that should be.

SAYING YOU DO NOT APPROVE

I'm (certainly) not in favour of that.
It's wrong to ...
Is it really necessary ...?

E 5) Replace the expressions in the conversation with those that fit from ex. 1.4) and read out the conversation you've got.

E 2. Pair work. Here are some headlines from school newspapers about debating problems of PE lessons.

Read the titles. Do you approve of these ideas? Ask your partner's opinion about them.

Choose what activity to do during the lessons.

Do indoor sports when the weather is freezing.

Girls should do every sport that boys do!

Double lessons are better than 45-minute lessons!

No stupid leotards!¹ Pupils should wear trousers!

E 3. In your culture. Sport problems are also debated in Russia.

What is your opinion about the following ideas?

- doing less PE lessons at school
- taking out PE lessons from university programmes
- building swimming pools in every town

ASKING IF SOMEONE APPROVES

SAYING YOU APPROVE/DO NOT APPROVE

ASKING FOR ARGUMENTS

GIVING ARGUMENTS

AGREEING/DISAGREEING

E 4. Activity Book ex. 1. Reader ex. 6.

¹ leotards ['li:tə:dz] — трико

Lessons

8-9

School sports day



 Some British schools hold Sports Day every year. The reports are usually written about the day for a school newspaper or for a website. Here is one of such reports.

 1) Who wrote the report?

A. In the end we did the sack race and our favourite the three-legged race. It was funny when we fell over while we were running. We all enjoyed it.

B. After it there was a 150 m race. We must thank Alexander for breaking the school record in the race. There were a lot of other boys who set their own records in different races.

C. The competition consisted of track events and field events. There were about 85 races, we took part in all of them. In the first race, the 75 m sprint, Scott came first. I (Hamish) came second and Jack came third.

D. Later the Ball Throwing competition started and next there were the High Jump and the Long Jump competitions. Duncan Harris threw the ball to 35.65 m. Conner Turner won the High Jump competition. His result was 1.15 m. Gregory Smart was first in the Long Jump with the result of 3.51 m.

E. On the 25 of May we had Sports Day. The weather was fine and the sun shone brightly. Boys and girls, their parents, relations and friends gathered at the stadium to watch wonderful team and individual performances.

F. It was a really fun afternoon. Here are some photos.

 2) What competitions can you see in the photos?

- 3) What words show the sequence of the events? Put the paragraphs into the right order.

Learning to learn

Time linkers

Чтобы ярче показать очередность событий в рассказе или отчете, используют наречия времени **after, later, then, in the end** и другие.

2. All reports have their own structures.

What parts does the report consist of? Match the paragraphs with the plan.

- | | |
|-----------------|----------------------------------|
| 1. Introduction | 1) Main events |
| 2. Body: | 2) Race records |
| | 3) Winners in other competitions |
| 3. Conclusion | 4) Fun races |

3. A girl from another British school also wrote a report about Sports Day.

1) What other time linkers can she use in her report? Classify them into three groups: the words used at the beginning of the report, the words used at the end of the report; the words used for linking different parts.

first • then • next • as soon as
after that • later • in the end
while • at the end • after

mind!

in the end — в заключение
at the end — в конце чего-л.

- 2) Use the time linkers and restore the report.

Last weekend there was Sports Day at our school. (1) _____ we took part in the Ball Throwing competition. (2) _____ there were the Long Jump and High Jump competitions. Besides there were a lot of different races. (3) _____ we took part in the three-legged race. Parents and friends were cheering us up (4) _____ we were running. We had strawberries and cream¹ on the field. (5) _____ the competition finished. (6) _____ we discussed Sports Day and watched the photos.

4. Write your own report (120-140 words) about one of these events.

- | | |
|------------------------|----------------------------------|
| • School Olympic Games | • School Volleyball Championship |
| • Sports Day | • Your own variant |

5. Reader ex. 7.

NEXT LESSON IS A CONSOLIDATION LESSON.

¹ strawberries and cream — клубника со сливками

Lessons

10-11

Sports mosaic

- 1.** Sport is one of the favourite topics of the conversation. There are a lot of interesting things to share about sport. **Choose a project.**

Project

My sport profile

Write about:

- sports you like to watch;
- activities you are good at;
- sports you've ever tried and your results in them;
- the sport you've found yourself;
- your achievements.

Bring some photos to illustrate your project.

Project

History file

- Choose the sport you like to talk about.
- Explain why you have chosen this sport.
- Find out the main dates in the history of the sport.
- Find the photos to illustrate your story.

Project

Sports club project

- Find out what sports your classmates would like to do in the club.
- Make up the timetable.
- Make up the entry form to find out what a candidate can do, what skills he/she has, what he/she likes.
- Make an ad of your club.

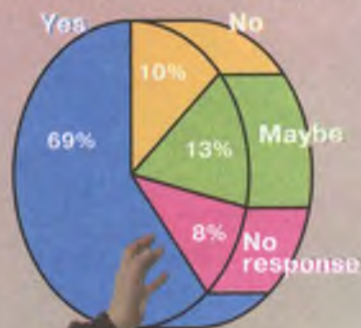
- 2.** Present your project to your classmates and answer your classmates' questions. Use the words on pp. 35-36.

- 3.** Discuss the project and decide which project is the most interesting/informative/well-illustrated/etc. Use the words on pp. 35-36.

Unit 5

A healthy living guide

Should you exercise more?



Lesson

1

Good and bad health habits

1. Vocabulary. Some people care about their health, others don't. Some people live a healthy lifestyle and some people live an unhealthy lifestyle.

A 1) What is healthy and what is unhealthy? What do you think?

B 2) What health habits is the article about? Which of them are good and which are bad health habits?

Obesity (being overweight) and physical *inactivity* are known from ancient times. They are joined by the modern bad habits: smoking and drinking too much *alcohol*, and the surprising 'danger' of sleeping too much or too little, watching TV a lot, eating between meals and **skipping** meals. These poor health habits could lead to different diseases. Of course sleeping too much or too little, **snacking** and skipping meals are not quite as dangerous as smoking, obesity and drinking, but they are signs of dangerously chaotic *lifestyles*.

Regularity in life promotes your health. Sleeping seven or eight hours, getting up early, having a healthy *diet*, eating a variety of foods, taking *regular* exercise is really a good way to live.

from the Daily Mail

WORD BUILDING

health — healthy — **unhealthy** — healthily



obesity [əʊˈbiːsəti] — чрезмерная
полнота

overweight — ?

inactivity — ?

a habit — привычка

to skip — пропускать

to lead (to) — вести (к)

a disease [diˈziːz] — болезнь

to snack — перекусывать на ходу
a lifestyle — ?

regularity — ?

to promote — способствовать

a diet — ?

variety [vəˈraɪəti] — разнообразие

a way to live — образ жизни

used to — обычно/бывало (начинали)

B **A** 3) Put the bad health habits from the article in order of danger: 1 = most dangerous (from your point of view). Compare with your classmates.

B **A** 4) What is a good way to live according to the article?

2. According to statistics the lifestyles thirty years ago and these days are different.

1) In what way are they different? Choose A or B to complete the pattern below.

Thirty years ago children used to start the day with cornflakes with milk. But these days they eat very sweet cereal with milk or just snack on chocolate on the way to school.

A. start the day with cornflakes with milk and toast

B. eat sweet cereal with milk and orange juice, *snack on* chocolate on the way to school



A. walk to school

B. go to school by car



A. have shepherd's pie,* potatoes, and peas with pudding for lunch at school

B. have fat pizza and chips for lunch at school



A. take the dog for a walk and play with friends after school

B. get a lot of homework to do, watch four hours of TV after supper

A. eat *homemade* food and drink a cup of tea (500 *calories*) in the evening

B. have a ready meal like lasagna,* garlic bread,* chocolate biscuits (766 calories)



E 2) Do you think children were healthier 30 years ago?

Children were healthier 30 years ago
because they used to ...
These days children ...



*That means that 30 years ago
children used to ...
These days children ...
have a healthy diet
eat a variety of foods
take regular exercise
skip meals
snack a lot
be/are physically inactive
(may) be overweight*



E 3) What are your habits?



start the day with cornflakes with milk.
have shepherd's pie, potatoes, peas for lunch.
eat homemade food.
have fat pizza and chips for lunch.
snack on chocolate on the way to school.
eat a ready meal.
walk to school.
play with friends after school.
go to school by car.
watch a lot of TV after school.

These good health habits promoted good health.
These bad health habits lead to different diseases.



3. Here is some statistics taken from newspaper surveys about British, American and Russian people.

1) How can you interpret these facts?

39% of teenagers do not eat healthily. This fact means that they probably snack a lot, don't eat a variety of foods, they don't have a healthy diet.

In Britain

- 39% of teenagers do not eat healthily.
- 40% of teenage girls skip meals.
- 45% eat fresh fruit daily.
- 62% try to eat homemade food whenever possible.
- 56% try not to eat much sugar and fat.
- 48% take part in team sports.
- 40% take part in individual sports.
- 29% of 15-year-old girls and 19% of boys are regular smokers.

In the USA

- 14% of American teenagers are overweight.
- 35% of teenagers eat healthily.
- 69% of Americans think they should exercise more.

In Russia

- 40% of Russian teenagers smoke.
- 30% of people in Moscow are overweight.
- 43% of people in Russia do not eat *fast food*.
- Russian children prefer dairy products to Coke.

FACT FILE



2) What do these facts say about how healthy British, American and Russian teenagers are?

Most of ... teenagers are ...
The fact that ... says that ...
It proves that ...

3) What about your friends, classmates? Are they healthy? What are their health habits?

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

Lesson

2

My tips for staying healthy

1. Vocabulary. Here is a letter of Taylor from Bristol.

1) Why has Taylor written this letter?



I know that a lot of children are unhealthy now but since I became a teenager I have been more concerned with what I eat and the balance of exercise in my life.

My guide

1. Walk where you can and get involved in some sort of sport.
2. **Limit** your TV and computer time.
3. Don't skip your meals, and it will help you **to give up** snacking.
4. If only **junk food** is sold at your school, tell the school that they need to change the menu! Junk food should **be banned** at school.
5. Drink lots of water not Coke.
6. Be positive and believe in yourself.
7. Laugh, have a giggle and be kind!



to limit — ограничивать

to give up — отказываться, прекращать делать

junk food = bad, unhealthy food

to ban — запрещать

2) Does Taylor live a healthy lifestyle? How can you prove it?

3) What do you think Taylor's lifestyle was before?

She probably didn't ..., she used to ...

2. Here are some causes that children name to explain why they are unhealthy.

1) What are these causes?

Children eat a lot of chocolate and sweets.

Children sit and watch DVD's.

Children don't go outside much.

Teenagers sit at a desk all day long.

Teens miss PE lessons.

Children get too tired to exercise.

Pupils eat unhealthy school dinners.

Teenagers prefer junk food to healthy food.

Teenagers often visit fast food places like McDonalds.*



2) What causes may Taylor name?

3) **Group work.** What causes can your classmates name? Make a questionnaire and find out.

Do you often eat chocolate and sweets?
Do you sleep too much?
Do you sleep too little?
Do you skip meals?
Do you ... ?



E 4) What has to be done to make teenagers healthier?

Children
Teenagers
Grown-ups
Adults
Parents
Teachers

should

ban
do
give up
invent
join
limit
tell
try

a health/*fitness* club.

a variety of activities to find what you enjoy.

advertises about things like crisps.

eating junk food.

regular exercise.

healthy fast food places.

healthy food that tastes as nice as junk food.

the junk food with less calories and fat.

to watch what you eat.

TV, computer, and video game time.

E 3. Everybody should have a guide to stay happy and healthy.

1) **Do you think you could follow Taylor's tips? How can they promote good health?**

2) **Group work.** Make your own guide. Explain how it can promote your health.

Paying more attention to ... will help you to ...

If you ..., it will help you to ...

Besides, limiting ... will help you to ...

More than that, ...

If adults ..., it also can help ...

...

E 4. Activity Book ex. 1, 2. Reader ex. 2.

Lesson

3

I haven't been eating junk food for a long time

1. Staying healthy and happy is not that easy.

1) Does Sarah live a healthy lifestyle?

— Hi, Sarah. You look really fit!

— I have changed my habits. I **have been limiting** my computer time **for** four weeks. I **haven't been eating** junk food. I **have been keeping** a diary of my eating habits **since** I visited the doctor. And I **have been visiting** a fitness class **for** a month already.

2) What **has** Sarah **been doing** for a month to look good? Что в течение месяца делает Сара, чтобы выглядеть хорошо?

3) What verb forms are used to talk about actions/situations which began in the past and continue up to the present (and into the future)? Read the rule and check.

Grammar in focus

Present Perfect Progressive

Настоящее завершено-длительное время

Чтобы рассказать о действиях или ситуациях, которые начались в прошлом, продолжались в течение какого-то времени до настоящего момента и, возможно, будут продолжаться и далее, мы используем Present Perfect Progressive.

I **have been keeping** my diary **for four weeks** already.

Я **веду** дневник уже **четыре недели**.

I **have been keeping** it **since** I visited the doctor.

Я **веду** дневник **с того времени**, как я была у врача.

GS p. 199

2. A lot of health and beauty products help people to look good.

What products do some British people use and why? What do they say?



Lavender oil

Brazil nut *mask*

Olive *shampoo*

Unit 5



Honey conditioner

Strawberry soap

Brazil nut fixing gel

I have been treating my hair with ... for two months.

I have been washing my hair with ... for two weeks.

I have been adding ... to my bath since I was presented with it.

My sister has been using ... every morning for a month.

My mum's been using ... for a month.

My father has been buying ... for 15 years.

My hair looks healthy and beautifully clean.

It makes my hair grow faster.

She has no bad hair days now.

It helps to ease away symptoms of everyday stress.

He likes to use products with natural ingredients.

She looks magnificent every day.

3. All the products above are made by one of the most famous companies in Great Britain. The founder of this company is Anita Roddick.

1) What kind of company is this? Scan the notes.

2) What did Anita Roddick answer to the questions?

- Do you sell perfumes, soap, shampoo for men and women?
- Yes, we have been selling all these things since 1976.

Do you sell perfumes, soap, and shampoo?

Do you do business in other countries?

What ingredients do you use?

Do you test your products on animals?

Do all your shops look alike?

Do you care about the environment?

Do you support any charity programmes?

— since 1976

— support small producer communities in around 25 countries (1980s)

— only natural, since our first shop was opened

— No, since we began to work.

— Yes, dark green, a strong simple design; carry the yellow and green The Body Shop* logo, for 30 years.

— reuse bottles, for all these years — sponsor posters for Greenpeace* (1985), work with Ecotricity* (2001)

— Children on the Edge* (1990) and others



E 3) What have you learned about The Body Shop company?

D E ! 4) Listen to the interview. What facts has the journalist missed? (listening for detail)

A There are things that are famous in some countries or all over the world.

E 1) **Pair work.** How long have people been using these things? Exchange information.

Pupil 1

Since what time have British people been drinking tea?

Pupil 2

British people have been drinking tea since the 1500s.



Pupil Card 1

Questions:

British people/drink tea
People/drink Lipton* tea
British people/eat beans on toast*
People/visit Berni* restaurants
People/eat hamburgers

Answers:

Instant coffee was invented during the Second World War.
The first Cadbury's* chocolate bar was sold in 1831.
McDonalds* restaurant was opened in 1948 in California.
Chinese takeaways* became very popular in Britain in 1974.

Pupil Card 2

Questions:

People/drink instant coffee
Children/eat Cadbury's* chocolate
People/visit McDonalds* restaurants
British people/buy food from
Chinese takeaways*

Answers:

Tea was brought to Britain in the 1500s.

Lipton* tea appeared more than 100 years ago.

Beans on toast* were imported in 1895 for the first time.

The Berni* restaurant chain opened in 1950.

The first hamburgers were sold in Connecticut in 1895.

E 2) Are these things good for health? Why do you think so?

E 3) **In your culture.** What can you tell your British friends about "Kalina"* — one of the leading Russian firms that produces cosmetics and personal care products? How long has it been working? Use the information from the fact file.

FACT FILE

Concern "Kalina"*

1942 — was founded

1975 — sell creams in tubes

the 1990s — produce toothpaste, soap

1999 — change its name to Concern KALINA

care about beauty and health

charity programme — help orphan children



5. Activity Book ex. 1, 2. Reader ex. 3.

Lesson

4

A day's wait

1. You are going to read a story by Ernest Hemingway.

1) What is Ernest Hemingway famous for? (reading for detail)

Ernest Hemingway (1899-1961), who was born in Oak Park, Illinois, is one of America's most famous writers. He received the Nobel Prize for his novels and short stories. Hemingway lived an adventurous life, participating in both World War I and World War II. He spent much time hunting and fishing. Many of his books are based on such experiences. His favourite theme is bravery.



2) What is the story *A Day's Wait* about? (anticipating)

3) What was worrying the boy the whole day? Put the paragraphs in chronological order. (reading for the main idea)

.....

A. When I came back they said the boy had refused to let anyone into the room. "You can't come in," he said. "You mustn't get what I have." I went to him and found him in exactly the position I had left him, white-faced, looking at the foot of the bed. I took his temperature. "What is it?" "Something like a hundred," I said. It was one hundred and two and four tenths. "It was a hundred and two," he said. "Who said so?" "The doctor." "Your temperature is all right," I said. "It's nothing to worry about." "I don't worry," he said, "but I can't keep from thinking." "Don't think," I said. "Just take it easy." "I'm taking it easy," he said, and looked straight ahead. He was holding tight on to himself about something. I sat down and opened the *Pirate Book*. But I could see he was not following, so I stopped. "About what time do you think I'm going to die?" he asked. "You aren't going to die. What's the matter with you?"



.....

B. Downstairs, the doctor left three different medicines in different coloured capsules with instructions for giving them.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read from Howard Pyle's *Book of Pirates*; but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said but he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while.

.....

C. "What's the matter, Schatz?"

"I've got a headache."

"You better go back to bed."

"No. I'm all right."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead¹ I knew he had a fever.

"You go to bed," I said, "you're sick."

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

mind!

BE

ill

AE

sick

 4) What symptoms did the boy have? Write them down. (reading for specific information)

¹ forehead ['fɒrɪd] — лоб

5) How did the boy feel? How was he acting? Find the highlighted words and word combinations in the story and guess their meanings. (reading for detail)



- ... a very sick and *miserable* boy of nine years.
 - a) small
 - b) very unhappy
- When I put my hand on his forehead I knew he had a fever.
 - a) earache
 - b) a high temperature
- He seemed *very detached* from ...
 - a) didn't pay attention to
 - b) was alone
- He seemed very detached from *what was going on*.
 - a) what was happening around him
 - b) where people were going
- ... he was a *little lightheaded* ...
 - a) had fair hair
 - b) was not able to think clearly
- ... but I can't *keep from thinking*.
 - a) have some thoughts
 - b) stop myself thinking
- He was *holding tight on to himself about something*.
 - a) trying to keep his emotions to himself
 - b) keeping his hands together

6) Did the story have a happy end? (reading for the main idea)

.....

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, since nine o'clock in the morning.

"You poor Schatz," I said. "It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Oh," he said and he relaxed slowly.

7) What was the boy's temperature in Celsius? Use the scale below.

$$\text{Fahrenheit}^1 = (9/5 \text{ } ^\circ\text{C}) + 32$$

$$\text{Celsius}^2 = 5/9 (^\circ\text{F} - 32)$$

2. The boy was acting very strangely the whole day.

1) Can you say the boy was brave? Was he concerned for others? Prove it from the story. (reading for detail)

2) What is the meaning of the story's title?

3) How did you feel when you had the flu?

3. Reader ex. 4.

¹ Fahrenheit ['færənhaɪt] — термометр Фаренгейта

² Celsius ['selsɪəs] — термометр Цельсия

Lesson

5

Facts and myths about your health

1. Books, newspapers, radio, and television give all kinds of information about food and health. Not all of it, however, is accurate information.

E 1) Look at the pieces of information. What products do you think each piece of information is about?

0) Garlic helps to make your heart strong. F

1) _____ protects your teeth. _____

2) _____ is good for your nerves. _____

3) _____ makes your bones¹ strong. _____

4) _____ is good for your muscles.² _____

5) _____ is good for your eyes. _____

6) Eating only one type of food, such as _____, helps to lose weight. _____

7) Some _____ can help to lose weight without diet or exercise. _____



garlic



grapefruit



green tea



chocolate



milk



herbs³



onion



carrot



banana

¹ a bone — кость

² a muscle — мускул

³ herbs — травы

 2) Listen and check your suppositions. (listening for specific information)

  3) Decide which information is a myth (put the letter M) and which is a scientific fact (put the letter F).

Garlic is said to help ...

... is considered to ...

... is known to ...

I think this is a myth (a fact), because when you ... you don't (can) ...



 4) Listen and check. (listening for specific information)

  2. It is a fact that in order to keep your body healthy you need regular exercise.

Why is exercising wise? Listen to the information and mark the statement with T if it is true or F if it is false according to the text. (listening for detail)

- T 0) Exercising can help you look better.
- 1) Exercising can help you feel good.
- 2) You should combine aerobic exercise, strength training, and flexibility training.
- 3) It is necessary to play team sports to get aerobic exercise.
- 4) To have strong muscles train for 60 minutes every day.
- 5) Skiing helps to make arms strong.
- 6) Doing *karate* is a good way to stay **flexible**.¹
- 7) It is difficult to choose the right type of exercise for you.
- 8) The more you exercise the better.



¹ flexible ['fleksəbl] — гибкий

   Sleep is an important component of health.

Listen to the speakers talking about things that may help you to sleep better and match the statements (A-F) to the speakers (1-5). There is one extra statement that you do not need to use. (listening for the main idea)

Learning to learn

Listening for the main idea

При первом прослушивании выделите главную мысль в высказывании каждого говорящего. Отметьте то утверждение, которое точнее передает главную мысль говорящего. Выбрав утверждение, зачеркните его, чтобы сосредоточиться на остальных. Проверьте ответы при повторном прослушивании.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5



A. Do not study all night before the exam.

B. Make your room comfortable for sleeping.

C. Do not exercise before bed.

D. Limit things that make you nervous.

E. Wake up with bright light.

F. Set a regular bedtime.

Speaker	1	2	3	4	5
Advice					



What facts about health were surprising for you?



Activity Book ex. 1. Reader ex. 5.

Lesson

6

Do you care about your health?

1. Three teenagers Helen, Bob and Kate are talking about their lifestyles.

1) Listen to their stories and guess who is who in the photos. (One photo is extra.) (listening for the main idea)



2) Do Helen, Bob and Kate care about their health?

Helen Swan: I am going to be a supermodel, so how I look is important to me. I try not to eat much. I don't eat junk food. And I try to eat a lot of fruit and vegetables. They are good for the body. Some friends think I am crazy but I *weigh*¹ everything and count calories. I will never smoke. I don't want to have unhealthy skin and teeth. I would like to be fitter, that is why I have been going to dance classes for a year. But I wouldn't like to exercise too much because I don't want to look *muscular*.² My friends think I look great. Being healthy for me is being fit and looking good.

Kate Walter: I have been exercising and eating healthily all my life, but I am not slim. I am plump and I don't feel concerned. I have the right weight. I am still growing and my weight may disappear when I grow. I know if you are under 16, it is dangerous to diet. It is more important to be healthy no matter what size you are. I try not to skip meals as some of my friends do to look slimmer. I know some slim girls who do not take regular exercise and I know a lot of people who are not slim but they are sporty and healthy. Feeling good about yourself means being healthy.

Bob Murphy: I think people who worry about what they eat are weird. I never worry about my health. Maybe I will pay more attention to my health when I

¹ to weigh — ? (weight — вес)

² muscular — ? (a muscle — мышца)

grow up. When you are a teenager, eating healthily isn't cool. All my friends eat chips and hamburgers at school. Junk food tastes so nice, I want to eat it! You may think I am inactive but I don't have time to exercise. I have so much homework to do. I know that sleeping enough, eating healthily and regularly, taking regular exercise is a good way to live. But I am not ready to live a healthy lifestyle. Maybe later. My present lifestyle is okay for me. After all we choose what way to live.

 **3) Read the opinions and answer the questions below. Prove from the texts.**

- Why does Helen look great?
- What does it mean for Helen to be healthy?
- What does Kate look like?
- Why is Kate happy with her appearance?
- What does it mean for Kate to be healthy?
- Why doesn't Bob worry about his health?
- Why does Bob like his lifestyle?

  **4) In each opinion there are some sensible and questionable thoughts.**

What are they according to your point of view?

 **2.** Here are some more opinions.

1) Whose points of view are they closer to: Helen's, Kate's or Bob's?

Helen could say that ... because she thinks that ... and she ...

I worry about what I eat. It is awful because I'm really thin, but it's hard not to worry, it becomes a habit.

You don't need to diet, just eat sensibly and do a lot of exercise.

It is hard not to worry about what to eat because everyone wants to be like a supermodel.

I don't actually have a problem with the way I look and I think it's what is inside that counts.

I don't feel comfortable exercising in front of other people.

Healthy foods aren't advertised as much as junk food.

Healthy food instead of hamburgers and chips should be made to look more "cool" — then people will eat it.

Healthy food usually doesn't taste as good as unhealthy food.

E 2) What do you think about Helen's, Kate's and Bob's opinions? Whose opinion do you share?

... thinks that And I agree with this opinion.
There is something in what ... says, because ...
I agree with the phrase that ...
But I can't agree with ...

E 3) What does being healthy mean to you?

As for me, I ..., because ...
Besides I ...
It means that ...
I think people should ...
May be I ...
Being healthy for me is ...



E 3. Which way to choose?

After classes you are short of time.
You can:

- 1) eat in a fast food place and then visit a sports club to do some exercises;
- 2) buy and cook homemade food. But then you have no time to visit a sports club.

What will you choose?

E 4. Reader ex. 6.

Lesson

7

Do you understand the instructions?



It is not easy to understand some instructions.



1) What is a British boy David explaining to a Russian girl Kate? (listening for the main idea)



2) Find out:

- what Kate says to check that she has understood.
- how Kate asks for a more focused¹ explanation.
- what words David uses to give another explanation.



Kate: How can I take this medicine?

David: Put the medicine from one bag into a cup and fill it with very hot water. Stir² until dissolved³ and sweeten if you prefer.

Kate: I understand about the cup and water but could you explain the next thing you said?

David: Uh ... You put the medicine in the hot water and mix it into the water with a spoon till you see it has disappeared.

Kate: Oh, I see. And can you explain about sweetening?

David: You may make your medicine sweeter with sugar for example.

Kate: Does that mean I can put honey in it?

David: Yes, you may.



CULTURE NOTE



It is not rude in English to ask to be given more information about something someone tells you. It also shows that you are trying to understand and that you are interested in what the other person is saying.

¹ focused — точный, ясный

² to stir = to mix things together by moving them around

³ to dissolve [di'zolv] = to mix with water and become part of it

3) What are some other ways to ask for a more focused explanation and to check that you have understood?

ASKING FOR A MORE FOCUSED EXPLANATION

I understand this, but could you explain the (next/first thing you said)?

I got what you said about the first part, but I didn't get the next part.

CHECKING THAT YOU HAVE UNDERSTOOD

If I've understood right, ...

Do you mean that ...?

Does that mean/Do you mean ...?

Did you mean ...?

In other words (Right)?

I am not sure how/when/where ...



4) Replace the phrases in the dialogue by those that fit from above. Read out (act out) a conversation.

2. People often ask for focused explanations.

1) How do they do it? Complete the dialogues.

- Take 2 tablets with water. Maximum 4 doses a day.
- about water but about the doses?
- You shouldn't take more than 4 doses (8 tablets) in a 24-hour period.

- Brown the onion in a saucepan.
- I should cook the onion till it is brown?
- Yes, that's right. Then mix the eggs with the seasoning.
- I understand about the eggs but .
- I mean you mix the eggs with herbs. Then you mix all the ingredients together and heat through.
- I cook it till it is ready? Right?
- Yes, you are right.

2) Listen to check.

3. Role play. Here are two instructions for beauty products.



Styling Mousse

Directions: Shampoo and dry hair.
Squeeze mousse into hand.
Apply from front to back.
Style as wanted.



Green Tee Foot Soak

Directions: Add generous amount to warm water.
Soak feet for 5-10 min.
Avoid contact with eyes.
Can cause eye irritation.

Pupil Card 1

You don't quite understand how to use the Green Tee Foot Soak.

Prepare your questions to ask for a more focused explanation.

Give explanation of how to use the styling mousse.

squeeze = press the can
apply = put on your hair

Pupil Card 2

You don't quite understand how to use the styling mousse.

Prepare your questions to ask for a more focused explanation.

Give explanation of how to use the Green Tee Foot Soak.

add generous amount = put enough
soak = keep covered with water
cause eye irritation = make eyes hurt

Activity Book ex. 1. Reader ex. 7.

Lessons

8-9

If you are
unhealthy who
is responsible
for it?

 It is a fact that children are less healthy now than they were some years ago.

 1) But who is responsible for it? What does Bob think?

According to statistics 20% of teenagers in GB have a disease of some kind. But who is responsible for it?

School certainly should pay more attention to teens' health. **Since** children have to sit at a desk all day long, they have no time to go out. There are not enough PE lessons at school and, **as a result**, children are less active.

On the other hand, many parents themselves have unhealthy diets. **Consequently**, they are not able to teach their children to eat healthily at home. Parents don't have time to cook healthy food **because of** a lot of work. And **this results** in unhealthy eating habits for their children.

However, I don't think it's fair to consider parents, TV, magazines or schools responsible for the fact that children are unhealthy. It's our own choice as to what we eat and how active we are. We — children are very lazy nowadays. If you are unhealthy, the person who is responsible for it is yourself.

Bob Vince, 13

 2) In the composition some words are highlighted.

Which of them are used to express reason and which ones to show result?

Learning to learn

Expressing reason/cause. Showing result/effect

- Чтобы указать причину, используются следующие слова и фразы: **because**, **because of** (из-за), **since** (так как), **other causes are ...** (другие причины ...).
- Чтобы подчеркнуть результат, используются выражения: **as a result** (в результате), **consequently** (следовательно), **which leads to ...**, **which resulted in ...** (что привело к ...).

 The composition was written in answer to the following task:

Who is responsible for the fact that a lot of children are less healthy nowadays: school, parents or children themselves?

  1) Which of the following arguments may you use to express reason and to show result in your composition? Put them into two groups.

reason/cause

result/effect

- They don't serve the right food in the school.
- Parents give us chips, hamburgers and pizza.
- Parents do not exercise themselves.
- There's little time to prepare healthier meals.
- They only sell chocolate and cakes.
- My friend has a disease because of an unhealthy diet.
- Children have no good example.
- Kids lost interest in keeping themselves fit; they don't try to eat healthily or exercise.
- Parents don't give their children enough fruit and vegetables.

 2) Write the arguments you've chosen into groups. Add your reasons and results.

school: not enough healthy food, PE lessons are boring, etc.
parents: ...
children themselves: ...

 3) Write your composition (120-150 words) using the plan and linking expressions from ex. 1.

Introduction: *a statement*
Body: *arguments*
Conclusion: *what I think*

  Activity Book ex. 1, 2, 3. Reader ex. 8.

 NEXT LESSON IS A CONSOLIDATION LESSON. 

Lessons

10-11

Do you live
a healthy
lifestyle?

 People should know how to live a healthy lifestyle.

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

Project 1 you are what you eat

1. Think about how different products may be good or bad for health.
2. Make a collage showing the influence of certain products on the body.
3. Write captions.
4. Explain your collage to your class.

Project 2 How healthy are my classmates?

1. Combine the results of all surveys you've made.
2. Make diagrams about your class.
3. Organise diagrams into a collage.
4. Give captions if necessary.

Project 3 My report

1. Choose a topic for a report. You may choose from the following:
 - Is it possible to eat healthily in our school?
 - Do we have enough PE lessons?
 - *Your own topic*
2. Write a report and give illustrations.

2) Present your project to your classmates. Use phrases on pp. 35-36. Answer your classmates' questions.

3) Discuss the projects and decide which project is the most interesting/attractive.

Lessons

12-13

Test
yourself

 **I** LISTENING COMPREHENSION (AB-I)

 **II** READING COMPREHENSION (AB-II)

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

 **IV** SPEAKING

1. Role play. Your school has received a gift of money. The money is enough either to improve the quality of school food or to develop sports clubs.

What plan do you support? Discuss the options and choose ONE you both like most of all.

Pupil Card 1

Your school may improve the quality of food or develop sports clubs. **Discuss the options and choose ONE you both like most of all. But you want to support a plan to improve the quality of school food.**

You begin the conversation.

Remember to:

- give reasons;
- show the result/effect of eating healthy food;
- give examples;
- come to an agreement.

Pupil Card 2

Your school may improve the quality of food or develop sports clubs. **Discuss the options and choose ONE you both like most of all. But you want to support a plan to develop sports clubs.**

Listen to your friend.

Remember to:

- give reasons;
- show the result/effect of taking regular exercise;
- give examples;
- come to an agreement.

2. Some people say that physical exercise should be a necessary part of every school day. Other people believe that pupils should spend the whole day studying.

Which opinion do you agree with?

Remember to say:

- why physical activity is important;
- what sports can you play at school;
- what the advantages of playing sport are;
- what downsides of sport are.

You have to talk for 2 minutes. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

V WRITING (AB-IV)

VI CULTURAL AWARENESS (AB-V)

VII NEW WORDS AND WORD COMBINATIONS FROM UNITS 4 AND 5

Unit 4

Lesson 1

accurate
balance*
boxing
to cause
a character
competitive
coordination*
cricket
cycling
to develop
figure skating
golf
gymnastics
to include*
an injury
judo
to keep fit
to lose
to master
patient
rugby
self-confident

a sense
a skill*
synchronized swimming
track and field athletics
weightlifting
to win

Lesson 2

to break a record
cheerleading*
to compete
a marathon
netball*
a sack*
a sprint*
to throw

Lesson 3

championship
for
to hold
since

Lesson 5

an athlete
blind
boccia*
goalball*
a physical disability
a wheelchair*

Lessons 8-9

after it
in the end
later

Unit 5

Lesson 1

a calorie*
a diet
a disease
fast food
garlic*
a habit
homemade*
inactivity
to lead to
a lifestyle
obesity
overweight
to promote
regular
regularity
to skip
to snack (on)
used to
a variety
a way to live

Lesson 2

to ban
fitness*
to give up
junk food
to limit

Lesson 3

conditioner*
gel*
mask*
shampoo*
soap*

Lesson 4

a fever*

Lesson 5

flexible*
a muscle*

Lesson 7

to explain

Lessons 8-9

as a result
because of
consequently
other causes are
to result in
since

Answer the questions.

- 1) Which words are similar in spelling or pronunciation to Russian words?
- 2) Which words will you use to describe healthy/unhealthy lifestyle?
- 3) Which words will you use to describe the advantages of playing sport?
- 4) How many new words and word combinations from Units 4 and 5 do you know?



VIII SELF-ASSESSMENT (AB-VI)

Unit 6

Changing times, changing styles



Lesson

1

What was in fashion in the past?

1. Vocabulary. In Britain people followed different fashion tendencies in different periods of history. During the 1950s a new market grouping called teenagers* was created and fashion was becoming more and more focused on youth.

   1) Look at the photos which show youth fashion from the middle of the 1950s up to the present moment and read the text. Which picture illustrates which period?

In the 1950s young women and teenage girls wore skirts with petticoats and cardigans. Tight trousers or jeans with oversize jumpers were in fashion for both teenage girls and boys.

In the period from 1960 to 1967 the miniskirt and tights appeared. Young women and teenage girls looked like children in baby-doll dresses and pinafores which they used to wear with high boots. Black polo-neck sweaters became popular thanks to the Beatles.* Jeans were popular and denim was also used for shirts, jackets and hats. Fashion was also becoming universal for girls and boys.

In the period from the late 1960s to the 1970s individuality was above all. The ethnic style came into fashion together with hippies.* Clothes were often customized with embroidery.

In 1969 the maxi was introduced. As to footwear young men and women wore platform shoes.

In the early 1970s “flares” and “bags” came into fashion.

From 1975 narrow and straight trousers became trendy again. To be up to date with the fashion women wore trouser suits. During the mid-1970s the punk* style appeared but soon in the late 1970s sportswear came into fashion. In the 1980s shoulder-padded shirts and jackets became trendy. Tracksuits, leggings and training shoes became fashionable uniform that men and women of all ages wore.



In 1990s young people enjoyed wearing clothes in different styles — from miniskirts and flares to hippie styles, platform shoes, the punk and ethnic styles and some others. **Clubwear**, **streetwear** and **sportswear** are the three main tendencies in today's young fashions in Britain.



a **petticoat** — нижняя юбка

tight [taɪt] — облегающий

oversize — ?

to be in fashion — быть в моде

tights [taɪts] — колготы

a **baby-doll dress** — ?

a **pinafore** ['pɪnəfɔː] — сарафан

a **polo-neck sweater** — свитер с воротником «поло»; водолазка

denim ['denɪm] — джинсовая ткань

to come into fashion — ?

to customize — вносить изменения по своему усмотрению; украшать

embroidery — вышивка

maxi — ?

footwear — обувь

platform — ?

flares — расклешенные брюки

bags — брюки, широкие по всей длине

narrow — узкий

trendy = **fashionable** — модный

to be up to date with the

fashion — ?

a **trouser suit** — брючный костюм

clubwear — ?

streetwear — ?

sportswear — ?

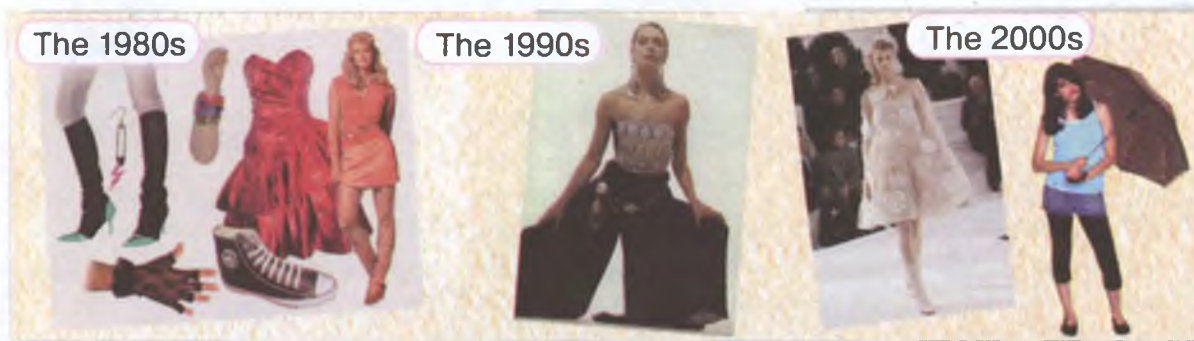
shoulder-padded — с подплечниками

leggings — ?

a **piece of clothing** — ?

to go out of fashion — ?

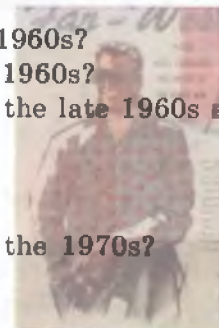
2) What clothes did young people wear in Britain in different periods of time? What were the clothes like? Copy the word web and fill it in.



E 3) Find the pieces of clothing and footwear in the pictures to illustrate the chart.

E 4) Read through the text again and answer the following questions.

- What was in fashion for girls in the 1950s?
- What pieces of clothing came into fashion for girls in the 1960s?
- What pieces of clothing were trendy for young men in the 1960s?
- What did people do with their clothes to look fashionable in the late 1960s and in the mid-1970s?
- In what period did people follow the hippie style?
- What kind of footwear was trendy in the early 1970s?
- What did people wear to be up to date with the fashion in the 1970s?
- What period of time was sportswear in fashion?
- When did shoulder-padded shirts go out (of fashion)?
- Are leggings out of fashion today?



E 2. Fashion is changing all the time.

1) What is in and out of fashion at the present moment?

I think that
I know for sure that
It seems to me that
I don't think that

is/are (trendy/in fashion) nowadays.
came into fashion again.
became (popular/trendy) again.
is/are in fashion nowadays.
is/are worn by ... nowadays.
is/are out of fashion now.

2) Which pieces of clothing would you (not) like to have?



I'd love to have ...
I think I would also wear ... and ...
They/It seem(s) to be ...
Most of all I dislike ...
I don't think I would ever put on ...
They/It look(s) ... nowadays.



E 3. In your culture. In different periods in our country young people tried to follow main European fashion tendencies.

1) What was in fashion in our country in different periods of time — from the middle of the 1950s up to the end of the 20th century? What do you think?

2) Do you know anything about the clothes your family members wore in the same periods of time? Show your family photos and tell.

E 4. Activity Book ex. 1, 2. Reader ex. 1.

Lesson

2

What do you know about streetwear?

1. Vocabulary. Clothes can tell us about people immediately. Hippies or punks, for example, can easily be recognized.

2) 1) Group work. Choose the statements that fit to describe punks and hippies.



Hippies*



Punks*

like wearing ethnic jewellery
and other accessories

like having tattoos and piercing

enjoy wearing baggy trousers

have pale and unhealthy look

wear sandals or walk barefoot

have brightly dyed spiky hair

wear untidy and ripped clothes

wear black tight trousers and Doc

Martens boots*

customize their leather jackets with
safety pins

wear clothes customized with embroi-
dery

were the first to wear cheesecloth kaf-
tans and headbands

jewellery ['dʒu:əlri] — ювелирные
украшения

accessories [ək'sesəriz] — ?

a tattoo [tæ'tu:] — ?

(a) piercing ['piəriŋ] — ?

baggy — ?

pale — бледный

barefoot = without footwear

dyed — окрашенный

spiky — заостренный

ripped — рваный

leather ['leðə] — кожаный

a safety pin — булавка

a cheesecloth kaftan — блуза из мар-
левой ткани, «марлевка»

a headband — повязка на голову



2) Read out the descriptions, then listen to check.

3) Add the new words to the word web (Lesson 1 ex. 1.2).

4) Do the punk or hippie styles attract you? What do you think about these styles?

I think it is (not)

nice
comfortable
cool
silly
(un)healthy
dangerous
beautiful

to wear ...
to have ...
to customize ... with ...
to have piercing/tattoos
to walk ...
to put on ...

I have (never) worn/had/customized ... with/...

I think I will (never) put on/wear/have/customize ... with/...

5) Today twenty-seven per cent of the British young people (out of those who belong to modern youth groups) identify themselves as moshers.*
What clothes do moshers wear? What do they look like? Say and then listen to check.



Normally in the UK teenagers prefer wearing ordinary clothes.

1) What do you think the UK teenagers do not wear every day? (See ex. 1.1.)

2) What do the UK teenagers usually wear? Guess the meaning of the unknown words by pictures and analogy or use a dictionary.

Clothes are very important to British teenagers. Many love to shop for the latest fashions. When teenagers are relaxing at home or out meeting with their

friends, they wear comfortable clothes like or , ,

, or . Special clothes for different climate include heavy

and for cold windy weather and and for rainy weather. Footwear can be from Nike or Adidas to leather



Girls also wear anything from  to highly fashionable  and  with heels or without. When they are at school, most children have to wear a uniform. Britain is a multicultural society and in certain cities one can find young people wearing ethnic clothes.

3) What do you think the US teenagers normally wear? Replace the British English words with the American English words in the text. Make necessary changes.

BE

trousers
jumper/pullover/
sweater
pants
trainers
polo-neck sweater

AE

pants
sweater

underwear¹
sneakers
turtleneck sweater

In your culture.

1) Can you add anything to the portrait of your family as far as clothes are concerned?

2) Is anything special in your hometown teenage fashion? What do you and your friends usually wear when you are at home and out?

Clothes are (not) very important for ...
At school we ...
When I am relaxing at home I wear ...
When I am out meeting with my friends I ...

My special clothes for ... include ...
Footwear can be ...
As to my friends ...

3) In different schools there are different fashions.

What's cool in your school and in your class? Does everyone care? What is the latest craze?

We have some big trends in my school.

We don't have any big trends in my school but ...

In my school ... is/are in fashion now.
... is/are becoming more and more popular.
Besides, ... is/are trendy as well.
Almost everyone has/wears ...
... are also really cool.
... is the latest thing for girls/boys.
The biggest trend in our class is to wear ...
But the latest craze² is ...
Besides, ... is what almost everyone is wearing/having in my class.

Activity Book ex. 1, 2. Reader ex. 2.

¹ underwear ['ʌndəweə] — нижнее белье

² craze — разг. мода, повальное увлечение

Lesson

3

If I went to Britain ...

1. When people travel they try to buy souvenirs to remember about the places they visit.

1) What countries do Kirill from Russia, Jessica and her mother from Britain want to visit? What souvenirs do they dream about?



If I went to Britain, I would choose the tartan.* I know that the tartan cloth is used for making kilts.*

If my mum and I visited Russia one day, we would buy some Russian-style things.

2) What would Kirill, Jessica and her mother choose as souvenirs if they went abroad? Что бы выбрали Кирилл, Джессика и ее мама в качестве сувениров, если бы они поехали за границу?

3) What verb forms are used to talk about imaginary situations? Read the rule to check.

Grammar in focus

Second Conditional

Сослагательное наклонение

Когда мы говорим о действиях или событиях, которые могли бы произойти в настоящем или в будущем, мы используем сослагательное наклонение **Second Conditional**. В придаточном предложении с союзом **if** сказуемое обычно используется в Past Simple, в главном предложении используется **would + инфинитив смыслового глагола**:

If I **were/was** a tourist in my own country, I **would buy** (I'd buy) a tartan kilt.

Если бы я был туристом в своей стране, я бы купил килт.

If my mum **went** to Britain, she **would bring** me back a birthday present.

Если бы моя мама поехала в Британию, она привезла бы мне подарок ко дню рождения. (Но она не планирует эту поездку.)

If they **could**, they **would go** to Britain, but they can't afford it.

Если бы они могли, они бы поехали в Британию, но у них нет возможности.

GS p. 199, AB ex. 1

2. These are some typically British things which foreign tourists sometimes buy as souvenirs in the UK.

1) What are the souvenirs like?

- The tam-o'-shanter cap*
- The boater*
- The brogues
- The deerstalker*
- The glengarry*
- The top hat*
- A Burberry* bag
- A brightly coloured umbrella from James Smith and Sons*
- A teapot from the famous Tea House* in London



2) Which of the things would you or your family members buy if you/they were on a visit to the UK?

If I were in Scotland,
I would buy a tam-o'-shanter cap.

If my mum were in England now,
If my big sister went to Britain,
If my dad wanted to buy a souvenir,
If I could buy a new piece of clothing,
If my parents wanted to bring me a present,
If my pen friend lived in the UK,
If my grandparents could go to London,
If I were travelling in the Highlands now,

she would buy ... for dad.
I would buy ...
I would choose ... as a souvenir.
he would send me ...
he would choose ... for me.
she would think of buying ...
they would buy ...
they would ...



3. Advertisements tell us about different things and help people to make the right choice.

1) Read some ads and say what clothes and footwear are advertised and what is special about them.



Look cool in this trendy shirt
for only £12!



Funky¹
accessories
for beautiful
girls for £8!



Kaftans
with
embroidery
for £10!

¹ funky — оригинальный, забавный



2) Imagine you are in the UK. You've got £100. You want to buy some presents for your relatives and friends.

Look through the things on pp. 159-160 and make a choice. What would happen if you bought some of these things?

If my sister got a brightly coloured cardigan, she would be happy.

If ...

get ...
dress up in ...
put on ...
try ... on ...
appeared in ...
come to school in ...
come to a party in ...
have a chance to get ...

she
he
they
everybody
people around

be happy.
be surprised.
be up to date with the fashion.
pose for a long time before a mirror.
look gorgeous.¹
think ... is crazy/trendy/...
say "..."

1) Imagine the situation when you could go back in time to wherever you like.

1) Listen to Jane and Kevin first. What time and place would they like to travel back to and why?

2) What time would YOU like to travel back to? Why? Think and talk about it in terms of clothes and fashion.

Card game. "What would you do if ...?"

6. Activity Book ex. 2, 3. Reader ex. 3.

¹ gorgeous ['gɔːdʒəs] — великолепный, прекрасный

Lesson

4

I wish I could wear jeans to school!

1. The English love uniforms. There are certain uniforms on different occasions. In normal life there is also a tradition of uniform.

1) What uniforms are these British teenagers talking about?

I wish I could wear the dark blue helmet¹ and the uniform of a police officer.

I wish my mum had one of those funky hats that ladies wear at the Royal Ascot* race meeting on Ladies' Day!

I wish they would ban making busbies* of bearskin²!

2) What do the teenagers wish for? What do they regret?

3) What verb forms do the teenagers use to express their wishes and regrets?



¹ a helmet — шлем

² bearskin ['beəskin] — медвежья шкура

I wish ...

Когда мы говорим о нереальных желаниях или сожалеем о чем-либо, мы используем сложноподчиненные предложения с глаголом **wish** в главном предложении и глаголом в **past tenses** для выражения настоящего или будущего времени в придаточном предложении.

I **wish** I **were** rich (now). Как мне хотелось бы быть богатым (сейчас).

They **wish** they **could go** to Britain this year. (But they can't afford it. It's a pity.)

Они хотели бы поехать в Британию в этом году. (Но, к сожалению, не могут.)

В том случае, когда мы выражаем недовольство в связи с тем, что кто-либо поступает не так или что-то происходит вопреки нашим желаниям, мы используем в придаточном предложении **would + infinitive**.

I **wish** they **would NOT ban** miniskirts at school. (But they do.)

Было бы хорошо, если бы НЕ запрещали мини-юбки в школе. (Но это произойдет.)

I **wish** they **would come** in time.

Мне бы хотелось, чтобы они приходили вовремя. (Но они продолжают опаздывать.) Или Мне жаль, что они не приходят вовремя. GS pp. 200-201

2. What unreal wishes and regrets do these teenagers have? Which of them do you share?

I wish I could wear a punk* hairstyle at school!

I wish I could wear a punk hairstyle at school, too! Or I don't think I can share this wish.

- I wish I could try on the Beefeater uniform one day.
- I wish I could go to Britain to look at a real mosher.
- I wish the Royal Coachman* would have some other uniform!
- I wish my mum wouldn't work in that shop. Their uniform looks so stupid!
- I wish trendy clothes would not be so expensive!
- My Granny wishes that leggings would come back again! But they are horrible!
- My mum wishes that the mini would never come into fashion again.



E 3. Most British teenagers have to wear a school uniform.

What are some of the teenagers' wishes and regrets concerning their school uniform?

Teachers tell us what to wear to school. I don't have a choice!
I wish teachers would not tell us what to wear to school!
I wish I had a choice!

- In our school girls are not allowed to wear high heels. It's unfair.
- In my school students can't wear accessories. Why?
- Girls have to wear trousers instead of skirts in our school. Do you also think that skirts should be banned from school?
- Students don't make decisions over school uniform. It's not a good idea!
- According to our school dress code girls have to wear skirts in winter. They don't understand: we get cold!
- The boys' uniform in our school is rather dull. Teachers, think of something more optimistic. Please!
- Flares are banned in our school! Why? They are not "dangerous" at all!



4. People dream about different things even if their dreams could hardly come true. Sometimes people's dreams are connected with money.

1) What would Alec do with lots of money if he had it?

E 2) Pair work. What would YOU do if you had a lot of money?

Pupil 1

I wish I ... lots of money.

If I had, say, ... I would ...

What would you do with the money if you ...?

Pupil 2

Let me think. I wish I ...

If I ...

Would YOU ...?

E 5. There may be something you don't like about yourself or people around you.

What would you like to change in your life for the better?

On the whole ...

But ...

I wish ...

If I ...

Besides, I wish ... would ...

And finally ...

6. Activity Book ex. 1, 2. Reader ex. 5.

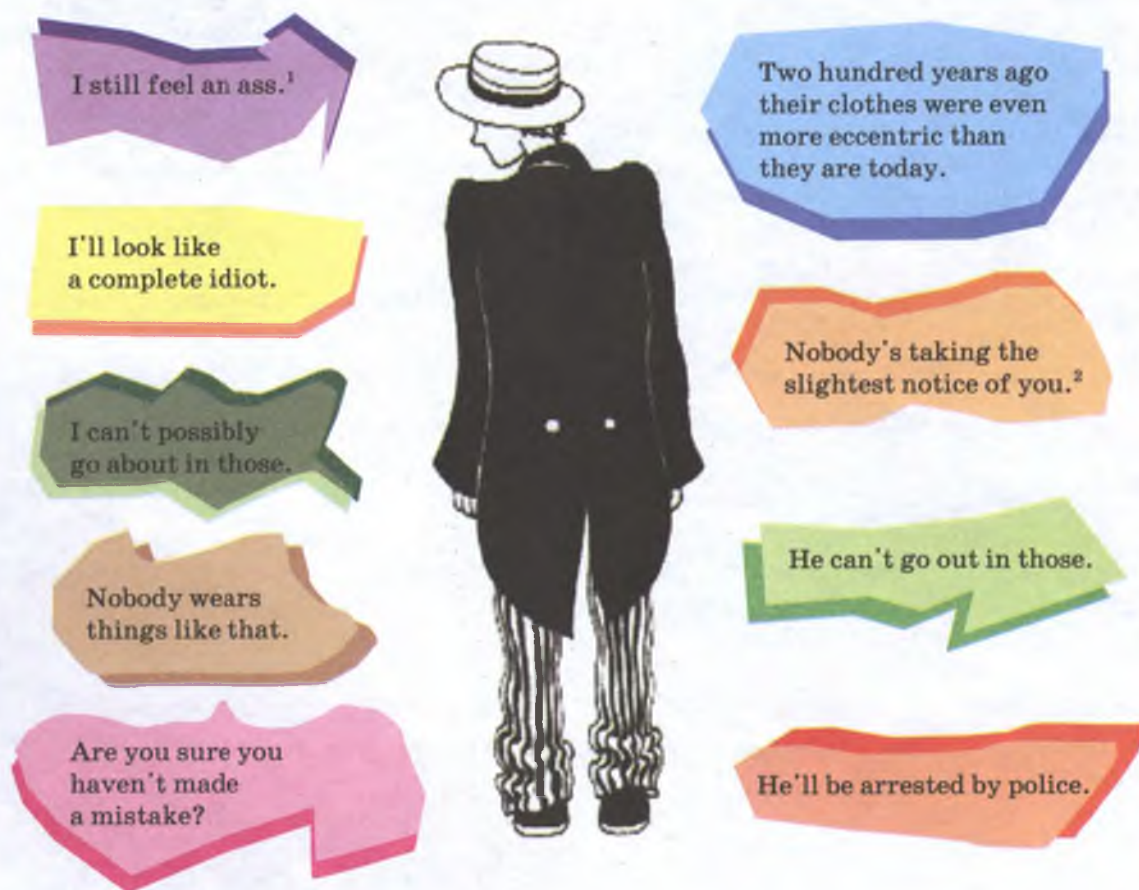
Lesson

5

“Nobody wears things like that!”

1. You are going to read a chapter from the book *Boy* by Roald Dahl. The book is about the author's childhood and school years.

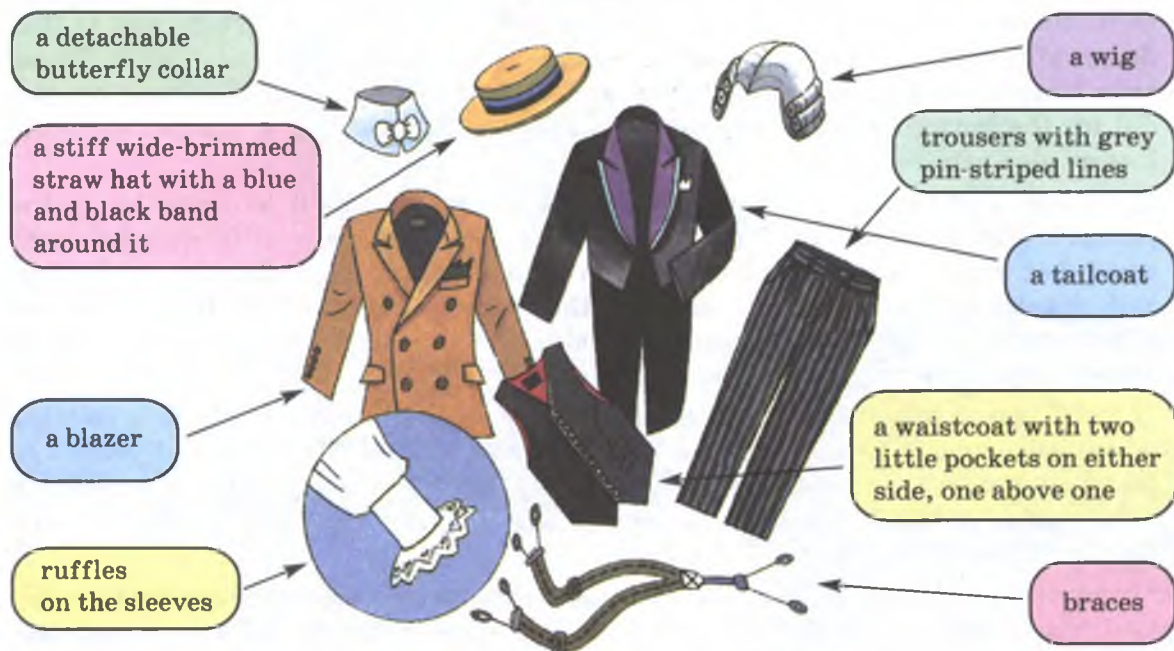
1) Look at the picture, read the captions and say what occasion Roald Dahl got dressed for.



¹ to feel an ass — чувствовать себя глупо, неловко

² not to take the slightest notice of sb — не обращать ни малейшего внимания на кого-л.

2) Look at the pictures and guess the meanings of the following words.



3) Read the story, look at the pictures again and say which pieces of clothing were parts of Roald Dahl's school uniform and which were not.

I was exactly thirteen in September 1929 when the time came for me to go to school. On the day of my departure,¹ I had first of all to get dressed. I had been to London with my mother the week before to buy the school clothes, and I remember how shocked I was when I saw the outfit² I was expected to wear.

And now this amazing fancydress was there on my bed. "Put it on," my mother said. "Hurry up or you'll miss the train." "I'll look like a complete idiot," I said. My mother went out of the room and left me to it.

I began to dress myself. First there was a white shirt with a detachable white collar. This collar was unlike any other collar I had seen. It was known as a butterfly collar. Around the collar but underneath the butterfly wings, I tied a black tie, using an ordinary tie-knot. Then came the trousers and the braces. The trousers were black with thin pin-striped grey lines running down them. I buttoned the braces on to the trousers, six buttons in all. Then I put on the trousers and adjusted the braces. I put on a brand new³ pair of black shoes and laced them up.

Now for the waistcoat. This was also black and it had twelve buttons and two little waistcoat pockets on either side, one above the other. I put it on and did up the buttons. All this was bad enough for a boy who had never before worn anything more elaborate⁴ than a pair of shorts and a blazer. But the jacket put



¹ departure [dɪ'pɑ:tʃə] — отъезд

² an outfit — экипировка, полный комплект одежды

³ brand new — совершенно новый, «с иголки»

⁴ elaborate [ɪ'ləbeɪrət] — замысловатый



the lid on¹ it. It wasn't actually a jacket, it was without a doubt the most ridiculous garment² I had ever seen. In the front the two sides met only at one point. Here there was a single button and this had to be done up. From the button downwards, the lines of the coat separated ... forming a pair of "tails". These tails flapped against your legs when you walked about. I put the thing on and did up the button. Feeling like an undertaker's apprentice in a funeral parlour,³ I crept downstairs.

My sisters shrieked with laughter⁴ when I appeared. "He'll be arrested by the police!" "Put your hat on," my mother said, handing me a stiff wide-brimmed straw hat with a blue and black band around it. I put it on and did my best to look dignified. The sisters fell all over the room laughing. "Nobody's taking the slightest notice of you," my mother said as we walked through Bexley High Street. And curiously enough nobody was.

"I have learnt one thing about England," my mother went on. "It is a country where men love to wear uniforms and *eccentric* clothes. Two hundred years ago their clothes were even more eccentric than they are today. You can consider yourself lucky you don't have to wear a wig on your head and ruffles on your sleeves." "I still feel an ass," I said.

"Everyone who looks at you," my mother said, "knows that you are going away to a Public School. All English public schools have their own different crazy uniforms. People will be thinking how lucky you are to be going to one of those famous places."

4) How was Roald getting dressed? Find the English equivalents of the following:

• завязал ... галстук обычным узлом • пристегнул подтяжки к брюкам на пуговицы • отрегулировал длину подтяжек • зашнуровал туфли • застегнул ... на все пуговицы • застегнул ... на пуговицу • надел ..., изо всех сил стараясь выглядеть достойно

5) What order did Roald get dressed in? Write out the names of the pieces of clothing in the order they were put on.

1) a white shirt with a detachable white collar 2)

6) Read through the story for the words used to describe "the school clothes". What emotions do the words suggest?

7) How did Roald's mother try to comfort her son? Was Roald's mother English by origin or not? Prove your opinion from the text.

2. Reader ex. 4.

¹ to put the lid on — довершить (все дело)

² a garment = a piece of clothing

³ an undertaker's apprentice in a funeral parlour — подмастерье в похоронном бюро

⁴ to shriek with laughter — истерически хохотать

Lesson

6

Fashion victims ... Who are they?

1. Cathy and James were asked some questions about their fashion favourites.

1) Look to the clothes Cathy and James are wearing and say what they could answer to the following question: What kind of clothes do you like to wear most of all?

2) Listen to the interview and tick each teenager's answers to the questions. (listening for specific information)



1 What kind of clothes do you like to wear most of all?

Names/clothes	T-shirt	jeans	trainers	accessories	tops	leather jacket	jumper	shorts
Cathy								
James								

2 What was the last piece of clothing you bought?

Names/clothes	ripped jeans	couple of T-shirts	black cardigan	funky bracelet	couple of tops	dress
Cathy						
James						

3 What are your favourite shops?

Names/clothes	Marks and Spencer*	Traid*	Warehouse	Tammy	Miss Sixty	Top Shop
Cathy						
James						

3) Listen to the questions again and answer them.

"Fashion Victims"¹ is the topic of the talk show the extract from which you are going to listen to.

1) Who are the biggest fashion victims — boys or girls? What do you think?

2) Listen to the talk show participants and tick in the chart below the numbers of the speakers who think that girls/boys are the biggest fashion victims. (listening for the main idea)

Girls	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6	Speaker 7	Speaker 8
Boys	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6	Speaker 7	Speaker 8

3) Look through the arguments below. Which of them could the talk show participants give to prove that boys are the bigger fashion victims than girls? Some of the arguments are not used by the speakers.



- a) do their hair carefully and use gel
- b) spend more time in front of a mirror
- c) get more interested in clothes and shopping
- d) enjoy picking up their clothes
- e) show off in their smart clothes before girls
- f) are always out buying clothes and shoes
- g) wear accessories and dye their hair
- h) spend a lot of time on their appearance
- i) try to keep up with the fashion and look cool
- j) like discussing what other boys and girls wear
- k) have a lot of clothes in their wardrobes²

4) Listen to the talk again and circle the letters of the arguments you've heard.

5) Which opinion do YOU share? Express your own point of view on the problem.

3. Activity Book ex. 1. Reader ex. 6.

¹ a victim — жертва

² a wardrobe ['wɔːdrəʊb] — гардероб, одежда

Lesson

7

Is fashion important for you?

1. Young people in Britain have different attitudes towards fashion.

1) Phil, Tracey and Katya are exchanging their opinions on clothes and fashion.

Do they care what they wear? Is fashion important for all of them? (listening for the main idea)

2) Read through the texts and answer the questions after the texts.

Tracey Ponsford: All my classmates say that I'm trendy. Yes, I am! I enjoy wearing trendy clothes. I like to look cool and attractive. It's very important to know what is in fashion at the present moment. I like shopping and spend hours picking clothes that suit me. My classmates say that I am interested in fashion too much, but it's not that bad, is it? Sometimes I can appear in something really gorgeous. When you are up with the latest fashions you feel you are an individual. If I could I would wear different pieces of clothing every day. I wish I had lots of money to do that.



Tracey Ponsford



Phil Slager

Phil Slager: I don't care what I wear. More than that I don't care what other people wear. My mum buys clothes for me at a market. Sometimes we have to shop in charity shops. Why not? Not all people can afford to be up to date with the latest fashions. I prefer casual¹ things — jeans, T-shirts, sweaters or sportswear. My elder brother's mates have spiky hair, tattoos and piercing. I wish my brother wouldn't do that but he doesn't listen. He says that they express their individuality. I don't know if they are right or not but I would never have all those things.

Katya Guseva: Everyone in my class is really trendy. They spend a lot of time talking about clothes or accessories they want to spend their money on. Some friends of mine think that I'm boring and wear unfashionable things. Frankly speaking fashion is not very important for me. Fashion comes and goes. Looking clean and decent² is more important than looking trendy, isn't it? I prefer clothes which I feel comfortable in. I'm sure that you must feel good in what you wear and that is all. If I had a lot of money I would buy clothes which would never go out of fashion, or I'd rather buy some DVDs or a good book.



Katya Guseva

¹ casual ['kæʒuəl] — обычный

² decent ['di:snt] — приличный

- What clothes does Tracey wear?
- Why is fashion important for Tracey?
- What does Tracey like about clothes?
- What does Tracey dream about?
- What clothes does Phil prefer wearing?
- What is it that Phil doesn't like about his brother and his friends?
- What is more important for Katya than being up to date with the latest fashions?
- What clothes does Katya prefer? Why?

 3) Which of the teenagers' opinions do you share?

  4) Look at the pictures and say which pieces of clothing belong to Phil, Tracey and Katya. Why? Prove your opinion from the texts.



E 5) Which of these pieces of clothing might be yours? Why?

E 6) Listen to the poem *Sneakers* and say whose (Phil's, Tracey's or Katya's) attitude towards fashion is reflected in the poem. Why do you think so?

E ! 7) Listen to some other points of view on the problem and say which of them support(s) Phil's, Tracey's or Katya's opinions and which don't? Explain why.

E 2. What is your attitude towards fashion? Choose from the suggestions below.

Fashion is important!

I don't care what I wear.

Clothes do not make the man but ...

I think that ...

I'm sure ...

Frankly speaking ...

Besides ...

More than that ...

I like when ...

If you keep up with ...

I enjoy ...

It's important to ...

If I ...

I wish ...

I don't like when ...

I don't think that ...

I think it's more important to ...

Not all of us can afford to ...

It's not a problem to ...

There are some other ...

E 3. **In your culture.** According to statistics this is what the teenagers who live in Moscow think of fashion.

Do you think that their attitude towards fashion reflects all teenagers' views on fashion in the country/in your hometown?

7.6% of teenagers do not care about fashion tendencies.

64% of teenagers from low income families¹ cannot afford to be up to date with the fashion.

5.6% do their best to be up to date with the latest fashion.

35% try to follow fashion.

60% try to look clean and decent no matter what is in fashion at the moment.

50% think that this is the quality² that is more important than fashion.

¹ a low income family — семья с низким уровнем достатка

² quality ['kwɒləti] — качество

Lesson

8

“You look fine!” —
“Thank you.”

1. In British culture as well as in any other culture people use certain rules of speaking. Take complimenting, for example.

1) Listen to the conversation between two friends, Nancy and Jessica. Say which of the items below Nancy is complimenting Jessica on. (listening for the main idea)

appearance • personality • family members • abilities • meals
things people have • clothes/things people have made on their own
things people are doing/do/have done, i.e. people's behaviour and actions

2) Find out:

- what Nancy says to show she likes Jessica's dress;
- what Jessica says in response¹ to Nancy's compliment;
- what Nancy says to show she likes how Jessica looks;
- what Jessica adds to keep the conversation going;
- what Nancy says to praise² Jessica's mum's choice.



Nancy: What a funky dress, Jessica!

Jessica: Thank you! Do you like it?

Nancy: Yes, you look smart in it! Is it new?

Jessica: Yes, my mum bought it for me as a birthday present.

Nancy: Oh, how clever of her!

3) What rules of giving and receiving compliments are there in Great Britain?



CULTURE NOTE



In Britain people usually pay compliments on the things they like about the people they are talking to. They also expect to hear “Thank you!” in response to a compliment. Besides, they add something to keep the conversation going. In Britain people usually do not disagree with compliments. Sometimes they pay a compliment in return. Most people in Britain are used to paying big compliments even if they are describing everyday objects and events. Too many compliments may be interpreted as insincerity.³ But not enough compliments may be interpreted as a sign of dislike.

¹ in response — в ответ

² to praise — хвалить

³ insincerity [ˌɪnsɪnˈsɛrəti] — неискренность

4) In your culture. What rules of giving compliments in your country do you know? Read out the rules which are typical of your country. Which of the things mentioned above do you usually compliment on?

2. Here are some other words that can be used to compliment both people and things.

1) Listen to these compliments and imitate the speaker, showing your admiration.

Your new uniform is very nice! Very good! Amazing! Brilliant!
 You look pretty in this new dress of yours! That's fabulous! Great!
 Wow! That's fantastic! Super! You look fine! Terrific!
 It's absolutely gorgeous! What a beautiful top! It looks good on you!

2) Replace the expressions in the conversation (ex. 1.2) with those that fit and read out the conversation you've got.

3. People's attitude towards other people or things varies.

1) Listen, pay attention to the intonation and imitate the speakers.

2) Choose and read the compliments.

They are out of fashion, I'm afraid.
 What a funky shirt! It suits you.
 I would never put all those things on!
 Would you put on something else?
 It doesn't fit you at all. It's too tight.
 Nobody wears things like that!
 You have a good sense of humour!
 It's absolutely horrible!
 You have a beautiful smile!
 Your mum's great!
 It's too bright for my taste.
 It's the coolest bracelet I have ever seen!
 That's a very smart jacket. It matches your skirt.
 The bag is fabulous! Where did you get it?

mind!

to suit — подходить, быть к лицу
to match — подходить по качеству, цвету, дизайну
to fit — подходить по размеру



3) Choose and read the expressions which sound offensive.

4) Take a good look at the pictures on pp. 151 and 173. What would you say about the clothes these people are wearing if they were you?

a) close friends? b) close relatives? c) foreign friends?

4. There is always something we can praise people for.

Walk round the classroom and think of something nice to say to everyone you meet.

5. Activity Book ex. 1.



Lesson

9

Is shopping cool? Is uniform cool for school?

 Sometimes you have to go shopping for clothes whether you like it or not. Here is Jane's composition about shopping with mum.

 1) What are the advantages and disadvantages of shopping with mum?

Shopping is fun! I like shopping on my own but more often I go shopping with mum. Shopping with mum has many advantages.

Firstly, your pocket money is not enough for buying clothes: it is mum who has got the money. **Secondly**, while picking out clothes you will need someone's advice, why not take mum's, for example? **Thirdly**, with mum's shopping experience you have more chances to get the right thing. More than that, you can analyze your buys along the way and ask for advice about what works with what. And **finally**, you can ask mum to buy something else beside what you've planned.

However, shopping with mum has some disadvantages. First of all, your tastes differ: you like one thing and your mum likes something absolutely different, so you can't do without arguing. Besides, you'll have to take into account your mother's opinion, even if you do not agree. Also, you'll have to waste a lot of time and energy on talking your mum into buying a piece of clothing she does not like at all.

Despite the disadvantages, I like shopping with mum, because I feel more comfortable and happy when I buy and wear clothes we both like.



- 2) What arguments does Jane give when she talks about the advantages of shopping with her mother? Which words does Jane use to sound more convincing?

Learning to learn

Giving arguments

Когда вы даете несколько аргументов для того, чтобы поддержать свою точку зрения, и хотите выглядеть убедительно, используйте вводные слова: **firstly** (во-первых), **secondly** (во-вторых), **thirdly** (в-третьих), **finally** (и наконец). Кроме того, для аргументации вы можете использовать и такие слова, как **first of all**, **also**, **besides**, **more than that**.

2. Ten thousand British CBBC website users took part in the vote for and against wearing a school uniform. More than 36% of users said that a school uniform was cool. Less than 64% said that they'd rather wear their own clothes.

- 1) What do you think of wearing a school uniform? Look through the notes about the advantages and disadvantages of wearing a school uniform. Do you agree with these arguments? Would you like to add something?

keeps pupils tidy • helps to focus on learning • doesn't give a choice
saves a lot of time and money • you don't look cool
(not) everyone can afford it • you can (cannot) customize your uniform
you can't be up to date with the fashion
you can put on some accessories to look smart
cannot be liked by everyone • (can't) feel good in the uniform
you can/cannot express your individuality
you can/cannot wear clothes you like
democratic: no competition among students

- 2) Write a composition (150-180 words) about the advantages and disadvantages of wearing a school uniform. Give it a title and give some arguments to support your opinion.

3. Activity Book ex. 1.

NEXT LESSON IS A CONSOLIDATION LESSON.

Lessons

10-11

Do you
care what
to wear?

1. In Great Britain there are a lot of magazines for teenagers in which they often give advice and recommendations on how to behave and dress on different occasions. You can also write to one of such like magazines and share your ideas on fashion and style.

1) Choose a project you would like to do.

Project 1

How to dress for the first date



- Write about what you would wear for the first date.
- Which clothes would you look good in on the first date?
- Ask your classmates about their first date outfit. Make a report.
- Write a few pieces of advice for boys/girls who are going for the first date. Make drawings or attach some photos.

Project 2

They come from Russia

- Think of some traditional Russian items of clothing that could come out of Russia to the international fashion arena.
- Consider your classmates' suggestions.
- Choose three most typical and impressive ones.
- Draw the pictures and attach some photos.
- Present your Russian-style items to the class. Give arguments.



Project 3 Cool school uniform

- Think of a uniform for your school or for your class.
- Decide what the uniform will look like.
- Develop some other ideas for a dress code.
- Think of the rules for accessories, hairstyle, etc.
- Make notes.
- Illustrate your points.
- Describe your new look and evaluate it.



E 2) Present your project and answer your classmates' questions. Explain your ideas and choices. Use the phrases on pp. 35-36.

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

Lessons

12-13

Test
yourself

-  **I** LISTENING COMPREHENSION (AB-I)
-  **II** READING COMPREHENSION (AB-II)
-  **III** USE OF ENGLISH (GRAMMAR/VOCABULARY) (AB-III)
-  **IV** SPEAKING

 **Role play.** Imagine a foreign friend is going to come as an exchange student to your hometown for a year. He/she wants to know what he/she should bring with him/her to feel he/she is dressed in a proper way.

Pupil Card 1

You are an exchange student from Britain.
You begin the conversation.
Remember to:

- say what you know about the main tendencies in today's young fashions in your friend's country;
- ask questions about clothes for different climates;
- ask what young people wear on different occasions;
- ask what a must-have is in your partner's country at the moment;
- show interest/ask for a more focused explanation if necessary.

Pupil Card 2

You are from a receiving country.
Listen to your friend's questions.
Remember to:

- answer your friend's questions;
- tell about what you and your friends usually wear on different occasions;
- give some information about what is in/out of fashion in your country;
- say a few words what is the latest fashions in your hometown/school/class;
- give examples/say a few words about what you personally enjoy wearing.



Choose one of the two topics below.

1) There are some strong stereotypes about the way people dress in Russia. In the *Simple Guide to Russia* by Irene Slatter, one can read the following:

“... if you travel to Russia in winter, you should take a warm coat, gloves, boots and hat (preferably one with ear protection).¹ For the other seasons, take the clothes you would normally expect to wear at these times in Western Europe ... (the climate is similar)”

- Do you agree with the author?
- What would you say to comment on these statements?
- What clothes does the author mean by those “for the other seasons”?

You have to talk for 2 minutes. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

2) In 2002 in the UK the UNICEF* organised the non-uniform day. The day was organised in the following way: children had to pay a small fee² to wear a “normal” piece of clothing to school instead of one piece of their school uniform. The money raised went towards helping children in countries such as Brazil and Bangladesh. Four thousand students joined the project.

- What do you think of the idea?
- What piece of clothing would you swap³ and for what?
- What would you spend the raised money on if your school took part in the non-uniform day?

You have to talk for 2 minutes. The teacher will listen to you until you have finished. Then he/she will ask you some questions.



V

WRITING (AB-IV)



VI

CULTURAL AWARENESS (AB-V)

¹ a (fur) hat with ear protection — (меховая) шапка-ушанка

² a fee — штраф

³ to swap [swɒp] = to exchange

VII NEW WORDS AND WORD COMBINATIONS FROM UNIT 6

Lesson 1

a baby-doll dress*
bags
to be in/out of fashion
clubwear*
to come into fashion
to customize
denim
embroidery
flares
footwear*
to go out of fashion
leggings
narrow
oversize
a petticoat*
a piece of clothing
a pinafore
platform shoes
a polo-neck sweater
shoulder-padded
sportswear
a style
streetwear*

maxi*
tight
tights
to be up to date with
the fashion
trendy
a trouser suit

Lesson 2

accessories
barefoot*
cheesecloth
craze
dyed
a headband
jewellery
a kaftan
leather
an overcoat
pale
piercing
a raincoat
ripped
a safety pin

sandals
spiky
a tattoo
underwear

Lesson 3

tartan*
funky
gorgeous

Lesson 6

a victim
a wardrobe

Lesson 8

a compliment*
to suit
to match
to fit

Lesson 9

firstly
secondly
thirdly

Answer the questions.

- 1) Which words are similar in spelling or pronunciation to Russian words?
- 2) Which words will you use to talk about what's in/out of fashion?
- 3) Which words will you use to describe different pieces of clothing?
- 4) Which words will you use to talk about women's/men's clothes?
- 5) Which words will you use to talk about footwear?
- 6) How many new words and word combinations from Unit 6 do you know?

VIII SELF-ASSESSMENT (AB-VI)

Scripts

Unit 1

Lesson 1

Ex. 3.2)

- a) — I'm from Liverpool and that's very important to me. Then I'm definitely English and I'm proud of it.
- b) — I'm from Scotland. I'm Scottish. Now I live in England but I want to go back to Scotland. The Scots are much nicer than the English.
- c) — My parents were born in Pakistan but I was born in England. We feel proud to be British and members of the Pakistani community too, but my son doesn't care. In his class there are West Indian, Chinese and Spanish children. I think it's great — it helps young people to understand different cultures, different religions, clothes, food and languages.

Lesson 3

Ex. 3.2)

It's funny how we imagine English people. For example, English people are supposed to be cold and unsociable. But these general descriptions are not really true! I spent a week with an English family, the Williams. They are the nicest people I've ever met! To take another example, Englishmen are thought to wear bowler hats and carry a newspaper and a long umbrella. In fact, I don't think I have ever seen a bowler hat in England, apart from in the movies! But the idea that the English are great animal lovers is true. The Williams have got a dog and a cat, they never miss TV programmes about animals and their neighbours have got one or two pets too.

Lesson 4

Ex. 1

The best way to explore the centre of London is to see the sights from the top of an open bus. The tour begins from Victoria Station at 10.00. A guide will describe to you all historic and interesting places you will see on this journey through the City of London. You'll see the Tower of London, Big Ben, Buckingham Palace and many other major sights. The tour lasts about two hours and ends in Trafalgar Square — very comfortable for shopping and further sight-seeing. You can buy tickets at any London Transport Centre or in the bus. The ticket for adults costs 8 pounds and for children under 16 — 3 pounds.

Ex. 2.3)

Before going to Britain I'd heard a lot about it. Some things in London were as I had expected. English people are considered to be reserved. That's true. I laughed when I went on the underground and saw people sitting and reading books. I couldn't understand why no one talked or smiled. But some things were not as I had expected. I had seen beautiful pictures of tourists sights, like Piccadilly Circus and Buckingham Palace, but I hadn't seen pictures of other parts of London. To my surprise, in London there are dirty streets. British

people surprised me too. I hadn't expected London to be so international, with so many people from different countries of the world. I couldn't understand Scottish and Irish people that I met. I could always understand the Londoners. The family I lived with was another surprise; the children spent a lot of time indoors, watching television or playing with the toys. They didn't go out alone. Their fathers took them to and from school.

Ex. 3

The Streets of London

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

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

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

And in the all-night café at a quarter past eleven
Same old man sitting there on his own.
Looking at the world over the rim of his tea cup,
Each tea lasts an hour and he wanders home alone.

And have you seen the old man outside the seamen's mission,
Memories fading with the medal ribbons that he wears?
And in our winter city the rain cries a little pity
For one more forgotten hero and a world that doesn't care.

Lesson 7

Ex. 1.1)

- Can you tell me about you and your family, Philip?
- There are four people in my family. I have a brother, who is eleven.
- What does Ireland look like? I picture it to be like the place where everything is green and where it is warm. Is that so?
- Ireland is different from other countries in many ways. We don't have skyscrapers or very large cities. But we have a beautiful green landscape that's why the country is called the Emerald Isle.
- What is Dublin like?
- Our capital is a small city but it has the largest population in Ireland. About one and a half million people live in our city. The people are open and friendly.
- The Irish life is supposed to be quiet and slow. Is that so?
- Well ... on the one hand we have a quiet life in some parts of the country.

But on the other hand life is busy and fast in large cities, for example in Dublin. At present a million cars drive through the city areas every day.

— California is a good place to live in. And what about Dublin? What are the good things about living in Dublin for teenagers?

— I think Dublin is a good place to live in. I like everything there. The city has a good situation. There are a lot of places to go to with friends. I like going to a local club to listen to my favourite rock band.

Unit 2

Lesson 4

Ex. 1.2)

1. Some festivals in Britain are centuries old. Others are not so old but no less popular. Many British people think that royal traditions are very important. The queen is the only person in the country who has two birthdays. Queen Elizabeth was born on 21 April. It is her real birthday. But she has an official birthday that is celebrated on the second Saturday in June. The official holiday was introduced by King George IV in the nineteenth century.

Now the day is famous for the traditional ceremony the Trooping the Colour and a big parade of the royal horse guard. Thousands of Londoners and visitors watch the parade and millions of people at home watch it on TV.

2. The summer in Britain is rich in festivals. There are village fairs, street festivals and town carnivals all over Britain. One of the most popular festivals is the Notting Hill carnival in London. People from different countries live in London. They preserve their national traditions. Every year people from the Caribbean countries have a fantastic parade in West London. They dress up in national costumes and take part in a carnival. For two days in August the bands play African and Caribbean dance music. People dance to this music day and night. It is the biggest ethnic carnival in Europe and one of the biggest in the world. It comes second after the famous carnival in Brazil.

3. In Britain there are several days when banks and offices are closed. They are Easter Monday, Whit Monday and the last Monday in August. These days are called bank holidays. They are not celebrations, they are just days when people don't go to work. The term "bank holiday" was introduced in 1871. Today people spend these holidays in different ways. The August Bank Holiday is probably the most popular one of the year. It is so popular because it is a time when children are not at school and the weather is expected to be fine, so many people try to make this a long weekend and to go to the seaside or to the country. In recent years, there has been a lot of talk about having another Bank Holiday mid-way August and Christmas, but nothing has been done yet. October would be a good month for a new holiday because the weather is not bad then. Many people would like to have one more Bank Holiday or two as Britain has fewer than most European countries.

Ex. 2

A. Children like Halloween very much. It is a colourful festival when children wear costumes of ghosts and witches and play tricks with their friends.

B. Pancake Day is a funny custom. It is famous for an unusual race with frying pans and pancakes.

C. The Chelsea Flower Show is a popular occasion when many people get together to enjoy wonderful flowers. It is a romantic festival of flowers and beautiful gardens.

D. Guy Fawkes' Night is observed on the 5th of November when people in Britain light fireworks and burn a straw guy on a bonfire. This celebration is often associated with collecting money for charity.

E. The New Year's Day is joyful. Some people in Britain celebrate it. It is often associated with fancy costumes, first-footing and a New Year family dinner. Some people send postcards to their relatives and friends, even to those people they haven't seen for a long time.

Lesson 5

Ex. 3 (Activity Book ex. 1)

St Valentine's Day is celebrated on the 14th of February in many Christian countries. There are many legends that are connected with the day. One of the legends tells us about Valentine, a Christian priest who lived three hundred years before Christ in Rome. Today it is the capital of Italy. He married Christians and the Romans couldn't ignore it. They sent Valentine to prison and killed him on the 14th of February. According to a legend, Valentine wrote letters from the prison to his friends and children who missed him. Today St Valentine's Day is the day for people who love each other. It is the day when you show your friends or the people you love that you care. People send sweets or flowers to someone they think is special. Most people send "valentines" or greetings cards, they may be sentimental and romantic, funny and friendly. Some people send a valentine without giving their names. People of all ages love to send and to receive valentines. Valentines can be heart-shaped or have hearts, the symbol of love, on them.

Unit 3

Lesson 1

Ex. 3.2)

Results of a British teenage holiday survey show that 92% of both boys and girls would go abroad for their holidays. Only 3% of teenagers said that their parents can't afford travelling abroad. About 50% of teenagers chose America as their ideal holiday place. And 86% of teenagers chose Disneyland as their favourite holiday destination. 17% of teenagers think that visiting travel agencies is fun. 74% of teenagers think that package holidays are boring and would like to travel on their own.

46% of girls and 29% of boys said that they prefer to stay at the seaside resorts with nice beaches. About half of the teenagers preferred to stay in a hotel. Hotels were especially popular with the girls. 35% of girls and 21% of boys chose hotel as holiday accommodation. Teenagers like a lot to see and do on holidays. But only 27% of teenagers said that they like to go sightseeing and visit different tourist attractions. 10% of teenagers prefer to go on excursions with organised groups. All the teenagers think that travelling is exciting, but not by car or coach. 49% of teenagers hate guided coach tours. Travelling by air came top. A lot of teenagers chose travelling by plane.

Lesson 3

Ex. 2.2)

Nancy: I went to Britain last year with a friend of mine. We travelled around on our own and we were able to see quite a lot. My friend can't speak any foreign languages, but she could enjoy the sights. We could visit various tourist attractions. We couldn't see all of London of course. But I was able to take a lot of wonderful photos and buy nice souvenirs.

Kurt: I always wanted to go to Britain and visit London. I'll be able to visit London as an exchange student next December. It's fantastic that I could spend Christmas holidays in London. I'll be able learn much about British culture and traditions. It will be a wonderful experience.

Ex. 3.2)

I went to Boreatton Park last summer and I had the most fantastic time ever! The activities were super. There was not one that I didn't like. I could do many sports and play different games. I was able to try the indoor climbing wall, horse-riding, fishing, swimming. Also canoeing was a laugh because I fell in the lake. It was really good and fun. I could make a lot of friends from the centre and get new experience. There was never a moment where I was unhappy. I enjoyed everything we did. I wasn't able to do everything, but I will be able to go back there again next holidays.

Lesson 4

Ex. 1

- Excuse me.
- Yes. How can I help you?
- Can I have another orange juice, please?
- Certainly.
- Hm, without ice, please.
- Sure. Here you are. Anything else?
- Yes. Could you tell me what time we are landing in Heathrow?
- At 5.30. That's in exactly 15 minutes.
- Oh, have I got enough time to go to the bathroom before we land?
- I'm sure it'll ...
- Attention, ladies and gentlemen. This is Captain Preddy speaking. We will be landing in Heathrow in 15 minutes. All passengers are kindly requested to go back to their seats and to fasten their seat belts. Hope you've enjoyed the flight and thank you for choosing British Airways.
- Well, I guess that's the answer to my question.

Ex. 2

- Your passport, please.
- Here you are.
- Miss Tatyana Smirnova.
- Yes, that's right.
- How long are you going to stay in Britain?
- For three weeks.
- And what's the reason for your visit?

- I am going to do an English course in Oxford. I want to learn some more English. But first I'm planning to stay in London for three days to meet my friend.
- Have you got any documents from your school?
- Yes. Here is a copy of all the documents from the school. And this is the address of the family I'll be staying with.
- Your English sounds very good.
- Thanks. Actually, this will be my second language course in Britain.
- OK. Here is your passport and your school documents. Enjoy your stay.
- Thank you. Goodbye.
- Goodbye.

Ex. 3

- Hello.
- Hello, this is Kurt. Is that you, Tanya?
- Yes, hello, Kurt. I was just about to call you.
- Really? I've been thinking about our plans for tomorrow. Do you still feel like taking a day tour around London?
- Definitely. That's a fantastic idea. Any suggestions?
- Actually, I've got plenty of ideas. Have you thought of anything you'd like to do or places you'd like to visit?
- I guess I'd be happy to see some sort of exhibition.
- An exhibition? Have you heard of the Guinness World of Records?
- Well...
- It's actually the famous Guinness Book of Records brought to life. They've got everything there: models, videos and life-size exhibits. I think it would be a great start to the day and I bet you'll really enjoy it.
- Sounds fine to me.
- We could also go to see the Wallace Collection. You know, French art and sculpture of the seventeenth and eighteenth centuries. How about that?
- I'd rather go to the Guinness thing.
- OK. How about popping into St Martin in the Fields later on? It's not very far. It's at the Charing Cross tube station.
- Isn't it that famous church next to the National Gallery?
- That's right. If we are lucky, we may hear some good music there.
- All right. But I assume by that time we'd be ready for a snack.
- I agree. I know of a great place near there.
- Great. Well, what time shall we meet then?
- How about 10 o'clock at my place?
- Great. See you tomorrow.
- Don't be late! Bye.

Lesson 7

Ex. 4

- When in Britain you would probably like to phone your family at home. You can use any public telephone in Britain to make an international call.
- There are two kinds of public telephone in Britain: those that take coins and those that take telephone cards.

- You can buy telephone cards from newsagents' or some shops.
- You can make your call through an operator. Then you should dial 155.

Unit 4

Lesson 1

Ex. 1.4)

The British are a sporting nation. They are fond of different sports. Thousands of people watch football, rugby and tennis competitions on TV and go to the stadiums. However, the British prefer to go swimming and running. Russian people are fond of sports too. The most popular sports in Russia are football, hockey and track and field athletics. A lot of people also like watching figure skating and gymnastics competitions.

Ex. 4

- a) Some people think that it is a boring game, because it can last for 5 days. But I think that it is very interesting and intelligent. The players look wonderful in their white trousers and white shirts and jumpers.
- b) It is one of the oldest and the most popular sport in the world, the Americans called it soccer. It is an exciting game for real men. There are 11 players in each team. They are big, fast and really strong.
- c) It is my favourite sport. It is an individual sport both for boys and girls. First it was popular only among the boys, but now more and more girls take part in it. It helps to become strong, confident and you are always ready to defend yourself and other people. I think that it is very important. Some people say that it is a fight and it is not good for girls but I can't agree with them.

Lesson 3

Ex. 3.2)

Rugby is a form of football which was started in 1823. That year a pupil of Rugby School William Webb Ellis handled the ball and ran with it during a game of football. The first set of rules was set out in 1845. Since that time rugby has been played all over Britain. The standard game (Rugby Union) has been played by teams of 15. Rugby League is a different form of the game. There are 13 players and slightly different rules.

Lesson 5

Ex. 1.2)

- Who are the Paralympic Games for?
- The Paralympic Summer and Winter Games are the most important competitions for world-class athletes with a physical disability or blindness and are held every four years.
- What sports are there in the programme of the Paralympic Games?
- The Paralympic Games competition schedule includes 19 types of sports. Fifteen of them are shared with the Olympic Games, they are swimming, sailing, cycling, athletics and so on. The other four are exclusively Paralympic. There are four "unique" sports that are played only at the Paralympic Games.
- How interesting ...

Ex. 2

The first Games for athletes with a disability were held in 1948 in Stoke Mandeville, England. On the day of the Opening Ceremony of the 1948 Olympic Games in London, the Stoke Mandeville Games were launched and the first competition for wheelchair athletes was organised.

Four years later, athletes from the Netherlands joined the Games; thus the international movement, now known as the Paralympic movement, was born.

Olympic style games for athletes with a disability were organised for the first time in Rome in 1960, immediately after the Olympic Games. They are considered the first Paralympic Games. About 4000 athletes from 23 countries competed in 8 sports, 6 of which are still included in the Paralympic Competition Programme. Since then the Paralympic Games have been organised every four years. The Paralympic Games have been held in the same year as the Olympic Games, but usually in another country.

In 1976 the first Paralympic Winter Games took place in Sweden.

A new page in Paralympic history was written when, in 1988, the Paralympic Games were held immediately following the Olympic Games in Seoul, Korea, using the same facilities as the Olympic Games. Since this date the Summer and Winter Paralympic Games have followed the Olympic Games using the same stadiums, village and in many cases sponsors and organisational structures.

Ex. 3

It is a new sport. It began in Canada in 1977. Men and women athletes with a physical disability can participate in it. Wheelchair rugby is a combination of rules and skills required in basketball and rugby. The games are held on a basketball ground, and the ball used is similar to the one used in volleyball. Each team consists of 4 players.

It is a competitive sport that is played by individuals, pairs or teams of three. It is a sport for people who are wheelchair users. It is played in indoor halls. The players throw the coloured balls as closer as possible to a white ball. The ball can be thrown using the hand or the foot. Boccia requires concentration, coordination, accuracy and team work.

It is an exclusively Paralympic sport. It is a team sport in which only blind athletes can participate. It is played on a volleyball ground with a ball which has a bell inside. It helps the athletes with orientation. Therefore, while the game is in progress, the gym is completely silent. Goalball needs the players to be strong, quick and have good orientation skills. It became a Paralympic sport in 1980 in Arnhem, the Netherlands.

Unit 5

Lesson 3

Ex. 3.4)

- Do you sell perfume, soap, shampoo and skincare products for women and men?
- Yes, we have been selling all these things since 1976.
- What ingredients do you use?

- We have been using only natural ingredients as far as possible, since our first shop was opened.
- Do you test your products on animals?
- We have been testing none of the products on animals since we started.
- Do you care about the environment?
- The Body Shop advertises itself through its philosophy, which is concerned about pollution, the environment and green issues. We have been reusing and recycling containers and bottles for all these years. We have been sponsoring posters for Greenpeace since 1985 and we have been working with the UK's first green electricity company, Ecotricity, since 2001.
- Do you support any charity programmes?
- Yes, we have been supporting Children on the Edge since 1990 and others.
- Do you develop trading relationships in other countries?
- We have been supporting small producer communities around 25 countries since the 1980s.
- Do all your shops look alike?
- Yes, all the shops have a strong simple design, they are dark green, have wide open doors and a feeling of space and colour. They have all been carrying the yellow and green The Body Shop logo for more than 30 years already.

Lesson 5

Ex. 1.2)

A balanced diet helps people to stay healthy. A balanced diet is one that includes all the food groups. But some foods are healthier than others. Of course, you should eat more healthy ones.

Some people believe that garlic helps to make your heart strong. They think that green tea protects your teeth. They are sure that onion is good for your nerves, that milk makes your bones strong, and banana is good for your muscles. Carrot is thought to be good for your eyes.

If you eat only one type of food, such as grapefruit, it helps to lose weight. And there are some herbs that can help to lose weight without diet or exercise.

Ex. 1.4)

People believe different things. But there are some facts and there are myths about products. Myths can be very dangerous especially for teens.

Facts are — Garlic helps to make your heart strong. Green tea protects your teeth. Onion is good for your nerves. Milk makes your bones strong. Banana is good for your muscles. Carrot is good for your eyes.

Myths are — Eating only one type of food, such as grapefruit, helps to lose weight. Some herbs can help to lose weight without diet or exercise.

Ex. 2

You've probably heard many times how exercise is "good for you". People who exercise burn calories and look better than those who don't. In fact, exercise is one of the most important parts of keeping your body at a healthy weight.

But do you know that exercising can actually help you to feel good, too? If you feel strong, it can help you to see yourself in a better light.

There are three components to a well-balanced exercise routine: aerobic exercise, strength training, and flexibility training.

Try to get 30 to 60 minutes of activity every day (like walking to school). Besides teens should get more energetic activity (like playing football or skating) for three times a week. Some team sports that give you aerobic exercise are swimming, basketball, football, and hockey. But if you don't play team sports, don't worry; there are a lot of ways to get aerobic exercise on your own or with friends, for example, biking, running, swimming, dancing.

Strong muscles are also a plus because they actually help to protect you when you exercise. Different types of exercise are good for different muscle groups, for example:

For strong arms, try skiing.

For strong legs, try running, biking, or skating.

To stay flexible, to make your muscles stretch easily you need special exercises. Sports and activities for flexibility are easy to find. Many schools have gymnastics programmes. Karate, ballet, and yoga are good choices.

But some teens find exercising boring. The good news is that there are a lot of different sports and activities that you can try out to see which one is better for you.

Like all good things, it's possible to overdose on exercise. Exercising is a great way to get a healthy weight, but exercising too much to lose weight isn't healthy. It's easy to see why exercise is wise. If you exercise now, keep it up as you become an adult. One of the great things about exercise is that it's never too late to start.

Ex. 3

1. Going to bed at the same time each night signals to your body that it's time to sleep. Waking up at the same time every day can also help to set sleep patterns. So try to do the same even on weekends. Don't go to sleep more than an hour later or wake up more than 2 to 3 hours later than you do during the week.
2. Try not to exercise right before bed, as it can raise your body temperature and wake you up. Sleep experts believe that exercising 5 or 6 hours before bed-time (in late afternoon) may actually help a person to sleep.
3. Do not watch violent, frightening, or action films or television shows, or listen to loud music right before bed — anything that might keep you awake.
4. Don't wait until the night before a big test to study. If you limit sleeping the night before a test, you may perform worse at the exam. It is better to study less but get more sleep.
5. Studies show that people sleep best in a dark room that is on the cool side. Close your blinds or curtains (and make sure they're heavy enough to block out light) and turn down the thermostat in your room (wear nighties or PJs if you're cold).

Lesson 7

Ex. 2.2)

- Take 2 tablets with water. Maximum 4 doses a day.
- I understand about water but could you explain about the doses?
- You shouldn't take more than 4 doses (8 tablets) in a 24-hour period.

- Brown the onion in a saucepan.
- Do you mean that I should cook the onion till it is brown?
- Yes, that's right. Then mix the eggs with the seasoning.
- I understand about the eggs but I didn't get the last part.
- I mean you mix the eggs with herbs. Then you mix all the ingredients together and heat through.
- In other words I cook it till it is ready. Right?
- Yes, you are right.

Unit 6

Lesson 2

Ex. 1.2)

Punks are members of a movement among certain young people in the 1970s and 1980s. They were opposed to the values of a money-based society. Their protest was expressed in loud violent music and strange clothes. Nowadays you can also see punks in the streets of big European cities. Punks usually have pale and unhealthy look. They have brightly dyed spiky hair and a lot of tattoos and piercings. They also enjoy wearing T-shirts with aggressive slogans. Black tight trousers, leather jackets and Doc Martens boots are popular with punks. Very often they customize their leather jackets with studs and safety pins.

Hippies are people who in the 1960s and 1970s opposed or thought that they opposed the accepted standards of ordinary society. Hippies believed in peace. They showed their protest by dressing in unusual clothes. They enjoyed wearing cheesecloth kaftans and baggy trousers. They liked wearing ethnic jewellery and other accessories. They wore sandals or walked barefoot. They also wore untidy and ripped clothes, which they often customized with embroidery. Hippies were the first to wear Afghan coats and headbands.

Ex. 1.5)

Male moshers are likely to have long and unwashed hair. Some moshers have punk hairstyles, such as spikes. They also have piercing and tattoos but not as many as punks. Male moshers usually wear T-shirts of their favourite bands. They also often wear untidy light jackets. They like wearing ripped jeans and sports footwear. On cold days they wear either long coats or black leather jackets, which they customize with badges, zips and studs. Female moshers are likely to have black hair of any length. They wear either jeans or miniskirts. A great many female moshers enjoy wearing short dresses — black, red or purple. High-heeled boots are their favourite footwear. Male and female moshers usually have an artificially pale look.

Lesson 3

Ex. 4.1)

- If I could time travel back, I would like to go to the 1960s. I would be a hippie and wear all that stuff — tie-dyed cheesecloth shirts, baggy trousers, headbands and ethnic jewellery. It would be fabulous!
- And I would like to see Britain in the 1950s if I could go back in time. It would be interesting to look at nylon petticoats and baby-doll dresses. Do you think they will suit me?

Lesson 4

Ex. 4.1)

Alec: I wish I had lots of money. If I had lots of money, I would do a lot of things. First, I would go on a massive shopping trip! Then someone would tidy my room (for money, of course) and then there would be someone who would do my boring house chores. A greater deal of my money I would spend on my family and friends! I would organise a great party! Why not? And finally, I would go shopping in a charity shop and give some money to charity. A good idea, isn't it?

Lesson 6

Ex. 1.2)

— What kind of clothes do you like to wear most of all?

James: I like clothes which are comfy and practical. I feel good in casual clothing. If I'm relaxing at home, it's always a T-shirt and jeans. When I'm going out it's also a T-shirt and jeans. On a cold day I put on a leather jacket or a warm jumper.

Cathy: I love fashion and I love to look cool! For going out with my friends I wear bright tops and funky jeans. I like wearing a lot of accessories like rings and bracelets. Sometimes I put on some light make-up — pink eye shadows and lipstick. Pink is my crazy colour! Well ... At home I prefer wearing something that is a bit different from what I usually wear — shorts, trainers ... and the like.

— What was the last piece of clothing you bought?

James: Ripped jeans and a couple of T-shirts.

Cathy: A black cardigan, which I wear all the time when it's cool. And my mum bought me a funky bright dress as a birthday present.

— What are your favourite shops?

James: I really like Marks and Spencer and I usually find cool things in Top Shop. Sometimes I go shopping to Traid because I like shopping cheap.

Cathy: I get a lot of stuff in Miss Sixty and Warehouse. For accessories I go to Tammy.

Ex. 2.2)

Speaker 1: I'm sure that it is girls who are always out buying clothes and shoes! They all try to keep up to date with the fashion. Boys don't care much about what they wear.

Speaker 2: And I know boys who wear a lot of rings and bracelets and dye their hair. They spend hours in front of a mirror. I'm not against boys looking cool but this is too much!

Speaker 3: Girls are greater fashion followers than boys. I think that boys should dress like real men. Earrings, hairsprays and gels are entirely for girls.

Speaker 4: I think that boys are spending more time on their appearance these days. One of my mates spends hours doing his hair and picking up his clothes. His clothes are always trendy and he looks gorgeous! And frankly speaking this

is much better than having long unwashed hair and wearing ripped dirty jeans for weeks.

Speaker 5: No way! I'm a bit of a mosher which means, you know, baggy jeans, long hair and such like things. And as long as I have a good top and jeans on I don't care. Real boys should not care much of what is in.

Speaker 6: It's definite that girls are greater fashion victims! In my school boys never say anything about what you're wearing, but the girls always have to say about whether or not your clothes are trendy!

Speaker 7: Nowadays boys really are getting much more into clothes. They always say that girls are obsessed with shopping, but recently my friend Kevin spent a few hours in London — just shopping for clothes! And there is one in my class who wouldn't be seen dead without gel in his hair!

Speaker 8: But I'm sure that most boys think that fashion is a waste of time. They wear what they want and don't care about trends. In my class though there are some boys who pretend they don't care about fashion, but when they're out in town they're always posing in their "cool" clothes before girls! And one good friend of mine owns 6 pairs of sandals, 5 pairs of trainers and a huge wardrobe of clothes he only wears once!

Ex. 3 (Activity Book ex. 1)

1. The girl with spiky hair dressed in a top, ripped jeans and high-heeled shoes likes going shopping with her best friend. Her friend is wearing a polo-neck sweater, a leather jacket, tight jeans and high leather boots. But today they are not shopping, they are going out to a club party!

2. The boy wearing trainers, jeans and a T-shirt is the best friend of the girl who is dressed in a pinafore and high-heeled boots. She's also wearing a lot of accessories. They both love shopping chic and cheap!

3. The girl wearing jeans is like a tomboy with her funky, comfy, cool look. Her denim jacket is so cute! She likes going shopping with her best friend, who is wearing baggy jeans, an oversized sweater and leather boots. He also has a really good look! Too good for words!

4. The girl checking out her look in front of the mirror is wearing an embroidered kaftan, a fun little skirt and sandals. She is the best friend with the girl wearing a denim skirt and a colourful headband in her hair. Have a look! What are their favourite things? Accessories, of course! Where did they get them? At the shops they like to go to together.

Lesson 7

Ex. 1.6)

We're going to buy new sneakers!
Oh, I love to have new shoes!
They have so many in the store
That I can pick and choose.

I don't care if they are red or blue
Or even black or white,
'Cause new sneakers always run so fast
And they always jump so high!

Ex. 1.7)

"It depends on what I'm doing during the day. I usually wear something suitable. I like to be comfortable whatever I'm doing."

"I try not to follow the latest trends because I think it's good to have your own style."

"I wear really nice clothes when I'm going out with my friends. But I don't care what I wear in the house."

"I don't really care much about fashion. Shopping for trendy clothes is not for me. Comfy trainers, top and jeans — that's me!"

"Fashion is not a big deal for me. I don't go crazy to make myself look cool!"

"I think that people have to wear what they want and not what other people want them to wear!"

"I care about fashion, what's in and what's out but if I don't find the item comfortable, I won't buy it."

"If people want to go crazy about fashion then it's OK as long as they don't bully people who don't follow fashion and talk behind their backs or something. I think there are more important things to do with your time and money."

"People think that following fashion too much is bad. Well ... I love following it. I absolutely love the latest trends. And as long as I feel happy who cares?"

Grammar support

Unit 1

... is said to ...

Оборот «подлежащее + глагол в страдательном залоге + неопределенная форма глагола»

1. Оборот «подлежащее + глагол в страдательном залоге + неопределенная форма глагола» употребляется для передачи высказываний, мнений, наблюдений других людей.

В данном обороте используются следующие глаголы в страдательном залоге: **to say, to think, to know, to believe** (полагать, считать), **to suppose** (предполагать, полагать), **to consider** (считать), **to report** (сообщать) и др.

He is said to live in London. — Говорят, что он живет в Лондоне.

They are known to travel a lot. — Известно, что они много путешествуют.

2. На русский язык оборот переводится сложноподчиненным предложением. Главное предложение представляет собой неопределенно-личное или безличное предложение (Полагают, ... Считают, ... Известно, ... Говорят, ...). Придаточное дополнительное вводится союзом «что».

He is said to know Chinese well. — Говорят, что он хорошо знает китайский язык.

The British are believed to talk about the weather all the time. — Полагают, что британцы все время говорят о погоде.

Unit 2

Tag questions

Разделительные вопросы

1. Разделительный вопрос представляет собой вопросительное предложение, состоящее из двух частей. Первая часть включает в себя утвердительное или отрицательное предложение, вторая — короткую фразу, которая формируется из вспомогательного или модального глагола и местоимения.

Tracey is going to Italy, isn't she? — Трейси едет в Италию, не правда ли?

1) Если первая часть предложения является утвердительной, то вторая — отрицательной. Во второй части используется вспомогательный глагол или модальный глагол, который входит в состав сказуемого из первой части предложения, и местоимение, соответствующее подлежащему.

Sally looks well, doesn't she?

Fred is friendly and helpful, isn't he?

They have a nice house, don't they?

There is a beautiful park in the town, isn't there?

Ted bought a new car, didn't he?

My friends will go to the summer camp, won't they?

He can run fast, can't he?

Julia and Sam have decided to buy a new house, haven't they?

Ho: I am late, aren't I?

2) Если первая часть предложения является отрицательной, то вторая — утвердительной.

You don't like horror films, do you?

You didn't know that, did you?

You haven't seen the film, have you?

2. Ответы на разделительные вопросы бывают краткими, как и на общие вопросы:

Your friend **speaks French**, **doesn't he?**

Yes, he **does**.

No, he **doesn't**.

3. Предложение будет являться вопросительным, если вторая часть произносится с повышающейся интонацией:

Pete wants to go to his grandparents,
↑ **doesn't he?**

В случае, если говорящий произносит вторую часть предложения с понижающейся интонацией, он просит собеседника высказать свое согласие:

You like coffee, ↘ **don't you?**

4. Существуют особые случаи образования разделительных вопросов.

1) В разделительном вопросе с **I am** в окончании используется **aren't I?**:

I'm late, aren't I?

2) После **let's** используется **shall we?**:

Let's go to the park, shall we?

3) **There** может быть подлежащим в разделительных вопросах:

There are a lot of presents under the Christmas tree, aren't there?

4) После предложений с негативными словами **never, no, nobody, little** используются утвердительные окончания:
You have never been to Britain, have you?

5) Если подлежащим в разделительном вопросе является **nothing**, в окончании используется **it**:

Nothing is perfect, is it?

6) Если подлежащими в разделительных вопросах являются **nobody**,

somebody, everybody, в окончании используется **they**:

Nobody came, did they?

7) В разделительных вопросах, начинающихся с предложений в повелительном наклонении, в окончании используется **won't you?**, чтобы предложить что-то сделать:

Sit down, won't you?

В разделительных вопросах, начинающихся с предложений в повелительном наклонении, в окончании используется **will/would/can/can't/could you?**, чтобы попросить что-то сделать:

Shut the door, will you?/would you?/can you?/can't you?/could you?

Unit 3

Modal verbs

Модальные глаголы

Модальные глаголы — это особый тип вспомогательных глаголов, которые выражают различные отношения, суждения, намерения, долженствования и т. д.

1. Модальные глаголы не имеют окончания **-es** или **-s** в 3-м лице единственного числа.

He **must** fill in the customs declaration.

2. После модальных глаголов употребляется неопределенная форма глаголов без частицы **to**.

Children **should do** what they are told.

3. Вопросительная и отрицательная формы образуются без вспомогательного глагола **do**.

Should I read this book?

You mustn't take it.

Must (должен, обязан)

Глагол **must** используется, когда мы говорим о строгом долженствовании

или необходимости что-то делать. На русский язык переводится как *должен, обязан*.

You **must** get a visa. — Вам необходимо получить визу.

Отрицательная форма на русский язык переводится как *нельзя*:

You **mustn't** take it. — Вам нельзя брать это.

Should/ought to (следует, необходимо) Модальные глаголы **should/ought to** используются для выражения менее строгого долженствования или совета и рекомендации, что необходимо сделать, и переводятся на русский язык как *следует, необходимо*.

You **should/ought to** read the leaflet. — Вам следует прочитать этот буклет.
You **shouldn't/oughtn't** to take many things. — Вам не следует брать много вещей.

Значение глагола **must** более сильное, чем у глагола **should**.

You **must** call the doctor. — Вы должны вызвать врача.

You **should** call the doctor. — Вам следует вызвать врача.

Need (нужно)

Когда мы говорим об отсутствии необходимости что-либо делать, мы используем глагол **need**. На русский язык переводится как *нужно*. Глагол **need** может использоваться как модальный и как смысловой. Модальный глагол **need** не используется в утвердительных предложениях. Вместо модального в этом случае используется смысловой глагол.

You **need** to have a visa to go abroad. — Вам нужна виза для поездки за границу.

В отрицательных предложениях, когда речь идет об отсутствии необходимости что-то делать, используется как модальный, так и смысловой глагол.

— Must I get a visa?

— No, you **needn't**./You **don't** need to get a visa.

— Мне нужно получить визу?

— Нет, не нужно./Вам не нужно получать визу.

Could (мочь, иметь возможность)

Модальный глагол **could** используется для выражения возможности или способности совершать какое-либо действие в настоящем времени. На русский язык переводится как *мог бы*.

We **could** go for a walk. — Мы могли бы отправиться на прогулку.

Could может также использоваться для описания возможности совершать будущие действия при определенных условиях. На русский язык переводится как *смогу, смог бы*.

You **could** go sightseeing when you come to London next year. — Вы смогли бы посмотреть достопримечательности, когда приедете в Лондон в следующем году.

I **could** see the film if I have free time. — Я смогу посмотреть фильм, если у меня будет свободное время.

Модальный глагол **can** также может использоваться в данных ситуациях.

Could используется, когда мы менее уверены, что действие совершится в будущем.

Сравните:

We **can** go for a walk. — Мы можем отправиться на прогулку.

We **could** go for a walk. — Мы могли бы отправиться на прогулку.

Отрицательная форма **could not (couldn't)** используется в прошедшем времени, когда мы говорим о том, что нам не удалось или у нас не было возможности осуществить действие в прошлом. На русский язык переводится как *не удалось, не смог*.

We couldn't see much. — Мы не смогли многое увидеть.

Be able to (мочь, иметь возможность) Для выражения возможности что-либо делать в будущем времени используется **will ('ll) be able to** (модальный эквивалент глагола **can** в будущем времени). На русский язык переводится как *смогу, буду иметь возможность*.

I'll be able to go to London next year. — У меня будет возможность поехать в Лондон в следующем году.

Отрицательная форма **will not (won't) be able** используется, когда мы уверены в том, что не сможем осуществить какое-либо действие в будущем. На русский язык переводится как *не смогу, не буду иметь возможности*.

I won't be able to visit you next weekend. — Я не смогу навестить вас в следующий выходной.

Когда мы говорим о фактически совершившемся действии или о том, что мы имели возможность совершить что-либо в прошлом, мы используем **was/were able to** (модальный эквивалент глагола **can** в прошедшем времени). На русский язык переводится как *смог, имел возможность*.

I was able to get a visa. — Мне удалось получить визу.

Отрицательная форма **was/were not able to** используется в прошедшем времени, когда мы говорим о том, что нам не удалось или у нас не было возможности осуществить действие в прошлом. В этом случае также может использоваться **couldn't**. На русский язык переводится как *не удалось, не смог*.

Сравните:

I wasn't able to visit Tower. — Мне не удалось (я не смог) посетить Тауэр.

I couldn't visit Tower. — Я не смог (мне не удалось) посетить Тауэр.

Unit 4

Present Perfect Passive

Страдательный залог настоящего завершённого времени

1. Present Perfect Passive используется для того, чтобы рассказать о действии, которое началось в прошлом и продолжается до настоящего момента, но не известно, кто совершает действие, или это не важно.

The Tour de France cycling race **has been held** since 1903. (Не важно, кто проводит соревнования, важно, что они проводятся с 1903 года.)

2. Present Perfect Passive образуется при помощи **have/has + been + V3**. Начало действия в прошлом обозначается предлогом **since** (с), период продолжения действия обозначается предлогом **for** (в течение).

Football **has been played for** hundreds of years.

Running competitions **have been held since** ancient times.

3. Отрицательная форма **Present Perfect Passive** образуется при помощи частицы **not**, которая ставится после вспомогательного глагола.

The Derby horse race **hasn't been held** since the 16th century.

4. В вопросительной форме вспомогательный глагол **have/has** ставится перед подлежащим.

Has the Ryder Cup **been organised** since 1877?

Since what time **has** the Ryder Cup **been held**?

How long **has** the Ryder Cup **been held**?

Unit 5

The Present Perfect Progressive Tense

Настоящее завершено-длительное время

1. Present Perfect Progressive употребляется для описания действий, событий, которые начались в прошлом, продолжались в течение какого-то времени до настоящего момента и только что закончились или еще продолжаются. Начало действия в прошлом обозначается предлогом **since** (с), период продолжения действия обозначается предлогом **for** (в течение):

We've been selling these products since 1976. — Мы продаем эти товары с 1976 года.

We've been selling these products for 30 years. — Мы продаем эти товары в течение тридцати лет.

2. Некоторые глаголы не употребляются во временах группы Progressive. К ним относятся: **to see, to hear, to know, to understand, to forget, to think** (в значении «думать», «полагать»), **to want, to love, to like, to hate, to admire** (в значении «восхищаться»). Для выражения действий, которые начались в прошлом и продолжают в настоящем, с этими глаголами используется **Present Perfect Simple**.

I have known him since 2000. — Я его знаю с 2000 года.

3. Если действие еще продолжается и важен процесс, то употребляется **Present Perfect Progressive**, если действие закончилось, а важен результат действий, то употребляется не **Present Perfect Progressive**, а **Present Perfect Simple**.

I have been limiting TV watching for two weeks. — Я ограничиваю время просмотра передач по ТВ в течение

двух недель. (важен процесс и длительность)

My mum has limited TV time. — Мама ограничила время просмотра ТВ-передач. (важен результат — не могу много смотреть ТВ)

4. Present Perfect Progressive образуется при помощи вспомогательного глагола **have** в нужном лице, формы **Past Participle** глагола **to be (been)** и формы **Present Participle** смыслового глагола:

I/we have been living here.

You/they have been living here.

He/she/it has been living here.

В вопросительной форме вспомогательный глагол **have** ставится перед подлежащим.

How long have you been keeping a diary? — Как долго ты ведешь дневник?

Since what time have you been keeping a diary? — С какого времени ты ведешь дневник?

Отрицательная форма **Present Perfect Progressive** образуется при помощи частицы **not**, которая ставится после вспомогательного глагола.

He has not (hasn't) been eating hamburgers for a long time. — Он не ест гамбургеры долгое время.

В разговорной речи употребляются следующие сокращения:

I/you/we/they haven't

He/she/it hasn't

Unit 6

Second Conditional

Сослагательное наклонение

1. Для описания действий или событий, которые могли бы произойти в настоящем или в будущем, но, скорее всего, не произойдут, мы используем сослагательное наклонение **Second**

Conditional. В придаточном предложении с союзом **if** сказуемое обычно используется в **Past Simple**, в главном предложении используется **would + инфинитив смыслового глагола**.

If I were/was a tourist in my own country, I would buy (I'd buy) a tartan kilt. — Если бы я был туристом в своей стране, я бы купил килт.

If my mum went to Britain in the summer, she would bring me back a birthday present. — Если бы моя мама поехала в Британию летом, она привезла бы мне подарок к дню рождения. (Но она не планирует эту поездку.)

If they could, they would go to Britain in the summer, but they can't afford it. — Если бы они могли, они бы поехали в Британию летом, но у них нет возможности.

2. Если придаточное предложение стоит **перед** главным предложением, оно отделяется от него запятой.

If I were/was invited to my friend's birthday party, I would wear something casual.

Если придаточное предложение стоит **после** главного предложения, запятая не ставится.

I would wear something casual if I were/was invited to my friend's birthday party.

I wish ...

1. Для того чтобы сказать о нереальных желаниях или выразить сожаление о чем-либо, следует использовать сложноподчиненные предложения с глаголом **wish** в главном предложении и глаголом в **past tenses** для выражения настоящего или будущего времени в придаточном предложении. В придаточных предложениях после глагола **wish** используются глаголы в

Past Simple, которые в данном случае показывают, что действие во времени совпадает с действием в главном предложении или относится к будущему, например:

I wish he were/was here. (now) — Я хотел(а) бы, чтобы он был здесь. (сейчас)

I wish I had a plane. (now) — Я хотел(а) бы, чтобы у меня был самолет. (сейчас)

2. Придаточные предложения после глагола **wish** выражают нереальные желания, иногда с оттенком сожаления, поэтому на русский язык они могут переводиться двумя способами:

I wish I knew. — Хотел(а) бы я это знать. (Но я, к сожалению, не знаю.) Жаль, что я не знаю.

3. Для того чтобы выразить неудовольствие в связи с тем, что что-либо происходит или кто-либо поступает вопреки желаниям говорящего, в придаточном предложении используется **would + infinitive**.

I wish they would NOT introduce a new uniform. (But they do.) — Было бы хорошо, если бы НЕ вводили новую форму. (Но это, к сожалению, произойдет.)

I wish the rain would stop. — Мне бы хотелось, чтобы дождь закончился. Или Мне жаль, что дождь никак не закончится.

4. Необходимо заметить, что если глагол в английском придаточном предложении стоит в утвердительной форме, то в русском в предложении, начинающемся со слова «Жаль, ...», этот глагол употребляется в отрицательной форме, и наоборот.

I wish I could put it on. — Жаль, что я не могу это надеть.

I wish I didn't put on these jeans. (They are too tight.) — Жаль, что на

мне сейчас (есть) эти джинсы. (Они слишком узкие.)

I wish they would not ban wearing accessories to school. — Жаль, что нам запрещают носить в школу аксессуары.

5. Для выражения реальных желаний используются другие грамматические конструкции.

I want to be a teacher and I'd like to work in my school. (I do my best to achieve this goal.)

Сравните:

I wish I were a teacher (now). (I'm a schoolgirl. I cannot realize my wish right now.)

Linguistic and cultural guide

- Adidas** ['ædɪdæs] **Адидас** — the German firm that sells sports clothing and equipment.
- Alexander Gardens** [ælɪgzəndə 'gɑːdnz] **Александровский сад** — these gardens were designed in 1821, named after Tsar Alexander I. The Tomb of the Unknown Soldier, a short distance away, was unveiled (торжественно открыта) in 1967. There is an inscription on it "Your name is unknown, your deeds are immortal". In 1996, a huge shopping complex was constructed beneath Manezhnaya Ploshchad, the large square to the north of Alexander Gardens.
- American football** [əˌmerɪkən 'fʊtbɔːl] **американский футбол** — a very popular sport in the US. Many people esp. men, support a particular team and watch the games that their team plays. Each team has a name, which usually includes the name of the town or city that the team is associated with. The season starts in early autumn and ends at the end of January with the Super Bowl, which is the NFL championship game. The two teams that play in the Super Bowl are determined by games within the divisions and conferences.
- Austen, Jane** ['ɒstɪn, 'dʒeɪn] **Джейн Остин** (1775-1817) — an English writer who wrote, often humorously, about the way of life of middle-class people of her time in books such as *Pride and Prejudice* and *Emma*.
- Australia** [p'streɪliə] **Австралия** — a large country lying between the Indian and Pacific Oceans; capital Canberra; population 21,017,000 (2007). Many of the people who live there are of British descent. Aborigines account for about 1% of the population.
- bagpipes** ['bæɡpaɪps] **волынка** — a musical instrument usually played in Scotland in which air stored in a bag is forced out through pipes to produce the sound: bagpipe music.
- bank holiday** [ˌbæŋk 'hɒlədeɪ] **официальный выходной день** — an official public holiday, not a Saturday or Sunday, when banks and most businesses are closed.
- beans on toast** [ˌbiːnz ən 'təʊst] **бобы на тосте** — a popular lunch.
- Beatles, the** ['biːtlz] **«Битлз»** — a British popular music group who made their first record in 1962 and became probably the most famous and successful group ever. When they separated in 1970, each member (George Harrison, John Lennon, Paul McCartney, Ringo Starr) of the group continued to work in popular music.
- Beefeater** ['biːfɪtə] **бифитер** — a soldier who wears a special old-fashioned uniform and acts as a ceremonial guard in the Tower of London.
- Berni** ['bɜːni] **сеть ресторанов «Берни»** — a group of restaurants in Britain providing meals for families at fairly low prices.
- Big Ben** [ˌbɪɡ 'ben] **Биг Бен** — the bell (колокол) in the tower of the Houses of Parliament* in London, which rings regularly to tell the time and can often be heard on the radio in the UK.

- boater** ['bəʊtə] **соломенная шляпа** — a stiff hat made of straw. It was in fashion at cricket matches, boating parties and picnics in the 1920s. Today it still forms part of the uniform of some public schools and college sports clubs.
- Body Shop, The** ['bɒdi ʃɒp] **«Бодишоп»** — one of the group of shops started in Britain and selling a wide range of women's and men's toiletries and cosmetics at low prices. The Body Shop is known for only selling products which have not been tested on animals and for working to save the environment.
- Bolshoy Theatre, the** ['bɒlʃɔɪ 'θiətə] (also **the Bolshoy**) **Большой театр** — in Moscow. One of the biggest centres of the world's musical culture. Moscow's number one theatre of opera and ballet. It was founded in 1776. The building itself is an outstanding monument of Russian classical architecture (the architect O. Bovet [Осип Бове], 1825). A lot of outstanding singers and ballet dancers have been performing on the stage of the Bolshoy.
- bowler hat** [ˌbəʊlə 'hæt] **котелок (мужская шляпа)** — a man's round hard hat, usually black, worn by men who work in the City of London. Bowler hats are not often worn now, but they still appear in humorous drawings and advertisements that show the typical Englishman.
- British Airways** [ˌbrɪtɪʃ 'eɪweɪz] (also **BA**) **Британские авиалинии** — the largest airline in Britain, set up in 1974 as a state company. British Airways was privatized in 1987.
- British Museum, the** [ˌbrɪtɪʃ mjuː'ziəm] **Британский музей** — the national museum of Britain, founded in 1753. It has one of the world's best collections of art and archeological treasures.
- brogues** [brəʊgz] **броуги, уличные ботинки** — strong thick shoes with a pattern made in the leather.
- Buckingham Palace** [ˌbʌkɪŋəm 'pælis] **Букингемский дворец** — the London residence of the British Queen. It was built for the Duke of Buckingham (герцога Букингемского) in the early 18th century.
- Burberry** ['bɜːbəri] **«берберри»** — the famous British trade name. Initially it was the name of a make of light, good quality raincoat which was first made by Thomas Burberry in 1856.
- busby** ['bʌzbi] **базби** — a special type of tall hat or helmet made of bearskin worn as a part of their ceremonial uniform by certain regiments (полки) of the British Army.
- Cadbury** ['kædbəri] **«Кадбери»** — a British company which makes chocolate.
- CBBC, the** [ˌsiː biː biː 'siː] (**British Broadcasting Corporation for Children**) **отделение Британской телевизионной корпорации для детской аудитории** — the brand for the BBC's children's television output aimed at children over six. The CBBC acts as a part of the rest of the BBC. It produces drama programmes, news, entertainment, educational programmes and contemporary factual output.
- Changing of the Guard, the** [ˌtʃeɪndʒɪŋ əv ðə 'ɡɑːd] **смена караула** — a ceremony regularly held outside Buckingham Palace, in which guards in red uniforms and black hats (bearskins) replace others. The Changing of the Guard is a popular tourist attraction.
- Charing Cross** [ˌtʃæriŋ 'krɒs] **«Чаринг-Кросс»** — an underground railway station just north of there, previously called Trafalgar Square. (The station now called Embankment, south of the main line terminus, was previously called Charing Cross.)

- Children on the Edge** [ˌtʃɪldrən ən ðɪ 'edʒ] «Дети на грани» — a charity organisation, founded in 1990, by Anita Roddick, founder of **The Body Shop**, to help Romania's orphans. This project now runs various programmes worldwide, focusing on child development and medical care.
- Chinese New Year, the** [ˌtʃaɪ'nɪz ,nju: 'jɪə] китайский Новый год — an ethnic holiday, that is celebrated in early February in China and wherever Chinese people live. It's associated with a colourful parade. At the parade people dance carrying huge cloth dragons and playing drums and gongs.
- Christmas** ['krɪsməs] Рождество — a Christian holy day in honour of the birth of Jesus Christ which is celebrated on December 25th by Western Christians and on January 7th by the Russian Orthodox Church and some other churches.
- Churchill, Sir Winston** ['tʃɜ:ʃɪl, sɜ: 'wɪnstən] сэр Уинстон Черчилль (1874-1965) — a statesman, who held several ministerial posts between 1911 and 1929. After warning of the threat (угрозы) of German military expansion in the 1930s, he became First Lord of the Admiralty, and then Conservative Party Prime Minister and war leader in May 1940. A powerful orator, he symbolized British resistance (сопротивление) during the war, and served until 1945, when he was defeated (потерпел поражение) in the general election. He served again as Prime Minister from 1951 to 1955. He also wrote several books on history, and was awarded the Nobel Prize* for literature.
- Congress** ['kɒŋɡres] Конгресс — the law-making body (законодательный орган) of the USA, consisting of the Senate and the House of Representatives (Палата представителей).
- Coronation Day** [ˌkɒrə'neɪʃn ,deɪ] День коронации — 2 June 1953 is the day when Queen Elizabeth II was crowned, now it is an annual celebration.
- cricket** ['krɪkɪt] крикет — an outdoor game, popular in Britain, played in summer with a small ball covered with red leather, a bat (бита) and wickets (ворота) by two teams of 11 players each, usually dressed all in white.
- Dahl, Roald** ['dɑ:l, 'rəʊəld] Роульд Дал (1916-1990) — a British novelist and a short story author of Norwegian descent, famous as a writer for both children and adults. Among his most popular books are *Charlie and the Chocolate Factory*, *James and the Giant Peach*, *Matilda*, *The Witches*, and *The BFG*. He also had a successful parallel career as the writer of adult short stories, usually with a dark sense of humour and a surprise ending. Dahl wrote more than 60 short stories and they have appeared in numerous collections. His short story collection *Tales of the Unexpected* was adapted to a successful TV series of the same name.
- darts** [dɑ:ts] дартс — any of several games in which darts are thrown at a circular board (a dartboard).
- deerstalker (hat)** ['diəstɔ:kə] кепка — a woolen hat with a peak (козырек) at the front and the back, with ear flaps (уши) usually tied together on top. Such a hat was traditionally worn by Sherlock Holmes.* It is so called from their use by hunters when stalking deer on foot (в таких головных уборах охотники загоняют оленей).
- Derby (horse race), the** ['dɑ:bɪ 'hɔ:s ,reɪs] Дерби — the most prestigious of the English classic races and probably the most famous horse race in the world. It is held every year at Epsom Downs, England and is named after the Earl of Derby who first organised such a race in 1780.

- Discovery Channel**, the [dis,kʌvəri 'tʃænl] **телевизионный канал «Дискавери»** — a major US cable television channel, which offers programmes on nature and adventure.
- Disneyland** ['diznɪlənd] **Диснейленд** — a very large amusement park which opened in 1955 in California in the US. The rides and shows are based on Disney characters and a whole imaginary world has been made.
- Doc Martens (boots)** [dɒk 'mɑːtɪnz] **ботинки «Доктор Мартин»** — a make of strong heavy-looking shoes or boots with laces (на шнурках). Doc Martens are very practical shoes worn by people in certain jobs, esp. policemen. They are also worn as fashion shoes, esp. by young people.
- Dublin** ['dʌblɪn] **Дублин** — the capital city of the Republic of Ireland. Dublin is known as the home of famous Irish writers, such as Jonathan Swift, George Bernard Shaw, and James Joyce.
- Easter** ['iːstə] **Пасха** — a Christian holy day in March, April or May when Christians remember the death of Christ and his return to life.
- Ecotricity** [ekəʊ'trɪsɪtɪ] **«Экотрисити»** — the first UK company which offers green electricity (generated from wind and solar power) at normal electricity prices. Its profits go into building new sources of green electricity to replace the conventional polluting kind of electricity that causes global warming.
- Elizabeth I, Queen** [ɪ,lɪzəbəθ də 'fɜːst] **королева Елизавета I (1533-1603)** — the queen of England and Ireland (1558-1603). Her reign (царствование) is considered one of the greatest periods of English history.
- Elizabeth II, Queen** [ɪ,lɪzəbəθ də 'sekənd] **королева Елизавета II (1926-)** — the queen of Britain since 1952.
- Emerald Isle, the** [emərəld 'aɪl] **Изумрудный остров** — a name for Ireland, used in literature, often humorously. It is called this because the countryside is very green.
- England** ['ɪŋɡlənd] **Англия** — the largest country in the UK, consists of 39 counties and 7 metropolitan counties (графств-метрополий). Its capital city is London.
- Father's Day** ['fɑːðəz deɪ] **День отца** — the third Sunday in June on which fathers are given cards and presents as a sign of love and to thank them for everything they do.
- fish and chips** [fɪʃ ən 'tʃɪps] **рыба с картофелем во фритюре** — a meal consisting of fish which is dipped into a mixture of flour and milk and then cooked in oil, served with long, thin pieces of potato cooked in oil.
- Flag Day** ['flæɡ deɪ] **День государственного флага** — June 14th, a day in the US when people fly the US flag, remembering the day in 1777 when the US flag (also Stars and Stripes) was officially accepted and first used.
- Gaelic** ['geɪlɪk] **гэльский язык** — any of Celtic languages, esp. that of Scotland, or those of Ireland and the Isle of Man. Gaelic is still spoken in some parts of Scotland and Ireland but by fewer and fewer people.
- garlic bread** [ɡɑːlɪk 'bred] **чесночный хлеб** — bread baked with garlic, having its flavour.
- Gatwick** ['ɡætɹwɪk] **аэропорт Гэтвик** — an international airport, the second largest in Britain (after Heathrow), in West Sussex, 24 miles (39 kilometres) south of London.

- glengarry** [glen'gærɪ] **головной убор** — a brimless (без полей) Scottish woolen cap, usually with ribbons, hanging at the back. Named after Glen Garry, a valley in the Highlands.*
- Gorky Park, the** [gɔ:kɪ 'pɑ:k] **Парк культуры и отдыха имени М. Горького** — the most famous park, named in honour of the writer Maxim Gorky, on the banks of the Moskva River, opened in 1928, with a lot of attractions including fairground rides, woodland walks, boating lakes, a theatre and an ice-skating rink.
- Greenpeace** ['grɪnpi:s] **Гринпис** — an international organization which actively works to protect the environment from harm. It is known esp. for its direct non-violent actions and wants to stop damage to the environment.
- Guinness World of Records (Museum), the** [gɪms wɜ:ld əv 'rekɔ:dz] **Музей Рекордов Гиннеса** — a museum of Guinness' most famous record breakers — amazing people, things, animals and some of the most interesting collections. The museum offers fun and information for the entire family.
- Guy Fawkes' Night** [gaɪ 'fɔ:ks naɪt] (also **Bonfire Night, Fireworks Night**) **Ночь Гая Фокса** — November 5th, when in Britain people light fireworks and burn a guy on a bonfire. This is in memory of the time when Guy Fawkes tried to destroy Parliament in London in 1605. The historical meaning of the occasion is no longer important.
- Halloween** [hæləu'i:n] **Хэллоуин** — the night of October 31, when children play tricks while wearing false faces and strange clothes.
- Hawaii** [hə'waɪ] **Гавайи** — a state of the US consisting of eight main islands in the Pacific (the Hawaiian Islands); capital Honolulu, on the island of Oahu. It is a popular place for Americans to go on holiday. British people have a mental picture of Hawaii as a wonderfully warm place where friendly pretty girls wearing grass skirts greet visitors by placing garlands of flowers, called leis, round their necks.
- Heathrow** [hi:θ'rəʊ] **аэропорт Хитроу** — Britain's largest international airport to the west of London and linked with the capital by the underground. It was opened in 1946 and is officially known as London Airport.
- Highland Games** [haɪlənd 'geɪmz] **горские игры** — a festival with competitions in Scottish sports, dancing, and music, held every year in the Highlands. The best-known Highland Games is the one held at Braemar, though similar festivals take place in other Scottish towns, some of which are outside the Highlands. Typical sports include tossing the caber (метание ствола).
- Highlands, the** ['haɪləndz] **высокогорные районы Шотландии** — mountainous areas, esp. those in the north of Scotland.
- hippie** ['hɪpɪ] **хиппи** — (esp. in the 1960s and 1970s) a person who opposes, or is thought to oppose, the accepted standards of ordinary society showing this by dressing in unusual clothes, having long hair (both men and women), living in groups together, and (sometimes) taking drugs for pleasure. Hippies believed in peace.
- Houses of Parliament, the** [haʊzɪz əv 'pɑ:ləmənt] **здания парламента** — the group of buildings in London where the House of Lords (палата лордов) and the House of Commons (палата общин) sit.
- Hyde Park** [haɪd 'pɑ:k] **Гайд-парк** — a large London park where people go to walk or to relax.

- Independence Day** [ˌɪndɪˈpendəns ˌdeɪ] (also **the Fourth of July**) **День независимости** — the main holiday in the United States, celebrating the signing of the Declaration of Independence in 1776.
- Indian** [ˈɪndjən] **индеец** — a native American or a member of any of the original people of America.
- Ireland** [ˈaɪələnd] **Ирландия** — the Republic of Ireland has been an independent state since 1921. It is known for its beautiful, green countryside and is sometimes called the Emerald Isle.*
- James Smith & Sons** [dʒeɪmz ˈsmɪθ ən ˈsʌnz] **магазин «Джеймс Смит и сыновья»** — the best umbrella shop one could possibly imagine. The shop is located in London, its interior dates from 1857.
- Joule, James Prescott** [dʒuːl] (1818-1889) **Джеймс Прескотт Джоуль** — an English physicist.
- Kalina** [kəˈlɪnə] **концерн «Калина»** — is a leading company in the Russian perfumery and cosmetics market. Company was founded in 1942 on the base of Novaya Zarya factory that was evacuated from Moscow to Sverdlovsk, now Ekaterinburg. It was able to build recognized national brands, such as Chiorny Zhemchug (Black Pearl), Zolotaya Linia (Golden Line), Mia and others.
- kilt** [kɪlt] **килт** — part of the traditional dress of a Scotsman: heavy pleated (в складку) woolen skirt, usually of tartan.* The kilt is worn by men and looks like a skirt.
- Kremlin, the** [ˈkremlɪn] **Кремль** — the group of buildings in Moscow which is the centre of the government of the Russian Federation.
- lasagna** [ləˈzænjə] **лазанья** — dish made from layers of broad flat strips of pasta with meat sauce, tomatoes and cheese, baked in the oven.
- Lincoln, Abraham** [ˈlɪŋkən, ˈeɪbrəhæm] **Авраам Линкольн** (1809-1865) — a US politician in the Republican Party, who was President of the US (1861-1865). He is remembered as one of the greatest American presidents.
- Lipton, Sir Thomas Johnstone** [ˈlɪptən, sɜː ˈtɒməs ˈdʒɒnstəʊn] **сэр Томас Липтон** (1850-1931) — a Scottish merchant and yachtsman.
- London Underground, the** [ˌlʌndən ˈʌndəgraʊnd] **Лондонская подземная железная дорога (метро)** — the main underground railway system in Britain. The first underground railway system in the world. It opened in 1863 and ran 4 miles (6.5 kilometres) from the west of London to the City in the east. The electric underground railway opened in 1890. This system was called Tube, still the most popular name for the London Underground.
- Marks and Spencer** [ˈmɑːks ən ˈspensə] **«Маркс энд Спенсер»** — a chain of department stores which sell men's, women's and children's clothes, furnishing, plants and food. The company was started in 1884 by a Russian refugee (беженец) Michael Marks. There are more than 280 "M & S" stores in Britain and more than 600 company owned stores in the world.
- McDonalds** [mækˈdɒnəldz] **Макдоналдс** — a large group of American-owned restaurants in the USA, Europe, and many other countries, which sell hamburgers and other fast food. In Britain and the US, these restaurants are esp. popular with young people and children.
- mosher** [ˈmɔʃə] **мошер** — a person who belongs to a group of young people who regularly listen to and dance (mash) to heavy rock music. Moshers may be any age, but most are in their teens or twenties.

- Mother's Day** ['mʌðəz deɪ] **День матери** — the second Sunday in May on which people give cards and presents to their mothers to show their love for them.
- Natalya Sats Children's Musical Theatre, the** **Детский музыкальный театр Натальи Сац** — performs excellent shows, great for children of all ages.
- National Gallery, The** [ˌnæʃnl 'gæləri] **Национальная галерея** — an art gallery in Trafalgar Square, London, which contains the largest permanent collection of western paintings in Britain, most of which were painted between 1200 and 1900. It was founded in 1824 and houses one of the most important collections of Italian paintings outside Italy.
- National Geographic, The** [ˌnæʃnl dʒi:ə'græfɪk] **журнал «Нэшнл Джиографик»** — a US magazine published each month by the National Geographic Society. It has about 9 million readers and is famous for its beautiful photographs and maps as well as its articles about different countries.
- Natural Shoe Store, the** [ˌnætʃrəl 'ʃu: 'stɔ:] **обувной магазин, торгующий обувью, изготовленной способом, который не разрушает экологическую среду** — a very English shop selling shoes made using environmentally-friendly methods. The designs are simple and attractive and start at around £55.
- netball** ['netbɔ:l] **нетбол** — a game that is related to basketball but usu. played by women, in which teams make points by making a ball fall through one of the two high rings at the opposite ends of the court. It is one of the sports played by girls of school age in Britain, but not usu. by boys.
- Nike** ['naɪki:] **«Найк»** — an American company which makes sports clothes and shoes which have become very fashionable.
- Nobel Prize** [nəʊ,bel 'praɪz] **Нобелевская премия** — any of several prizes given in Sweden each year to people from any country for important work in science, medicine, economics and literature and towards world peace.
- Northern Ireland** [ˌnɔ:ðən 'aɪələnd] **Северная Ирландия** — the northern part of the island of Ireland, which is politically part of the UK, its capital is Belfast.
- Notting Hill Carnival, the** [ˌnɒtɪŋ hɪl 'kɑ:nɪvl] **карнавал в Ноттинг-Хилле** — a street carnival that takes place in the Notting Hill area of west London in August every year, mostly involving black people and known for the colourful costumes worn and the steel band music played.
- Ottawa** ['ɒtəwə] **Оттава** — the capital city of Canada, in the SE of the country, and its seat of government. One third of its people are French speaking.
- package holiday** ['pækɪdʒ ˌhɒlɪdi] (also **package tour**) — a completely planned holiday arranged by a company at a fixed price, which includes transport, hotels, meals, etc.
- Pancake Day** ['pæŋkeɪk deɪ] (also **Pancake Tuesday**) **последний день Масленицы** — the popular name of Shrove Tuesday, on which, according to custom, pancakes are eaten. In some places pancake races are held in which the runners carry a pancake in a frying pan, throwing it into the air and catching it again they run along.
- Parliament** ['pɑ:ləmənt] **парламент** — the main law-making body (законодательный орган), consisting of both the elected representatives (избираемых представителей) of the people — the House of Commons (палата общин) and the House of Lords (палата лордов). When people talk about Parliament, they often mean only the House of Commons.

- Piccadilly Circus** [ˈpɪkədɪli ˈsɜːkəs] **площадь Пиккадилли** — a busy square in central London known for the figure of Eros in the middle and for its lively nightlife.
- Post No 1** [ˌpəʊst nʌmbə ˈwʌn] **Пост № 1** — the post of the Kremlin guard near the Tomb of the Unknown Soldier (Могилы Неизвестного Солдата) in Moscow. It is famous for the ceremony of the changing of the guard that attracts many tourists.
- pub** [pʌb] **паб** — a building, not a club or hotel, where alcohol may be bought and drunk during fixed hours and where meals are served.
- punk** [pʌŋk] **панк** — a member of a movement among certain young people in the 1970s and 1980s who were opposed to the values of money-based society and who expressed this esp. in loud violent music (punk music), strange clothing, and hair of unusual colours.
- Pushkin Museum of Fine Arts, the** **Музей изобразительных искусств им. А. С. Пушкина** — a museum in Moscow which has one of the largest art collections in Russia and in the world. It was founded by Ivan Tsvetayev and Yuri Nechaev-Maltsev and opened in 1912.
- Queen's official birthday, the** [ˈkwɪnz əˌfɪʃəl ˈbɜːθdeɪ] **официальный день рождения монарха** — the day (the second Saturday in June) when the Queen or King of England's birthday is officially celebrated; it's not her or his real birthday. The ceremonies of Trooping the Colour and giving the Birthday Honours take place on the Official Birthday.
- request stop** [rɪˈkwest ˌstɒp] **остановка по требованию** — a place where buses stop only if they are asked to do so, esp. by someone signalling with their hand.
- Royal Ascot** [ˌrɔɪəl ˈæskət] **Королевские скачки в Эскоте** — a four-day horse racing event held at Ascot, England each year in June. It is one of the most important racing occasions in Britain and is attended by members of the royal family. The second day of the event is Ladies' Day and some of the women wear unusual big hats. It is popular with upper-class people (высшее общество).
- Royal Coachman, the** [ˌrɔɪəl ˈkəʊtʃmən] **королевский кучер** — a person who drives the Queen's coach (каре́та) on ceremonial occasions.
- Rutherford, Ernest** [ˈrʌðərfəd, ˈɜːnɪst] **Эрнест Резерфорд (1871-1937)** — a British scientist who suggested a theory about the changes made in atoms by radioactivity. He was the first to split the atom.
- Ryder Cup, the** [ˌraɪdə ˈkʌp] **Кубок Райдера** — a golf competition between the best players in Europe and the USA, held every other year.
- Scotland** [ˈskɒtlənd] **Шотландия** — a country in the UK, north of England. Its capital city is Edinburgh.
- Shakespeare, William** [ˈʃeɪkspiə, ˈwɪljəm] **Уильям Шекспир (1564-1616)** — an English writer of plays, one of the most famous ever, born in Stratford-upon-Avon in England. Shakespeare also wrote some very good poetry, esp. the Sonnets, and worked as an actor at the Globe Theatre in London.
- shepherd's pie** [ˌʃepədz ˈpaɪ] **пирог пастуха** — dish of minced meat (из мясного фарша) baked with mashed potatoes on top.
- Sherlock Holmes** [ˈʃɜːlɒk ˈhəʊmz] **Шерлок Холмс** — a detective in stories by Sir Arthur Conan Doyle. Holmes smokes a pipe, plays the violin, and uses his impressive brain to understand mysterious deaths and other problems.

- South Africa** [sauθ 'æfrɪkə] **Южно-Африканская Республика (ЮАР)** — a country in Southern Africa, bordered by Botswana and Zimbabwe; capital Johannesburg.
- South America** [sauθ ə'merɪkə] **Южная Америка** — a continent to the SE of North America, lying between the Atlantic and Pacific Oceans, mainly S of the Equator.
- Speaker's Corner** [ˌspɪkəz 'kɔ:nə] **Уголок оратора** — a part of Hyde Park* in London where people go when they want to tell other people about their political opinions. Any person can go there and make a speech about any subject they like and other people will listen to them and sometimes argue with them.
- St Martin-in-the-Fields** [sənt 'mɑ:tɪn ɪn ðə 'fildz] **церковь святого Мартина в полях** — a famous church in Trafalgar Square, London, built in a neoclassical style in the early 18th century. The catacombs under the church were used as a bomb shelter in the Second World War, and have now been used for some years as a shelter for the poor and homeless. The main church itself is frequently used for musical performances.
- St Paul's Cathedral** [sənt 'pɔ:lz kə'θi:drəl] **собор святого Павла** — the main cathedral in London. It was designed by Christopher Wren in the 17th century.
- St Valentine's Day** [sənt 'væləntaɪnz ,deɪ] (also **Valentine's Day**) **день святого Валентина** — February 14th on which a greetings card (valentine) is sent to someone one loves, but usually without giving the name of the sender. Sometimes presents are exchanged or red roses are given, as a sign of love.
- Stanley Cup, the** [ˌstænlɪ 'kʌp] **Кубок Стенли** — a prize given to the winner of the National Hockey League, which is made up of ice hockey teams from Canada and the US. The first winner of the Stanley Cup was the Montreal Amateur Athletic Association hockey club in 1893. The trophy has become one of the world's most prestigious sporty competitions.
- takeaway** ['teɪkəweɪ] **ресторан быстрого обслуживания** — a restaurant selling food for eating elsewhere.
- tam-o'-shanter** [ˌtæməʃəntə] **шотландский головной убор (кепи) с помпоном на макушке** — a Scottish woolen cap with a bobble (помпон) on top named after Tam-O'-Shanter, the hero of Burns' poem of that name, published in 1790. The cap is traditionally worn pulled down on one side.
- tartan** ['tɑ:tən] **клетчатая шерстяная материя, шотландка** — 1 woolen cloth woven with bands of different colours and widths crossing each other at right angles, of a kind worn originally by Scottish Highlanders: a tartan skirt/kilt 2 a special pattern on this cloth worn by a particular Scottish clan, and known by the clan's name: the Macdonald tartan.
- Tea House, the** ['ti: ,haus] **магазин «Ти Хауз»** — the shop located in London, selling different kinds of tea, including traditional teas, teas with various flavours. It also stocks a variety of tins, teapot stands, herbal sweets and tea infusers. On the first floor there is a display of an extraordinary collection of teapots.
- Teddy boy, also Ted** ['tedɪ bɔɪ] **Тедди бой** — in Britain, esp. in the 1950s a young man who dressed in a style similar to that of the early 20th century, usu. wearing a long loose (свободного покроя) jacket, narrow trousers and thick soft shoes.
- teenager** ['ti:neɪdʒə] **подросток** — a young person of between 13 and 19 years old.

- Thanksgiving Day** [θæŋks'gɪvɪŋ deɪ] **День благодарения** — the fourth Thursday in November which in the US is a public holiday.
- top hat** [ˌtɒp 'hæt] **цилиндр** — a man's or boy's tall, black or grey hat with narrow brim, now worn only on formal occasions (e. g. Royal Ascot*) or, in the case of boys, as part of the uniform at some schools such as Eton or Harrow.
- Tour de France, the** [ˌtuə də 'frɑːns] **Тур-де-Франс** — a famous bicycle race that takes place in France every year. The Tour de France goes all the way round the country and takes several days to complete.
- Trafalgar Square** [trə'fælgə 'skweə] **Трафальгарская площадь** — a square in central London where Nelson's Column stands and which was named in memory of the battle at Trafalgar where Admiral Nelson was mortally wounded and died.
- Traid** [treɪd] **магазин «Трейд»** — one of the leading and most profitable charity shops in London, Traid is unique in its field. It sells recycling designer clothes, shoes and accessories at extremely low prices.
- Travelcard** ['trævlkɑːd] **проездной билет** — a special travel ticket at a reduced price for travel in London on trains, buses, and the underground.
- Tretyakov Gallery, the** **Третьяковская галерея** — an art gallery in Moscow and one of the greatest museums in the world. It has a large collection of Russian art that was started by Pavel Tretyakov as a private collection in 1856. Pavel Tretyakov gave his collection and the collection of his brother Sergei Tretyakov to the city of Moscow in 1892. The main building of the gallery was designed by V. Vasnetsov in 1902.
- Turing, Alan** ['tʃʊənrɪŋ, 'ælən] **Алан Тьюринг (1912-1954)** — an English mathematician and computer scientist who, before computers had been invented, imagined the possibility of a machine which could perform processes similar to human thought.
- UK, the** [ˌjuː 'keɪ] (also the **United Kingdom of Great Britain and Northern Ireland**) **Соединенное Королевство** — the abbreviation for the United Kingdom (of Great Britain and Northern Ireland).
- UNISEF** ['juːnɪsef] (**United Nations International Children's Fund**) **Международный детский фонд Организации Объединенных Наций (также ЮНИСЕФ)** — an organisation that helps children in the world suffering from disease, hunger, etc.
- USA, the** [ˌjuː es 'eɪ] (also **United States of America**) **Соединенные Штаты Америки (США)** — a country in North America, made up of 50 states and the District of Columbia, where the capital is; capital Washington D.C.; population 281,421,906 (2000). The land was colonized mainly by the British and the French in the 17th century, but growing disagreements between Britain and the colonies led to the American Revolution and the Declaration of Independence in 1776. Further lands were added to the nation over the following century. Differences between the North and the South led to the Civil War. The United States is the chief industrial nation in the world, and is noted for its high standard of living, as well as for its large need for energy and raw materials.
- Victoria, Queen** [vɪk'tɔːriə] **королева Виктория (1819-1901)** — queen of Great Britain and Ireland, empress (императрица) of India.
- village green** [ˌvɪlɪdʒ 'ɡriːn] — an area of grass in the centre of an English village for the use of all the people who live there. People often think of a game of

cricket on the village green in the summer as being a very traditional English scene.

Wales [weɪlz] Уэльс — one of the four countries of the UK, is in the western part of the island of Great Britain. Its capital city is Cardiff.

Wallace Collection, the ['wɒlɪs kəˌlekʃn] коллекция Уоллес — a collection of paintings, furniture and armour (оружие) in central London. A distinctive feature of the Collection is the French furniture and paintings of the 18th century.

Wembley Stadium [ˌwembli 'steɪdiəm] стадион Уэмбли — a large stadium where important sports events such as the Football Association Cup final are held every year. There is also a large hall there used for popular music concerts.

What Not to Wear (Trinny and Susannah Undress) «Что не надо носить» — a reality makeover television show. The British version is presented by style consultants Trinny Woodall and Susannah Constantine. Every episode features a makeover of a woman (more often) or a man who has been nominated by their relatives or friends as unfashionable. The presenters give advice to fashion victims and determine what will work best for them. Then the subject is given £2000 (\$5000 in the American version) to go shopping for a new wardrobe, which is supposed to be in accordance with the advice they have been given. At the end, the person is confronted with their new look and then they show it to their friends and family.

Wimbledon tennis competition [ˌwɪmbəldən ˌtenɪs ˌkɒmpə'tɪʃn] Уимблдонский теннисный турнир — an important tennis competition which takes place every summer in the part of London called Wimbledon. It is considered to be typically English and rather old-fashioned and is an important social occasion. It is traditional to eat strawberries and cream and drink champagne or pimm's (an alcoholic drink based on gin). People often joke about the fact that it often rains during Wimbledon.

Windsor Castle [ˌwɪnzə 'kɑːsl] Виндзорский замок — an official residence of the British royal family in Windsor, Berkshire. Some of the interior apartments are open to the public when the Queen is not in residence. Many members of the royal family usually celebrate Christmas at Windsor. In 1993 the castle was seriously destroyed by fire.

Vocabulary

СПИСОК СОКРАЩЕНИЙ

Английские

a — *adjective* — имя прилагательное
adv — *adverb* — наречие
AE — *American English* — американский вариант английского языка
attr — *attribute* — определение
card — *cardinal* — количественный
cj — *conjunction* — союз
emph — *emphatic* — усилительный
indef — *indefinite (pronoun)* — неопределенное (местоимение)
int — *interjection* — междометие
inter — *interrogative* — вопросительный
n — *noun* — имя существительное
pl — *plural* — множественное число
p. p. — *past participle* — причастие прошедшего времени, или причастие II

predic — *predicative* — употребляется в качестве именной части составного именного сказуемого
pref — *prefix* — приставка
prep — *preposition* — предлог
pron — *pronoun* — местоимение
sing — *singular* — единственное число
v — *verb* — глагол

Русские

зд. — здесь
обыкн. — обыкновенно
разг. — разговорное слово, выражение
собр. — собирательно
сокр. — сокращение, сокращенно
спорт. — физкультура и спорт
тж. — также
употр. — употребляется

Аа

ability [ə'biləti] *n* способность
able ['eɪbl] *a* 1) способный, умелый
2) *to be ~ to ...* мочь, быть в состоянии
above [ə'baʊ] *prep* 1) над 2) выше; ~ *all* превыше всего
abroad [ə'brɔ:d] *adv* 1) за границей 2) широко
absolutely ['æbsəlu:tli] *adv* 1) совершенно 2) конечно, точно, именно
accent ['æksənt] *n* акцент
accept [ək'sept] *v* 1) принимать 2) допускать, соглашаться, признавать
accessories [ək'sesəriz] *n pl* принадлежности, аксессуары
accommodation [ə,kɒmə'deɪʃn] *n* приют, стол и ночлег; *hotel ~* номер в гостинице
according [ə'kɔ:diŋ] *adv*: ~ *to* согласно, в соответствии с

account [ə'kaʊnt] *n* счет; *to take into ~* брать в расчет
accuracy ['ækjərəsi] *n* точность, правильность; тщательность
accurate ['ækjərət] *a* точный, правильный
achievement [ə'tʃivmənt] *n* достижение
activity [æk'tɪvəti] *n* деятельность
actually ['æktʃʊəli] *adv* фактически, на самом деле
ad [æd] *n* (*сокр. от advertisement*)
разг. объявление, реклама
add [æd] *v* прибавлять, присоединять; *to ~ up* складывать, подсчитывать
admire [əd'maɪə] *v* восхищаться(ся)
adult [æ'dʌlt] *n* взрослый
advantage [əd'vɑ:ntɪdʒ] *n* 1) преимущество 2) польза
adventure [əd'ventʃə] *n* приключение

adventurous [əd'ventʃərəs] *a* опасный, рискованный
advertise ['ædvətaɪz] *v* рекламировать; помещать объявление
advertisement [əd'vɜ:tsɪsmənt] *n* объявление; реклама
advice [əd'vaɪs] *n* совет
aerobic [eə'gæubɪk] *a* 1) относящийся к аэробике 2) аэробный
afford [ə'fɔ:d] *v* позволять себе
afraid [ə'freɪd] *a* испуганный
age [eɪdʒ] *n* возраст
agency ['eɪdʒənsɪ] *n* агентство; **travel** -, **tourist** ~ бюро путешествий
agent* ['eɪdʒənt] *n* агент, представитель; **travel** ~ представитель туристического агентства
ago [ə'gəʊ] *adv* тому назад
agreement [ə'grɪmənt] *n* (взаимное) согласие
airline ['eəlaɪn] *n* 1) авиа линия 2) воздушная трасса 3) авиакомпания
album ['ælbəm] *n* альбом
alike [ə'laɪk] 1. *a* одинаковый, похожий 2. *adv* точно так же, подобно, одинаково
allow [ə'laʊ] *v* позволять, разрешать
almost ['ɔ:lməʊst] *adv* почти, едва не
alone [ə'ləʊn] *a predic* 1) один, одинокий 2) сам, без посторонней помощи
amazing [ə'meɪzɪŋ] *a* удивительный, изумительный, поразительный
among [ə'mʌŋ] *prep* среди, между, из
amount [ə'maʊnt] *n* количество
amusement [ə'mju:zmənt] *n* 1) *обыкн.* *pl* развлечение, увеселение, забава 2) удовольствие
amusing [ə'mju:zɪŋ] *a* забавный, смешной
ancient ['eɪnʃənt] *a* древний
anniversary [ˌæni'vɜ:səri] *n* годовщина
announce [ə'naʊns] *v* объявлять, извещать, заявлять
announcement [ə'naʊnsmənt] *n* объявление, анонс, извещение; сообщение
another [ə'nʌðə] *pron* другой

anyone ['eniwʌn] *pron* кто-нибудь
anything ['eniθɪŋ] *pron indef* 1) что-нибудь, ничто 2) что угодно, все
apart [ə'pɑ:t] *adv* в отдалении, в стороне
appear [ə'piə] *v* показываться, появляться
appearance [ə'piərəns] *n* внешность, вид
appetite ['æpɪtaɪt] *n* аппетит
apply [ə'plai] *v* 1) обращаться 2) применять, употреблять
appropriate [ə'prəʊpriət] *a* 1) подходящий, соответствующий 2) свойственный
approve [ə'pru:v] *v* одобрять, считать правильным
area ['eəpə] *n* 1) площадь, пространство 2) район, зона, край, область
argue ['ɑ:gju:] *v* спорить
argument ['ɑ:gjumənt] *n* 1) доказательство, аргумент 2) ссора
arm [ɑ:m] *n* рука (*от кисти до плеча*)
armchair ['ɑ:mʃeə] *n* кресло (с подлокотниками)
Armenian [ɑ:'mɪniən] 1. *n* 1) армянин, армянка 2) армянский язык 2. *a* армянский
around [ə'raʊnd] 1. *adv* кругом, вокруг 2. *prep* вокруг, по
arrange [ə'reɪndʒ] *v* 1) приводить в порядок 2) располагать в определенном порядке
arrive [ə'raɪv] *v* прибывать, приезжать
art [ɑ:t] *n* искусство
article ['ɑ:tɪkl] *n* статья
as [æz] *adv* как; **as... as...** так же... как; **as well as** так же как
Asian ['eɪʃn] *n* житель или уроженец Азии
associate [ə'səʊʃieɪt] *v* связываться, ассоциироваться
association [ə'səʊsi'eɪʃn] *n* общество, ассоциация, объединение
athlete ['æθli:t] *n* 1) спортсмен 2) атлет, человек крепкого телосложения
athletics [æθ'letiks] *n* *употр. с гл. в ед. и мн. ч.* атлетика

atmosphere ['ætməsfɪə] *n* атмосфера; обстановка
attach [ə'tætʃ] *v* прикреплять, присоединять; скреплять, связывать
attention [ə'tenʃn] *n* внимание
attitude ['ætɪtju:d] *n* отношение (к чему-л.)
attract [ə'trækt] *v* привлекать
attraction [ə'trækʃn] *n* привлекательность
autonomous [ɔ:'tɒnəməs] *a* 1) независимый (о государстве) 2) автономный, самоуправляющийся
average ['ævəɪdʒ] *a* 1) средний 2) обычный; *on* ~ в среднем
avoid [ə'vɔɪd] *v* избегать
awake [ə'weɪk] *a* проснувшийся
award [ə'wɔ:d] *n* награда
away [ə'weɪ] *adv* прочь
awful ['ɔ:fl] *a* разг. ужасный
Azerbaijani [ˌæzəbaɪ'dʒɑ:nɪ] *n* 1) азербайджанец, азербайджанка 2) азербайджанский язык

Bb

baby-doll (dress) ['beɪbɪdl dres] *n* платье, по стилю напоминающее платье для маленькой девочки (короткое, с завышенной талией, рукавами «фонариками» и т. п.)
back [bæk] *adv* назад, обратно
bags [bægz] *n pl* широкие брюки
baggy ['bæɡɪ] *a* мешковатый
balance* ['bæləns] *n* равновесие, баланс
ballet ['bæleɪ] *n* балет
ban [bæn] *v* запрещать
banana [bə'nɑ:nə] *n* банан
band [bænd] *n* оркестр
Bangladeshi [ˌbæŋɡlə'deʃɪ] *n* житель или уроженец Бангладеш
barefoot* ['beəfʊt] *a* босой
bath [bɑ:θ] *n* 1) ванна 2) купание (в ванне)
beach [bi:tʃ] *n* пляж
bearskin ['beəskin] *n* медвежья шкура, медвежий мех
beauty ['bjuti] *n* красота

because [bi'kɒz] *conj* потому что, так как; ~ *of* из-за, вследствие
bedtime ['bedtaɪm] *n* время ложиться спать
before [bi'fɔ:] 1. *adv* раньше, прежде 2. *prep* перед
behave [bi'heɪv] *v* поступать, вести себя
behaviour* [bi'heɪvjə] *n* поведение, манеры
believe [bi'li:v] *v* полагать; верить
bell [bel] *n* колокольчик
belong [bi'lɒŋ] *v* принадлежать (to)
Belorussian [ˌbeləʊ'ʁʌʃn] *n* 1) белорус, белоруска 2) белорусский язык
below [bi'ləʊ] 1. *adv* ниже, внизу 2. *prep* ниже, под
belt [belt] *n* ремень; *seat* ~ ремень безопасности
benefit ['benɪfɪt] *v* извлекать пользу, выгоду
beside [bi'saɪd] *prep* рядом, около
besides [bi'saɪdz] *adv* кроме того
between [bi'twi:n] *prep* между
bit [bɪt] *n* кусочек, частица; *a* ~ немного
blank [blæŋk] *n* пустое, свободное место
blind* [blaɪnd] *a* слепой
blinds [blaɪndz] *n pl* жалюзи
block [blɒk] *v* преграждать, препятствовать, блокировать
board [bɔ:d] *n* 1) доска 2) борт (самолета, корабля и т. п.)
boarding card ['bɔ:ɪŋ kɑ:d] *n* посадочный талон (на самолет)
body ['bɒdi] *n* тело
bone [bəʊn] *n* кость
bonfire ['bɒnfʌɪə] *n* костер (часто по случаю какого-л. праздника)
boot [bu:t] *n* 1) ботинок, сапог 2) *pl* спорт. бутсы
boring ['bɔ:ɪŋ] *a* скучный
born [bɔ:n] *p.p. om bear*; *to be* ~ родиться
both [bəʊθ] *pron* оба, обе
bother ['bɒðə] *v* надоедать, беспокоить
bottle ['bɒtl] *n* бутылка

bought [bɔ:t] *past u p. p. om buy*
box [bɒks] *n* коробка, ящик
boxing ['bɒksɪŋ] *n спорт.* бокс
bracelet ['breɪslət] *n* браслет
brave [breɪv] *a* храбрый, смелый
bread [bred] *n* хлеб
break [breɪk] *v* (broke; broken) разби-
 вать; *to ~ a record* побить рекорд
bridge [brɪdʒ] *n* мост
bright [braɪt] *a* 1) яркий 2) смышле-
 ный
brilliant ['brɪljənt] *a* блестящий
Brit [brɪt] *n* британец
brown [braʊn] 1. *a* коричневый 2. *v*
 поджаривать, подрумянивать
building ['bɪldɪŋ] *n* здание
bulldog ['bʊldɒg] *n* бульдог
Buryat [,bʊrɪ'ɑ:t] *n* 1) бурят, бурятка
 2) бурятский язык
busby ['bʌzbɪ] *n* гусарский кивер (*го-
 ловой убор из медвежьего меха*)
busy ['bɪzɪ] *a* занятый
butter ['bʌtə] *n* масло
by [baɪ] *prep* около

Сс

café ['kæfeɪ] *n* кафе
calendar ['kæləndə] *n* календарь
call [kɔ:l] *v* звать, называть
calorie* ['kæləri] *n* калория
camp [kæmp] *n* лагерь
can I [kæn] *n* жестяная коробка,
 банка
can II [kæn] *v* (could) мочь, быть в
 состоянии, уметь
candidate ['kændɪdɪt] *n* кандидат
cap [kæp] *n* кепка, фуражка
captain ['kæptɪn] *n* капитан
caption ['kæpfən] *n* заголовок (*статьи,
 главы*), подпись
car [kɑ:] *n* автомобиль
card [kɑ:d] *n* 1) карта (*игральная*)
 2) билет 3) карточка
cardigan ['kɑ:dɪgən] *n* кардиган, вязаная
 кофта с застежкой на пуговицах
care [keə] 1. *n* забота, попечение; *to*
take ~ of заботиться о 2. *v* забо-
 титься (*for, of, about*)

careful ['keəfl] *a* 1) заботливый 2) ос-
 торожный 3) точный, аккуратный
Caribbean [,kærə'bi:ən] *a* карибский
carnival* ['kɑ:nɪvl] *n* карнавал
carrot ['kærət] *n* морковь
carry ['kæpɪ] *v* 1) везти, перевозить
 2) нести, носить, переносить
casual ['kæʒʊəl] *a* зд. повседневный
cathedral [kə'ti:drəl] *n* собор
cause [kɔ:z] 1. *n* причина 2. *v* быть
 причиной
celebrate ['seləbreɪt] *v* праздновать
celebration [,selə'breɪʃn] *n* празднова-
 ние, торжество
century ['sentʃəpɪ] *n* век
cereal ['siəriəl] *n* овсянка, овсяная
 каша
ceremonious [,serə'məʊniəs] *a* 1) цере-
 монный 2) манерный, чопорный
ceremony ['serəməni] *n* церемония, оп-
 ределенный порядок
certain ['sɜ:tn] *a* 1) *attr* определен-
 ный; один, некий, некоторый
 2) *predic* уверенный
certainly ['sɜ:tnli] *adv* конечно, несом-
 ненно
championship* ['tʃæmpɪənʃɪp] *n* чемпи-
 онат
chance [tʃɑ:ns] *n* 1) случай, случай-
 ность 2) шанс
change [tʃeɪndʒ] 1. *n* изменение,
 перемена 2. *v* менять(ся), изме-
 нять(ся)
chaotic [keɪ'ɒtɪk] *a* хаотический, хао-
 тичный
character ['kærəktə] *n* 1) характер
 2) тип, персонаж
characteristic [,kærəktə'rɪstɪk] 1. *n* ха-
 рактерная черта; особенность,
 свойство 2. *a* характерный, типич-
 ный (*of*)
charity ['tʃærəti] *n* 1) милосердие
 2) благотворительность
charming ['tʃɑ:mɪŋ] *a* очаровательный,
 обаятельный, прелестный
chart [tʃɑ:t] *n* таблица; схема
chase [tʃeɪs] *v* 1) преследовать (*around*)
 2) спугивать

check [tʃek] 1. *n* контроль, проверка
 2. *v* проверять, контролировать
cheek [tʃi:k] *n* щека
cheer* [tʃiə] *v* 1) приветствовать громкими возгласами; **to ~ up** ободрять, утешать 2) быть в группе поддержки (*на спортивной игре*)
cheesecloth ['tʃi:zklɒθ] *n* марлевая ткань
Chinatown ['tʃaɪnətaʊn] *n* китайский квартал
Chinese [tʃaɪ'ni:z] *a* китайский
chip [tʃɪp] *n* 1) ломтик жареного картофеля 2) *pl* АЕ чипсы
chocolate ['tʃɒklət] *n* шоколад
choice [tʃɔɪs] *n* выбор
church [tʃɜ:ʃ] *n* церковь
Chuvash ['tʃu:væʃ] *n* 1) чуваш, чувашка 2) чувашский язык
circle ['sɜ:kl] *n* 1) круг 2) группа
circus ['sɜ:kəs] *n* цирк
classmate ['kla:smet] *n* одноклассник
clear [kliə] *a* 1) ясный 2) прозрачный
clever ['klevə] *a* 1) умный 2) способный, одаренный
climbing ['klaɪmɪŋ] *n* восхождение; влезание; лазанье
close I [kləʊz] *v* закрывать(ся)
close II [kləʊs] *a* близкий
clothes [kləʊðz] *n* одежда
clothing ['kləʊðɪŋ] *n* одежда
clubwear* ['klʌbweə] *n* одежда для клуба, клубных вечеринок и т. д.
coach [kəʊtʃ] *n* *зд.* туристический автобус
coat [kəʊt] *n* пальто
cocoa ['kəʊkəʊ] *n* какао
code [kəʊd] *n* 1) кодекс 2) код
Coke [kəʊk] *n* *разг.* кока-кола
colour ['kʌlə] *n* цвет
coloured ['kʌləd] *a* 1) раскрашенный, окрашенный 2) цветной
colourful ['kʌləfl] *a* красочный, яркий
comfortable ['kʌmfɪəbl] *a* удобный, комфортабельный, уютный
common ['kɒmən] *a* общий
community [kə'mju:nəti] *n* 1) община, общество 2) общность

compare [kəm'peə] *v* 1) сравнивать (to) 2) сопоставлять
comparison [kəm'pæɪsən] *n* сравнение
compete [kəm'pit] *v* участвовать в соревновании
competition [,kɒmpə'tɪʃn] *n* соревнование
competitive [kəm'petətɪv] *a* соревнующийся, конкурирующий
compliment* ['kɒmplɪmənt] *n* комплимент, похвала
composition [,kɒmpə'zɪʃn] *n* сочинение
concern [kən'sɜ:n] *v* 1) касаться, иметь отношение 2) заботиться, беспокоиться
conclusion [kən'klu:ʒn] *n* заключение
conditioner* [kən'dɪʃnə] *n* кондиционер
confident ['kɒnfɪdənt] *a* уверенный в себе
congratulate [kən'grætʃuleɪt] *v* поздравлять
congratulation [kən,grætʃu'leɪʃn] *n* поздравление
connect [kə'nekt] *v* соединять(ся), связывать(ся)
consequently ['kɒnsɪkwəntli] *adv* следовательно
consider [kən'sɪdə] *v* 1) обдумывать, обсуждать 2) полагать
consist [kən'sɪst] *v* состоять (of – из)
continue [kən'tɪnju:] *v* продолжать(ся)
contrary ['kɒntrəri] *a* противоположный; **on the ~** наоборот
conversation [,kɒnvə'seɪʃn] *n* разговор, беседа
convince [kən'vɪns] *v* убеждать, уверять
convincing [kən'vɪnsɪŋ] *a* убедительный
coordination* [kəʊ,ɔ:di'neɪʃn] *n* координация
cornflakes ['kɔ:nfleɪks] *n* кукурузные хлопья
cosmetics [kɒz'metɪks] *n* косметика
count [kaʊnt] *v* считать
countryside ['kʌntsɪsaɪd] *n* сельская местность
county ['kaʊntɪ] *n* графство

couple ['kʌpl] *n* пара
course [kɔ:s] *n*: of ~ конечно
cousin ['kʌzn] *n* двоюродный(ая) брат (сестра)
cover ['kʌvə] *v* покрывать, закрывать
craze [kreiz] *n* мода, общее увлечение;
the latest ~ последний «писк» моды
crazy ['kreizi] *a* сумасшедший; *разг.* помешанный на чем-л.
cream [kri:m] *n* сливки, крем
create [kri'eit] *v* творить, создавать
cricket ['krikit] *n* крикет
crime [kraim] *n* преступление
crisps [krisps] *n pl* хрустящий картофель
cruelty ['kru:əlti] *n* жестокость
cup [kʌp] *n* 1) чашка 2) *спорт.* кубок
custom ['kʌstəm] *n* обычай, обыкновение
customize ['kʌstəmaiz] *v* 1) выполнять по индивидуальному заказу 2) перестраивать, украшать
customs declaration ['kʌstəmz ,dekla'reiʃn] *n* таможенная декларация
customs officer* ['kʌstəmz ,ɒfisə] *n* таможенник, таможенный инспектор, чиновник
cycling ['saikliŋ] *n* велоспорт

Dd

dairy ['deəri] *n attr* молочный
danger ['deɪndʒə] *n* 1) опасность 2) угроза
dangerous ['deɪndʒərəs] *a* опасный, рискованный
dark [dɑ:k] *a* темный
date [deɪt] *n* 1) дата, число 2) свидание
dead [ded] *a* мертвый
debate [di'beɪt] *v* спорить
decent ['di:snt] *a* приличный, благопристойный
decide [di'saɪd] *v* решать, принимать решение
decision [di'si:ʒn] *n* решение
declare* [di'kleə] *v* заявлять, объявлять, провозглашать
defend [di'fend] *v* 1) оборонять(ся), защищать(ся) 2) отстаивать

definitely ['defənətli] *adv* определенно, ясно, несомненно
denim ['denɪm] *n* грубая хлопчатобумажная ткань, джинсовая ткань
descriptive [di'skriptɪv] *a* описательный; изобразительный
design [di'zain] 1. *n* проект, план, набросок 2. *v* рисовать, изображать
despite [di'spaɪt] *prep* несмотря на
destination [,destɪ'neɪʃn] *n* место назначения; цель
develop [di'veləp] *v* развивать(ся), совершенствовать
diary ['daɪəri] *n* дневник
diet ['daɪət] 1. *n* диета 2. *v* быть на диете
differ ['dɪfə] *v* различаться, отличаться
difference ['dɪfrəns] *n* разница, различие
different ['dɪfrənt] *a* 1) другой 2) разный, различный
difficult ['dɪfɪklt] *a* трудный, тяжелый
directly [dɪ'rektlɪ] *adv* 1) прямо 2) прямо, открыто
dirty ['dɜ:ti] *a* грязный, испачканный
disability* [,disə'bɪləti] *n* неспособность, бессилие; нетрудоспособность
disabled* [dis'eɪbld] *a* искалеченный, поврежденный, неспособный
disadvantage [,disəd'vɑ:ntɪdʒ] *n* недостаток
disappear [,disə'piə] *v* исчезать, пропадать, скрываться
disappointed [,disə'pɔɪntɪd] *a* разочарованный, разочаровавшийся; огорченный
disciplined ['dɪsəplɪnd] *a* дисциплинированный
disease [di'zi:z] *n* болезнь
dishonest [dis'ɒnɪst] *a* нечестный, не порядочный
dissolved [di'zɒlvd] *a* растворенный
distance ['dɪstəns] *n* расстояние; **to keep a ~** держать дистанцию
disturb [di'stɜ:b] *v* беспокоить
divide [di'vaɪd] *v* делить(ся); разделять(ся)
dome [dəʊm] *n* купол, свод

door [dɔː] *n* дверь
doubt [daʊt] *n* сомнение; **no** ~ несомненно, вне сомнения
downside ['daʊnsaɪd] *n* обратная сторона
dozen ['dɒzn] *n* дюжина
dragon ['dræɡən] *n* дракон
draw [drɔː] *v* (**drew**; **drawn**) 1) рисовать 2) **to** ~ **attention** привлекать внимание, интерес
dream [dri:m] *n* 1) сон 2) мечта
dress [dres] 1. *n* платье, одежда 2. *v* одеваться; **to** ~ **up** наряжать(ся)
drink [drɪŋk] 1. *n* питье, напиток; **soft** ~s безалкогольные напитки 2. *v* (**drank**; **drunk**) пить, выпить
drum [drʌm] *n* барабан, звук барабана
dry [draɪ] 1. *a* 1) сухой 2) скучный 2. *v* сушить(ся)
dull [dʌl] *a* тупой, глупый; тусклый, неяркий
during ['djʊərɪŋ] *prep* в течение, в продолжение, во время
dyed [daɪd] *a* крашеный, окрашенный

Ee

each [i:tʃ] *pron* каждый; ~ **other** друг друга
early ['ɜːli] 1. *a* 1) ранний 2) преждевременный 2. *adv* рано
ease [iːz] *v* облегчать, успокаивать
easily ['iːzɪli] *adv* легко, нетрудно
east [iːst] 1. *n* восток 2. *a* восточный
eastern ['iːstən] *a* восточный
easy ['iːzi] 1. *a* 1) легкий, нетрудный 2) спокойный 2. *adv* легко
ecological [,iːkə'lɒdʒɪkəl] *a* экологический
egg [eg] *n* яйцо
either ['aɪðə] *pron indef* как *сущ.* один из двух, оба, и тот и другой; как *прил.* каждый, любой (из двух); **either** ... **or** ... или ... или
elder ['eldə] *a* старший
electricity [ɪ,lek'trɪsəti] *n* электричество
else [els] *adv* 1) (*c* *pron indef* и *pron inter*) еще; кроме 2) (*обыкн. после or*) иначе; или же

embroidery [ɪm'brɔɪdəri] *n* вышивание, вышивка
emotional [ɪ'məʊʃnəl] *a* эмоциональный, волнующий
end [end] 1. *n* конец 2. *v* заканчиваться
energetic [ˌenə'dʒetɪk] *a* энергичный, сильный, активный
energy ['enədʒi] *n* энергия, сила, мощность
enjoyable [ɪn'dʒɔɪəbl] *a* приятный, доставляющий удовольствие
enough [ɪ'naʊf] *adv* достаточно, довольно
enter ['entə] *v* входить
entertain [ˌentə'teɪn] *v* занимать (гостей)
entertainment [ˌentə'teɪnmənt] *n* развлечение, увеселение
entry ['entri] *n* вход
environment [ɪn'vaɪrənmənt] *n* окружающая среда, окружение
especially [ɪ'speʃli] *adv* особенно, специально
ethnic ['eθnɪk] *a* этнический
European [ˌjʊərə'piːən] *a* европейский
evaluate [ɪ'væljuːeɪt] *v* оценивать
even I ['iːvn] *a* четный
even II ['iːvn] *adv* даже
Evenk ['iːvɛŋk] *n* эвенк, эвенкийка
event [ɪ'vent] *n* 1) случай, событие 2) исход, результат
everybody ['evribɒdi] *pron indef* каждый (человек)
everyone ['evriwʌn] = everybody
everything ['evriθɪŋ] *pron* всё
everywhere ['evriweə] *adv* всюду, везде
evil ['iːvl] 1. *n* зло 2. *a* зловещий
exact [ɪg'zækt] *a* точный
exactly [ɪg'zæktli] *adv* точно, как раз
example [ɪg'zɑːmpl] *n* пример; **for** ~ например
exception [ɪk'sepʃn] *n* исключение
exchange [ɪks'tʃeɪndʒ] *v* 1) обменивать 2) менять(ся)
excitement [ɪk'saɪtmənt] *n* волнение, возбуждение

exciting [ɪk'saɪtɪŋ] *a* увлекательный, волнующий
exclusively [ɪk'sklu:svli] *adv* исключительно
excursion [ɪk'skɜ:ʃn] *n* экскурсия
exercise ['eksəsaɪz] *n* упражнение, тренировка
exhibit [ɪg'zɪbɪt] *v* 1) показывать 2) выставлять
exhibition [,eksɪ'bɪʃn] *n* выставка
expect [ɪk'spekt] *v* 1) ожидать 2) рассчитывать, надеяться
expensive [ɪk'spensɪv] *a* дорогой, дорогостоящий
experience [ɪk'spiəriəns] *n* 1) опыт 2) случай
expert ['eksɜ:t] *n* специалист
explain [ɪk'spleɪn] *v* объяснять
explanation [,eksplə'neɪʃn] *n* объяснение, толкование
explore [ɪk'splɔ:] *v* исследовать, изучать
express [ɪk'spres] *v* выражать
extra ['ekstrə] *a* дополнительный
extremely [ɪk'stri:mli] *adv* крайне, чрезвычайно
eye [aɪ] *n* глаз

Ff

fabulous ['fæbjuləs] *a* 1) невероятный, неправдоподобный 2) *разг.* потрясающий
fact [fækt] *n* факт, событие; *in ~* фактически, на самом деле
factual ['fæktʃʊəl] *a* фактический, действительный
fair [feə] *a* справедливый
false [fɔ:ls] *a* ложный, неверный
fancy costume [,fænsɪ 'kɒstjəm] *n* маскарадный костюм
fan [fæn] *n* *разг.* болельщик, фанат
far [fɑ:] *adv* гораздо, намного; *~ and away* очень
fashion ['fæʃn] *n* стиль, мода; *to be in ~* быть в моде; *to come into ~* входить в моду; *to be/go out of ~* вышел/ушел из моды, выходить из моды; *to be/keep up to date with the ~* следовать моде, придерживаться моды

fashionable ['fæʃnəbl] *a* модный
fast [fɑ:st] *a* быстрый
fast food [,fɑ:st 'fu:d] *n* несложные блюда; еда, которую можно перехватить на скорую руку (*гамбургеры, сосиски и т. п.*)
fat [fæt] 1. *n* жир 2. *a* тучный, толстый
favour ['feɪvə] *n* одолжение, любезность; *in ~ of* в пользу (кого-л.)
fee [fi:] *n* взнос, плата, штраф
feel [fi:l] *v* (*felt*) чувствовать
feeling ['fi:lɪŋ] *n* чувство, ощущение
feet [fi:t] *n pl* от *foot*
festival ['festɪvl] *n* фестиваль, празднество
fever ['fi:və] *n* жар, лихорадка
few [fju:] *a* немного, немногие, несколько (*мж. а ~*)
field [fi:ld] *n* поле, большое пространство
figure skating ['fɪgə ,sketɪŋ] *n* фигурное катание
fill [fɪl] *v* наполнять(ся), заполнять(ся); *to ~ in* заполнять
finally ['faɪnəli] *adv* в конце, в заключение
find [faɪnd] *v* (*found*) находить; *to ~ out* (раз)узнавать, выяснять
fireworks ['faɪəwɜ:ks] *n pl* фейерверк
firstly ['fɜ:stli] *adv* во-первых
fist [fɪst] *n* кулак
fit [fɪt] 1. *a* здоровый, бодрый 2. *v* соответствовать, подходить по размеру, годиться; *to ~ in* подходить, соответствовать
fitness* ['fɪtnəs] *n* хорошая физическая форма
fix [fɪks] *v* укреплять, закреплять
flares [fleəz] *n pl* брюки-клеш
flexibility [,fleksə'bɪləti] *n* 1) гибкость 2) эластичность, упругость 3) податливость, уступчивость
flexible* ['fleksəbl] *a* 1) гибкий 2) эластичный, упругий
flight [flaɪt] *n* 1) полет 2) *ав.* рейс
folk [fəʊk] *n* (*ynomr. во мн. ч.*) 1) люди 2) *attr* народный

follow ['fɒləʊ] *v* придерживаться, следовать (чему-л.)
fond [fɒnd] *a* любящий; **to be ~ of sb, sth** любить кого-л., что-л.
food [fu:d] *n* продукты питания
foot [fʊt] *n* (*pl* feet) ступня, нога (*ниже щиколотки*)
footwear* ['fʊtweə] *n* обувь
for [fɔ:] *prep* 1) для 2) в течение, в продолжение
foreign ['fɒrən] *a* иностранный
foreigner ['fɒrənə] *n* иностранец, иностранка
form [fɔ:m] *v* формировать(ся), образовывать(ся)
found [faʊnd] *v* основывать, учреждать
fountain ['faʊntɪn] *n* фонтан
frankly ['fræŋkli] *adv* искренне, откровенно
free [fri:] 1. *a* 1) свободный 2) бесплатный 2. *adv* 1) свободно 2) бесплатно
fresh [freʃ] *a* свежий
frightening ['fraɪtnɪŋ] *a* пугающий
front [frʌnt] *n* перед, передняя сторона; **in ~ of** перед, впереди
full [fʊl] *a* полный, целый; **in ~** полностью, в полной мере
funky ['fʌŋki] *a* *разг.* оригинальный, забавный
fur [fɜ:] *n* мех

Gg

gallery ['gæləri] *n* галерея
garlic* ['gɑ:lik] *n* чеснок
gate [geɪt] *n* ворота
gather ['gæðə] *v* собирать
gel* [dʒel] *n* гель
generous ['dʒenərəs] *a* 1) великодушный, благородный 2) щедрый
Georgian ['dʒɔ:ʒən] 1. *n* 1) грузин; грузинка 2) грузинский язык 2. *a* грузинский (*относящийся к Грузии*)
get [get] *v* (got) получать; **to ~ up** вставать; подготавливать; **to ~ together** собираться вместе

ghost [gəʊst] *n* привидение, призрак
giggle ['gɪgl] 1. *n* хихиканье 2. *v* хихикать
give [gɪv] *v* (gave, given) давать, отдавать; **to ~ up** уступить, прекратить делать
glad [glæd] *a* 1) *predic* довольный 2) радостный
glance [glɑ:ns] *n* (быстрый, короткий) взгляд
glove [glʌv] *n* перчатка
goods [gʊdz] *n* *pl* товар, товары
gorgeous ['gɔ:ʒəs] *a* великолепный, прекрасный (*о вещах, явлениях, интерьере и т. д.*)
government ['gʌvnmənt] *n* правительство
greet [gri:t] *v* здороваться
greetings card ['gri:tɪŋz ,kɑ:d] *n* поздравительная открытка
ground [graʊnd] *n* 1) почва, земля 2) основание, мотив
grown-up ['grəʊnp] *n* взрослый (человек)
guard [gɑ:d] *n* караул, *pl* гвардия
guess [ges] *v* 1) угадать, отгадать 2) *AE* считать, полагать; **I ~** я думаю
guest [gest] *n* гость, гостя
guide [gaɪd] *n* 1) гид, проводник, экскурсовод 2) путеводитель, справочник; **~d tour** экскурсионная поездка
gym [dʒɪm] *n* *сокр. разг. от* **gymnasium** или **gymnastics**
gymnastics [dʒɪm'næstiks] *n* гимнастика

Hh

habit ['hæbɪt] *n* привычка; обычай
hair [heə] *n* волос, волосы, волосок
hairstyle ['heəstail] *n* прическа
half [hɑ:f] *n* (*pl* halves) половина
hall [hɔ:l] *n* 1) зал 2) вестибюль, приемная
hamburger ['hæmbɜ:gə] *n* гамбургер
hand [hænd] *n* рука; **on the one ~ ... on the other ~** с одной стороны ... с другой стороны; **to shake ~s** пожать друг другу руки

happen ['hæpən] *υ* случаться, происходить
hard [hɑ:d] 1. *a* твердый, жесткий
 2. *adv* усердно, упорно
hardly ['hɑ:dlɪ] *adv* едва
hard-working [,hɑ:d'wɜ:kɪŋ] *a* трудолюбивый
hat [hæt] *n* шляпа, шапка
head [hed] *n* 1) голова 2) глава, руководитель
headband ['hedbænd] *n* лента или узкая повязка (на голову); ободок
health [helθ] *n* здоровье
healthily ['helθɪli] *adv* полезно для здоровья, благотворно
healthy ['helθi] *a* 1) здоровый 2) полезный для здоровья
heart [hɑ:t] *n* сердце; *by ~* наизусть
heat [hi:t] *υ* нагревать(ся)
heavy ['hevi] *a* тяжелый
heel [hi:l] *n* каблук
helmet ['helmit] *n* каска, шлем
herb [hɜ:b] *n* трава, растение (*особ. лекарственное*)
high [hai] 1. *a* 1) высокий 2) высший, главный 2. *adv* высоко
highly ['haɪli] *adv* очень, весьма, чрезвычайно, сильно
hint [hɪnt] *n* намек; совет
holiday ['hɒlədeɪ] *n* 1) праздник 2) *pl* каникулы; **package ~** комплексная туристическая поездка
holidaymaker* ['hɒlədɪmeɪkə] *n* 1) отпускник, отдыхающий 2) экскурсант, турист
homemade* [,həʊm'meɪd] *a* самодельный
homesick ['həʊmsɪk] *a* тоскующий по дому, по родине (*for*)
homesickness ['həʊmsɪknəs] *n* тоска по родине, ностальгия
honest ['ɒnɪst] *a* честный; правдивый
honey ['hʌni] *n* мед
honour ['ɒnə] *υ* чтить
hope [həʊp] *υ* надеяться
hopeless ['həʊpləs] *a* 1) безнадежный 2) отчаявшийся
horrible ['hɒrəbl] *a* страшный, ужасающий

horse race ['hɔ:s reɪs] *n* бега, скачки
horse-riding ['hɔ:saɪdɪŋ] *n* езда на лошади
hospitable ['hɒspɪtəbl] *a* гостеприимный, радушный
hot [hɒt] *a* горячий, жаркий
hotel [həʊ'tel] *n* гостиница
hour ['aʊə] *n* час
however [haʊ'evə] *adv* как бы ни
huge [hju:dʒ] *a* огромный, громадный
humour ['hju:mə] *n* юмор
hurt [hɜ:t] *υ* (**hurt**) 1) причинять боль 2) обижать, делать больно

Ii

ice [aɪs] *n* лед
ideal [aɪ'diəl] 1. *n* идеал 2. *a* идеальный
identify [aɪ'dentɪfaɪ] *υ* 1) устанавливать тождество (*with*) 2) опознавать, устанавливать личность
ignore [ɪɡ'nɔ:] *υ* игнорировать
illuminations* [ɪ,lʊ:mɪ'neɪʃnz] *n pl* иллюминация
image ['ɪmɪdʒ] *n* образ
imaginary [ɪ'mædʒɪnɪ] *a* воображаемый
imagine [ɪ'mædʒɪn] *υ* представлять себе, воображать
imitate ['ɪmɪteɪt] *υ* копировать, подражать; имитировать
immediate [ɪ'mɪdiət] *a* незамедлительный
impolite [ɪmpə'laɪt] *a* невежливый
importance [ɪm'pɔ:təns] *n* важность, значительность
important [ɪm'pɔ:tənt] *a* важный, значительный
impress [ɪm'pres] *υ* производить впечатление, поражать
impression [ɪm'preʃn] *n* впечатление
impressive [ɪm'presɪv] *a* производящий глубокое впечатление; впечатляющий, выразительный
improve [ɪm'pru:v] *υ* улучшать(ся)
inactivity [ɪnæk'tɪvətɪ] *n* бездеятельность; бездействие
include [ɪn'klud] *υ* включать
income ['ɪnkʌm] *n* доход; заработок

indeed [in'di:d] *adv* в самом деле, действительно

independent [,indi'pendənt] *a* независимый, самостоятельный

Indian ['ɪndiən] 1. *n* 1) индеец 2) индеец (Северной и Южной Америки) 2. *a* 1) индийский 2) индейский (*относящийся к американским индейцам*)

individual [,indi'vɪdʒuəl] 1. *n* личность, человек 2. *a* личный, индивидуальный

individuality [,indi'vɪdʒu'æləti] *n* индивидуальность

indoor ['ɪndo:] *a* находящийся/происходящий в помещении

industry ['ɪndəstri] *n* промышленность, индустрия

influence ['ɪnfluəns] *v* влиять, (воз)действовать

informative [ɪn'fɔ:mətɪv] *a* информационный, информирующий

ingredient [ɪn'ɡri:diənt] *n* составная часть, ингредиент

Ingush [ɪn'guʃ] *n* 1) ингуш, ингушка 2) ингушский язык

injury ['ɪnʃəri] *n* 1) вред, повреждение 2) рана, ушиб

inside [ɪn'saɪd] *n* внутренняя сторона

insincerity [ɪnsɪn'serəti] *n* лживость, лицемерие, неискренность

instead [ɪn'sted] *adv* вместо

international [,ɪntə'næʃnəl] *a* международный, интернациональный

interrupt [,ɪntə'rʌpt] *v* прерывать

introduce [,ɪntrə'dju:s] *v* 1) вводить в употребление 2) представлять, знакомить

introduction [,ɪntrə'dʌkʃn] *n* введение, предисловие (*к книге и т. д.*)

invent [ɪn'vent] *v* изобретать

invite [ɪn'vaɪt] *v* приглашать, просить

involve [ɪn'vɒlv] *v* вовлекать

Irish ['aɪrɪʃ] 1. *n* 1) (*the ~*) *pl* собир. ирландцы, ирландский народ 2) ирландский язык 2. *a* ирландский

irritation [,ɪrɪ'teɪʃn] *n* раздражение

island ['aɪlənd] *n* остров

isle [aɪl] *n* поэт. остров

issue ['ɪʃu:] 1. *n* выпуск, издание 2. *v* 1) выходить 2) выпускать, издавать; пускать в обращение (*деньги и т. п.*)

item ['aɪtəm] *n* отдельный предмет, вопрос

itself [ɪt'self] *pron* 1) *refl* себя, -ся, -сь, себе 2) *emph* сам, само, сама

Jj

jacket ['dʒækɪt] *n* куртка

jewellery ['dʒu:əlɪ] *n* драгоценности, ювелирные изделия

job [dʒɒb] *n* работа, труд

join [dʒɔɪn] *v* соединять(ся), присоединять(ся)

joke [dʒəʊk] *v* шутить, подшучивать

journey ['dʒɜ:nɪ] *n* поездка, прогулка; путешествие

joy [dʒɔɪ] *n* радость, веселье

jubilee ['dʒu:bili:] *n* 1) юбилей 2) празднество, торжество; праздник

judo ['dʒu:dəʊ] *n* япон. спорт. дзюдо

juice [dʒu:s] *n* сок

jump [dʒʌmp] 1. *n* прыжок 2. *v* прыгать; *to ~ the queue* пройти без очереди; *to ~ to a conclusion* делать поспешный вывод

junk food ['dʒʌŋk fu:d] *n* пища, богатая калориями, но имеющая низкую питательную ценность

just [dʒʌst] *adv* точно, как раз

Kk

kaftan ['kæftæn] *n* кафтан, блуза из тонкой хлопчатобумажной (марлевой) ткани

Kalmyk ['kælmɪk] *n* 1) калмык, калмычка 2) калмыцкий язык

karate [kə'rɑ:tɪ] *n* карате

Kazakh [kə'zæk] *n* 1) казах, казашка 2) казахский язык

keen [ki:n] *a* пронизательный, острый (*ум, взгляд*); *to be ~ on* хорошо уметь делать что-л.; сильно желать чего-л.

keep [kɪp] *v* (**kept**) держать; to ~ a distance держать дистанцию; to ~ out держаться в стороне; to ~ fit быть в хорошей физической форме
kind [kaɪnd] 1. *n* сорт, разновидность; разряд; класс 2. *a* добрый, сердечный
kiss [kɪs] 1. *n* поцелуй 2. *v* целовать
knowledge ['nɒlɪdʒ] *n* знания

Ll

label ['leɪbl] 1. *n* ярлык, этикетка 2. *v* прикреплять или наклеивать ярлык
land [lənd] *n* 1) земля 2) страна, государство
landscape ['lændskeɪp] *n* ландшафт, пейзаж
language ['læŋɡwɪʃ] *n* язык
last I [lɑːst] *a* последний
last II [lɑːst] *v* продолжаться, длиться
late [leɪt] 1. *a* (later, latter; latest, last) опоздавший; поздний 2. *adv* (later; latest) поздно
later ['leɪtə] *adv* позже
laugh [lɑːf] 1. *n* смех 2. *v* смеяться
lavender ['lævəndə] 1. *a* бледно-лиловый; цвета цветков лаванды 2. *n* лаванда (*растение*)
lazy ['leɪzi] *a* ленивый
lead [liːd] *v* (**led**) 1) приводить к каким-л. результатам 2) быть причиной чего-л.
leaflet ['liːflət] *n* небольшая тонкая брошюра
league [liːɡ] *n* лига, союз
leather ['leðə] 1. *n* кожа (*выделанная*) 2. *a* кожаный
left [left] 1. *a* левый 2. *adv* налево, слева
leggings ['legɪŋz] *n* гамаша
leg [leg] *n* нога (*от бедра до ступни*)
leisure ['leɪʒə] *n* досуг; свободное время (*тж. ~ time*)
length [leŋθ] *n* расстояние
less [les] 1. *a* (*сравн. ст. от little*) меньший 2. *adv* меньше

lifestyle ['laɪfstɑɪl] *n* стиль жизни
light [laɪt] 1. *n* свет 2. *a* светлый 3. *v* (lit) зажигать
like [laɪk] 1. *n* 1) нечто подобное, похожее 2) *pl* симпатии, склонности 2. *adv* так, подобно этому, как, например
limit ['lɪmɪt] 1. *n* граница, предел 2. *v* ограничивать, ставить предел
line [laɪn] *n* линия
little ['lɪtl] 1. *a* (less, lesser; least) маленький, небольшой 2. *adv* немного, мало
load [ləʊd] *n*: loads of (money) много, кучи (денег)
local ['ləʊkl] *a* местный
logo(gram) ['ləʊɡəʊ(ɡræm)] *n* знак, стоящий вместо слова; логотип
lonely ['ləʊnli] *a* одинокий; to feel ~ чувствовать себя одиноким
look [lʊk] 1. *n* взгляд 2. *v* 1) смотреть, глядеть 2) выглядеть
loose [luːs] *a* свободный
lose [luːz] *v* (lost) 1) терять, 2) проигрывать
lot [lɒt] *n* 1) разг. большое количество, множество; а ~ of много, множество; ~s of огромное количество кого-л., чего-л. 2) в грам. знач. нареч. гораздо, намного; to read a ~ много читать
loud [laʊd] 1. *a* громкий 2. *adv* громко
lover ['lʌvə] *n* любитель
low [ləʊ] 1. *a* низкий 2. *adv* низко
lucky ['lʌki] *a* счастливый, удачный, удачливый
luggage ['lʌɡɪdʒ] *n* багаж; поклажа

Mm

magazine [ˌmæɡəˈziːn] *n* (периодический) журнал
magnificent [mæɡˈnɪfɪsənt] *a* великолепный; пышный
mail [meɪl] 1. *n* почта, почтовая корреспонденция 2. *v* посылать по почте, сдавать на почту
main [meɪn] *a* главный, основной

make [meɪk] *v* (**made**) 1) делать, совершать 2) производить; **to ~ up** составлять; **to ~ way for** дать дорогу, уступить место

make-up ['meɪkʌp] *n* грим, косметика

mall [mɔ:l] *n* аллея; торговый центр

manners ['mænəz] *n pl* (хорошие) манеры, умение вести себя

map [mæp] *n* карта (географическая)

marathon* ['mæɡəθən] *n* марафон, марафонский бег, марафонский заплыв

march [mɑ:tʃ] *v* маршировать

mark [mɑ:k] *v* метить; отмечать

market ['mɑ:kɪt] *n* рынок, базар

mask* [mɑ:sk] *n* маска

master ['mɑ:stə] *v* овладевать мастерством

match [mætʃ] 1. *n* матч, соревнование 2. *v* подбирать (под пару), сочетать (предметы одежды); сравнивать

mate [meɪt] *n* товарищ

matter ['mætə] 1. *n* вопрос, дело; **what's the ~ ?** в чем дело? что случилось? **what's the ~ with you?** что с вами? 2. *v* иметь значение

maxi* ['mæksi] *n* макси, юбка-макси

may [meɪ] *v* (**might**) модальный, недостаточный глагол мочь, иметь возможность

maybe ['meɪbi] *adv* может быть, возможно

meal [mi:l] *n* принятие пищи, еда

mean [mi:n] *v* (**meant**) значить, означать

meaning ['mi:nɪŋ] *n* значение; смысл

means [mi:nz] *n pl* (часто употр. как *sing*) средство; **~ of transport** вид транспорта

medicine ['medsən] *n* лекарство

meet [mi:t] *v* (**met**) встречать(ся)

meeting ['mi:tɪŋ] *n* собрание

member ['membə] *n* член, участник

memorial [mə'mɔ:piəl] *n* памятник, мемориал, монумент

mention ['menʃn] *v* упоминать, ссылаться на

menu ['menju:] *n* меню

merry ['merɪ] *a* веселый

mid- [mɪd] *pref* в середине

middle ['mɪdl] 1. *n* середина 2. *a* средний

might I [maɪt] *v past om may*

might II [maɪt] *n* сила; могущество

mile [maɪl] *n* миля

milk [mɪlk] 1. *n* молоко 2. *v* доить

mind [maɪnd] 1. *n* 1) разум 2) память; **to my ~** по моему мнению 2. *v* 1) обращать внимание, придавать значение 2) возражать

mine [maɪn] *pron poss* (абсолютная форма) мой, моя, мое

miniskirt ['mɪnɪskɜ:t] *n* мини-юбка

minute ['mɪnɪt] *n* минута

mirror ['mɪrə] *n* зеркало

miss [mɪs] *v* скучать (по кому-л.)

mix [mɪks] *v* мешать, смешивать(ся); **to ~ up** спутывать

modern ['mɒdn] *a* современный, новый

money ['mʌni] *n* (тж. *sing*) деньги

month [mʌnθ] *n* месяц

monument ['mɒnjumənt] *n* памятник

more [mɔ:] 1. *a* 1) сравн. ст. от **much** и **many** 2) больший, более многочисленный 2. *adv* 1) сравн. ст. от **much** 2) больше

most [mɔ:st] 1. *a* 1) превосх. ст. от **much** и **many** 2) наибольший 2. *adv* 1) превосх. ст. от **much** 2) больше всего

mountain ['maʊntɪn] *n* гора

mousse [mus] *n* мусс

move [mu:v] *v* переезжать

movement ['mu:vmənt] *n* движение

movie ['mu:vi] *n* 1) разг. фильм, кинокартина; **to see a ~** посмотреть фильм 2) *pl* the -s кино; **to go to the -s** ходить в кино

muscle* ['masl] *n* мышца, мускул

Muscovite ['maskəvaɪt] *n* москвич, москвичка

muscular ['maskjʊlə] *a* мышечный, мускульный

must [mast] *v* модальный, недостаточный глагол, выражает долженствование, обязанность

mysterious [mi'stiəriəs] *a* таинственный

Nn

name [neɪm] 1. *n* 1) имя 2) фамилия 3) название 2. *v* называть, давать имя (after)

narrow ['næɹəʊ] *a* узкий, тесный (*тж. перен.*)

nation ['neiʃn] *n* 1) нация, народ 2) государство, страна

national ['næʃnəl] *a* национальный, народный

nationality* [,næʃə'næləti] *n* национальность

natural ['nætʃrəl] *a* естественный, природный; настоящий

nature ['neɪtʃə] *n* природа, мир, вселенная

nearly ['niəli] *adv* 1) почти, чуть не 2) около, приблизительно 3) близко, тесно

necessary ['nesəsəri] *a* необходимый, нужный

need [ni:d] 1. *n* надобность, нужда 2. *v* 1) нуждаться в чем-л. 2) требоваться

neighbour ['neɪbə] *n* сосед, соседка

neighbourhood ['neɪbəhʊd] *n* 1) соседство 2) округа, район, квартал

nerve [nɜ:v] *n* нерв

nervous ['nɜ:vəs] *a* 1) мед. нервный, нервозный 2) боязливый, робкий

netball* ['netbɔ:l] *n* нетбол (*род баскетбола для девочек*)

never ['nevə] *adv* никогда

news [nju:z] *n* новость, новости; известие, сообщение

newspaper ['nju:spetə] *n* газета

next [nekst] 1. *a* 1) следующий 2) ближайший, соседний 3) будущий 2. *adv* затем, потом 3. *prep* рядом, около

nice [naɪs] *a* приятный, милый, славный

nightie ['naɪti] *n* ночная рубашка

nobody ['nəʊbədi] *pron* никто

noise [nɔɪz] *n* шум, гам, крик

none [nʌn] 1. *pron* 1) никто, ничто, ни один 2) никакой 2. *adv* несколько, совсем не

north [nɔ:θ] *n* север

note [nəʊt] *n* (*обыкн. pl*) заметка, запись

nowadays ['naʊədeɪz] *adv* в наше время, теперь, в наши дни

number ['nʌmbə] *n* число, количество

nut [nʌt] *n* орех

Oo

obesity [əʊ'bi:səti] *n* тучность, ожирение; чрезмерная полнота

occasion [ə'keɪʒn] *n* событие

ocean ['əʊʃn] *n* океан

offensive [ə'fensɪv] *a* обидный, оскорбительный

offer ['ɒfə] 1. *n* предложение 2. *v* предлагать

office ['ɒfis] *n* 1) служба, место, должность 2) административное здание, контора, канцелярия 3) обязанность, долг

officer ['ɒfisə] *n* 1) чиновник 2) офицер

official [ə'fɪʃl] 1. *n* должностное лицо, (крупный) чиновник 2. *a* официальный

oil [ɔɪl] *n* масло

olive ['ɒlɪv] *n* 1) бот. маслина, олива 2) маслина, оливка (*плод*)

oneself [wʌn'self] *pron refl* себя

onion ['ʌnjən] *n* 1) лук репчатый 2) луковица

only ['əʊnli] 1. *a* единственный 2. *adv* только, исключительно, единственно, лишь

open ['əʊpən] 1. *a* открытый, раскрытый 2. *v* открывать(ся)

opera ['ɒpərə] *n* опера

opinion [ə'pɪnjən] *n* мнение, взгляд, убеждение

opportunity [ˌɒpə'tju:nəti] *n* удобный случай, благоприятная возможность

opposite ['ɒpəzɪt] 1. *n* противоположность 2. *a* находящийся напротив, противоположный 3. *adv* напротив, против

optimistic(al) [ˌɒptɪ'mɪstɪkəl] *a* оптимистичный, оптимистический
orange ['ɒrɪndʒ] *n* апельсин
order ['ɔːdə] *n* порядок; последовательность
ordinary ['ɔːdnəri] *a* обычный, обыкновенный, заурядный
organize ['ɔːɡənaɪz] *v* организовывать
orphan ['ɔːfn] *n* сирота
other ['ʌðə] *a* другой, иной
out [aʊt] *prep*: указывает на положение вне другого предмета вне, за, из
outfit* ['aʊtfɪt] *n* одежда, полный комплект одежды
outside ['aʊtsaɪd] 1. *a* наружный, внешний 2. *adv* снаружи, из, вне 3. *prep* вне, за пределами
outstanding [aʊt'stændɪŋ] *a* выдающийся, знаменитый
overcoat ['əʊvəkəʊt] *n* пальто (*мужское*), теплая куртка
overdose ['əʊvədəʊs] *n* слишком большая, вредная доза
oversize ['əʊvəsaɪz] *n* очень большой размер
overweight ['əʊvəweɪt] *n* излишек веса, избыточный вес
own [əʊn] 1. *a* (после притяжательных местоимений и существительных в *possessive case*) свой собственный; *on one's* ~ самостоятельно, независимо 2. *v* владеть; иметь, обладать

Рр

pack [pæk] *v* упаковывать(ся)
package holiday [ˌpækɪdʒ 'hɒlədeɪ] *n* комплексная туристическая поездка
Pakistani [ˌpɑːki'stɑːni] *n* пакистанец, пакистанка
pale [peɪl] *a* бледный
pancake ['pæŋkeɪk] *n* блин, оладья
pants [pænts] *n pl* брюки, штаны
parade [pə'reɪd] *n* парад
part [pɑːt] *n* часть
participant [pɑː'tɪsɪpənt] *n* участник

participate [pɑː'tɪsɪpeɪt] *v* принимать участие
particularly [pə'tɪkjʊləli] *adv* особенно
party ['pɑːti] *n* званый вечер, вечеринка
pass [pɑːs] *v* 1) идти, проходить 2) сдавать; *to ~ a test* сдать тест
passage ['pæsɪdʒ] *n* место, отрывок (из книги)
passenger ['pæsɪndʒə] *n* пассажир
passport ['pɑːspɔːt] *n* паспорт
patient ['peɪnt] *a* 1) терпеливый 2) упорный, настойчивый
pattern ['pætɪn] *n* образец, пример
pay [peɪ] 1. *n* плата, выплата 2. (*paid*) *v* платить
pea [piː] *n* горох
people ['piːpl] *n* 1) народ, нация 2) люди
per [pɜː] *prep* за, на, в, с
per cent [pɜː 'sent] *n* процент
perform [pə'fɔːm] *v* выполнять
performance [pə'fɔːməns] *n* 1) исполнение 2) спектакль, представление
perfume ['pɜːfjuːm] *n* духи
perhaps [pə'hæps] *adv* может быть, возможно
permission [pə'mɪʃn] *n* позволение, разрешение
personality [ˌpɜːsə'næləti] *n* личность, индивидуальность
petticoat ['petɪkəʊt] *n* нижняя юбка
physical* ['fɪzɪkəl] *a* физический
pick [pɪk] *v* выбирать, подбирать
picture ['pɪktʃə] *v* представлять, воображать
picturesque [ˌpɪktʃə'resk] *a* живописный
piece [piːs] *n* кусок, часть; *a ~ of clothing* предмет одежды
piercing ['pɪəsɪŋ] *n* пирсинг
pinafore ['pɪnəfɔː] *n* сарафан
pipe [paɪp] *n* (курительная) трубка
pity ['pɪti] 1. *n* жалость, сострадание 2. *v* жалеть
PJs [ˌpiːdʒeɪz] *n* АЕ сокр. от *pyjamas*
place [pleɪs] 1. *n* место; *to take ~* случаться, иметь место 2. *v* помещать, ставить

plan [plæn] 1. *n* план; проект 2. *v* составлять план, планировать
plane [plein] *n* разг. самолет
platform ['plætfɔ:m] *n* платформа;
 ~ shoes «танкетки», туфли на платформе
please [pli:z] *v* 1) нравиться 2) доставлять удовольствие
plenty ['plenti] 1. *n* обилие, изобилие;
 ~ of много 2. *adv* вполне, довольно
plump [plʌmp] *a* полный, пухлый
pocket ['pɒkɪt] *n* карман
poem ['pəʊɪm] *n* стихотворение
police [pə'li:s] *n* полиция
political [pə'litɪkl] *a* политический, государственный
pollute [pə'lut] *v* загрязнять
pollution [pə'lju:ʃn] *n* загрязнение
polo ['pəʊləʊ] *n* спорт. поло; **water** ~ водное поло; ~ -neck sweater водолазка
poor [pɔ:] *a* бедный, неимущий; ~ diet плохое питание
population [,pɒpjʊ'leɪʃn] *n* население, жители
position [pə'zɪʃn] *n* положение
possess [pə'zes] *v* обладать, владеть
possible ['pɒsəbl] *a* возможный, вероятный
potato [pə'tetəʊ] *n* (*pl* -oes) картофель
pound [paʊnd] *n* 1) фунт (единица веса = 453,6 г) 2) фунт стерлингов
power lifting ['paʊə lɪftɪŋ] *n* поднятие тяжестей
practice ['præktɪs] *n* практика
praise [preɪz] *n* похвала
prefer [prɪ'fɜ:] *v* предпочитать (sth/ sb to sth/sb)
preferably ['prefrəblɪ] *adv* предпочтительно
prepare [prɪ'peə] *v* 1) готовить, подготавливать 2) готовиться
presence ['prezns] *n* присутствие; наличие
present I ['preznt] *n* настоящее время;
 at ~ в данное время
present II 1. *n* ['preznt] подарок 2. *v* [prɪ'zent] 1) дарить 2) предъявлять

presentation [,prezn'teɪʃn] *n* представление
preserve [prɪ'zɜ:v] *v* сохранять
president ['prezɪdənt] *n* президент
press [pres] 1. *n* пресса, печать 2. *v* 1) нажимать 2) давить
pretty ['prɪti] 1. *a* 1) хорошенький, приятный 2) разг. значительный 2. *adv* разг. довольно, достаточно, в значительной степени
price [praɪs] *n* цена
prize [praɪz] *n* награда, приз
pro [prəʊ] *n* сокр. от professional
probably ['prɒbəblɪ] *adv* вероятно
proceed [prə'si:d] *v* продолжать
process ['prəʊses] *n* процесс
produce [prə'dju:s] *v* производить
producer [prə'dju:sə] *n* режиссер-постановщик, продюсер
product ['prɒdʌkt] *n* 1) продукт 2) результат, плоды
promote [prə'məʊt] *v* рекламировать
proper ['prɒpə] *a* правильный, подходящий
protect [prə'tekt] *v* защищать (от чего-л. — from; против чего-л. — against)
proud [praʊd] *a* гордый; to be ~ of гордиться
proverb ['prɒvɜ:b] *n* пословица
provide [prə'vaɪd] *v* 1) обеспечивать, снабжать 2) предоставлять
public ['pʌblɪk] *a* общественный
pullover ['pʊləʊvə] *n* пуловер, свитер
purchase ['pɜ:tʃəs] *v* покупать, приобретать

Qq

quality ['kwɒləti] *n* качество
questionable ['kwɛstʃənəbl] *a* сомнительный, ненадежный
questionnaire [,kwɛstʃə'neɪ] *n* анкета; вопросник; опросный лист
queue [kju:] 1. *n* очередь 2. *v* стоять в очереди
quick [kwɪk] *a* быстрый, скорый
quiet ['kwaɪət] *a* тихий
quite [kwait] *adv* вполне, совершенно

Rr

race [reɪs] *n* состязание в беге
railway ['reɪlweɪ] *n* 1) железная дорога 2) *attr* железнодорожный
raincoat ['reɪnkəʊt] *n* непромокаемое пальто, плащ
raise [reɪz] *v* 1) поднимать 2) вырашивать, воспитывать 3) собирать (налоги, деньги)
rake [reɪk] *n* грабли
rather ['rɑːðə] *adv* скорее, лучше; ~ **than** предпочтительнее, чем ...
ready ['redi] *a* готовый, приготовленный
real [riəl] *a* действительный, настоящий
reason ['riːzn] *n* причина, повод, основание
receive [rɪ'siːv] *v* получать, принимать
recently ['riːntli] *adv* недавно
recognize ['rekəɡnaɪz] *v* 1) узнавать 2) признавать
recommendation [,rekəmen'deɪʃn] *n* рекомендация, совет
recycling [,ri:'saɪklɪŋ] *n* повторное использование (отходов производства)
reflect [rɪ'flekt] *v* 1) отражать (свет, звук) 2) отражаться
regret [rɪ'ɡret] 1. *n* сожаление, горе 2. *v* 1) сожалеть, горевать 2) раскаиваться
regular ['regjʊlə] *a* регулярный; АЕ обыкновенный
regularity [,regjʊ'lærəti] *n* правильность
relation [rɪ'leɪʃn] *n* 1) отношение, связь, зависимость 2) родственник, родственница
relationship [rɪ'leɪʃnʃɪp] *n* 1) родство 2) (взаимо)отношение; связь
relative ['relatɪv] *n* родственник
relax [rɪ'læks] *v* расслаблять(ся); делать передышку
religious [rɪ'lɪdʒəs] *a* религиозный
remember [rɪ'membə] *v* помнить, вспоминать
repeat [rɪ'piːt] *v* 1) повторять 2) повторяться

replace [rɪ'pleɪs] *v* 1) вернуть 2) заменять
research [rɪ'sɜːtʃ] 1. *n* исследование, изучение 2. *v* исследовать
reservation [,rezə'veɪʃn] *n* предварительный заказ; **hotel** ~ предварительный заказ номера в гостинице
reserved [rɪ'zɜːvd] *a* скрытый, сдержанный, замкнутый
resort [rɪ'zɔːt] *n* курорт (*мж.* **health** ~)
response [rɪ'spɒns] *n* ответ; **in** ~ в ответ
responsible [rɪ'spɒnsəbl] *a* ответственный (перед — **to**, за — **for**)
restaurant ['restərɒnt] *n* ресторан
restore [rɪ'stɔː] *v* 1) восстанавливать(ся) 2) возвращать (на прежнее место)
result [rɪ'zʌlt] 1. *n* результат 2. *v* кончатся (чем-л.) (**in**), иметь (своим) результатом (что-л.)
return [rɪ'tɜːn] *n* возвращение; **many happy ~s (of the day)** поздравляю с днем рождения, желаю вам многих лет жизни
reuse [,ri:'juːz] *v* использовать снова
rich [rɪtʃ] *a* богатый
ripped [rɪpt] *a* рваный, разорванный
Roman ['rəʊmən] *n* римлянин
romantic [rəʊ'mæntɪk] *a* романтический
rope [rəʊp] *n* канат, веревка, трос
round [raʊnd] *a* круглый
routine [,ru:'tiːn] *a* 1) положенный; соответствующий заведенному порядку 2) монотонный
royal ['rɔɪəl] *a* королевский
rude [ruːd] *a* грубый
rugby ['rʌɡbi] *n* регби
rule [ruːl] *n* правило, норма, образец; **as a ~** как правило

Ss

sack* [sæk] *n* мешок, куль
safe [seɪf] *a* безопасный, надежный
safety ['seɪftɪ] *n* безопасность, сохранность; ~ **pin** булавка
sailing ['seɪlɪŋ] *n* 1) плавание 2) парусный спорт

same [seɪm] *a* тот (же) самый; одинаковый
sandal ['sændl] *n* сандалия
satisfied ['sætɪsaɪd] *a* удовлетворенный, довольный
saucepan ['sɔːspən] *n* кастрюля
save [seɪv] *v* 1) спасать 2) экономить
saying ['seɪɪŋ] *n* пословица, поговорка
scan [skæn] *v* бегло просматривать с целью поиска конкретной информации
scary ['skeəri] *a* разг. жуткий
schedule ['ʃedjuːl] *n* 1) список, каталог 2) расписание, график
scientific [ˌsaɪən'tɪfɪk] *a* научный
Scot [skɒt] *n* шотландец
Scottish ['skɒtɪʃ] *a* шотландский
sculpture ['skʌlptʃə] *n* скульптура
sea [siː] *n* море
seaboard ['siːbɔːd] *n* морское побережье, приморье
seaside ['siːsaɪd] *n* 1) морской курорт 2) *attr* приморский
season ['siːzn] *n* время года
seasoning ['siːznɪŋ] *n* приправа, специи
secondly ['sekəndli] *adv* во-вторых
seem [siːm] *v* казаться, представляться
self-confident [ˌself'kɒnfɪdənt] *a* 1) самоуверенный; самонадеянный 2) уверенный в себе, в своих силах
sense [sens] *n* чувство, ощущение
sensible ['sensəbl] *a* 1) разумный, благоразумный, здравомыслящий 2) ощутимый, заметный
sequence ['siːkwəns] *n* последовательность; ряд; порядок (следования)
serious ['siəriəs] *a* серьезный
serve [sɜːv] *v* 1) служить 2) подавать (на стол) 3) обслуживать
service ['sɜːvɪs] *n* 1) служба 2) обслуживание 3) услуга
several ['sevrəl] *a* несколько
shake [ʃeɪk] *v* (shook; shaken) трясти; to ~ hands пожать друг другу руки
shampoo* [ʃæm'puː] *n* шампунь
share [ʃeə] *v* разделять (мнение, вкусы и т. п.)

shell [ʃel] *n* раковина
shirt [ʃɜːt] *n* рубашка (мужская); блуза
shoe [ʃuː] *n* туфля; ботинок
shop [ʃɒp] 1. *n* лавка, магазин 2. *v* делать покупки (обыкн. go shopping)
short [ʃɔːt] *a* короткий, краткий, краткосрочный; to be ~ of sth испытывать нужду, нехватку в чем-л.
should [ʃʊd] 1) вспомогательный глагол; служит для образования условного наклонения 2) модальный глагол, выражает: долженствование, уместность, целесообразность, предположение
shoulder pads ['ʃəʊldə pædz] *n pl* подплечники
show [ʃəʊ] 1. *n* 1) показ, демонстрация 2) зрелище 3) выставка 2. *v* (showed [-d]; showed, shown) 1) показывать 2) демонстрировать
sick [sɪk] *a* преим. АЕ больной
side [saɪd] *n* сторона
sight [saɪt] *n* вид
sightseeing ['saɪtsiːɪŋ] *n* осмотр достопримечательностей; to go ~ осматривать достопримечательности
sign [saɪn] 1. *n* знак, символ 2. *v* подписываться
signal ['sɪgnl] *n* сигнал, знак
silly ['sɪli] *a* глупый
similar ['sɪmələ] *a* подобный (to); сходный, похожий
simple ['sɪmpl] *a* простой, несложный
since [sɪns] 1. *conj* так как 2. *prep* с
situated ['sɪtʃueɪtɪd] *a* расположенный
size [saɪz] *n* размер
skate [skeɪt] *v* кататься на коньках
skateboarding ['skeɪtbɔːdɪŋ] *n* катание на скейтборде
skiing ['skiːɪŋ] *n* 1) лыжный спорт 2) ходьба на лыжах
skill* [skɪl] *n* искусство, мастерство, умение
skin [skɪn] *n* кожа; ~ care уход за кожей
skip [skɪp] *v* 1) прыгать, скакать 2) пропускать

skirt [skɜ:t] *n* юбка
skyscraper ['skaɪskreɪpə] *n* небоскреб
slim [slɪm] *a* тонкий, стройный
slow [sləʊ] *a* медленный, тихий
smart [smɑ:t] *a* 1) остроумный, находчивый 2) красивый
smile [smaɪl] *n* улыбка
smoke [sməʊk] *v* курить
snack [snæk] *v* перекусывать на ходу
sneakers ['sni:kəz] *n pl* АЕ кроссовки
so [səʊ] *adv* 1) так, таким образом 2) итак
soak [səʊk] *v* 1) мочить, замачивать, пропитывать 2) промачивать (о дожде) 3) просачиваться
soap* [səʊp] *n* мыло
sociable ['səʊjəbl] *a* 1) общительный 2) дружеский
social ['səʊl] *a* общественный, социальный
society [sə'saɪəti] *n* общество
some [səm] *pron indef* 1) кое-кто, некоторые, одни, другие 2) некоторое количество
someone ['səmwʌn] *pron indef* кто-то, кто-нибудь
something ['səmtɪŋ] *pron indef* что-то, кое-что, нечто, что-нибудь
sometimes ['səmtaɪmz] *adv* иногда
somewhere ['səmwɛə] *adv* где-то, где-нибудь; куда-то, куда-нибудь
soon [su:n] *adv* скоро
sort [sɔ:t] *n* сорт, вид
sound [saʊnd] *n* звук; ~ **film** звуковой фильм; шум
south [saʊθ] *n* юг
souvenir [,su:və'niə] *n* сувенир
space [speɪs] *n* 1) пространство; интервал 2) космос, космическое пространство
Spanish ['spæɪnɪʃ] *a* испанский
speech [spi:tʃ] *n* речь
speed [spi:d] *n* скорость
spiky ['spaɪki] *a* торчащий в разные стороны (о волосах)
spoon [spu:n] *n* ложка
sportswear ['spɔ:tsweə] *n* спортивная одежда

sporty ['spɔ:ti] *a* разг. спортивный, спортивного вида
sprint* [sprɪnt] *n* бег на короткую дистанцию, спринт
square [skweə] *n* площадь, сквер
squeeze [skwi:z] *v* сжимать; сдавливать; стискивать
stadium ['steɪdiəm] *n* (pl -dia) стадион
star [stɑ:] 1. *n* звезда 2. *v* играть главные роли, быть звездой
stare [steə] *v* смотреть пристально, пялить глаза (at)
state* [steɪt] *n* 1) государство 2) штат
station ['steɪʃn] *n* станция
statue ['stætʃu:] *n* статуя
stay [steɪ] 1. *n* пребывание 2. *v* оставаться; to ~ away from sb/sth держаться подальше от кого-либо, чего-либо; to ~ on продолжать
stay-at-home ['steɪəθəʊm] *n* домосед
sticker ['stɪkə] *n* наклейка; этикетка
still [stɪl] *adv* 1) до сих пор, (все) еще 2) все же, тем не менее, однако
stir [stɜ:] *v* мешать, помешивать, размешивать; взбалтывать
store [stɔ:] *n* 1) АЕ магазин 2) универсам
straight [streɪt] 1. *a* прямой 2. *adv* прямо
stranger ['streɪndʒə] *n* прохожий
streetwear ['stri:tweə] *n* уличная мода
strength [streŋθ] *n* сила
stretch [stretʃ] *v* тянуть(ся), растягивать(ся), удлинять(ся)
strong [strɒŋ] *a* 1) сильный 2) здоровый 3) прочный
structure ['strʌktʃə] *n* структура, устройство
stud [stʌd] *n* кнопка, заклепка
stupid ['stju:pɪd] *a* глупый, тупой
style [stɑɪl] *n* стиль
success [sək'ses] *n* успех
such [sʌtʃ] *a* такой; ~ as такой как
sugar ['fʊɡə] *n* сахар
suggest [sə'dʒest] *v* предлагать, советовать
suggestion [sə'dʒestʃən] *n* совет, предложение

suit [su:t] 1. *n* костюм; **trouser** ~ брючный костюм 2. *v* 1) быть к лицу 2) подходить, соответствовать
suitcase ['su:tkeis] *n* чемодан (обычно небольшой и плоский)
sum [sʌm] *n* сумма, количество
support [sə'pɔ:t] 1. *v* поддерживать 2. *n* поддержка
suppose [sə'pəʊz] *v* предполагать, полагать
supposition [,sʌprə'zɪʃn] *n* предположение
sure [ʃʊ:] 1. *a* уверенный 2. *adv* *AE* конечно, непременно
surfer ['sɜ:fə] *n* спортсмен, занимающийся серфингом
surprise [sə'praɪz] *v* удивлять
survey ['sɜ:veɪ] *n* обозрение, осмотр, обзор
swap [swɒp] *v* менять, обменивать, обмениваться (чем-л. — for; с кем-л. — with)
sweet [swi:t] 1. *n* леденец, конфета 2. *a* 1) сладкий; а ~ **tooth** сладко-ежка 2) милый
sweeten ['swi:tn] *v* подслащивать, делать сладким
symbol ['sɪmbəl] *n* символ, эмблема
symptom ['sɪmptəm] *n* симптом
synchronized swimming [,sɪŋkrənaɪzd 'swɪmɪŋ] *n* *спорт.* синхронное плавание

Tt

tablet ['tæblət] *n* таблетка
talk show ['tɔ:k ʃəʊ] *n* беседа или интервью со знаменитостью, видным деятелем и т. п.
tartan* ['tɑ:tn] *n* клетчатая шерстяная материя (шотландка)
taste [teɪst] 1. *n* вкус (*чувство*) 2. *v* (по)пробовать (*на вкус*)
tattoo [tæ'tu:] *n* татуировка
team [ti:m] *n* спортивная команда
teapot ['ti:pɒt] *n* чайник
technique [tek'ni:k] *n* 1) техника, технические приемы 2) метод; методика, способ

teeth [ti:θ] *n pl om tooth*
telly ['teli] *n* *разг.* телевизор
temporary ['tempərəri] *a* временный
tendency ['tendənsi] *n* стремление, склонность, тенденция
terrific [tə'pɪfɪk] *a* 1) ужасающий 2) *разг.* (с *усил. знач.*) огромный, необычайный
than [ðæn] *cj* чем
thank [θæŋk] 1. *n* (*обыкн. pl*) благодарность 2. *v* благодарить
theatre ['θiətə] *n* театр
themselves [ðəm'selvz] *pron refl* себя, -ся, себе
thermostat ['θɜ:məstæt] *n* термостат
these [ði:z] *pron pl om this*
thin [θɪn] *a* тонкий
thing [θɪŋ] *n* вещь
thirdly ['θɜ:dlɪ] *adv* в-третьих
those [ðəʊz] *pron pl om that*
though [ðəʊ] *cj* хотя, несмотря на
thousand ['θaʊzənd] *num card* тысяча
thrilling ['θrɪlɪŋ] *a* волнующий, захватывающий
through [θru:] *prep* через, сквозь, по
throw [θrəʊ] *v* (**threw**; **thrown**) бросать, кидать
thus [ðʌs] *adv* так, таким образом; поэтому
ticket ['tɪkɪt] *n* билет
tidy ['taɪdi] 1. *a* опрятный, аккуратный 2. *v* убирать
tight [taɪt] *a* тесный, узкий
tights [taɪts] *n pl* колготы
till [tɪl] *cj* до тех пор пока (не)
timetable ['taɪmteɪbl] *n* расписание (*школьное и т. п.*)
tip [tɪp] *n* совет
tired ['taɪəd] *a* усталый
title ['taɪtl] 1. *n* 1) заглавие 2) звание 2. *v* называть, давать заглавие
toast [təʊst] *n* ломтик хлеба, поджаренный на огне; гренки; тост
together [tə'geðə] *adv* вместе; **to get** ~ собирать(ся)
too [tu:] *adv* 1) слишком 2) также, тоже
tooth [tu:θ] *n* (*pl teeth*) зуб

toothpaste ['tu:θpeɪst] *n* зубная паста
top [tɒp] *n* 1) верх 2) топ, майка с тонкими бретелями
tough [taʃ] *a* выносливый
tour [tuə] *n* путешествие, поездка
tourism ['tuəɪzəm] *n* туризм
tourist ['tuəɪnst] *n* турист, путешественник
towards [tə'wɔ:dz] *prep* к, по направлению к
track and field athletics [ˌtræk ænd 'fi:ld æθ'letiks] *n* легкая атлетика
tracksuit ['træksu:t] *n* спортивный костюм
tradition [trə'dɪʃn] *n* традиция
traffic jam ['træfɪk ʃæm] *n* дорожная «пробка», скопление транспорта
train [treɪn] 1. *n* поезд 2. *v* тренироваться
trainers ['treɪnəz] *n pl* кроссовки, спортивные туфли
trait [treɪt] *n* характерная черта
tram [træm] *n* трамвай
transit passenger ['trænsɪt ˌpæsɪndʒə] *n* транзитный пассажир
travel ['trævl] *v* путешествовать; ~ card проездной билет
travel agency ['trævl ˌeɪdʒənsɪ] *n* бюро путешествий
travel agent* ['trævl ˌeɪdʒənt] *n* представитель туристического агентства
treat [tri:t] *v* 1) обращаться, относиться 2) лечить
trend [trend] *n* 1) курс, направление 2) общее направление, тенденция
trendy ['trendɪ] *a* разг. модный, стильный
truth [tru:θ] *n* правда
try [traɪ] *v* пробовать, пытаться; to ~ off (по)пробовать; to ~ (on) примерять (платье)
tube [tju:b] *n* 1) труба 2) туннель 3) метрополитен (в Лондоне)
turn [tɜ:n] *v* достигнуть (возраста)
turtleneck sweater ['tɜ:tlnek ˌswetə] *n* АЕ водолазка
type [taɪp] *n* 1) тип, типичный образец 2) модель, образец

typical ['tɪpɪkl] *a* типичный (of)

Uu

Udmurt ['ʊdmuət] *n* 1) удмурт, удмуртка 2) удмуртский язык
ugly ['ʌɡli] *a* уродливый, некрасивый
umbrella [ʌm'brelə] *n* зонт
under ['ʌndə] *prep* 1) под 2) указыва-ет на меньшую степень, более низкую цену, меньший возраст ниже, меньше
underground ['ʌndəgraʊnd] *n* 1) метрополитен 2) разг. андеграунд
underwear ['ʌndəweə] *n* нижнее белье
uneven [ʌn'ivn] *a* нечетный
unfair [ʌn'feə] *a* несправедливый
unfortunately [ʌn'fɔ:ʃənətli] *adv* к несчастью, к сожалению
uniform ['ju:nɪfɔ:m] *n* форменная одежда, форма
unique [ju'ni:k] *a* единственный в своем роде, уникальный
unite [ju'nait] *v* объединять
universal [ˌju:ni'vɜ:sl] *a* 1) всеобщий; всемирный 2) универсальный
university [ˌju:ni'vɜ:səti] *n* университет
unknown [ʌn'nəʊn] *a* неизвестный
unreal [ʌn'piəl] *a* 1) ненастоящий, поддельный 2) воображаемый, нереальный
unreliable [ʌnpi'laɪəbl] *a* ненадежный
unsociable [ʌn'səʊjəbl] *a* необщительный; сдержанный
unstated [ʌn'steɪtɪd] *a* неупомянутый
untidy [ʌn'taɪdɪ] *a* неопрятный, неаккуратный; в беспорядке
until [ən'tɪl] *conj* (до тех пор) пока
unusual [ʌn'ju:ʒuəl] *a* 1) необыкновенный; необычный 2) замечательный
unwritten [ʌn'ptɪn] *a* неписанный
up [ʌp] *adv* указывает на нахождение наверху или на более высокое положение наверху
use [ju:s] *n* польза, толк
used to ['ju:st tə] *a* привыкший; to get ~ to привыкать к
useful ['ju:sfl] *a* полезный

useless ['ju:sləs] *a* бесполезный
user ['ju:zə] *n* потребитель, клиент
usual ['ju:zuəl] *a* обыкновенный, обычный
Uzbek ['uzbek] *n* 1) узбек, узбечка
 2) узбекский язык

Vv

variant ['veəriənt] 1. *n* вариант 2. *a* отличный от других; иной
variety [və'raɪəti] *n* разнообразие
various ['veəriəs] *a* различный, разный
vary ['veəri] *v* менять(ся)
vegetable ['vedʒtəbl] *n* овощ
victim ['vɪktɪm] *n* жертва
view [vju:] 1. *n* вид, пейзаж; point of ~ точка зрения 2. *v* осматривать
violence ['vaɪələns] *n* жестокость, насилие
violent ['vaɪələnt] *a* насильственный
visa ['vi:zə] *n* виза
vote [vəʊt] 1. *n* (избирательный) голос 2. *v* голосовать

Ww

wait [weɪt] *v* ждать (for)
wardrobe ['wɔ:drəʊb] *n* гардероб, шкаф; одежда
wash [wɒʃ] *v* мыть(ся), стирать; омы-
 вать
waste [weɪst] 1. *n* 1) пустыня 2) поте-
 ри; убыль, ущерб 3) излишняя
 трата 2. *v* терять (время); тратить
 впустую
water ['wɔ:tə] *n* вода
way [weɪ] *n* 1) путь; дорога; to make
 ~ for дать дорогу, уступить 2) спо-
 соб; ~ to live образ жизни
weight [weɪt] *n* вес; ~ lifting тяжелая
 атлетика
weird [wiəd] *a* разг. странный, непо-
 нятный; причудливый
welcome ['welkəm] *v* приветствовать

Welsh [welʃ] *n* 1) валлиец (уроженец
 Уэльса) 2) валлийский язык
west [west] *n* запад
western ['westən] 1. *n* вестерн, ков-
 бойский фильм 2. *a* западный
wet [wet] *a* мокрый, влажный
wheelchair* ['wi:lʃeə] *n* инвалидное
 кресло
whenever [wen'evə] *conj* всякий раз ког-
 да; когда бы ни
wherever [weə'evə] *conj* где бы ни;
 куда бы ни
whether ['weðə] *conj* ли
while [waɪl] *conj* пока, в то время как
whole [həʊl] *a* целый, весь
widely ['waɪdlɪ] *adv* широко
wildlife ['waɪldlaɪf] *n* живая природа
win [wɪn] *v* (won) выиграть; победить
windy ['wɪndɪ] *a* ветреный
winner ['wɪnə] *n* победитель, выиграв-
 ший
wise [waɪz] *a* мудрый
wish [wɪʃ] 1. *n* желание 2. *v* желать,
 хотеть
without [wɪð'aʊt] *prep* без
woman ['wʊmən] *n* (pl women ['wɪmɪn])
 женщина
world [wɜ:ld] *n* мир
worry ['wʌrɪ] *v* беспокоить(ся)
wrestling ['reslɪŋ] *n* борьба; соревнова-
 ние по борьбе

Yy

Yakut [jə'kut] *n* 1) якут, якутка 2)
 якутский язык
year [jɪə] *n* год
yet [jet] *adv* еще; все еще
yoga ['jəʊgə] *n* йога
yourself [jɔ:'self] *pron refl* (pl your-
 selves) себя; -ся, -сь; себе
youth [ju:θ] *n* юность; молодость

Zz

zero ['ziərəʊ] *num card* нуль

List of names

Personal names

Alexander [ˌæliɡˈzɑːndə]
 Anita [əˈniːtə]
 Anthony [ˈæntəni]
 Baker [ˈbeɪkə]
 Beth [beθ]
 Boyd [bɔɪd]
 Brian [ˈbraɪən]
 Carter [ˈkɑːtə]
 Catherine [ˈkæθrɪn]
 Charlotte [ˈʃælət]
 Conner [ˈkɒnə]
 David [ˈdeɪvɪd]
 Duncan [ˈdʌŋkən]
 Hamish [ˈheɪmɪʃ]
 Harris [ˈhæris]
 Hopkins [ˈhɒpkɪnz]
 Hughes [hjuːz]
 Jessica [ˈdʒesɪkə]
 Liza [ˈlaɪzə]
 Marni [ˈmɑːni]
 Megan [ˈmegən]
 Natalie [ˈnætəli]
 O'Donoghue
 [əʊˈdɒnəhjuː]
 Paul [pɔːl]
 Philip [ˈfɪlɪp]
 Roddick [ˈrɒdɪk]
 Sarah [ˈseərə]
 Shirley [ˈʃɜːli]
 Swan [swɒn]
 Tailor [ˈteɪlə]
 Thomas [ˈtɒməs]
 Tracey [ˈtreɪsi]
 Turner [ˈtɜːnə]
 Vigdis [ˈvɪɡdɪs]
 Williams [ˈwɪljəmz]
 Zeta Jones [ˌziːtə ˈdʒəʊnz]

Geographical names

Asia [ˈeɪʃə] Азия
 Bangladesh [ˌbæŋɡləˈdeʃ]
 Бангладеш
 Brazil [brəˈzɪl] Бразилия
 Bristol [ˈbrɪstl] Бристоль
 Britain [ˈbrɪtn] Британия
 California [ˌkæləˈfɔːniə]
 Калифорния
 Canada [ˈkænədə] Кана-
 да
 Europe [ˈjuərəp] Европа
 France [frɑːns] Франция
 Holland [ˈhɒlənd] Гол-
 ландия
 Hong Kong [ˌhɒŋ ˈkɒŋ]
 Гонконг
 India [ˈɪndiə] Индия
 Korea [kəˈrɪə] Корея
 London [ˈlɒndən] Лондон
 Long Beach [ˌlɒŋ ˈbiːʃ]
 Лонг-Бич
 Los Angeles [lɒs
 ˈændʒələːz] Лос-Анд-
 желес
 Manchester [ˈmæntʃɪstə]
 Манчестер
 Mandeville [ˈmændəvɪl]
 Мандевилль
 Netherlands, the
 [ˈneðələndz] Нидер-
 ланды
 Norway [ˈnɔːweɪ] Норве-
 гия
 Pakistan [ˌpɑːkɪˈstɑːn]
 Пакистан
 Rome [rəʊm] Рим
 Russia [ˈrʌʃə] Россия
 Seoul [səʊl] Сеул
 St Petersburg
 [ˌseɪntˈpiːtəzbɜːg]
 Санкт-Петербург
 Stoke [stəʊk] Стоук

Strait of Dover [ˌstreɪt əv
 ˈdəʊvə] Па-де-Кале
 Sweden [ˈswɪdn] Шве-
 ция
 Washington [ˈwɒʃɪŋtən]
 Вашингтон

Other names

Current [ˈkʌrənt]
 Daily Mail, the
 [ˌdeɪli ˈmeɪl]
 G-MexCentre
 [ˌdʒɪmeksˈsentə]
 Manchester United
 [ˌmæntʃɪstə juˈnartɪd]

Irregular verbs

be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	быть, находиться
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	делаться, стано- виться
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	начинать(ся)
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	разбивать, раз- рушать(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить, дос- тавлять
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать, приоб- ретать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, схваты- вать
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать, пред- почитать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	тащить
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить, выпить
eat [i:t]	ate [et]	eaten ['i:tn]	есть, поесть, по- глощать
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать, пони- жаться
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [gɛv]	given ['gɪvn]	давать, отдавать
go [gəʊ]	went [went]	gone [gɒn]	идти, ходить
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти, произрас- тать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hold [həʊld]	held [held]	held [held]	держать, прово- дить
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинять боль
keep [ki:p]	kept [kept]	kept [kept]	держать
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lead [li:d]	led [led]	led [led]	вести, руково- дить
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учиться, учить что-л.
leave [li:v]	left [left]	left [left]	покидать, остав- лять

let [let]	let [let]	let [let]	позволять, разрешать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать
mean [mi:n]	meant [ment]	meant [ment]	значить, означать,
			намереваться
meet [mi:t]	met [met]	met [met]	встречать(ся)
pay [peɪ]	paid [peɪd]	paid [peɪd]	платить
put [pʊt]	put [pʊt]	put [pʊt]	класть
read [ri:d]	read [red]	read [red]	читать
say [seɪ]	said [sed]	said [sed]	говорить, сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть, смотреть
send [send]	sent [sent]	sent [sent]	посылать, отправлять
set [set]	set [set]	set [set]	ставить, помещать
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показывать
sit [sɪt]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	писать <i>или</i> произно-
			сить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить, расходовать
stand [stænd]	stood [stud]	stood [stud]	стоять
take [teɪk]	took [tuk]	taken {'teɪkən]	брать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить, обучать
tell [tel]	told [təʊld]	told [təʊld]	рассказывать, гово-
			рить, сказать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидать
understand	understood	understood	понимать
[,ʌndə'stænd]	[,ʌndə'stud]	[,ʌndə'stud]	
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	просыпаться, будить
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить (одежду)
win [wɪn]	won [wɒn]	won [wɒn]	побеждать
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писать

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