

K. Kaufman M. Kaufman

Happy English.ru



8

Класс

УМК "Счастливый английский.ру" / "Happy English.ru"
для 8 класса включает следующие компоненты:

- учебник с текстами для домашнего чтения по истории Англии
- книгу для учителя
- рабочие тетради № 1, 2 с раздаточным материалом
- аудиоприложение (аудиокассеты № 1, 2, CD MP3)
- пособие "Мистер Хэлп идет на помощь"

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Условные обозначения:



упражнения,
выполняемые в классе



тексты и упражнения,
связанные с сюжетом



слушайте аудиокассету



работа в парах



работа в группах, игра



домашнее задание

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УМК написан в соответствии с требованиями федерального компонента государственного стандарта общего образования. Курс обеспечивает необходимый и достаточный уровень коммуникативных умений учащихся в устной и письменной речи, их готовность и способность к речевому взаимодействию на английском языке в рамках обозначенной в стандарте тематики.

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1

Let's keep in touch

Lesson 1

Meet your old friends



This is Misha Inin. He comes from Russia and is spending this year in St David's School in England.



This is Rob MacWizard. He is Misha's best friend.



This is Rob's older brother, Mark. He is interested in history.



This is Mark and Rob's sister, Rosy.



This is Emily Wilson. She helped Misha when he had problems at school.



This is a family ring. It was lost a long time ago.



This is a family history book. It contains seven keys to the old family treasure.

- 1 Speak about the main characters and family treasures. Use *which* or *who*.

Model: *This is Rob MacWizard. He is Misha's best friend. — This is Rob MacWizard, who is Misha's best friend.*

- 2 What are you going to do this year?

Hi! It's great to see you again. We're going to spend this year at St David's School.

I'll probably travel round the world. All my friends do it after school.





This is Agent Cute.
He is a very nice guy
and always helps Misha,
Robin and Mark.



This is Agent Cute's
boss. He is the head of
a detective agency.



I want to help my friends
find their family treasure.
I promise. I'll try.



Say hello to everybody. Answer the questions.

1. What are you going to do this year?
2. What will you probably do this year?
3. What do you want to do this year?



You can use your own ideas or these words for help:

At school

to get better marks
to join school clubs
to be late
to miss classes
to learn something



Outside school

to travel
to read books
to make new friends
to watch TV all day
to visit relatives
to get a dog (a cat)
to buy something
to become stronger (healthier, thinner)



Ask Mr Help

Welcome back, folks! Look at you!
You've grown up so much!
Let's talk about purposes of reading
and reading strategies.
This information will help you read
better and quicker.



Читать можно с разными целями:

- Чтобы понять основную идею текста (о чем он). (Reading for the main idea.)
- Чтобы найти ответы на вопросы, отдельные факты. (Reading for specific information.)
- Чтобы понять текст полностью. (Reading for detail.)

3 Match the instructions with the purposes of reading.

- **to understand every little detail**
- **to understand the main points**
- **to find specific information**

- ①
1. Прочитайте название текста или все названия глав.
 2. Прочитайте первое предложение или абзац.
 3. Прочитайте первые предложения каждого второго абзаца.
 4. Постарайтесь извлечь информацию из рисунков, графиков или диаграмм.
 5. Обратите внимание на выделенные или подчеркнутые слова.
 6. Прочитайте последние несколько предложений или последний абзац.

- ②
1. Определите, какую информацию вы собираетесь искать. В этом вам могут помочь установки учителя, вопросы перед текстом, предварительно составленный план.
 2. Определите ключевые слова, которые вы будете искать в тексте.
 3. Постарайтесь представить себе, в какой форме вам встретится ответ. Например, если вы ищете дату, то вам необходимо просмотреть текст, обращая внимание только на цифры.
 4. Используйте заглавия и любую другую информацию, которая может помочь вам найти абзац или страницу, которая содержит нужную информацию.

- ③
1. Внимательно читайте каждый абзац.
 2. Проверяйте значения незнакомых слов с помощью словаря.
 3. Обращайте внимание на ключевые предложения каждого абзаца. Имеет смысл выписывать их в тетрадь или подчеркивать в процессе чтения.
 4. Для того чтобы лучше запомнить информацию, полученную из текста, можно письменно составить его краткое содержание.

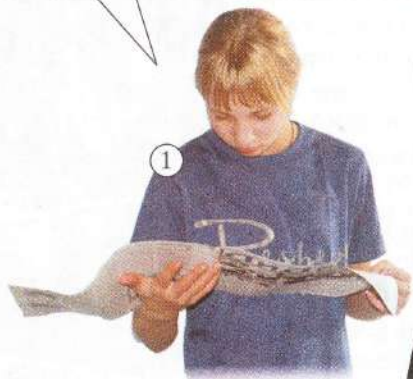
4 Answer the questions.

1. Which type of reading takes the most / the least time?
2. Which type of reading do you most often / least often use in the lessons?

5 Read the problems and answer the questions: What are the purposes of these children?

Model: 1 — She is looking for specific information.

My mother has read a very interesting article about dogs in this newspaper. I'm looking for that article.



I'm getting ready for a test. The teacher gave us five questions. I have to find the answers in these books.



I'm not sure this book is very interesting. What is it about?

I want to make an apple pie. I'm looking for a recipe.



I have to make a report on this article in class tomorrow.



I want to know more about the Netherlands.

Homework

- A** Read the text and choose the correct answer: *What is this text about?*
Remember: you don't need to understand every word.

a) summer holidays? b) travelling around the world?
c) weather and climate?

1. September has come, and it is still very warm. The leaves on the trees have turned yellow and red, a cold wind was blowing, but suddenly it got warmer again. I like early autumn because it reminds me of the summer. But October and November are not my favourite months. It's usually chilly and wet and every day it gets colder and colder.

2. This summer I did all sorts of things. In June I went camping. It was a real adventure. I learned how to put up a tent and make a campfire. A friend taught me how to play the guitar and I learned a lot of good songs. I also took a lot of pictures of my friends, our campsite, the forest and the river.

The river was fantastic. We went canoeing and some of us enjoyed fishing. We were lucky with the weather, so we could swim and lie in the sun. There were some problems, but it was OK in the end.

3. In July my parents and I went to Holland. People there speak Dutch, but they also understand English. The trip was very interesting. We did some sightseeing and made a lot of friends. I'll never forget how beautiful this small country is and how friendly and polite the people are.

4. In August I had to go to see my grandmother. She lives in a small village not far from our town. She has a big garden and needs help. I was busy all the time. Together we picked fruit and vegetables and made jams and pickles. She showed me how to find mushrooms in the forest, and I found a lot of them.



- B** Read the text again and say: *What did the boy do in July?*
You will answer this question easily if you find the word *July* in the text.

- C** Match the parts of the text with the headings.

■ Holland ■ Granny ■ Camping ■ Autumn

- D** For which task did you a) read the whole text?; b) look for specific answers?
c) read the key words?

- 1 Misha Inin has been at St David's School for six months. He is writing a letter about his school life. Read the letter and answer the questions of Ex. 2 a).

St David's
Blackstone Road
York YO24 3HF UK

13 February

Hi Masha,

How are you? I'm sorry I haven't written for some-time. I've been very busy. Let me just tell you.

Unfortunately, there is no news about the MacWizards' family history book. Rob and I have given up hope. We are trying to forget about this story. Sometimes I think there has never been any family treasure at all. But Mark hasn't given up yet. He still believes the story about the treasure and with my help hopes to find it.



The good news is that life at school is great. Rob and I are getting really popular; we have joined most of the school clubs and gone on different excursions. We have already been to York, Cambridge, London, and next week we are going to the Houses of Parliament.

I'm afraid my mission here is nearly over and I have to go home in March. Luckily I'll still be here for the excursion to London.

That's my news. How are you getting on? How's Granny? I often think about her. She taught me English and that's the best present anybody has ever given me. Please say hello to her for me.

I'm sorry but I have to stop now. Rob has just come and called me for dinner.

Hope to hear from you soon!

Best wishes,

Misha

P.S. It's raining again. That's the English winter for you!

- 2 a) Answer the questions.

1. Who did Misha write the letter to?
2. Did he get good or bad news?
3. What has Misha done since he came to England?
4. What is Misha planning to do in his English school?
5. Is the letter formal or informal?

b) Find two sentences that mean "Как дела?".

c) Find the opposite of the words *fortunately*, *unluckily*.

- 3 Mr Mackenzie has written a letter too. Look through the letter and answer the questions.

1. Who is the letter to?
2. Who is Mr Mackenzie?

3. What is the letter about?
4. Is the letter formal or informal?

St David's
Blackstone Road
York YO24 3HF
13 February

Betsey MacWizard
19 Crescent Road,
Tunbridge Wells,
Kent TN2 3GH

Dear Ms MacWizard,

I'm writing to ask your permission to extend Misha Inin's stay at our school. We were very pleased that he has passed all his first term exams with excellent marks. So it is my intention to give Misha the chance to finish the year at St David's.

I have already contacted his parents and expect an answer from them tomorrow. There are no financial issues involved as we can offer him a full scholarship.

I hope that you will assist me in this matter.

Yours sincerely,

Kenneth Mackenzie
Headteacher

- 4 Read Mr Mackenzie's letter once more and find the equivalents to these phrases.

1. I've informed Misha's parents.
2. Misha Inin's marks for the first term were good.
3. We were very happy...
4. Money is not a problem.
5. I hope you will help me...
6. We are planning to...
7. Misha won't have to pay for his studies.

- 5 What's the difference between formal and informal letters?

1. Who do we write formal / informal letters to?
2. What language do we use?
3. How do we start formal / informal letters?
4. How do we finish formal / informal letters?

- 6 Here are some tips for writing formal and informal letters. Analyse the letters and fill in the table. Some tips work for both types of letters.

Formal letters	Informal letters

1. Use formal language.
2. If you don't know the name, just put Dear Sir / Madam.
3. Write "Best wishes" at the end.
4. Use chatty (разговорный) language.
5. Don't use contractions (сокращения).
6. Put the first name, because you are writing to a friend.
7. Put the address of the person you are writing to.
8. If you use Dear Sir / Madam at the top, put "Yours sincerely", at the bottom.
9. Don't forget to sign with your full name.
10. Use paragraphs for every new point or different part of the story, so it's easier to read your letter.
11. Put Mr or Ms before your name.
12. Just write your first name.
13. Don't forget to write the date at the top of the letter.

- 7 Match the letter writing clichés with their translations.

1. Best wishes, Alex.
2. I look forward to hearing from you.
3. Thanks for your letter.
4. Write soon!
5. It was great to hear from you.
6. Let's keep in touch.
7. I haven't heard from you for ages.
8. Yours sincerely,
9. I'm sorry I have to stop now.
10. Hope to hear from you soon.

е) Спасибо за письмо.

с) Я был рад получить от тебя весточку.

б) Искренне ваш,

и) К сожалению, мне пора заканчивать письмо.

д) Пиши!

а) Сто лет от тебя ничего не слышно.

ф) С наилучшими пожеланиями, Алекс.

h) С нетерпением жду ответа.

г) Надеюсь скоро получить от тебя весточку.

j) Давай не терять друг друга из виду.

- 8 Fill in the gaps in the letter with the expressions from Ex. 7. Use this information in the correct places.

Am Lindenbaum 77

60433

Frankfurt

10 December

Dear Sveta,

...I got it yesterday.

...How's your new job? I tried to get through to you on Thursday, but the line was always busy. I hope you're getting through your first weeks all right.

I've already been in Germany for three weeks. It's very quiet here. There are very few people in the streets – only cars.

It's getting colder and colder every day. There's no snow in the streets in winter here and I'm missing our snowy Russian winter.

The people here are getting ready for Christmas. They decorate all the windows in their houses with angels, Christmas trees and lamps, and when it gets dark, it looks like a fairy tale. Some people like to get away for Christmas. They go to the mountains or visit their relatives, but my friends are going to stay at home.

Last week I got a cold and felt very bad. I'm just getting over it and I'm feeling better now.

When I get back, I'll tell you more.

...I have to do the cooking tonight.

Best wishes,

Vera

Verb activator

В английском языке есть много глаголов, которые имеют два, три, а то и больше значений. Раздел “Verb activator” поможет вам систематизировать знания об уже известных вам глаголах. Кроме того, в нем вы будете знакомиться с так называемыми **Phrasal verbs** (фразовые глаголы) — это устойчивые сочетания глагола и наречия, глагола и предлога, либо глагола и частицы. Предлог, наречие или частица, стоящие после глагола, часто полностью меняют его значение.

Глагол to get — получать, доставать, приносить, прибывать куда-либо (добираться до какого-либо места), входить (выходить), становиться

9 Translate the sentences into Russian.

1. It's getting dark. I have to go home.
2. Mary will be happy. I've got a lovely present for her.
3. When my friends got to the station, the train had already left.
4. I got healthier after I joined a football club.
5. This singer is getting really popular.
6. He is our best student. He always gets excellent marks.
7. Could you get me some paper? I'm going to write a letter.
8. Alex got to the room first and saw a big Christmas tree.
9. Don't worry about Max, he's OK. I've just got a letter from him.
10. He was ill yesterday but he's getting better today.
11. My dog is getting old. I have to take him to the vet more often.

10 What do the phrasal verbs in these sentences mean? Match the underlined expressions with to get with their translations.

- | | |
|---|-------------------------|
| 1. I never <u>get up</u> early on Sundays. | a) вставать (с постели) |
| 2. I hope he'll <u>get over this disease</u> . | b) выздороветь |
| 3. I tried to phone you, but I couldn't <u>get through</u> . | c) вернуться |
| 4. You won't see Mary tomorrow.
She is <u>getting away</u> for this month. | d) Как дела? |
| 5. I'll <u>get back</u> home tomorrow. | e) дозвониться |
| 6. How are you <u>getting on</u> ? | f) уехать |
| | g) пережить что-то |

Homework

- A** Copy the table into your exercise books and fill it in with the sentences from Ex. 7.

	Formal letter	Informal letter
Greeting		
Starting the letter		
Closing the letter		
Ending the letter		

- B** Fill in the gaps. Use *on, over, up, back, away*.

1. Some people get ... late every day.
2. What's your news? How are you getting ...?
3. My friend broke her leg last year. She soon got ... it.
4. Mr Smart was very angry because he didn't like to live in a little village, but he couldn't get ...
5. Father went to Kaliningrad, but he promised to get ... next week.

- C** Translate the sentences from Russian into English.

1. "Где Мэри?" — "Она простудилась вчера".
2. Когда она выздоровеет, мы пойдем в поход.
3. Становится темно. Возьми фонарик.
4. "Где ты была в 6 часов?" — "Я не мог тебе позвонить".
5. "Твой друг вернется в среду?" — "Да".
6. Как у него дела?

- D** Make up a story about your friend. Tell your classmates what happened to him / her last year. Use expressions with phrasal verb *get*.

How to build words

Слова могут быть образованы с помощью **суффиксов** и **префиксов**.

Префиксы изменяют значение слова, но не меняют его принадлежности к той или иной части речи, например: *national* — *international*

Суффиксы служат для образования различных частей речи.

Использование того или иного суффикса или префикса не всегда подчиняется определенным правилам и чаще зависит от установившегося словоупотребления в языке, например: *to govern* — *governor* — *government*.

Префиксы с отрицательным значением: *un-, in-, il-, im-, ir-, dis-, mis-*

happy — счастливый

logical — логичный

to like smth — любить что-то

to date — датировать

unhappy — несчастливый

illogical — нелогичный

to dislike smth — не любить что-то

to misdate — неправильно датировать

1 Какое из слов в строке лишнее?

- a) unimportant, unfriendly, understand
- b) unkind, united, uncool
- c) disloyal, disagree, disco
- d) important, immortal, imagine
- e) information, informal, incorrect, irregular
- f) misspell, misunderstand, mist

2 От каких слов образованы эти слова? Use a dictionary if necessary.

Dishonest, unlucky, unreal, incorrect, disconnect, informal, impossible, impatient.

3 Match the phrases with their translations. There are seven phrases but only six translations. Which two phrases have a similar meaning?

a) Fortunately ['fɔ:tʃənətli]...

b) I'm afraid...

c) The good (bad) news is...

d) I'm glad to tell you...

e) Luckily...

f) I am sorry, but...

g) I have some bad (good) news for you...

1. Боюсь, что...

2. Мне жаль, но...

3. Хорошая (плохая) новость, что...

4. К счастью...

5. Рад вам сообщить...

6. У меня плохие (хорошие) новости для вас...

▶ Translate the sayings: "No news is good news." "Bad news travels fast." What similar sayings do you know in Russian?

Обратите внимание: существительное *news* (новость, новости) является неисчисляемым и употребляется с глаголами в форме единственного числа. Например:

Yesterday there was still no news about their son. — Вчера все еще не было новостей об их сыне.

- 4 Choose the correct words in brackets and read Masha's reply. Did Masha have good or bad news?

Flat 11, 10 Lipovaya St
Lukinsk
435030,
Russia

25 January

Dear Misha,

Thank you for your letter.

(I'm glad / The bad news is) that you like your new school. That's the most important thing.

(I'm afraid / Luckily) you'll have to forget about the treasure. If you don't give up this idea, you can put your life in danger again. Have fun with your new friends and don't think about it any more.

I have some (bad / good) news for you. Granny fell off her chair and broke her arm. (Luckily, / Unluckily,) she wasn't alone at home when it happened. She's OK now, but (fortunately, / unfortunately,) she can't write to you. She sends her love and will phone you soon.

Write soon!

Best wishes,

Masha

Conversation bricks

Этот раздел будет знакомить вас с разговорными клише. Разговорные клише — это слова-связки или фразы, помогающие вести беседу. В родном языке мы употребляем их практически не задумываясь. Например, “Между прочим”, “Сейчас вспомню”, “Дайте подумать...”, “Я не уверен, но...”. В английском языке тоже есть множество подобных слов и фраз. В данном разделе вы найдете выражения, которые позволят завязать разговор, изложить свою точку зрения, поинтересоваться мнением собеседника, вежливо его перебить или сменить тему, вступить в дискуссию, узнать нужную информацию и многое другое.

5 Listen to the expressions. What do they mean?

a) sympathy (сочувствие) b) surprise c) agreement d) interest e) joy

① What a pity!

② That's great!

③ I am glad to hear it.

④ What a shame!

⑤ That's good news!

⑥ Are you?

⑦ Good for you!

⑧ Mmm.

⑨ Really? Tell me!

⑩ Did they?

⑪ How wonderful!

⑫ Oh no!

⑬ How awful!

⑭ Bad news travels fast.

6 Listen to the expressions again and repeat them after the speaker.

7 Look at the expressions and say: How do people react to good / bad news?

Reaction to good news	Reaction to bad news

8 Match the news with the reaction to it.

- I've had a letter from my best friend.
- My sister has found a good job.
- My dog has died.
- His name is Alex, isn't it?
- The weather is going to be bad this weekend.
- I've won a lot of money in a lottery.
- My mother has promised to give me a dog for my birthday.

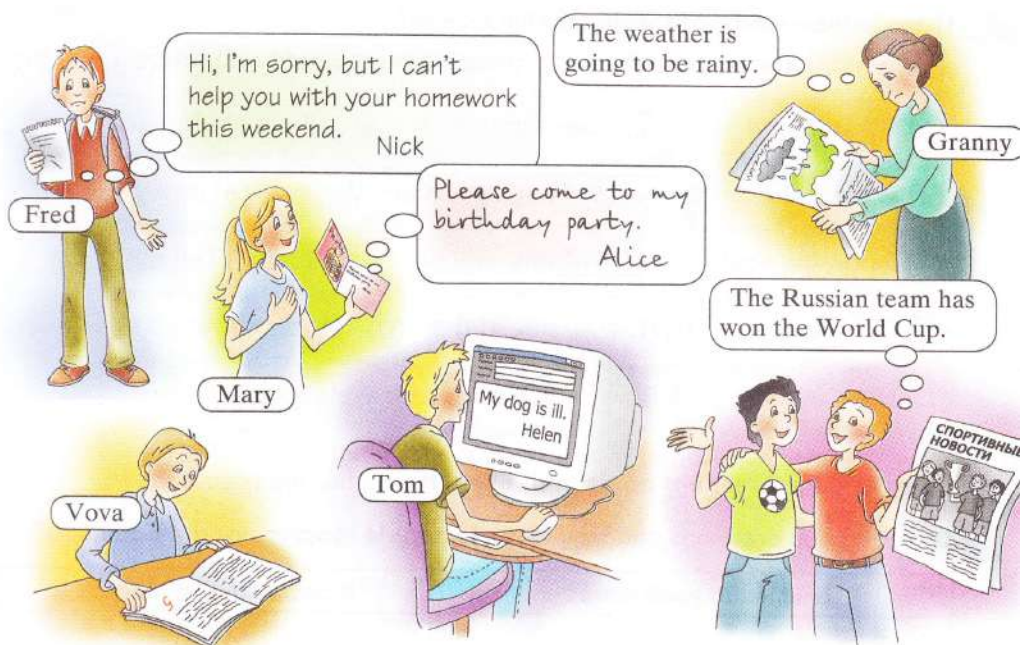
- What a pity!
- Really? Tell me!
- That's great!
- That's awful!
- Good for you!
- That's good news.
- Right.

9 Complete the reactions to good or bad news.

1. ... awful!
2. I have ... good news for you.
3. No news ... good news, ... it?
4. Bad news ... fast.
5. ... to hear it!
6. ...? Tell me!
7. What a ...!

10 Why are the people in the pictures happy or sad?

Model: Fred is sad because his friend can't help him with his homework this weekend.



11 Look at the pictures of Ex. 10 again. Act out the dialogues. Take turns to tell each other the news and react to it.

Model: A: I've just got a message from my friend. He can't help me with my homework this weekend.

B: What a pity!

12 In pairs. One of you is A and the other is B. Information for A is on page 19, information for B is on page 21.

Make short dialogues. Use phrases from the Conversation bricks.



Information for A

1. You haven't seen your friend for a long time. Find out how he / she is getting on.
2. Your friend is sad. Ask what is wrong. React to the news and offer your help.
3. You've met an old friend and want to know how his family are getting on. React to the news.

Homework

A You've received a letter from an old friend who lives very far away from you.

a) Read the letter.

Flat 45, 177 Kirov St
248000 Kaluga

5 August

Dear...,

How are you getting on? I haven't heard from you for ages. Where have you been?

I'm fine. At the moment I'm at home. I need some rest after my summer adventures. They were very exciting.

In June we went camping in the forest in Karelia. Fortunately the weather was great. There are a lot of beautiful lakes there too. Next year we'll probably go there again. Do you want to come with us?

In July I went to see my granny. She lives in a nice little village near Kaluga. My friends and I had a lot of fun. Unfortunately, their life isn't easy. A lot of people in the village have lost their jobs and they don't have much money.

I'm spending August at home because I have to get ready for school. This year is going to be very important for me. The good news is that Helen, who is good at all school subjects, promised to help me. Do you remember her?

I miss you a lot. How are you? How's your little brother? Say hello to your mum and dad too. I hope they're fine.

Write soon!

Best wishes,

Your friend

b) Write a reply. Use these questions as a plan.

Start your letter

1. Have you had any letters from him / her?
2. Have you forgotten to write? Why?

Give news and information

1. Are you OK?
2. Has anything new happened in your life?
3. Is there any news about your family and friends?

Ask for the news and information

1. How is your friend?
2. How are his / her friends and family?

Close your letter

1. Why do you have to stop?
2. When will you write again?

B Agent Cute wrote a secret letter to Misha and Rob. It's in Russian, that's why only Misha can read it. There are some mistakes in the letter.

Translate the letter into English for Rob.



Дорогой Миша и Роб,

Это есть Агент Кьют. Я пишу из Красной улицы дом 10. Сегодня есть 25 январь. Я есть ОК, но я все время думать о Вас. У вас есть новость? Вы имеете найти книгу? Я к вам буду ехать, когда вы нуждаетесь моя помощь.

Несчастливо, Босс есть злой со мной, но это не есть правда. Я иметь сделать ошибку, я ее буду исправить. У меня нет новости.

Я боюсь, я должен остановиться сейчас. Пришла мама. Мы будем ужинать.

Я смотрю вперед слышать от вас. Пишите скоро! Давайте держать прикосновение.

Лучшие желания,

Кьют

C С помощью каких префиксов образованы эти слова? Translate them into Russian.

mispronounce, disconnect, irregular, unusual, impossible, unfair, misprint, uncomfortable, indirect, misplace, impatient

Information for B

1. You've met an old friend. You have great news.
Someone has just invited you to a birthday party. If your friend asks, tell him / her that this is the party of the cleverest boy (girl) in your class.
2. You've met a friend. You are upset because somebody has stolen your bicycle.
3. You've met a friend. He / She asks you about your family. You have bad news. Your grandfather is ill.

Lesson 6

Valentine's Day

- 1 Misha is phoning Rosy MacWizard. Read their conversation and answer the questions.

1. How do people celebrate Valentine's Day?
2. Who does Misha like?
3. Why does Misha need Rosy's advice?
4. What was the problem with valentine cards three years ago?
5. What is Rosy's advice?

Misha: Hi, Rosy. It's Misha.

Rosy: Oh! Hi, Misha, how are you getting on?

Misha: I'm OK, thanks. And how are you?

Rosy: I'm fine.

Misha: Well, mmm..., what's the weather like?

Rosy: It's been raining since this morning.

Misha: That's boring.

Rosy: Yes, it's bad. Look, Misha. Is there something I can do for you?

Misha: Well, yes. Tomorrow is Valentine's Day.

Rosy: That's right.

Misha: Well, you know, girls and boys send valentines and little presents to each other, if... you know...

Rosy: If they like each other.

Misha: Yes. And I have been thinking about one girl for a long time... She has been helping me a lot since I first met her.

Rosy: And you want to send her a valentine, don't you?

Misha: That's right. Her name is Emily Wilson. I have known her for six months and she's very special to me. But I'm not sure about English traditions.





Information for B

1. You've met an old friend. You have great news.
Someone has just invited you to a birthday party. If your friend asks, tell him / her that this is the party of the cleverest boy (girl) in your class.
2. You've met a friend. You are upset because somebody has stolen your bicycle.
3. You've met a friend. He / She asks you about your family. You have bad news. Your grandfather is ill.

Lesson 6

Valentine's Day

- 1 Misha is phoning Rosy MacWizard. Read their conversation and answer the questions.

1. How do people celebrate Valentine's Day?
2. Who does Misha like?
3. Why does Misha need Rosy's advice?
4. What was the problem with valentine cards three years ago?
5. What is Rosy's advice?

Misha: Hi, Rosy. It's Misha.

Rosy: Oh! Hi, Misha, how are you getting on?

Misha: I'm OK, thanks. And how are you?

Rosy: I'm fine.

Misha: Well, mmm..., what's the weather like?

Rosy: It's been raining since this morning.

Misha: That's boring.

Rosy: Yes, it's bad. Look, Misha. Is there something I can do for you?

Misha: Well, yes. Tomorrow is Valentine's Day.

Rosy: That's right.

Misha: Well, you know, girls and boys send valentines and little presents to each other, if... you know...

Rosy: If they like each other.

Misha: Yes. And I have been thinking about one girl for a long time... She has been helping me a lot since I first met her.

Rosy: And you want to send her a valentine, don't you?

Misha: That's right. Her name is Emily Wilson. I have known her for six months and she's very special to me. But I'm not sure about English traditions.



Rosy: Oh, I see... Well, Valentine's Day used to be a big deal at St David's. When I was there, we used to organise a post box and after class teachers opened it and gave out valentines to the students. There was only one problem: some people who were unpopular never got any valentines and got very upset. So three years ago the teachers changed the rules: if you want to send valentines, you have to send them to everybody in your class.

Misha: Oh! That's impossible! What shall I do? It's nine o'clock already.

Rosy: But there's no need to worry. I can give you some advice. Put your valentine in Emily's bag when nobody is looking at you.

Misha: Thank you, Rosy, I'll do that.

Rosy: OK, Misha, I have to answer my mobile now. Somebody has been trying to get through all this time.

Ask Mr Help



В диалоге вам встретились незнакомые формы грамматического времени глаголов. Попробуйте выбрать правильный перевод следующих предложений, ответив на вопросы:

1. Произошли ли действия, описанные в предложениях, в прошлом или они начали происходить в прошлом и все еще происходят в настоящий момент?

2. С какими обозначениями времени они употребляются?

1. It has been raining since morning.

а) С утра шел дождь. б) С утра идет дождь.

2. Somebody has been trying to get through all this time.

а) Все это время кто-то пытался дозвониться.

б) Все это время кто-то пытается дозвониться.

3. I have known her for six months.

а) Я знаю ее полгода. б) Я знал ее полгода.

4. She has been helping me a lot since I first met her.

а) Она помогала мне во всем с тех пор, как я ее впервые встретил.

б) Она помогает мне во всем с тех пор, как я ее впервые встретил.

5. I have been thinking about a girl for a long time.

а) Я уже давно думал об одной девочке.

б) Я уже давно думаю об одной девочке.

2 Find the best translation for the expressions from the dialogue.

A big deal — a) большая сделка b) большое событие c) выгодный случай
She's very special. — a) она специальная b) она особенная c) она обычная

There's no need to worry. — a) Не надо их беспокоить. b) Нет повода для беспокойства. c) Не делай из этого трагедии.

3 Listen to Misha and Rosy's conversation and answer the questions. Support your answers with the sentences from the text.

How is Misha feeling when he's talking to Rosy?

a) He's surprised. b) He's feeling very shy and uneasy. c) He's very upset.

How is Rosy feeling when she's talking to Misha?

a) She's upset. b) She's interested. c) She's amused.

4 Repeat the conversation after the speaker.

For your information

There is a beautiful legend behind St Valentine's Day. Saint Valentine lived in Rome in the third century AD. At that time the Emperor of Rome was Claudius. He wasn't very popular because he was trying to get more and more people for his army. The men didn't want to go to the army and Claudius thought that it was because they didn't want to leave their wives and children. "If they don't get married, they'll join the army," he thought and passed a law (закон) which banned (запретил) marriage.

Valentine was a Christian priest who didn't like the new law. He secretly married people who were in love. One night the Emperor's soldiers caught him and put him in prison. Valentine was going to die.

Many young people felt sorry for Valentine and visited him in prison. One of them was the daughter of a prison guard. On the day of his execution Valentine wrote a note to her and signed it "Love from your Valentine". This was on 14 February 269 AD.

Since then 14 February has been the Day of Love, when people send love letters and presents to each other. They don't sign the cards with their names, but write "Guess Who" or "Your Valentine".

At first this was a European tradition, but then it became popular in other countries. It came to Russia too, but a lot of people say, "If you love somebody, you should show it every day, not only one day a year."



- 5 Misha has written his valentine. Look at it. Are there any mistakes in it?



- 6 What do you think of Valentine's Day? Do you want to celebrate it at school? Use the words and expressions.

It's a / no big deal. It's romantic. It's interesting. It's a nice tradition.
It's very unfair. People get upset. It helps people show their love.

Homework

A Valentine Quiz

- Valentine's Day is on
a) 14 February. b) 14 January. c) 14 March.
- On this day people
a) send long letters to each other. b) get married.
c) send cards to each other.
- The day got its name from
a) a girl's name. b) a priest's name. c) the name of a Roman Emperor.
- St Valentine went to prison because
a) he secretly married people. b) he secretly got married.
c) he didn't go into the army.
- How should you sign a valentine?
a) Yours faithfully b) Best wishes c) Guess who?

B Match the prefixes with the verbs and adjectives and make the opposites.

Prefixes: un-, in-, il-, im-, ir-, dis-, mis-

Verbs: understand, lead, appear, connect, agree

Adjectives: friendly, regular, usual, possible, kind, lucky,
honest, comfortable

Present Perfect Progressive Tense — настоящее совершенное длящееся время

Глаголы в форме **Present Perfect Progressive** употребляются для выражения длящегося действия, которое началось в прошлом, все еще продолжается в настоящее время и определенным образом подводит итог продолжительности этого действия. Например:

I have been reading this book for a week. — Я читаю эту книгу уже неделю.



Образование

Present Perfect Progressive образуется с помощью вспомогательного глагола **to be** в форме Present Perfect и причастия I.

have (has) been + глагол + -ing

1. Утвердительное предложение

*Jeff and Emily **have been playing** tennis for two hours. — Джеф и Эмили играют в теннис в течение двух часов.*

2. Отрицательное предложение

*Jeff and Emily **haven't been playing** golf for three hours.*

3. Общий вопрос

***Has Jeff been playing** tennis for two hours? — Yes, he **has**.*

4. Альтернативный вопрос

***Has Emily been playing** tennis for two or for three hours? — Emily **has been playing** tennis for two hours.*

5. Вопрос к подлежащему

***Who has been playing** tennis for two hours? — Jeff and Emily **have**.*

6. Специальный вопрос

***How long have** Jeff and Emily **been playing** tennis? — They **have been playing** tennis for two hours.*

7. Разделительный вопрос

*Jeff and Emily **have been playing** tennis for four hours, **haven't they**? — Yes, they **have**.*

Случаи употребления

Если в предложении глагол стоит в форме Present Perfect Progressive, то, как правило, указывается период времени, в течение которого происходит действие. Период времени может быть выражен:

а) обстоятельством времени типа: **all my life, all these years, lately** (в последнее время).

I have been working longer hours lately. — В последнее время я остаюсь на работе дольше.

б) обстоятельством времени, вводимыми предлогом **for** (в течение): **for a week** (в течение недели), **for five years** (в течение пяти лет), **for a long time** (в течение длительного времени) и т. д.

Lena and Sveta have already been talking on the phone for half an hour. — Лена и Света разговаривают по телефону уже полчаса.

с) обстоятельством времени, вводимыми словом **since**. **Since**, в зависимости от контекста, переводится по-разному: с, с тех пор, с тех пор как.

She has been dreaming about a dog since she was a child. — Она мечтает о собаке с детства.

Jane gave me this cassette on Monday. I have been listening to it since then. — Джейн дала мне кассету в понедельник. С тех пор я ее слушаю.

She has been sleeping since she got back from her trip. — Она спит с тех пор, как вернулась из поездки.

Таким образом, слово **since** используется для обозначения момента начала действия.

Present Perfect Progressive не употребляется:

1) с глаголами, обозначающими состояние.

to love — любить
to remember — помнить
to understand — понимать
to see — видеть
to hear — слышать
to hate — ненавидеть
to like — нравиться

to believe — верить
to want — хотеть
to know — знать
to forget — забыть
to need — нуждаться
to be — быть
to have — иметь

Вместо **Present Perfect Progressive** эти глаголы употребляются в **Present Perfect**. Например:

I have known my best friend since we were children. — Я знаю своего лучшего друга с тех пор, как мы были детьми.





- 2) если имеется полное отрицание действия. Например:
I haven't played the guitar since I broke my arm. — Я не играю на гитаре с тех пор, как сломал руку.

1 Open the brackets. Use Present Perfect Progressive.

1. My friend (work) on the project for two weeks.
2. Kate (look for) her bag for ten minutes.
3. You (sleep) all day again?
4. Why you (listen) to this song since yesterday?
5. How long (learn) English?

2 Read the sentences and say, в каких предложениях говорится:

a) Когда началось действие? b) Как долго оно продолжалось?

1. You have known your friend since you were five years old, haven't you?
2. You have been reading a very interesting book for three days, haven't you?
3. You have been working on a special project for a week, haven't you?
4. You have been dreaming about having a dog since you were a child, haven't you?
5. It has been raining since Monday, hasn't it!

▶ Give true answers.

3 Fill in the gaps with *for* or *since*.

1. It has been raining ... yesterday.
2. Mary hasn't had any guests ... last year.
3. Tom's father has been building his house ... two years.
4. My friends have been living in London ... many years.
5. Alice has wanted a bicycle ... her last birthday.
6. Peter and Kate have known each other ... ten years.
7. I haven't gone out ... three days. I have been ill ... Saturday.

▶ Why didn't we use Present Perfect Progressive in some of the sentences?

4 Answer the questions about yourself. Use *for* or *since*.

1. How long have you been at school today?
2. How long have you known your best friend?
3. How long have you lived in your town / city / village?
4. How long have you been learning English?
5. How long have you known your English teacher?



5 Which of the sentences best describes the picture?

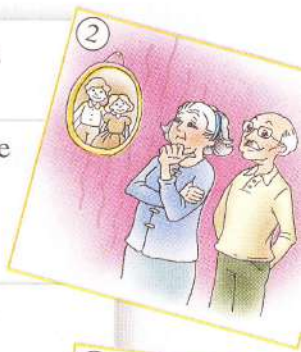


- a) It has been raining for two days.
b) It rained yesterday.

- a) We have known each other since we were children.
b) We knew each other when we were children.

- a) She has been sleeping since she came back from her trip.
b) She came back from her trip, got some sleep and unpacked her things.

- a) Mary has been reading an exciting book all day.
b) Mary has read a very interesting book.



6 Rewrite the sentences.

Model: My father began to watch TV two hours ago. He is still watching it. — *My father has been watching TV for two hours.*

- Ann began to write a letter at five o'clock. She is still writing it.
- They began to talk in the morning. They are still talking.
- It began to rain an hour ago. It is still raining.
- She began to cook dinner when we came. She is still cooking.
- He began to make a fire 20 minutes ago. He is still making it.
- I began to take pictures two hours ago. I am still taking them.

7 Put the verbs in brackets in the correct tense form: Present Perfect or Present Perfect Progressive. Explain your choice.

- She (teach) children all her life.
- Agnes (not eat) since Monday. She is on a diet.
- How long he (look) for a job?
- I heard a very funny song when I was ten. I (remember) that song since then.
- It (rain) since 10 o'clock.
- They already (wait) for his call for 15 minutes.
- She (learn) French since she came back from her trip.

8 Play a game. *How long have you...?* Use the cards from the *Cut Out*.

Если играет более одиннадцати человек, разбейтесь на группы. Каждый из игроков получает по одной карточке с вопросом.

Для того чтобы получить ответ на вопрос карточки, необходимо поговорить с каждым из участвующих в игре. Закончив сбор информации, играющим необходимо записать полученные данные и сообщить о них классу.

Model: Player 1: *How long have you had this watch?*

Player 2: *For ten days. It's new.*

9 Listen to the interview and answer the questions.

1. What is the man's name?
2. Where does he live?
3. What does he do?
4. Where does he work?
5. Is he married?

Homework

A How interesting is your life? Answer the questions about the last few months of your life and find it out.

1. Have you been doing any sports?
2. Have you been sleeping a lot?
3. Have you been going out with your friends?
4. Have you been helping your parents with the housework?
5. Have you been watching TV a lot?
6. Have you been studying a lot?
7. Have you been reading anything?

Your Score

	Yes	No
1	3	0
2	-1	1
3	2	0
4	3	-1
5	-2	2
6	2	0
7	3	-1

Your results

- $-5 \div +4$ Unfortunately, your life isn't very exciting at the moment. Is that because it's autumn? You must have more fun. Spend more time with your friends, find a hobby, get a dog and get out of the house more!
- $+1 \div +5$ You're happy with your life. You have your own hobbies and interests and you don't want to change anything. But aren't things a bit boring sometimes?
- $+5 \div +16$ You're there when things happen. Or should we say things happen when you're there? You're the centre of attention, but lately you have been doing too much. Remember, you can't be in two places at once. Don't forget it.

B Put the verbs in brackets in the correct form.

1. How many exercises you (do) since you started your homework?
2. Mrs Izard (write) this book since her husband died.
3. You (know) this man? How long you (know) him?
4. We already (talk) about it for a week. It's time to do something!
5. They (talk) for two hours and (not finish) yet.
6. Mr Dix is busy. How long he (be) busy?
7. Caroline (think) about Mark since he left.
8. How long you (have) this hat? I (have) it for years.
9. I (not see) your dog lately. What (happen)?

C Translate the sentences into English.

1. Мы находимся в этом магазине уже 20 минут, а еще ничего не купили.
2. “Что он делает?” — “Он играет в теннис”. — “Как давно он играет?” — “Два часа”.
3. Они путешествуют уже две недели и уже позвонили два раза.
4. “Где Молли?” — “Она болеет”. — “Как давно она болеет?” — “С четверга”.
5. Они уже обсудили первый вопрос и сейчас обсуждают второй. Они обсуждают его уже час.

Lesson 8

Why has Jane been crying?

Present Perfect Progressive может употребляться без указания на период времени, в течение которого происходило действие. В таких случаях из контекста понятно, что действие только что закончилось и оставило своеобразный “след”, который служит объяснением положения вещей в момент речи. Например:

You look tired. (Ты выглядишь усталой.)



I have been working on a report. (Я работала над докладом.)

1 Write answers for the questions. Use the ideas in the box.

work at night, talk to the director, run, make a fire

1. Why do you look so pale?
2. Why are your hands dirty?
3. Why are you breathing so fast?
4. Why is she looking tired?

2 Look at the pictures and say: What has been happening?

Model: 1 — He has been working in the garden.



1 (work)



2 (wash)



3 (rain)



4 (swim)



5 (run)



6 (make a cake)



7 (go horse riding)

3 Translate the sentences into English.

1. У нее красные глаза. Она плакала.
2. Крыши домов мокрые. Шел дождь.
3. Его футболка грязная. Он играл в футбол.

Ask Mr Help

Вопрос: Но ведь время Present Perfect тоже употребляется для выражения действий, которые произошли в прошлом, но результатом связаны с настоящим. В чем же разница?

Ответ: Ты абсолютно прав. Однако обрати внимание: Present Perfect Progressive употребляется в тех случаях, когда мы говорим о длительном процессе: *I have been reading this book all night.* Present Perfect употребляется тогда, когда нам важен факт совершения или несомнения действия: *I have read this book. It's interesting.*



4 Read the expressions.

to laugh one's head off — смеяться до упаду

to spot smth — заметить что-либо

to get jealous — ревновать, завидовать

5 It's St Valentine's Day and Mr Grams has just entered the room. Look at the pictures and say: "What has been happening?" / "What has happened?" Use the words and expressions.

to look for smth, to fight, to cry, to laugh one's head off, to get a valentine, to send a valentine

Model: Misha and Ben have been fighting.



6 Try to guess. Why have Misha and Ben been fighting? Make up a short story.

- 7 a) Listen to the conversation. Do you think the situation is funny? Why? Why not?
b) Read the conversation and find sentences in the Present Perfect Progressive and Present Perfect.

Mr Grams: Who's on duty today? What has been happening here?

Boys: Misha and Ben have been fighting. Jane has been crying. The other girls have been looking for presents in their bags, but only Emily has got one. And we have been laughing our heads off.

Mr Grams: I don't understand. Tell me everything from the beginning.

Boys: It all started with Jane Becker. In the first lesson she opened her bag and saw that somebody had put a present there. She told everybody about the present and during the break we all waited for the demonstration of the present. She opened the box and found a really nice bear. All the other girls got jealous and opened their bags to look. They hoped to find some secret presents too. Then Jane spotted a valentine in the box. It said "To a very special girl. Grandad." Jane started to cry. But then we forgot about her because at that moment Emily Wilson found two valentines: one was from a secret admirer and the other one was from Misha. Then Misha and Ben started to fight. They both sent valentines to Emily Wilson.

Mr Grams: I don't see anything funny about it. On Valentine's Day we send presents to everybody we like, not just boys to girls and girls to boys. Jane, you're lucky to have such a nice present from your grandad. You should send him a valentine too. Emily, congratulations, now you know that you have two friends who'll never let you down.



- 8 Write the questions for the answers.

Model: Why have the girls been looking for presents in their bags? —
Because they got jealous.

1. ...? — Because they got jealous.
2. ...? — Jane Becker found a secret valentine present.
3. ...? — Because she has received a present from her grandad.
4. ...? — Because they both sent valentines to Emily Wilson.
5. ...? — Because they thought that the situation was very funny.

- 9 Think of a short funny story from real life. Finish it with: We laughed our heads off.

Homework

A Last year Misha, Rob and Mark read the MacWizard family history book. They wanted to find the seven keys to the lost treasure of the MacWizards. They had only read three and a half stories when they lost the book. Mark is still hoping to find the book again.

► Read the conversation. Найдите в тексте и выпишите глаголы в форме Present Perfect Progressive, когда действие уже закончилось к моменту речи, но явно видно его "след".



Misha: What's wrong with you, Mark? You look pale and your eyes are red. Have you been crying?

Mark: Of course, not. I have been surfing the net all night.

Misha: What have you been looking for?

Mark: I have been looking for the MacWizards' family history book.

Misha: Oh no, not again. How can you find it on the Internet?

Mark: Of course, I can't find the book. There is only one book and we've lost it. But I found the second part of the story about the Normans and Elmer.

Misha: Really? Tell me all about it!

Mark: I went to the Senate House Library website. They have a lot of old books and manuscripts there. I put the key words of the story into their search engine and... I found a copy of our story in the library. A hundred years ago my great-grandfather gave some copies of our family manuscripts to the library.

Misha: That's wonderful! When can we read it?

Mark: I wrote a letter to Rosy. She'll go up to London, get a copy of the manuscripts and send them to us.

For your information

Senate House Library is one of the most important academic libraries of the United Kingdom. It dates back to 1838 and has about two million titles, most of them in Humanities and Social Sciences. It also has a good collection for History and Philosophy of Science, Technology and Medicine.



B Choose the correct answer.

1. What is the Internet?
 - a) a worldwide network which connects millions of computers
 - b) a computer
 - c) an electronic letter
2. What is a website?
 - a) an electronic letter
 - b) a page on the net with some information
 - c) a piece of land
3. What is a search engine?
 - a) a car
 - b) a special computer
 - c) a programme which looks for specific information by keyword



Lessons 9, 10 Elmer's War

▶ Read the story "Elmer's War" on pages 170–175.

Your active vocabulary

Bad news has wings.
Best wishes for
fortunately
unfortunately
Good for you!
Hope to hear from you soon.
How are you getting on?
How boring!
How wonderful!
I'm afraid...
I'm glad to hear it.
It was great to hear from you.
Look forward to hearing from you.
luckily

Oh no!
Really? Tell me!
since
That's good news!
That's great!
to get a cold
to get away
to get back
to get over something
to get up
What a pity!
What a shame!
Write soon!

2

The British Parliament

Lessons 1, 2

A surprise excursion

- 1 Misha and his class are in London. On the first day they have some surprise excursions. Look at the pictures and say: *Which museums are the friends going to visit? Explain your answers.*



- 2 What do you know about these people? Match the person with his or her description.



a



b



c



d

1. This princess, who did her best to help the poor and the sick, died in 1997.
2. Books by this playwright, who lived in the 16th century, are still very popular.
3. This is a politician with his famous pipe, which he smoked all the time.
4. This musician, who comes from Liverpool, is famous all over the world.
5. That's the man who was friends with John Lennon.
6. That's the politician who was one of the best British prime ministers.
7. That's the woman whom everybody loved.

- 3 Какие придаточные предложения в упр. 2 содержат необходимую информацию? Какие придаточные предложения содержат дополнительную информацию?

Придаточные определительные предложения

Придаточные определительные предложения служат определением по отношению к существительному главного предложения.

Если придаточное предложение относится к одушевленному предмету, то оно присоединяется к главному предложению с помощью союзных слов **who, whom, that, whose**.

Если придаточное предложение относится к неодушевленному предмету, то оно присоединяется к главному предложению с помощью союзных слов **which, that, whose**.

Придаточные определительные предложения также присоединяются к главному с помощью союзных слов **when** и **where**.

*I'll never forget the café **where** we met. — Я никогда не забуду кафе, в котором мы встретились.*

*She couldn't remember the day **when** she received that letter. — Она не могла вспомнить день, когда она получила то письмо.*

Придаточные определительные предложения бывают двух типов — лимитирующие и описательные.

Лимитирующие описывают признаки, присущие только данному лицу или предмету и отличающие его от всех лиц или предметов того же класса, или описывают признаки, присущие данному классу лиц или предметов. Лимитирующие придаточные предложения нельзя опустить без ущерба для понимания общего смысла. В предложениях данного типа главное предложение **не отделяется** от придаточного запятой.

*The people **who** live in the village get up early. — Люди, которые живут в деревне, встают рано.*

*The film **which** I saw yesterday was interesting. — Фильм, который я смотрел вчера, был интересный.*

В **лимитирующих** придаточных предложениях **who** и **which** можно заменить союзным словом **that**.

*I know the woman **who** speaks Chinese. — I know the woman **that** speaks Chinese.*

*The people **who** live in the village get up early. — The people **that** live in the village get up early.*

Если **лимитирующие** предложения служат определением к дополнению главного предложения, то союзные слова можно не употреблять.

Yesterday I met a woman (who) we were talking about. — Вчера я встретил женщину, о которой мы говорили.

При переводе на русский язык союзное слово необходимо.

Описательные предложения содержат дополнительную информацию об описываемом лице или предмете. Без такой информации можно обойтись.

Главное предложение **отделяется** от придаточного запятой.

She told me about Nick, whom she liked a lot. — Она рассказала мне о Нике, который ей очень нравился.

В **описательных** придаточных предложениях употребляются **who, which** и не употребляется **that**.

His sister, who was very beautiful, married Tom Hopkins. — Его сестра, которая была очень красива, вышла замуж за Тома Хопкинса.

4. Определите тип придаточного предложения и поставьте запятые там, где это требуется. Translate the sentences into Russian.

1. The building that was next to the school fell down.
2. Jane whose father was also a doctor works at the hospital.
3. I'm going to the town where I spent the best years of my life.
4. In the room I spotted a boy whose father helped me last year.
5. There were a lot of flowers in the tree her grandfather planted.
6. The present that he brought was the best.
7. The girl they are talking about is Mark's sister.
8. His brother whom I have known for many years phoned me yesterday.

5. Fill in the gaps. Use where, who, which, whose, that, when. Put in commas where necessary.

1. Most of the people ... come to this theatre are from England.
2. My brother ... picture you have seen in the room is a very nice guy.
3. His father who was very rich sent him to Eton.
4. Kate and John never forgot the place ... they met.
5. I don't read books ... have a happy ending.
6. It was a time ... men went to war and women waited for them.

6. Выберите нужное союзное слово.

1. My friend, who / which is very talented, is arriving today.
2. She's bought the book who / that she was looking for.
3. I like the house who / where they live.
4. She showed me the ring whose / which was a family treasure.
5. I don't know the man which / who is sitting next to me.

For your information

The National Portrait Gallery opened in 1856. It contains over 8,000 original portraits and photographs. The gallery is “about history, not about art”, which means that a picture gets into the gallery if it’s a portrait of a famous British person. The artist’s name and the quality of the picture aren’t very important.



7 Look at the pictures and try to say: Which of them are in the National Portrait Gallery? Why?



Alexander Pushkin



Sherlock Holmes



Pierce Brosnan



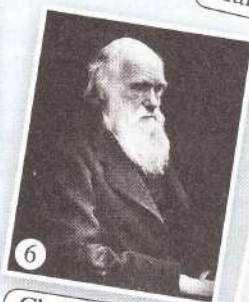
Charlie Chaplin



Agatha Christie



Elizabeth I



Charles Darwin



Marilyn Monroe



David Beckham



Elton John

8 Listen to the words and expressions and repeat them after the speaker.

a nurse — медсестра

motion — движение

universal gravitation — всемирное
тяготение

a reflecting telescope — зеркальный
телескоп

calculus — дифференциальное и
интегральное исчисления

an orphan — сирота

a tramp — бродяга

a butterfly — бабочка

law — закон

a bowler hat — шляпа-котелок

9 Here are some more portraits from the National Portrait Gallery (p. 40–42).

▶ Look through the biographies and match the person with the job.

▶ Match the person with the words from the previous exercise.

1. Isaac Newton [aɪzək 'nju:tn]

2. Florence Nightingale [ˌflɒrəns 'naɪtɪŋgeɪl]

3. Charlie Chaplin [tʃɑ:li 'tʃæplɪn]

a) a comic actor

b) a scientist

c) a nurse

10 Read the texts. Найдите и подчеркните придаточные предложения. Определите, является ли информация в этих придаточных предложениях дополнительной или необходимой?

Isaac Newton

Isaac Newton was one of the most important scientists who ever lived.

He was born on 25 December, 1642, in Woolsthorpe ['wʊlsθɔ:p]. His father died before Newton was born and his mother remarried. Newton went to live with his grandmother. He went to a grammar school, where he wasn't a very good pupil. Luckily one of the teachers spotted that he had a bright mind and recommended that he go to university. So Newton went to Trinity College, Cambridge, where he was going to study law.

One day he went to a fair and bought a book on mathematics. Newton hadn't read any books on mathematics and physics before and got very interested in these subjects. Soon he became one of the best students in the university. He spent most of his life in Cambridge.

Newton became a world-famous physicist, mathematician, and natural philosopher. He took facts and mathematical theories and explained them. He formulated laws of universal gravitation and motion that explain how objects move on the Earth and in the sky. He made discoveries in optics and built the first reflecting telescope. He invented an area of mathematics called calculus and wrote a lot of books.



Florence Nightingale

Florence Nightingale got her name from the city of Florence. At that time women didn't work. They served tea and gave parties. Florence didn't like this lifestyle. She was interested in books and medicine and wanted to go to university. At first her family was against it, but after many emotional battles her father agreed. She got a good education in Germany and started to work in a hospital when she came back to England.

March 1854 brought the start of the Crimean War when Britain, France and Turkey declared war on Russia. Florence Nightingale left England and became a nursing administrator of the English General Hospitals in Turkey. She took 38 other nurses with her. Together they went to battlefields and organized hospitals. The wounded soldiers called her an angel because at night she went from one bed to another with a lamp.

Florence Nightingale has stayed in history as "the Lady with the Lamp", the first professional nurse who saved thousands of lives.



- 11 Here is more information from the biographies. Find the best place for each sentence and complete the biographies.

Model: He was born on 25 December, 1642, in Woolsthorpe, which is in Lincolnshire.

Isaac Newton

...which is in Lincolnshire...
...where he made his most important inventions...

Florence Nightingale

...where she was born in 1820...
...who was clever and ambitious...
...who really loved his daughter...
...where she was a brilliant student...
...which she held in her hand...

Homework

- A Read Charlie Chaplin's biography and find the answers to the questions.

1. Which country was he born in?
2. Which country made him famous?
3. What was his childhood like?
4. Did he have any brothers or sisters?
5. When did he start to work?
6. What is he famous for?

Charlie Chaplin

Charles Spencer Chaplin didn't have a very happy childhood. He was born in London, England, on 16 April 1889. When his father left the family, Chaplin's mother didn't work, and her two sons were often hungry. When their mother got ill, Chaplin and his brother went to the workhouse, which was the place for orphans. Life there was very hard, but Chaplin didn't give up. He started his career as an actor when he was nine. When he was twenty-one, he joined a travelling music-hall company. Soon after he went to America and became the famous film star, Charlie Chaplin. The actor died in 1977 but we still remember his "Little Tramp", a funny little man in baggy (мешковатый) trousers and a small bowler hat.



B Read the text again and find the best place for this information.

- ...who brought smiles to the faces of millions of people...
- ...whose health was getting worse...

C Think about famous Russian people. Imagine there is a Russian National Portrait gallery. Whose portraits should be there? Why? Write 5–7 sentences about any of the people you have chosen.

D Translate the sentences into Russian.

1. The song we were listening to was a very good one.
2. The tourists they were waiting for didn't come.
3. Unfortunately, he didn't get the present he had hoped for.
4. The report he had to make was very important.

E Make one sentence from two. Use *which, that, whose, whom*.

1. I bought a dress. My friend advised me to buy it.
2. We went to the party. It was very interesting.
3. That is the village. We used to go there every summer.
4. This is Mary Jones. I've got a letter from her.
5. I was looking for a key. I've found it now.
6. This is the house. They bought it last year.
7. This is the actor. I like him very much.

Обстоятельства цели

Обстоятельства цели поясняют, с какой целью совершается действие главного предложения, и отвечают на вопросы *зачем? для чего? с какой целью?*

Существует несколько способов выражения цели. Рассмотрим способ выражения обстоятельства цели с помощью инфинитива. Например:

I phoned my friend to invite him to my birthday party. — Я позвонил другу, чтобы пригласить его на свой день рождения.

В английских предложениях такого типа инфинитив переводится на русский язык придаточным предложением цели, вводимым союзом *чтобы* (для того чтобы).

1 Match the two parts of the sentences. Use the pictures to help you. Who is who in the pictures?

1. The Smiths went to China
2. The Becketts went to Tunbridge Wells
3. Mike and Bill went to America
4. Cathy went to Holland
5. Mary and Andrew went to England
6. The Browns went to Moscow



- a) to see beautiful tulips.
- b) to walk along the Great Wall.
- c) to see the White House.
- d) to visit the Kremlin.
- e) to do some shopping.
- f) to see Stonehenge.

- 2 In groups. What other reasons do people have to visit America, China, Moscow, Holland and England? Write down the most interesting answers.

Model: People go to America to visit Disneyland ['diznilænd].

- 3 The students from St David's liked their first day in London. Read the students' plans for the next couple of days.

Model: Misha: I want to see the Houses of Parliament. — Misha has come to London to see the Houses of Parliament.

I want to see the Houses of Parliament. Are these houses far away from each other?

They are miles away from each other, Inin. You'll need the whole day to see them. And I'm going to visit my London friends. Museums are boring.

I'm looking forward to doing some shopping.

I'll go to the British Museum.

Ben

I want to go on London Eye. I've heard so much about it!

John

I'm very happy. Tomorrow I'm going to see Mum and Dad. I haven't seen them for ages!



1 Westminster Abbey



3 Baker Street



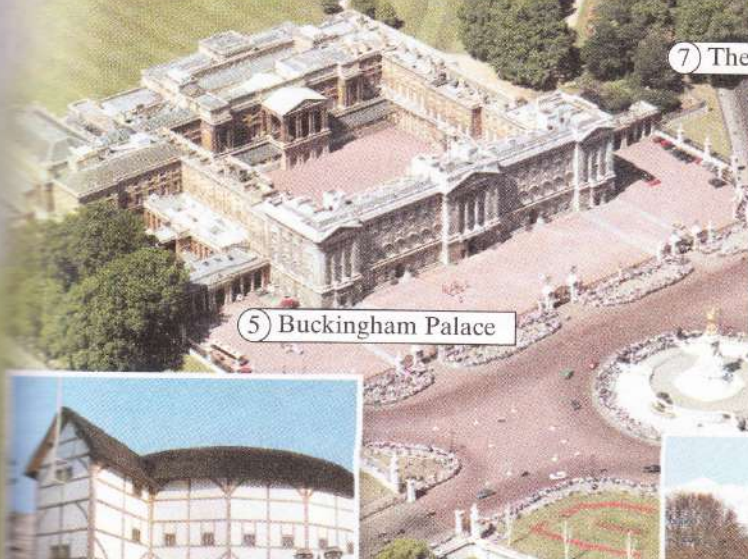
2 Trafalgar Square



6 Oxford Street



7 The Natural History Museum



5 Buckingham Palace



8 Madame Tussaud's



4 The Globe Theatre



9 The Tower



10 Greenwich (prime meridian)

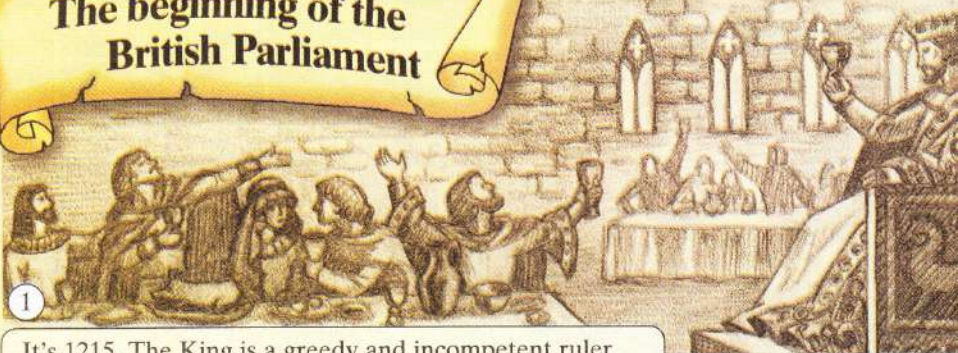


11 London restaurant

4 In groups. A competition. Give as many reasons to go to London as you can. The group which gives the last reason wins. Use the pictures to help you.

- 5 Misha is interested in politics and wants to know more about the British Parliament. He has found some interesting information. Read the text and write out all the sentences with the verb make. What do they mean?

The beginning of the British Parliament



It's 1215. The King is a greedy and incompetent ruler.

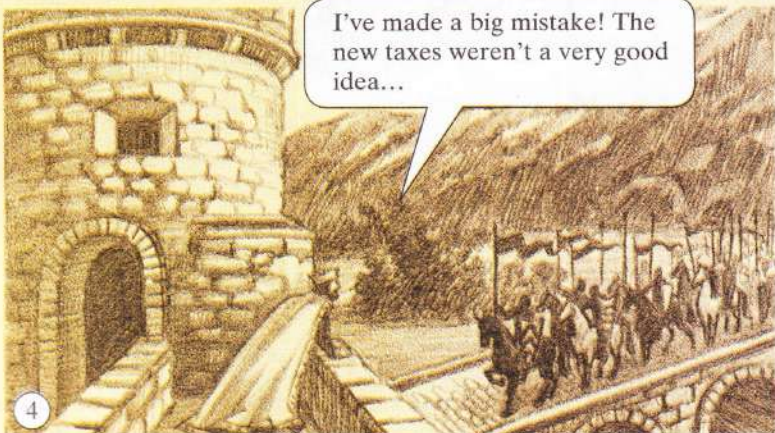
We should make more money.
Let's raise the taxes (повысим налоги) ... again.



We, the barons, are very unhappy.
Let's start a revolt.



I've made a big mistake! The
new taxes weren't a very good
idea...



Quick! Make up your mind and sign this!

Magna Carta

I'm not sure about it...

6

In 1215 the barons made the King sign the Magna Carta.

Ssh! Don't make any noise.

7

The Magna Carta was an agreement between the King and his barons. It limited the King's power. Since then all the English kings have had to ask the barons before they made any important decisions.

6 Choose the correct translation.

Magna Carta
[ˌmægnə ˈkɑ:tə]

- a) магическая карта
- b) магниевая карта
- c) Великая хартия вольностей

7 Which people or objects are these sentences about? Use the information from the text *The beginning of the British Parliament*.

Model: He was a greedy and incompetent ruler. — He = the King

They were high but he decided to raise them.

They didn't like it and started a revolt.

He decided to hide in his castle but they found him.

He had to sign it because they made him do it.

Verb activator

8 Match the expressions with their translations.

The verb to make

- | | |
|----------------------------------|-------------------------------------|
| 1. to make up one's mind | a) подружиться |
| 2. to make progress | b) принять решение |
| 3. to make friends | c) делать успехи |
| 4. to make a report | d) зарабатывать деньги |
| 5. to make a noise | e) делать доклад |
| 6. to make a decision | f) сделать ошибку |
| 7. to make money | g) заставлять кого-то делать что-то |
| 8. to make a mistake | h) шуметь |
| 9. to make somebody do something | i) готовить еду |
| 10. to make a meal | |

Обратите внимание! После глагола **make** в значении *заставлять* глагол, который следует за ним, употребляется без частицы **to**.

*She **made** her son **do** his homework in the evening.* — Она заставила сына сделать домашнюю работу вечером.

9 What are the people in the pictures doing?

10 Match the sentences with the replies.

- Why has he given up French?
- Why did she get a very bad mark for her test?
- Why is she learning English?
- Why did you have a headache yesterday?
- Why did Kate give up that job?
- Where is Peter? Why is he not playing football today?

-
- She wasn't making much money.
 - She has to make an important report in English.
 - He wasn't making any progress.
 - My neighbours' children were making a lot of noise.
 - His parents made him stay at home.
 - She has made a lot of mistakes in it.



Homework

- A** Use a sentence from box A and a sentence from box B to explain why people do / did / are going to do something.

Model: A. I need a pen. B. I want to write a letter.

I need a pen to write a letter.

A

1. They're going to Moscow.
2. We went to Egypt.
3. He has just called Lena.
4. They're buying a tent.
5. I went to the shop for bread.
6. The Browns went to the airport.



B

- a) We wanted to swim in the Red Sea.
- b) They want to go camping.
- c) I have to help Mum.
- d) They want to see Red Square.
- e) They had to meet their friend.
- f) He wants to invite her to his birthday party.



- B** Rephrase the sentences. Use the expressions with *make*.

1. He wants to become rich.
2. Have they decided where to go?
3. The children were crying loudly when I came.
4. She was cooking when I phoned.
5. Kate's working hard and getting better.

- C** Translate the sentences into English.

1. На прошлой неделе они купили палатку, чтобы идти в поход.
2. Я должен навестить Мишу, чтобы помочь ему.
3. Они хотели пойти в магазин, чтобы купить подарок.
4. Он пришел домой, чтобы пообедать.
5. Они подружились год назад.
6. "Почему все шумят?" — "Он делает доклад уже два часа".
7. "Вы уже приняли решение?" — "Нет еще".

Lessons 5, 6

How many Houses does the British Parliament consist of?

1 Listen to the words and expressions and repeat them after the speaker.

to tease smb — дразнить кого-либо
 to elect smb — выбирать кого-либо
 to vote for / against smb — голосовать за / против кого-либо
 to approve smth [ə'pru:v] — одобрять что-либо
 to inherit smth [in'herit] — наследовать что-либо
 to represent smb [reprɪ'zent] — представлять кого-либо (быть представителем)

to sit — *зд.* заседать
 a peer [piə] — пэр
 personal achievement — личное достижение
 state — государство
 common — *adj* *зд.* простой, обыкновенный
 common — *n* община
 to consist of smth / smb — состоять из чего-либо / кого-либо
 at least — по меньшей мере
 to be called — называться

2 Misha and Mark are getting ready for their visit to the Houses of Parliament. Listen to the conversation and say: How many Houses does the British Parliament consist of?

3 Read the text and find the best translations for the words and expressions.

the House —

а) дворец б) палата в) дом

the House of Lords —

а) дом лордов б) палата лордов в) палата аристократов

a Member of Parliament —

а) гражданин парламента б) член парламента в) член совета

hereditary peers —

а) наследственные пэры б) наследственные аристократы

в) наследственные члены парламента

life peers —

а) пэры на время б) пожизненные пэры в) живые аристократы

a bill —

а) законопроект б) счет в) документ

general election —

а) общий конкурс б) общественное голосование в) общие выборы

the House of Commons —

а) палата простых б) палата обычных в) палата общин

competent —

а) компетентный б) надлежащий в) правомочный

Misha: I've learned something about the beginning of the British Parliament, but I didn't find anything about the two Parliament buildings.

Mark: Don't listen to Black, Misha. He's been teasing you! The British Parliament sits in one building which is called the Palace of Westminster. It's also called the Houses of Parliament because there are two Houses: the House of Lords and the House of Commons.

Misha: So what's the difference between the House of Commons and the House of Lords?

Mark: In the House of Commons MPs, or Members of Parliament, make all the important decisions and work on bills, which later become new laws. The Prime Minister is in the House of Commons too.

Misha: Why are MPs more important?

Mark: Because they represent all the people in the country. We have to have a general election at least every five years. People vote for an MP, and the party which has the most MPs wins the election and forms the government. Their leader becomes the Prime Minister.

Misha: I see, and what about the House of Lords?

Rob: Oh, well, they don't elect them. Did you know Black's older brother is in the House of Lords? He's a hereditary peer and Black's jealous because there is no place in Parliament for him.

Misha: What's a hereditary peer?

Mark: I'll explain. Some people in the House of Lords just inherit their places from their fathers and grandfathers. They're hereditary peers.

Misha: That's not very fair, is it?

Mark: It's a tradition. In the past there used to be a lot of hereditary peers but it has changed and now most people in the House of Lords are life peers. They get the title "Lord" or "Lady" for their personal achievements, and their children can't inherit it. Some of them are very competent. For example, our famous ex-Prime Minister Margaret Thatcher took her place as Lady Thatcher in the House of Lords in 1992.

Misha: What happens in the House of Lords?

Mark: In the House of Lords people talk about bills before they become laws and sometimes suggest changes to the House of Commons.

Misha: And what about the Queen? What does she do?

Mark: Oh, the Queen is the head of state. She and the House of Lords have to approve the decisions of the House of Commons. Before a bill becomes law the Queen has to say "La Reine le veut" [la rən lɜː vɜː] ("The Queen wishes it"). The Queen uses Norman French as part of tradition.

- Misha: And can the Queen disagree with a new law?
 Mark: Not really. The last time it happened was in 1707.
 Misha: Your system is a bit difficult.
 Mark: Well, we have been working on it for more than a thousand years.



For your information

The Prime Minister is the head of the government in the United Kingdom.

Margaret Thatcher, “The Iron Lady”, was one of the UK’s most powerful and competent Prime Ministers, from 1979 to 1990.

4 Answer the questions.

1. How many general elections did Thatcher’s party win when she was the Prime Minister?
2. What other British Prime Ministers can you remember?
3. Who is the British Prime Minister today?

5 Fill in the gaps with the words from the dialogue.

1. In the UK there is no president, the Queen is ... of the ...
2. There are two Houses in the Parliament: ... and ...
3. People who sit in the ... Commons are called ...
4. People who sit in the ... Lords are called ...
5. British people ... for MPs at a general ...
6. The party which wins a general ... forms the ... and their leader becomes the ...
7. After the Queen approves the bill, it becomes ...

6 Mark these sentences true or false.

1. The British Parliament sits in two buildings.
2. Members of the House of Commons never make important decisions.
3. There is a general election when the Queen decides.
4. If there was a general election in 2004, the next general election should be in 2009 or earlier.
5. Life peers get into the House of Lords because their parents were rich.
6. Every member of the House of Lords and the House of Commons is called an MP.

7. If the House of Commons wants to do something, the House of Lords can't stop them.
8. If the Queen disagrees with a bill, she still (все-таки) has to approve it.
9. Most members of the House of Lords are very clever and competent.
10. Members of Parliament represent everyone in the country.
11. Members of the House of Lords form the British government.
12. The Queen chooses the Prime Minister.
13. The United Kingdom is a monarchy.

Conversation bricks

Generalizing — обобщение

- Many people think that... — Многие думают, что...
- Everybody says that... — Все говорят, что...
- We all know that... — Мы все знаем, что...
- Usually, — Обычно
- In general, — В общем,

Disagreeing — выражение несогласия

- But don't forget... — Да, но не забывайте...
- Very true, but... — Очень справедливо, но...
- But in fact, — Но, на самом деле,
- But actually, — Но, в действительности,
- OK, but what about...? — Хорошо, а как насчет...
- In reality — В действительности...

- 7 Here are some mistakes that people often make about the British state and its Parliament. Use the expressions from the *Conversation bricks* and explain your answers.

Model: 1. The British Parliament sits in two buildings. — *A lot of people think that the British Parliament sits in two buildings, but actually it is one building.*

1. The British Parliament sits in two buildings.
2. All the people in Parliament are called MPs.
3. The Prime Minister is the head of state.
4. The people in the House of Lords make important decisions.
5. Most members of the House of Lords inherited their places there.

How to build words

Суффиксы существительных *-ment*, *-tion*, *-sion*

С помощью суффиксов *-ment*, *-tion* от глаголов образуются существительные. Например:

to improve (улучшать) — *improvement* (улучшение)

8 От каких глаголов образованы существительные?

election, government, management, development, discussion, collection, prediction, advertisement, education, examination, achievement, impression, argument

▶ Переведите существительные на русский язык.

9 Образуйте существительные от глаголов с помощью суффиксов *-ment*, *-tion*.

decorate, instruct, manage, organise, celebrate, equip, develop, recommend, invite, agree, govern, enjoy

Homework

A Read the ideas. Some of them are false, some of them are not always true. Match the ideas with the facts.

1. English is a very difficult language.
2. Moscow has always been the capital of Russia.
3. Columbus discovered America.
4. Barcelona is the capital of Spain.
5. The Stone of Destiny is in Westminster Abbey.
6. The English climate is very bad.

d) Madrid

a) Amerigo Vespucci

c) St Petersburg

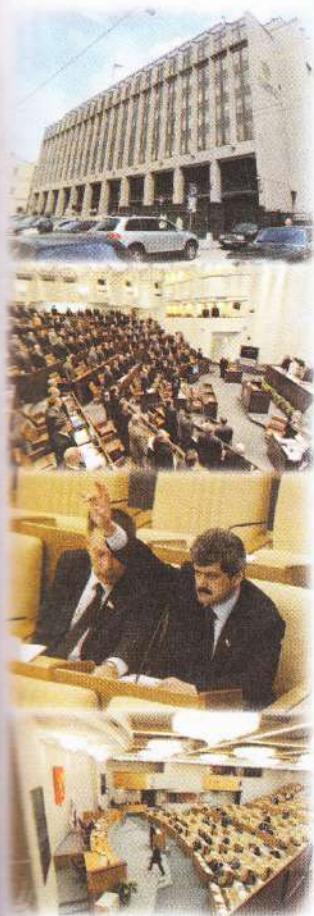
f) millions of people over the world have learned it

b) Edinburgh castle

e) often nice and warm

▶ Use the expressions from the Conversation bricks and write your explanations.

Model: English is a very difficult language. — *Some people say that English is a very difficult language, but in fact millions of people all over the world have learned it.*



B Answer the questions.

1. Who is the head of state in the UK?
2. Who is the head of the government in the UK?
3. What is the building where the British Parliament sits called?
4. How many Houses does it consist of?
5. Which House represents the people of Britain?
6. How often do British people vote for MPs?
7. What are the members of the House of Commons called?

C How much do you know about your country?

1. What is the official name of our country?
2. Is Russia a monarchy? A republic? A federation?

D Write questions for the answers about the political system in Russia. Find more information if necessary.

1. It is called Federal Assembly.
2. There are two houses.
3. One is called the Federation Council, the other is called the State Duma.
4. They are called deputies.
5. Every four years.
6. It's the President.
7. It's the Prime Minister.
8. They work on bills.
9. They have to approve bills.
10. He forms the government.
11. He chooses the Prime Minister.

Lesson 7

In the Palace of Westminster

1 Listen to the words and expressions and repeat them after the speaker.

the Lord Chancellor [ˌɔːd ˈtʃɑːnsələ] —

лорд-канцлер

the Labour Party — партия

лейбористов

the Conservative Party

[kənˈsɜːvətɪv ˌpɑːti] —

партия консерваторов

the Speaker — спикер

to preside over a meeting — председа-
тельствова́ть на собра́нии

to debate — обсужда́ть

a chamber [ˈtʃeɪmbə] — пала́та

an arch — а́рка

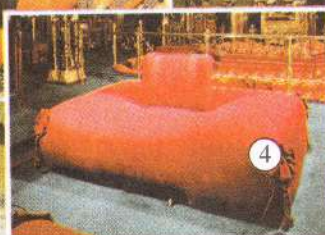
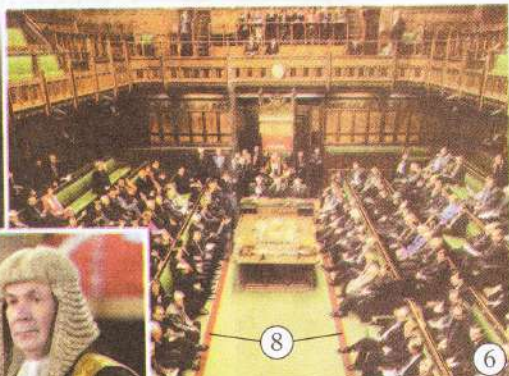
David Lloyd George [ˌdaɪd ˈlɔɪdʒɔːdʒ] —

Дэвид Лойд Джордж

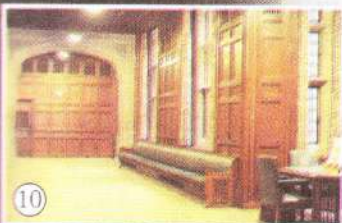
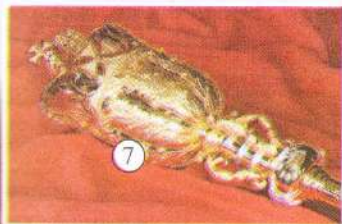
Winston Churchill [ˌwɪnstn ˈtʃɜːtʃɪl] —

Уинстон Черчилль

- 2 Look at the pictures and try to match people / objects and places with their descriptions.



1. This is the Speaker.
2. This is the Chamber of the House of Lords.
3. This is the Lord Chancellor.
4. This is the Woolsack.
5. This is the throne.
6. This is the Chamber of the House of Commons.
7. This is the Mace.
8. These are red lines on the carpet.
9. These are statues of two Prime Ministers.
10. This is the "aye" lobby.
11. This is Westminster Hall.



- a) The lords and ladies sit here. This chamber is also called the Parliament Chamber.
- b) MPs sit here.
- c) When the Queen arrives in the House of Lords to open the Parliament, she sits on this.
- d) There is wool inside. It's a part of a very old tradition which started in the 14th century. It's in Parliament to symbolise the importance of wool to the British economy at that time.
- e) It lies on the table when the House is debating. It's the symbol of the power which Parliament has won from the King. It even has its own guard, who has a very big sword.
- f) They represent two British main political parties – the Conservative Party and the Labour Party.
- g) This is the oldest part of the building. A lot of famous events and meetings have taken place here. It saw Guy Fawkes, who tried to blow up the Houses of Parliament in 1605, and in World War II bombs fell on it.
- h) He sits on the Woolsack and presides over the House of Lords.
- i) These are two long narrow corridors, which are very important for the whole country, because MPs come here to vote.
- j) He presides over the House of Commons.
- k) The distance between them is two swords' lengths. In the old days MPs used to have their swords, and it was dangerous when they got angry with each other. So the lines are here to remind the MPs that they should not start a fight.

3 Say a few sentences about the photos in Ex. 2. Use *which, where, whose, who* or *that*.

Model: This is the House of Lords, whose Chamber is also called the Parliament Chamber. This is the Chamber of the House of Lords, where the lords and ladies sit.

4 Try to guess: Which of the objects and people are in the House of Lords and which are in the House of Commons? Explain your ideas.

5 Listen to the speaker and check your answers.

6 Read the text on pages 61–62 (Unit 2, Lessons 8, 9) and choose the correct answers.

1. How many parts does the Palace of Westminster consist of?
a) one b) two c) three
2. What are the main colours of the Houses of Parliament?
a) gold, red and blue b) gold, green and red c) red and green
3. Who writes the Queen's Speech?
a) the Queen b) the Government c) the Lord Chancellor
4. Which are Britain's two main political parties?
a) the Democratic, the Republican and the Conservative
b) the Conservative and the Democratic
c) the Labour and the Conservative
5. Whose shoe should a Conservative touch?
a) David Lloyd George's b) Winston Churchill's c) The Queen's
6. Why do MPs sometimes sit on the steps?
a) There are more MPs than seats in the House of Commons. b) It's a part of an old tradition. c) It's a punishment for those who are late.
7. When can you see the Mace in the House of Commons?
a) It's always there. b) Only when the Queen comes.
c) When the House is debating.
8. How old is Westminster Hall?
a) more than a thousand years old b) more than a hundred years old
c) more than four hundred years old

Homework

A The friends are back at school and have come to a history club meeting. Read the conversation for detail and say: *Is Mr Jenkins a good teacher? Why? What is the best translation for Mr Know-it-all?*

Mr Jenkins: Hello, everybody. Today I have prepared a very interesting and unusual task for you.

Emily: What is it, Mr Jenkins?

Mr Jenkins: We're going to look at a fragment from an early medieval manuscript.

Mark: What is unusual about it, Mr Jenkins? We often translate them.

Mr Jenkins: Well, I have to tell you something. I can't translate this manuscript. This time I need your help.

Emily: You're joking, Mr Jenkins. You can translate everything.



John: How old is the manuscript?
Mr Jenkins: I don't know. I got the text by e-mail two weeks ago. Here's the e-mail.

Hi, Mr Know-it-all!

Your students think that you know everything, but that's not true. Can you translate this manuscript? And if you can't, will you tell your students?
Surprise me!

John: It's very rude!
Mr Jenkins: Yes, it is. At first, I didn't want to read anymore, but then I saw the manuscript and forgot about everything. It's in runes, the ancient alphabet which Druids used for writing about secret things and magic. I know runes very well, but the runes of this manuscript are different. It's a code. I have been trying to translate it for two weeks but I've had no luck. Now I'm asking you for your help.
Emily: Don't worry, Mr Jenkins. We'll do it together.
Mark: What did you say, Mr Jenkins? A runic alphabet? A secret code? Let me have a look at it!
Mr Jenkins: What's wrong with you, MacWizard? Why are you smiling?
Mark: It's our family runic alphabet. I have been looking for this story for months and I've found it! I'll translate it for the next lesson. But... who is it from, Mr Jenkins?
Mr Jenkins: I've no idea! The e-mail address is reader2345@hotmail.com. You can never find a person through this e-mail address.
Emily: But why not?
Mr Jenkins: Because there are millions of users at hotmail.com — people can use the server from any computer in the world.

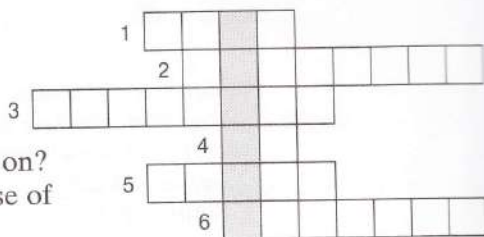
B Answer the questions.

1. What is unusual about this manuscript?
2. How did Mr Jenkins get the manuscript?
3. Was he able to translate the manuscript? Why? Why not?
4. Why did the e-mail sound rude?
5. Will Mr Jenkins surprise the writer of the e-mail?
6. Why was Mark smiling?
7. Who was the e-mail from?
8. Will Misha, Mark and Rob be able to find the writer of the e-mail? Why? Why not?



C Fill in the crossword puzzle and read the name of the river where the Palace of Westminster stands.

1. What do MPs do with their feet?
2. What is the surname of one of the most famous British Prime Ministers ("the Iron Lady")?
3. What does the Lord Chancellor sit on?
4. What are the members of the House of Commons called?
5. Who opens the Parliament?
6. Who presides over the House of Commons?



Lessons 8, 9

The diary of Marian Fitzwalter

▶ Read the story "The diary of Marian Fitzwalter" part I on pages 176–182.

Your active vocabulary

an arch
at least
But actually,
But don't forget...
But in fact,
a butterfly
a chamber
common
the Conservative Party
Everybody says that...
In general,
In reality,
the Labour Party
the Lord Chancellor
Many people think
that...
a nurse
OK, but what about...?

an orphan
a peer
personal achievement
the Speaker
state
general election
common
to sit
to approve smth
to be called
to consist of smth / smb
to debate
to elect smb
to inherit smth
to make a decision
to make a meal
to make a mistake
to make a noise

to make a report
to make friends
to make money
to make progress
to make somebody
do something
to make up one's mind
to preside over
a meeting
to represent smb
to tease smb
to vote for / against smb
a tramp
a bowler hat
usually
Very true, but...
We all know that...



The Houses of Parliament

Welcome to the Palace of Westminster. It consists of three parts: the Royal Apartments where the colour is gold, the House of Lords where the seats are red and the House of Commons where the seats are green.

We are now in the Chamber of the House of Lords. Please be quiet and don't sit on these red benches.

The Chamber of the House of Lords is also called the Parliament Chamber, because every year when the Queen comes to open Parliament, all three parts of Parliament come together here for the Queen's Speech. In fact, it's not really the Queen's Speech, because she doesn't write it. The Government writes it for her. In the speech the Queen tells Parliament about the Government's plans for the next year. When she gives her speech, she sits on the throne over there. Can you all see it? Yes, it's that big chair behind the big red cushion.

Oh, and that cushion is, actually, the famous Woolsack. And yes, there is wool inside it. It's a part of a very old tradition which started in the 14th century. It was put in Parliament to symbolise the importance of wool to the British economy at that time.

The person who usually sits on the Woolsack is the Lord Chancellor. He presides over the House of Lords.

Now we are going through into the House of Commons, where MPs make decisions on new laws. Let's walk through this beautiful arch. There are two



statues, one on each side of the arch. Both of these two men were Prime Ministers. One is David Lloyd George, and the other – Sir Winston Churchill. They represent the two main British political parties – the Labour Party and the Conservative Party. We have a tradition: if you're a Conservative, touch Churchill's shoe, and if you're Labour, touch Lloyd George's shoe. Have you touched a shoe? Now let's turn right.

Do you see two long narrow corridors on your left and on your right? These are very important for the whole country because MPs come here to vote on bills for new laws. On the left there is the “aye”, or yes, lobby. MPs who agree with a bill go there. On the right there is the “no” lobby for MPs who want to vote against the bill. Then the officials count the “ayes” and the “noes” to get the results. So in the British Parliament MPs don't vote by pushing a button; they vote with their feet.

Let's go through the “no” lobby and into the House of Commons, where you'll see that the benches are green. The chamber here isn't very big. In fact, there are only places for 437 people on the benches, but there are 650 MPs, so sometimes they have to sit on the steps when the House is full. Now we're standing behind the Speaker's chair. The Speaker is the person who presides over the House of Commons.

Now look at the floor. Can you see two red lines in front of the benches on each side of the chamber? That's part of a tradition too. The distance between these two lines is two swords' lengths. In the old days when MPs used to carry swords, it was dangerous if they got angry with each other. So these two lines are here to remind MPs that they shouldn't start a fight, and they can't go over this line when they are speaking in a debate.

Today there's nobody here, so you won't see the Mace, which is put on this table when the House of Commons is sitting. The Mace is the symbol of the power which Parliament won from the King a long time ago, and MPs have a lot of respect for it. It even has its own guard, who has a very big sword.

Now let's leave the House of Commons and go to Westminster Hall. This is the oldest part of the Palace of Westminster, and it's more than a thousand years old. The son of William the Conqueror... Do you remember the Norman leader who won the Battle of Hastings? Well, it was his son who started the building of the hall. This building has seen a lot of famous events. In 1605 Guy Fawkes tried to blow up the Houses of Parliament, and in World War II bombs fell on it.

Lesson 1

What will you be able to do in ten years?

Модальные глаголы

В английском языке есть глаголы, выражающие не действие, а отношение к действию. Они называются модальными.

Вы уже знакомы с некоторыми из них.

1 Среди приведенных утверждений выберите правильные. Исправьте неверные утверждения.

1. Глаголы, стоящие после *can, could, must, should* употребляются без частицы *to*.
2. Глаголы *can, could, must, should* изменяются по лицам и числам.
3. Глагол *must* употребляется в Past Simple.
4. Отрицательная форма глагола *can* образуется с помощью вспомогательного глагола.
5. Глагол *had to* означает “мог”.
6. Отрицательная форма глагола *had to* — *didn't have to*.
7. Вопросительные и отрицательные предложения с глаголом *must* образуются без помощи вспомогательных глаголов.
8. Глагол *can* в Past Simple имеет форму *could*.

2 Explain the meaning of the sentences.

1. Did they have to do a test on Monday?
2. We must visit our granny.
3. He couldn't come yesterday.
4. He didn't have to go to school last week.
5. You should learn English.
6. I can speak English.
7. Can he write a letter in English?
8. What did he have to do yesterday?
9. Should I tell them the truth?

3 Translate the sentences into English.

1. Когда ему было 7 лет, он не мог читать.
2. Маша должна помогать брату.
3. Детям не следует есть много конфет.
4. Вы должны гулять с собакой утром?
5. Он может говорить по-русски?

Модальные глаголы, выражающие умение, способность и предположение, основанное на неуверенности

Модальный глагол **can** выражает умение, способность совершить действие и употребляется в Present Simple и Past Simple.

He can swim. — Он умеет плавать.

She could sing very well when she was twenty. — Она умела очень хорошо петь, когда ей было двадцать лет.

Во Future Simple глагол **can** формы не имеет. Вместо недостающей формы употребляется сочетание **will be able** (смог/смоет).

She will be able to work tomorrow. — Она сможет работать завтра.

Для выражения способности совершить действие также употребляется **to be able to do smth** (быть в состоянии что-то сделать). Это сочетание употребляется в Present Simple, Past Simple и Future Simple.

Образование утвердительных, отрицательных и вопросительных предложений с сочетанием *to be able to do smth*

- **Утвердительное предложение**

He is able to translate the text. — Он может (в состоянии) перевести текст.

He was able to read at the age of five. — Он умел (был в состоянии) читать в возрасте пяти лет.

He will be able to translate the text next week. — Он сможет (будет в состоянии) перевести текст на следующей неделе.

- **Отрицательное предложение**

He isn't able to translate the text.

He wasn't able to read at the age of five.

He will not be able to translate the text tomorrow.

Обратите внимание: **will not be able = won't be able**

- **Общий вопрос**

Is he able to translate the text?

Was he able to read at the age of five?

Will he be able to translate the text tomorrow? No, he won't.

- **Альтернативный вопрос**

Is he or she able to translate the text?

Was he able to read at the age of five or at the age of six?

Will he be able to translate the text tomorrow or next week?

- **Вопрос к подлежащему**

Who is able to translate the text?

Who was able to read at the age of five?

Who will be able to translate the text tomorrow? He will.

• **Специальный вопрос**

What is he able to do?

At what age was he able to read?

When will he be able to translate the text?

• **Разделительный вопрос**

He is able to translate the text, isn't he?

He was able to read at the age of five, wasn't he?

He will be able to translate the text next week, won't he?

Глагол *may* употребляется в Present Simple для выражения предположения в настоящем или будущем.

It may rain. — Возможно, будет дождь.

Отрицательные предложения образуются без помощи вспомогательного глагола: *It may not rain. — Возможно, дождя не будет.*

Глагол ***may*** в этом значении не употребляется в вопросительных предложениях.

4 Translate the sentences into Russian.

1. If I go to England, I'll be able to understand people in the streets.
2. I have found my friend's address, so I will be able to visit her.
3. My camera doesn't work, so I can't take any pictures.
4. The singer had a sore throat. However, she was able to sing at the concert.
5. When I looked at the test, I couldn't answer many questions.
6. When the thief got into the car, the police couldn't stop him.

5 Fill in the gaps with the right form of the verb. Use *can, could, will be able*.

1. ... we ... to see this film tomorrow?
2. Why ... nobody meet us yesterday?
3. How many pages ... he normally translate?
4. What ... you ... to do if you see a tiger in the street?

6 Complete the sentences. What will these people be able to do in the future?

1. Kate ... to come and see us tomorrow.
2. I am very busy now, I ... to help you until next week.
3. ... she ... to finish this dress by Sunday? I need it for a school party.
4. I ... to speak English in two years.

7 Answer the questions about yourself.

1. What have you never been able to do?
2. What did you use to be able to do?
3. What do you want to be able to do?
4. What will you never be able to do?

8 Rephrase the sentences according to the model.

Model: *I'll probably go shopping tomorrow. — I may go shopping tomorrow.*

1. My friends will probably come to my party.
2. Mum will probably make dinner today.
3. I will probably find something interesting in this book.
4. Our country will probably be very different in twenty years.
5. Your friend will probably phone you this evening.

9 Look at the pictures and make predictions / express possibility. Use the words in brackets.



1 (to get cold)



2 (to be hungry)



3 (to be late for school)



4 (to rain)



5 (to get lost)

Homework

A Imagine yourself in fifteen years time. Write...

1. five things that you may do.
2. five things that you want to be able to do.
3. five things that you won't be able to do.

B Put the verbs in brackets in the correct form.

1. He (be able) to speak English in two years.
2. Who (be able) to help him tomorrow?
3. Her brother (can) read when he was five.
4. Where (be able) we to see them next week?
5. She (can / not) swim last year.

C Translate the sentences into English.

1. Они не смогут нам помочь завтра, не так ли?
2. Он не мог вспомнить адрес друга.
3. Когда Вы сможете написать письмо?
4. Я, возможно, позвоню ей завтра.
5. Нина, возможно, знает его адрес.

Lesson 2

How to find the robber

1 Listen to the words and expressions and repeat them after the speaker.

means of communication — средства коммуникации

to take smth for granted — воспринимать как само собой разумеющееся

nowadays — в наше время

anyway — во всяком случае

Обратите внимание! Существительное **means** имеет одинаковую форму для единственного и множественного числа. Например:

A car is a means of transport. — Машина — средство передвижения.

There are a lot of means of communication. — Существует много средств общения.

2 Listen to the conversation and choose the right answers.

Friends will be able to catch the robber

- a) if the robber makes a mistake.
- b) if a computer specialist agrees to help them.
- c) because they know his / her e-mail address.
- d) if the robber is from their school.



Read the conversation for detail.

Misha: Why are you so sad, Mark? Were you able to translate the story?
Have you found another key?

Mark: I've read the story, but it's only the first part. There is no key in it.
The robber has the book, but he doesn't know the code. If he learns it, he'll be able to translate the other stories.

Rob: What can we do?

Mark: I don't know. The e-mail address that we have doesn't give us any information.

Rob: Let's write to the robber and tell him that the text is very long and we can't e-mail it.

Mark: Yeah! And he'll send us his fax number. Come on, Rob! The man is not an idiot. He knows something about modern means of communication. He was able to scan the document and find an e-mail address for Mr Jenkins.

Misha: Yes, and he takes it for granted that we won't be able to find him.
But wait... I have an idea! Let's send the translation to this e-mail address.

Rob: Are you crazy? If we do that, the robber will have the book and the code!

Misha: Don't worry. If we're lucky, we'll be able to get the book back tomorrow.

Mark: What are you talking about?

Misha: Do you remember that time when somebody kidnapped Rob? Agent Cute was with us and noticed something.

Rob: Now I remember. He said that the kidnapper was from our school, because he knew everything about us. But how does that help us?

Misha: It's simple. We'll e-mail the translation to the robber, but we'll send a virus with the translation. When the robber gets a problem with his computer, he'll run to...

Rob: To Andrew Clayton, our computer genius! All the teachers and the pupils always go to him with their problems.

Mark: There may still be a problem. Nowadays big e-mail services have special systems that protect the users from viruses. They'll be able to stop our virus easily.

Rob: Anyway, let's talk to Andrew. I'm sure he'll be able to help.

Mark: You are right Rob, let's try to do something.

3 Copy the table into your exercise books and fill it in with the sentences from the dialogue.

can do	could do	was / were able to do	will be able to do

4 Look through the dialogue and

- find all the modern means of communication that the boys are discussing. What do we use them for? Which of them do you take for granted?
- find the verbs for the nouns: e-mail, scanner, filter.

How to build words

В английском языке во многих случаях слова, являющиеся различными частями речи, совпадают в произношении и написании.

work — работа

to work — работать

change — изменение

to change — менять

fax — факс

to fax — передавать по факсу

love — любовь

to love — любить

smell — запах

to smell — пахнуть

e-mail — электронная
почта

to e-mail — посылать по электрон-
ной почте

clean — чистый

to clean — чистить

free — свободный

to free — освобождать

Если в тексте вам встретилось подобное слово, то для того чтобы решить, какой частью речи оно является, надо проанализировать контекст, в котором это слово употреблено. Например:

*My father works in the library. — Мой отец работает в библиотеке.
His work is very interesting. — Его работа очень интересная.*

5 Translate the sentences from English into Russian.

1. Are there any changes in the text?
2. I don't want to change anything.
3. Have you got the fax?
4. Yes. I'll fax his letter tomorrow.
5. Do you have an e-mail address?
6. She e-mailed you his phone number two days ago.

Verb activator

the verb to have

1) expressions with **to have**

*to have a party (устроить вечеринку) / an exam / a meeting /
a competition / a lesson / a game*

*to have a cold (простудиться) / a headache / a temperature / flu / a sore
throat*

Have a nice time! — Приятно провести время!

Have a good trip! — Удачного путешествия!

2) **to have = to eat, drink, take**

*to have breakfast / lunch / dinner / something to eat / a sandwich / a pizza /
a cup of coffee / some milk*

to have a shower / a bath / a swim

3) **to have + noun**

В случае если одно и то же понятие может быть выражено и глаголом и существительным, часто употребляется **to have + существительное**, а не глагол. Например:

to have a rest = to rest — отдыхать

to have a wash = to wash — мыться

6 Make verbs from these expressions.

- | | |
|--------------------|--------------------|
| 1. to have a sleep | 4. to have a drink |
| 2. to have a try | 5. to have a look |
| 3. to have a think | 6. to have a wash |

7 Read and complete the sentences. Use *a* or *some*. Translate the poem.

Pam and Sam had ... walk,
Had ... look at the shops,
Found ... very nice dress,
Then they needed ... rest.

Pam and Sam had ... rest,
Had ... chat about the dress,
Had ... drink, had ... lunch,
But the dress cost too much...*

Pam and Sam couldn't sleep,
Counted black and white sheep,
Had ... very bad dream,
And woke up with a scream**.



* Платье стоило слишком дорого...

** крик

Homework

- A Use the words in brackets as verbs or nouns and complete the sentences. Add a preposition, an article and change the form of the verb if necessary.

Life is never boring if you have a computer. I'll tell you why.

I can meet a lot of people. When I want (CHAT) with somebody, I go to (CHAT) website.

When I want to talk to my friends from a different town, I don't use (PHONE). I (PHONE) them through my computer. It doesn't cost much.

When I need some information, I can always (LOOK) on the Internet.

When I write (E-MAIL) to my pen friend from Spain, she always (REPLY) quickly.

Yesterday I (E-MAIL) my homework to her. She promised to help me with it, but I haven't had (ANSWER) yet.

B What is the girl in the pictures doing?



C What do you say in these situations? Use the expressions with the verb *have*.

Model: Your friend: *I'm tired.*

You: *Have a rest.*

1. Your friend: *I'm thirsty.*

You: ...

2. Your friend: *I don't know what to do.*

You: ...

3. Your friend: *I'm hungry.*

You: ...

4. Your friend: *I'm flying to Turkey on holiday.*

You: ...

D Translate the sentences from Russian into English.

1. "Где Лена?" — "У нее грипп". — "У нее есть температура?" — "Да. У нее болит горло уже три дня".

2. "У меня новый фотоаппарат". — "Можно посмотреть?"

3. "Ты позвонил Ане?" — "Нет. Я звоню уже 20 минут, но линия занята". — "Давай попытаемся дозвониться еще раз".

4. Сегодня вода в море теплая. Давай поплаваем.

Lessons 3, 4

What does @ mean?

Употребление артиклей перед существительными с обобщающим значением

Когда мы говорим о предмете как о представителе целого класса предметов, то артикль употребляется по следующим правилам:

1. Перед исчисляемыми существительными в единственном числе употребляется артикль **the**. Например:

The giraffe is the tallest animal on our planet. — Жираф — самое высокое животное на нашей планете.

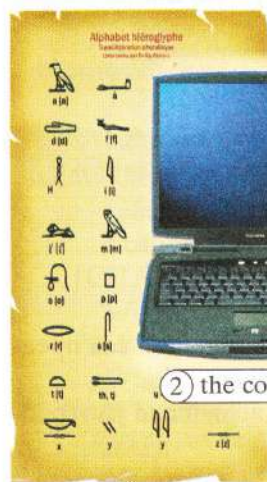
- Перед исчисляемыми существительными во множественном числе артикль не употребляется. Например:
She likes roses. — Она любит розы.
- Перед неисчисляемыми существительными артикль не употребляется. Например:
I like coffee. — Я люблю кофе.
- С существительными во множественном числе, обозначающими национальность, употребляется артикль **the**. Например:
The English drink a lot of tea. — Англичане пьют много чая.

1 Choose the correct article.

- Who invented — / the computer?
- Are — / the tigers stronger than — / the lions?
- Are — / the tulips as beautiful as — / the mayflowers?
- He usually has — / the milk for breakfast, but his sister has — / the coffee.
- Are — / the Americans as friendly as — / the Russians?

2 Look at the pictures. Answer the questions.

- Which of these things can you call a means of communication?
- How can you use them to communicate?
- Which of these means of communication do you take for granted?
- Which of them are new or interesting for you?



1 the alphabet



2 the computer



3 the television



6 hands



4 the flower



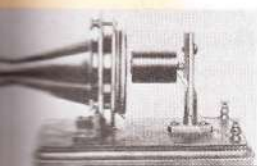
5 the book



7 fire



8 the picture



9 the telephone



10 the satellite



11 the telegraph

3 Listen to the speaker and check one of your answers. Answer the questions.

1. Can flowers be a means of communication?
2. What does the lily mean?
3. What does the yellow carnation (гвоздика) mean?

4 Read about the history of communication and answer the questions.

1. What did people do to tell other generations about their culture when they didn't have the alphabet?
2. What did people do to send their letters when they didn't have post offices?
3. What did people do to send quick messages when they didn't have the telephone and the telegraph?

Nowadays we take our modern means of communication for granted, but we shouldn't forget older methods. Who knows? One day we may need them again!

The history of communication started long before people invented the alphabet. When people couldn't read or write, they drew pictures on the walls. These pictures told the stories of their everyday life, battles and culture.

Can you imagine your life without post offices? Difficult, isn't it. But before they were invented, people still wrote letters.

In the ancient world there were thousands of foot messengers who formed an ancient communication network. One of the most famous messengers in history was a Greek soldier. He ran to Athens to bring the news of the Greek victory over the Persians at the battle of Marathon in 490 BC.

When he got to Athens and gave the news, he fell dead of exhaustion (истощение). He had covered a distance of 26 miles. In honour of this soldier, sportsmen nowadays run the same distance — a marathon.

In the Middle Ages life was hard and dangerous. It was very important to have good neighbours and to get news quickly. So people used the high towers of their castles to send and receive messages about the enemies. American Indians didn't build high towers but used smoke signals to send important information.

When Alexander Graham Bell invented the telephone in 1876, everybody thought that it was a real miracle (чудо). The

telephone and the telegraph were the fastest means of communication that people could imagine. In the 19th century people used to say, "We have invented everything we could." But as we know today it was just the beginning.

5 Mark these sentences true, false or not stated.

1. People couldn't communicate before they invented the alphabet.
2. In the ancient world people also had big, fast communication networks.
3. Marathon is the name of a place in ancient Greece.
4. In medieval times people used the telegraph.
5. The American Indians used smoke signals because they couldn't read or write.
6. People invented the post in the 19th century.
7. Alexander Graham Bell invented the telephone.
8. In the 19th century people used Morse code for the telegraph.

6 In groups. What did people invent in the 20th and 21st centuries? What is the fastest means of communication today?

7 Quiz. Discuss the questions and try to choose the correct answers.

1. Who invented paper?
a) the Chinese b) the Japanese c) the English
2. Who invented the alphabet?
a) the Jews (евреи) b) the Greeks c) the Egyptians
3. Who invented ink?
a) the Egyptians and the Chinese b) the Chinese c) the Arabs
4. Who first sent private letters from one person to another?
a) the Greeks b) the Egyptians c) the Romans
5. Who invented the stamp?
a) the English b) the Russians c) the Americans
6. Who invented the telephone?
a) Telephone b) Popov c) Alexander Graham Bell
7. Who invented the telegraph?
a) Alexander Graham Bell b) Samuel Morse c) Mary Telegraph
8. Who invented the e-mail?
a) the Americans b) the Russians c) the Germans

Homework

- A** If you want to know the correct answers to the quiz and what @ means, read the texts "Ink", "Alphabet", "Means of writing", "Paper", "Penny Black", "Telegraph", "Telephone", "E-mail" in the Workbook.

Модальные глаголы *can, could, may*

Для выражения разрешения и просьбы употребляются модальные глаголы ***can, could*** и ***may***. Например:

Can I help you? — *Можно, я помогу вам?*

May I ask you a question? — *Yes, you may.* — *Позвольте задать Вам вопрос?* — *Да, пожалуйста.*

Could / Can you tell me where the bus stop is? — *Не могли бы Вы сказать мне, где автобусная остановка?*

Обратите внимание, что в данном случае существенной разницы в употреблении ***can*** и ***could*** нет. ***Could*** традиционно является более вежливой формой обращения.

Разница в употреблении модальных глаголов *can* и *may* в значении просьбы и разрешения

Can употребляется при неформальном общении.

May употребляется, когда беседа носит более формальный характер.

Сравните:

May I ask you a question? — *Позвольте задать Вам вопрос?* (обращение к учителю)

Can I take this book? — *Можно я возьму эту книгу?* (обращение к другу)

- 1** What is happening in the pictures? Match the questions with the answers and make up short dialogues about the pictures.

- May I come in?
- Can I use your pen?
- Can I play with you?
- May I read this book at home?

- Sure, no problem.
- No, I'm afraid, you can't.
It's very old.
- Yes, you may, but don't be late again.
- Oh, please. It'll be more fun.



2 Translate the sentences into English.

1. “Вы позволите Вам позвонить?” — “Да”.
2. “Можно пойти с Вами в кино?” — “Да”.
3. Не могли бы Вы сказать мне, где находится улица Кирова?
4. Я не разрешаю (тебе нельзя) играть в футбол.
5. Я знаю, что мне можно пользоваться этим телефоном.

3 Listen to the words and expressions and repeat them after the speaker.

they say — говорят

plural — множественное число

gender — грамматический род

several — несколько

to contribute to smth — вносить
вклад

a contribution — вклад

to interrupt smb / smth — переби-
вать, прерывать

formation — формирование

such as — такие, как

4 Look through the text of Ex. 6. Найдите предложения с глаголом *may*. К кому они обращены? Найдите предложения с глаголом *can*. В каком значении использован глагол *can* в этих предложениях?

5 Choose the correct answer: *Why do people call English the Latin of the 21st century?* Several answers can be correct. Think of your own answer.

1. Because it is as easy as Latin.
2. Because it is as popular nowadays as Latin was hundreds of years ago.
3. Because it is the language of the most powerful country in the world.
Latin was the language of the Romans, and English is the language of the Americans.

6 Read the conversation and compare your answer with Misha's and Jim's.

Misha: Excuse me, may I come in?

Mr Grams: Yes, you may, Misha. But please don't interrupt the lesson again. Let's start. Today we are going to talk about the English language. They say that English is the Latin of the 21st century. Why is English so popular? What do you think, MacWizard?

Rob: I've never thought about it. I have always taken it for granted that people from different countries understand me.

Jim: I think people learn English because the Americans speak it. And America is the biggest country in the world.

Rob: Oh, don't give us that! There are a lot of big countries such as Russia, China, India, but not so many foreigners speak Russian or Chinese.



Misha: Can I say something now? I think it's popular because it's easy.

Jim: Do you really think so?

Misha: Yes, I do and I can prove it. Let's compare English with Russian, for example.

Plurals are easier. You just have to add an -(e)s in the end.

Compare: Tables, books, trees. — Столы, книги, деревья.

Genders are simpler. In English you use "she" for women, "he" for men and all other words are "it". In Russian we have tree (it), table (he), book (she), room (she). It's very difficult.

English words don't change so much.

I read this book every day. — Я читаю эту книгу каждый день.

We read this book every day. — Мы читаем эту книгу каждый день.

You read this book every day. — Ты читаешь эту книгу каждый день.

They read this book every day. — Они читают эту книгу каждый день.

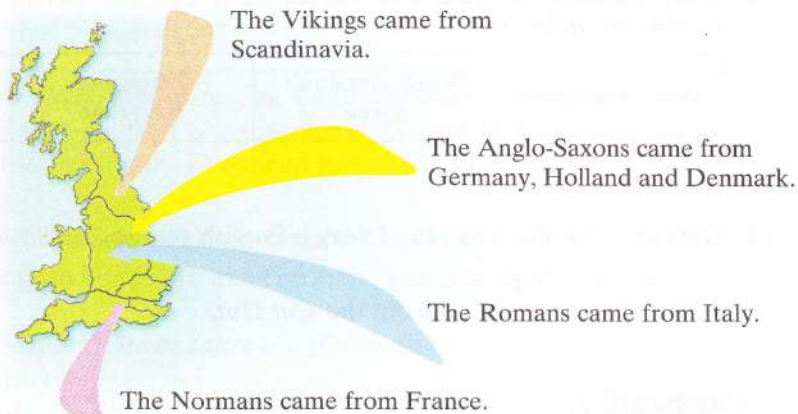
He (She) reads this book every day. — Он (Она) читает эту книгу каждый день.

You read this book. — Вы читаете эту книгу.

Mr Grams: I think that's very true. English isn't a difficult language. And another thing: several European languages contributed to the formation of English. Can you tell me which?

7 Answer Mr Grams' question. Which European languages contributed to the formation of English? Look at the pictures for help.

8 Listen to the speaker and check your answers: Which language contributed to English the least / the most?



9 In groups. Find more things that are more difficult in Russian than in English. Is there anything that is easier in Russian than in English? Do you agree with Misha that it is easier to form plurals and to use tenses in English?

Conversation bricks

In a discussion

I agree with you. — Я согласен с вами.

I don't agree with you. — Я с вами не согласен.

I'm afraid that's wrong. — Боюсь, что это не так.

I think so too. — Я тоже так думаю.

That's exactly what I wanted to say. — Вот именно это я и хотел сказать.

Do you really think so? — Вы действительно так думаете?

That's very true. — Именно так.

Yes, but don't you think... — Да, но не кажется ли вам...

I'm afraid I can't agree with you. — Боюсь, что не могу согласиться с вами.

As a rule, — как правило

Could I say something here? — Можно мне здесь сказать?

Could I ask a question? — Можно задать вопрос?

May I interrupt for a moment? — Позвольте мне перебить?

Sorry, but... — Извините, но...

You are right. — Вы правы.

For example, — например

I can prove it. — Я могу это доказать.

- 10 Copy the table into your exercise books and fill it in with the phrases from the *Conversation bricks*.

When you agree	When you don't agree	When you interrupt	When you support your ideas

- 11 Get ready for the role-play "Why is English so popular?"

- Split into groups of five.
- Take your role cards from the *Cut Out*.

Homework

- A Get ready for a role-play "Why is English so popular?"

Lesson 7

"Why is English so popular?"

- 1 Organize a discussion. Don't forget to use the phrases from *Conversation bricks*. In the end your group should have an answer to the question under discussion.

Role card 1

You are Mr (Mrs) Brinks, a rich American businessman.

You think that English is so popular because it is the language of America. The world has to understand America because it is one of the biggest and strongest countries. Everybody wants to do business with America.

Illustrate your position with these ideas.

1. Six out of ten richest people in the world are Americans.
2. The whole world eats in American restaurants: McDonalds, Burger King and Pizza Hut.
3. The whole world wears American jeans such as Levis ['li:vəiz].
4. Hollywood is the biggest film producer in the world. The most popular films in the world are American.
5. The dollar is the most popular currency (валюта) in the world.
6. The USA is the world leader in science and technology.

Role card 2

You are Mr (Mrs) Belov(a), a Russian translator.

You think that English is so popular because it is very easy. Use Misha's or your classmates' arguments.

Role card 3

You are Mr (Mrs) Bamridge, an English historian.

You think that English is so popular because it has words from other languages. It is like many European languages and that's why people can learn it easily.

Use this information and facts from the text as examples.

A lot of English words are like German. The grammar is also very similar. Compare:

Meine Freundin ist neun Jahre alt. (German) — *My friend is nine years old.* (English)

Wir gehen in die Schule. (German) — *We go to school.* (English)

Sie ist interessant. (German) — *She is interesting.* (English)

Scandinavian words in English: anger (гнев), cake, call, egg, get, give, kick, kill, score, scrub, seat, skill, skin, skirt, sky, take, they, them, their, ugly, want, window, husband.

Latin words in English: street, kitchen, cup, cheese, wine, angel, wall, paper.

French words in English: country, court (суд), crime (преступление), prison, religion, prince, princess; royal, adventure, change, fruit, letter, literature, magic, male, female, mirror, question, special.

The roots of the English language

In fact, English is a Germanic language. The Anglo-Saxons contributed to the formation of English most of all. English grammar is still very similar to German. There are also a lot of French words in English from when William Duke of Normandy became the King of England in 1066. You can find a lot of Scandinavian words in English too. They came from the times when the Vikings raided Britain. The English alphabet came from Latin. Christian monks, who spoke Latin, brought it to England from Ireland.

It is very strange, but the Celtic language didn't contribute many words to modern English.

We can only find Celtic words in the names of places and rivers such as Dover, Kent, Avon and the Thames, for example.

Role card 4

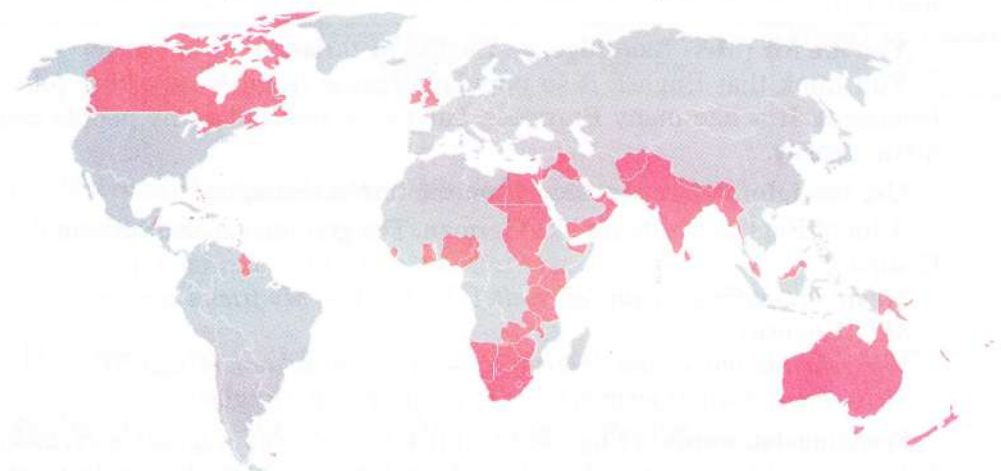
You are Mr (Mrs) Swarup, an Indian student.

You think English is so popular because the United Kingdom used to have a big empire. The British had colonies all over the world, and all the people in the colonies had to speak English.

Your country, India, is an example.

Look at the text and the map.

Use the map and the facts from the text to support your ideas.



The British Empire at its zenith in 1919.

The beginning of the British Empire ['empraɪə] was in 1583 when Queen Elizabeth I sent her ships to explore new lands and continents. The expeditions were always successful. More and more lands became the part of the British Empire. At that time Doctor Dee, the Queen's magician and astrologer, said the famous words: "British Empire". He was right.

Britain had the largest empire in the world. People said about it: "The sun never sets on the British Empire." It was true: the empire was so big that it was always daylight in some part of it. Its territories were on every continent and ocean.

By the beginning of the 20th century the British Empire had a population (население) of 400–500 million people (about a quarter of the world's population at that time), and covered about 30 million square kilometres.

Some of the countries that used to be British colonies or territories are: the USA, Canada, Australia, New Zealand, India, large parts of Africa, the Caribbean, the Far East, the Middle East and some islands in Europe.

Role card 5

Part 1

You are Mr (Mrs) Forbes, a Canadian journalist.

You have to write an article about the English language and you want to know what people from different countries think about it.

You have a small role in the discussion, but you must:

- start the discussion
- introduce the people to each other
- lead the discussion
- take notes of the discussion
- stop the discussion and say who convinced (убедил) you

Your guests are:

Mr (Mrs) Bamridge, an English historian.

Mr (Mrs) Belov(a), a Russian translator.

You are Mr (Mrs) Brinks, a rich American businessman.

Mr (Mrs) Swarup, an Indian student.

2 After next lesson at home write an article "Why is English so popular?"

Homework

A Read the conversation and answer the question: *Who is the robber?*

Mark: I've spoken to Andrew. He agreed to help. He'll write a special virus that will dodge the filters of the hotmail system. This virus will destroy the robber's computer in two hours after he opens the e-mail.

Misha: That's good. When will Andrew be ready?

Mark: He promised to send the letter with a virus this evening.

Rob: So if we're lucky, we'll catch the robber tomorrow.

Mark: Let's hope so.

In the middle of the night

Rob: Wake up, Misha. We must hurry!

Misha: What's happening!

Rob: Andrew has just called me. Your plan worked.

Misha: Who's the robber?

Mark: You'll never believe it. Half an hour ago a girl we all know came to Andrew with her laptop. She was crying because her laptop didn't work at all.

Misha: A girl? What girl?

Rob: It was your friend, Emily Wilson.

Misha: Emily? I can't believe it. She's our friend, Rob.

Mark: She's still with Andrew now. He's fixing (чинит) her laptop. Let's go and check her room. Maybe we'll find something there.

Misha: I'm not going anywhere. I'm going to bed.

Rob: Then we'll see you tomorrow. We must know the truth.



Lessons 8, 9**The diary of Marian Fitzwalter**

▶ Read the story "The diary of Marian Fitzwalter" part II on pages 183–187.

Your active vocabulary

anyway,
As a rule,
Could I ask a question?
Could I say something here?
Do you really think so?
I agree with you.
I don't agree with you.
I think so too.
I'm afraid I can't agree with you.
I'm afraid that's wrong.
May I interrupt for a moment?
a means of communication
nowadays
plural
several
Sorry, but...
such as
That's exactly what I wanted to say.
That's very true.
They say

to contribute to smth
a contribution
to have a cold / a headache /
a temperature / flu
to have a drink
to have a good trip
to have a look
to have a nice time
to have a party / an exam /
a meeting
to have a rest
to have a shower / a bath /
a swim
to have breakfast / lunch /
dinner / something to eat
to interrupt
to take something for granted
Yes, but don't you think...
You're right.

Lessons 1, 2

Don't learn English!

Friends

Guess the meaning of the underlined words.

- English helps you communicate with other people.
- His father is a scientist. He goes to conferences and makes presentations.
- Diplomats travel to different countries and speak a lot of foreign languages.
- A very successful politician can become president.
- His daughter wants to be a secretary. She speaks English and German and knows how to work on computers really well.
- I don't like translations of books. I always read books in the original.

- 1 Listen to the words and expressions and repeat them after the speaker.

an exchange programme — программа по обмену школьниками, студентами

to broadcast [ˌbrɒdˈkɑːst] — транслировать

to earn money [ɜːn] — зарабатывать деньги

knowledge ['nɒlɪdʒ] — знание / знания

to get access ['ækses] to smth — получить доступ к чему-то

to follow smth / smb — следовать чему-то, за кем-то

about (a thousand) — около тысячи

over (a million) — свыше миллиона

peace and quiet ['piːs ənd 'kwaɪət] — тишина и покой

- 2 Look at these events. Choose captions for the pictures.

- finding a job abroad
- going on holiday abroad
- earning a lot of money
- becoming a politician
- travelling everywhere in the world
- watching films in the original
- going abroad on an exchange programme
- reading books in the original





7



8



9

10



11



12

Language School Meeting point



13

- i) getting access to the Internet
- j) making friends with people from other countries
- k) communicating with people from other countries
- l) working as a secretary
- m) making presentations at international conferences

3 Which of these events may happen in your life? Tell your classmates about them.

Model: I may find a friend from another country.

I may never find a friend from another country.

I think I may be able to earn a lot of money.

I don't think I'll be able to earn a lot of money.

4 Listen to the text and say if you will follow the advice that the speaker gives.
Read the text and explain your answer.

Don't learn English! It may ruin your life!

- You hate the Internet and computers.
- You aren't ambitious about your future job and you don't want to earn any money.
- You aren't interested in travelling and communicating with other people.
- You think all books and films in other languages are boring.

If that is what you think, you shouldn't learn English, because if you learn it, five awful things can happen to you.

You'll be able to travel all over the world and communicate with people everywhere. This is really nasty. First of all, you don't want to travel abroad — you are quite happy at home. Secondly, why should you talk to a waiter in a hotel in Egypt or listen to an English-speaking guide on an excursion to the Tower of London? Thirdly, who wants to talk to the sales assistant in a French shop or ask somebody for directions in Poland? And finally, you don't want to meet those cool guys who came to your town on an exchange programme. All these people can just learn Russian, can't they?

You'll always get the news first. This may make you really nervous. The saying "No news is good news" is right. If you learn to speak English, you'll have to watch the international television networks: CNN and the BBC that broadcast news faster and more professionally than smaller national networks. You can get them everywhere in the world, so you'll never get any peace and quiet.

You'll get access to information on any subject. Nobody needs that much knowledge. We live in the information age anyway, and you already get more information than you want. If you make a bad mistake and learn just one language, English for example, you'll be able to surf the net day and night because most of the websites on the Internet are in English. You will also be able to read any book on any subject. Most books in the world have English translations. But reading all night and surfing the net are really bad for your health, don't you agree?

You'll learn all about your favourite music group. Imagine that one day you'll be able to understand the words of all your favourite English songs. What if they are not as good as you thought?

Or think: you'll be able to watch British and American films in the original language. Who knows, you may never want to listen to bad translations again. Don't start!

And worst of all: You'll find a fantastic job and earn a lot of money. Horrible, isn't it?

Stay away (держитесь подальше) from English and you'll be safe because top-class diplomats, politicians, scientists and artists everywhere in the world use English to communicate with each other. You don't want to be one of them, do you!

Almost all business in Russia today is international. Even a secretary has to write letters in English and speak English on the phone. And if you are really unlucky and get an important job, you may have to go to international conferences, read international business newspapers and make reports in English.

So follow our advice: Don't learn English!

For your information

The United Nations, or UN (Организация Объединенных Наций, ООН), is an international organization. Most countries of the world are UN members. It is open to all "peace-loving" states. The UN tries to support peace all over the world and to stop war, hunger and poverty.



5 Match the statistics with the information from the text.

Model: CNN broadcasts to more than 210 countries. — You can get it everywhere in the world, so you will never get any peace and quiet.

1. In 2000, nineteen out of twenty of the most popular movies in the world were American.
2. A billion (1,000,000,000) websites in the Internet are in English.
3. A billion and a half (1,500,000,000) people in the world understand English. One billion (1,000,000,000) are learning it.
4. English is the main language of the United Nations and the language most spoken around the world.

6 Как правило, при указании больших чисел их называют не точно, а примерно. Rewrite the statistics from Ex. 5. Use *about* (около), *over* (свыше), *more than* (более чем), *less than* (менее чем).

7 What will you be able to do if you learn English?
What won't you be able to do if you don't learn English?

Model: If I learn English, I'll be able to talk to a waiter in a hotel in Egypt.
If I don't learn English, I won't be able to talk to a waiter in Egypt.

8 Do you agree that

- people who want to talk to you will be able to learn Russian?
- if you are very professional, you'll always get a good job. English won't be important?
- it is more interesting to listen to songs that you don't understand?
- computers are very bad for your health?
- no news is good news and too much information is bad for you?

Ask Mr Help

Обратите внимание! Существительные **advice** (совет, советы), **knowledge** (знание, знания), **information** (информация), **money** (деньги) в английском языке являются неисчисляемыми и употребляются с глаголами в форме единственного числа. Например:

- Thank you for all your **advice**. It always **helps** me.
- Спасибо за все Ваши **советы**. Они всегда мне **помогают**.
- Where is the **money**? — Где **деньги**?
- I put **it** on the table. — Я положил **их** на стол.



9 Open the brackets. Use the right pronouns and the right forms of the verbs.

Model: I've given you some money. Where (is / are) (it / they)? – Where is it?

1. What's the news? — (It / They) (is / are) bad.
2. My friend has earned a lot of money. He gave (it / them) to his mother.
3. This summer I learned a lot about people. This knowledge (help / helps) me make friends.
4. My grandfather has a good library. I really want to get access to all (this / these) information.
5. Don't follow his advice. (It / They) (is / are) never good.

10 Match the verbs and word combinations with all the suitable (подходящий) nouns.

to make
to get access to
to follow
to read
to earn
to broadcast

money

information

the Internet

books in the original language

a presentation

advice

knowledge

news

Verb activator

The verb to look

to look — смотреть, выглядеть

to look at smth / smb — смотреть на кого-либо / что-либо

to look after smb — присматривать за кем-либо, заботиться о ком-то

to look forward to doing something — с нетерпением ожидать чего-то

to look like smb / smth — выглядеть как кто-либо / быть похожим на кого-либо

to look for smth / smb — искать что-либо / кого-либо

to look something up in a dictionary — посмотреть что-то в словаре

11 Do you remember limericks, the short nonsense poems?
Here is one for you. Read the limerick and answer the questions below.

There was once a young boy in Spain,
Who looked after a cat called Jane.
But when he looked for his cat,
Jane looked like she was dead.
Why she did that she couldn't explain.

1. Whose name was Jane?
2. Who looked after who?
3. What happened in the end?



Homework

- A** When you do something, you do it for a reason. That's your motivation. Look at different reasons why people learn English. Rewrite the sentences according to the model.

Model: *I learn English because I want be able to find a good job. — I learn English to be able to find a good job.*

I learn English because I want to be able to make friends in other countries.

I learn English because I want to study languages at university.

I learn English because I want to be an intelligent person.

I learn English because I want to be able to travel all over the world. I also want to be able to understand people everywhere.

I learn English because I want to be the best student in my school.

- B** Which of these reasons can be a motivation for you? Why? Why not? Write a composition about it. (5–10 sentences.) Start with your motivation. You can use information and ideas from the text.

- C** Match two parts of the dialogues.

1. — I don't know this word.
2. — I can't find my keys.
3. — My friend Tom is going to come soon.
4. — Where are you?
5. — How will I find her? I've never seen her before!
6. — But my sister can't fly to Moscow alone. She's only ten!

- a) — Look for the red car. I'll be there.
- b) — You should look it up in the dictionary.
- c) — A flight attendant will look after her. Don't worry.
- d) — Look for them in your bag.
- e) — It's easy. She looks like her mother.
- f) — Is he? I look forward to seeing him!

Модальные глаголы, выражающие долженствование

В Present Simple глаголы **must** и **have to** могут употребляться в одних и тех же контекстах, хотя часто есть важная разница в оттенках значения.

• **Утвердительные предложения**

have to — вынужден в силу обстоятельств, приходится, нет выбора
must — должен (с точки зрения говорящего). Например:

I must learn English. It will help me in the future. — Я должен изучать английский. Это поможет мне в будущем. (Я сам так думаю.)

I have to get up early. School starts at eight o'clock. — Мне приходится вставать рано. Занятия начинаются в 8 часов. (От меня это не зависит.)

• **В отрицательных предложениях** глагол **have to** имеет форму **don't have to** — не нужно, нет необходимости.

Глагол **must** имеет форму **mustn't** — строгий запрет (ни в коем случае нельзя). Например:

You don't have to tell him anything. He knows everything already. — Ему не необходимости все ему рассказывать. Он уже все знает.

You mustn't tell him everything. It'll upset him. — Нельзя все ему рассказывать. (Я тебе запрещаю.) Это его расстроит.

Глагол **must** не употребляется в Past Simple и Future Simple. В этих временах **must** заменяется соответственно на **had to** (должен был, пришлось) и **will have to** (должен буду, придется).

Present Simple	Past Simple	Future Simple
must — должен	—	—
have to — вынужден, приходится	had to — пришлось, был вынужден	will have to — должен буду, придется

1 Complete the sentences. Use the verb **have to** in the correct tense form.

1. Yesterday I went to bed late. I ... finish my homework.
2. I ... get up early every day of the week.
3. Tomorrow I ... get up early too.
4. I ... phone my friend yesterday, because I forgot to write down the homework.

5. I ... catch a bus to school every day.
6. I usually ... make breakfast for my family.
7. Tomorrow I ... go to school.

Speak about yourself. Are these sentences true or false?

Model: 1. Yesterday I went to bed late. I had to finish my homework.

You: Yesterday I didn't go to bed late. I didn't have to do any homework.

2 Choose the correct verb. If both variants are correct, explain the difference in meaning. Complete the situations.

1. Some people *have to* / *must* work at night.
2. I watch television all the time. I *have to* / *must* stop.
3. Tomorrow is Sunday. I *have to* / *must* have some fresh air.
4. Her granny is ill. She *has to* / *must* visit her.
5. Tomorrow is my friend's birthday. I *have to* / *must* send her a card.

3 Fill in the gaps. Use *mustn't* or *don't* / *doesn't have to*.

1. You ... get up early on holidays.
2. This window is broken. You ... open it.
3. Mr Brown is a very rich man. He ... work.
4. It's very cold. You ... go out today.
5. You ... clean your room today. You can do it tomorrow.
6. Your dog ... sleep in your bed.

4 Listen to the words and expressions and repeat them after the speaker.

- | | |
|---|--|
| 1. to go to a private school | 14. to study regularly |
| 2. to spend a lot of money | 15. to learn the rules of reading |
| 3. to be able to talk to native speakers of English | 16. to improve one's pronunciation |
| 4. to read English books in the original language | 17. to learn to spell the words correctly |
| 5. to read English newspapers | 18. to buy expensive computer programmes for learning English |
| 6. to learn all the grammar rules | 19. to listen to English tapes and repeat the words after speakers |
| 7. to listen to English songs | 20. to have a very good English accent ['æksənt] |
| 8. to read adapted versions of English books | 21. to have perfect grammar |
| 9. to buy a very good dictionary | 22. to work on one's ability to understand native speakers |
| 10. to learn a lot of songs by heart | 23. to do a lot of written exercises |
| 11. to write down new words | 24. to learn a lot of texts by heart |
| 12. to get a bigger vocabulary | |
| 13. to watch films in English | |

5 Look through the phrases of Ex. 4 and find the English for:

a) адаптированные книги

b) совершенствовать произношение

c) учить наизусть

d) записывать новые слова

e) расширять словарный запас

f) работать над способностью понимать носителей языка

g) тренировать память

6 What do you think of the advice you have just read? Comment on every line.

Model: I think / I don't think I have to go to a private school to learn English.

7 Reread Ex. 4. Find three most important aims for language learners. Explain your choice.

Homework

A Think of the aims you chose in Ex. 7. Choose the best ways to achieve them in Ex. 4 and fill in the table.

	Aim 1	Aim 2	Aim 3
	To have a very good English accent.		
Ideas for learning English	To listen to English tapes and CDs and repeat the words after the speakers.		

B Choose any aim. Write advice for English learners who want to improve their English.

Model: If you want to have a very good English accent, you will have to listen to English tapes and CDs and repeat words after the speakers.

Наречия *too* и *enough*

Наречие ***too*** (слишком) употребляется перед прилагательными и наречиями. Например:

He is too clever. — Он слишком умен.

You are speaking too fast. — Вы говорите слишком быстро.

Наречие ***enough*** (достаточно) употребляется с существительными, прилагательными и наречиями.

В сочетании с существительным ***enough***, как правило, ставится перед существительным. Например:

I don't have enough money. — У меня недостаточно денег.

В сочетании с прилагательным или наречием ***enough*** ставится после прилагательного или наречия. Например:

You don't speak English well enough. — Вы говорите по-английски недостаточно хорошо.

Your pronunciation is not good enough. — У Вас недостаточно хорошее произношение.

Сравните употребление ***too*** и ***enough***.

This book is too long. — Эта книга слишком длинная.

This book isn't interesting enough. — Эта книга недостаточно интересная.

There is too much sugar in my tea. — В моем чае слишком много сахара.

There isn't enough sugar in my tea. — В моем чае недостаточно сахара.

1 Translate the sentences into Russian. Pay attention to the word order.

1. This exercise is too difficult.
2. My brother is too young. I can't play with him.
3. These jeans aren't big enough for me.
4. You should buy enough potatoes for ten people.
5. Your question is easy enough.
6. Enough is enough.

2 Complete the sentences. Chose the correct place for *enough*.

1. Do you have enough sugar / sugar enough?
2. Put on your winter jacket. It's not enough warm / warm enough outside.
3. You haven't been working enough hard / hard enough for the last three months.
4. Nobody likes this village, but it is enough good / good enough for me.
5. We don't have enough time / time enough. Let's hurry!

- 3 Fill in the gaps with *too* or *enough*. Обратите внимание на место *enough* в предложении.

Model: I couldn't speak to him. I was ... busy ... — *I couldn't speak to him. I was too busy.*

1. He eats ... much meat It's not good for him.
2. You don't have ... friends
3. The film is boring, because it's ... long
4. Don't swim in this river. It's not ... warm
5. We can't move this table. We aren't ... strong
6. Don't phone anybody. It's ... late

- 4 Misha and his teacher Mr Grams are talking about learning English. Listen to their conversation. What kind of help does Misha want from Mr Grams? Read the conversation and find all pieces of advice that Mr Grams gives. Which of them do you agree with? Which of them surprise you?

an adapted version of a book — адаптированная книга
to get upset — расстраиваться
an ability — способность

Misha: Can I ask you something, Mr Grams?

Mr Grams: Of course, you can. What is it?

Misha: I get a lot of questions from my friends from school in Russia. They want to know how to learn English.

Mr Grams: English isn't too difficult. Everybody can learn it. Your English, for example, is very good.

Misha: Oh, thanks, Mr Grams. But I started to learn English when I was really young. A lot of my friends think that it's too late to start now. They have only four years left (у них осталось всего 4 года) before they finish school.

Mr Grams: It's not too late. Four years is more than enough. If your motivation is good, you'll soon make progress.

Misha: What will they have to do then? They don't have enough money for private schools and trips abroad.

Mr Grams: They don't have to do those things. But they'll have to work on their English as often as they can. First of all, they should buy a good dictionary, because they will have to read a lot of books. But they shouldn't start with English newspapers or books which may be too difficult for beginners. They should ask their English teacher for adapted versions of English books. When they read, they should start a vocabulary notebook and



write down all the new words with the translations. It is very important to write down examples of the sentences with the new words too. When you do that, you can remember the place of the word in the sentence, which prepositions or articles go with it, and remember it in context.

Misha: Should they watch films in English?

Mr Grams: They can try, but they shouldn't get upset if they can't understand anything. They'll have to watch the same film again and again until they understand better. It is also a good idea to get a copy of the same film in Russian.

Misha: Is that all?

Mr Grams: Oh, no. They should listen to English cassettes and repeat things after the speakers. That will improve their pronunciation and their ability to understand.

Misha: But they are always listening to our teacher. Her English is very good. Isn't that enough?

Mr Grams: Unfortunately, it isn't. They have to listen to different accents. If they always listen to the same person, they won't be able to understand other people. So if they aren't able to talk to native speakers, they'll have to use the cassettes!

Misha: And what about grammar? They learn a lot of grammar rules by heart.

Mr Grams: You don't have to do that. Grammar is very important, of course, but they have to use it, not simply learn the rules. However, they should learn texts and songs by heart. Then they will have longer phrases, not only words in their memory.

Misha: Thank you very much, Mr Grams. You're my favourite teacher.

Mr Grams: That's very kind of you, Misha.

5 Answer the questions.

1. Why is four years enough to learn English?
2. Why should you read adapted versions of English books?
3. Why should you buy a dictionary?
4. Why is it useful to get a copy of the same film in Russian?
5. Why should you listen to cassettes?
6. Why should you learn texts by heart?
7. What is more important: to learn grammar rules or to use them?
8. Why should you write down examples of sentences with new words?

6 Find sentences with *too* in the text. Translate them into Russian.

7 Remember your discussion from the last lesson. Which of your ideas about learning English were right / wrong? Prove your ideas with sentences from the text.

Conversation bricks

How to react to a compliment. — Как реагировать на комплимент.

1. You look great today! — Oh, thank you.
2. You sang really well yesterday! — That's very kind of you.
3. You are the smartest girl in our class. — Do you really think so?
4. I think your accent is getting better. — Thank you. I needed that.

8 Match the reaction with its translation.

- a) Спасибо, мне было нужно это услышать.
- b) Спасибо.
- c) Это очень мило с Вашей стороны.
- d) Вы, правда, так думаете?

9 A compliment competition. Pay each other compliments and give polite answers. The person who pays the most compliments is the winner.

Model: *You know grammar really well. — Oh, thank you.*

Ideas

- English and other subjects
- Clothes and appearance
- Personal qualities that you respect

10 Misha got some e-mails from his friends. Read them. What problems do his friends have? Who wants too much? Who doesn't do enough work? Discuss the problems and give your advice.

Dear Misha,

Hi, it's Marina. How are you getting on?

Could you ask your teacher a question for me?

I like English very much, but when some English boys and girls came to our school on an exchange programme, I couldn't understand them. What should I do?

Best wishes,
Marina





Subject

Dear Misha,

Hi, Vova here. How's life in England?

I need your advice. When I find new words in a text, I always look them up in a dictionary, but next day I can't remember them. What should I do?

All the best,
Vova

Subject

Hi, Misha,

It's Den. I hope you are OK. Can you give me some advice? When I spoke English to native speakers (носители языка), they couldn't understand me. What am I doing wrong?

Looking forward to your answer,
Den

Subject

Hi, Misha,

It's Kate. Do you remember me?

I'm afraid, I'm not making any progress. I have learned all the grammar rules and all the words in our textbook, but when I try to speak, I make a lot of mistakes. I try to watch the news in English on CNN too, but I don't understand it very well. Please ask your teachers for advice.

Keep in touch,
Kate

Subject

Hi, Misha

My mother makes me learn English, but there is a problem. When the teacher explains new things in the class, I understand it, but two days later I can't remember anything. Help!

Love from all of us,
Sveta

Homework

- A What is your main problem with English? What should you do to solve it? Write 5–7 sentences about it.

A language quiz

1 Choose the correct answer.

1. Which is the language most spoken in the world?
a) Chinese b) English c) Russian
2. How many people speak English as their first language?
a) about 375 million b) over 200 million c) a billion and a half
3. Which of these languages has the most words?
a) Russian b) French c) English
4. Which language is most like English?
a) German b) Latin c) Irish
5. Which language is most like Russian?
a) Polish b) Ukrainian c) Moldavian
6. How many words do people really use for their everyday communication?
a) about 10,000 b) about 3,000 c) about 200
7. How many languages are there in the world?
a) 6,800 b) more than 10,000 c) over 1,000
8. Which language is the youngest of the three?
a) Scottish b) English c) Latin

2 Think about the Russian language. What do you think: Did any other languages contribute to it? If yes, which ones?

3 Misha's classmates want to know more about the history of the Russian language. Their teacher is telling them about it. Read the information and check your answers to Ex. 2.

In about the 6th century AD Slav tribes migrated west to the river Elbe and to the south into the Balkans. By the 10th century there were three Slavonic language groups: Western, Southern and Eastern. Russian, together with Ukrainian and Belorussian, comes from the Eastern Slavonic language group.

In the 12th century the Mongols came. You may think that Mongol invaders who stayed in Russia changed the language forever, but it isn't true. The Russian language didn't change much and stayed Slavic.

All Slavonic languages are still similar and people who speak them can understand each other.



4 Russian has borrowed some words from other languages. In everyday life we use Turkish, German, French, Dutch, Greek and English words. Match the facts with the explanations.

1. Russian borrowed some Turkish words
2. Russian borrowed some Greek words
3. Russian borrowed some German words
4. Russian borrowed some Dutch words
5. Russian borrowed some French words
6. Russian borrowed some English words

- a) more than two thousand years ago when Russia became a Christian country.
- b) in the 11th and 12th centuries. They were military and trade words.
- c) at the time of Peter the Great, who invited a lot of foreigners to Russia. He followed those people's advice about the military, medicine, food.
- d) in the 19th and 20th centuries. They were words for sports and politics.
- e) at the time of Peter the Great, who invited a lot of foreigners to Russia. From these people he learned to build ships.
- f) in the 19th century when this language was the language of the aristocracy, the arts and philosophy.

5 Match the groups of Russian words with the languages from which they came.

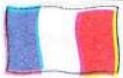
1. рейд, вымпел, рупор, яхта, шлюпка, шлюз, фрегат, крейсер, штурман, матрос, юнга, верфь, каюта, люк
2. алтарь, архангел, патриарх, идол, сатана, канон, Евангелие
3. галстук, китель, футляр, штопор, крендель, пудель, картофель, кухня, лазарет, бинт, шрам, солдат, офицер, лагерь, плац, фланг, штурм
4. тулуп, сарафан, башмак, каблук, чулок, войлок, амбар, сарай, балаган, чулан, очаг, лачуга, шалаш, таз, утюг, тюфяк, колчан, капкан, лошадь, табун, деньги, аршин, товар, караул, богатырь, карандаш, туман, сундук, карман, чугун
5. костюм, жилет, пальто, мебель, кабинет, салон, буфет, суп, бульон, компот, котлета, сюжет, жанр, эскиз, актер
6. рельс, тоннель, экспресс, трамвай, трактор, клуб, комбайн, теннис, спорт, рекорд, старт, финиш, лидер, бифштекс, пудинг, пикник, веранда, сквер



a) Turkish



b) German



c) French



d) Dutch



e) Greek



f) English

- 6 Read three myths about Russian. A lot of people believe these myths; that's why they don't want to learn Russian.

Myth 1

It's very difficult to learn Russian.

Myth 2

Not too many people in the world speak Russian.

Myth 3

Russian is useless, because Russia is a closed and dangerous country. Visitors always have problems there.

- 7 Rob wants to learn Russian. He's telling his friends why. Listen to his ideas and write down arguments against myth 1, myth 2 and myth 3.

Myth 1	Myth 2	Myth 3

- 8 What do you think about those myths? Do you believe them? Try to think of some facts to change popular opinion. Don't forget to use the phrases from the *Conversation bricks*.

Homework

- A Listen to the conversation and say:

Have the friends found the book?

- Read the conversation and answer the questions.

1. What did Emily do when her computer broke down?
2. What did Emily do when she didn't find her book?
3. Does Misha believe that Emily can explain everything?

Misha: So what happened yesterday? Did you go to Emily's room?

Mark: Yes, and look what we found!

Misha: It's your family history book. Where did you find it?

Rob: It was in Emily's room. When her computer broke down, she was working on the book. She was so upset that she forgot about everything and ran to Andrew for help. She forgot to hide the book and lock the door.

Misha: So it's Emily. I still don't believe it. We must talk to her about it. I'm sure she'll explain everything.

Mark: I'm afraid you won't be able to talk to her.

Misha: What do you mean?

Mark: She's gone. You won't find her anywhere.

Misha: But why?

Mark: I think she came back to her room, didn't find her book and understood everything. She got scared and ran away.

Rob: But before she left she had done a very good thing — she had translated the second part of our story.

Lesson 7

Project "The Passport of my language"

Use the *Cut Out* and make a presentation about your language. Write a short composition as an answer to the last question.

The name of my language — ...

It is the official language of (names of the countries) — ...

How many people speak it as a first language — ...

People understand it in (names of the countries) — ...

How many people speak it as a second language? — ...

The origin of my language — ...

Languages that contributed to my language — ...

English words in my language — ...

Easy things for an English person to say in my language — ...

Difficult things for an English person to say in my language — ...

Why should people learn my language? — ...

Lessons 8, 9

The duty of the MacWizard clan

▶ Read the story "The duty of the MacWizard clan" on pages 188–192.

Your active vocabulary

an ability
an adapted version of a book
an exchange programme
to get upset
knowledge
peace and quiet
to become a diplomat
to become a politician
to become a scientist
to broadcast
to communicate with people from
other countries
to earn a lot of money
to find a job abroad
to follow smth / smb
to get access to the Internet
to go abroad on an exchange programme

to go on holiday abroad
to look after
to look at
to look for
to look forward to doing something
to look like somebody (something)
to look something up in a dictionary
to make friends with people from
other countries
to make presentations at international conferences
to read books in the original language
to travel everywhere in the world
to watch films in the original language
to work as a secretary

5

Find your way in the world of information

Lesson 1

Mass media

- 1 Listen to the words and expressions and repeat them after the speaker.

mass media [ˌmæs ˈmi:diə] — средства массовой информации

a source [sɔ:s] of information — источник информации

reliable [rɪˈlaɪəbl] — надежный

quotation marks [kwəʊˈteɪʃn ˌmɑ:ks] — кавычки

to make a reference [ˈrefərəns] — делать ссылку

plagiarism [ˈpleɪdʒəˌrɪzm] — плагиат

tough [tʌf] — трудный (о ситуации)

to be available — быть в наличии

in time — вовремя

to borrow smth from smb — одолжить

что-либо у кого-либо

to lend smth to smb — одолжить

что-либо кому-либо

- 2 Look at the photos of the information sources and match them with the words. Speak about each of them. Use the questions as a plan.

newspapers

friends

dictionaries

TV

reference books

radio

teachers

Internet

magazines

books

videos

school textbooks

encyclopaedias

parents



1. What is this information source called?
2. How reliable / unreliable is it? Why?
3. Is it interesting / boring?
4. How often do you use it?
5. What do you use it for? (homework / school reports / fun / hobby)

Which of these information sources are mass media?

- 3 What do you remember about English school marks?
What's the best mark? What's the worst? Who is David Beckham?

Listen to the dialogue and answer the questions: *Why is Misha sad?*
What mistake did Misha make?

- 4 Read the dialogue and answer the questions below.

Misha: Hi, Mark. You're just in time. I've been waiting for you.

Mark: Hi, Misha. You look really sad. Are you still missing Emily?

Misha: No, not now. I got the result for my report on David Beckham and it's an F.

Mark: Wow! That's tough. Why did you get such a bad mark?

Misha: I'm not sure. I found the information about him on the Internet.

Mark: Oh, I think I'm beginning to understand. Could I have a look at your report?

Misha: Sure. Here you are.

Mark: Yes, that's what I thought: Plagiarism!

Misha: What does that mean?

Mark: That means that you copied the report that somebody else had put on the Internet.

Misha: Yes, I did. But what's wrong with that? I know that David Beckham is a famous football player, but that's really all. Where should I get the information about him?

Mark: There are a lot of information sources and you should use as many as possible. Don't just copy an interesting newspaper article or somebody's report from the Internet. The Internet is usually a good information source, but the information there is not always 100% reliable. So you have to be very careful and check it with other sources. And another very important thing: if you want to use somebody's ideas and thoughts in your report, you should always use quotation marks and make a reference to the author.

Misha: Oh, now I understand. Thank you, Mark. Next time I'll be more careful.

Mark: It's OK, Misha. And let me tell you another thing. If you need information about David Beckham, look through newspapers and teen magazines.

Misha: Thanks for your advice. But which newspapers and magazines should I buy? I don't understand anything about the English mass media.



Mark: Don't worry Misha. It's not too difficult. I'll tell you all about them.

Misha: Thank you, Mark. You're a good friend.

Mark: Wait! And don't buy anything. Magazines are expensive! We'll be able to borrow them from the school library.

Misha: Are they available there?

Mark: Of course!

1. What mark did Misha get for his report?
2. Why did Misha get that mark?
3. Is the Internet a reliable information source?
4. What rules should you follow when you write a report?
5. Where will Misha be able to find information about David Beckham?
6. Why is it better to borrow newspapers and magazines from the library?

5 Complete the sentences. Use the words in the box.

make a reference, information source, plagiarism, mass media, reliable, available, quotation marks

1. If you copy the report that somebody else has written, it's ...
2. "Why don't you believe me? I read it in the newspaper."
"I'm afraid this newspaper isn't ...".
3. What ... did Misha use for his report?
4. Is the ... independent in England?
5. If you used somebody's ideas and thoughts in your report, you should always use ... and ... to the author.
6. The books that you need are ... in our school library.

Verb activator

The verbs *to lend* and *to borrow*

to borrow something from somebody / something — брать займы что-то у кого-то, где-то

to borrow money from a bank / a friend — брать займы деньги в банке, у друга

to borrow books from the library — брать книги в библиотеке

to lend somebody something / something to somebody — дать в долг кому-то что-то / дать в долг что-то кому-то

Misha lent Rob his trainers. — Миша одолжил Робу свои кроссовки.

Misha lent his trainers to Rob. — Миша одолжил свои кроссовки Робу.

6 Translate the sentences into Russian.

1. Can I borrow your pen for a minute? — Sure!
2. My grandfather never borrows money from anybody.
3. I am not using my mobile phone. I can lend it to you.
4. I have to be careful with these shoes. My mother lent them to me.
5. Where did you get this book? — I borrowed it from my granny.

7 What can you borrow from your best friend? What can you lend to your best friend?

Your parent's car, a book, a toothbrush, a dog, a bag, a T-shirt, a pair of trainers, some money, a mobile phone, a bicycle, a swimsuit, some potatoes for dinner, a tent, a plane ticket.

Homework

A Fill in the gaps. Use to lend or to borrow.

1. Some people ... money from the bank.
2. Can I ... your pen for the day? I've left mine at home.
3. You can ... this book. I've already read it.
4. Kate ... me her bicycle. I've lost mine.
5. I don't like to ... my things to people.
6. Who ... you this bag? — My sister did.

B Translate the sentences into English.

1. Какие источники информации самые надежные?
2. “Вы когда-нибудь бывали в затруднительных ситуациях?” — “Да”.
3. Телевидение, радио и газеты являются средствами массовой информации.
4. Он проверил информацию, прежде чем написал статью.
5. У него есть доступ к Интернету. Это поможет ему подготовить доклад.

Lesson 2

Broadsheets and tabloids

- 1 Listen to the words and expressions and repeat them after the speaker.

a headline ['hed,laɪn] — заголовок

condensed [kən'denst] — сжатый

a celebrity [sə'lebrəti] — знаменитость

a crime — преступление

to focus ['fəʊkəs] on smth — сосредотачивать внимание

intriguing [ɪn'tri:ɡɪŋ] — интригующий

a weather forecast ['weðə ,fə:kə:st] — прогноз погоды

financial [faɪ'nænʃl] — финансовый

- 2 Mark is telling Misha about British newspapers. Look through the text and find the names of the two main kinds of the newspapers in the UK.

- 3 Read the text and answer the questions.

1. What was the difference between tabloids and broadsheets in the past?
2. What is the difference between them nowadays?
3. What do tabloids write about?
4. What do broadsheets focus on?

In the UK we have two main kinds of newspapers: broadsheets and tabloids.

Originally these names came from the size of the newspapers. A tabloid format newspaper was smaller and the broadsheet format newspaper was bigger.

But nowadays when we talk about tabloids and broadsheets, we talk about two different kinds of newspapers: easy reading and quality newspapers. Tabloids report news in a very condensed form. They write about celebrities, the British Royal Family, sport, crime stories and scandals.

Broadsheets give their readers long, detailed reports on the latest news and focus on more serious things: politics, economy, government, international events, business, culture.



- 4 Find the best Russian equivalents for the words. More than one translation is possible. Explain your answers.

Tabloid — а) таблоид б) желтая пресса в) легкое чтение

Broadsheet — а) широкоформатная газета б) серьезная газета
в) независимая газета

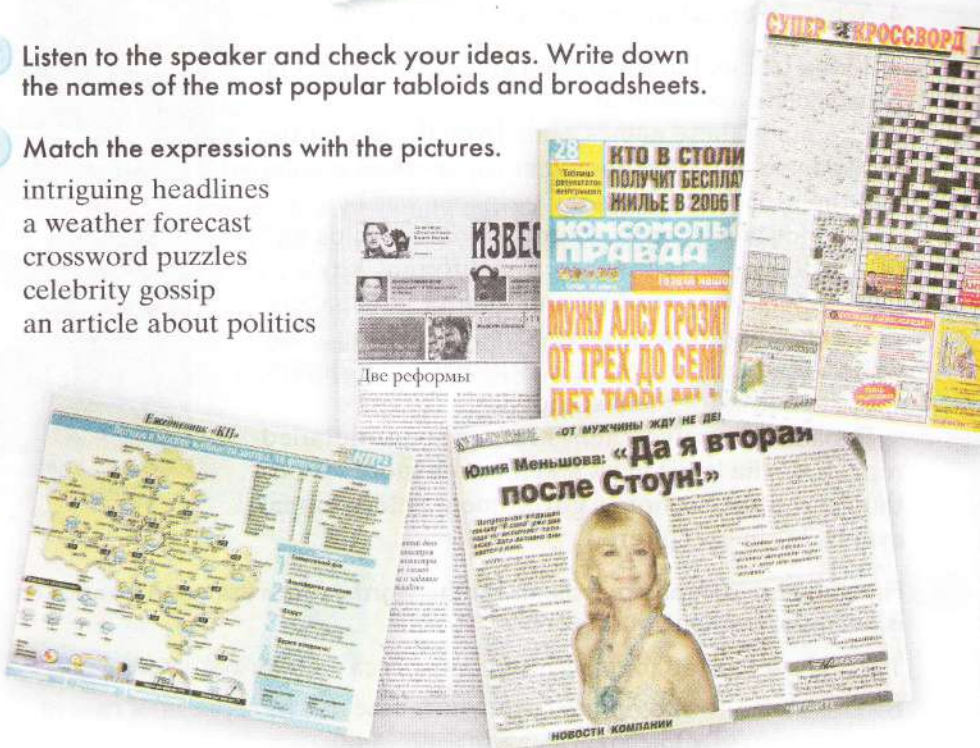
- 5 Look at the photos and say: Which of these newspapers are tabloids and which ones are broadsheets? Explain your answer.



- 6 Listen to the speaker and check your ideas. Write down the names of the most popular tabloids and broadsheets.

- 7 Match the expressions with the pictures.

intriguing headlines
a weather forecast
crossword puzzles
celebrity gossip
an article about politics



8 Which of the facts refer to tabloids and which — to broadsheets? Fill in the table.

Broadsheets	Tabloids

- They are heavier.
- Their information is always very reliable.
- You can find jokes and crossword puzzles there.
- Business people start their day with them.
- Sometimes they don't check their information and get in trouble (имеют неприятности) for that.
- They always separate facts and comments.
- They publish a lot of photographs.
- They write a lot about celebrities and their secrets, scandals and private life (частная жизнь).
- They publish horoscopes.
- They never publish gossip (сплетни, слухи).
- More people buy them.
- They use intriguing headlines.
- They sometimes write about small unimportant events because they're interesting.
- They publish the opinion of the best experts from all over the world.
- One of their main topics is politics.
- They have a weather forecast.

9 Where will you look for this information?

Model: *If I need information about David Beckham, I'll look for it in the tabloids, because they write a lot about celebrities, scandals and private lives. — I'll look for it in the sports magazines, because Beckham is a great football player.*

- The American policy in Iraq
- An art exhibition in London
- The global economy
- Madonna's new album
- The private life of "The Matrix" star Keanu Reeves
- The situation of the financial markets
- This year's Nobel prize ceremony
- An expedition to Everest
- Favourite holiday places for British celebrities

Homework

A Complete the sentences with the following words and expressions.

intriguing headlines, broadsheets, tabloids, reliable, serious things, *The Times*

1. There are two main types of newspapers in the UK: ... and
2. ... are bigger and heavier, they write about ... and their information is usually very
3. The English Queen starts her day with one of them: ...
4. ... are smaller, they have more pictures and photos than serious information, but a lot of people prefer them, because they are more fun. Their ... attract millions of readers every day.

B Be ready to talk about a Russian newspaper. Use the questions as a plan.

1. What kind of newspaper is it?
2. Do you buy it or borrow it from someone?
3. How reliable is the information in it?
4. What does the newspaper write about?
5. Are there many photos and intriguing headlines in it?
6. What kind of people read it?
7. Why is it interesting for you?

The Active voice and the Passive voice (действительный залог и страдательный залог)

Залог — это форма глагола, которая показывает: сам предмет или лицо производит действие (действительный залог) или действие производится над предметом или лицом (страдательный залог). Например:

Действительный залог (Active voice): *Kate sent a letter last week. — Катя послала письмо на прошлой неделе.*

Страдательный залог (Passive voice): *The letter was sent by Kate last week. — Письмо было послано Катей на прошлой неделе.*

В страдательном залоге часто не упоминается, кем или с помощью чего было совершено действие, но если такая информация нужна, то используются предлоги **by** (кем) или **with** (с помощью чего). Например:

*The job was done **by** Ann. — Работа была сделана Аней.*

*The letter was written **with** a pen. — Письмо было написано ручкой.*

Образование страдательного залога

Страдательный залог образуется с помощью вспомогательного глагола **to be**, который изменяется по временам, и третьей формы глагола, которая остается неизменной.

Формы глагола в страдательном залоге

Present Simple	A lot of books are printed every year.	Много книг печатается каждый год.
Past Simple	This book was printed in 1905.	Эта книга была напечатана в 1905 году.
Future Simple	This book will be printed next year.	Эта книга будет напечатана в следующем году.
Present Progressive	Page 10 is being printed at the moment.	Страница 10 печатается в данный момент.
Past Progressive	When the author phoned, his book was being printed .	Когда автор позвонил, его книга печаталась .
Present Perfect	This book has already been printed twice this year.	Эта книга уже напечатана в этом году дважды.
Past Perfect	This document had been printed before the police arrived.	Этот документ был напечатан до того, как прибыла полиция.

Образование утвердительных, отрицательных и вопросительных предложений

Время	Утвердительное предложение
Present Simple	The room is cleaned every day. Комнату моют каждый день.
Past Simple	The first computer was invented by Charles Babbage in 1823. Первый компьютер был изобретен Чарльзом Бэббиджем в 1823 году.
Future Simple	The students will be tested in May. Студентов будут экзаменовать в мае.
Present Progressive	The dog is being walked now. Собаку сейчас выгуливают.
Past Progressive	The problem was being discussed when he phoned. Проблема обсуждалась, когда он позвонил.
Present Perfect	The work has just been finished . Работа только что закончена.
Past Perfect	The robber had been caught before the police arrived. Грабителя поймали до того, как приехала полиция.

Способы перевода предложений в страдательном залоге на русский язык

- с помощью глагола **быть** и краткой формы причастия страдательного залога.

Обратите внимание, что глагол **быть** в настоящем времени опускается.

*The letter **is written**.* — Письмо написано.

*The letter **was written**.* — Письмо было написано.

*The letter **will be written**.* — Письмо будет написано.

- неопределенно-личными предложениями

*The room **is cleaned** every day.* — Комнату моют каждый день.

*The room **was cleaned** every day.* — Комнату мыли каждый день.

*The room **will be cleaned** every day.* — Комнату будут мыть каждый день.

- с помощью глаголов, которые оканчиваются на **-ся**

*The house **is being built**.* — Дом строится.

*The house **was being built**.* — Дом строился.

*The house **will be built**.* — Дом построят.

Общий вопрос	Специальный вопрос	Отрицательное предложение
Is the room cleaned every day?	When is the room cleaned ?	That room is not cleaned every day.
Was the first computer invented by Charles Babbage in 1823?	Who was the first computer invented by?	The first computer was not invented by Newton.
Will the students be tested in May?	When will the students be tested ?	The students will not be tested in May.
Is the dog being walked now?	What is being done now?	The dog is not being walked now.
Was the problem being discussed when he phoned?	When was the problem being discussed ?	The problem was not being discussed when he phoned.
Has the work been finished yet?	What has been finished ?	The work has not been finished yet.
Had the robber been caught before the police arrived?	Who had been caught before the police arrived?	The robber had not been caught before the police arrived.

- 1 Fill in the gaps with the correct form of the verb to be.
Match the pictures with the sentences.

- The bench ... painted every year.
- The bench ... just ... painted.
- The bench ... painted a long time ago.
- The bench ... painted tomorrow.
- The bench ... painted now.



- 2 Translate the sentences into Russian. Pay attention to the passive.

- Some libraries were founded by kings and presidents.
- This book was published in 1890.
- This work will be finished in March.
- Your fax is being sent at the moment.
- This letter won't be sent until tomorrow.
- All my friends are invited to this party.
- All the reports at the UN are translated into Chinese.
- When he came into the room, his letter was being read.
- We all hope that your lost dog will be found soon.

3 Make the sentences negative.

1. This bicycle was broken by my brother.
2. The shop will be closed tomorrow.
3. Last year English was taught by another teacher.
4. My favourite book was written by Pushkin.
5. The fax has just been sent.
6. Coffee is being made at the moment.

4 Make general questions from the words in brackets. Answer them.

Model: French / teach / in this school — Is French taught in this school?

1. ten years ago / write / the book
2. this room / clean / every day
3. sell / food / in this shop
4. check / homework / often
5. shops / on Sundays / close
6. a lot of mistakes / make / in your last English test

5 Mark these statements true or false. Correct the false statements.

1. The biggest Russian Library is in St Petersburg.
2. The Russian State Library was founded in 1918.
3. The Russian State Library was founded by Lenin.
4. The Russian State Library was named after Lenin.
5. The Russian State Library has been renamed four times.
6. The Russian State Library has been built for about twenty years.

6 Put questions for the underlined words and give correct answers.

1. The biggest Russian Library is in St Petersburg.
2. The Russian State Library was founded in 1918.
3. The Russian State Library was founded by Lenin.
4. The Russian State Library has been renamed four times.
5. The Russian State Library was built for about twenty years.
6. The Russian State Library is closed on Sundays.

7 Misha is telling his friends about Russia's most famous library. Complete the text with these verbs. Use the Present Passive or the Past Passive.

to present, to read, to found, to rename,
to call, to give, to build, to rename

Russia's State Library is in Moscow. It is the largest library in Europe and the second largest library in the world. It is also Moscow's first public library.



The library ... in 1862 and ... the Rumyantsev Library. Originally the library had contained the books from Count Nicolai Rumyantsev's book and manuscript collection. Those books ... by his children. The library grew quickly, and thousands of books ... to the library by private collectors.

In 1924 the library ... after Lenin and became the country's national library. At that time the main building of the library... . It took about twenty years to finish it.

In 1992 the library ... again and became the Russian State Library.

Nowadays there are thousands of ancient manuscripts and unique documents in the library, which ... by thousands of people every day.



8 Listen to Misha and check your answers.

Homework

A Look through the texts on page 47 in the Workbook No 1 and answer the questions.

1. When was ink invented?
2. Was this invention made by the Egyptians or by the Chinese?
3. What was used to make ink?
4. The oldest piece of paper was found in Egypt, wasn't it?
5. Where was the first official stamp invented?
6. Why is the stamp called the Penny Black?
7. What was invented by Samuel Morse?
8. What is transmitted with the help of the telegraph?
9. Who was e-mail invented by?

B Rewrite the sentences in the Passive voice.

Model: *Somebody robbed the house last year. — The house was robbed last year. When did they rob the house? — When was the house robbed?*

1. Somebody lost the keys in the garden.
2. Somebody will send an e-mail tomorrow.
3. Somebody has borrowed this book.
4. They will charge a fine.
5. They make phone calls every day.
6. When did they publish the book?
7. What did they use to make pizza?

C Do the extra exercises in the Workbook.

How to build words

Суффикс *-ity*

С помощью суффикса *-ity* можно образовать существительные от прилагательных.

necessary — необходимый

necessity — необходимость



1 Translate the words into Russian.

activity, possibility, responsibility, nationality, regularity, similarity, speciality

2 Form the nouns from the adjectives in brackets and complete the sentences.

Is there any ... that we can help her? (POSSIBLE)

She has got the Nobel Prize for her ... (ACTIVE)

There was no ... in his actions. (REGULAR)

People of different ... live in Russia. (NATIONAL)

It was his ... to walk the dog. (RESPONSIBLE)

3 Mark and Rob have come to St David's School library. There are a lot of notices on the walls. Scan the *Short Loan Collection* notice and choose the correct answers.

To charge a fine means

- a) to take money from somebody who has done something wrong
- b) to do something nice
- c) to borrow some money

The best translation for *Short Loan Collection* is

- a) коллекция краткосрочного пользования
- b) коллекция маленького займа
- c) читальный зал



Short Loan Collection

When a lot of students and teachers need the same book, the library does not buy a lot of extra copies. We put one copy of the book in the *Short Loan Collection*, where it is available for two hours. These books are used inside the library.

After two hours the books are returned to the Desk.

Short loan books are also borrowed overnight — two hours before the library closes — and must be returned by 9 a.m. on the next working day. Fines of 50p per hour per book are charged for late returns.

4 Mark these sentences true or false.

1. Books are put in the *Short Loan Collection* because they are very rare or expensive.
2. Books from the *Short Loan Collection* are never used outside the library.
3. If a book is popular, the library always buys a lot of extra copies.
4. You can use books from the *Short Loan Collection* for two hours.

5 Make questions for these sentences. Start with the words in brackets.

1. These books are used inside the library. (Where)
2. After two hours the books are returned to the Desk. (When)
3. Short loan books are also borrowed overnight two hours before the library closes. (What)
4. Fines of 50p per hour per book are charged for late returns. (What)



6 Listen to the information about opening times and correct the mistake.

Opening Times Winter – Spring Term	
Monday – Friday	8 a.m. – 8 p.m.
Saturday	8 a.m. – 6 p.m.
Sunday	10 a.m. – 6 p.m.
Photocopiers and computers are turned off 10 minutes before closing time	

7 Look through the notices for the *Short Loan Collection* and the opening times again and complete the sentences.

1. If I want to photocopy something from the library on Saturday, I have to come not later than at ... o'clock.
2. If I want to borrow a book from the *Short Loan Collection* overnight on Monday, I can do it between ... and ... o'clock.
3. If I borrow a book from the *Short Loan Collection* on Friday night and return it at 3 p.m. on Saturday, the library will charge a fine of ...
4. If I borrow two books from the *Short Loan Collection* on Saturday night and return them at 11 a.m. on Monday, the library will charge me a fine of ...

- 8 Read the *do Library Rules* notice for detail. Use a dictionary if necessary.

Library Rules

- All library equipment and books should be used carefully
- Conversations should be kept to a minimum and as quiet as possible
- Personal stereos should not be used in the library
- Mobile phones should be turned off before readers enter the library
- No food or drink is allowed
- All borrowed books should be brought back by the due date
- Fines for the late return of the books should be paid
- All books should be shown to the librarians before you leave the library
- Everybody should be treated very politely



Library Cards

You should

- have your library card with you when you are in the library.
- not lend your card to anybody else.
- show your card to any librarian who wants to see it.
- inform the library if your library card is lost.
- inform the library if your address changes.

- 9 Answer the question: *Will you be able to do these things if you come to St David's School library?*

borrow books, listen to music, talk loudly, talk to friends on the phone, borrow books from the *Short Loan Collection*, have a snack, drink some tea or coffee, lend your library card to somebody else, speak to people rudely, ignore the fines, use the photocopiers, recall books from other readers, come to the library without a library card

Model: *I will be able to borrow books from the library. / I won't be able to borrow books from the library.*

St David's Library Card

NAME _____

ADDRESS _____

DATE ISSUED _____

VALID TILL _____

PRESENT THIS CARD EACH TIME YOU BORROW
YOU ARE RESPONSIBLE FOR MATERIALS BORROWED
ON THIS CARD



- 
- 10 Find the sentences in the passive. Why was the Passive voice used in those sentences?

- 11 When Mark's sister, Rosy, was at St David's School, the rules in the library were the same. Rewrite the *Library Rules* in the Past Simple.

Model: All library books and equipment were used carefully.

- 12 If you come to St David's School library in some years, the rules will probably not change. What will they be like?

Model: All library books and equipment will be used carefully.

- 13 Copy the table into your exercise books. Listen to the speaker and complete the information for the "Number of books and periods of loan".

Number of books and periods of loan

The number of books a reader may have on loan at any one time and the normal periods of loan are:

	Senior school
	Sixth form
	Teachers

These are maximum periods of loan. Please do not keep books any longer. Fines will be charged if you don't return the books on the due date at a rate of 20p per day. For *Short Loan Collection* books the fine is 50p per hour.



- 
- 14 Answer the questions.

1. Who can borrow the smallest number of books? Why?
2. What will happen if a reader returns the book late?
3. How much will a reader have to pay if he / she returns three books a week late? How much is it in roubles?
4. How much will a reader have to pay if he / she returns a book from the *Short Loan Collection* a day late? How much is it in roubles?

For your information

Senior school — средняя школа. В возрасте 11 лет по окончании начальной школы английские школьники идут в первый класс средней школы, в которой они учатся 5 или 7 лет. В возрасте 16 лет они заканчивают пятый класс, сдают государственный экзамен **GCSE (General Certificate of Secondary Education)** и получают сертификат о среднем образовании. В шестой класс (Sixth form) идут те школьники, которые хотят продолжить обучение в университете. В шестом классе они учатся 2 года и по окончании сдают экзамен на A-level (уровень повышенной трудности). Экзамены сдаются по выбранным учениками предметам.

Homework

A You need to borrow three books: "Doctor Zhivago", "Three Men in a Boat" and "The Adventures of Sherlock Holmes". Check your online search results and say:

- Who is the author of
 - "Doctor Zhivago"
 - "Three Men in a Boat"
 - "The Adventures of Sherlock Holmes"?
- Where and when were these books published?
- Which of these books are available at the moment?
- When will the other books be returned?

a	
Author	Jerome K. Jerome (Jerome Klapka Jerome), 1859–1927
Title	Three Men in a Boat, with an introduction and notes by Jeremy Lewis
Published	London: Penguin, 1999
Description	361 p.
THIS BOOK IS SHELVED AT	
Short Loan Collection	
AVAILABILITY	
in library	

b	
Author	Pasternak, Boris Leonidovich, 1890–1960
Title	Doctor Zhivago: novel / Boris Pasternak
Published	Moskva: "Sovetskaya Rossiya", 1989
Description	639 p.
THIS BOOK IS SHELVED AT	
Main shelves	
AVAILABILITY	
On loan until April	

Author	Doyle, Arthur Conan, Sir, 1859–1930
Title	The Adventures of Sherlock Holmes
Published	London: J. Murray, 1974
Description	317 p.
THIS BOOK IS SHELVED AT	
AVAILABILITY	
Main shelves	On loan until May

Lessons 7, 8

The honour of the MacWizard clan

▶ Read the story “The honour of the MacWizard clan” on pages 193–197.

Your active vocabulary

a broadsheet
a celebrity
condensed
crime
extra
financial
a headline
in time
an information source
intriguing
mass media
plagiarism

reliable
a short loan collection
a tabloid
to be available
to borrow books from the library
to charge a fine
to focus on smth
to lend smth from smb / smth
to make a reference
to treat smb politely
a tough situation
a weather forecast

6

When you make a new friend, ask him,
"What do you read?"

Lesson 1

A book that is worth burning is worth reading

Особенности употребления страдательного залога

Одной конструкции в действительном залоге в английском языке могут соответствовать две конструкции в страдательном залоге, то есть прямое и косвенное дополнение действительного залога могут стать подлежащими страдательного залога со следующими глаголами:

- to give smb smth / smth to smb — давать кому-либо что-либо / что-либо кому-либо
- to send smb smth / smth to smb — посылать кому-либо что-либо / что-либо кому-либо
- to pay smb smth / smth to smb — платить кому-либо что-либо / что-либо кому-либо
- to promise smb smth / smth to smb — обещать кому-либо что-либо / что-либо кому-либо
- to offer smb smth / smth to smb — предлагать кому-либо что-либо / что-либо кому-либо
- to leave — оставлять
- to show smb smth / smth to smb — показывать кому-либо что-либо / что-либо кому-либо
- to tell smb smth / smth to smb — рассказывать кому-либо что-либо / что-либо кому-либо

Рассмотрим предложение в действительном залоге:

The teacher gave him a book. — Учитель дал ему книгу.

В этом предложении два дополнения **him** и **a book**.

him — косвенное дополнение, так как отвечает на вопрос *кому?*

a book — прямое дополнение, так как отвечает на вопрос *что?*

Оба эти дополнения могут стать подлежащими предложений в страдательном залоге.

Active voice	Passive voice
The teacher gave him a book . — Учитель дал ему книгу.	<div> The book was given to him. He was given a book. </div> <div> } Ему дали книгу. </div>
My friend told me a funny story . — Друг рассказал мне смешную историю.	<div> A funny story was told to me. I was told a funny story. </div> <div> } Мне рассказали смешную историю. </div>

1 Express the same idea in a different way.

Model: *I was sent a letter. — A letter was sent to me.*

1. Mother was promised a holiday.
2. Kate is being shown a new flat now.
3. We have already been shown this film.
4. Granny will be offered a ticket to the theatre.
5. I was told a joke.
6. Rob was sent a note.
7. Some food was left for her.

2 Express the same idea using two possible passive constructions.

Model: *Mary left a letter for them. — The letter was left for them. / They were left a letter.*

1. The librarian offered him a very good book.
2. Mother gives me fruit and sandwiches for lunch every day.
3. Peter told his children a lot of interesting things about wild animals.
4. Father promised them a dog.
5. The newspaper paid Bill Gates a lot of money.
6. A friend offered her help.
7. My grandmother gave me some very good advice.

3 Listen to the words and expressions and repeat them after the speaker.

to ban smth — запрещать что-либо

to contain smth — содержать что-либо

to destroy smth — разрушать что-либо

to be worth doing something — быть стоящим чего-то

inquisition [ˌɪŋkwɪˈzɪʃn] — инквизиция

rare [reə] — редкий

spirit — дух

Nazi ['na:tsi] — нацист, нацистский

4 Listen to the conversation and answer the question: Why were books burned in the past?

Read the conversation and mark the sentences below true or false. Support your answers with the facts from the dialogue.

In the library

Librarian: Hello, what do you have here?

Rob: It's our family history manuscript. We want to give it to the school library as a present.

Librarian: That's very kind of you. It's a very rare book. But unfortunately, the library can't pay you for it.

Mark: Don't worry about it. It's a present.
Please look after it. Some people want to steal it.

Librarian: I'll send it to the Manuscript Collection.
Is that good enough?

Misha: What kind of collection is that?

Librarian: It's the place where the most rare old books are kept. Some of the books are very rare. And some of them were saved from fire.

Rob: What are you talking about? Who can burn a book?

Librarian: In history it has happened more often than you think. When armies conquered new lands and continents, they not only destroyed the buildings or killed people. It was more important to destroy the memory of a nation and the national spirit.

Mark: I remember books were burned in Europe at the time of the Inquisition.

Librarian: That's true. In medieval Europe books were often burned because someone decided that they contained dangerous ideas. In fact, those ideas were simply new and different, but people were afraid of them.

Misha: You're right, awful things used to happen. But it was a long time ago.

Librarian: I'm afraid people haven't got much better since then. Books were burned in Nazi Germany and that was about seventy years ago. In fact, in a lot of countries books are still burned nowadays.

Mark: You're joking!

Librarian: No, it's true. And there are a lot of books that are not burned, but banned. That's very sad too.

Rob: But why?

Librarian: For the same reason. Books have new ideas that wake people up. But they say, a book that is worth burning is worth reading.



1. Books are burned to destroy the national spirit.
2. Books are burned to make them popular.
3. Books are burned because people don't like old ideas.
4. Nowadays books aren't burned anymore.
5. Books that are worth burning are worth reading.
6. Books are burned because they wake people up.

5 Answer the questions. Use the passive constructions.

Model: Did Misha, Mark and Rob show the manuscript to the librarian?
– Yes, they did. The manuscript was shown to the librarian.

1. Did Misha, Mark and Rob give the family manuscript to the librarian?
2. Did the librarian pay them for the manuscript?
3. Did Misha, Mark and Rob tell the librarian the truth about the book?
4. Did the librarian send the book to the special collection?

6 Discuss the following questions: Are books worth reading or are they a waste of time? Why? Use the words and expressions below.

1. It takes a lot of time to read a book.
2. Books contain new ideas.
3. Books can wake people up.
4. Books are the memory of the nation.
5. Books are boring.
6. You can learn a lot from books.
7. Books give a lot of information.
8. Books are written in different languages.
9. Computers are faster and contain more information.
10. Books that were written a long time ago are not interesting anymore.

Homework

A Rewrite the sentences. Use the expression "worth doing..."

Model: It's a very boring book. I don't recommend you to read it. —
This book isn't worth reading.

1. It's a good film. I recommend you to watch it.
2. Skiing is dangerous. I don't recommend you to do it.
3. Chinese food is delicious. I recommend you to try it.
4. Red Square is one of the most beautiful places in Moscow. I recommend you to visit it.

B Translate the sentences into English.

1. Эту книгу стоит почитать.
2. Этот фильм стоит посмотреть.
3. Эту еду стоит попробовать.
4. Его не стоит приглашать.

Особенности употребления страдательного залога

В страдательной конструкции с предложным дополнением предлог сохраняет свое место после глагола. Например:

*They **sent for** the doctor.* — Они послали за доктором. (Active voice)

*The doctor was **sent for**.* — За доктором послали. (Passive voice)

Наиболее употребительные глаголы с предлогами:

to send for smb / smth — посылать за кем-то, чем-то

to object to smb / smth — возражать кому-то, чему-то

to insist on smth — настаивать на чем-то

to refer to smb / smth — ссылаться на кого-то, что-то

to laugh at smb / smth — смеяться над кем-то, чем-то

to listen to smb / smth — слушать кого-то, что-то

to wait for smb / smth — ждать кого-то, что-то

*They often **refer to** this writer. He is very famous.* — *This writer is often **referred to**.*

*Friends are **laughing at** Peter. He has made the same mistake again.* —

*Peter is being **laughed at**.*

*Everybody is **waiting for** you! Don't be late again!* — *You are being **waited for**.*

*Mary **insisted on** this plan. I couldn't disagree with her.* — *This plan was **insisted on**.*

1 Rewrite the sentences. Use the passive.

Model: Somebody looked after her. — *She was looked after.*

1. Somebody laughed at my little sister.
2. We are waiting for the librarian.
3. Scientists often refer to this book.
4. Everybody was listening to the song.
5. They have just sent for the doctor.
6. They looked for that book last week.

2 Answer the questions.

1. Who was your favourite book written by?
2. Who is the biggest street in your village / town / city named after?
3. Why was this story referred to?
4. Will you be listened to if you sing a song?
5. Have you ever been laughed at?

- 3 Match the name of a famous person with his discovery.
Use the verbs: *to find out*, *to discover*.

1. Vasco da Gama [ˌvæskəʊ də ˈɡɑ:mə]
2. Magellan [məˈɡelən]
3. Columbus [kəˈlʌmbəs]
4. Copernicus [kəʊˈpɜ:nɪkəs]

- a) the Earth goes round the sun
- b) the sea route to India
- c) the world is round
- d) America

- ▶ Whose name is the odd one out? Why?

- 4 Listen to the Great Discoveries text and check your ideas.

- 5 Read the text and answer the questions.

1. When did the Inquisition start?
2. What was it for?
3. What is heresy?
4. What is the Index Librorum Prohibitorum?
5. Who was Nicolas Copernicus?
6. What was the idea that the Catholic Church didn't like?

Great Discoveries

When we think about medieval Europe, one of the first things that we remember is the Inquisition. The Inquisition was started in 1184 by the Pope in Rome to fight against heretics, people who didn't agree with the Church. The Inquisition had the power of life and death over any Catholic and people were afraid of it, but at the end of the fifteenth century things started to change. It was the century of great discoveries.

In 1492 Columbus discovered America. In 1497 Vasco da Gama opened up a sea route to India. In 1500 Brazil was discovered, and in 1522 Magellan's expedition went round the world for the first time.

These discoveries put the Church in a difficult position. For centuries it had been telling people: "The world is flat." But the explorers showed that it wasn't true. It became clear to everybody that the Earth was round.

Worse than that, at the beginning of the 16th century a young Polish astronomer, Copernicus,



came up with a new idea. “The Earth is not the centre of the universe. It revolves around the sun, together with some other planets.”

The Catholic Church had to find a way to hide this knowledge from ordinary people. In 1559 it published the Index Librorum Prohibitorum ['indeks 'librŭm 'prohibitorŭm], a list of books that were banned for Catholics. People who read these books were punished by the Inquisition. Any books from the list were burned.

Nowadays the Index Librorum Prohibitorum is open to the public. Think of any famous scientist, writer or philosopher — you'll find his name and works on the list.

6 Translate the sentences into English. Use passive constructions.

1. Людям показали, что Земля круглая.
2. Многие книги были запрещены.
3. Людям не говорили правду.
4. Католиков наказывали, если они читали запрещенные книги.
5. Книги Коперника сжигали.

7 Read the text and mark the sentences below true or false.



On 10 May 1933 students from the Wilhelm Humboldt University in Berlin took books from their university library and burned them. The burning lasted for hours, and thousands of books were thrown into the fire. The students were not punished or expelled from the university for this. Over the next few days a lot of other German universities followed their example. The writers who Germany didn't need anymore were: Albert Einstein ['ælbət ˌaɪnstain] and Thomas Mann ['tɒməs ˌmæn], Sigmund Freud ['sɪgmənd ˌfrɔɪd] and Jack London ['dʒæk ˌlɒndən], Ernst Hemingway ['ɜːnəst ˌhɛmɪŋweɪ] and many others.

The book burning was a part of Nazi propaganda. They declared that Germany should burn anything which was not German and destroyed the German spirit and culture.

A century earlier a famous German poet, Heinrich Heine, had said: "Where they burn books, they will soon burn people." By 1933 his words had been forgotten, but seven years later millions of people were burned in concentration camps.

A new generation of Germans do not want to make the same mistakes again. Every year on 10 May they celebrate Book Day. They know that they mustn't forget.

1. Students burned books because they were too difficult and boring.
2. Students who burned the books were punished.
3. Only one German university burned books.
4. The Nazis didn't burn books that were written by German writers.
5. Nowadays Germany is a democratic country.
6. The Germans want to forget their past.

- 8 What is the main idea of the text? Look through the text and use one of the sentences as a title. Explain your choice.

Homework

- A Express the same idea using passive constructions.

1. He'll read an interesting story to them.
2. Mother promised her a trip to Moscow.
3. They'll send a lot of letters to Misha.
4. We always buy bread for her.
5. They sold these trainers very cheaply.
6. They always insist on this idea, but we don't agree with it.

- B Find the mistakes and correct them. There are sentences without mistakes.

1. Us was shown the house yesterday.
2. They'll be sent a fax tomorrow.
3. They were recommended a good teacher.
4. Me has already been told this story.
5. The child is read books every day.
6. Tourists were offered cold drinks.
7. Next month she is paid 3,000 roubles.

- C Put in the missing prepositions and translate the sentences into Russian.

1. He was being laughed ... when I came.
2. The doctor has already been sent
3. The child will be looked ... by my sister.
4. They were waited ... very long yesterday.
5. This book is often referred

6. His arrival was insisted
7. This man is always relied
8. His plans were objected

D Translate the sentences into English.

1. На эту статью обычно ссылаются.
2. Над ним часто смеются.
3. За бабушкой будет ухаживать его сестра.
4. Слушали его рассказ, когда я вошел.
5. Против его планов всегда возражают.
6. Ее ждали, когда она позвонила.

Lesson 4

How to choose a good book

Сочинительные союзы

either... or (или... или), **neither... nor** (ни... ни),
both... and (и... и; как... так и).

Эти союзы могут соединять любые части речи.

*He plays **both** football **and** basketball.* — Он играет **и** в футбол, **и** в баскетбол. (Он играет как в футбол, так и в баскетбол.)

*She'll come **either** on Monday **or** on Tuesday.* — Она приедет **или** в понедельник, **или** во вторник.

*He is **neither** at home **nor** in the office.* — Его нет **ни** дома, **ни** в офисе.

Обратите внимание, что в отрицательных предложениях с союзом **neither... nor** глагол стоит в положительной форме, так как в английском предложении возможно только одно отрицание, и союз **neither... nor** выполняет эту функцию.

Сравните: *She **drinks** neither tea nor coffee.* — Она **не пьет** ни чай, ни кофе.

Если подлежащее, состоящее из двух слов, соединяется союзом **either... or** или **neither... nor**, то глагол-сказуемое употребляется в единственном числе, если последнее слово стоит в единственном числе.

Если последнее слово стоит во множественном числе, то глагол-сказуемое употребляется во множественном числе.

*Either Pete or Bill **knows** this man.* — Или Пит, или Билл знает этого человека.

*Neither my sister nor my parents **know** the man.* — Ни моя сестра, ни мои родители не знают этого человека.

Если подлежащее, состоящее из двух слов, соединяется союзом **both... and**, то глагол-сказуемое употребляется во множественном числе.

*Both his friends and his sister **live** in Wales.* — И его друзья, и сестра живут в Уэльсе.

1 Fill in the gaps and complete the sentences. Use **either... or**, **neither... nor**, **both... and**.

Model: *I drink ... coffee ... hot chocolate.* — *I drink neither coffee nor hot chocolate.*

1. I didn't like the new book. It was ... interesting ... useful.
2. I invited two friends, but ... Liz ... Jane could come to the party.
3. Granny promised me a nice dessert. It will be ... a chocolate cake ... an apple pie.
4. Last year I visited ... London ... St Petersburg.
5. Alex will phone me ... at five o'clock ... at six o'clock.
6. No, thank you. I'll have ... tea ... coffee.

2 Complete the sentences with the correct form of the verb.

1. Neither my friend nor I *like / likes* music.
2. Either Kate or Ann *was watching / were watching* this film last night.
3. Both my sister and my brother *like / likes* music.
4. Either Father or Mother *are / is* at home now.
5. Neither my dog nor my cat *have / has* eaten the bread.
6. Both the students and the teacher *were / was* late for their first lesson.
7. Both Alice and her sister *are / is* in the garden.

3 Listen to the words and expressions and repeat them after the speaker.

a blurb — краткое содержание на обратной стороне обложки

a genre ['ʒnɜː] — жанр

a plot — сюжет

to intrigue smb [ɪn'triːg] — заинтересовывать, увлекать кого-либо

a cover — обложка книги

4 Read the conversations and mark the sentences below true or false.

How do you choose a book?

I choose books by genre. I love detective stories and I don't like history books.

I only read books that are recommended by friends. I never waste my time on new books that I don't know anything about.

The blurb is always worth reading. It's a summary of the plot of the book. It's usually on the back of the book. The blurb is to get your attention, but it doesn't tell you too much.

Nick

Victor

Stepan

Sergey

Andrey

I follow my parents' advice. They know more than I do.

Kate

I choose a book by the title. A good title makes you want to read the book.

Lena

Vasya

I choose a book by the author. I have my favourite authors that I think are worth reading. I don't try new writers very often.

I look at the pictures on the cover. If they are exciting, I buy the book.

I'm not interested in books. I read the books that are on our reading list, because I have to.

1. Neither Andrey nor Kate chooses books by the title.
2. Both Victor and Stepan read books that are recommended.
3. Neither Lena nor Kate chooses books by the pictures on the cover.
4. Both Andrey and Lena look for information on the cover.
5. Neither a picture nor a blurb can get the reader's attention.
6. Neither Kate nor Sergey chooses books by the title.
7. Both Vasya and Stepan like to read books.

Conversation bricks

Agreeing (Согласие)

Для того чтобы согласиться с утвердительной репликой, используется следующая формула:

So + вспомогательный глагол данного времени + местоимение / существительное

A: *He likes reading.* — *Он любит читать.*

B: *So do I. / So does my friend.* — *И я тоже. / И мой друг тоже.*

Для того чтобы согласиться с отрицательной репликой, используется следующая формула:

Neither + вспомогательный глагол данного времени в утвердительной форме + местоимение / существительное

A: *She doesn't like milk.* — *Она не любит молоко.*

B: *Neither do I. / Neither does my sister.* — *И я тоже. / И моя сестра тоже.*

5 Read the sentences about Steve and reply to them. Use So... I or Neither... I.

1. Steve can play football.
2. Steve knows his home town very well.
3. Steve didn't go to London last year.
4. Steve wasn't ill last month.
5. Steve will visit his granny next week.
6. Steve has never been to New York.

6 Look through Ex. 4 again. Who do you agree with? Use the expressions from the Conversation bricks.

Model: *Helen chooses books by the cover.* — *So do I.*

Kate doesn't try new writers very often. — *Neither do I.*

7 Which ways of choosing books do you think are good? Which are bad? Why? Use the expressions:

1. It can be exciting. — Это может быть увлекательно.
2. It gets your attention. — Это привлекает твое внимание.
3. It doesn't tell you too much. — Это не дает вам слишком много информации.
4. It makes you want to read more. — Это вызывает у вас желание читать больше.

5. I never waste my time on ... — Я никогда не трачу время на ...
6. I am not interested in ... — Мне не интересно ...
7. ... is worth reading ... — ... стоит почитать ...
8. I follow the advice of ... — Я следую советам ...
9. ... is a summary of the plot of the book. — ... является кратким содержанием книги.

Homework

- A** Agree with the statements. Use the expressions from *Conversation bricks*.

Model: *A lot of people like to watch TV. (I) — So do I.*

My mother doesn't drive a car. (mine) — Neither does mine.

1. Caroline was at this concert yesterday. (my friend)
2. She isn't a doctor. (he)
3. They don't speak any foreign languages. (my friends)
4. We aren't at home. (they)
5. He watches TV every evening. (I)
6. Kate will visit us tomorrow. (her husband)

- B** There is a saying "Never judge a book by its cover." ("Не суди о книге по обложке".) Write as many reasons as you can against this saying. (Tip: What information about a book can you find on the book cover nowadays?)

Lesson 5

Would you like to read a good book?

Глагол *would*

После глагола **would** инфинитив употребляется без частицы **to**. Одним из наиболее употребительных словосочетаний с глаголом **would** является словосочетание **would like** (хотелось бы).

Would like употребляется, когда говорящий сообщает о своем желании, предлагает что-то, приглашает куда-то в вежливой форме.

Наиболее употребительна сокращенная форма **would like — 'd like**.

I'd like a cup of tea. — Мне хотелось бы чашку чая.

I'm sure you'd like to meet a famous person. — Я уверен, что Вам хотелось бы встретить знаменитость.

They'd like some cakes. — Им хотелось бы пирожных.

She'd like to see a new film. — Ей хотелось бы посмотреть новый фильм.

We'd like to listen to this actor. — Нам хотелось бы послушать этого актера.

Для образования общего вопроса **would** ставится на первое место.

Would you like to see this film? — Вам хотелось бы посмотреть этот фильм?

Для образования специальных вопросов перед общим вопросом ставится вопросительное слово.

What would you like to see? — Что вам хотелось бы посмотреть?

1 Say what these people would like to do now.

Model: *Father wants to buy a car. — Father would like to buy a car.*

1. I want to learn French.
2. She wants to learn to swim.
3. Fred wants to find the treasure.
4. The people of the world want to live in peace.
5. We want to try this cake.
6. They want to go for a walk.

2 What are the people in the pictures offering? Accept or refuse their offers.

a) **Model:**

Would you like some tea? —
Yes, please. / No, thank you.



b) **Model:**

Would you like to borrow this book? —
With pleasure. / Not really.



3 Speak about yourself. What do you like to do? What would you like to do?

Model: read about animals / read about adventures — I like to read about animals, but today I'd like to read about adventures.

1. (read history books / read horror story)
2. (tea / coffee)
3. (play computer games / a game of football)
4. (study / have a rest)
5. (meat / some fish)

4 Read the book titles. Match the books with the authors.

- "The Lord of the Rings"
- "Gone with the Wind"
- "The Adventures of Sherlock Holmes"
- "Vasilisa the Beautiful"
- "The Three Musketeers" [ˌmʌskɪ'tɪəz]
- "The Diary of Anne Frank" ['daɪəri əv 'æn fræŋk]
- "The Adventures of Tom Sawyer" ['sɔ:jə]
- "Frankenstein" ['fræŋkɪnstəɪn]



Mark Twain



Margaret Mitchell



Mary Shelley



Sir Arthur Conan Doyle



Alexander Dumas



Anne Frank

▶ Answer the questions.

- Which of these books have you read or heard about?
- Who is the author?
- What is the book about?
- Is the book worth reading?

5 Listen to the speaker and check your answers.



John Ronald Reuel Tolkien



A Russian folktale

Homework

A Choose the correct variant and open the brackets.

- (Would you like / Do you like) a cup of tea?
- (Would you like / Do you like) books?
- (Would you like / Do you want) to come with me?
- (Would you like / Do you want) to see the ocean?
- (Would you like / Do you like) animals?
- (Would you like / Do you like) classical music?
- (Would you like / Do you like) some cake?

B Write true responses to the offers. Use *No, thanks*, or *Yes, please*.

1. Would you like some tea?
2. Would you like something to eat?
3. Would you like a new school bag?
4. Would you like some cheese?

C Read Ex. 5 of Lessons 6, 7 for detail.

Lessons 6, 7

Why are books banned?

1 Listen to the words and expressions and repeat them after the speaker.

classic — классический

a member — член

to turn up — появляться

Jewish ['dʒu:ʃ] — еврейский

to go into hiding — прятаться, скрываться

a character ['kærɪktə] — персонаж

description — описание

to describe smth — описывать что-либо

complicated — сложный

to create smth [kri'eɪt] — создавать что-либо

imagination [ɪ'mædʒɪ'neɪʃn] — воображение

a diary ['daɪəri] — дневник

the story is set in — действие происходит в...

a reward [rɪ'wɔ:d] — вознаграждение

to be rewarded — быть вознагражденным

supernatural [su:pə'nætʃərəl] — сверхъестественный

2 Match the genres of the books with the translations.

1. romance

2. detective story

3. biography (autobiography)

4. history book

5. adventure story

6. fantasy

7. fairy tale

8. science fiction

9. horror story

а) детектив

б) приключения

с) научная фантастика

д) фэнтези

е) сказка

ф) роман приключенческого или
любовного жанра

г) ужасы

h) биография (автобиография)

и) исторический роман

3 Copy the table into your exercise books and fill it in.

- Criminals, robbers, killers. There is always a clever detective or a policeman who catches them in the end.
- Aliens, spaceships, trips to the moon and star wars.
- The author describes somebody's life or writes about himself (herself).
- Wizards, witches and other magic objects and words. Some wizards are bad, some witches are good. The story is usually long and the plot is complicated.
- Princes and princesses, very bad witches and magic animals that help good people. The plot is usually very simple. Good people are rewarded. Bad people are punished.
- Pirates, cowboys, boys and girls are always doing exciting things. You also find ships, faraway islands, lost treasure, and a lot of danger in these stories, but there is usually a happy ending.
- Vampires, witches, ghosts and scary supernatural events.
- Things that happened in the past. Some characters may not be real, but the description of the period is usually very good.
- Love and hate. The characters go through a lot of difficulties to come together.

Genre ['ʒɒnrə]	What is it about?
romance [rəʊ'mæns]	
detective story [dr'tektɪv ,stɔ:ri]	
biography (autobiography) [baɪ'ɒɡrəfi]	
science fiction ['saɪəns ,fɪkʃn]	
horror ['hɒrə]	
adventure story [əd'ventʃə ,stɔ:ri]	
fantasy ['fæntəsi]	
fairy tale ['feəri ,teɪl]	
history book	

4 What do you think about these genres? Use *neither... nor*, *both... and*, if possible.

Model: romance and fantasy — *I like romance, but I don't like fantasy. I like both romance and fantasy. I like neither romance nor fantasy.*

100% English

a best-seller — бестселлер
a thriller — триллер

5 Look through the blurbs of the books and match the blurbs with the titles.

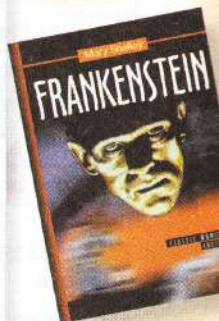
1. London at the end of the 19th century. Sherlock Holmes, the world's most famous detective, and his reliable friend, Doctor Watson, are faced with the creepy legend of a monster: a dog that kills the members of the Baskerville family. The family legend seems just like a story until Sir Charles Baskerville dies a strange death. The last Baskerville in the family, Sir Henry Baskerville, comes to England. He is American and he doesn't believe in old stories, but his life is in danger.

2. The story about the adventures of an American boy from a little town on the Mississippi river is told with humour. Life with Tom, who is the main character in the book, is never boring. Something is always happening to him. One day he gets punished at school and next day he looks for treasure. He falls in love, gets lost and risks his life, but he never gives up.

3. Scarlett O'Hara's life is easy and comfortable. Her family has a big house and servants until the Civil War starts in America. Everything changes. Scarlett's mother dies and her father is very ill. Scarlett becomes the head of her family. She learns to work on the land and looks after all her family and friends. But she is not alone: every time Scarlett gets into trouble, handsome Rhett Butler turns up and helps her. He wants to marry her, but Scarlett has a secret: she is madly in love with her best friend's husband.

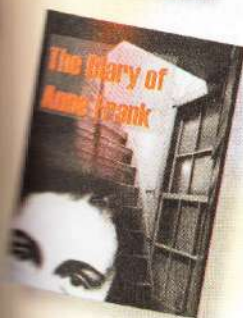
4. Once upon a time in a faraway land there lived a man. He had one child, a girl called Vasilisa the Beautiful. When Vasilisa was eight years old, her mother died and left her a doll which could help Vasilisa with everything. Soon Vasilisa's father married again. His new wife had two daughters. They hated Vasilisa and gave her all the most difficult work. One day they sent her to Baba Yaga.

5. Anne Frank was a Jewish girl who lived in the Netherlands. Nazi Germany invaded the Netherlands in 1940. They killed Jews if they found them, so in 1942 Anne Frank and her family went into hiding. While she was





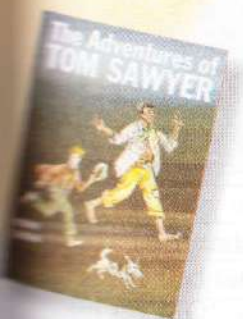
hiding Anne Frank kept a diary. In her diary she described every day of their life, which was full of hope and fear. Anne's diary survived the war. It was found by one of the people who had helped her family. In 1947 the book was first published. Since then the diary has been translated into more than 55 languages.



6. If you are interested in history and like to read about the past, this book is for you. The book is set in 17th century France. It is a time of elegance and good manners. Men are strong and brave, women are beautiful and unpredictable (непредсказуемы). Four friends, who are always together, help each other through thick and thin. They serve the King and the Queen, and nothing in the world can stop them. The characters are so real that you want to read more about their adventures.



7. The writer of this famous book, Mary Shelley, was only nineteen when she began to write the story. It was published in 1818. A young Swiss student, Victor Frankenstein, discovers the secret of life and decides to create a man. Frankenstein's creation wants to make friends but he looks ugly and everybody is afraid of him. He gets angry and becomes a monster and kills people. This example of 19th century science fiction won't help you to get to sleep easily.



6 The books that you have just read about have a lot in common. Try to find one thing which isn't true for all of them. Compare and explain your answers.

- a) They are best-sellers.
- b) They are translated into hundreds of languages.
- c) They were (are) banned.
- d) They were written in the 20th century.

7 Answer the questions: Which of the books...

- 1. is a classic detective story?
- 2. is an autobiography?
- 3. describes life in America at the time of the Civil War?
- 4. describes the adventures of an American boy?
- 5. describes a creepy monster?
- 6. describes four friends who serve their king and queen?
- 7. will have a happy ending?

For your information

These books were written by different authors and in different times, but all of them were banned in the past and some of them are still banned nowadays.

Verb activator

to turn — поворачивать(ся),
вращать(ся)

to turn on / off — включать / вы-
ключать

to turn out (to be) — оказаться
(кем-то / чем-то)

to turn up — появляться

to turn into — превращать(ся)

to turn down — отказать(ся),
отвергать

to turn back — поворачивать(ся)
назад

8 Match the verbs from column A with the nouns from column B.

A

1. to turn up
2. to turn down
3. to turn out to be
4. to turn into
5. to turn on
6. to turn off

B

- a) an offer of help
- b) a very nice person
- c) the light
- d) a beautiful woman
- e) the water
- f) in time for dinner

9 Fill in the gaps with the correct prepositions. Use the Verb activator for help.

Once upon a time there lived a beautiful princess who didn't love anybody. The only thing that she liked was a beautiful golden ball. A lot of kings from different lands wanted to marry her, but she turned everybody...

One day the princess was playing with her golden ball next to the river. She dropped the ball and it disappeared in the water. The princess started to cry. Suddenly a frog turned...

"Dear princess," it said, "I will get your ball if you kiss me."

"I have turned all these handsome kings... I'm not going to kiss a frog," the princess answered and went away. "Then you will never see your ball again," the frog said. The princess stopped. She liked her ball so much. "OK, get me



the ball and I'll kiss you," she said. The frog jumped into the water and turned... with the golden ball in its mouth.

"Now you must keep your promise. Kiss me and run away. Please don't turn..."

The princess closed her eyes and kissed the frog. When she turned... again, there was no frog anymore. It turned... that the frog was a handsome prince. A bad witch had turned him... a frog and only a princess's kiss could save him.

Homework

- A** Copy the table into your exercise books and fill in the information from the blurbs.

Genre	Where is the story set?	Characters	What happens to the characters
Romance	America	Scarlett O'Hara, Rhett Butler	Scarlett's life is changed by the Civil War. Her mother dies, and her father is very ill. Scarlett learns to work on the land and looks after all her family and friends. Rhett Butler is Scarlett's friend. He is in love with her, but she loves another man.

- B** Copy the table into your exercise books and fill it in with one or two examples. Important: think of new examples, don't use the books that have already been mentioned.

Genre	Examples
Romance	
Detective story	
Science fiction	
Thriller	
Horror	
Adventures	
Fantasy	
Fairy tale	
History	
Animals	

Lesson 8

What do you read?

- 1 Look through the *Conversation bricks* and translate the words and expressions that you already know.

Conversation bricks

Giving opinions about a book

Positive opinion

1. I'm keen on books. — Мне нравятся книги.
2. I like detective stories. — Мне нравятся детективы.
3. I'm interested in science fiction. — Меня интересует фантастика.
4. It's my cup of tea. — Это мое.
5. I recommend this book to everybody. — Я рекомендую эту книгу всем.
6. It is worth reading. — Это стоит почитать.

Negative opinion

1. It's a waste of time. — Это трата времени.
2. This book is not worth reading. — Эту книгу не стоит читать.
3. It is not everybody's cup of tea. — Это не для всех.
4. This book bored me to death. — Эта книга мне смертельно наскучила.
5. I can't stand horror stories. — Я не выношу ужасы.

Explaining opinion (Why I like / don't like the book.)

This book teaches you to be a good friend. — Эта книга учит быть хорошим другом.

This book has a lot of ideas / information about travelling. —

В этой книге много идей / информации о путешествиях.

This book is brilliant. — эд. Это прекрасная книга.

This book is good fun. — эд. Эта книга доставляет много удовольствия.

This information is misleading. — Эта информация вводит в заблуждение.

This book makes you cry. — Эта книга заставляет плакать.

This book makes you laugh. — Эта книга заставляет смеяться.

This book makes you think. — Эта книга заставляет думать.

The plot of this book is exciting. — У этой книги волнующий сюжет.

This book is scary. — Эта книга пугает.

This book is thrilling. — Это захватывающая книга.

How to build words

Суффикс *-ing*

С помощью суффикса *-ing* можно образовать прилагательные от глаголов:

to bore — *наскучить* *boring* — *скучный*

2 Form the adjectives from the verbs.

to excite, to interest, to thrill, to depress, to scare, to intrigue

3 Match the adjectives with their translations.

интересный, волнующий, пугающий, интригующий, увлекательный, нагоняющий тоску

4 In pairs. What kind of books do you like?

A: Give your opinion about different genres.

B: Agree or disagree with the opinion.

Model: C: *I can't stand romances.*

D: *Neither can I. / I don't agree with you. Romances are good fun.*

5 Listen to Jane and say: Does she like to read books?

6 Read the poem and answer the questions.

- Which books does Jane like? Why?
- Which books does Jane dislike? Why?

I love to read books,
It's my cup of tea.
Books are full of ideas,
Don't you agree?

Books can teach and excite,
Books can comfort and thrill,
Books can show you the world,
And will make you feel.

Funny books make me laugh,
Romances make me cry,
Adventure books make me happy,
I don't know why.

Thrillers bore me to death,
Fantasy is good fun.
And I don't read science fiction,
I've never done.

All those robots and fights,
And alien ships,
Make me cry at night,
Make me walk in my sleep.

Books will not let you down,
Books will never mislead,
When you make a new friend,
Ask him "What do you read?"

Look through the poem and find all the lines which say something good about books.

7 Why does Jane recommend asking a new friend, "What do you read"?

8 What do you think about the books described in Lessons 6, 7? Which of them would you like to read?

Model: I'd like to read "Gone with the Wind". Firstly, because I like romances. Secondly, because I am interested in American history and thirdly, because I've seen the famous film, based on this book.

9 Translate the sentences into English.

- Я хотел бы взять книгу.
- Какой жанр вам нравится?
- Я люблю детективы.
- Интересно, я тоже.
- Детективы — это для всех. Они заставляют людей думать и щекочут нервы.
- Я с вами согласен (согласна).

10 Role-play. A – Librarian. B – Reader. Information for A – this page. Information for B – page 148.

A: Librarian

Situation 1

- Читатель просит книгу определенного жанра. Предложите ему такую книгу. Для этого воспользуйтесь заполненной дома таблицей — стр. 143, упр. В.
- Скажите, что вам книга понравилась.
- Вы рекомендуете ее потому, что она очень интересная. Эта книга щекочет нервы и вызывает желание читать дальше.

Situation 2

- Посоветуйте читателю любую книгу из заполненной дома таблицы — стр. 143, упр. В.
- Ответьте на вопрос читателя.
- Предложите читателю любую книгу другого жанра.
- Ответьте, что книга интересная, что она учит думать и заставляет переживать.

Homework

A Get ready for the project.

- What are you reading now?
- Write about the book. Use a plan:

The author
The title
The genre
The story is set in...
The main characters
What happens to them?
Did you like the book?
Would you recommend the book? Why?

B Read the conversation and answer the questions.

- Who believes that Emily was the reason for all the bad things that happened to the friends?
- Who doesn't believe it?
- Who do you agree with?
- What facts are for Emily? / What facts are against her?

Mark: This is the last story. We're going to get the seventh key and find the treasure.

Rob: You don't look very happy, Misha. Are you still thinking about Emily?

Misha: Yes, and I still don't understand anything.

Mark: What don't you understand?

Misha: Let's start from the very beginning. Agent Cute was taking a secret note to your family when he met a woman on the train. He told the woman that the secret note was the key to the MacWizards' treasure, and the woman stole the note from him.

That's right, isn't it?

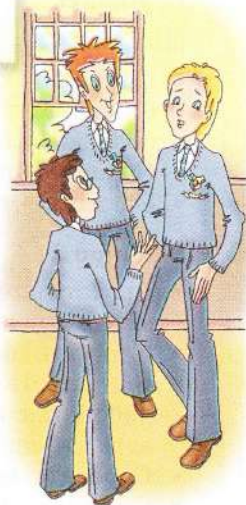
Rob: Yes, that's right.

Misha: Then that's the first problem. Agent Cute was talking to a woman on the train, and Emily is only a girl!

Mark: It's not a big problem. Maybe she used some make-up.

Misha: OK, after that somebody broke into the MacWizards' house to look for the old family manuscripts. The police spoke to Emily and found out that she had been in Spain at the time of the robbery.

Rob: That's true. We didn't think about that.



- Misha: And then somebody kidnapped Rob. Do you believe that Emily did it? I don't.
- Mark: Probably she had some help from her family.
- Misha: I've checked that. Emily Wilson is American. It's her first year in England and she has never been here before. All her family and friends are in America.
- Rob: Yes, that's very strange, but does it really matter, Misha? We have the book and we'll soon get the treasure.
- Misha: It is important. I like Emily and I want to understand what happened.

B: Reader

Situation 1

- Спросите библиотекаря, есть ли книга о приключениях.
- Скажите, что вы о ней ничего не слышали. Спросите библиотекаря, понравилась ли она ему.
- Спросите, почему он (она) рекомендует эту книгу.
- Скажите, что вы возьмете эту книгу.

Situation 2

- Вы хотите что-нибудь почитать. Попросите библиотекаря порекомендовать вам книгу.
- Спросите, к какому жанру принадлежит рекомендованная книга.
- Вы терпеть не можете книги этого жанра. Они либо ужасно скучны, либо после них невозможно заснуть ночью. Попросите порекомендовать что-нибудь другое.
- Спросите, интересная ли книга.
- Скажите, что вы возьмете эту книгу.

Lesson 9

Project "Start a reading club"

The main aim of a reading club is to write book blurbs and give information about books to other people.

- Form groups with any number of people.
- Choose a name for your club.
- Design a logo for your club and draw it on a large piece of paper. Glue the book blurbs that you have written at home and put your poster on the wall.
- Read the posters for other clubs and discuss them.

► Points for discussion.

- Who has the most blurbs?
- Who has the most books that nobody has heard about yet?
- Who wrote the most interesting and intriguing blurb?
- Which book would you prefer to read after you've read the blurbs?

Lessons 10, 11 King Henry VIII's horoscope

Read the story "King Henry VIII's horoscope" part I on pages 198–203.

Your active vocabulary

an adventure story
a biography (autobiography)
both... and
a character
complicated
a description
a detective story
a diary
either... or
a fairy tale
fantasy
a history book
a horror story
I can't stand...
I like...
imagination
to insist on smth
a best-seller
a thriller

This book bored me to death.
This book is exciting.
This book is good fun.
This book is worth reading.
This book is a waste of time.
This book is brilliant.
It's my cup of tea.
This book is thrilling.

This information is misleading.
This book makes you cry.

This book makes you laugh.
This book makes you think.
This book is scary.

neither... nor
to object to smth
rare
to refer to smb / smth
romance
science fiction
spirit
supernatural
a reward
the story is set in
to ban smb / smth
to be rewarded
to be worth doing
to come true
to create smth
to describe smb / smth
to destroy smb / smth
to turn back
to turn down
to turn into
to turn out to be
to turn up



Russian writers and poets

Lessons 1, 2, 3

Great Russian writers

Возвратные местоимения — Reflexive pronouns

Возвратные местоимения образуются путем прибавления к:

- притяжательным местоимениям *my, our, your*
- личным местоимениям *him, her, it, them*
- неопределенному местоимению *one*

окончания *self* (для единственного числа) и окончания *selves* (для множественного числа).

Личные местоимения	Возвратные местоимения
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Возвратные местоимения стоят в предложении после глаголов и указывают на то, что действие направлено на само действующее лицо.

В русском языке возвратные местоимения соответствуют:

- глаголам, оканчивающимся на частицу *-сь, -ся*.

She cut herself while she was cooking dinner. — Она порезалась, когда готовила обед.

- возвратному местоимению *самого себя / самой себя, самому себе / самой себе, самим собой / самой собой*.

She was looking at herself in the mirror. — Она смотрела на себя в зеркало.

He didn't say anything about himself. — Он не сказал ничего о себе.

Однако возвратные местоимения **не употребляются** после глагола *to feel*. Сравните: *How are you feeling?* — Как вы себя чувствуете?

1 Translate the sentences into Russian.

1. Kate was ill yesterday but she feels better today.
2. When the team didn't win a basketball match, they were very angry with themselves.
3. When our family goes out, the children always enjoy themselves.
4. Jane has bought herself a nice dress.
5. Mother was tired, so the children cleaned the kitchen themselves.
6. I don't know the answer myself, but I'll ask our teacher.

2 Fill in the gaps with pronouns *myself, himself, yourself, themselves, herself*.

1. He never thinks about his family. He always thinks about ...
2. Be careful! Don't hurt ...
3. I can't go there ...
4. Some people have hunted tigers ...
5. She hasn't read this book ...
6. I can give you a simple tip: Always be ...

3 Match the parts of the situations and complete the sentences.

1. I have to go now. My children are alone at home. They...
2. Don't phone Kate. I'll...
3. We were invited to the party and...
4. This woman is very strange. She...
5. Jim will not be able to help you with your test. He...
6. Don't ask me for help. You...

a) ...made a lot of mistakes himself.

b) ...really enjoyed ourselves.

c) ...must do it yourself.

d) ...phone her myself.

e) ...can't look after themselves.

f) ...is talking to herself.

Friends

Guess the meaning of the underlined words.

1. Hackers are people who can get into any computer or computer system.
2. This book is about the heroism of the Russian people during the war.
3. This writer is famous for his poetry, but he wrote prose too.

4 Listen to the words and expressions and repeat them after the speaker.

to be proud of something (somebody) / oneself — гордиться чем-то (кем-то) / собой

mysterious [mɪ'stɪəriəs] — загадочный

well written — хорошо написанный

space — космос (космический)

virtual ['vɜ:tʃʊəl] — виртуальный

cult — культ (культовый)

5 Match the adjectives from Ex. 4 with the nouns below to make common expressions.

Model: mysterious world

world

book

film

adventure

events

6 Use the common expressions that you've made from Ex. 4 and 5 in your own examples.

Model: I think "Two Captains" by Kaverin is a very well-written book.

7 Listen to the phrases from the Conversation bricks and match them with the correct translation.

Conversation bricks

Giving your own opinion

1. I think...
2. To be honest,
3. In fact,
4. To tell you the truth,
5. Personally, I...
6. Maybe I shouldn't tell you this, but...

- a) Лично я...
- b) Честно говоря, ...
- c) По правде говоря, ...
- d) Возможно, мне не следует этого говорить, но...
- e) На самом деле, ...
- f) Я думаю...

- 8 Misha, Mark and Rob are talking about literature. Look through the text and answer the question: *Are they talking about Russian, British or American literature?*
- 9 Listen to the conversation and say, *What writers have been mentioned? Which of them are American, British or Russian? What do you know about these writers? Name as many books by these writers as you can.*
- 10 Read the conversation and check some of your answers.

Mark: Look, Misha. I need your help. We have to write an essay about Eastern European writers. I'd like to write about Russian writers. Unfortunately, I have no time to look the information up in books. Tell me all about Dostoevsky, Pushkin, Tolstoy and Lermontov.

Misha: What can I tell you? They all lived in the 19th century, but some of these people aren't writers. Pushkin and Lermontov are famous poets, though personally I like Pushkin's prose more. I like his novel "Dubrovsky". It's about a young aristocrat who turns to crime because his house and money are taken away. After the death of his father Dubrovsky becomes a robber, who takes money from the rich and gives it to the poor. He is planning to rob the house of Troekurov, the man who is to blame for all his misfortunes. But then Dubrovsky falls in love with Masha Troekurova, the daughter of his enemy, and forgets his plans. Unfortunately, I don't remember the ending.



Mark: What about Tolstoy and Dostoevsky?

Misha: Tolstoy and Dostoevsky are great writers, and Russians are proud of them. They wrote long novels. Tolstoy's most famous book is "War and Peace".

Mark: Is that the book about Natasha Rostova and Andrey Bolkonsky?

Misha: Yes, it is. But it is also about the war with France and the heroism of the Russian people.

Mark: What about Dostoevsky?

Misha: To tell you the truth, I have no idea. We haven't done him yet.

Mark: What do you mean?

Misha: To be honest, we haven't studied Dostoevsky at school yet.

Mark: Do you only read books by these writers at school?

Misha: Maybe I shouldn't tell you this, but you're right. Some girls in our class like these books, but I don't read them for pleasure myself. I do it because I have to.

Rob: I can understand that. Dickens and Shakespeare are very famous English writers and we study them at school, but personally I don't like them very much. I prefer J. R. R. Tolkien, Conan Doyle, J. K. Rowling and Dan Brown.

Misha: That's really funny, they are my favourite writers too.

Rob: So aren't there any good writers in Russia nowadays?

Misha: Of course there are. Let me think. Oh, how could I forget! I have read a lot of books by Sergey Lukyanenko. He's a modern Russian writer. His first books were published at the end of the Eighties.

Mark: What kind of books does he write?

Misha: Lukyanenko writes science fiction. His books are about adventures. Some of them happen in space and some of them in the centre of Moscow, but they are always exciting and very well written. One of his books became a cult book for people who are interested in computers. It is called "Labyrinth of Reflections". In the book he describes what may happen to the world in the near future: Internet technologies produce a virtual world — Deeptown. Different people live in Deeptown, but the most mysterious of them are the Divers. They can do things that the best hackers in our world will never be able to do.

Mark: I'll write about him. I hope my teacher won't be angry...

Misha: He won't. Lukyanenko is a very good writer.

11 Find in the text the expressions from the *Conversation bricks* and answer the question: *Is the speaker happy or unhappy with himself when he is saying them?* Support your opinion with sentences from the text.

12 Mark these statements true, false or not stated.

1. Misha reads a lot.
2. Misha doesn't like classical Russian literature very much.
3. Tchaikovsky is Rob's favourite composer.
4. Misha hasn't read "War and Peace" himself.
5. At school Russian pupils study Pushkin before Dostoevsky.
6. People all over the world have heard of Leo Tolstoy.
7. Misha's favourite genre is science fiction.

8. Misha knows a lot about Russian literature.
9. Rob likes to read Tolkien.
10. Sergey Lukyanenko is more famous than Lermontov in Russia.

13 Organize a discussion. Make groups of five. Choose a chairperson.

Information for the chairperson

Organize the discussion.

Take notes of all the opinions.

After the discussion report your group's answers to the class.

Don't forget to mention your own opinion too.

Use these words and expressions

Let's start.

Question 1 is...

Let's listen to Kate.

Thank you...

And what do you think, Igor?

Information for everybody

Questions for discussion.

1. Do you read modern Russian literature?
2. Do you read classical Russian literature?
3. Who is your favourite writer?
4. Is he / she Russian or British (American, French, German)?

> Give short answers, but don't forget to use the expressions from the *Conversation bricks*.

14 Listen to the chairperson's report and at home write about the results of your discussion. Use the plan:

1. The results of the poll surprised me / didn't surprise me.
2. Most of the pupils in our class...
3. Some of the pupils in our class...
4. Very few pupils in our class...
5. The most popular writer in our class...

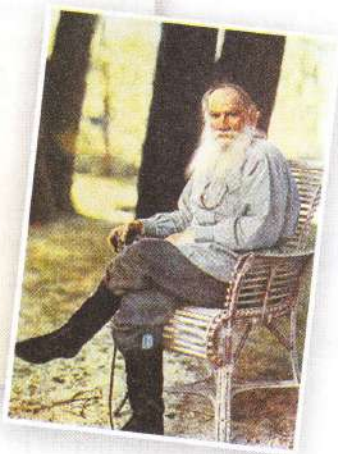
Homework

- A Mark has written down some information about Pushkin and Tolstoy. Look at the information file and correct the mistakes. Try to help Mark fill in the missing information.



Name: Alexander Pushkin
Was born: ...
Died: ...
Job: poet
Genre: poetry and prose
One of his famous books: "Dubrovsky"
The main characters of the book: Pyotr Grinyov...
The book is about: A young aristocrat who turns to crime because his house and money are taken away. Dubrovsky becomes a robber, who takes money from the rich and gives it to the poor. But then he falls in love with a beautiful girl and everything changes.

Name: Leo Tolstoy
Was born: ...
Died: ...
Job: writer
Genre: prose (long novels)
One of his famous books: "War and Peace"
The main characters of the book:
Anna Karenina and Natasha Rostova.
The book is about: The war with Germany and the heroism of Russian people.



- B Listen to the speaker, check your answers and find out more.
- C Write about any Russian writer that you like. Use the plan from Ex. A.

Lessons 4, 5

Great Russian poets

Употребление прилагательных после глаголов *to be*, *to sound*, *to look*, *to taste*, *to feel*, *to smell*

После глаголов *to be*, *to sound* (звучать), *to look* (выглядеть), *to taste* (иметь вкус), *to feel* (чувствовать), *to smell* (пахнуть) в английском языке употребляются прилагательные, а не наречия.

Сравните:

Цветок пахнет **странно**. (наречие) — *This flower smells **strange**.* (прилагательное)

Я чувствую себя **плохо**. (наречие) — *I feel **bad**.* (прилагательное)

Ты выглядишь **хорошо**. (наречие) — *You look **good**.* (прилагательное)

1 Open the brackets and complete the sentences.

1. This water tastes really (strange / strangely).
2. I can't speak English very (good / well).
3. I'm feeling (happy / happily) today.
4. Yesterday your friend looked (awful / awfully). What's wrong?
5. I haven't seen her yet, but we've spoken on the phone.
She sounds (nice / nicely).

2 Listen to the words and expressions and repeat them after the speaker.

the Silver Age — серебряный век

the Golden Age — золотой век

to be awarded smth — быть награжденным чем-либо

a labour camp — трудовой лагерь для заключенных

well educated — хорошо образованный

upset — огорченный



Vladimir Mayakovsky



Osip Mandelstam



Sergey Esenin



Boris Pasternak



Marina Tsvetaeva

3 Listen to the conversation and mark these statements true or false.

1. Misha's mother loves the poets of the Silver Age.
2. Anna Akhmatova was awarded the Nobel Prize in Literature.
3. Marina Tsvetaeva is Misha's mother's favourite poet.

4 Read the conversation and answer the questions.

1. When was the Golden Age? What writers are its most famous representatives?
2. When was the Silver Age? What writers are its most famous representatives?

Misha: Hi, Mum.

Mother: How are you doing? You sound upset.

Misha: You're right. My English friends asked me about Russian writers and I couldn't remember many names. It's not very good, is it?

Mother: Well, I'm not very proud of you. Russian literature is one of the greatest in the world. Nowadays you can get so many books that I couldn't read when I was a girl.

Misha: What are you talking about, Mum? What couldn't you read when you were a girl?

Mother: When I was born, we lived in the Soviet Union. A lot of books were banned.

Misha: Did that happen in our country too?

Mother: Oh, yes. People who read those books got into trouble if somebody saw them. But in the Eighties perestroika started and a lot of banned books were published. Then we had a chance to read so many interesting books and so much beautiful poetry. I fell in love with the Silver Age poets.

Misha: What age?

Mother: Let me tell you. When Pushkin, Lermontov and many other talented 19th century poets wrote their poems, it was the Golden Age of Russian literature. But there was also the Silver Age at the beginning of the 20th century. Anna Akhmatova, Alexander Block, Marina Tsvetaeva, Sergey Esenin, Nikolay Gumilyov, Osip Mandelshtam, Vladimir Mayakovsky and Boris Pasternak are the most famous poets of that time. Some of their works weren't known to Russian readers, although people all round the world knew and loved them. Boris Pasternak, for example, was awarded the Nobel Prize in Literature.



- Misha: But why were their books banned? What was wrong with them?
- Mother: There was nothing wrong with the books. The problem was with the writers and their ideas. They were brilliant, well educated and free-spirited. They loved Russia very much, but they didn't always like things that happened in their country. When they spoke openly about it, they got into trouble. Some of them died in labour camps, but their spirit was never broken.
- Misha: Did that make them famous?
- Mother: Oh, no! First of all, they were very talented poets, believe me. When I feel sad or need some advice, I open the books by Akhmatova and Tsvetaeva and find help and advice. They are my favourite poets.
- Misha: Thanks, Mum. That sounds good. I'm not sure that poetry is my cup of tea, but I'll try to read some.

5 Answer the questions.

1. How did Misha sound when he phoned his mum?
2. How did Misha's mother feel when he told her about his problem?
3. Why couldn't Misha's mother read a lot of interesting books when she was a girl?
4. What were the poets of the Silver Age like?
5. What was the life of the poets of the Silver Age like?
6. How do Tsvetaeva's and Akhmatova's poems help Misha's mother?

Homework

A Complete the sentences with a suitable adjective.

awful, good, great, boring, bad, happy

1. I can't eat this soup it smells ...
2. Why are you smiling? — I am ...
3. Try this pizza! You'll like it. It tastes ...
4. How are you feeling? — Very..., I'm afraid.
5. I don't want to watch this film. Kate told me about it and it sounds ...

B Write a short report. Use the questions for ideas.

1. Do you like Russian poetry?
2. Who is your favourite poet?
3. Why do you like him / her?
4. How do you feel when you read his / her poetry?
5. How does his / her poetry make you feel?

Lesson 6

On a lake called the Chad...

How to build words

Суффикс *-al*

С помощью суффикса *-al* можно образовать прилагательные от существительных.

Например: *tradition — traditional*

- 1 От каких существительных образованы эти прилагательные? Translate them into Russian. Use a dictionary if necessary.

ecological, cultural, magical, environmental, industrial, optional, musical, national, natural, personal

- 2 Make adjectives from the nouns in brackets and fill in the gaps.

1. At the meeting they discussed ... problems. (ecology)
2. Are there any ... subjects in your school? (option)
3. Yekaterinburg is one of the biggest ... centres in Russia. (industry)
4. I had a ... letter from Mr Smith last week. (person)

- 3 Listen to the words and expressions and repeat them after the speaker.

Chad [tʃæd] — озеро Чад

especially — особенно

to hug — обнимать

gentle — нежный

to wander ['wɒndə] — бродить

to shine — сиять

heat — жара

a pattern — узор

step — походка

smooth — плавный

dawn — закат

a cave — пещера

a marble cliff — мраморная скала

passion — страсть

a maid — дева

a chief — вождь

fog — туман

slender — стройный

a palm tree [pɑ:m] — пальма



- 4 Misha chose to read Nikolay Gumilyov. He was impressed by his poems and brought one for his friends.

Look through the words of Ex. 3 and answer the questions. Sometimes more than one answer can be correct.

1. What is the poem going to be about?
a) an animal b) dreams c) love
2. Where will the action be set?
a) Africa b) somewhere faraway c) Russia

- 5 Read the poem and answer the questions:

1. What is the poem about?
2. Where is the action set?
3. Who is the main character of the poem?

Жираф

Сегодня, я вижу, особенно грустен твой взгляд,
И руки особенно тонки, колени обняв.
Послушай: далеко, далеко, на озере Чад
Изысканный бродит жираф.

Ему грациозная стройность и нега дана,
И шкуру его украшает волшебный узор,
С которым равняться осмелится только луна,
Дробясь и качаясь на влаге широких озер.

Вдали он подобен цветным парусам корабля,
И бег его плавен, как радостный птичий полет.
Я знаю, что много чудесного видит земля,
Когда на закате он прячется в мраморный грот.

Я знаю веселые сказки таинственных стран
Про черную деву, про страсть молодого вождя,
Но ты слишком долго вдыхала тяжелый туман,
Ты верить не хочешь во что-нибудь, кроме дождя.

И как я тебе расскажу про тропический сад,
Про стройные пальмы, про запах немыслимых трав...
Ты плачешь? Послушай... далеко, на озере Чад
Изысканный бродит жираф.

(Николай Гумилев)



Giraffe

Today I can see that your eyes are especially sad,
And the arms, that are hugging your knees, are so gentle, my love.
Just listen, in a faraway land by a lake called the Chad,
Wanders an elegant giraffe.

His elegant body is shining in afternoon heat.
It's covered with a beautiful pattern which no man can make.
A beauty with which only the African moon can compete,
When its light breaks and moves on the waters of African lakes.

His step is as smooth as the flight of a bird,
From a distance he looks like the colourful sail of a ship.
I know, there are so many wonders to see in the world,
At dawn when he hides in the cave of a big marble cliff.

I know all the legends and tales of mysterious lands,
About the black maid and the passion of a handsome, young chief,
But fog has been holding your heart in its cold, rainy hands,
When I talk to you – you don't listen and you don't believe.

And how will I tell you of gardens, you haven't seen yet,
Of slender palm trees and the smell of mysterious grass;
You're crying. Just listen. By a faraway lake called the Chad
Wanders an elegant giraffe.

(Translated by Marianna Kaufman)

6 Answer the questions. Support your answers with the sentences from the poem and use your imagination.

1. How is the writer of the poem feeling? Why?
(sad, happy, bored, excited, upset, angry, thrilled)
2. How is the person he is speaking to feeling? Why?
3. What does the giraffe look like?
4. What does Lake Chad look like?
5. What does Lake Chad smell of?
6. How does the poem make you feel? Why?

- 7 Misha, Mark and Rob liked the poem very much, but understood it in different ways. Read their ideas. Which one do you think is correct? Support your opinion with sentences from the poem.

The poet was a brave young man. He liked exciting adventures and faraway countries.

He was in love with a young woman who loved him too. This woman was clever and beautiful, but she didn't understand the poet and didn't share his interests, so the poet left her to travel to a faraway country. She was very sad and couldn't forgive him for this. When the poet came back, he tried to tell her about his wonderful trip, but she didn't understand him.



The poet had never travelled himself, but he liked to make up stories. One day his little daughter was ill and he wanted to do something nice for her. He took a big book with a picture of a giraffe in it and showed it to his daughter. But the girl wasn't interested in the book. She had already read it. Then the poet wrote a poem and read it to his daughter. The daughter liked the poem, but didn't believe it.



The poet was a very romantic man. He dreamed about faraway countries, mysterious tribes, beautiful animals. He was bored with his ordinary life and bad weather. He was also in love with a woman who didn't love him. She was very proud and the poet wasn't interesting enough for her. He tried to impress her and made up a story about a faraway country and a beautiful giraffe, but she wasn't listening to him. She was thinking about herself, not about the boring poet.



Homework

- A Read the rubric *Russian in focus* and answer the questions.

1. Who did Gumilyov write his poem for?
2. Did he love the woman?
3. In which part of the poem does the poet sound sad? Why?
4. In which part of the poem does the poet sound happy? Why?
5. Did they finally get married?
6. Were they happy together?
7. Did Gumilyov see Lake Chad before or after he wrote his poem "Giraffe"?
8. Who was right about the poem: Misha, Mark or Rob?

Russian in focus

The poem “Giraffe” was written in 1908 for another very famous poet, Anna Akhmatova. Gumilyov had been in love with her since they met in 1903 and wanted to marry Anna. But she didn’t love him and always said “no”. Gumilyov couldn’t live without her — he tried to commit suicide (совершить самоубийство). Finally, in 1910, Akhmatova agreed to marry him, but their marriage wasn’t a happy one. Soon after they got married, Gumilyov left his young wife and went to Africa. It was his first trip to Africa and he had a chance to see the places that he had described in his poem “Giraffe”.



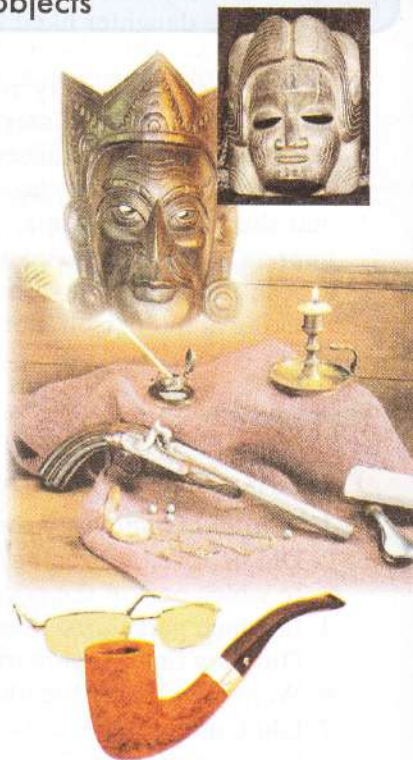
Lesson 7

Project Mysterious objects

- 1 Choose any writer and collect some information about his or her life.
- 2 You are going to play the part of the writer you have chosen. Make a costume to look like your writer.

Вместо или в дополнение к костюму возьмите с собой предметы, которые имеют отношение к биографии избранного вами писателя (писательницы). Например: африканская маска и дуэльный пистолет для Пушкина (поскольку его дед был привезен в Россию из Африки, а сам Пушкин был убит на дуэли).

- 3 Introduce yourself and tell your classmates about your life. Don’t tell them about the episodes in your life that are connected with the things you have brought with you.
- 4 Answer your classmates’ questions about the things that you have brought.



Lessons 8, 9

An heir

Read the story "King Henry VIII's horoscope" part II on pages 204–210.

Your active vocabulary

Silver Age

Golden Age

heroism

a labour camp

a maid

Maybe I shouldn't tell you this,
but...

mysterious

poetry

cult

prose

space

to be awarded smth

To be honest,

to be proud of something / some-
body / oneself

to hug

to shine

To tell you the truth,

to wander

upset

virtual

well-educated

well-written

Lesson 10

We are family, aren't we?

1 Read the ending of Misha and Rob's adventure.



Rob: We have read all the stories and collected all the keys, but we still have no idea where to look for the treasure.

Agent

Cute: You need a break. You've been thinking for three days.

Mark: It's useless. It can be anything.

Misha: Let's try just one last time. Look at the keys again: **hope, freedom, ship, religion, pilgrims, flower, King James I.** What does it all mean?

(The door opens and Emily enters the room.)

Emily: Together they mean that at the time of King James I a group of brave people left England on a ship called *the Mayflower*. Hope and love of freedom led them to the faraway country called America. On the ship there was a tall, handsome man, Robin MacWizard.

Misha,

Rob,

Mark: Emily! You are back!

Emily: Yes, I'm back. I'm glad that I came in time and that I was able to help.

Misha: Will you explain everything now?

Emily: Certainly. Actually, I have already told you everything. In 1620 Robin MacWizard left for America on the *Mayflower*.

Rob: What do you know about Robin MacWizard? Have you met him?

Emily: Of course I've never met him. He died in the 17th century. But I know that he was Rob and Mark's nine times great-grandfather.

Mark: How do you know that?



Emily: Don't you understand yet? He was my nine times great-grandfather too. My mother's surname is MacWizard. When I was a child, I was told a lot of stories about Robin MacWizard. Of course I didn't believe that Grandfather Robin was a wizard and that he was able to fly and talk to animals. But when I laughed at the stories, my grandmother used to show me a book which has always been our family treasure. On the cover someone had written "The Diary of Robin MacWizard who sailed to America on the *Mayflower* in 1620." Unfortunately, that was the only thing that we were able to understand.



Mark: I think I know why. The diary was written in runes, wasn't it?

Emily: Yes, it was, and we always wanted to translate it.

Rob: Did you know anything about us, the English MacWizards?

Emily: No, we didn't, not until my aunt Minnie met Agent Cute on the train. She had come from America to help me during my first weeks in England. Agent Cute told her about the MacWizards and the family treasure, and aunt Minnie understood that the MacWizards were our relatives. But she didn't steal the secret note — I think Agent Cute lost the note somewhere.

Rob: But then she broke into our house and tried to steal some of our family manuscripts.

Emily: That is not true. My aunt is not a bad woman. She just wanted to have a look at your books and find out more about your family. She didn't take anything. Then she went back to America and told all our family about the English MacWizards. One of my uncles heard about the treasure and decided to find it all by himself. It was Uncle Terry who kidnapped Rob. I didn't help him.

Mark: Why did we find the book in your room then?

Emily: I didn't know that you were looking for it. I only knew that it was yours after Mark said something at the History club. I was going to return it to you, I just wanted to learn the code and read "the diary of Robin MacWizard", but then you sent me the virus and found the book in my room. I was so scared. I thought, "They'll never believe me," and I ran away. I flew back to my family in America and told them everything. They were really angry with Uncle Terry and me. Then I decided to come back to you and tell the truth. Now call the police if you want to.

Mark: We don't want to call the police, Emily. From the very beginning Misha didn't believe that you were guilty (виновата). And... we are family, aren't we?

Emily: I'm so happy that you're not angry with me. Maybe you'll come to visit my family in the summer. They'll be so happy to see you all!

Mark: Why not?

Rob: That's a good idea.

Emily: It's great that you have agreed to come. Our grandfather Robin from the 17th century wanted it too.

Mark: How can you say that?

Emily: Look, I've translated the first page of the diary. But the translation is very strange. I've probably made some mistakes.

Rob: Let's look at it.

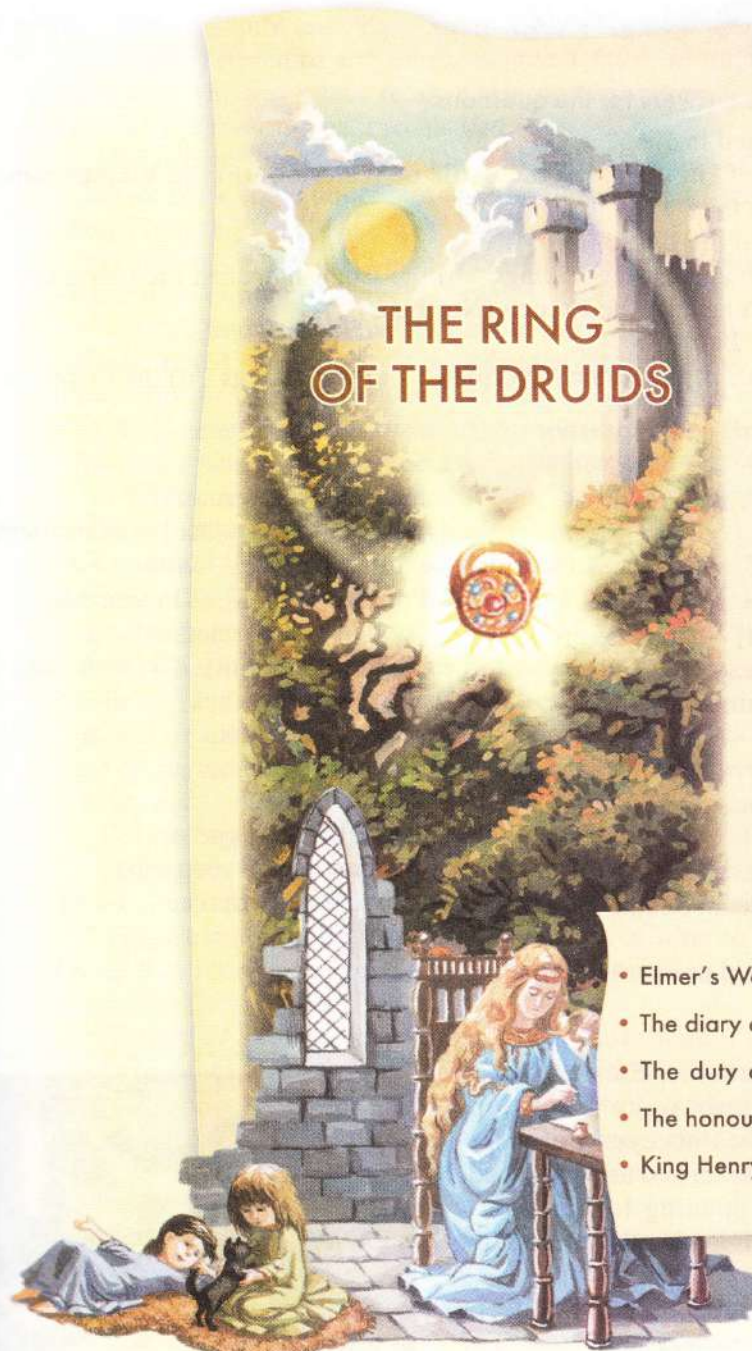
Dear Rob,

If you are reading this, it means that you've found all the seven keys. The treasure is in America. Are you already there? Have you met your American relatives? I hope Misha and Mark are with you.

Emily: It's very strange. How could Grandfather Robin know your names?

Misha: Well, he was a wizard, wasn't he?





THE RING OF THE DRUIDS

- Elmer's War
- The diary of Marian Fitzwalter
- The duty of the MacWizard clan
- The honour of the MacWizar clan
- King Henry VIII's horoscope

1 Choose the right answers for the questions.

1. What happened in 1066?
a) the battle of Hastings b) the battle of Waterloo c) the Vikings came to the British Isles
2. Who fought in the battle?
a) the English against the Vikings b) the English against the Germans
c) the English against the French (Normans)
3. Who won the battle?
a) the English b) the French (Normans) c) the Vikings d) the Germans

2 Listen to the words and expressions and repeat them after the speaker.

Hereward the Wake ['heri:wəd]

Thorkill ['θɔ:rkɪl]

Ely Island ['i:lɪ]

a fen — болото, топь

a tenant ['tenənt] — арендатор

to escape — сбежать

to panick — паниковать

to be in safety — быть

в безопасности

by the way — между прочим

venison ['venɪsn] — оленина

the only — единственный

deer [diə] — олень, олени

a swine — свинья

a cow — корова

a noble — аристократ

a monastery ['mɒnəstəri] — монастырь

a monk [mɒŋk] — монах

a manor ['mænə] — поместье

wooden — деревянный

a peasant ['pezənt] — крестьянин

spirit ['spɪrɪt] — дух

a trap — ловушка

to lead — проводить

flame — пламя

blood [blʌd] — кровь

a landowner — лендлорд

a curse — проклятие

3 Read the story and answer the questions of Ex. 4.
Elmer's War

“Happy birthday, Elmer!” These kind words woke Elmer up, but he didn't open his eyes. For a few seconds he laid in his bed and panicked. It had been happening to him every morning since all his family were killed four years ago... in 1066.

Then he remembered: he was safe, in the castle of his uncle, Lord Thorkill of Arden. The only thing that reminded



him of his past was a golden ring that he had found in the forest and that he never took off his finger. Elmer believed that the ring had saved him four years ago. The boy's face relaxed. He opened his eyes and smiled at the old man, who was sitting next to his bed.

"Get up, my boy!" Uncle Thorkill said, "We have a very busy day! I'm going to invite some important people: Baron Miles Crispin and his wife, and Duke Robert..."

"What are you saying, uncle! These people are all Normans. How can you invite them to my birthday?"

"You are fourteen today. It's time to think about your future. These people are very rich. One day they'll introduce you to our King William. By the way, how's your French? Have you made any progress?"

"Oh, please, don't ask me about my French. You know I hate the language. Why don't you invite our good neighbours, Lord Saewold and his children, Lord Wolf and Lady Catherine?"

"Stop it, Elmer. These people are nothing. They have lost their lands. And those who still have some land are tenants of Baron Miles Crispin. That's the end of the conversation! This evening you must be in the great hall. And don't be late!"

Lord Thorkill left, and Elmer ran down through the great hall, and out of the house. He needed to talk to his best friend Sigurd. Sigurd helped Lord Thorkill's cook in the kitchen and Elmer could always find him in the back yard of the castle, but not today. When Elmer finally got to his friend, Sigurd was crying.

"What's happened?" Elmer whispered, "Why are you crying, friend?"

"I'll be fine. Don't worry about me, Sir Elmer. You are the nephew of Lord Thorkill of Arden, and I'm his slave. How can we be friends?"

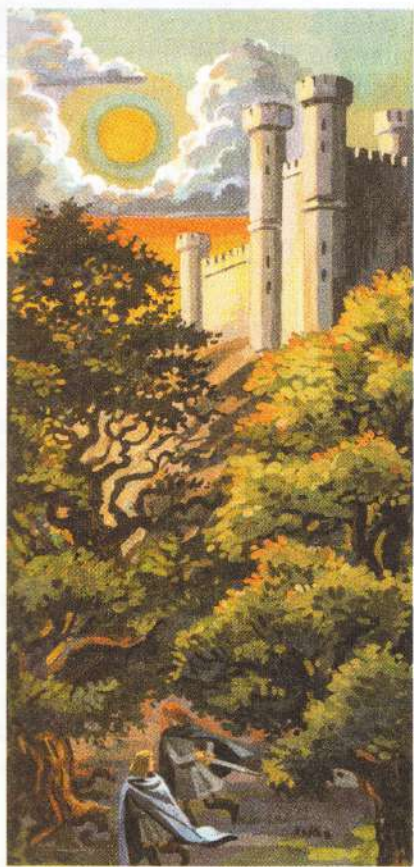
"You are more than a friend, you are like a brother to me, Sigurd. I'll never forget that four years ago you helped me get to safety. Now tell me, what has happened to you?"

"Yesterday I cooked dinner and Lord Thorkill didn't like it. The cow was cold, the swine was hard and I burnt the deer. So when the cook heard about it, he beat me. He often does that, so don't worry about me."

"But that's not true! Dinner yesterday was great. The beef was hot, the pork was nice and soft, and the venison was very good... Don't look away, Sigurd. Talk to me."

"You speak like a Norman! Only the Normans call a cow — beef, a swine — pork, and a deer — venison. We, English don't use these words. What's happened to you, Elmer? Are you forgetting your own language?"

"You're right, Sigurd. It's time to do something and remember the day when the Normans killed our parents."



"But what are we going to do? There are Normans everywhere. Your uncle is the only English lord in the country and he doesn't want to fight. All he thinks about is his LAND."

"We must run away. I heard about a wonderful man called Hereward. In 1066 the Normans killed all the family and he started a war against them. All the noblest and bravest of the English who want to fight against King William join Hereward. He has made his camp at the Island of Ely near the old monastery, and the monks are helping him too."

"The Island of Ely. That's far away in the wild land of the fens."

"Are you scared of the fens? I'm not. It'll take us about a week to get there. We have done it once, we can do it again. I'm going today. Are you with me?"

"Of course, I'm with you, Elmer."

In the evening when the important guests were gathering in the great hall, the two boys ran away from the manor. They were alone in the forest again like (как) four years before. And again their journey was easy and safe. They didn't meet any Norman soldiers and the wild animals ran away from them. Elmer

knew it was the ring that was helping. Every night before he went to bed he touched the ring and whispered "Thank you". On the seventh day the boys reached the Island of Ely. There were soldiers everywhere. A friendly monk put them in his boat and helped them get to Hereward's castle. It was a simple wooden one, and Elmer felt sad. "The Normans are building strong stone castles. It's good that all these people haven't seen them," he whispered to Sigurd. But very soon Elmer and Sigurd forgot all their sad thoughts in their new life. Every day was busy and full of interesting things. Soldiers taught them to fight with a sword, and they even met their leader Hereward, whose nickname was "the Wake". He was clever, brave and lucky. King William tried to attack the island but he couldn't get through the fens, and his army always went back with nothing.

In the end William understood his mistake. He decided to build a big bridge which would carry his army over the fens (по которому его армия преодолеет болота). The Normans came with stones, wood, and animal skins,

but they needed builders too. And there Hereward had a great plan. He and his men dressed up as peasants and helped the Normans build their bridge. The English built the bridge as badly and slowly as they could. In the end they built a tower on the end of the bridge. "Why did the Normans want a tower?" soldiers laughed.

They didn't have to wait long for the answer. When the bridge was ready, all the peasants had to leave. So Hereward and his people knew: the Normans are going to attack and were ready. But nothing in the world could prepare them for what was going to happen. Just before sunset everybody heard an ugly loud voice. "I curse you, Englishmen. I have spoken with the spirits. You'll be dead by the end of this night. All of you!" Elmer looked up. There was a horrible ugly witch on top of the tower. Elmer was afraid of the witches, but suddenly he felt something warm on his finger. It was the ring. And at that moment Elmer was not afraid any more. He looked around and saw the Normans. They were coming, but nobody saw them. All his friends were looking up at the witch and didn't move. "Don't listen to her," Elmer shouted, "It's a trap!



Burn the bridge!" Sigurd, who was waiting under the bridge, heard his words and set the bridge on fire. Soon everybody joined him. The Norman army and their witch fell into the cold water of the fens.

After this victory Hereward and his friends celebrated for days. Only the monks didn't look happy. They were tired of the war, and they didn't like simple food and wine. They wanted to return to their nice, easy life without Hereward and his army. Elmer saw this and tried to warn Hereward, but he just laughed.

And then it happened. One cold winter night the monks led the Norman soldiers through the woods. They moved quickly and silently, and their attack was deadly. When the sun had set, the sky was red with the flames from burning English homes. Many people were dead, many became prisoners, but Hereward, Elmer and Sigurd escaped. "This is where I must say goodbye to you, Elmer," Hereward said. "Go back to your uncle, he loves you." "I won't take anything from him. He is friends with the Normans. He's forgotten his English blood," Elmer replied. "That's not true, my friend, your uncle has been secretly helping me all this time. He has been sending me food and money. He told me about the Norman's plans. And he knew that you, Elmer, were with me. He's old; he has no children so everything he has will be yours. That's a lot of land and money. Take it and be a good master."

One of the richest people in England and the only English landowner a forty-year old Lord Elmer Thorkill of Arden never forgot those last words of Hereward. "Where did Hereward go after that?" he used to ask his friend, Sigurd. "We never heard about his death." "I think he went straight into legend, my lord," Sigurd used to answer.

4 Answer the questions.

1. Where did Elmer live?
2. Did he remember the events of 1066?
3. What did his uncle think about the Normans?
4. What did Elmer think about the Normans?
5. Where did the boys decide to go?
6. Who was Hereward the Wake?
7. Where was the English camp?
8. Why couldn't the Normans get to the English camp?
9. What did the Normans build?
10. Who helped the Normans build it?
11. Why did the Normans decide to use a witch?
12. How did Elmer help his friends?



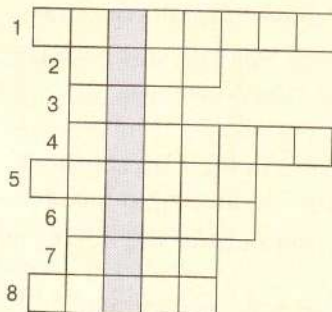
13. Why did Hereward, Elmer and Sigurd have to run away?
14. What happened to Elmer in the end?
15. What has the ring brought to its owner in this story?

5 How did life in England change after 1066? Mark these statements true or false. Support your answers with some facts from the story.

1. French words came to the English language.
2. The English kept their lands.
3. The Norman barons had most of the land in the country.
4. There was a Norman king in England.
5. The English and the Normans were friends.
6. There were not many English who fought against the Normans, but they all hated the invaders.
7. Thirty years after the battle of Hastings nearly all rich landowners were Normans.

6 Complete the crossword and find the fourth key to the treasure.

1. What was the name of the English leader?
2. What was the French word for meat from a cow?
3. On which Island did the English build their camp?
4. What was the name of the King of England in 1071?
5. What was the name of Elmer's best friend?
6. Who scared the English soldiers?
7. What was the French word for meat from a pig?
8. Who helped the Normans get into the English camp?



1 Listen to the words and expressions and repeat them after the speaker.

a minstrel ['mɪnstrel] — певец
 hanging — повешение
 a crusade [kru:'seɪd] — крестовый поход
 ransom ['rænsəm] — выкуп
 fat — жир
 a wound [wu:nd] — рана
 to run a fever ['fi:və] — быть в лихорадке
 a serf [sɜ:f] — подданный
 to swear — клясться
 loyal ['ləɪəl] — преданный
 a heretic ['herɪtɪk] — еретик
 ointment — мазь
 Austrian ['ɒstriən] — австрийский
 a chain — цепочка
 to accompany smb [ə'kʌmpəni] — сопровождать кого-либо
 to pray — молиться
 herb — трава

a pilgrim ['pɪlgrɪm] — паломник
 sheriff ['ʃerɪf] — шериф
 to be proud of smb / smth — гордиться кем-то / чем-то
 a shooting contest — соревнование по стрельбе
 Nottingham ['nɒtɪŋəm] — Ноттингем
 Guy of Gisbourne [gɑɪ əv 'gɪzbɔ:n] — Гай Гизборн
 Marian Fitzwalter ['mæriən 'fɪts'wɔ:ltə] — Мэриэн Фитцвальтер
 Isabel ['ɪzəbel] — Изабель
 Megan ['megən] — Мэган
 Sherwood Forest [ˌʃɜ:wd 'fɒrɪst] — Шервудский лес
 Richard the Lionheart (Richard I) [ˌrɪtʃəd ðə 'laɪənha:t] — Ричард Львиное Сердце

2 Choose the correct answers for the questions.

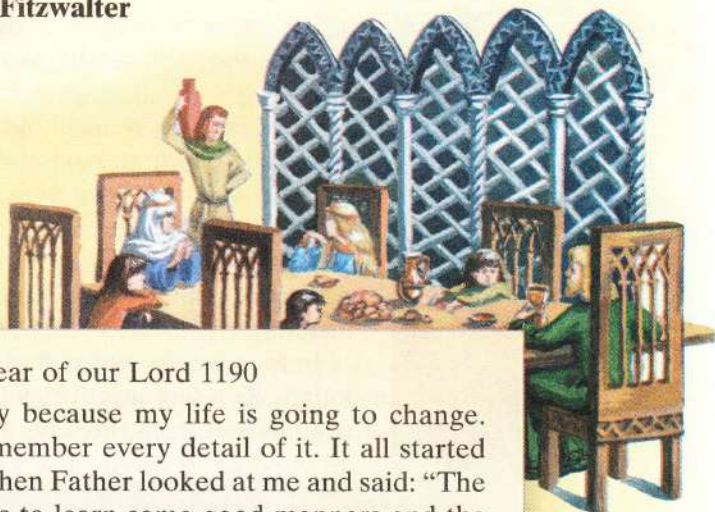
- In the 12th century England was populated by the 12th century?
 a) the Angles b) the Normans c) the Saxons
 d) all of them
- Who ruled England in the 12th century?
 a) a Norman king b) an Anglo-Saxon king c) a Celtic king
- Which language did most of the nobles in England speak in the 12th century?
 a) English b) French c) German



- 3 Read the story, check your answers and learn more about the life in 1190.

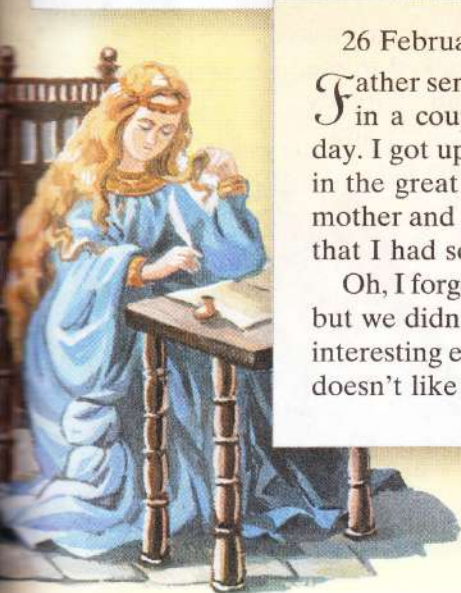
The diary of Marian Fitzwalter

Part I



25 February, in the year of our Lord 1190

I'm starting this diary because my life is going to change. Finally. I want to remember every detail of it. It all started yesterday at breakfast when Father looked at me and said: "The girl is sixteen. She needs to learn some good manners and the duties of a real lady. I think we should send her to Lady Isabel, who will teach her." Since then Mother has been sighing and crying all the time, but my heart has been singing with joy. I'm going to live in a big, rich Norman castle! I'm going to eat good food and learn beautiful songs and fashionable French dances! The minstrels are going to sing for me! What a life!



26 February

Father sent a letter to Lady Isabel. We'll get an answer in a couple of days. So today was the usual boring day. I got up early and helped the maids sweep the floor in the great hall. After breakfast I had to spin with my mother and her women all day. It was only before dinner that I had some time, so I'm writing my diary.

Oh, I forgot. There was a hanging in Nottingham today, but we didn't go. What a pity! Our family never goes to interesting events like that. Maybe that's because Mother doesn't like them. She gets very upset.

1 March

Still no answer from Lady Isabel. Maybe, she won't stake me? I'm getting worried.

Today is the day when our villagers pay my father for the land which they hold from him. Those who have more land pay first. And at the end come the sheep boy, and the widow Megan who has no land but has to pay for her little cottage. This year the faces of the villagers were angry. They swore at my father when they paid. I don't understand why. Did they have to pay more than usual?

In fact, we are not rich at all. My father is a Norman knight. Ten servants, fifty villagers and 100 acres of land is all he got from the King for his loyal services.



2 March

Today I asked Father about the angry villagers. He said that it was none of my business. (не мое дело). Then I asked mother. She shook her head first, but then talked to me. "Our villagers are getting very poor," she said. "Greedy Prince John wants more and more gold and silver and invents more and more taxes which everybody has to pay. He says that our king, Richard, needs the money, but I don't believe it." I like my mother. She is different from all the other women, I know. She is brave and always says what she thinks. Mother comes from a noble Celtic-Saxon family. She says that there were kings and Druids in it. Unfortunately, it didn't help Mother's family when the Normans came. Her grandfather kept his land, but lost his power.



3 March

We finally got an answer from Lady Isabel! I'm going in ten days. I have to pack my things quickly. Mother is sadder than usual. I have been thinking about King Richard. I've never seen him, but my father did. Together they went to the Holy Land and fought for Christ against heretics. It's called the Crusades. Father says that King Richard is fair and brave. For his courage everybody calls him the Lionheart. Unfortunately, on his way back King Richard got into a trap, and now the Austrian emperor keeps him in prison. He wants a large ransom. Richard's younger brother, John, is ruling England for him. John raises taxes higher and higher but he hasn't paid the ransom for his brother yet. So maybe Mother is right. He simply doesn't want to do it. Nobody likes John and his stupid, greedy French friends. I hope King Richard will be back soon, and life will be easier for everybody.

12 March

Today is the last day at home. I hope I'll impress Lady Isabel with my good manners, clothes and appearance. I even washed my hair... Before I went to bed, Mother came into the room. She was very pale, but smiled at me. On her finger there was a golden Celtic ring, which I had never seen before. She took it off and gave it to me. "Take it," she said, "It's magic. It's been in our family since 1066. It has saved the lives of a lot of people. Never take it off, but don't show it to anybody." With these words she put a thin chain through the ring and put it around my neck.

I didn't understand anything about magic, but I liked the ring. It's nice and heavy with two big snakes on.



13 March

The way to Lady Isabel's castle was not long, and the road was bumpy. Father sent five servants with us. He says that the roads aren't safe nowadays. Finally, we entered Sherwood Forest. It was quiet there. The big trees have started to blossom and looked magic. But my servants didn't agree with me. They were obviously scared of something or somebody. Suddenly the shadows around us started to move. A moment later we saw three men in green clothes. My servants shook with horror.

One of the forest men stepped forward: "What's your name, fair (прекрасный) lady?" he asked with a smile. His voice was nice, and he had the most handsome smile in the world. "I'm Lady Marian Fitzwalter," I answered and smiled back (улыбнулась в ответ) at him.

Then he asked me about my father and said some kind words about him. After that his friends showed us a short way through the forest, but he didn't go with us. What a pity! And I don't even know his name!

20 March

I've been very busy and couldn't write. Life in Lady Isabel's castle is awful. The castle is, of course, big and beautiful, and their great hall is bigger than ours. Their food is better too, but all these things don't matter (не имеют значения) anymore. Lady Isabel has two daughters and three sons. They all hate me. They call me "Saxon cow" or "Stupid Mary" and never talk to me. I'm so sorry that I have come here, but what can I do now?

22 March

Today some villagers came to the castle for help. One of them, Robert, had a big wound in his leg. Lady Isabel showed me and her daughters how to make medicine. She mixed some sheep fat with some goose blood and dried frog. It was her best ointment. The next villager had a toothache. My idea was that we should pull the tooth out, but Lady Isabel didn't agree. "If we pull his tooth out, the evil spirits will go into his body," she said. She put some garlic paste into his mouth. The smell was awful. I just hope it helps.



23 March

I'm praying to God for Robert. I saw him today in the great Hall. He looks very pale and he's running a fever. Why doesn't Lady Isabel let me help him. I know how to do it. Two years ago some pilgrims from the Holy Land stayed in our castle. They were good people and taught me a lot of things. Every summer I go to the fields and forests and gather flowers and herbs. Later we dry them, mix medicines and put them into bottles. When I use the medicines, I always think about the pilgrims and thank them.

24 March

Poor Robert died, but nobody cries for him. Today there is a big feast in the castle. Lady Isabel's favourite cousin is going to come for a visit. His name is Guy of Gisbourne. He isn't very rich, but he's a friend of the Sheriff of Nottingham and Lady Isabel is proud of him. The feast was horrible. Lady Isabel put (посадила) Guy of Gisbourne next to me. He blew (сморкался) his red nose on the tablecloth, cleaned his teeth with a knife and took all the best pieces from the plate.

He was talking about one of his serfs. Whom he was going to hang tomorrow.

25 March

I'm never going to a hanging again. This is how it all happened. In the morning Lady Isabel, her daughters and I put on our best clothes and went to Nottingham. There was a large crowd of people in the market square. Everybody was waiting for the hanging. We bought some pies and ale, but I couldn't eat or drink when I saw the criminal. He was a thin, tired man. He didn't ask for help, didn't look around. I think he wanted to die. And then I heard people in the crowd. "...killed a deer in the King's forest," "...had nothing to eat," "was sick and couldn't work," "his wife and daughter froze to death this winter," "was looking for food for his little son," "the Norman pigs will soon hang all Saxons!" "Where is our good King Richard?" "Robin Hood will get (доберется до) Guy of Gisbourne."

I couldn't listen or look any more. I ran away.

In the evening I was thinking about the new name that I had heard. Who is this Robin Hood?

27 March

I asked Lady Isabel about Robin Hood. She shouted at me and left me without food for the whole day. That's interesting. Is she scared?

28 March

Something is happening. Everybody's busy. They don't notice me and leave me in peace.

I heard the news at dinner. The Sheriff of Nottingham is organizing a shooting contest and the best archer will get the Silver Arrow. That's all very exciting. I even forgot about the hanging.

30 March

It's bad news. I have finally found out all about Robin Hood. He's a dangerous outlaw who lives in Sherwood Forest and robs everybody who wants to go through the forest. He has a big gang of men who are all criminals. Recently they stole all the taxes that Sheriff of Nottingham had collected for Prince John. So the shooting contest is a trap for Robin Hood. Everybody knows that he is a good archer, and the Sheriff of Nottingham wants to catch Robin if he comes to the contest.

4 Find in the diary and read out the descriptions of...

- | | |
|----------------------|--------------------------------|
| a) Robin Hood. | e) Prince John. |
| b) Guy of Gisbourne. | f) King Richard the Lionheart. |
| c) Marian's mother. | g) Life in Marian's castle. |
| d) Marian's father. | |

5 What have you learned about medieval life?

1. How was the life of a village organized?
2. Was the life of a lady easy?
3. How did people treat diseases?
4. What kind of entertainment did they have?

1 Listen to the words and expressions and repeat them after the speaker.

to leave for somewhere — уезжать

куда-либо

a butt — стрельбищный вал

local — местный

a page — паж

a target ['tɑ:ɡɪt] — мишень

a hood — капюшон

to bow [baʊ] — кланяться

an outlaw ['aʊtlɔ:] — разбойник

a sword [sɔ:d] — меч

cruelty ['kru:əlti] — жестокость

greed — жадность

Gilbert ['ɡɪlbət] — Гилберт

Friar Tuck [ˈfraɪə ˈtʌk] — аббат Тук

Sir Rodger de Longchamp [ˈrɒdʒə də

ˈlɒŋtʃæmp] — Роджер де Лонгчамп

Edwinstowe [ˈedwɪnstəʊ] — Эдвинстоу

2 Read the story and find out what happened to Marian.

The diary of Marian Fitzwalter

Part II



4 April

I'm so excited that I can't write. Let me start from the very beginning. It was a beautiful autumn day and the sun was shining brightly. We got up early and left for Nottingham.

People had already started to gather around the archery butts. All the local knights, barons and their wives and families had come with their servants, pages and even their dogs. Some of them had to stand, but some had good seats. We had very good seats too. Lady Isabel always gets the best of everything: she is a very rich landowner and the sister of our Lord Bishop.

Then the contest began. It took place on a big field. At one end of the field there were targets for the archers. Each target had four rings: white in the middle (the bull's eye), then red, then black and yellow on the out side.

At the opposite end of the field stood the archers. They all tried to shoot their arrows into the middle. If someone missed the target, he had to leave.

All round the field people were watching. They cheered and shouted and groaned. There were some really good archers, and the best of them all was a tall young man in simple red clothes. He was standing very close (близко) to me, but I couldn't see his face, because he had covered it with a red hood.

I looked at the Sheriff. He was looking around nervously. "So Robin Hood isn't here," I thought, "Good for him and for us."

The contest was coming to an end. The crowd was bubbling with excitement. Now there were only two archers on the field: Gilbert the Handsome and the man in red. Every time Gilbert took a shot, he hit (попадать) the bull's eye. The man in red did the same thing. The Sheriff's servants moved the targets further away from the contestants. The man in red hit the target, and Gilbert missed (промахнулся). He missed for the first time in the contest, but rules were rules. The man in red had won and the crowd cheered loudly.

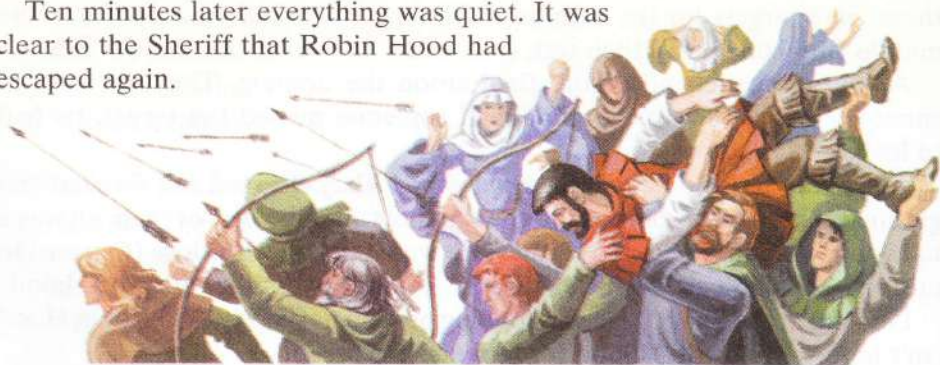
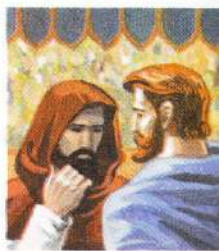
The winner walked towards the Sheriff. When he came closer he looked at me, lifted his hood and gave me a smile. God! I recognized the smile and the man. It was the man from Sherwood Forest. He came closer and I could hear his whisper: "Your eyes are shining like (как) stars. I haven't forgotten." My cheeks blushed. I hope Lady Isabel didn't hear.

The Sheriff was angry as (когда) he gave the prize to the stranger. "Please tell us your name and lift your hood, good man," he said through his teeth, but the man just bowed and didn't say a word. Then the Sheriff stood up, came to the man and took his hood off. "Robin Hood!" somebody in the crowd cried. "Arrest him! It's Robin Hood," the Sheriff shouted.

Suddenly something strange happened. One of the knights who was sitting next to the Sheriff started to shout: "Carry the winner! Carry the winner!"

Everybody who had been watching the contest ran towards Robin Hood and lifted him in the air before the Sheriff's men could catch him. The whole place was in a big mess. Women were crying, men were shouting and arrows were flying everywhere. Robin hadn't come alone. All his Merry Men had come with him. One of them who wore a knight's clothes had already jumped on his horse and had ridden to the town gates. The others formed a circle around Robin Hood, and together they were fighting their way out of town.

Ten minutes later everything was quiet. It was clear to the Sheriff that Robin Hood had escaped again.



5 April

There's a letter from home. I have to go back home as soon as possible. What has happened?



6 April

I've been listening to a conversation between Lady Isabel and her daughter. I hid behind the heavy curtains, and they couldn't see me. They were talking about somebody's marriage. Oh, no! It's my marriage that they were discussing.

Guy of Gisbourne wants to marry me. He has already spoken to Father, and Father has agreed. How awful! Lady Isabel doesn't understand why, but Guy is in love with me and wants to marry me by Christmas Day. Isabel's boring daughter, Agnes, thinks that I am very lucky! I don't feel lucky at all! And if my father has agreed to sell me to this horrible Guy Gisbourne, I'll run away. I won't be his wife. Never in a million years. I'll go to Sherwood Forest and become an outlaw... like Robin Hood!

7 April

I'm packing my things. I've thought of everything. I'll escape on the way home. Lady Isabel won't send a lot of servants with me. I just hope that I'll find Robin Hood quickly. The forest is big and if I get lost there..., I don't want to think about it. I must hope for the best. That's all.

8 April

My plan didn't work quite as well as I had hoped. We reached the forest in the afternoon. My servants were tired and sleepy, and I was playing with the ring on the chain and dreaming about my future life in the forest. Suddenly we all saw a knight on the road. There were about twenty men with him. It was Sir Rodger de Longchamp, my family's worst enemy. My brave servants rode forward and prepared to defend me. But what could the poor villagers do against the swords of de Longchamp's men? I turned my horse round and tried to ride away. It didn't help.

Very soon de Longchamp rode up to me and took my horse by its bridle. But suddenly there came a sound like a bee buzzing and Sir Rodger de Longchamp groaned and fell off his horse. A long arrow was sticking out of his eye. When his men saw it, they ran away in panic, but the long arrows found them everywhere.

The next moment I saw Robin Hood. As usual, he was smiling. "You have saved me, but now you're in real trouble. The Longchamp family is rich and powerful. They will find you," I said to him. "I'm not afraid," he answered. "I killed him because he attacked you, and you're my friend, aren't you?"

"I have heard that you hate all the Normans, so how can we be friends?" I asked. His face was sad for a moment: "I don't hate Normans. I hate cruelty and greed in people. I take money from the rich and give it to the poor. That's all I do."

I liked these words. Only a very brave and kind man could say them.

After that Robin invited me to dinner.

That was the most wonderful dinner of my life. We went into the heart of the forest and under a big oak tree Robin Hood and his merry men ate and sang, and danced and laughed. Robin introduced some of his friends to me. "Here is Friar Tuck. And there is no braver or merrier man than our good friar," he said and pointed to a fat monk with kind blue eyes.

"And here is Little John, the strongest man in the forest and my best friend." A huge man with arms as thick as trees gave me a wink (подмигнул). "Don't forget handsome Allan a Dale, our minstrel whose songs fill us with love and joy," Little John said to Robin and laughed.

The dinner came to an end sooner than I wanted. In the morning Robin and his merry men followed me to my father's castle. I hadn't said anything about my plans to be an outlaw and live in the forest. Robin could laugh at me, he could say No.

10 April

Father was very happy to see me safe. I told him all about my adventure in the forest. I also told him that Guy of Gisbourne was a horrible, cruel man. Father listened but didn't say anything. What will happen to me? Will I ever see Robin again? I think... I'm in love with him.

30 June

Robin and I have just got married at Edwinstowe church! It was a secret wedding, because Father doesn't know yet, but Mother came and was very happy for me. Now I'm going to live in Sherwood Forest with Robin and his friends. I'll never have any land, I'll have to forget about nice dresses and warm beds, but I won't miss that. I'll be with the man who I love. Mother says that the ring has brought me luck. I'm not sure...



3 Put the events in the correct order. Which of the events are not mentioned in the story?

1. Marian met Robin Hood for the first time.
2. The Sheriff of Nottingham organized an archery contest.
3. Marian left home.
4. The Sheriff of Nottingham caught Robin Hood.
5. Marian married Robin Hood.
6. Robin Hood won the archery contest.
7. Robin Hood was recognized.
8. Robin Hood saved Marian from Sir Rodger de Longchamp.
9. Marian met Friar Tuck and Little John.

4 Match the person with the picture. Explain your choice.

- a) Robin Hood
- b) Little John
- c) Friar Tuck
- d) Allan a Dale



5 Choose the correct answers and complete the *English in Focus* notes.

1. This story happened in the (11th / 12th / 13th) century near the town of (Nottingham / London / York).
2. Robin Hood was a (Norman / Saxon) (knight / outlaw). He lived in (Sherwood Forest / Nottingham).
3. At that time (John / Richard) was the King of England.
4. He was a (Saxon / Norman), and most of the ordinary people were (Saxons / Normans).
5. He went to fight for Christ in (Austria / the Holy Land).
6. It's called (a quest / a Crusade).
7. For his courage people called him (the Brave / the Lionheart).
8. When the King was away, his (cousin / brother) (Prince John / the Sheriff of Nottingham) ruled England.
9. The King was (brave and fair / cruel and greedy).
10. The King made English people (pay a lot of taxes / go to the Crusades).

6 What has the ring brought to its owner in this story?

7 You'll find the fifth key to the treasure if you answer the question: *Who taught Marian to make medicines?* Find the answers in the first part of the story.

1 Do the quiz. More than one answer can be correct.

How much do you know about Scotland?

1. The capital of Scotland is
a) London b) Edinburgh c) Wales
2. Nowadays Scotland is
a) part of the United Kingdom b) an independent country
c) part of Europe
3. Scotland is situated
a) in the south of the British Isles b) in the north of the British Isles
c) north of England
4. The symbol of Scotland is
a) the shamrock b) the thistle c) the daffodil
5. The Stone of Destiny is
a) the coronation stone for English kings b) a magic stone which
tells the future c) the coronation stone for Scottish kings
6. Nowadays the Stone of Destiny is
a) in Scotland b) in England c) in Ireland

2 Listen to the words and expressions and repeat them after the speaker.

rightful — законный
to crown smb — короновать кого-либо
coronation ceremony [ˌkɒrəˈneɪʃn
'serɪməni] — коронация
to rule [ru:l] — управлять
a prophecy ['prɒfisi] — пророчество
scepter ['septə] — скипетр
Kenneth MacAlpine [ˌkenɪθ
mə'kælpɪn] — Кеннет МакЭлпин
Lia Fail [ˌlaɪə 'fɑ:l] — Лиа Фэйл
Moot Hill ['mu:t ˌhɪl] — Мут Хил
Scone [sku:n] — Скон
Scota ['skɒtə] — Скота

an oath — клятва
relief [rɪ'li:f] — облегчение
coat of arms — герб
Bruce of Annadale [bru:s əv
'ænədəɪl] — Брюс Анадэльский
a claimant ['kleɪmənt] to the
throne — претендент
на престол
two-faced — двуличный
a reward [rɪ'wɔ:d] — вознаграждение
a rebellion [rɪ'beljən] — восстание
a pharaoh ['feərəʊ] — фараон
Falkirk ['fɔ:lkɜ:k] — Фалкирк

- 3 Look through the story and write out three more names for the Stone of Destiny.
- 4 Read the story and answer the questions below.

The duty of the MacWizard clan

Part I



We are the guards of Lia Fail. Lia Fail is the meaning of our life. In 840 the King of the Scots and Picts, Kenneth MacAlpine, put a big stone on top of Moot Hill in Scone. It was not a simple stone: when the rightful king sat on it, the stone cried and sang. Ordinary people didn't hear the voice of the stone, but we, the children of this land and mountains, we, the Druids, heard it as clearly as other people hear the sound of the wind. At that time the words of the ancient family oath were heard for the first time: "I am from the Clan MacWizard. By earth and water, wind and fire I swear that I'll give my life to protect Lia Fail. No wrong man will ever rule my country. Let the prophecy come true! Fight for the ring! Fight with the ring! Fight in the ring!"

Since then every Scottish king had been crowned in Scone on Lia Fail. It had been called many names: the Stone of Scone, the Stone of Destiny, the Coronation Stone, but we, the guards, always called it Lia Fail. Very few people knew about us, we didn't show our faces at coronation ceremonies, but every time the king sat on Lia Fail, we heard the powerful voice of the stone. It sang a song of glory to our free country.

Ten years ago we, the guards of Lia Fail, let the enemy take it away and... stayed alive.

"Dreaming again, Douglas? You'd better go and get some wood." (Ты бы лучше пошел и собрал немного дров.) Dorell's voice brought me back to reality. I didn't answer, but took my knife and went out of our little cottage in the middle of the forest. In fact, Dorell was my grandfather, but I called him by his name because we had never been close. Maybe a long time ago when I was a child, I loved him, but I don't remember. Ten years ago when I was six, the English came to Scone Abbey to take Lia Fail. All my family had been killed long before that, but Dorell was at the abbey. He is a wizard, he could stop King Edward, I knew it, but he did nothing. He stood and watched



as the English king took our stone and carried it away. I can't forgive Dorell for that.

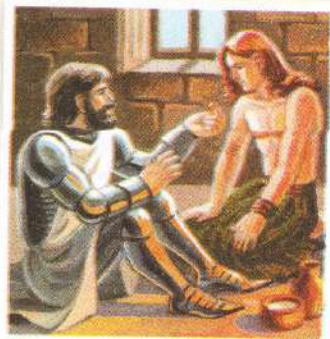
It was a lovely spring day. On a day like this you can easily forget all your troubles, but this was Scotland in the year of Our Lord 1306, a country which had seen nothing but (кромѐ) war in the last twenty years.

So when I saw a group of armed men, I wasn't surprised. One of them was riding in front of the group. They were Scots and they were in trouble. From where I was I could see another group following them. These were the English and there were a lot of them. I hated the English. They took our land and our castles.

I sighed with relief when the Scots noticed the danger too and ran in different directions. They had hoped to hide in the forest, but their enemies were faster. Five of them attacked the Scots' leader. He was a strong man and fought bravely. Four of the attackers were killed, and the Scot ran into the forest. I ran towards him to help, but when he came closer, I was sorry about my decision. I could clearly see the red and gold coat of arms of Clan Bruce of Annadale. The man in front of me was Robert the Bruce, the most important person in Scotland and the claimant to the Scottish throne. A lot of people loved him and hoped that he could become our leader in the war against the English, but Bruce could never make up his mind. He was half Norman, half Scottish, and his lands in England and in Scotland made him a very rich man. So though he liked to talk about his love for his country, in fact he preferred to wait, watch and be friends with everybody.

"A man like Bruce doesn't need my help," I thought and was going to run away when I heard Bruce's voice. "Help, please, don't leave me, boy," he whispered. "I'm wounded." I couldn't leave anybody to die even the two-faced Bruce, who deserved it. I took Bruce to our little cottage, put him by the fire and gave him some medicine. When he got better, he offered me a reward for my help. I didn't want to take anything from him, but suddenly I saw a big

golden ring on his finger. It had Celtic snakes on and was the most beautiful thing I had ever seen. "I want your ring," I said. Bruce's face darkened: "This ring is my greatest treasure. I got it from my father and he got it from his grandmother Isobel. The family legend says that she was the daughter of Robin Hood." "Well, then keep the ring and forget your promise," I laughed. "Don't worry, you've broken more important promises in your life." Bruce took the ring off his finger and gave it to me. "You are right boy, a promise is a promise," he sighed as usual.



In the evening Dorell came home and saw our guest. To my surprise he didn't shout at me. For a moment I even thought he was glad to see Bruce. Unfortunately, Dorell sent me out of the house for the whole night. The next day was 25 March a date I'll never forget.

Dorell called me early that morning. "Get ready for the coronation ceremony," he said. "We don't have Lia Fail anymore, so the MacWizards, have to come to the ceremony and declare Robert the Bruce our new king." I said nothing: it's useless to argue with Dorell the Druid, the head of our clan. I didn't love him before but then I really hated him. Dorell was going to give the crown of Scotland to the murderer who had killed the other claimant to the throne. He had chosen the man who had betrayed William Wallace to be our king!

Everybody knows the story. Ten years ago there was hope for Scotland. Our leader was a brave, noble man called William Wallace. He wasn't afraid of the English and started a rebellion against them. Wallace got support from all the Scots. They left their villages and went to fight for freedom. Wallace beat the English many times, but then he made a big mistake. He trusted Robert the Bruce who had promised to fight on his side. The battle at Falkirk was difficult for Wallace and his soldiers. They were faced by a bigger, better-armed army. At the most important moment just when he was needed, Robert the Bruce left Wallace and his soldiers and rode away from the field. That day Scotland lost its army, but Bruce kept his.

How could Dorell forget all that? What was he thinking of?

I got through the coronation ceremony. There were very few people in the Abbey, only the most important nobles who supported the future king. Bruce was sitting on the Coronation Chair. For the first time it was empty: Lia Fail wasn't there any more. The crown was put on his head and the scepter in his hand, and everybody knelt in homage (все опустились на колени в знак почтения). In the end Dorell stepped forward and greeted Bruce in Gaelic: "Hail Robert, son of Robert, son of Robert..." and named all his ancestors back to the legendary Scots, the daughter of a pharaoh.

▶ **Answer the questions.**

1. Who is the main character of the story?
2. What was the duty of his clan?
3. Who was Dorell?
4. What couldn't Douglas forgive Dorell for?
5. How did Douglas and Robert the Bruce meet?
6. What did Douglas think of Robert the Bruce?
7. What did Robert the Bruce give Douglas for his help?
8. What happened in Scone Abbey on 25 March 1306?

5 Match the names of people, objects or places with their descriptions. What information wasn't mentioned in the story?

1. Robert the Bruce
2. Scone Abbey
3. William Wallace
4. Falkirk
5. Lia Fail
6. Edward I

- a) King of England who conquered Wales and tried to conquer Scotland.
- b) King of Scotland who was crowned in 1306 in Scone Abbey.
- c) A Scottish leader in the war for independence. After he lost the Battle of Falkirk, he hid in the Highlands. In 1305 he was captured and executed by the English in London.
- d) The coronation place of Scottish kings.
- e) The sacred stone in Scone on which all Scottish monarchs had been crowned before. In 1296 it was stolen by Edward I.
- f) The place where the English king, Edward I, beat the Scottish army.



- 1** Listen to the words and expressions and repeat them after the speaker.

Bannockburn ['bænəkɜ:n] —

Бэннокберн

Arbroath [a'brəʊθ] — Арброу

Methven ['meθvən] — Метвен

to come true — сбываться

a funeral ['fju:nərəl] — похороны

sacred ['seɪkrɪd] — священный

honour ['hʌnə] — честь

- 2** Put the events in the correct order.

1. William Wallace was beaten at Falkirk.
2. Robert the Bruce was crowned in Scone Abbey.
3. King Edward I started the war against Scotland.
4. Robert the Bruce left Wallace when he was needed.
5. Lia Fail was placed in Scone.

- 3** Misha, Mark and Rob have finished translating the second part of the story. Read it and find out what happens next.

The honour of the MacWizard clan

Part II

After the coronation ceremony Dorell came up to me. "Show me the ring," he said, "the one you got from Bruce." Without a word I showed him the ring. Dorell's reaction surprised me. He held the ring as if (как если бы) it was the greatest treasure and for a moment his eyes became warm and kind. "We need to talk," he said quietly. If I live to be a hundred years old, I'll still remember every word of our conversation.

"You've done a good thing, Douglas, because you've returned us the ring of our clan."

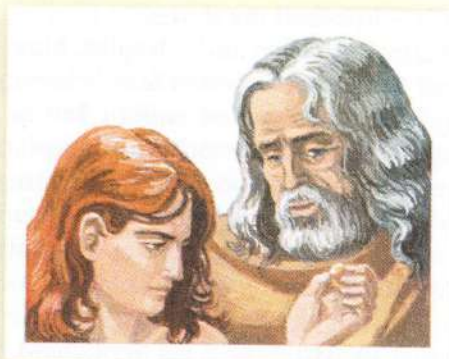
"What ring? Our clan doesn't have a ring."

"Do you remember our clan motto?"

"Yes. I do. It's Fight for the ring! Fight with the ring! Fight in the ring! But I have always thought that the word "ring" means the ring of brothers and sisters, all the members of the clan."

"That's not quite right. Five centuries ago our clan had a magic ring which protected and guided us but it was stolen. Since then we had been waiting for the return of the ring. Now you have it and our clan will rise again."

"Thank you for your kind words, Dorell."



"Don't thank me yet. I have bad news for you too. You have taken that ring from someone who needs it more than us. The future of all Scotland is in Bruce's hands. If he is killed, there'll be no hope for our country."

"Let him have it back if he wants it."

"He won't take it back. He doesn't want to break a promise. So you'll have to go with him and protect his life."

"I'll do no such thing! I won't risk my life for Bruce, a murderer."

"Oh, don't worry about your life. The person who wears the ring will never be killed."

"How do you know?"

"There are a lot of things that I know and you don't. But one day, you'll find out. You'll remember me then."

These were the last words that Dorell said to me. I wasn't going to see him again, but I couldn't know it then on 25 March in the year of Our Lord 1306, as I packed my things.

As soon as the English king, Edward, found out about the coronation in Scone, he sent new armies to Scotland. Bruce decided to fight, but he had no support from the Highland clans, his army was too small. The English beat us at Methven and we had to go into hiding.

We lived the lives of outlaws: picked up branches and made forest huts, slept on animal skins, ate berries and fish. There was no place in our country where we could feel safe. Then we fought again and lost another battle. Every year it was worse. As time went by, Bruce sent his family and friends away to safety, but it didn't help. Three of his four brothers were executed and his wife and sister were captured by the English.

I stayed with Bruce. Though we didn't become friends, I changed my opinion about him. He was intelligent and well educated. He spoke Gaelic, English, French and even Latin. He loved his wife and brothers and worried about them. When he learned the terrible news about them, he was ready to give up. So I was right about him. He wasn't a real patriot, he thought only about himself.

On Midsummer's Day, 24 June 1314, on the field of Bannockburn Bruce was waiting for the new English king, Edward II. He was coming to Scotland with the biggest army that an English king had ever led. When we saw the army at a distance, it was the most beautiful and most terrible sight. Fifty thousand men in shining armour were moving like a dark shadow.

I looked at Bruce, but couldn't understand the expression of his eyes. Was he going to pay homage to the enemy or was he going to fight? Suddenly he got off his horse and knelt. My heart fell. Everything was over. "Why are you



kneeling? Are you going to ask for forgiveness?" I shouted angrily. "Yes, but I am asking it from God, not from the English king," Bruce smiled. Then he turned to his army and shouted: "The future of Scotland will be decided today. If any of you is not ready to win or die, leave now". At that moment thousands of Scots drew out (вынули) their swords and prepared to fight.

It was a great battle where we won, and the English king ran to save his life. After the battle of Bannockburn Bruce and I became friends. For me he



was the rightful King of Scotland and a hero. Probably Dorell was right about him after all (в конце концов). Years passed and I stayed with King Robert the Bruce. Together we fought and won many battles, and many times I saved Bruce's life. Dorell hadn't lied: the ring saved me from the enemies' arrows and swords and I never had a scratch.

Finally, in 1320, it was clear that the war was coming to an end. All the Scottish nobles gathered at Arbroath and signed the Declaration of Independence. On that day Scotland declared to the whole world: "For so long as one hundred of us remain alive, we shall never submit to the domination of the English, for it is not for glory we fight,

for riches or for honours, but freedom alone which no good man loses, but with his life."

When we were celebrating, a young man came up to me. "News from Scone," he whispered. "What's happened?" I asked. "Your grandfather, Dorell MacWizard, has died. You must leave for Scone as soon as you can. That was your grandfather's last wish."

The next day I was at home and prepared everything for the funeral. At midnight I came to the sacred trees in the middle of the forest. "Hail to our ancestors!" I started, "Hail to our children!" Normally during the ceremony the whole family repeated these words after the senior Druid, but all my family had been dead for years. "Hail to our mysteries," I continued. "Hail to our mysteries!" voices around me repeated. I couldn't believe my ears! Was it the wind in the trees? I looked around. The spirits of all my ancestors were around me. Their hair and clothes sparkled with silver in the light of the moon. "Hail, the last MacWizard of the clan MacWizard," they said. "Your grandfather is with us in Summerland. He was a great Druid. Are you ready to do your duty?" I didn't know what to say. "What duty are you talking about, ancestors?" I asked, "There is no duty anymore. We have lost Lia Fail and our clan is dishonoured." "You are wrong, young MacWizard," came the

answer, "and now is the time for you to learn the truth. Four hundred years ago when Kenneth MacAlpine put the sacred stone on Moot Hill, a prophecy was made,

"Unless the fates shall faithless prove,
And prophet's voice is vain,
Where this sacred Stone is found,
The Scottish people shall reign."¹

"But the stone is now in England," I whispered. "Does that mean... could that mean... that soon the Scots will reign in England?"

"You are clever, young MacWizard, your grandfather will be pleased when we tell him that, finally, you have understood! Yes, the Scottish kings will rule England one day. The prophecy has started to come true. Your family is connected with the stone. You must wait and when it's time to act, you'll know."

The spirits of the old Druids disappeared. I was alone in the forest and once again the ring on my finger felt strangely warm.

4 What are the people in the pictures saying? Write their words down.



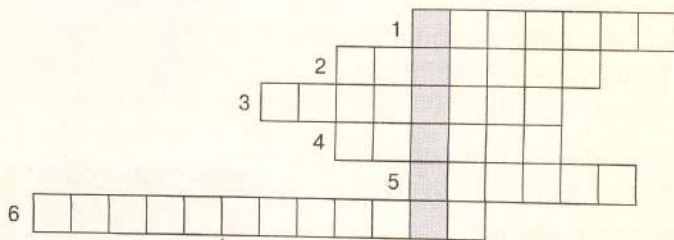
¹ Покуда вера есть богам,
Пророка глас не лжив,
Шотландцы будут править там,
Где камень сей лежит.

5 Mark these statements true, false or not stated.

1. After Robert the Bruce's coronation the war between Scotland and England was over.
2. Robert the Bruce's family was captured by the English.
3. Douglas stayed with Robert the Bruce until 1328.
4. The Scots won their freedom at the Battle of Bannockburn.
5. The Scots fought for glory and land.
6. Douglas went home to talk to his grandfather.
7. At the funeral Douglas was alone because his family lived in England.
8. The Druids told Douglas about the ancient prophecy.
9. Dorell didn't tell his grandson about the prophecy because they didn't like each other.
10. The prophecy never came true.

**6 What has the ring brought to its owner in this story?
Do the crossword and get the sixth key to the treasure.**

1. Where was Wallace's army beaten?
2. What was Wallace's first name?
3. Where was the Declaration of Independence signed?
4. What was the name of King Edward I's son?
5. What was the name of the king who stole Lia Fail?
6. What is the name of the battle where Robert Bruce won a victory over Edward II?



Lessons 10, 11 King Henry VIII's horoscope

1 Listen to the words and expressions and repeat them after the speaker.

an heir [eə] — наследник
 to ruin ['ru:ɪn] — разрушать
 strength — сила
 a council ['kaʊnsl] — кабинет министров
 bloody ['blɑ:di] — кровавый
 fault [fəʊlt] — вина
 court [kɔ:t] — зд. королевский двор
 to impress — производить впечатление
 muscular ['mʌskjələ] — мускулистый
 a bride — невеста
 Long live... — Да здравствует...
 a lady-in-waiting — придворная дама
 to show smb off — похвалиться кем-то
 a pearl [pɜ:l] — жемчужина
 a diamond ['daɪəmənd] — бриллиант
 to give birth to smb — родить кого-либо
 powerful ['paʊəfəl] — могущественный
 a sleeve — рукав
 a princess — принцесса
 Catherine of Aragon [kæθəɹɪn əv 'æɹəgən] —
 Екатерина Арагонская
 Anne Boleyn [æn bə'li:n] — Анна Болейн
 Greenwich ['ɡɹɪnɪʃ] — Гринвич
 Henry VIII [ˌhenrɪ dʒə 'eɪθ] — Генрих VIII



2 Read the story and learn more about the life in England in the sixteenth century

Part I A happy marriage

The woman lying in a large, richly decorated bed was dying. Death has come to the quiet rooms in the huge Greenwich Palace, where this woman was born forty-two years ago. The woman was Mary, our Queen, the most hated person in England and... my best friend.

The Queen was crying. She had been crying for days, I was told. Nobody knew why. Was she crying about her husband whom she had loved so much and who had never loved her? Was she crying about the children that she had never had? Or was she thinking about



the thousands and thousands of good, brave people who had been burned at the stake on her orders?

The door to the room opened and a group of men dressed in black came up to the bed. It was the Queen's council. "The heir", one of them whispered to the Queen. "Your Majesty must name her sister Elizabeth as her heir". Suddenly Mary sat up in the bed. "Not her!" she shouted, "Not Elizabeth. Not the daughter of that witch Anne Boleyn, who ruined my life. I can't forgive her..." Suddenly all her strength left her and she fell back on the pillows.

"When will her Majesty wake up again?" the members of the council asked the doctors. The people in the streets are getting angry. They call the Queen Bloody Mary. They want Princess Elizabeth for their queen. There will be a revolt if we don't do something."

I couldn't listen anymore. "Bloody Mary" that's what my poor friend will be called after her death. It was all my fault, and at least my family had to know the truth. I sat down and started to write. I cried when I remembered the tragic events of the past: the story of Mary Tudor.

I come from an old Scottish family, the MacWizards and was born in Edinburgh in 1500. "The magic year," my father always laughed. "You will be the greatest woman in our family." I believed him: he was the most famous astrologer of our time.

When I was nine, the English king, Henry VIII, invited my father to his court. The King was going to get married to a Spanish princess, Catherine of Aragon, and needed my father's advice. Father took me with him. "It will be interesting for you to see London and the great court of the young king," he said.

We arrived in April. It wasn't London or the court that impressed me most. It was the King himself. He was eighteen and to my eyes he was the most handsome man in the world. Henry was tall and muscular. His golden hair shone in the sunlight and his merry blue eyes were kind and clever. He was the strongest athlete, the best poet, and his music touched the heart of every lady at court. He smiled all the time, and when he looked at his young bride Catherine everybody could see that he was really in love with her.

I thought Princess Catherine was very lucky with her future husband. She was twenty-three, five years older than Henry, and not a great beauty. She had already been married to Henry's elder brother, but he had died.

Henry wanted to know about the future of his marriage with Catherine so my father promised to make a horoscope for the King and his bride. The day it was ready Father woke me up in the morning. He looked like a madman. I got scared. "What's happened, Father?" I cried, "You look awful!" "It's the horoscope. It's ready," my father whispered. "Have you shown it to the King? Did he like it?" I asked. "Show it to the King!," Father laughed, "No, never! The King must never see it." "You're scaring me, Father," I cried, "What did the horoscope say?"

And then he showed me the horoscope. I was only a child, but my father had already started teaching me and the prediction was simple enough even for a child.

There were two possible lines. The first line showed Henry and Catherine together. They were happy and smiled at each other.

The second line showed Catherine alone. She was dying in a dark, wet room. King Henry was an ugly old man, and his hands were covered with blood. Between them I saw a woman. She was pale with long dark hair and six fingers on her left hand. And I saw the shadow of the girl. In horoscopes it means possibility. The girl had beautiful golden-red hair which shone in the sun behind her. In her hands there was the crown of England and... with that crown she was crowning a Scottish king!

Father looked at me and saw the understanding (понимание) in my eyes. "Listen, Edina," he said, "Listen carefully. If the King doesn't meet the woman with long dark hair and six fingers on her hand, he WILL be happy with Catherine, but we can't tell him about that. You know all about the ancient prophecy. For centuries we, the MacWizards, have been waiting for this chance. Now it's time to act.

I won't show the horoscope to the King. I'll tell him that I couldn't make it. Then I'll go home, but you will stay here and wait for the child with golden hair. Guard her like a dog, give your life for her if you have to, but that girl mustn't die. She must become the Queen of England and then give the crown to a Scottish king!"

"But I'm only a little girl, and I'll be all alone at the English court. How can I protect the child?" I asked.

"You will not be alone," Father said. "Take the MacWizards's ring, and magic which is older and more powerful than anything in the world will be with you." Father took the big, gold ring with snakes off his finger and gave it to me. I had seen that ring before. It was the biggest treasure of the family. "Remember: anybody who wears this ring will not die until he does what he was born for," Father said.

"Father," I cried. "You should give this ring to Donald, my younger brother, not to me. The magic ring shouldn't go to a girl!" But Father put the ring on my finger. "A girl is sometimes better than a boy," he smiled. "A lot of people will have to learn that soon."

Father's plan worked. The King took the silence of the stars as a good sign. Henry also allowed me to stay at the court and asked Catherine to look after me.

On 23 June, a sunny day, Henry and Catherine were crowned in Westminster Abbey. Everybody was happy for them. "Long live the king, long live Henry VIII!" I shouted together with thousand of other people "Long live Queen Catherine!" On that day I didn't want to think about the gloomy future of that marriage.

Years passed and I lived at court as one of the Queen's ladies-in-waiting. The King and the Queen were happy together. Catherine was kind and helped her husband with everything. Like him (как и он), she enjoyed music and dance. The King asked the Queen's advice and followed it. There was only one problem: Catherine couldn't give Henry an heir to the throne. None of their children lived for longer than a month. Catherine was getting very depressed, but Henry didn't lose hope.

On 18th February 1516, seven years after her wedding day, Catherine gave birth to a healthy girl. I held the baby in my arms and went to the window. When I opened the curtains, my heart jumped. The girl's hair shone in the sun. The red-haired princess had come. There wasn't going to be any woman with six fingers.

The girl was called Mary. I looked after her from the first day of her life. She was the little sun of our court. The King used to carry her on his shoulder and show her off. "This is Mary," he used to say. "My pearl! The diamond of all England!" Mary was not only pretty but also clever. She took after both her father and mother. The princess was kind and religious like her mother, and she got her strong character and great talent for music, poetry and languages from her father.

Mary's perfect childhood came to an end when she was about ten. One day I found my little princess in tears. "I don't want to go away! I want to be here with Mother and Father. Why should I go to Wales?" Mary was crying. "Because the King wishes it," the Queen answered. She saw me and smiled proudly: "The King wants to crown Mary Princess of Wales. It means that she will become the Queen of England after him. Oh, Edina, it's the best news I've had for years," she whispered. I felt sorry for her. Catherine looked old, tired and ill. She couldn't have any more children and all her hopes were for Mary. I explained to Mary that she was a big girl now and a future queen and that she had to learn to live alone and think for herself, but she was still very sad. It broke my heart when I saw her and King Henry together. Mary was trying to hide her tears from her father. "Why? Why are you doing this to me?" her eyes asked, but she didn't say a word.

I went to Wales with my princess. Our new castle was big and comfortable but Mary missed her mother terribly. She wrote letters to her every day.

Six months later we went to London for Christmas. Mary was the happiest girl in the world. She was with her father and mother again. I was glad too. I enjoyed everything we didn't have in Wales: beautiful dresses, music, games and feasts. On Christmas Day there was a carnival. I was dancing and laughing when suddenly I noticed a strange lady who was not wearing a mask. Her hair





was as black as night, her eyes as dark as onyx and her skin as pale as snow. She was slim and wore a black and white dress with very long sleeves. She wasn't beautiful, but everybody was looking at her. A tall man came up to her and asked her to dance. His eyes were fixed on her, he didn't notice anything around him. That moment I recognized the man. It was the King! She put her hand into his and I saw that she had six fingers.

That's how I met Anne Boleyn, the woman who changed our life and England forever.

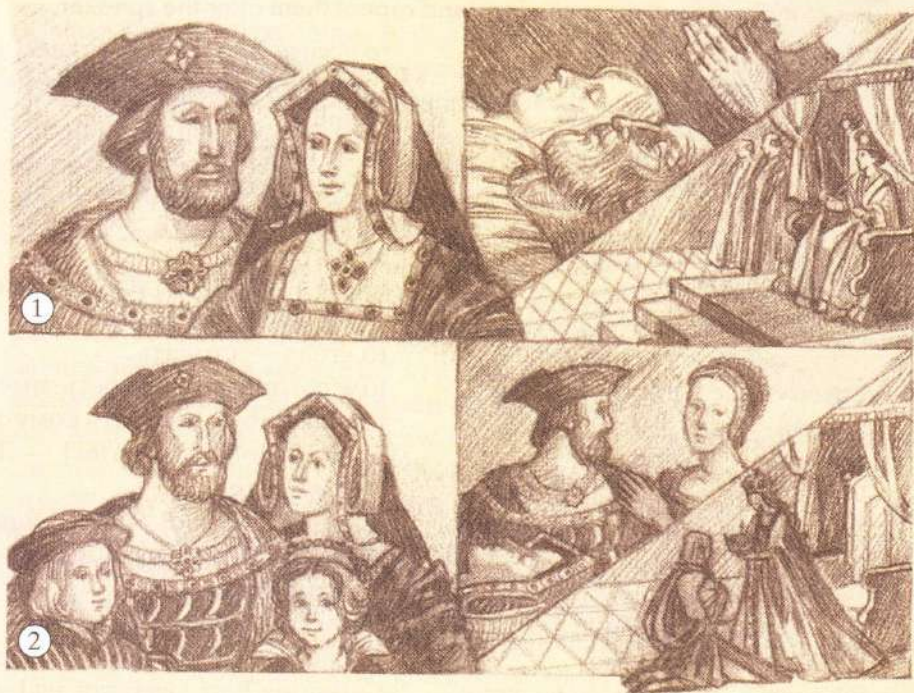
3 Who is it? Match the person with the description.

- Her hair was as black as night, her eyes as dark as onyx and her skin as pale as snow. She was slim and wore a black and white dress with very long sleeves.
- She took after both her father and mother. She was not only pretty but also clever.
- She was not a great beauty and five years older than her husband. She was kind and helped her husband with everything.
- He was eighteen and to my eyes he was the most handsome man in the world. He was tall and muscular. His golden hair shone in the sunlight and his merry blue eyes were kind and clever. He was the strongest athlete, the best poet and his music touched the heart of every lady at court.



- 1 — Catherine of Aragon
- 2 — Henry VIII
- 3 — Mary Tudor
- 4 — Anne Boleyn

4 Find the horoscope which Edina's father did for the King.



5 Answer the questions.

1. Who was Edina and what family did she come from?
2. What did her father find out when he did the horoscope?
3. What did her father give Edina? What was it for?
4. What kind of person was the English king, Henry VIII?
5. What was the only problem for Henry and his wife Catherine?
6. Who did Catherine give birth to?

6 Find in the story facts to support or contradict these statements.

1. Henry VIII was a well educated man.
2. The King wasn't handsome.
3. Catherine of Aragon was a great beauty.
4. Henry loved his future wife.
5. The future of Scotland was not very important for Edina.
6. Henry didn't lose hope when his wife and he had problems.
7. Henry didn't like Anne Boleyn.

Lessons 8, 9**King Henry VIII's horoscope****1 Listen to the words and expressions and repeat them after the speaker.**

though [ðəʊ] — хотя
madly — безумно
a divorce [dɪ'vɔ:s] — развод
the Pope — Папа Римский
a bastard ['bɑ:stəd] — незаконно-рожденный
calmly ['kɑ:mlɪ] — спокойно
to be excommunicated
[ˌɛkskə'mju:nɪkeɪtɪd] — быть
отлученным от церкви
the head of the Church — глава
церкви
rude [ru:d] — грубый
a double oath — двойная клятва
to refuse to do smth — отказаться
делать что-либо
to ignore smb / smth [ɪg'nɔ:] —
не обращать внимания на
кого-либо / что-либо
to fall apart — распадаться на части
reliable — надежный
to remind — напомнить
to get rid of smb — избавиться
от кого-либо
jealous ['dʒeləs] — ревнивый

to accuse smb of smth [ə'kju:z] —
обвинить кого-либо в чем-
либо
to be beheaded — быть
обезглавленным
to survive [sə'vaɪv] — выжить
nanny — няня
to burn smb at the stake — сжечь
кого-либо на костре
to groan — стонать
to wipe smth out — стереть что-либо
to trust smb — доверять кому-либо
Lord Norfolk [lɔ:d 'nɔ:fək] — Лорд
Норфолк
Hatfield ['hætfi:ld] — Хэтфилд
Anne of Cleves [æn əv 'kli:vz] —
Анна Клевская
Catherine Howard [ˌkæθəɪn
'haʊəd] — Екатерина Говард
Catherine Parr [ˌkæθəɪn 'pɑ:] —
Екатерина Парр
Jane Seymour [dʒeɪn 'seɪmə] —
Джейн Сеймур
Thomas More [təməs 'mɔ:] —
Томас Мор

2 Answer the questions.

1. Who was Edina?
2. Where did she come from?
3. Why did she stay in London?
4. Who was the first child of Henry VIII and Catherine of Aragon?
5. How did Henry feel about his daughter?
6. Who did Henry meet at the ball?

3 Read the story and answer the questions below.

Part II An heir

Since that carnival things had gone from bad to worse (дела шли все хуже и хуже). The princess was sent away from London and the King didn't invite her to come again. She wasn't called the Princess of Wales anymore, and we had to move to a smaller castle. She asked me about these changes, but I told her nothing, though I knew the truth. My friends at court wrote to me regularly.

"The King is madly in love with Anne Boleyn. He went to her castle and spent a week with her family. He wrote a sonnet for her. She wants to become his wife and the Queen of England," one letter said. "Nobody sees Queen Catherine anymore. Anne Boleyn always sits next to the King," I read in another letter. And finally I learnt that the King was trying to get a divorce from Queen Catherine. The only problem for the King was the powerful relatives of his wife. They wrote to the Pope in Rome and he refused the King a divorce. That was good news. What could the King do against the Pope?

One day we were told that the King was going to visit us. That was a surprise: the King hadn't visited his daughter for years. He even forgot to send money for new clothes. The night before the visit Mary couldn't sleep. "Why doesn't my father talk to me? What have I done wrong?" she asked. "It's because you're not a boy, Mary," I sighed, "The King doesn't believe that a woman can rule England." "It's not fair," Mary said, "No, it's not, but your father is thinking about England, not you. Not long ago there was a terrible war in England, the War of the Roses. It started because the last king hadn't left an heir. The War of the Roses continued for thirty years. Your grandfather ended that war and became a strong king, your father is also strong and he needs a strong son to rule England," I explained.

Next morning the King arrived, but he came with Anne Boleyn! When Mary saw that, her eyes filled with tears, but she was a princess and said nothing. The King took his daughter to another room for a private talk.

Later she told me everything. The King told her that he wanted to divorce her mother. He said that their marriage was not right because Catherine had been his brother's wife. "That was against God's law," he said, "That's why I didn't have any sons. This marriage is cursed."

"But what will happen to me, Father?" Mary asked. The King looked away. "If the marriage was not right, you can't be a real princess, Mary. I'm sorry," he sighed.





Sir Thomas More

“So you’re making me a bastard, your Majesty?” she said calmly.

“What does it matter to you?” the King shouted, “You’re a useless girl and will never rule England. I need a son and I’ll have what I want!” he shouted. “I’ll never agree to that! I am your daughter and one day I will be queen,” Mary answered proudly, but the King was already gone.

Seven years passed. Mary had no money, the castle where she lived was almost a ruin, but she was still a princess. The King had been trying everything to get a divorce from Catherine, but the only (единственный) person who could decide, the Pope in Rome, said “No.”

In the end nothing mattered for the King anymore. He divorced Catherine and married Anne Boleyn. When the Pope found out, Henry was excommunicated. Then the King declared himself the head of the church in his own country. England was not a Catholic country anymore. Henry called his new church the Church of England. The people didn’t like the new religion and hated Anne, but anyone who didn’t agree with the King was executed.

It was all done for the love of Anne Boleyn. The King had promised to marry her and he kept his word. Anne was crowned Queen of England. Three months later she gave birth to a child... The news brought a smile to Mary’s pale face for the first time in many years. The child was a girl.

Soon after her half-sister was born, the Princess was sent for. The King’s messenger Lord Norfolk was very rude: “Lady Mary is not a princess anymore, she’s a bastard,” he said. “There is only one princess in England: Elizabeth, the Princess of Wales. Queen Anne is very kind to Lady Mary: Mary will be a servant for her daughter, Elizabeth. She must pack her things and go with me. Because she’s now a servant herself, her ladies-in-waiting can’t go with her.”

Lord Norfolk took Mary away, and I didn’t have time to talk to her. I heard that she was at Hatfield House and Anne Boleyn’s relatives were horrible to her (ужасно относились к ней) and made her do the dirtiest work. But that didn’t worry me as much as the news from London, from the court.

My world and the world of thousands of other people was falling apart. The King was becoming a monster. All the good that was in him had gone. It was all Anne Boleyn’s fault. She had taken away our kind, handsome knight.

The King wrote a paper, which everybody had to sign. He called it a double oath. People had to agree that the King was the head of the Church of England and that the children of Anne Boleyn were the only heirs to the English throne. Those who refused to sign were executed. One of them was Sir Thomas More, the King’s best friend and advisor. Mary was the only person who hadn’t signed it and was still alive.

But I felt that Mary's life was in danger and I was right. The King himself was going to Hatfield House to visit Princess Elizabeth and talk to Mary about the double oath. This time he might forget that she was his daughter. Only my father's ring could protect Mary. I had to find a way to give it to her.

I couldn't get into a house where everybody knew my face, so I sent the ring with a reliable friend. I also wrote a short note "Wear it until you see me again". After the letter was sent, I went to a little village near Hatfield. I wanted to be sure that Mary was alive.

Two days later I saw her. She was playing in the fields with a little girl. When I came up, I couldn't believe my eyes. Mary looked well and even happy. "I got your message and the ring," she said and smiled. "I put your ring on and felt happy and safe. Then I signed that stupid paper. I didn't want to sign, but something told me to do it. At first I felt awful about it. I thought that I had given up my last chance to wear the crown of England. But then I understood that there is always hope as long as you are alive. And I am alive, so I still may become queen one day."

Suddenly Mary was interrupted: "I will be queen! I will be queen!" A little girl was running towards us. "That's my sister Elizabeth," Mary said proudly. "She is the Princess of Wales, but I don't care. (Это не имеет значения.) I love her. She is so beautiful, isn't she?" I turned to the little princess. Did she remind me of her father... or her mother? The girl was looking at me with her bright blue eyes and her beautiful golden hair was shining in the sun. And then I remembered: "The girl with beautiful red hair... the sun behind the girl..." That was the girl from the horoscope. I had made a terrible mistake. All my life I had been helping the wrong princess.

I knew that I had to do something, but I couldn't. Mary was my best friend. I went back to Scotland and gave the ring to my younger brother. He asked me to live with him, but I refused. I built a little cottage in an ancient forest where my Druid ancestors used to live. But if you think that I found peace there, you're making a mistake. I tried to forget everything, but the magic trees told me the stories which I didn't want to hear.

At first there were storms and rain in my forest.

I saw Anne Boleyn. ...She was in terrible pain... her baby son died. I saw the King's angry face. He didn't love Anne Boleyn anymore and wanted to get rid of her. She was accused of adultery (ее обвинили в измене мужу) and executed. The King wanted to forget about that wife: Princess Elizabeth was declared a bastard as well as (так же, как) Mary.

Then I saw the King again. He was happy and in love. He married the





1 – Jane Seymour 2 – Anne of Cleves
3 – Catherine Howard 4 – Catherine Parr
5 – Prince Edward 6 – Mary Tudor

queen's lady-in-waiting, Jane Seymour, just twelve days after Anne Boleyn's execution. I saw Jane Seymour. She was nice and kind. Then I saw their son Edward. Finally, the King had what he wanted. And then the trees in my forest cried. Jane died.

King Henry married three more times (еще три раза), but his marriages didn't last long. He quickly divorced his fourth wife, a German princess called Anne of Cleves, because he didn't like her. His fifth wife, Catherine Howard, was Anne Boleyn's cousin, but she was too young and beautiful for him. The King was old and jealous. Catherine was accused of adultery and executed like Anne Boleyn. Henry's sixth wife, Catherine Parr, looked after him like a mother and he died in her hands.

After that I finally had some peace in my forest. I saw Prince Edward... he became king. He was only ten, but clever and kind. He looked after his people and opened schools for the poor. He loved both his sisters, Elizabeth and Mary and all of them were great friends. But one day all the leaves on my trees turned yellow. Edward died.

After Edward, Mary had become queen. She was 37. In the beginning she was fair and popular with her people. She was a Catholic, but she was ready to compromise with the Church of England too. Then things started to change. The next five years were the worst time in my life. The magic trees cried and groaned, and the ground was covered with blood. Mary became the worst queen England had ever had. People who refused to become Catholics were burnt at the stake. There were thousands and thousands of them. Like a maniac (подобно маньяку) Mary was trying to turn the clock back and wipe out the memory of her father Henry and Anne Boleyn.



Mary forgot her friendship with Elizabeth. She didn't trust her sister and thought that Elizabeth wanted to be queen. Elizabeth was put in the Tower of London.

One day I heard Mary's voice. She was calling me. I had to go and see her, that's why I was in Greenwich Palace on that grey, gloomy morning, 16 November 1558..."

The council waited by the Queen's bed. She opened her eyes, saw me and smiled. "The heir," she said quietly. "Of course, gentlemen. Let it be Elizabeth... My SISTER."

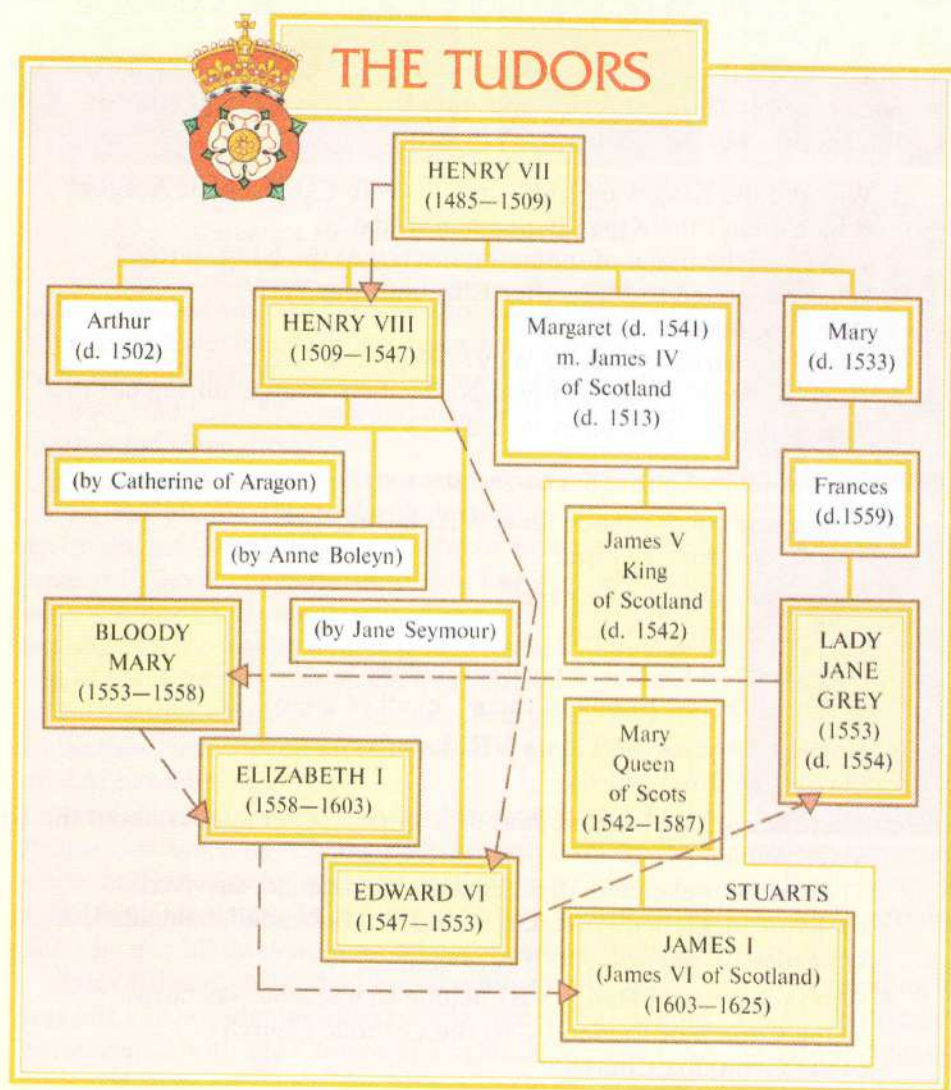
1. Why did the King want to divorce his wife Catherine of Aragon?
2. Why couldn't the King divorce her at first?
3. What was the name of the new church that the King started?
4. What happened to Mary after Elizabeth was born?
5. What is a double oath?
6. Did Mary agree to sign it? Why? / Why not?
7. How did Mary's feelings towards Elizabeth change during her life?
8. Why was Anne Boleyn executed?

4 Henry VIII Quiz. Choose the correct answers.

1. How many children did Henry VIII have?
a) one b) two c) three
2. How many sons did he have?
a) one b) two c) three
3. How many of his children ruled England?
a) two of them b) one of them c) all of them
4. How many wives did Henry VIII have?
a) two b) three c) six
5. There is a saying (поговорка) to help people remember about the King's wives. Which one is it?
a) divorced, beheaded, died, divorced, beheaded, survived
b) divorced, died, divorced, survived c) beheaded, beheaded, died, beheaded, beheaded, survived
6. What religion did Henry VIII belong to when he was born?
a) the Church of England b) the Catholic Church
c) the Orthodox Church
7. What religion did Henry VIII belong to when he died?
a) the Church of England b) the Church of Rome (Catholic)
c) the Orthodox Church

5 Look at the Tudor family tree and answer the questions.

1. Who ruled England after Mary?
2. Did that person get married and have children?
3. How long did that person rule England?



6 Write the name of the king who ruled after Elizabeth and get the last key to the treasure.

7 What has the ring brought to its owner in this story?

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The Noun (Имя существительное)

В предложении имена существительные чаще всего выполняют функцию подлежащего, дополнения, обстоятельства.

Nina is my friend. (*Nina* — подлежащее)

I saw a girl in the street. (*a girl* — дополнение)

He wasn't at school yesterday. (*at school* — обстоятельство места)

Существительные, которые имеют форму единственного и форму множественного числа, называются **исчисляемыми**: *a book — two books, a mug — a lot of mugs.*

Существительные, которые имеют только одну форму, называются **неисчисляемыми**. К таким относятся:

- названия веществ: *butter, sugar, milk, bread, gold;*
- абстрактные существительные: *time, friendship, kindness.*

Форма множественного числа имен существительных образуется с помощью окончания **-s** или **-es**, которое прибавляется к основе единственного числа.

Окончание **-s** читается как [z] после звонких согласных и гласных: *a pen — pens* [z].

После глухих согласных окончание **-s** читается как [s]: *a mop — mops* [s].

После **s, ss, x, sh, ch** окончание **-es** читается как [ɪz]: *a bench — benches* [ɪz].

Окончание -es во множественном числе имеют:

а) существительные, которые оканчиваются в единственном числе на **s, ss, x, sh, ch**: *a fax — faxes* [ɪz], *a bus — buses* [ɪz], *a bush — bushes* [ɪz], *a glass — glasses*, *a coach — coaches*;

б) существительные, которые оканчиваются в единственном числе на **o**: *hero — heroes*.

Но: *photo — photos, piano — pianos, zero — zeros*;

с) существительные, которые оканчиваются в единственном числе на **y**, перед которой стоит согласная. Буква **y** при этом меняется на **i**: *city — cities*;

д) некоторые существительные, оканчивающиеся в единственном числе на **f** или **fe**. Буква **f** при этом меняется на **v**: *shelf — shelves, wife — wives*.

Запомните имена существительные, которые образуют форму множественного числа не по общему правилу:

Единственное число	Множественное число
man — мужчина	men — мужчины
woman — женщина	women — женщины
tooth — зуб	teeth — зубы
child — ребенок	children — дети
foot — ступня	feet — ступни

Существительные **advice** (совет, советы), **knowledge** (знание, знания), **information** (информация), **money** (деньги), **hair** (волосы) в английском языке являются неисчисляемыми. Они не имеют формы множественного числа, заменяются местоимением третьего лица единственного числа (it) и согласуются с глаголами третьего лица единственного числа.

Thank you for all your advice. It always helps me. — Спасибо за все Ваши советы. Они всегда мне помогают.

Where is the money? I put it on the table. — Где деньги? Я положил их на стол.

Существительное **news** (новость, новости) является неисчисляемым существительным и согласуется с глаголами третьего лица единственного числа.

What's the news? — Какие новости?

Падеж

Существительные в английском языке имеют два падежа — общий и притяжательный.

Общий падеж имеют все существительные. В этом падеже у существительных нет особого окончания. Это форма, в которой существительное дается в словаре.

The Possessive Case (Притяжательный падеж имен существительных)

Притяжательный падеж используется для того, чтобы показать:

- что что-либо принадлежит кому-либо: *Bob's book* — книга Боба
- какие отношения связывают двух или более людей: *Nina's sister* — сестра Нины; *Mark and Rob's mother* — мама Марка и Роба

Форму притяжательного падежа имеют в основном одушевленные существительные, обозначающие живое существо, которому принадлежит предмет, качество или признак. Существительное в единственном числе образует притяжательный падеж с помощью окончания **-s**, перед которым стоит апостроф (') — *my sister's dress* — платье моей сестры.

Чтобы образовать притяжательный падеж, к существительному во множественном числе добавляется только **апостроф**:

The girls' room — комната девочек.

- а) После звонких согласных и гласных окончание **s** читается как [z]: *Tom's, dog's*.
- б) После глухих согласных окончание **s** читается как [s]: *Pat's, Mark's*.
- в) После шипящих и свистящих согласных окончание **s** читается как [ɪz]: *Boss's*.

- Иногда принадлежность чего-либо лицу, выраженному данным существительным, можно также выразить, поставив перед существительным в общем падеже предлог **of**:

a photo of my friend — фото моего друга

The Article (Артикль)

Общие сведения

Артикль **a** употребляется в основном перед исчисляемыми существительными в единственном числе.

Артикль **a** употребляется в следующих случаях:

- когда какое-либо лицо или предмет называется впервые:
*Suddenly he saw **a** boy.* — Неожиданно он увидел мальчика.
- когда существительное является частью составного именного сказуемого:
*He is **a** doctor.* — Он врач.

Перед исчисляемыми существительными в единственном числе, если они начинаются с гласной, неопределенный артикль имеет форму **an**:

*She gave me **an** apple.* — Она дала мне яблоко.

Определенный артикль **the** может употребляться с любыми существительными в необходимых контекстах.

Артикль **the** употребляется, когда речь идет о лице / предмете, которые упоминались ранее:

*I've bought a new book. **The** book is interesting.*

Артикль **the** употребляется с названиями:

- сторон света — *the South*
- рек — *the Volga*
- морей — *the Black Sea*
- океанов — *the Atlantic Ocean*
- каналов — *the English Channel*
- пустынь — *the Sahara*
- горных цепей — *the Alps*
- стран, содержащих слова *state, kingdom, federation* —
the United States, the United Kingdom, the Russian Federation
- театров — *the Bolshoi Theatre*
- музеев — *the Hermitage*
- галерей — *the Tretyakov Gallery*
- гостиниц — *the Ambassador Hotel*
- газет — *the Times*

Артикль **the** употребляется:

- перед существительными, обозначающими уникальные объекты —
the sun, the sky, the Parthenon, the world
- перед названиями музыкальных инструментов в таких сочетаниях, как
to play the guitar..., to play the piano...
- перед фамилиями и национальностями, когда имеется в виду вся семья —
the Inins, the MacWizards, the English, the Americans, the Russians
- перед исчисляемыми существительными в единственном числе, когда существительное является представителем целого класса предметов:

The giraffe is the tallest animal on our planet. — Жираф — самое высокое животное на нашей планете.

Без артикля употребляются названия:

- континентов — *Africa* и т. п.
- стран — *France* и т. п.
- городов — *London* и т. п.
- деревень — *Strelkovka* и т. п.
- регионов — *Kaluga Region* и т. п.
- отдельных островов — *Sakhalin*
- отдельных горных вершин — *Elbrus*
- отдельных площадей — *Trafalgar Square*
- отдельных парков — *Hyde Park*
- отдельных улиц — *Baker Street*
- таких планет, как — *Mars, Venus, Jupiter*

Без артикля употребляются исчисляемые существительные во множественном числе, когда они являются представителями целого класса предметов:

She likes roses. — Она любит розы.

Horses are clever animals. — Лошади — умные животные.

The Adjective (Имя прилагательное)

Имя прилагательное — это часть речи, которая обозначает признак предмета и отвечает на вопрос *какой?*

a nice house — красивый дом

Степени сравнения прилагательных

Английские прилагательные имеют **сравнительную** и **превосходную** степени сравнения. К прилагательным в положительной степени, состоящим из одного слога или двух слогов, оканчивающихся на **-y, -ow, -er**, в сравнительной степени прибавляется суффикс **-er**, а в превосходной степени — суффикс **-est**.

Положительная степень	Сравнительная степень	Превосходная степень
long (длинный) clever (умный) narrow (узкий)	longer (длиннее) cleverer (умнее) narrower (уже)	longest (самый длинный) cleverest (самый умный) narrowest (самый узкий)

Если прилагательное оканчивается на **-e**, то при прибавлении суффикса **-er** или **-est** буква **e** отбрасывается.

Положительная степень	Сравнительная степень	Превосходная степень
nice (приятный)	nicer (приятнее)	nicest (самый приятный)

В прилагательных, оканчивающихся на ударный слог с кратким гласным, при прибавлении суффикса **-er** или **-est** конечная согласная удваивается.

Положительная степень	Сравнительная степень	Превосходная степень
fat (<i>толстый</i>)	fatter (<i>толще</i>)	fattest (<i>самый толстый</i>)

Если прилагательное оканчивается на **-y**, которой предшествует согласная, то при прибавлении суффикса **-er** или **-est** буква **y** меняется на **i**.

Положительная степень	Сравнительная степень	Превосходная степень
happy (<i>счастливый</i>)	happier (<i>счастливее</i>)	happiest (<i>самый счастливый</i>)

Запомните прилагательные, которые образуют степени сравнения не по правилу.

Положительная степень	Сравнительная степень	Превосходная степень
good (<i>хороший</i>)	better (<i>лучше</i>)	best (<i>самый лучший</i>)
bad (<i>плохой</i>)	worse (<i>хуже</i>)	worst (<i>самый плохой</i>)
far (<i>дальний, далекий</i>)	farther (<i>более дальний</i>) further (<i>дальнейший</i>)	farthest (<i>самый дальний</i>) furthest (<i>самый далекий</i>)
much / many (<i>много</i>)	more (<i>больше</i>)	most (<i>больше всего</i>)

Большинство прилагательных, состоящих из двух и более слогов, образуют степени сравнения с помощью слов **more**, **most**, **less** и **least**, которые ставятся перед прилагательными.

Положительная степень	Сравнительная степень	Превосходная степень
beautiful (<i>красивый</i>)	more beautiful (<i>более красивый, красивее</i>)	most beautiful (<i>самый красивый</i>)
interesting (<i>интересный</i>)	less interesting (<i>менее интересный</i>)	least interesting (<i>наименее интересный</i>)

Существительное, определяемое прилагательным в превосходной степени, употребляется с артиклем *the*: *the deepest lake*, *the best player*.

Качества предметов, действий и явлений можно также сравнивать:

- с помощью слова **than** (*чем*):

*Tom's flat is **bigger than** Misha's.* — Квартира Тома больше, чем квартира Миши.

*It's warmer today **than** yesterday.* — Сегодня теплее, чем вчера.

- с помощью союзов **as... as** (*такой же, как*) и **not as... as** (*не такой, как*):

*This book is **as interesting as** that one.* — Эта книга такая же интересная, как та.

*This book is **not as interesting as** that one.* — Эта книга не такая интересная, как та.

The Adverb (Наречие)

Наречия разделяются на подклассы:

наречия времени (когда?): **now, then, yesterday;**

наречия частотности (как часто?): **often, never, ever, sometimes;**

наречия места и направления (где? куда?): **here, there, inside, abroad.**

Наречия образа действия образуются от прилагательных с помощью суффикса **-ly**: *sad* (грустный) — *sadly* (грустно).

Если прилагательное оканчивается на букву **y**, а перед ней стоит согласная, то при добавлении суффикса **-ly** конечная **y** меняется на **i**: *happy* (счастливый) — *happily* (счастливо).

Большинство наречий являются неизменяемыми словами, но ряд наречий образа действия имеют формы **сравнительной** и **превосходной** степени, которые они образуют с помощью **more** и **most**: *carefully* — *more carefully* — *most carefully*; *slowly* — *more slowly*, *most slowly*.

Только небольшое количество наречий образуют степени сравнения с помощью **-er, -est**: *fast* (быстро) — *faster* — *fastest*, *early* (рано) — *earlier* — *earliest*.

К наречиям образа действия в сравнительной степени прибавляется **more**, а в превосходной **most**: *carefully* — *more carefully* — *most carefully*.

Запомните наречия, которые образуют степени сравнения не по правилу.

well (хорошо) — *better* (лучше) — *best* (лучше всего / всех)

badly (плохо) — *worse* (хуже) — *worst* (хуже всего / всех)

much / many (много) — *more* (больше) — *most* (больше всего / всех)

little (мало) — *less* (меньше) — *least* (меньше всего / всех)

far (далеко) — { *farther* (дальше) — *farthest* (дальше всего / всех)

{ *further* (дальше) — *furthest* (дальше всего / всех)

The Pronoun (Местоимение)

Местоимение — это часть речи, которая употребляется вместо имени существительного или имени прилагательного.

I have a cousin. He's a programmer. His mother is my aunt. — У меня есть двоюродный брат. Он — программист. Его мама — моя тетя.

Местоимения делятся на несколько подгрупп: **личные, притяжательные, неопределенные, возвратные.**

Если личные местоимения употребляются в предложении в качестве подлежащего, то они стоят в именительном падеже. Если они употребляются в предложении в качестве дополнения, то они стоят в объектном падеже.

Склонение английских личных местоимений

Именительный падеж кто? что?		Объектный падеж кого? что? кому? чему? кем? чем? о ком? о чем?	
I	я	me	меня, мне, мной, (обо) мне
you	ты (Вы)	you	вас, вам, вами, (о) вас
he	он	him	его, ему, им, (о) нем
she	она	her	ее, ей, ею, (о) ней
it	оно, он, она (неодуш.)	it	ее, ей, ею, (о) ней, его, ему, им, (о) нем
we	мы	us	нас, нам, нами, (о) нас
you	вы	you	вас, вам, вами, (о) вас
they	они	them	их, им, ими, (о) них

Притяжательные местоимения

Притяжательные местоимения имеют две формы — основную и абсолютную. Притяжательные местоимения в основной форме служат определением к существительным и ставятся перед ними:

my book — моя книга, *his friends* — его друзья.

Притяжательные местоимения в абсолютной форме заменяют существительные, поэтому существительные после них не употребляются.

My flat is bigger than yours. — Моя квартира больше, чем ваша.

Основная форма притяжательных местоимений	Абсолютная форма притяжательных местоимений
This is my book.	The book is mine .
This is your book.	The book is yours .
This is his book.	The book is his .
This is her book.	The book is hers .
This is our house.	The house is ours .
This is your house.	The house is yours .
This is their house.	The house is theirs .

Местоимения **some, any, no**

Местоимение **some** означает *несколько, какое-то количество* и употребляется в утвердительных предложениях.

*I have **some** friends.* — У меня есть друзья.

*There is **some** coffee in my cup.* — В чашке есть кофе.

В вопросительных и отрицательных предложениях употребляется местоимение **any**, которое означает *сколько-нибудь, какой-нибудь*.

*Do they have **any** books?* — У них есть книги?

*Do you have **any** coffee?* — У вас есть кофе?

*I don't have **any** friends.* — У меня нет друзей.

*We don't have **any** coffee.* — У нас нет кофе.

No означает *никакой* и употребляется в отрицательных предложениях.

*He has **no** time at all.* — У него совсем нет времени.

*There is **no** sugar in the tea.* — В чае нет сахара.

Местоимения **something, nothing, anything, somebody, nobody, anybody, somewhere, anywhere, nowhere**

Эти местоимения образованы от местоимений **some, no, any** и подчиняются тем же грамматическим правилам.

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
somebody <i>кто-то</i>	anybody <i>кто-нибудь</i>	nobody <i>никто</i>
something <i>что-то</i>	anything <i>что-нибудь</i>	nothing <i>ничего</i>
somewhere <i>где-то</i>	anywhere <i>где-нибудь</i>	nowhere <i>нигде</i>

С местоимениями **something, nothing, anything, somebody, nobody, anybody** употребляются глаголы 3 лица единственного числа.

*There is **somebody** in the room.* — В комнате кто-то есть.

*There is **something** on the table.* — На столе что-то есть.

*Is there **anybody** in the room?* — В комнате кто-то есть?

*Is there **anything** on the table?* — На столе что-то есть?

*There is **nobody** in the room.* — В комнате никого нет.

*There is **nothing** on the table.* — На столе ничего нет.

При наличии в предложении местоимений **nothing, nobody, nowhere** дополнительных отрицаний не требуется.

***Nobody** knows him.* — **Никто** его не знает.

*She has **nothing** in her bag.* — У нее в сумке **ничего** нет.

*I can't find him. He is **nowhere**.* — Я не могу его найти. Его **нигде** нет.

Местоимения **much, many, a lot of**

Much (*много*) употребляется с неисчисляемыми существительными.

*I don't eat **much** butter.* — Я не ем много масла.

*Do you have **much** time to read?* — У вас много времени, чтобы читать?

Many (*много*) употребляется с исчисляемыми существительными.

*We don't need **many** apples.* — Нам не нужно много яблок.

*Do you have **many** friends?* — У вас много друзей?

Как правило, **much** и **many** употребляются в вопросительных и отрицательных предложениях.

A lot of (много) употребляется как с исчисляемыми, так и с неисчисляемыми существительными.

She has a lot of time. — У нее много времени.

We don't need a lot of apples. — Нам не нужно много яблок.

Do you have a lot of friends? — У вас много друзей?

Местоимения **few, little**

Little (мало) употребляется с неисчисляемыми существительными.

There is very little snow this winter. — Этой зимой очень мало снега.

Few (мало) употребляется с исчисляемыми существительными.

There are few houses in that street. — На той улице мало домов.

The Numeral (Имя числительное)

Имя числительное — это часть речи, которая обозначает количество предметов, число, а также порядок предметов при счете. Имена числительные в английском языке делятся на количественные и порядковые.

Количественные числительные

Количественные числительные от 1 до 12 — простые. Они не имеют специальных окончаний.

Количественные числительные от 13 до 19 оканчиваются на **-teen**:

six + -teen = sixteen.

В числительных, оканчивающихся на **-teen**, два ударения — *sixteen* [sɪks'ti:n].

Количественные числительные, обозначающие десятки, оканчиваются на **-ty**: *six + -ty = sixty*.

В словах, оканчивающихся на **-ty**, ударение падает на первый слог — *sixty* [ˈsɪksti].

1 — one	11 — eleven	20 — twenty
2 — two	12 — twelve	30 — thirty
3 — three	13 — thirteen	40 — forty
4 — four	14 — fourteen	50 — fifty
5 — five	15 — fifteen	60 — sixty
6 — six	16 — sixteen	70 — seventy
7 — seven	17 — seventeen	80 — eighty
8 — eight	18 — eighteen	90 — ninety
9 — nine	19 — nineteen	100 — one hundred
10 — ten		2,000 — two thousand
		3,000,000 — three million

Количественные числительные от 21 до 99, состоящие из десятков и единиц, пишутся через дефис: 29 — *twenty-nine*, 45 — *forty-five*.

Между словами **hundred, thousand, million** и следующими за ними названиями десятков и единиц при произнесении ставится слово **and**:

465 — *four hundred and sixty-five*;

3,892 — *three thousand eight hundred and ninety-two*.

Разряды многозначных чисел отделяются друг от друга запятой.

Порядковые числительные

Порядковые числительные от 4 до 20 образуются от количественных числительных с помощью суффикса **-th**.

1-й — first	11-й — eleventh
2-й — second	12-й — twelfth
3-й — third	13-й — thirteenth
4-й — fourth	14-й — fourteenth
5-й — fifth	15-й — fifteenth
6-й — sixth	16-й — sixteenth
7-й — seventh	17-й — seventeenth
8-й — eighth	18-й — eighteenth
9-й — ninth	19-й — nineteenth
10-й — tenth	20-й — twentieth

Существительное, определяемое порядковым числительным, употребляется с артиклем *the*: *March is the third month of the year.*

Чтение дат

Даты в английском языке пишутся следующим образом:

7 April — *седьмое апреля*. Произносится: *the seventh of April*.

Перед датой употребляется предлог **on**.

Мой день рождения 7 апреля. — *My birthday is on 7th April.*

Дата произносится — *on the seventh of April*.

В датах год читается следующим образом:

в 1675 году — *in sixteen seventy-five*.

Круглые даты произносятся следующим образом:

в 1600 году — *in sixteen hundred*.

Начиная с третьего тысячелетия даты произносятся следующим образом:

В 2001 году. — *In the year two thousand and one.*

The Verb (Глагол)

Глагол — это часть речи, которая обозначает действие и отвечает на вопросы *что делать? что сделать?*

Образование повелительного наклонения

Утвердительная форма повелительного наклонения совпадает с неопределенной формой глагола (без частицы **to**).

Listen! — *Послушайте!*

Отрицательная форма образуется с помощью вспомогательного глагола **do** и отрицания **not**.

Don't cry. — *Не плачь.*

The Present Simple Tense

Употребление Present Simple Tense

Глаголы в форме Present Simple Tense употребляются для выражения действий, которые происходят:

- регулярно:
*He **plays** tennis every day.* — *Он играет в теннис каждый день.*
- в соответствии с графиком или расписанием:
*The train **arrives** at 6 o'clock.* — *Поезд прибывает в 6 часов.*
- для обозначения будущего действия в придаточных предложениях времени и условия:
*I'll phone him if I **have** time.* — *Я позвоню ему, если у меня будет время.*

Образование Present Simple Tense

Present Simple Tense образуется с помощью основного глагола в I форме:
*They **play** football every day.* — *Они играют в футбол каждый день.*

Спряжение глаголов в Present Simple Tense

I	meet	we	} meet
you	meet	you	
he / she / it	meets	they	

Образование утвердительных, отрицательных и вопросительных предложений

- Утвердительное предложение (УП)

УП = Подлежащее + основной глагол в I форме + второстепенные члены предложения.

*You **drink** milk every morning.* — *Вы пьете молоко каждое утро.*

*Mike **drinks** milk every morning.* — *Майк пьет молоко каждое утро.*

- **Отрицательное предложение (ОП)**

Для образования отрицательных предложений используется вспомогательный глагол **do**, который имеет форму **does** в 3 лице ед. ч., и отрицательная частица **not**.

Обратите внимание! **do not = don't, does not = doesn't**

ОП = Подлежащее + don't / doesn't + основной глагол в I форме + второстепенные члены предложения.

*You don't **drink** tea every morning. — Вы не пьете чай каждое утро.*

*Mike doesn't **drink** tea every morning. — Майк не пьет чай каждое утро.*

- **Общий вопрос (ОВ)**

Для образования вопросительных предложений используется вспомогательный глагол **do**, который имеет форму **does** в 3 лице ед. ч.

ОВ = Do / Does + подлежащее + основной глагол в I форме + второстепенные члены предложения?

*Do you **drink** milk every morning? — Вы пьете молоко каждое утро?*

Yes, I do. — Да.

*Does Mike **drink** milk every morning? — Майк пьет молоко каждое утро?*

Yes, he does. — Да.

- **Альтернативный вопрос (АВ)**

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

АВ = ОВ + or + ОВ?

*Do you **drink** milk or (do you drink) tea every morning? — Вы или они пьют молоко каждое утро?*

*Does Mike **drink** milk or (does Mike drink) tea every morning? — Майк пьет молоко или чай каждое утро?*

- **Специальный вопрос (СВ)**

СВ = вопросительное слово + ОВ?

*What do you **drink** every morning? — Что вы пьете каждое утро?*

What does Mike do? — Что делает Майк?

- **Вопрос к подлежащему (ВП)**

ВП = Who / What + основной глагол в 3 лице ед. ч. + второстепенные члены предложения?

В вопросе к подлежащему сохраняется прямой порядок слов, а основной глагол всегда употребляется в 3 лице единственного числа.

*Who **drinks** milk every morning? — Кто пьет молоко каждое утро?*

You do. — Вы.

• Разделительный вопрос

You drink milk every morning, don't you? — Вы пьете молоко каждое утро, не так ли?

Yes, I do. — Да, пью.

Mike doesn't drink milk every morning, does he? — Майк не пьет молоко каждое утро, не так ли?

Yes, he does. — Нет, пьет.

Окончание **-s** в английских глаголах читается как [z] после гласных и звонких согласных: *read — reads, play — plays, live — lives.*

Окончание **-s** читается как [s] после глухих согласных: *work — works.*

К глаголам, которые оканчиваются на **s, ss, sh, ch, x**, прибавляется окончание **-es**, которое читается как [ɪz]: *teach — teaches, wash — washes, press — presses, fix — fixes.*

К глаголам, которые оканчиваются на **o**, прибавляется окончание **-es**, которое читается как [z]: *goes [gəʊz], does [dɒz].*

Если глагол оканчивается на **y**, которая стоит после согласной, то к глаголу прибавляется окончание **-es**. Буква **y** меняется на **i**: *fly — flies.*

Глагол **to be** в Present Simple Tense

Глагол **to be** (быть, находиться, являться) в Present Simple Tense имеет формы: **am, is, are.**

*I **am** a pupil. — Я ученик.*

*He **is** at school. — Он в школе.*

*They **are** my friends. — Они мои друзья.*

Спряжение глагола **to be** в Present Simple Tense

Единственное число		Множественное число	
I	am (I'm)	we	are (we're)
you	are (you're)	you	are (you're)
he / she / it	is (he's, she's, it's)	they	are (they're)

Образование утвердительных, отрицательных и вопросительных предложений

• Утвердительное предложение

*He **is** my friend. — Он мой друг.*

*They **are** at home. — Они дома.*

Обратите внимание! **is = 's, are = 're**

He's my friend.

They're at home.

- **Отрицательное предложение**

Для образования отрицательных и вопросительных предложений глаголу **to be** вспомогательный глагол не требуется.

He is not my friend. — Он не мой друг.

They are not in the shop. — Они не в магазине.

Обратите внимание! **is not = isn't, are not = aren't**

He isn't my friend. — Он не мой друг.

They aren't in the shop. — Они не в магазине.

- **Общий вопрос**

Are they in the shop? — Они в магазине? — No, they are not. — Нет.

- **Специальный вопрос**

Where are they? — Где они?

- **Вопрос к подлежащему**

В вопросе к подлежащему глагол **to be** всегда употребляется в форме 3 лица единственного числа (**is**).

Who is at home? — Кто дома? — They are. — Они.

- **Разделительный вопрос**

Tom is from London, isn't he? — Том из Лондона, не так ли?

Yes, he is. — Да, он из Лондона.

Конструкция **There is / There are**

Чтобы сообщить о наличии какого-либо лица / предмета в каком-либо месте, используется конструкция **There is / There are**:

There is a book on the table. — На столе книга.

There are girls on the bench. — На скамейке девочки.

There is a mouse in the kitchen. — На кухне мышь.

Вопросительные и отрицательные предложения образуются по общему правилу употребления глагола **to be** в Present Simple.

Образование общих вопросов

Is there a book on the table? — Yes, there is.

Are there four books on the table? — No, there aren't.

Образование отрицательных предложений

There isn't a computer in his room. }

There is no computer in his room. } — В его комнате нет компьютера.

Образование вопросительных предложений

What is there on the table? — Что находится на столе?

Порядок слов в вопросах, начинающихся с **How many, How much**, следующий:

How many books are there on the table? — Сколько книг на столе?
How much sugar is there in this cup of tea? — Сколько сахара в этой чашке чая?

The Past Simple Tense

Употребление Past Simple Tense

Глаголы в форме Past Simple употребляются для выражения:

- действий, которые происходили в прошлом обычно, часто, всегда:
He usually came home late. — Он обычно приходил домой поздно.
- единичных действий, которые происходили в прошлом:
We saw an interesting film last week. — Мы смотрели интересный фильм на прошлой неделе.
- последовательных действий, которые происходили в прошлом:
I bought two tickets, met my friend and we went to the theatre. — Я купил два билета, встретился с другом, и мы пошли в театр.

Образование Past Simple Tense

Past Simple образуется с помощью окончания **-ed**, прибавляемого к I форме правильных глаголов (*work — worked*), или II формы неправильных глаголов (*go — went*).

Глаголы в Past Simple имеют одну и ту же форму во всех лицах и числах.

Спряжение глаголов в Past Simple Tense

I	}	watched met
you		
he / she / it		
we		
you		
they		

Чтение окончания **-ed**

Если глагол оканчивается на гласную или звонкую согласную, окончание **-ed** читается как [d]: *open — opened*.

Если глагол оканчивается на глухую согласную, окончание **-ed** читается как [t]: *ask — asked*.

Если глагол оканчивается на буквы **t** или **d**, окончание **-ed** читается как [ɪd]: *want — wanted*.

Если глагол оканчивается на букву **y**, а перед ней стоит согласная, то при добавлении **-ed** буква **y** меняется на **i**: *study — studied*.

Если глагол оканчивается на согласную, которой предшествует ударная гласная в закрытом слове, то такая согласная удваивается: *stop — stopped*.

Образование утвердительных, отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + основной глагол во II форме + второстепенные члены предложения.

Misha saw my friend last month. — Миша видел моего друга в прошлом месяце.

• Отрицательное предложение (ОП)

Для образования отрицательных предложений используется вспомогательный глагол **did** и отрицательная частица **not**.

ОП = Подлежащее + **did not** + основной глагол в I форме + второстепенные члены предложения.

Misha did not see my friend last week. — Миша не видел моего друга на прошлой неделе.

Обратите внимание! **did not = didn't**

• Общий вопрос (ОВ)

Для образования вопросительных предложений используется вспомогательный глагол **did**.

ОВ = **Did** + подлежащее + основной глагол в I форме + второстепенные члены предложения?

Did Misha see his friend last month? — Миша видел своего друга в прошлом месяце? — Yes, he did. — Да.

• Альтернативный вопрос (АВ)

АВ = **ОВ** + **or** + **ОВ**?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

Did Misha see my friend last month or (did he see my friend) last week? — Миша видел моего друга в прошлом месяце или на прошлой неделе?

• Специальный вопрос (СВ)

СВ = Вопросительное слово + **ОВ**?

When did Misha see my friend? — Когда Миша видел моего друга?

• Вопрос к подлежащему (ВП)

ВП = **Who** + основной глагол во II форме + второстепенные члены предложения?

Who saw my friend last month? — Кто видел моего друга в прошлом месяце? — Misha did. — Миша.

- **Разделительный вопрос**

*Misha **didn't** see my friend last month, **did** he? — Миша не видел моего друга в прошлом месяце, не так ли? — Yes, he **did**. — Нет, видел.*

Глагол **to be** в Past Simple Tense

Глагол **to be** в Past Simple Tense имеет форму **was** в единственном числе и **were** во множественном числе.

Спряжение глагола **to be** в Past Simple Tense

I	}	was	we	}	were
you			you		
he / she / it			they		

Образование утвердительных, отрицательных и вопросительных предложений

- **Утвердительное предложение**

*They **were** at home. — Они были дома.*

- **Отрицательное предложение**

Для образования отрицательных предложений к глаголам **was** и **were** добавляется отрицательная частица **not**.

*He **was not** at home at 6 p.m. — Его не было дома в шесть часов.*

*They **were not** in the park. — Они не были в парке.*

Обратите внимание! **was not = wasn't, were not = weren't**

*He **wasn't** at home at 6 p.m.*

*They **weren't** in the park.*

- **Общий вопрос**

Для образования вопросительных предложений глаголам **was** и **were** вспомогательный глагол не требуется.

***Were** they in the park? — Они были в парке?*

*No, they **weren't**. — Нет.*

- **Альтернативный вопрос**

***Were** they at home or in the park? — Они были дома или в парке?*

- **Специальный вопрос**

***Where** **were** they? — Где они были?*

- **Вопрос к подлежащему**

***Who** **was** at home? — Кто был дома?*

*They **were**. — Они.*

- **Разделительный вопрос**

*They **were** at home, **weren't** they? — Они были дома, не так ли?*

*Yes, they **were**. — Да.*

The Present Progressive Tense

Употребление Present Progressive Tense

Глаголы в форме Present Progressive употребляются для выражения действий, которые происходят:

- в точно указанный момент в настоящем:
She is reading the book now. — Сейчас она читает книгу.
- в более длительный период в настоящем:
They are moving to a new flat. — Они переезжают на новую квартиру.
- для выражения запланированных действий, которые произойдут в будущем:
I am leaving tomorrow. — Я уезжаю завтра.

Present Progressive не употребляется со следующими глаголами:

to remember — помнить

to see — видеть

to know — знать

to hear — слышать

to like — нравиться

to want — хотеть

to need — нуждаться

to think — зд. полагать

to forget — забывать

to believe — верить

to be — быть, находиться

to understand — понимать

to hate — ненавидеть

Образование Present Progressive Tense

Present Progressive Tense образуется с помощью вспомогательного глагола **to be** в форме настоящего времени (**am, is, are**) + причастие I (основной глагол + **-ing**).

При прибавлении окончания **-ing**

Если глагол оканчивается на **-e**, то она отбрасывается: *take — taking, give — giving.*

Конечная согласная удваивается, если ей предшествует ударная гласная, стоящая в закрытом слоге: *cut — cutting, begin — beginning.*

Если буква **l** является конечной, она удваивается: *travel — travelling.*

Буквосочетание **ie** меняется на **y**: *die — dying, tie — tying, lie — lying.*

Спряжение глаголов в Present Progressive Tense

I	am	} working	we	} are working
you	are		you	
he	is		they	
she	is			
it	is			

Образование утвердительных, отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + am / is / are + причастие I + второстепенные члены предложения.

He is speaking to Jane now. — Сейчас он разговаривает с Джейн.

• Отрицательное предложение (ОП)

ОП = Подлежащее + am / is / are + not + причастие I + второстепенные члены предложения.

He is not speaking to Sabby now. — Она сейчас не разговаривает с Сэбби.

• Общий вопрос (ОВ)

ОВ = Am / Is / Are + подлежащее + причастие I + второстепенные члены предложения?

Is he speaking to Jane now? — Он сейчас разговаривает с Джейн? —
Yes, he is. — Да.

• Альтернативный вопрос (АВ)

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

Is he speaking to Jane or (is he speaking) to Sabby now? — Он сейчас разговаривает с Джейн или с Сэбби?

• Специальный вопрос (СВ)

СВ = вопросительное слово + ОВ?

What is he doing? — Что он делает?

• Вопрос к подлежащему (ВП)

ВП = Who / What + is + причастие I + второстепенные члены предложения?

Who is speaking to Jane now? — Кто сейчас разговаривает с Джейн? —
He is. — Он.

• Разделительный вопрос

He is speaking to Jane now, isn't he? — *Yes, he is.*
Сейчас он разговаривает с Джейн, не так ли?

The Past Progressive Tense

Употребление Past Progressive Tense

Глаголы в форме Past Progressive употребляются для выражения действий, которые происходили в точно указанный момент времени в прошлом. Момент времени в прошлом может быть выражен:

а) точным указанием времени, когда происходило действие:

Linda was watching TV at 10 o'clock yesterday. — Вчера в десять вечера Линда смотрела телевизор.

б) прошедшим действием, выраженным глаголом в Past Simple:

Linda was watching TV when her friends came. — Линда смотрела телевизор, когда пришли ее друзья.

Past Progressive не употребляется со следующими глаголами:

to remember — помнить

to see — видеть

to know — знать

to hear — слышать

to like — нравиться

to want — хотеть

to need — нуждаться

to think — (в значении) полагать

to forget — забывать

to believe — верить

to be — быть, находиться

to understand — понимать

to hate — ненавидеть

Образование Past Progressive Tense

Past Progressive Tense образуется с помощью вспомогательного глагола **to be** в форме прошедшего времени (**was / were**) + причастие I (основной глагол + **-ing**).

Спряжение глаголов в Past Progressive Tense

I	was	} working when he came.	We	} were working when he came.
You	were		You	
He	was		They	
She	was			
It	was			

Образование утвердительных, отрицательных и вопросительных предложений

Утвердительное предложение (УП)

УП = Подлежащее + was / were + причастие I + второстепенные члены предложения.

*They **were flying** over Scotland at 6 p.m. yesterday. — Они пролетали над Шотландией вчера в шесть часов вечера.*

- **Отрицательное предложение (ОП)**

ОП = Подлежащее + was / were + not + причастие I + второстепенные члены предложения.

*They **weren't flying** over England at 6 p.m. yesterday. — Вчера в шесть вечера они не пролетали над Англией.*

- **Общий вопрос (ОВ)**

ОВ = Was / Were + подлежащее + причастие I + второстепенные члены предложения?

***Were they flying** over Scotland at 6 p.m. yesterday? — Они пролетали над Шотландией вчера в шесть вечера?*

*Yes, they **were**. — Да.*

- **Альтернативный вопрос (АВ)**

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

***Were they flying** over Scotland or (were they flying) over England at 6 p.m. yesterday? — Они пролетали над Шотландией или над Англией вчера в шесть часов вечера?*

- **Специальный вопрос (СВ)**

СВ = Вопросительное слово + ОВ?

***What were they doing** at 6 p.m. yesterday? — Что они делали вчера в шесть вечера?*

- **Вопрос к подлежащему (ВП)**

ВП = Who / What + was + причастие I + второстепенные члены предложения?

***Who was flying** over Scotland at 6 p.m. yesterday? — Кто пролетал над Шотландией вчера в шесть часов вечера?*

*They **were**. — Они.*

- **Разделительный вопрос**

*They **were flying** over Scotland at 6 p.m. yesterday, **weren't they**? — Они пролетали над Шотландией вчера в шесть часов вечера, не так ли?*

*Yes, they **were**. — Да.*

The Future Simple Tense

Употребление Future Simple Tense

Глаголы в форме Future Simple употребляются:

- для предсказания будущих событий:

You'll make new friends next year. — У тебя появятся новые друзья в следующем году.

I think Granny will come on Monday. — Я думаю, бабушка приедет в понедельник.

Maybe he'll phone tomorrow. — Может быть, он позвонит завтра.

I hope she'll sing tonight. — Я надеюсь, она будет петь сегодня вечером.

One day we'll meet again. — Когда-нибудь мы встретимся снова.

I'll phone later. — Я позвоню позже.

He'll come back soon. — Он скоро вернется.

- для выражения обещаний и решений, принятых в момент речи:

A: What are you doing? — Что ты делаешь?

B: I'm cleaning the floor. — Я мою пол.

A: I'll help you. — Я помогу тебе.

Глаголы в форме Future Simple употребляются с такими обозначениями времени, как:

tomorrow — завтра

next week — на следующей неделе

next month — в следующем месяце

next year — в следующем году

next time — в следующий раз

in a day — через день

in a minute — через минуту

in an hour — через час

in two weeks — через две недели

in five years — через пять лет

in the future — в будущем

Future Simple образуется с помощью вспомогательного глагола **will** и I формы основного глагола.

Спряжение глаголов во Future Simple

I you he she it	} will ('ll) see, be	we you they	} will ('ll) see, be
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Сокращенная форма от **will** — **'ll**

В сокращенной форме глагол **will ('ll)** может употребляться только в утвердительных предложениях. В вопросительных предложениях используется полная форма — **will**.

Образование утвердительных, отрицательных и вопросительных предложений

• Утвердительное предложение

УП = Подлежащее + **will** + основной глагол в I форме + второстепенные члены предложения.

*He **will write** a letter next week.* — Он напишет письмо на следующей неделе.

*He **will be** at home tomorrow.* — Он будет дома завтра.

*He'll **write** a letter next week.*

*He'll **be** at home tomorrow.*

• Отрицательное предложение (ОП)

ОП = Подлежащее + **won't** + основной глагол в I форме + второстепенные члены предложения.

*He **will not write** a letter tomorrow.* — Он не напишет письмо завтра.

*She **will not be** at home tomorrow.* — Ее не будет дома завтра.

Обратите внимание! **will not = won't**

*He **won't write** a letter next week.*

*He **won't be** at home tomorrow.*

• Общий вопрос (ОВ)

ОВ = Will + подлежащее + основной глагол в I форме + второстепенные члены предложения?

***Will he write** a letter next week?* — Он напишет письмо на следующей неделе?

*Yes, he **will**.* — Да.

***Will he be** at home tomorrow?* — Он будет дома завтра?

*Yes, he **will**.* — Да.

• Альтернативный вопрос (АВ)

АВ = ОВ + **or** + ОВ?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

***Will he write** a letter tomorrow **or** (will he write a letter) next week?* — Он напишет письмо завтра или на следующей неделе?

***Will she be** at home **or** (will she be) in the hospital at 9 o'clock?* — Она будет дома или в больнице в 9 часов?

• Специальный вопрос (СВ)

СВ = Вопросительное слово + ОВ?

***When will he write** a letter?* — Когда он напишет письмо?

***When will he be** at home?* — Когда он будет дома?

- **Вопрос к подлежащему**

*Who **will write** a letter next week? — Кто напишет письмо на следующей неделе?*

*He **will**. — Он.*

*Who **will be** at home tomorrow? — Кто будет дома завтра?*

*He **will**. — Он.*

- **Разделительный вопрос**

*He **will not write** a letter tomorrow, **will** he? — Он не напишет письмо завтра, не так ли?*

*No, he **won't**. — Нет, не напишет.*

*He **will not be** at home tomorrow, **will** he? — Его не будет дома завтра, не так ли?*

*Yes, he **will**. — Нет, будет.*

The Future-in-the Past

The Future-in-the Past употребляется для выражения действий, которые представляются будущими с точки зрения прошлого.

The Future-in-the Past образуется с помощью вспомогательного глагола **would** и основного глагола в I форме.

*She hoped her husband **would come back** soon. — Она надеялась, что ее муж скоро вернется.*

The Present Perfect Tense

Употребление Present Perfect Tense

Глаголы в форме Present Perfect употребляются для выражения действия, которое произошло (завершилось) до настоящего момента, но результат этого действия видим сейчас, то есть своим результатом действие, совершенное в прошлом, связано с настоящим временем.

*Where is your money? — I **have lost** it.*

Где твои деньги? — Я их потерял. (Деньги пропали раньше, неважно когда. Важно то, что у меня их нет сейчас.)

I've cut my finger. I can't write. — Я порезал палец. (Палец я порезал раньше, а сейчас у меня есть след от пореза.) Я не могу писать.

Present Perfect может употребляться без указания времени, поскольку для говорящего важно не время совершения действия, а сам факт его совершения.

*I'm cold. Somebody **has opened** the window. — Я замерз. Кто-то открыл окно.*

Present Perfect часто употребляется с наречиями: **just** — только что; **already** — уже; **yet** — еще; **ever** — когда-нибудь; **never** — никогда; **lately** — за последнее время.

*He **has just phoned**. — Он только что позвонил.*

Наречие **yet** употребляется в вопросительных и отрицательных предложениях.

Have you spoken to her yet? — Ты уже с ней разговаривал?

I haven't seen him yet. — Я еще его не видел.

Наречие **ever** употребляется в вопросительных предложениях, **never** — в отрицательных.

Место этих наречий между **have (has)** и основным глаголом.

I have never played golf. — Я никогда не играл в гольф.

Have you ever been to New York? — Вы когда-нибудь бывали в Нью-Йорке?

Present Perfect может употребляться с обстоятельствами, обозначающими еще не истекший период времени:

today — сегодня, this year — в этом году

I haven't seen her today. — Я не видел ее сегодня.

Образование Present Perfect Tense

Present Perfect образуется с помощью вспомогательного глагола **to have** / в форме настоящего времени (**have / has**) и причастия II (основной глагол в III форме).

I have already seen this film. — Я уже видел этот фильм.

Сокращенная форма от **have** — **'ve**, от **has** — **'s**

I have = I've, he has = he's

Спряжение глаголов в Present Perfect Tense

I	have	}	written	}	have been
you	have				
he	has				
she	has				
it	has				

Образование утвердительных, отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + have / has + основной глагол в III форме + второстепенные члены предложения.

She has seen this film. — Она посмотрела этот фильм.

They have been to London this year. — Они побывали в Лондоне в этом году.

• Отрицательное предложение (ОП)

ОП = Подлежащее + have / has + not + основной глагол в III форме + второстепенные члены предложения.

He hasn't seen this film. — Он не посмотрел этот фильм.

She hasn't been to London this year. — Она не побывала в Лондоне в этом году.

Обратите внимание! **have not = haven't, has not = hasn't**

- **Общий вопрос (ОВ)**

ОВ = Have / Has + подлежащее + основной глагол в III форме + второстепенные члены предложения?

Has she seen this film? — Она посмотрела этот фильм.

Have they been to London this year? — Они побывали в Лондоне в этом году?

Yes, they have. — Да.

- **Альтернативный вопрос (АВ)**

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

Has she seen this film or has her sister seen it? — Она или ее сестра посмотрела этот фильм?

Have they been to London or (have they been) to Washington this year? — Они побывали в Лондоне или в Вашингтоне в этом году?

- **Вопрос к подлежащему (ВП)**

ВП = Who / What + has + основной глагол в III форме + второстепенные члены предложения?

Who has seen this film? — Кто посмотрел этот фильм?

She has. — Она.

Who has been to London this year? — They have.

- **Специальный вопрос (СВ)**

СВ = Вопросительное слово + ОВ?

What has she seen? — Что она посмотрела?

Where have they been this year? — Где они побывали в этом году?

- **Разделительный вопрос**

She has seen this film, hasn't she? — Она посмотрела этот фильм, не так ли?

Yes, she has. — Да.

They have been to London this year, haven't they? — Они побывали в Лондоне в этом году, не так ли?

Yes, they have. — Да.

The Present Perfect Progressive Tense

Употребление Present Perfect Progressive Tense

Глаголы в форме Present Perfect Progressive употребляются для выражения длящегося действия, которое началось в прошлом, все еще продолжается в настоящее время и определенным образом подводит итог продолжительности этого действия.

I have been reading this book for a week. — Я читаю эту книгу в течение недели.

В предложениях, в которых встречаются глаголы в форме Present Perfect Progressive, как правило, указывается период времени, в течение которого происходит действие. Период времени может быть выражен:

- обстоятельствами времени типа: **all my life, all these years, lately** (в последнее время):

I have been working longer hours lately. — В последнее время я остаюсь на работе дольше.

- обстоятельствами времени, вводимыми предлогом **for** (в течение): **for a week** (в течение недели), **for five years** (в течение пяти лет), **for a long time** (в течение длительного времени) и т. д.

Lena and Sveta have already been talking on the phone for half an hour. — Лена и Света разговаривают по телефону уже полчаса.

- обстоятельствами времени, вводимыми словом **since**. **Since**, в зависимости от контекста, переводится по-разному: с; с тех пор; с тех пор как.

She has been dreaming about a dog since she was a child. — Она мечтает о собаке с детства.

Jane gave me this cassette on Monday. I have been listening to it since then. — Джейн дала мне кассету в понедельник. С тех пор я ее слушаю.

She has been sleeping since she got back from her trip. — Она спит с тех пор, как вернулась из поездки.

Таким образом, **since** используется для обозначения момента начала действия.

Present Perfect Progressive не употребляется:

- с глаголами, которые не употребляются во временах группы Progressive:

to believe — верить

to hear — слышать

to remember — помнить

to need — нуждаться

to want — хотеть

to hate — ненавидеть

to understand — понимать

to be — быть

to know — знать

to like — нравиться

to forget — забыть

to have — иметь

to see — видеть

Вместо **Present Perfect Progressive** эти глаголы употребляются в **Present Perfect**.

I have known my best friend since we were children. — Я знаю своего лучшего друга с тех пор, как мы были детьми.

Present Perfect Progressive может употребляться без указания на период времени, в течение которого происходило действие. В таких случаях из контекста понятно, что действие только что закончилось и оставило своеобразный “след”, который служит объяснением положения вещей в момент речи.

You look tired. — Ты выглядишь усталой.

I have been working on a report. — Я работала над докладом.

Образование Present Perfect Progressive

Present Perfect Progressive образуется с помощью вспомогательного глагола **to be** в форме Present Perfect и причастия I.

have been / has been + основной глагол + **-ing**

- Утвердительное предложение (УП)

УП = Подлежащее + have been / has been + причастие I

Jeff and Emily have been playing tennis for two hours. — Джеф и Эмили играют в теннис в течение двух часов.

- Отрицательное предложение (ОП)

ОП = Подлежащее + have not been / has not been + причастие I + второстепенные члены предложения.

Jeff and Emily haven't been playing golf for three hours.

- Общий вопрос (ОВ)

ОВ = Have / Has + подлежащее + been + причастие I + второстепенные члены предложения?

Has Jeff been playing tennis for two hours? — Yes, he has.

- Альтернативный вопрос (АВ)

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

Has Emily been playing tennis for two hours or (has she been playing tennis) for three hours? — Emily has been playing tennis for two hours.

- Вопрос к подлежащему (ВП)

ВП = Who / What + has been + причастие I + второстепенные члены предложения?

Who has been playing tennis for two hours? — Jeff and Emily have.

- **Специальный вопрос (СВ)**

СП = Вопросительное слово + ОВ?

*How long **have** Jeff and Emily **been playing** tennis? — They **have been playing** tennis for two hours.*

- **Разделительный вопрос**

*Jeff and Emily **haven't been playing** tennis for four hours, **have** they? — No, they **haven't**.*

The Past Perfect Tense

Употребление Past Perfect Tense

Глагол в форме Past Perfect выражает действие, которое завершилось до определенного момента или другого действия в прошлом.

*They **had finished** the work by 6 o'clock yesterday. — Они закончили работу вчера к 6 часам.*

*Misha **had helped** Robin before he met Rob. — Миша помог Робину прежде, чем он познакомился с Робом.*

Обратите внимание! Past Perfect Tense употребляется для выражения предшествования. Если описываются действия, которые следовали друг за другом, употребляется Past Simple.

Сравните:

*She **did** some shopping, came home and cooked dinner. — Она сделала покупки, пришла домой и приготовила ужин.*

*Before she **cooked** dinner, she **had done** some shopping. — Прежде чем она приготовила ужин, она сделала покупки.*

Образование Past Perfect Tense

Past Perfect Tense образуется с помощью вспомогательного глагола **to have** в форме прошедшего времени (**had**) и причастия II (III форма основного глагола).

Спряжение глаголов в Past Perfect Tense

<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I you he she it </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>had written</div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> we you they </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>had written</div> </div>
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Образование утвердительных,
отрицательных и вопросительных предложений

• **Утвердительное предложение (УП)**

УП = Подлежащее + had + причастие II + второстепенные члены предложения.

He had read the book before he saw the film. — Он прочитал книгу до того, как посмотрел фильм.

Обратите внимание! **had = 'd**

I had = I'd, he had = he'd

He'd read the book before he saw the film.

• **Отрицательное предложение (ОП)**

ОП = Подлежащее + had + not + причастие II + второстепенные члены предложения.

She had not read the book before she saw the film. — Она не прочитала книгу до того, как посмотрела фильм.

Обратите внимание! **had not = hadn't**

She hadn't read the book before she saw the film.

• **Общий вопрос (ОВ)**

ОВ = Had + подлежащее + причастие II + второстепенные члены предложения?

Had he read the book before he saw the film? — Он прочитал книгу до того, как посмотрел фильм?

Yes, he had. — Да.

• **Альтернативный вопрос (АВ)**

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

Had he read the book or not before he saw the film? — Он прочитал книгу или нет до того, как посмотрел фильм?

• **Вопрос к подлежащему (ВП)**

ВП = Who / What + had + причастие II + второстепенные члены предложения?

Who had read the book before? — Кто прежде прочитал книгу?

He had. — Он.

- **Специальный вопрос**

СВ = Вопросительное слово + ОВ?

What had he done before he saw the film? — Что он сделал до того, как посмотрел фильм?

- **Разделительный вопрос**

He had read the book before he saw the film, hadn't he? — Он прочитал книгу до того, как посмотрел фильм, не так ли?

Yes, he had. — Да.

Vocabulary

noun (*n*) — существительное

verb (*v*) — глагол

adjective (*adj*) — прилагательное

pronoun (*pron*) — местоимение

conjunction (*conj*) — союз

adverb (*adv*) — наречие

prefix (*pref*) — приставка

suffix (*suff*) — суффикс

preposition (*prep*) — предлог

A

ability [ə'bɪlɪti] *n* — способность

able [eɪbl] *adj* — способный, умелый

be able [bi: 'eɪbl] *v* — мочь, быть в состоянии

academic [ækə'demɪk] 1. *n* — академик

2. *adj* — академический

accent ['æksənt] *n* — акцент

access ['ækses] *n* — доступ

accompany [ə'kʌmpəni] *v* — сопровождать

according to [ə'kɔ:dn̩ tə] smth / smb *prep* — в соответствии с чем-либо / кем-либо

accuse [ə'kju:z] *v* — обвинять

achieve [ə'tʃi:v] *v* — достигать

achievement [ə'tʃi:vmənt] *n* — достижение

acre ['eɪkə] *n* — акр

activate ['æktɪ'veɪt] *v* — активизировать

activator ['æktɪ'veɪtə] *n* — активатор

active ['æktɪv] *adj* — активный

actually ['æktʃuəli] *adv* — на самом деле

adapt [ə'dæpt] *v* — адаптировать

adapted [ə'dæptɪd] *adj* — адаптированный

administrator [əd'mɪnɪ'streɪtə] *n* — администратор

advice [əd'vaɪs] *n* — совет

advise [əd'vaɪz] *v* — советовать

African ['æfrɪkən] 1. *n* — африканец, африканка 2. *adj* — африканский

agree [ə'ɡri:] *v* — соглашаться

agreement [ə'ɡri:mənt] *n* — соглашение

aim [eɪm] *n* — цель

album ['ælbəm] *n* — альбом

allow [ə'laʊ] *v* — позволять, разрешать

almost ['ɔ:lməʊst] *adv* — почти

alphabet ['ælfəbet] *n* — алфавит

although [ɔ:l'dəʊ] *conj* — хотя

ancestor ['ænsəstə] *n* — предок

angel ['eɪndʒəl] *n* — ангел

anger ['æŋɡə] *n* — гнев

anymore [eni'mɔ:] *adv* — больше

anyone [eni,wʌn] *pron* — любой

anyway [eni,weɪ] *adv* — во всяком случае

approval [ə'pru:vəl] *n* — одобрение

approve [ə'pru:v] *v* — одобрять

Arab ['ærəb] 1. *n* — араб, арабка

2. *adj* — арабский

arch [ɑ:tʃ] *n* — арка

archery [ɑ:tʃəri] *n* — стрельба из лука

argue [ɑ:gju:] *v* — спорить

aristocracy [æri'stɒkrəsi] *n* — аристократия

aristocrat ['æri'stɒkræt] *n* — аристократ

armour [ɑ:mə] *n* — доспехи

arrival [ə'raɪvl] *n* — прибытие

arrive [ə'raɪv] *v* — прибывать

artist [ɑ:tɪst] *n* — художник

assist [ə'sɪst] *v* — помогать

assistant [ə'sɪstənt] *n* — помощник

astronomer [ə'strɒnəmə] *n* — астроном

Athens [æθənz] — Афины

athlete ['æθli:t] *n* — атлет

attention [ə'tenʃn] *n* — внимание

Austria ['ɒstriə] — Австрия

autobiography [ˌɔ:təbaɪ'ɒɡrəfi] *n* — автобиография

availability [ə'veɪlə'bɪlɪti] *n* — наличие

available [ə'veɪləbl] *adj* — доступный

be available [bi: ə'veɪləbl] *v* — быть доступным

award [ə'wɔ:d] 1. *n* — награда 2. *v* — награждать

B

baby ['beɪbi] *n* — ребенок

baggy ['bægi] *adj* — мешковатый

Balkans ['bɔ:lkənz] — Балканы

ban [bæn] 1. *n* — запрет 2. *v* — запрещать
 Barcelona [ˌbɑːsə'ləʊnə] — Барселона
 baron ['bærən] *n* — барон
 bastard ['bɑːstəd] *n* — незаконнорожденный
 battle ['bætl] *n* — битва
 battlefield ['bætlfi:ld] *n* — поле битвы
 BBC (British Broadcasting Corporation)
 [ˌbiː biː 'si:] — Би-Би-Си (Британская
 радиовещательная корпорация, учреж-
 дена в 1927 г. Телепередачи ведутся
 с 1936 г.

beautiful ['bjʊtəfl] *adj* — красивый
 beauty ['bjʊti] *n* — красота
 bee [bi:] *n* — пчела
 beef [bi:f] *n* — говядина
 beheaded [br'hedɪd] *adj* — обезглавленный
 betray [br'treɪ] *v* — предавать
 bill [bɪl] *n* — законопроект
 biography [baɪ'bgɹəfi] *n* — биография
 bishop ['bɪʃəp] *n* — епископ
 blood [blʌd] *n* — кровь
 bloody ['blʌdi] *adj* — кровавый
 blossom ['blɒsəm] *v* — цвести
 blurb [blɜːb] *n* — реклама книги
 на обложке
 blush [blʌʃ] *v* — краснеть
 bomb [bɒm] *n* — бомба
 borrow ['bɒrəʊ] *v* — брать взаймы
 both... and [bəʊθ] — и... и, как... так и
 bowler hat ['bəʊlə ˌhæt] *n* — шляпа-котелок
 branch [brɑːntʃ] *n* — ветка
 Brazil [brə'zɪl] — Бразилия
 bride [braɪd] *n* — невеста
 bridle ['braɪdl] *n* — уздечка
 broadcast ['brɔːdkɑːst] *v* — транслировать
 building ['bɪldɪŋ] *n* — здание
 bull [bʊl] *n* — бык
 bumpy ['bʌmpi] *adj* — ухабистый
 butt [bʌt] *n* — стрельбищный вал
 button [bʌtn] *n* — кнопка
 buzzing ['bʌzɪŋ] *n* — жужжание
 by the way [ˌbaɪ ðə 'weɪ] — между прочим

C

calculus ['kælkjʊləs] *n* — исчисление
 calm [kɑːm] *adj* — спокойный
 call [kɒl] *v* — звонить, звать

Canada ['kænədə] — Канада
 Canadian [kə'neɪdɪən] 1. *n* — канадец, ка-
 надка 2. *adj* — канадский
 canoe [kə'nuː] *n* — байдарка
 captain ['kæptɪn] *n* — капитан
 capture ['kæptʃə] *v* — взять в плен
 care [keə] 1. *n* — забота 2. *v* — заботиться
 career [kə'riə] *n* — карьера
 careful ['keəfəl] *adj* — осторожный, акку-
 ратный
 carefully ['keəfəli] *adv* — тщательно, вни-
 мательно, бережно
 Caribbean [ˌkærɪ'biːən] 1. *n* — кариб, кариб-
 ка 2. *adj* — карибский (язык)
 carnation [kɑː'neɪʃn] *n* — гвоздика
 carry ['kæri] *v* — нести
 cave [keɪv] *n* — пещера
 celebrity [sə'lebrɪti] *n* — знаменитость
 ceremony ['serɪməni] *n* — церемония
 certificate [sə'tɪfɪkət] *n* — свидетельство
 chain [tʃeɪn] *n* — цепь
 chair ['tʃeə] *v* — председательствовать
 chairman ['tʃeəmən] *n* — председатель
 chamber ['tʃeɪmbə] *n* — палата
 charge [tʃɑːdʒ] 1. *n* — плата 2. *v* — взимать
 плату
 chat [tʃæt] 1. *n* — непринужденный разго-
 вор 2. *v* — болтать
 chatty ['tʃæti] *adj* — болтливый
 cheek [tʃiːk] *n* — щека
 cheer [tʃiə] *v* — приветствовать
 chief [tʃiːf] 1. *n* — вождь, руководитель
 2. *adj* — главный
 childhood ['tʃaɪldhʊd] *n* — детство
 chilly ['tʃɪli] *adv* — прохладно
 cinema ['sɪnɪmə] *n* — кино
 claimant ['kleɪmənt] *n* — претендент
 classic ['klæsɪk] *adj* — классический
 classmate ['klaːsmet] *n* — одноклассник
 clear ['kleə] *adj* — ясный, понятный
 clearly ['kleəli] *adv* — ясно
 cliff [klɪf] *n* — скала
 close ['kləʊz] *v* — закрывать
 closing ['kləʊzɪŋ] *n* — закрытие
 cloth [klɒθ] *n* — ткань
 CNN (Cable News Network) [ˌsiː en 'en] —
 Си-Эн-Эн (американская кабельная
 телестанция, передающая только
 новости)

coat of arms [kəʊt əv 'ɑ:mz] *n* — герб
 collect [kə'lekt] *v* — коллекционировать
 collector [kə'lektə] *n* — коллекционер
 come true [kʌm 'tru:] — сбываться
 comfort ['kʌmfət] 1. *n* — утешение
 2. *v* — успокаивать, утешать
 comic ['kɒmɪk] 1. *n* — актер-комик
 2. *adj* — комический
 comma ['kɒmə] *n* — запятая
 common ['kɒmən] 1. *n* — община
 2. *adj* — простой, обыкновенный
 communicate [kə'mju:nikeɪt] *v* — общаться
 communication [kə'mju:nɪ'keɪʃn] *n* — общение, связь
 competent ['kɒmpɪtənt] *adj* — компетентный
 complicated ['kɒmplɪkeɪtɪd] *adj* — сложный
 compliment ['kɒmplɪmənt] 1. *n* — комплимент
 2. *v* — говорить комплименты, хвалить
 composer [kəm'pəʊzə] *n* — композитор
 composition [kəm'pəʊzɪʃn] *n* — сочинение
 compromise ['kɒmprəmaɪz] 1. *n* — компромисс
 2. *v* — идти на компромисс
 concert ['kɒnsət] *n* — концерт
 condensed [kən'densɪt] *adj* — сжатый
 conference ['kɒnfərəns] *n* — конференция
 conquer ['kɒŋkə] *v* — завоевать
 conqueror ['kɒŋkərə] *n* — завоеватель
 conservative [kən'sz:vətɪv] 1. *n* — консерватор,
 2. *adj* — консервативный
 consist [kən'sɪst] of smth / smb *v* — состоять
 из чего-либо / кого-либо
 construct [kən'strʌkt] *v* — строить
 construction [kən'strʌkʃn] *n* — конструкция
 consume [kən'sju:m] *v* — употреблять
 consumer [kən'sju:mə] *n* — потребитель
 contain [kən'teɪn] *v* — содержать
 container [kən'teɪnə] *n* — контейнер
 contest ['kɒntest] *n* — соревнование
 contestant [kən'testənt] *n* — соперник
 context ['kɒntekst] *n* — контекст
 contradict [kən'trə'dɪkt] *v* — противоречить
 contradiction [kən'trə'dɪkʃn] *n* — противоречие
 contribute [kən'trɪbjʊt] *v* — вносить вклад
 contribution [kən'trɪ'bju:ʃn] *n* — вклад
 convince [kən'vɪns] *v* — убеждать
 convincing [kən'vɪnsɪŋ] *adj* — убедительный
 cottage ['kɒtɪdʒ] *n* — дом

council ['kaʊnsɪl] *n* — совет
 couple ['kʌpl] *n* — пара
 course [kɔ:s] *n* — курс
 court [kɔ:t] *n* — суд
 cover ['kʌvə] 1. *n* — покрытие, обложка
 книги 2. *v* — покрывать, накрывать
 cowboy ['kaʊbɔɪ] *n* — ковбой
 crazy ['kreɪzi] *adj* — сумасшедший
 create [kri'eɪt] *v* — создавать
 creation [kri'eɪʃn] *n* — создание
 crime [kraɪm] *n* — преступление
 criminal ['krɪmɪnəl] *n* — преступник
 cruel ['kru:əl] *adj* — жестокий
 cruelty ['kru:əlti] *n* — жестокость
 crusade [kru:'seɪd] *n* — крестовый поход
 culture ['kʌltʃə] *n* — культура
 cultural ['kʌltʃərəl] *adj* — культурный
 currency ['kʌrənsɪ] *n* — валюта
 curse [kɜ:s] 1. *n* — проклятие 2. *v* — проклинать
 curtain ['kɜ:tən] *n* — занавеска
 cushion ['kʊʃən] *n* — диванная подушка

D

daily ['deɪli] *adj* — ежедневный
 danger ['deɪndʒə] *n* — опасность
 dangerous ['deɪndʒərəs] *adj* — опасный
 dark [dɑ:k] *adj* — темный, мрачный
 darken ['dɑ:kən] *v* — мрачнеть
 dawn [dɔ:n] *n* — рассвет
 day [deɪ] *n* — день
 daylight ['deɪlaɪt] *n* — дневной свет
 deal [di:l] *n* — событие, дело
 debate [di'beɪt] 1. *n* — дебаты 2. *v* — обсуждать
 declaration [ˌdeklə'reɪʃn] *n* — декларация
 declare [di'kleə] *v* — заявить, объявить
 deer [diə] *n* — олень, олени
 defend [di'fend] *v* — защищать
 defender [di'fendə] *n* — защитник
 delicious [di'ljʊəs] *adj* — вкусный
 democracy [di'mɒkrəsi] *n* — демократия
 democratic [ˌdemə'krætɪk] *adj* — демократический
 demonstrate [ˌdemən'streɪt] *v* — демонстрировать
 demonstration [ˌdemən'streɪʃn] *n* — демонстрация

depress [dɪ'pres] *v* — приводить в уныние
depression [dɪ'preʃn] *n* — уныние
deserve [dɪ'zɜ:v] *v* — заслуживать
design [dɪ'zain] 1. *n* — рисунок, узор,

2. *v* — создавать рисунок

dessert [dɪ'zɜ:t] *n* — десерт
develop [dɪ'veləp] *v* — развиваться
development [dɪ'veləpmənt] *n* — развитие
diamond ['daɪəmənd] *n* — алмаз
diary ['daɪəri] *n* — дневник
diet ['daɪət] 1. *n* — диета 2. *v* — сидеть
на диете

difficult ['dɪfɪkəlt] *adj* — трудный
difficulty ['dɪfɪkəlti] *n* — трудность
diplomat ['dɪpləmət] *n* — дипломат
direction [dɪ'rekʃn] *n* — направление
disagree [ˌdɪsə'ɡri:] *v* — не соглашаться
disappear [ˌdɪsə'piə] *v* — исчезать
discover [dɪs'kʌvə] *v* — делать открытие
discovery [dɪs'kʌvəri] *n* — открытие
discuss [dɪ'skʌs] *v* — обсуждать
discussion [dɪ'skʌʃən] *n* — обсуждение
dishonour [dɪs'ɒnə] *v* — опозорить
Disneyland ['dɪzni,lænd] — Диснейлэнд
divorce [dɪ'vɔ:s] *n* — развод
doll [dɒl] *n* — кукла
dominate ['dɒmɪneɪt] *v* — господствовать
domination [ˌdɒmɪneɪʃn] *n* — господство
double ['dʌbl] *adj* — двойной
dry [draɪ] 1. *v* — сушить 2. *adj* — сухой
due ['dju:] *adj* — должный, надлежащий
due date ['dju: ,deɪt] — надлежащий срок
(возврата книги)
duke [djʊk] *n* — герцог
Duma ['dʊmə] — Дума
during ['djʊərɪŋ] *prep* — в течение
Dutch [dʌʃ] 1. *n* — голландец, голландка
2. *adj* — голландский / нидерландский
язык

E

easy ['i:zi] *adj* — легкий
easily ['i:zɪli] *adv* — легко
east ['i:st] *n* — восток
eastern ['i:stn] *adj* — восточный
ecology [ɪ'kɒlədʒi] *n* — экология
economy [ɪ'kɒnəmi] *n* — экономика
education [ˌedʒʊ'keɪʃn] *n* — образование

Egyptian [ɪ'dʒɪpɪn] 1. *n* — египтянин, егип-
тянка 2. *adj* — египетский (язык)
either... or ['aɪðə ,ɔ:] — или... или
elder ['eldə] *adj* — старший
elect [ɪ'lekt] *v* — выбирать
election [ɪ'leɪʃn] *n* — выборы
elegance ['elɪɡəns] *n* — изящество
elegant ['elɪɡənt] *adj* — изящный
else [els] *adv* — еще
e-mail ['i:meɪl] — электронная почта
emotion [ɪ'məʊʃn] *n* — эмоция, чувство
emotional [ɪ'məʊʃənl] *adj* — эмоциональ-
ный
emperor ['empərə] *n* — император
empire ['empaɪə] *n* — империя
encyclopaedia [ɪn,sʌklə'pi:diə] *n* — энцик-
лопедия
engine ['endʒɪn] *n* — двигатель
Englishman ['ɪŋɡlɪʃmən] *n* — англичанин
Englishmen ['ɪŋɡlɪʃmən] *n* — англичане
episode ['epɪsəʊd] *n* — эпизод
equip [ɪ'kwɪp] *v* — оборудовать
equipment [ɪ'kwɪpmənt] *n* — оборудование
equivalent [ɪ'kwɪvələnt] *n* — эквивалент
escape [ɪ'skeɪp] 1. *n* — побег 2. *v* — убежать,
совершать побег
especially [ɪ'speʃəli] *adv* — особенно
European [ˌjʊərə'pi:ən] 1. *n* — европеец,
европейка 2. *adj* — европейский
everyone ['evriwʌn] *pron* — каждый
everywhere ['evriweə] *adv* — везде
evil ['i:vəl] 1. *n* — зло 2. *adj* — злой
exam [ɪg'zæm] *n* — экзамен
exchange [ɪks'tʃeɪndʒ] 1. *n* — обмен
2. *v* — обменивать
exchange programme [ɪks'tʃeɪndʒ 'prəʊɡræm] —
программа по обмену
excite [ɪk'saɪt] *v* — возбуждать
excitement [ɪk'saɪtmənt] *n* — волнение
excommunicate [ˌekske'mju:nɪkeɪt] *v* — отлу-
чить от церкви
exhaust [ɪg'zɔ:st] *v* — истощать
exhaustion [ɪg'zɔ:stʃn] *n* — истощение
exhibit [ɪg'zɪbɪt] 1. *n* — экспонат
2. *v* — выставлать
exhibition [ˌeksɪ'bɪʃn] *n* — выставка
expect [ɪk'spekt] *v* — ожидать
expectation [ˌekspek'teɪʃn] *n* — ожидание
explore [ɪk'splɔ:] *v* — исследовать

explorer [ɪk'splɔ:rə] *n* — исследователь
expression [ɪk'spreʃn] *n* — выражение
extend [ɪk'stend] *v* — продлевать

F

faithfully ['feɪθfəli] *adv* — искренне
fall apart ['fɔ:l ə'pɑ:t] — разваливаться
fantasy ['fæntəzi] *n* — фэнтези
faraway [fɑ:rə'weɪ] *adj* — далекий
fashion [fæʃn] *n* — мода
fashionable ['fæʃənəbl] *adj* — модный
fear [fiə] 1. *n* — страх 2. *v* — бояться
federal ['fedərəl] *adj* — федеральный
Federal Assembly ['fedərəl ə'sembli] —
Федеральное Собрание
Federal Council ['fedərəl 'kaʊnsl] — Совет
Федерации
federation [fedə'reɪʃn] *n* — федерация
fen [fen] *n* — болото
fever ['fi:və] *n* — лихорадка
filter ['fɪltə] *n* — фильтр
financial [fɪ'nænʃl] *adj* — финансовый
firstly ['fɜ:stli] *adv* — во-первых
flame [fleɪm] *n* — пламя
flight [flaɪt] *n* — полет
flight attendant ['flaɪt ə'tendənt] *n* — борт-
проводник
fog [fɒg] *n* — туман
forecast ['fɔ:kɑ:st] *n* — прогноз
foreigner ['fɔ:rɪnə] *n* — иностранец
forgive [fɔ:'gɪv] (forgave, forgiven) *v* — про-
щать
forgiveness [fɔ:'gɪvnəs] *n* — прощение
formal ['fɔ:məl] *adj* — формальный
format ['fɔ:mæt] *n* — формат
formulate ['fɔ:mjʊleɪt] *v* — формулировать
fortunately ['fɔ:ʃənətli] *adv* — к счастью
fragment ['frægmənt] *n* — фрагмент
freeze [fri:z] (froze, frozen) *v* — замерзать
frog [frɒg] *n* — лягушка
froze (II ф. от freeze) [frəʊz] *v* — замерз
funeral ['fju:nrəl] *n* — похороны
further ['fɜ:ðə] *adv* — дальше

G

Gaelic [geɪlɪk] — галльский (язык)
garlic ['gɑ:lɪk] *n* — чеснок

gather ['gæðə] *v* — собираться, собирать
gender ['dʒendə] *n* — грамматический род
generalize ['dʒenərəlaɪz] *v* — обобщать
generalizing ['dʒenərəlaɪzɪŋ] *n* — обобщение
genius ['dʒɪniəs] *n* — гений
genre ['ʒɒnrə] *n* — жанр
gentle ['dʒentl] *adj* — нежный
Germanic [dʒɜ:'mænɪk] *adj* — германский
(язык, племя)
get a cold *v* — простудиться
get away *v* — уехать
get over *v* — выздороветь
get rid of smth / smb *v* — избавиться от
чего-либо / кого-либо
get through *v* — дозвониться
get up *v* — вставать
gift [ɡɪft] *n* — подарок
global [gləʊbl] *adj* — мировой, глобаль-
ный
globalization [gləʊbəlaɪ'zeɪʃn] *n* — глобали-
зация
glory ['glɔ:ri] *n* — слава
go canoeing [gəʊ kə'nu:ɪŋ] *v* — плавать
на байдарке
gold [gəʊld] *n* — золото
golden ['gəʊldn] *adj* — золотой
golf [ɡɒlf] *n* — гольф
goose (*pl.* geese) [gu:s] *n* — гусь
gossip ['gɒsɪp] *n* — сплетни, слухи
govern ['gʌvn] *v* — управлять
grammar ['græmə] *n* — грамматика
Greece [ɡri:s] — Греция
greed [ɡri:d] *n* — жадность
greedy ['ɡri:di] *adj* — жадный
Greek [ɡri:k] 1. *n* — грек, гречанка
2. *adj* — греческий (язык)
grey [ɡreɪ] *adj* — серый
groan [ɡrəʊn] *v* — стонать
guilt [ɡɪlt] *n* — вина
guilty [ɡɪlti] *adj* — виновный
guy [ɡaɪ] *n* — парень

H

hacker ['hækə] *n* — хакер
hail [heɪl] *n* — приветствие
hall [hɔ:l] *n* — зал
hang ['hæŋ] (hung, hung) *v* — вешать
hanging ['hæŋɪŋ] *n* — повешение

headline ['hedlaɪn] *n* — заголовок
 headteacher ['hed'ti:tʃə] *n* — директор школы
 health [helθ] *n* — здоровье
 healthy ['helθi] *adj* — здоровый
 heat [hit] *n* — жара
 heir [eə] *n* — наследник
 herb [hɜ:b] *n* — трава
 hereditary [hə'redətəri] *adj* — наследственный
 heresy ['herəsi] *n* — ересь
 heretic ['herətɪk] *n* — еретик
 hero ['hɪərəʊ] *n* — герой
 heroism ['herəʊ,ɪzəm] *n* — героизм
 historian [hɪ'stɔ:riən] *n* — историк
 Hollywood ['hɒli,wʊd] — Голливуд
 holy ['həʊli] *adj* — святой
 honesty ['ɒnɪsti] *n* — честность
 honest ['ɒnɪst] *adj* — честный
 honour ['ɒnə] *n* — честь, почесть
 hood [hʊd] *n* — капюшон
 horoscope ['hɒrə'skəʊp] *n* — гороскоп
 however [haʊ'evə] *conj* — однако
 hug [hʌg] 1. *n* — объятие 2. *v* — обнимать
 humanities [hju:'mænətɪz] *n* — гуманитарные науки
 humour ['hju:mə] *n* — юмор
 hunger ['hʌŋgə] *n* — голод

I

ignore [ɪg'nɔ:] *v* — игнорировать
 imagine [ɪ'mædʒɪn] *v* — представлять себе
 imagination [ɪ,mædʒɪ'neɪʃn] *n* — воображение
 impress [ɪm'pres] *v* — впечатлять
 impression [ɪm'preʃn] *n* — впечатление
 improve [ɪm'pru:v] *v* — улучшать
 improvement [ɪm'pru:vmənt] *n* — улучшение
 independence [ˌɪndɪ'pendəns] *n* — независимость
 industry ['ɪndəstri] *n* — промышленность
 informal [ɪn'fɔ:məl] *adj* — неофициальный
 inherit [ɪn'herɪt] *v* — унаследовать
 inquisition [ˌɪŋkwɪ'zɪʃn] *n* — инквизиция
 insist [ɪn'sɪst] on smth *v* — настаивать на чем-либо
 intention [ɪn'tenʃn] *n* — намерение
 international [ˌɪntə'næʃnəl] *adj* — международный

in time [ɪn 'taɪm] *adv* — вовремя
 intrigue [ɪn'tri:g] *n* — интрига
 intriguing [ɪn'tri:gɪŋ] *adj* — интригующий
 introduce [ˌɪntrə'dju:s] *v* — представлять
 introduction [ˌɪntrə'dʌkʃn] *n* — предисловие
 invade [ɪn'veɪd] *v* — вторгаться
 invader [ɪn'veɪdə] *n* — завоеватель
 involve [ɪn'vɒlv] *v* — вовлекать
 Iraq [ɪ'rɑ:k] — Ирак
 Irish ['aɪrɪʃ] 1. *n* — ирландец, ирландка
 2. *adj* — ирландский (язык)
 iron ['aɪən] 1. *n* — железо 2. *adj* — железный
 isle [aɪl] *n* — остров
 issue ['ɪʃu:] *n* — проблема

J

jealous ['dʒeləs] *adj* — ревнивый, завистливый
 jealousy ['dʒeləsi] *n* — ревность, зависть
 Jewish ['dʒu:ɪʃ] *adj* — еврейский
 journalist ['dʒɜ:nəlist] *n* — журналист
 journey ['dʒɜ:ni] *n* — поездка
 judge [dʒʌdʒ] 1. *n* — судья 2. *v* — судить

K

keen [kin] *adj* — живо интересующийся, страстно увлекающийся
 be keen on smth *v* — увлекаться чем-либо
 keep [ki:p] (kept, kept) *v* — хранить, оставлять у себя
 kept [kept] (II ф. от keep) *v* — хранил
 kill [kɪl] *v* — убивать
 killer ['kɪlə] *n* — убийца
 king ['kɪŋ] *n* — король
 kingdom ['kɪŋdəm] *n* — королевство
 kiss [kɪs] 1. *n* — поцелуй 2. *v* — целовать
 knee [ni:] *n* — колено
 kneel [ni:l] *v* — становиться на колени
 know [nəʊ] *n* — знать
 knowledge ['nɒlɪdʒ] *n* — знание

L

labour ['leɪbə] *n* — труд
 labyrinth ['læbə,rɪnθ] *n* — лабиринт

lady-in-waiting [ˈlɜdi in ˈweɪtɪŋ] *n* — придворная дама

landowner [ˈlænd,əʊnə] *n* — землевладелец

lately [ˈleɪtli] *adv* — в последнее время

lead [li:d] *v* — вести за собой

leave for [ˈli:v fə] *v* — уезжать куда-либо

legendary [ˈledʒəndəri] *adj* — легендарный

lend [lend] *v* — давать в долг

level [ˈlevl] *n* — уровень

librarian [laɪˈbreəriən] *n* — библиотекарь

library [ˈlaɪbrəri] *n* — библиотека

lifestyle [ˈlaɪf,staɪl] *n* — образ жизни

lift [lɪft] *v* — поднимать

lily [ˈlɪli] *n* — лилия

limit [ˈlɪmɪt] *v* — ограничивать

limited [ˈlɪmɪtɪd] *adj* — ограниченный

Lincolnshire [ˈlɪŋkənʃɪə] — Линкольншир (графство)

loan [ˈləʊn] *n* — займ

be on loan — быть на руках (о книге)

lobby [ˈlɒbi] *n* — лобби

local [ˈləʊkl] *adj* — местный

logo [ˈləʊɡəʊ] *n* — эмблема

look at smth / smb *v* — смотреть на что-либо / кого-либо

look for smth / smb *v* — искать что-либо / кого-либо

look forward to doing smth — ждать с нетерпением чего-то

look like smb / smth — выглядеть как, быть похожим на кого-то / на что-либо

look smth up in a dictionary — искать что-либо в словаре

lovely [ˈlʌvli] *adj* — прекрасный

loyal [ˈləɪəl] *adj* — преданный

loyalty [ˈləɪəlti] *n* — преданность

luckily [ˈlʌkɪli] *adv* — к счастью

lucky [ˈlʌki] *adj* — счастливый, удачливый

M

mace [meɪs] *n* — жезл

madly [ˈmædli] *adv* — безумно

madman [ˈmædmæn] *n* — сумасшедший

magazine [ˌmæɡəˈziːn] *n* — журнал

magic [ˈmædʒɪk] 1. *n* — волшебство

2. *adj* — волшебный

magician [məˈdʒɪʃən] *n* — волшебник

maid [meɪd] *n* — дева

majesty [ˈmædʒəsti] *n* — величество

make up one's mind — принять решение

manage [ˈmænɪdʒ] *v* — справляться

management [ˈmænɪdʒmənt] *n* — управление

maniac [ˈmeɪniæk] *n* — маньяк

manor [ˈmænə] *n* — поместье

many [ˈmeni] *adj* — много

marathon [ˈmæɪrəθən] *n* — марафон

marble [ˈmɑːbl] *n* — мрамор

marriage [ˈmæɪrɪdʒ] *n* — брак

marry smb [ˈmæəri] *v* — жениться на ком-либо (выйти замуж за кого-либо)

mass media [ˌmæs ˈmi:diə] *n* — средства массовой информации

Mayflower [ˈmeɪflaʊə] — “Мэйфлауэр” (название корабля)

mayflower *n* — цветок, распускающийся в мае

meal [mi:l] *n* — пища

medieval [ˌmediˈi:vəl] *adj* — средневековый

meet [mi:t] *v* — встречать

meeting [ˈmi:tiŋ] *n* — встреча

merry [ˈmeri] *adj* — веселый

method [ˈmeθəd] *n* — метод

midnight [ˈmɪdnaɪt] *n* — полночь

migrate [maɪˈɡreɪt] *v* — мигрировать

military [ˈmɪlɪtəri] *adj* — военный

minimum [ˈmɪnɪmə] *n* — минимум

minister [ˈmɪnɪstə] *n* — министр

minstrel [ˈmɪnstrel] *n* — менестрель

mislead [mɪsˈli:d] *v* — вводить в заблуждение

Moldavian [mɒlˈdeɪviən] 1. *n* — молдаван, молдаванка 2. *adj* — молдавский (язык)

monarch [ˈmɒnək] *n* — монарх

monarchy [ˈmɒnəki] *n* — монархия

monk [mɒŋk] *n* — монах

motion [ˈməʊʃn] *n* — движение

motivation [ˌməʊtɪˈveɪʃn] *n* — мотивация, побуждение

movie [ˈmu:vi] *n* — фильм

MP [ˌem ˈpi:] *n* — член парламента

murder [ˈmɜ:də] *v* — убивать

murderer [ˈmɜ:dərə] *n* — убийца

muscular [ˈmʌskjʊlə] *adj* — мускулистый

musketeer [ˌmʌskɪˈtiə] *n* — мушкетер

mystery [ˈmɪstəri] *n* — тайна

mysterious [mɪˈstɪəriəs] *adj* — таинственный

myth [mɪθ] *n* — миф

N

name [neɪm] 1. *n* — имя 2. *v* — называть
 nanny ['næni] *n* — няня
 nation ['neɪʃn] *n* — нация
 native speaker ['neɪtɪv ˈspɪkə] — носитель языка
 Nazi ['nɑːtsi] 1. *n* — нацист 2. *adj* — нацистский
 nearly ['niəli] — почти
 necessity [nəˈsesəti] *n* — нужда
 necessary ['nesəsəri] *adj* — необходимый
 neither... nor ['naɪðə ˌnɔː] *conj* — ни... ни
 nephew ['nefjuː] *n* — племянник
 Netherlands (the) ['neðələndz] — Голландия
 neutral ['njuːtrəl] *adj* — нейтральный
 New Zealand [ˌnjuː ˈziːlənd] — Новая Зеландия
 noble ['nəʊbl] 1. *n* — аристократ
 2. *adj* — благородный
 none [nʌn] *pron* — ни один
 Norman ['nɔːmən] 1. *n* — норманн, норманка 2. *adj* — норманнский
 Normandy ['nɔːməndi] — Нормандия
 novel ['nɒvl] *n* — роман
 nowadays ['naʊədeɪz] *adv* — в наше время
 nurse [nɜːs] *n* — медсестра

O

oath [əʊθ] *n* — клятва
 object ['ɒbʃɪkt] *n* — предмет
 object ['ɒbʃɪkt] *v* — возражать
 obviously ['ɒbvɪəsli] *adv* — очевидно
 offer ['ɒfə] 1. *n* — предложение
 2. *v* — предлагать
 official [əˈfɪʃl] 1. *n* — должностное лицо
 2. *adj* — официальный
 ointment ['ɔɪntmənt] *n* — мазь
 online search ['ɒnlaɪn ˌsɜːtʃ] — поиск в сети
 onyx ['ɒnɪks] *n* — оникс (драгоценный камень)
 open ['əʊpən] *adj* — открытый
 openly ['əʊpənli] *adv* — открыто
 opposition [ˌɒpəˈzɪʃn] *n* — оппозиция
 optics ['ɒptɪks] *n* — оптика
 option ['ɒpʃn] *n* — выбор

organize ['ɔːɡənaɪz] *v* — организовывать
 origin ['ɒrɪdʒɪn] *n* — происхождение
 original ['ɒrɪdʒɪnəl] *n* — оригинал, подлинник
 originally [əˈrɪdʒɪnəli] *adv* — первоначально
 orphan ['ɔːfən] *n* — сирота
 Orthodox Church [ˌɔːθədɒks ˈtʃɜːtʃ] — Православная Церковь
 outlaw ['aʊtlɔː] *n* — преступник, разбойник

P

pain [peɪn] *n* — боль
 palm tree [ˈpɑːm ˌtriː] *n* — пальма
 panic [ˈpænɪk] 1. *n* — паника 2. *v* — паниковать
 parcel [ˈpɑːsl] *n* — посылка
 passion [ˈpæʃn] *n* — страсть
 passive voice [ˈpæsɪv ˈvɔɪs] — страдательный залог
 pattern [ˈpætn] *n* — образец
 pay homage [ˈpeɪ ˌhɒmɪʃ] — признать себя вассалом
 peasant ['peɪznt] *n* — крестьянин
 peer [pɪə] *n* — пэр
 penguin [ˈpeŋɡwɪn] *n* — пингвин
 penny [ˈpeni] *n* — пенни
 permission [pəˈmɪʃn] *n* — разрешение
 Persian [ˈpɜːʃn] 1. *n* — перс, персиянка
 2. *adj* — персидский (язык)
 personally [ˈpɜːsənəli] *adv* — лично
 pharaoh [ˈfeərəʊ] *n* — фараон
 philosopher [fɪˈlɒsəfə] *n* — философ
 philosophy [fɪˈlɒsəfi] *n* — философия
 photocopier [ˈfəʊtəʊˌkɒpiə] *n* — фотокопировальное устройство
 photocopy [ˈfəʊtəʊˌkɒpi] *n* — фотокопия
 phrasal [ˈfreɪzl] *adj* — фразовый
 pickle [ˈpɪkl] *n* — соленье
 pie [paɪ] *n* — пирог
 piece [piːs] *n* — кусок
 pilgrim [ˈpɪlɡrɪm] *n* — паломник, пилигрим
 pillow [ˈpɪləʊ] *n* — подушка
 pipe [paɪp] *n* — трубка для курения табака
 pirate [ˈpaɪrət] *n* — пират
 pity [ˈpɪti] 1. *n* — жалость 2. *v* — жалеть
 plagiarism [ˈpleɪdʒəˌrɪzəm] *n* — плагиат
 plural [ˈpluərəl] *adj* — множественный
 poetry [ˈpəʊtri] *n* — поэзия
 Poland [ˈpəʊlənd] — Польша

policy ['pɒləsi] *n* — политика
 Polish ['pɒlɪʃ] 1. *n* — поляк, полька
 2. *adj* — польский (язык)
 political [pə'litikəl] *adj* — политический
 politics ['pɒlɪtiks] *n* — политика
 poll [pəʊl] *n* — опрос
 poor [pʊə] *adj* — бедный
 Pope [pəʊp] — Папа Римский
 populate ['pɒpjʊleɪt] *v* — населять
 population [ˌpɒpjʊ'leɪʃn] *n* — население
 pork [pɔ:k] *n* — свинина
 possibility [ˌpɒsə'bɪləti] *n* — возможность
 possible ['pɒsəbl] *adj* — возможный
 post [pəʊst] *n* — почта
 poverty ['pɒvəti] *n* — бедность
 power ['paʊə] *n* — власть, мощь
 powerful ['paʊəfʊl] *adj* — могущественный
 pray [preɪ] *v* — молиться
 prefer ['pri:fə:] *v* — предпочитать
 prepare [prɪ'peə] *v* — готовить, готовить
 presid[e] ['prɪ'zaid] *v* — председательствовать
 president ['prezɪdənt] *n* — президент
 pretty ['prɪti] *adj* — хорошенькая (о женщине)
 previous ['pri:vɪəs] *adj* — предыдущий
 pride [praɪd] *n* — гордость
 prince [prɪns] *n* — принц
 princess [ˌprɪn'ses] *n* — принцесса
 print [prɪnt] *v* — печатать
 prison [prɪzn] *n* — тюрьма
 prisoner ['prɪzənə] *n* — узник
 produce [prə'dju:s] *v* — производить
 production [prə'dʌkʃn] *n* — производство
 professional [prə'feshənəl] 1. *n* — профессионал
 2. *adj* — профессиональный
 pronunciation [prəˌnʌnsi'eɪʃn] *n* — произношение
 propaganda [ˌprɒpə'gændə] *n* — пропаганда
 prophecy ['prɒfəsi] *n* — пророчество
 prophet ['prɒfɪt] *n* — пророк
 prose [prəʊz] *n* — проза
 proud [praʊd] *adj* — гордый
 be proud [bi: praʊd] of smb / smth *v* — гордиться кем-либо / чем-либо
 publish ['pʌblɪʃ] *v* — издавать
 punish ['pʌnɪʃ] *v* — наказывать
 punishment ['pʌnɪʃmənt] *n* — наказание
 push [pʊʃ] *v* — нажимать

Q

quarter ['kwɔ:tə] *n* — четверть
 quiet ['kwaɪət] *adj* — спокойный
 quietly ['kwaɪətli] *adv* — спокойно
 quite [kwat] *adv* — весьма
 quotation [kwəʊ'teɪʃn] *n* — цитата
 quotation marks [kwəʊ'teɪʃn mɑ:ks] *n* — кавычки
 quote [kwəʊt] *v* — цитировать

R

raid [reɪd] 1. *n* — набег 2. *v* — совершать набег
 raise [reɪz] *v* — поднимать
 ransom ['rænsəm] *n* — выкуп
 rare [reə] *adj* — редкий
 rate [reɪt] *n* — размер (оплаты)
 reach [ri:tʃ] *v* — достигать
 react [ri'ækt] *v* — реагировать
 reaction [ri'ækʃn] *n* — реакция
 reality [ri'ælɪti] *n* — действительность
 rebellion [ri'beljən] *n* — восстание
 recall [rɪ'kɔ:l] *v* — отзывать
 recently ['ri:səntli] *adv* — недавно
 recognize ['rekəgnaɪz] *v* — признавать
 refer to smth / smb [rɪ'fə:] *v* — ссылаться на что-либо / кого-либо
 reference ['refərəns] *n* — ссылка (рекомендация)
 reflect [rɪ'flekt] *v* — отражать
 reflection [rɪ'flekʃn] *n* — отражение
 regularity [ˌregjʊ'lærɪti] *n* — регулярность
 rely on smth / smb [rɪ'laɪ] *v* — полагаться на что-либо / кого-либо
 reliable [rɪ'laɪəbl] *adj* — надежный
 relief [rɪ'li:f] *n* — помощь, облегчение
 religion [rɪ'lɪdʒn] *n* — религия
 religious [rɪ'lɪdʒəs] *adj* — религиозный
 remain [rɪ'meɪn] *v* — оставаться
 remind [rɪ'maɪnd] *v* — напоминать
 rename [ˌri:'neɪm] *v* — переименовывать
 represent [ˌreprɪ'zent] *v* — представлять
 republic [rɪ'pʌblɪk] *n* — республика
 respond [rɪ'spɒnd] *v* — отвечать
 response [rɪ'spɒns] *n* — ответ
 responsibility [ˌrɪˌspɒnsə'bɪləti] *n* — ответственность

responsible [rɪ'spɒnsəbl] *adj* — ответственный

revolve [rɪ'vɒlv] *v* — вращаться

reward [rɪ'wɔ:d] *n* — награда

rightful ['raɪtfl] *adj* — законный

rise [raɪz] *v* — подниматься

risk [rɪsk] 1. *n* — риск 2. *v* — рисковать

role [rəʊl] *n* — роль

romantic [rəʊ'mæntɪk] 1. *n* — романтик

2. *adj* — романтический

Royal Apartments [rɔɪəl ə'pɑ:tmənts] — королевские покои

run a fever ['fɪvə] — быть в лихорадке

rune [ru:n] *n* — руна (буква рунического алфавита)

tunic ['ru:nɪk] *adj* — рунический (алфавит)

S

sacred ['seɪkrɪd] *adj* — священный

sail [seɪl] 1. *n* — парус 2. *v* — плавать

saint [seɪnt] *adj* — святой

sales ['seɪlz] assistant *n* — продавец

satellite ['sætɪlənt] *n* — спутник

Saxon ['sæksən] 1. *n* — сакс, саксонка

2. *adj* — саксонский

scandal ['skændl] *n* — скандал

Scandinavian ['skændi,neɪvɪən] 1. *n* — скандинав, скандинавка 2. *adj* — скандинавский

scan ['skæn] 1. *n* — отсканированная бумага, документ 2. *v* — сканировать

scanner ['skænə] *n* — сканер

scare [skeə] *v* — пугать

scared [skeəd] *adj* — испуганный

be / get scared [bi: / get 'skeəd] *v* — испугаться

scepter ['septə] *n* — скипетр

science fiction [saɪəns 'fɪkʃn] — научная фантастика

scratch [skrætʃ] 1. *n* — царапина 2. *v* — царапать

scream [skri:m] 1. *n* — крик 2. *v* — кричать

seat [si:t] *n* — место

secondly ['sekəndli] *adv* — во-вторых

secret ['si:kret] *n* — секрет, тайна

secretary ['sekritəri] *n* — секретарь

secretly ['si:kretli] *adv* — тайно

seem [si:m] *v* — казаться

sell [sel] (sold, sold) *v* — продавать

senate ['senɪt] *n* — сенат

senior ['si:nɪə] *adj* — старший

separate ['sepəreɪt] *v* — разделять

serf [sɜ:f] *adj* — подданный

serve [sɜ:v] *v* — служить, обслуживать

server ['sɜ:ve] *n* — сервер

service ['sɜ:vis] *n* — обслуживание (служба)

several ['sevərəl] *adj* — несколько

shadow ['ʃædəʊ] *n* — тень

shake [ʃeɪk] (shook, shaken) *v* — трясти, встряхивать

shelf (shelves) [ʃelf] *n* — полка (полки)

shelved [ʃelvd] *adj* — отложенный

sheriff ['ʃerɪf] *n* — шериф

shook [ʃʊk] (II ф. от shake) *v* — качать головой, трястись

shoot [ʃu:t] (shot, shot) *v* — стрелять

shooting ['ʃu:tɪŋ] *n* — стрельба

sight [saɪt] *n* — вид

sightseeing ['saɪtsi:ɪŋ] *n* — осмотр достопримечательностей

signal ['sɪgnəl] 1. *n* — сигнал 2. *v* — сигнализировать

silence ['saɪləns] *n* — тишина

silent ['saɪlənt] *adj* — тихий

silently ['saɪləntli] *adv* — тихо

similar ['sɪmɪlə] *adj* — подобный

similarity [sɪmə'lærəti] *n* — подобие

simple ['sɪmpl] *adj* — простой

simply ['sɪmpli] *adv* — просто

since [sɪns] 1. *conj* — с тех пор,

2. *prep* — с

sincerely [sɪn'sɪəli] *adv* — искренне

sit [sɪt] *v* — сидеть, заседать

situated ['sɪtʃu,etɪd] *adj* — расположенный

size [saɪz] *n* — размер

skiing ['ski:ɪŋ] *n* — лыжный спорт

skill [skɪl] *n* — навык

skin [skɪn] *n* — кожа

Slav [slɑ:v] *n* — славянин, славянка

Slavic ['slɑ:vɪk] *adj* — славянский (славянская группа языков)

Slavonic [slə'vɒnɪk] *adj* — славянский язык

sleeve [sli:v] *n* — рукав

slender ['slendə] *adj* — стройный

slow ['sləʊ] *adj* — медленный
 slowly ['sləʊli] *adv* — медленно
 smoke [sməʊk] 1. *n* — дым 2. *v* — курить
 smooth [smu:ð] *adj* — гладкий
 social ['səʊʃl] *adj* — общественный
 solve [sɒlv] *v* — решать
 somewhere ['sʌmweə] *adv* — где-нибудь
 south [θaʊθ] *n* — юг
 southern ['sʌðn] *adj* — южный
 Soviet ['səʊviət] *adj* — советский
 sparkle ['spɑ:kl] 1. *n* — искорка, блеск
 2. *v* — искриться, блестеть
 specialist ['speʃəlist] *n* — специалист
 speciality [ˌspeʃi'æləti] *n* — специальность
 specific [spə'sɪfɪk] *adj* — специальный
 spell [spel] *v* — произносить слово
 по буквам
 spin [spin] *v* — крутиться, вращаться
 spirit ['spɪrɪt] *n* — дух
 split [splɪt] *v* — разделяться
 spot [spɒt] *v* — замечать
 statistics [stə'tɪstɪks] *n* — статистика
 stewardess ['stju:ədəs] *n* — бортпроводница
 stick [stɪk] (stuck, stuck) *v* — приклеивать
 stick out ['stɪk, aʊt] *v* — торчать
 storm [stɔ:m] *n* — шторм
 stranger ['streɪndʒə] *n* — незнакомец
 stress [stres] *n* — стресс
 submit [səb'mɪt] *v* — подчиняться
 such [sʌtʃ] *adj* — такой
 suggest [sə'dʒest] *v* — предлагать
 suggestion [sə'dʒestʃən] *n* — предложение,
 предложение
 suitable ['su:təbl] *adj* — подходящий
 sun [sʌn] *n* — солнце
 sunlight ['sʌnlaɪt] *n* — солнечный свет
 sunset ['sʌn, set] *n* — закат
 supernatural [ˌsu:pə'nætʃərəl] *adj* — сверхъ-
 естественный
 surf the Net — быть в Интернете
 swear [sweə] (swore, sworn) *v* — клясться
 sweep [swi:p] *v* — подметать
 swine [swaɪn] *n* — свинья
 Swiss [swɪs] 1. *n* — швейцарец, швейцарка
 2. *adj* — швейцарский
 sword [sɔ:d] *n* — меч
 symbol ['sɪmbəl] *n* — символ
 symbolize ['sɪmbəlaɪz] *v* — символизиро-
 вать

T

tablecloth ['teɪbl, klɒθ] *n* — скатерть
 take something for granted [teɪk 'sʌmθɪŋ fə
 'grɑ:ntɪd] — воспринимать что-то как
 само собой разумеющееся
 talent ['tælənt] *n* — талант
 target ['tɑ:ɡɪt] *n* — цель
 taste [teɪst] 1. *n* — вкус 2. *v* — пробовать
 на вкус
 tax [tæks] *n* — налог
 tease [ti:z] *v* — дразнить
 telegraph ['telɪɡrɑ:f] *n* — телеграф
 telescope ['telɪskəʊp] *n* — телескоп
 television ['telɪvɪʒn] *n* — телевидение
 tenant ['tenənt] *n* — арендатор
 term [tɜ:m] *n* — семестр
 textbook ['tekstbʊk] *n* — учебник
 thief [θi:f] *n* — вор
 though [ðəʊ] *conj* — хотя
 thrill [θrɪl] *v* — волновать
 thriller ['θrɪlə] *n* — триллер
 throat [θrəʊt] *n* — горло
 throne [θrəʊn] *n* — трон
 tonight [tə'naɪt] *adv* — сегодня вечером
 tooth [tu:θ] *n* — зуб
 toothbrush ['tu:θbrʃ] *n* — зубная щетка
 tough [tʌf] *adj* — трудный (о ситуации)
 toward [tə'wɔ:dz] *prep* — по направле-
 нию к
 trade [treɪd] *n* — торговля
 tramp [træmp] *n* — бродяга
 treat [tri:t] *smb v* — относиться к кому-
 либо
 tribe [traɪb] *n* — племя
 trousers ['traʊzəz] *n* — брюки
 trust [trʌst] 1. *n* — доверие 2. *v* — дове-
 рять
 tulip ['tju:lɪp] *n* — тюльпан
 turn back *v* — поворачивать(ся) назад
 turn down *v* — отвергать, отказаться
 turn in *v* — превращаться
 turn out *v* — стать, сделаться, оказаться
 кем-либо / чем-либо
 turn up *v* — появляться
 twice [twɑɪs] *adv* — дважды (вдвое)

U

- ugly ['ʌɡli] *adj* — уродливый
 Ukrainian [ju:'kreɪniən] 1. *n* — украинец, украинка 2. *adj* — украинский (язык)
 unfortunately [ʌn'fɔ:tʃənətli] *adv* — к сожалению
 union ['ju:njən] *n* — союз
 unique [ju:'ni:k] *adj* — уникальный, единственный
 unite [ju:'naɪt] *v* — объединять
 united [ju:'naɪtɪd] *adj* — объединенный
 universal [ju:nɪ'vɜ:sl] *adj* — универсальный
 unless [ʌn'les] *conj* — если не
 upset [ʌp'set] *adj* — расстроенный
 be / get upset [bi: / get ʌp'set] *v* — расстраиваться
 use ['ju:z] *v* — использовать, пользоваться
 useless ['ju:sləs] *adj* — бесполезный
 user ['ju:zə] *n* — пользователь

V

- valentine ['væləntaɪn] *n* — валентинка
 vampire ['væmpaɪə] *n* — вампир
 variant ['veəriənt] *n* — вариант
 venison ['venɪsən] *n* — оленина
 version ['vɜ:ʃn] *n* — версия
 victory ['vɪktəri] *n* — победа
 viking ['vaɪkɪŋ] *n* — викинг
 village ['vɪlɪdʒ] *n* — деревня
 villager ['vɪlɪdʒə] *n* — сельский житель
 virtual ['vɜ:ʃʊəl] *adj* — виртуальный
 virus ['vaɪərəs] *n* — вирус
 visit ['vɪzɪt] *v* — посещать
 visitor ['vɪzɪtə] *n* — посетитель
 vote [vəʊt] 1. *n* — голос на выборах
 2. *v* — голосовать

W

- wander ['wʌndə] *v* — бродить
 warn [wɔ:n] *v* — предупреждать
 warning ['wɔ:nɪŋ] *n* — предупреждение
 waste [weɪst] *n* — напрасная трата
 waste of time [weɪst əv taɪm] — напрасная трата времени
 website ['websaɪt] *n* — вебсайт
 well written [wel 'rɪtn] — хорошо написанный
 west [west] *n* — запад
 western ['westən] *adj* — западный
 whisper ['wɪspə] 1. *n* — шепот 2. *v* — шептать
 whom [hu:m] *pron* — кого
 widow ['wɪdʊ] *n* — вдова
 wine [waɪn] *n* — вино
 wing [wɪŋ] *n* — крыло
 wink [wɪŋk] 1. *n* — подмигивание
 2. *v* — мигать
 wipe [waɪp] *v* — стирать из памяти
 wolf [wʊlf] *n* — волк
 wonder ['wʌndə] *n* — чудо
 wool [wʊl] *n* — шерсть
 woolsack ['wʊlsæk] *n* — мешок с шерстью
 workhouse ['wɜ:khaʊs] *n* — рабочий дом
 worldwide [wɜ:ld'waɪd] *adv* — во всем мире
 worth (be worth doing smth) [wɜ:θ] *adj* — стоящий, заслуживающий внимания (стоит что-то делать)
 wound [waʊnd] 1. *n* — рана 2. *v* — ранить, причинять боль

Y

- yard [jɑ:d] *n* — ярд

List of irregular verbs

I форма	II форма	III форма
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held

I форма	II форма	III форма
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
shake	shook	shaken
shine	shone	shone
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

READING RULES AND PRONUNCIATION SYMBOLS

READING RULES AND PRONUNCIATION SYMBOLS		[u:] moon	[eə] air	[ɔ:] ball
		[i:] tree	[ɜ:] her	[ʊ] bush, pull
		[ɔ:] port, four	[i:] tea	[eə] there
		[ʊ] book	[aʊə] tower	[ɑ:] dance, answer
[eɪ] name	[g] go	[ʃ] she	[kw] queen	[r] write
[æ] bag	[h] hen	[ɑ:] car	[s] face	[ɜ:] work
[i:] me	[k] kite	[tʃ] bench	[aɪ] kind, night, child	[ɔ:] walk
[e] pen	[l] lamp	[dʒ] page	[i:] see	[ɪə] hear
[aɪ] five	[m] man	[k] black	[ɜ:] turn	[n] know
[tɪ] tin	[n] nine	[ɜ] treasure	[ɜ:] girl	[eɪ] mail
[nəʊ] nose	[p] pencil	[eɪ] say, they	[ɔ:] water	[ɔ:] autumn
[dɒ] dog	[r] rose	[θ] thin	[w] why	[ʃn] station
[ju:] cute	[s] son	[ð] this	[ʌ] come, son, love, mother	[ɑ:] after
[bʌ] bus	[t] ten	[ŋ] song	[h] who	[ɜ] measure
[aɪ] my	[v] very	[i] happy	[eɪ] day	[ɑ:] father
[jɪ] yes	[w] wizard	[aʊ] house, town	[f] phone	[ɔ:] daughter
[bed] bed	[z] zoo	[əʊ] blow	[ɑ:] class, past, ask	[ju:] few
[dæd] dad	[aʊə] our	[ɔɪ] boy	[eɪ] they	[tʃ] future
[fɪ] film	[ə] driver, actor	[ɪə] here	[eə] air	[e] head

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