



81.2 Англ
А 64

English 10-11



Reader

АНГЛИЙСКИЙ ЯЗЫК

Книга для чтения
к учебнику
для **10—11** классов
общеобразовательных
учреждений

*Допущено
Министерством
образования
Российской
Федерации*

Москва
“Просвещение”
2000

УДК 373.167.1:811.111
ББК 81.2Англ-93
А64

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Английский язык: Кн. для чтения к учеб. для 10—11 кл. общеобразоват. учреждений / В. П. Кузовлев, Н. М. Лапа, Э. Ш. Перегудова и др.— М.: Просвещение, 2000.— 111 с.: ил.— ISBN 5-09-008934-5.

УДК 373.167.1:811.111
ББК 81.2Англ-93

ISBN 5-09-008934-5

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Unit 1



How Different
the World Is!



1. Weather can affect the people's lives greatly. The article below describes an extreme natural event.

1) Look through the article and answer the questions on page 5. (reading for specific information)

EUROPE

Deep Freeze

The harshest winter weather in a decade lashes (охватывать) Europe, disrupting (разрушать) travel by air, land and sea — and claims (угрожать) the lives of hundreds

BY DAVID GORDON

The new year made a stormy entrance last week, lashing the Continent with the severest cold snap (похолодание) in a decade. Snow, ice and sub-freezing temperatures spelled (означать) chaos, and sometimes death, from the Mediterranean* to the Urals. More than 220 deaths, mostly among the homeless and the elderly, were reported as far south as Valencia, Spain.

Travel became a Homeric* task. In the Caucasus, an avalanche (лалина) sealed (окружить кольцом) 300 people in a mountain tunnel connecting Russia and Georgia for days. Air traffic was disrupted as was train travel. A Paris-bound Eurostar train carrying some 500 passengers got stuck in the Chunnel* for more than two hours, its engine stalled (останавливать) by snow. Ice clogged (препятствовать) river traffic on the Loire, Elbe, Main and Danube. Even Eng-

land's Thames* froze in places for the first time since 1963.

The brutal weather put a damper (действовать угнетающе) on New Year celebrations. Those who booked holiday trips to resorts on the Adriatic found snow, not sun, on beaches. Parisians ice-skated in the shadow of the Eiffel Tower early in the week, but by New Year's Day the city was a ghost town as its citizens hid from the chill (прохлада). In London, the freeze even muzzled (заставлять молчать) the chimes of Big Ben for a few hours on New Year's Eve.

The cold snap didn't spoil all the fun. In London, brave bathers still took the annual New Year's Day dip (ныряние) in Hyde Park's Serpentine.* And in the Netherlands, some 16,000 Dutch donned (надевать) ice skates Saturday for a 200-kilometer race across the frozen lakes and canals in Friesland. That's marking the best of a bitter situation.

How Different the World Is!

- ? What is the title of the article?
- ? Where was the article published?
- ? What section was it published in?
- ? What extreme natural event is it about?
- ? What is the main idea of the article?

2) The following photos show some of the places and things mentioned in the article.

What are they? What happened in these places and with these things during the deep freeze? (reading for detail)



2. Places get their names in a variety of different ways. Sometimes, a place is named after the people who live there. Other times, a location is named after the person who discovered it or after a famous person. There are even places that are named after the way they look.

1) **The states of the USA also got their names in different ways. Read the information about the nicknames of some of the states on page 6 and fill in the table. (reading for specific information/making notes)**

The state	The nickname(s)	The way the state got its nickname(s)
Maine	Pine-Tree State	Pinetree forests



Four-fifth of **Maine** [meɪn] is covered by forests that feed its wood-processing industry. Hence (отсюда) its nickname the 'Pine-Tree State'.

The official nickname of **New Hampshire** [nju: 'hæmpʃə] is the 'Granite State' because of her extensive granite quarries (карьер), and the people there are called 'Granite Boys'.

Vermont [və'mɒnt], the only New England state lacking an ocean coastline, is famous for its green mountains. Vermont is generally, by simple translation of the original French name, called the 'Green Mountain State' and Vermonters — 'Green Mountain Boys'.



The name '**Rhode Island**' ['rəʊd aɪlənd] is derived from the Dutch, and means 'the island'. Rhode Island, the nation's smallest state, is not an island. 'Little Rhody' is the nickname of Rhode Island.

Because more than one-third of the area of the state are the Allegheny [ˌælɪ'geɪni] Mountains, **West Virginia** [ˌwest və'dʒɪniə] is called the 'Mountain State'. It's also known as the 'Panhandle State' because the shape (форма) of the state is like a pan with a handle on it.

The palmetto (карликовая пальма) grows abundantly in **South Carolina** [ˌsaʊθ kærə'laɪnə], especially along the coast, and is pictured on her coat of arms (репб); as a result it has given the nickname to South Carolina — the 'Palmetto State'.



Florida ['flɒrɪdə] was named by Ponce de León* in 1512 due to the fact that the whole region which he saw was covered with flowers. Florida's nicknames are: the 'Alligator State', the 'Everglade State', the 'Land of Flowers', the 'Mocking-Bird State', the 'Orange State'.

The state **Virginia** [və'dʒɪniə] is named after the Queen of England Elizabeth I (the 'Virgin Queen'). The names the 'Ancient Dominion' and the 'Old Dominion' are still widely applied to Virginia, having originated in colonial days, when Virginia was the oldest British colony in America. Because Virginia is the most northern of the South Atlantic States, located south of the Potomac River, radio broadcasters call it 'Down Where the South Begins'. Her nickname the 'Mother of Presidents' is thanks to the fact that so many of the early presidents of the United States were native Virginians, and because Virginia has produced such a great number of statesmen, she is called the 'Mother of Statesmen'.

Pennsylvania [ˌpensl'veɪniə] was named after William Penn, the founder of the colony. The term means 'Penn's woods', or 'Penn's forest'. Five nicknames are given to the State of Pennsylvania: the 'Coal State', the 'Keystone State', the 'Oil State', the 'Quaker State' and the 'Steel State'.



2) *The information does not explain how the states got some of their nicknames.*

Can you guess? If necessary, consult the LCG (Linguistic and Cultural Guide).

3. *Maggie from the book **The Reunion** by Joan Lingard describes her first trip abroad.*

1) What country is she leaving? What country is she flying to? Fill in the blanks with the suitable names. Which words in the text help you to guess? (reading for detail)

I was taking off on a jet plane for North America. It was the very first time I'd flown. And it was the first time I had ever been out of ... I'd been practising the North American accent at home, making my mother and aunt laughing. The sea was beneath us now, the Atlantic Ocean, but I couldn't see it. The Scottish coast must already be behind us. I was going to ... to experience a new country and to work. <...> We were about to land at Toronto, the captain was informing us. A new country and a new continent. I was going to explore a new way of life, see a different culture at close hand, broaden my horizons, earn money.

2) A lot of things surprised Maggie on the first day in Canada. What were they? (reading for detail)

The first thing that struck me were the skyscrapers. I should have expected them to be so high but somehow I thought they would be more or less like our high-rise blocks of flats at home, but they were much higher. I was impressed by the height and the speed and the size of everything, even though I had been mentally prepared. Of course this was a big continent and I came from a small country. The streets were full of people, out for the evening, and many of the shops, particularly those selling records and clothes, were still open. It was getting on for ten o'clock Toronto time, three o'clock a.m. Greenwich Mean Time. Back home my family would be sleeping. I liked the bustle and noise, and as we walked amongst the crowds I could feel myself relaxing and beginning to get interested.

The drive to Ottawa took about five hours and after the first part we were in wide open country with high trees and lakes. The scenery changed very little and I could see that in Canada you drive for miles and miles without it changing much at all, whereas back home, in Scotland, every few miles the landscape could change quite dra-

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matically, so that one moment you were in moorland (болотистая местность), the next in a glen (лощина), and the next in the mountains. This was a wide vast country.

The houses across the road looked similar, at least according to Canadian standards, I imagined, and they all had large verandahs around them. I liked the idea of a verandah, sitting on it and watching people pass. Few of our houses in Scotland have verandahs. Different climate of course, different customs.

3) Different customs in Canada caused (вызывать) a new way of looking at Scotland.



How different from Scotland did some things in Canada seem to Maggie? Fill in the table. (making notes)

In Canada	In Scotland
skyscrapers	high-rise blocks of flats

4) You know that people in Scotland and Canada speak English. But the English language spoken in Scotland differs from the English language spoken in Canada.

What difference does the situation below show: lexical, phonetic or grammatical?

Mike took me to a cafe where they did good steaks.

My piece of meat looked very big although he said that that was just standard.

"That was good. Thanks a lot, Mike."

"You're welcome! You look real neat, Maggie."

"Neat?" I looked down at my crumpled (мятый) cheesecloth shirt and washed-out jeans in astonishment (удивление). It was the first time I'd ever been called that. He laughed at my surprise. "I don't mean neat the way you mean it. We say it here to mean nice, cute, something like that."



5) What does the word *neat* mean in British English and Canadian English? Write a dictionary entry (статья) for this word.



6) What other facts showing the differences in the people's lifestyles in Scotland and in Canada will you add to the table above?

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"There's my mother!" said Mike.

I looked but couldn't see anyone that might be his mother. We had drawn up just ahead of a woman, a rather large woman in small purple shorts and an orange and purple striped T-shirt, who was trotting (бежать) along the edge of the road. Mike said, "She's into jogging these days."

Into jogging! There were certainly going to be many different patterns of behaviour for me to see here compared with back home. I couldn't imagine my mother or aunt jogging through the streets of Glasgow in a pair of shorts.

"She's into a real health kick just now. A lot of people are. What about in Glasgow?"

"Don't think it's reached there yet."

7) Maggie wrote a long letter to her family that day.

What do you think Maggie wrote about? Finish up her letter. (creative writing)

Dear all,
Here I am in Canada, the land of the maple leaf and the Mounties!

AE

to practice

behavior

BE

to practise

behaviour

4. Below are some passages from the book **Back Home** by Michelle Magorian. It was 1945 and 12-year-old Rusty was back home after five years of evacuation.

1) **What country was Rusty in evacuation in? What was Rusty's native country? (reading for detail)**

"How are you finding England?"

Before Rusty could answer, her mother said, "She did live here before, you know."

"Sure you did, but how does it compare with the good old U.S. of A.?"

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Now Rusty was stymied. If she said she preferred America, her mother would get angry. If she said she liked England, Mitch (*an American*) would get mad.

"Difficult to choose, eh?" said Mitch.

"Uh-huh. There's good things in both."

2) *Rusty told her friends a lot about America.*

What did she tell them about? Why?

What didn't she tell them about? Why not? (reading for detail)

"Tell us about America."

So Rusty told them about blueberry pie, and milk shakes with walnut syrup, and how she had seen a wonderful film called *The Wizard of Oz* and was in colour.

And she told them how they made Valentines and how she went through crazes of collecting things like coins.

And she told them how they sometimes had corn muffins for breakfast, and how one afternoon they'd been taken to see a brand-new musical called *Oklahoma* and there were cowboys dancing and singing. And how they'd make fudge (глупости) and listen to phonograph records.

And she told them they had been spending time at their summer cottage on Lake Champlain. She loved it there, no matter what time of the year it was. Sometimes, even in the winter, she and Skeet would go and stay with them and camp out in the cottage, and they'd go ice-boating and skating on the frozen lake.

Rusty was absolutely the centre of attention. Everyone was listening, wide-eyed, to her. She left out the fact that she had to save up all her money and do odd (случайный) jobs so that she could go to the cinema and buy milk shakes and roller-skates.

3) **How did Rusty usually spend free time?**

GRAMMAR IN FOCUS	<i>Would</i>
<p>Когда мы описываем действия, которые происходили регулярно в прошлом, мы используем глагол would.</p> <p>When Rusty lived in America, her family and she would spend time in their summer cottage on Lake Champlain. (= they did this regularly)</p>	
GS p. 255	

4) Find in the text on page 10 all the sentences with 'd. Give the full forms of the verbs.

5) In America, there were things that were not common in England in those days.



What things did the English people never hear about in those days? What spheres of life were they connected with? Fill in the table. (reading for detail/making notes)

Things that were not common in England	Sphere of life

Rusty shivered (дрожать). She couldn't understand how her mother and brother could bear (терпеть) not having a coat on.

Beth didn't think it was cold at all, either. "It's only September," she had said that morning. "It gets far colder than this. I thought you'd be used to it. Don't they have snow in Connecticut?*"

"Sure they do," Rusty had replied. "But we have this thing called central heating. Ever heard of it?"

Rusty looked at the writing on the envelope. It was Skeet's (*her American friend*). She **was about** to open it when **on second thoughts** she put it into her blazer pocket.

"Aren't you going to open it?" said her grandmother.

"Sure. Later."

"Unless, of course, you have something to hide."

"Ever heard of privacy?" thought Rusty.

"Children shouldn't have secrets from grown-ups."

"Oh, Mother, I'm almost a teenager."

"A what?"

"A teenager."

"What on earth is a teenager?"

"Someone who's thirteen, or fourteen, or fifteen... Don't you call them that here?"

"I've never heard the expression."

Was it only a few weeks ago that she was in America, and Janey and her American sister **were nuts over** Frank Sinatra?* She began humming (напевать).

"What's that tune?" said Beth.

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"This is *A Lovely Way to Spend an Evening*. It's one of the songs Frank Sinatra sings. Don't you know it?"

"No. I've never even heard of him. Is he popular in America?"

"Popular? He's the tops. Everyone's **crazy about** him."

6) WORD POWER

How do you understand the highlighted words? Choose the correct meaning from the following.

- to be just ready to do something
- to be interested and eager about somebody or something
- to be very fond of or interested in something or somebody
- a thought that a past opinion may not be right

7) *Rusty returned home just before Christmas.*

How did she feel about Christmas at home? (*reading for the main idea*)

The night before Christmas Eve, Rusty's father allowed her to go with her mother and Charlie to see the Christmas lights.

They took a train to London. Rusty was disappointed. Compared with the Christmas lights in America, the English ones were a washout. But Charlie was completely impressed by them.

Christmas Day was orderly and quiet. After a polite meal of chicken and vegetables, they all went into the drawing room, where a small Christmas tree stood in the corner. It was so unlike the noisy Vermont Christmases, where the tree was as high as the ceiling, and where endless gifts and candy and popcorn hung from the branches and filled half the floor space.



8) What contrast words show that Rusty was not impressed by the holiday? Find the missing pair in the text.

was impressed —?
quiet —?

small Christmas tree —?
bright lights —?



9) *Rusty said, "It's different back home."*

From Rusty's point of view, how different were the two countries in the 1940s? Complete the chart. (*making notes*)

America in the 1940s	England in the 1940s

10) Here are some things and people that Rusty told her friends about. What did you learn about them?



5. When people enter the USA they get the following form.

1) Look at the form on page 14 and answer the questions.
(reading for specific information)

What is the form called?

Who has to fill in this form?

Who is this information required by?

Do you have to list the members of your family in the form?

Is your country of citizenship (гражданство) the same as the country of residence (проживание)?

Do you have to declare the amount of money that you are bringing to the country?

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2) Fill in this form.

ADMISSION NUMBER 995-01615609			1-94 ARRIVAL RECORD		
1. FAMILY NAME (SURNAME) <i>(leave one space between names)</i>					
FIRST (GIVEN) NAME <i>(do not enter middle name)</i>					
2. DATE OF BIRTH			3. COUNTRY OF CITIZENSHIP		
DAY	MO	YR	4. COUNTRY OF RESIDENCE <i>(country where you live)</i>		
5. ADDRESS WHILE IN THE UNITED STATES <i>(Number and Street)</i>					
City			State		
6. CITY WHERE VISA WAS ISSUED			7. AIRLINE & FLIGHT NO. OR SHIP NAME		
THIS FORM IS REQUIRED BY THE IMMIGRATION AND NATURALIZATION SERVICE, UNITED STATES DEPARTMENT OF JUSTICE.			WARNING A nonimmigrant who accepts unauthorized employment is subject to deportation.		
			IMPORTANT Retain this permit in your possession: you must surrender it when you leave the US. Failure to do so may delay your entry into the US in the future.		
			ADMISSION NUMBER 995-01615609		
8. FAMILY NAME (SURNAME) <i>(same as Family Name in item 1 above)</i>					
FIRST (GIVEN) NAME <i>(same as First Name in item 1 above)</i>					
9. DATE OF BIRTH <i>(same as item 2)</i>			10. COUNTRY OF CITIZENSHIP <i>(same as item 3 above)</i>		
DAY	MO	YR	SEE REVERSE SIDE FOR OTHER IMPORTANT INFORMATION		
U.S. IMMIGRATION AND NATURALIZATION SERVICE			1-94 ARRIVAL RECORD		STAPLE HERE

Unit 2



**Western
Democracies.
Are They
Democratic?**

1. In Britain there are different opinions about the monarchy.



1) Try to identify the meaning of the following notions. Match the words with their definitions.

an absolute monarch	a system of government by a monarch
a dictator	in opposition to monarchy
a constitutional monarch	a ruler who has total power over his country and who ruthlessly (жестoko) rules his country
monarchy	a monarch who has unlimited power
the royal family	a monarch whose power is limited by a constitution
anti-monarchical	the family of a king or queen

2) Which notions can be used to describe the British monarchy?

3) Where do these headlines belong? (reading for the main idea)

Why The Monarchy Must Stay

Why The Monarchy Must Go

It is anti-democratic – and brings Britain back. People don't differentiate between the words 'monarchy' and 'royal family'. The young royals spoiled the reputation of the monarchy very much. Despite the anti-monarchical feeling that exists in the country, however, it is still hard to discover a strong movement toward a republic in Britain. *The Independent*, one of the Britain's most respected broadsheet* newspapers that started the debate on this issue, still favours the retention (сохранение) of Queen Elizabeth as the head of state until her death.



Winston Churchill* often described parliamentary democracy and constitutional monarch as not perfect – but the best that the man had yet created. It is human nature to need a leader in the helm (шлем).

The Queen has powers that can surprise many. She can choose a Prime Minister, dissolve (распустить) Parliament and declare war like an absolute monarch. But in reality, she does not have these powers and acts under the tradition on the advice of Parliament. It has prevented a dictator from ruling Great Britain since Oliver Cromwell's* short period in the 17th century.

The British monarch has served both the Empire and the Commonwealth. Queen Elizabeth is the head of state not only of one small island nation, but also of the 53 nations of the Commonwealth, with the population of 1.5 billion. In short, she is the head of state to more than one quarter of the earth's inhabitants. It evokes a sense of unity between nations.

Simplified from the *Newsweek*

4) What are the arguments for and against the monarchy?

2. *It is very important to have the head of state who is democratically elected.*

1) What else is important for real democracy? (reading for specific information)

Doubts About Democracy

Life has become better since the end of the cold war.* Now a majority of people lives under democratic systems – 54,8 percent of them, to be exact. So, the idea of democracy is a global reality. But there is just one problem. The democracy we see around the world often has an ugly face.

Suppose the election was free and fair. But it brought to power racists, fascists or separatists, who publicly oppose to peace and integration. It does happen: democratically elected leaders ignore constitutional limits on their power and the basic rights of the people.

The Western democracy has always meant liberal democracy – not only free and fair elections but also the respect of the basic rights. Now we see the rise of illiberal democracy – a lot of elections but few individual rights like the rule of law, free speech or private property. People in the countries without a tradition of ethnic harmony often vote along racial, religious or ethnic lines.

Abridged and simplified from the *Newsweek*

2) Which of these ideas come from the article?

- Many nations live under democratic systems now but there are liberal and illiberal democracies.
- Most people now have the right to vote freely. But it is not enough if governments ignore their basic rights.
- Free and fair elections can guarantee the basic rights.



3) Find the right Russian equivalent of the following phrases. (reading for specific information/learning to translate)

1. The democracy we see around the world often has an ugly face.
A. И мы видим, что демократия и мир вокруг нас нередко имеют безобразный лик.
B. Демократия, которую мы видим в мире, часто имеет безобразный лик.
2. Suppose the election was free and fair.
A. Подразумевается, что выборы были бесплатными и благоприятными.
B. Предположим, что выборы были свободными и справедливыми.

Western Democracies. Are They Democratic?

- 3. It does happen: democratically elected leaders ignore constitutional limits on their power and the basic rights of the people.
- A. И это действительно происходит: демократически избранные лидеры конституционным путем ограничивают как свою власть, так и основные права народа.
- B. И это действительно происходит: демократически избранные лидеры игнорируют конституционное ограничение своей власти и основные права народа.



4) Cross out the words that don't match the idea of democracy.

integration

separatist

peace

ethnic harmony

liberal

democratic

racist

constitutional

3. Here are some articles (статьи) from the American Bill of Rights.*

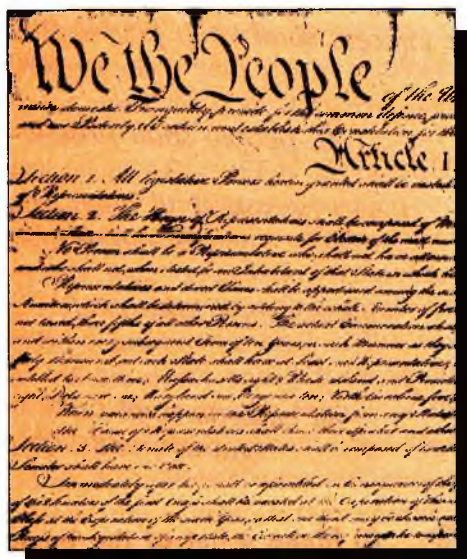
1) What rights does the Bill guarantee? (reading for detail)

All citizens shall be free to practice their own religion – no official religion determined by the state.

All citizens shall have the freedom of the press – people shall have the right to write, publish and read anything they wish.

All citizens shall enjoy the freedom of speech – people shall have the right to discuss anything they wish.

All citizens shall exercise the freedom of peaceful assembly (собрания) – the right to have public meetings.



All citizens shall be free to write to the government if they don't approve of their public actions and want to correct wrongs.

All citizens shall have the right to equal protection of the laws – people of any race shall have equal opportunities guaranteed by law.

All citizens shall have the right to fair public trial (суд, судебное разбирательство) by a jury (суд присяжных) – no one shall keep people in prison (тюрьма) secretly, people shall have the right to be silent both at the time of the arrest and throughout the trial.

Rights to property – officers shall not search (обыскивать) people or their property, or arrest people, or take their property unless they show they have a good reason for it.

All citizens over 18 shall have the right to vote freely.

2) Does the information below correspond to what you know about the basic rights guaranteed by the US Constitution?

All people shall have the right to say what they want.

Officers shall keep people in prison secretly until the trial ends.

All people shall practice the official religion.

Every person shall have the right to equal protection under the laws.

Officers shall take people's property whenever they need.

All citizens shall have the right to petition the government about the problems.



3) Make a list of the basic human rights. (making notes)

4. Jonathan Swift* who is famous for his satires described a strange country in one of his best books **Gulliver's Travels**.

1) What political system did the country belong to? (reading for specific information)



I (*Gulliver*) sent many petitions for my liberty. At last His Majesty (Его Величество) mentioned the matter first in the cabinet, and then in a full council.

The emperor signed the articles upon which I recovered (возвратил себе) my liberty. Because the reader may perhaps be curious (любопытный) to have some idea of the style and manner of expression peculiar (свойственный) to that people I have made a translation of the whole document, word for word, as near as I was able. Here I offer the document to the public.

GOLBASTO MOMAREN EVLAME GURDILO SHEFIN MULLY ULLY GUE, most mighty Emperor (император) of Lilliput, delight (восторг) and terror (ужас) of the universe (вселенная), whose dominions are so large that no one can see their boundaries (границы); monarch of all monarchs, taller than the sons of men; whose feet press down to the centre, and whose head strikes against the sun; at whose nod (кивок) the princes of the earth shake their knees; pleasant as the spring, comfortable as the summer, fruitful as the autumn, dreadful as the winter. His Majesty proposes to the Man-Mountain (or Gulliver), who arrived at our celestial (великолепный) dominions, the following articles, which by a solemn (торжественный) oath (клятва) he shall perform.

First, The Man-Mountain shall not leave our dominions, without our permission under our great seal (печать).

Secondly, He shall not come into our metropolis (столица), without our order; the inhabitants shall have two hours warning (предупреждение), to keep within their doors.

Thirdly, The said Man-Mountain shall walk only across our principal high roads; and not walk or lie down in a meadow (луг), or field of corn.

Fourthly, As he walks the said roads, he shall take the utmost (испытанный) care not to trample upon (наступать) the bodies of any of our loving subjects (подданные), their horses, or carriages; nor take any of our said subjects into his hands, without their own consent (согласие).

Fifthly, If we want to send an extraordinary dispatch (донесение), the Man-Mountain shall carry in his pocket the messenger (курьер) and horse, and return the said messenger back safe to His Majesty.

Sixthly, He shall be our ally (союзник) against our enemies (враги) in the island of Blefuscu, and do his utmost (сделать все возможное) to destroy their fleet (флот), which is now preparing to fight us.

Seventhly, That the said Man-Mountain shall, at his times of leisure, be helping our workmen in raising great stones for the wall of the principal park and other our royal buildings.

Eighthly, That the said Man-Mountain shall, in two moons time, deliver in an exact survey (съемка) of the size of our dominions, by counting his own paces (шаги) round the coast.

Lastly, If he observes all these articles, the said Man-Mountain shall have his daily meat and drink, sufficient for 1728 subjects of our state, he shall be able to come to His Majesty freely and have other marks of our favour.

Given at our Palace at Belfaborac the twelfth day of the ninety-first moon of our reign.

I swore (клясться) to observe all these articles with great cheerfulness, although some of them were not so honourable as I could have wished.

2) Do these rules correspond to the articles Gulliver was to observe? (reading for detail)

- Gulliver shall carry the royal mail.
- The Man-Mountain shall help the workmen in building.

Western Democracies. Are They Democratic?

- The said Man-Mountain shall have enough meat and drink whenever he needs.
- Gulliver shall walk anywhere he wants.
- Gulliver shall leave the country any time he wants.
- While walking the Man-Mountain shall be very careful.
- Gulliver shall make a report on the size of the country.
- The Man-Mountain shall warn the Emperor's subjects before leaving home.
- Gulliver shall be neutral in the battles with the enemies of Lilliput.

3) Did Gulliver agree on the rules? What makes you think so?

4) Why does the code of behaviour sound like fun? What is the funniest rule in your opinion?



5) What other rules would you add to the code of behaviour?

5. *In fact, different people can succeed in politics.*



1) What campaign can help politicians to come to power? Match the words with their meaning.

to elect

a person who has the right to vote

an election

to choose somebody by vote

an elector

choosing or selection by vote

2) Mr. Pickwick, the main hero of **The Posthumous Papers of the Pickwick Club** («Посмертные записки Пиквикского клуба») by Charles Dickens* and his friends come to the town of Eatanswill during parliamentary election campaign. The two political parties in the town are the Blues (Синие) and the Buffs (Желтые). Mr. Samuel Slumkey is the candidate to Parliament supported by the Blues. Mr. Horatio Fizkin is the candidate of the Buffs.

Who will succeed in the election in your opinion? (*anticipating*)

Western Democracies. Are They Democratic?



It was late in the evening when Mr. Pickwick and his friends stopped at the Town Inn (гостиница). They wanted rooms for the night. Large blue silk flags were flying from the windows of the inn. A crowd of people was standing in the road looking at a man in the balcony who was telling them about Mr. Slumkey.

The man had already lost his voice and few people could catch his words because of the four large drums which Mr. Fizkin's committee were beating at the street corners.

"Slumkey for ever (навсегда)!" cried the people.

"Slumkey for ever," repeated Mr. Pickwick, taking off his hat. "No Fizkin!" shouted the crowd. "Certainly not," repeated Mr. Pickwick again.

"Who is Slumkey?" asked him his friend Mr. Tupman. "I don't know," answered Mr. Pickwick in a low tone. "Hush. Don't ask any questions. It's always best in such situations to do what the crowd does." "But if there are two crowds?" "Shout with the largest," said Mr. Pickwick.

3) Find the statements in the text to support the following ideas.

- The election campaign was in full swing (в полном разгаре).
- Mr. Pickwick didn't support any of the candidates.

4) Who won the election? (reading for specific information)

The election began the next day. Mr. Pickwick met his friends at the Town Inn. There were blue flags everywhere. A band was playing loudly. There were electors on horses and electors on foot.

"Is everything ready?" said Mr. Samuel Slumkey to Mr. Parker, a committeeman.

"Everything, my dear Sir."

"Nothing has been forgotten, I hope?"

"Nothing, my dear Sir. There are twenty washed men at the street door for you to shake hands with and six children whom you will pat (похлопать) on the head and ask their age; it always has a great effect. And you can kiss one of them. It will make a very great impression on the crowd."

"Can somebody else kiss the children?"

"I am afraid not. If you do it, it will make you very popular."

"Very well," said Mr. Samuel Slumkey, "then it must be done."

Soon Mr. Samuel Slumkey appeared before his electors. He shook hands with the men, patted the children on the heads and kissed them all. The cheers of the crowd were loud and long. Then the procession moved to the election hall. On the way there it was mixed with the procession of the Buffs. The electors called out the names of their candidates, pushed the electors of the other party.

The Mayor asked the electors to stop shouting and twelve policemen helped him. At last the band and the crowd were stopped, and the candidates made their speeches, after which the election began.

During the whole time of the election the town was in a fever of excitement. Some of the electors did not know whom to support. One hour before the close of the election Mr. Parker spoke to these intelligent, respectable patriotic men. His speech was not long but resultative. All of them went to the election hall and when they returned, the honourable Samuel Slumkey was elected.



5) What did Mr. Slumkey do to win the election?

6) Put the statements of the summary in the right order.

- Mr. Parker explained Samuel Slumkey what he should do to produce a good impression on the electors.
- The electors made their choice after the speech of Mr. Parker.
- Mr. Pickwick and his friends were present at the meeting supporting Mr. Slumkey.
- Before the electors Samuel Slumkey acted as he had been told by Mr. Parker.
- The Mayor tried to calm the electors.

6. There are dictionaries of surprising facts.



1) What are the key words for each piece of information? (making notes)

The word 'dickens' has nothing to do with Charles Dickens.* It means 'devil' or 'hell' (ад). People started to use it when it was considered to be dangerous to pronounce the name of the devil and everything connected with his name. What the dickens do you want? = What the devil/the hell do you want?

There is a tasty dish which is called a Bombay* duck. But it is made of fish. It comes from the times of the British Empire.* The dish was served in India which was part of the Empire and cooked of fish which taste was like that of a duck.



In Britain water is often called Adam's ale (пиво) because water was the only drink that Adam* had. In Scotland water is also called Adam's wine.

In Britain a ten-pound banknote, a tenner ['tenə], is sometimes called *placido* after the name of the Spanish singer, a tenor* ['tenə], Placido Domingo.*



2) Can you use these definitions as short entries of the Dictionary of Surprising Facts? Fill in the gaps.

_____ is a ten-pound banknote.

_____ is a name for water.

_____ is an Indian dish.

Unit 3

What Is
Hot with
the Young
Generation?



1. *Teens may join some organisations.*

1) **Read about the organisation, which was once the only youth organisation in this country. What were the aims of the organisation? (reading for specific information)**

The All-Union Leninist Young Communist League, or Komsomol, is a mass public and political organisation of young people from the age of 14 to 28. The date of birth of the Komsomol is October, 1918.

The Leninist Komsomol is the vanguard, leader and the organiser of all the young people of our country. The Komsomol is a school for youth. About four million young people join the Komsomol every year.

Under the political guidance of the Communist Party of the Soviet Union the Komsomol teaches the young generation to live, work, and struggle for the triumph of communist ideals. The aim of the Komsomol is to build communism.

The Komsomol helps the Party to educate the youth in the revolutionary and labour traditions of our country and to develop in them the feeling of Soviet patriotism, friendship among the peoples of the Soviet Union and proletarian, socialist internationalism.

The Komsomol helps the Party to bring up the younger generation in the spirit of communist morality, collectivism and comradeship, in the spirit of communist attitude to work and to socialist property.

In 1986 the Komsomol had more than 42,000,000 members. And about 60 per cent of them worked in the national economy.

During the period of time from 1918 till 1986 more than 160,000,000 Soviet people passed through the school of the Komsomol. They became state ministers, world famous scientists and writers, famous cosmonauts, veterans of the Civil and Great Patriotic War.

1987



2) **Which words that you can guess by analogy with the Russian language can help you to understand what the text is about? Fill in the table using the following information.**

Suffixes

-ist, -er, -ism, -ity, -ship

Meaning

- people's politics, beliefs and ideologies
- abstract nouns especially showing status

What Is Hot with the Young Generation?

- a follower of the stated religion or set of principles or ideas
- someone who does something
- the state of having a particular quality

Part of speech	Suffix	Meaning	Examples
noun			

Add some of these suffixes to the following words and use them in the examples of your own. Fill in the table.

conform, liberal, rebel, Rastafarian, collective

Suffix	Example

3) What is the author's intention? (understanding the writer's intention)

LEARNING TO LEARN

It is impossible to understand the story if you don't understand the aim or intention of the author (to convince the reader, to give him/her information, to criticize, to teach the reader smth, to prove smth).

2. *There are a lot of places where young people can spend their free time. On page 30 there are descriptions of some nightclubs in Norwich.*

1) Name the club where the representatives of some subculture can be seen. (reading for specific information)

The Jacquard

Small, seedy, tacky and the best night out in Norwich. It has a different sound every night and also doubles as an occasional gig venue. Membership is essential here and must be gained 48 hours in advance of entry by the Club itself.

Hu's

Small and classy, the best of a tacky bunch which specialise in chart-oriented dance music. This nightclub also runs a competition for Girl/Guy of the Week — be warned.

Ritzy's

Norfolk's largest nightclub, and the place to go on Mondays because of its excellent alternative disco. £1.50 entry fee with a Student Card* and exceptionally cheap drinks. At weekends and other weekdays it reverts to your average East London casual nightclub with narrow trousers and open shirts — be warned.

2) What is this subculture?

3) WORD POWER

Look through the ads.

a) Guess the meaning of the underlined words. Write down their definitions. Compare your definitions with your partner's.

b) Read the definitions below and match them with the underlined words (pay attention to what parts of speech they belong to). Have you got the same definitions?

Verbs: to go back; to have a second use; to arrange; to obtain, get

Nouns: a pop concert; a group; a place where something is arranged to happen; a sum of money paid

Adjectives: of poor quality; having a poor, worn-out appearance

4) Which club would you prefer to visit? Why?

3. Here are some more descriptions of the representatives of sub-cultures.

1) What is the author's attitude towards each of them? (reading for the main idea/understanding the writer's attitude)

LEARNING TO LEARN

In the story you can feel that the author's attitude towards the human beings he describes may be one of: indifference, sympathy, pity, admiration, respect, hiding concern, criticism, disgust.

A. What is a bonehead?

Bonehead is the term used by true skinheads to describe pretenders to the cult. Most often these are Nazis whose only interest in the cult comes from their racist views.

Typical bonehead warning signs

1. bald heads
2. very wide suspenders
3. twenty hole zippered army boots
4. heavy metal T-shirts
5. swazies,* Celtic crosses,* confederate flags,* etc. on flight jackets
6. noticeable lack of IQ*

None of these is an instant bonehead membership card, but together they should give you a good idea where someone stands.

B. What is a Chelsea girl (or renee)?

Chelseas are female skinheads. The name derives from the typical female skinhead haircut, short on top and longer around the sides. A smartly dressed skinhead girl needs shiny boots or shoes, nylons, and a plaid (в клетку) skirt. At less formal times they can also be seen in the typical male skinhead clothes. True skinhead girls are rare and deserving of respect because of the amount of efforts it takes to be a skinhead and a woman.

2) What are the key words (or sentences) used by the author to show the attitude?

3) Choose one representative from the above and draw a picture of this person. Give captions.

4. This is the information about a charity organisation.

1) Representatives of what subcultures organised this charity? Fill in the gaps with the name of a representative of a certain subculture. (*reading for specific information*)

'Brotherhood (братство) of _____s' is a Texas non-profit corporation whose goals are encouraging brotherhood among motorcyclists and a better public image of _____s. Our club is in the Texas Motorcycle Roadriders Association. Our Golden Rule "Do unto others as you would have them to do unto you", anything else is not necessary. 'Brotherhood of _____s' has always been helping people in need.

Activities

The 'Brotherhood' sponsors several fun and charity events each year. Additional charity events are organized as necessary to help those in need. Our regular calendar of events contains the following:

January

Brotherhood Banquet ['bæŋkwɪt], our membership gets together to remember the past year's events and get the new year started.

Easter

The Annual Memorial Run is held each Easter weekend, this is in remembrance (в память) of all our fallen brothers and sisters.

December

Project *Angel Tree Toy Run* to collect toys for children whose parent or parents can't afford them.

Nursing Home Sing Along, we travel to area nursing homes giving fruit baskets and spreading Christmas cheer through song.

Christmas party



2) What do they do to change the world to the better? Make a list of events.

What Is Hot with the Young Generation?

3) Was this information surprising for you? What is your attitude towards this association?

5. *Woodstock festival is one of the events in the youth culture, which is still remembered.*

1) Why? (reading for the main idea)

The Woodstock* Generation

In August 1969, almost half million young people came to Bethel, New York, for one of the first great Rock Music Festivals. The preparations for the festival were lasting 6 months. It was attended by 400,000 people, and performers included *the Band*, *Country Joe and the Fish*, *the Grateful Dead*, *Jimi Hendrix*, *Jefferson*



Airplane, and *the Who*. For the entire weekend people listened to the biggest names in rock, danced, had fun together, and made themselves famous as 'the Woodstock generation'. The festival was a landmark in the youth culture of the 1960s. Many other festivals were later held, but none was as famous as the Woodstock festival. The ticket to the festival which was not used for entering and which cost \$18 in 1969, was sold at the auction in 1989 for \$8,000.

2) What music was played at the festival? Why?

3) What is the idea of such festivals?

6. *Young people all over the world like getting together and having a good time, raving, dancing.*

1) What is one of the most popular music styles today? Read the story and try to guess the meaning of the word 'gap'. (reading for the main idea)

Electronic Eden

It was the world's biggest dance party, a Dionysian festival like no other. More than one million fans of **gap** music — but please call them ravers — crowded into Berlin's Tiergarten park for the annual Love Parade. Forty colourfully decorated floats, each carrying gigantic loudspeakers, pumped out high-energy, synthetic songs.

For two days a friendly chaos covered the German capital. "This is the best time I've ever had in my life," said Lars Johanson, a

about 50 **gap** clubs. In the trendy North Johannesburg section of Rosebank, two big dance clubs have turned **gap**. Tokyo is Asia's **gap** capital, but the music catching fire in Southeast Asia as well.

Until recently, the U.S. record industry ignored the genre. But alternative,* rap and country are losing commercial momentum. So record companies are looking to **gap** for a boost. Nowadays, **gap** includes a variety of subgenres: drum & bass, psychedelia of acid

trance — all with bits and pieces sampled from just about any kind of music. British bands (*Prodigy*, *the Chemical Brothers*) will dominate **gap** in America for a little while, but U.S. ravers expect that to change as its popularity grows.

To ravers, **gap** is more than just music. "There's a whole lifestyle connected with it, from fashions to high-



very tired 22-year-old business student from Stockholm, after 48 hours of partying.

After growing for a decade in British and German underground dance clubs, **gap** is developing into a mainstream, global movement. In Britain, **gap** groups have already scored No. 1 hits. In Moscow a **gap** dance party in Gorki Park earlier drew 30,000 enthusiasts. The city has

tech to certain kinds of vacations and sports," says the editor of Germany's biggest **gap** magazine. Sociologists say, "**Gap** culture is a youth movement, shrill, colourful and spontaneous. What makes it very different from past counter-culture movements is its tolerance and openness and its opposition to strict political ideologies. Anyone can join."

What Is Hot with the Young Generation?

2) What does 'gap' mean? Choose from the following.

folk

rock'n'roll

techno

jazz

3) How can you prove your choice? Use the information from the story.

4) What do people think about this music and the festival? *(reading for specific information)*



5) What have you learned about this music? Organise information in the chart. *(reading for specific information)*

<u>Where from? (place and time)</u>	<u>popular groups</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<u>clubs</u>	<u>What are the roots?</u>
_____	_____
_____	_____
_____	_____
_____	_____

7. Different types of music may be used to describe people.

1) These are the music styles. What are the people? (*anticipating*)

rap

dance

indie

rock'n'roll

pop

2) Match the characteristics of the types of people with music styles.

You like nice, loud music - everything from *the Rolling Stones* to today's heavy metal (like *Metallica*).
You have long hair and a leather jacket.

Type A

You like mostly black bands - with a heavy beat and lots of words. You wear dark glasses and athletic shoes.

Type B

You like very new British bands - different, modern, interesting. You buy clothes at street markets.

Type C

You like the pretty songs on the radio 24 hours a day - and in supermarkets! You look ... well, normal!

Type D

You like a non-stop beat. The music is more important than the words!

Type E

3) Which type are you?

8. Representatives of some subcultures prefer to wear black clothes. What is the best black dye (*краска*)? How to dye clothes with this? The following tips will help you.

1) Put the tips in the correct order. (*understanding the sequence of events*)



**Synthetic dyes are best. Here are the tips
how to actually dye clothes with this:**

1. Don't use a washing machine.
- Put the pot on the stove and boil the water.
- Add the garment.
- Put in the object that you wish to dye, and fill it with enough water to cover the object.
- Let set a day or two, and wash in cold water with about half the amount of laundry soap you normally use.
- Get a *big pot* (no, not that one, I said a BIG POT).
- When the BIG POT is cool enough, put it in a corner overnight.
- The hotter the better. Unfortunately it is difficult to get the water much above 212°F (100°C).
- Take out the object. This is done to make sure that when you put the article of clothing back in, you don't dye the stove.
- Boil for a while, turn off the heat and let cool.
- Put the garment back in the pot and fill with vinegar.
- Add the dye. Approximately twice what the package says and stir (no, not with your arm, and don't use the spoon that you stir spaghetti with either).
- The next day rinse the garment out with cold water as well as the pot.



2) WORD POWER

Find the verbs with the particles (*out*, *off*) in the instruction and match the verbs with their meaning below.

- to remove —
to stop working —

9. Pete Payne, aged fourteen, from the book *The Diary of a Teenage Health Freak*, saw the following article in the local newspaper.

1) The article is entitled **SEVENTEEN-YEAR-OLD PUPIL PUSHES POT**. What might the article be about? Choose the possible ideas.

Something happened in the school canteen.

An incident happened during the handicraft lesson.

A pupil won a lot of money.

A boy sold drugs.

A billiard game took place in a school.

2) Read the dictionary article below. Does it help you to reconsider your ideas and narrow down the possibilities you had in mind? Which of these possibilities would you now choose?

pot [pɒt] *n* 1. a round container made of metal, clay, glass, made to contain liquids or solids, esp. for cooking: *a pot of jam* 2. the amount that the pot will hold: *A pot of tea for two, please.* 3. *infml* a dish, bowl, or other container made by hand out of clay: *learning to make pots* 4. also **pots** *infml* a large amount (of money): *They're rich; they've got pots of money.* 5. all the money risked in one card game, and taken by the winner 6. *BrE* a hit which sends the ball into any of the six small bags at the edge of the table in billiards or snooker 7. *sl* for marijuana [,mæɪr'wɑ:nə] 8. **go to pot** *infml* to become ruined or worthless, esp. from lack of care

3) Read the article and check your ideas about its content. (reading for detail)

SEVENTEEN-YEAR-OLD PUPIL PUSHES POT

A sixth-former at Wendeles Secondary School, was arrested yesterday for selling marijuana to junior pupils. He blamed his friends for getting him hooked on it. "First time I had it was at a friend's house on a Saturday evening. It had been planned beforehand to get me stoned (*unable to behave normally*), which I was rather angry at first. But in the end I was excited about taking it. At first it was just like smoking a cigarette but getting a pleasant effect as well. I kept laughing. I only smoked it when I was offered it at big parties. Then I met somebody who said they could get the stuff real easy. My friends started coming to me for it. Then this person started getting heavy. He wanted me to start sniffing other things, but I refused. I know what other drugs do to people. No way would I inject anything. I think that's disgusting."

Police inspector James said, "That's the way these kids often get hooked. The 'hard' drug pushers start them on something like marijuana and then say, "Why don't you just sniff a bit of this" or "Just put a bit of this in your drink," and before they know it, they're hooked on heroin, cocaine or amphetamines. It only takes two weeks of heroin, two or three times a week, to be addicted."

4) The text names the pupil in three different ways: **seventeen-year-old pupil; a sixth-former; he**. The text also names marijuana in four different ways.

Find them.



5) What steps of taking drugs are mentioned in the story?

First ...

...

At last he began selling the drug to others.

That's why he was arrested.

10. The possible presence of a street gang in any area can be detected by certain signs.

1) What are they? (*reading for specific information*)

What Is Hot with the Young Generation?

The signs of possible presence of a street gang:

- graffiti in the streets, on pavements, buildings, bus-stops, near schools;
- pictorial symbols, repetition of the same graffiti or groups of colours;
- acts of vandalism* marking out a geographical area;
- street drug trafficking (crack);
- street disputes between youngsters and the use of blanks and firearms.



2) In the text above find the words that mean the following.

- Drawings or writing on a wall, esp. of a rude, humorous, or political nature.
- Carrying on trade, esp. of an illegal kind.
- Intentional and needless damage or destruction.
- Complete freedom to take whatever action one believes to be necessary.
- Guns, esp. small ones.

3) Which pieces of information do the following pictures illustrate?



4) Are there any of these signs in your area? Which ones?

11. *Youth violence was for a long time considered an American invention. But a lot of kids in Europe are getting involved in gangs too.*

1) **What problem is the story by Sylvia Sherry *A Pair of Jesus-boots* devoted to: vandalism, street disputes, street drug trafficking or something else? (reading for the main idea)**

Joseph Terrace, in spite of the new blocks of flats, always had a **sinister**, dark appearance and it was generally fairly deserted as though people **shunned** it. The Cats always approached it **cautiously**, partly because of its sinister atmosphere.

They had brought a few sticks to fight with, but generally they fought with their **fists**. Once though, Spadge had produced a knuckle-duster (кaкeт), and for months after that the Cats had kept clear of Chick's Lot.

The field of battle was to be the waste ground by the old houses and Chick's Lot should be hiding there in the darkness. The Cats approached cautiously. You could never tell. There might be a surprise attack.

But suddenly, dark forms moved out of the shadows. Chick's Lot were assembled, silent and threatening. The Cats stopped, and the two gangs faced each other across the waste ground with an area of hatred between.

"How many of them?" Rocky murmured to the Nabber.

"Can't make out. Looks more than usual. But they've brought in some of the Crown Street gang."

"That's not fair!"

Rocky raised his voice.

"Hi, Chick! Who've you got helping yer?"

yer = you

"Only my Lot, Kitten. Turning yeller, are yer?"

"We're not! How long are yer goin' to stand looking?"

"Come on, fight then!"

"Spadge got his knuckle-duster, I'll bet."

goin' = going

"Come and fight out."

"Spadge is the yellowest," shouted the Nabber.

And suddenly the two groups of boys **hurled themselves** at each other. In the darkness little could be seen, but there were plenty of **grunts** and cries.

Billy sat on his bike at the side, frowning through his glasses, and holding Suzie firmly while she jumped up and down and shouted wildly. He wished they wouldn't fight. He just wished they wouldn't!

What Is Hot with the Young Generation?

Billy couldn't make out how the battle was going, until he saw Beady **stumble out** of the dark mass and run towards him crying loudly.

"Hi, Beady! What's the matter?"

Beady **stumbled**, holding his hands to his head. *gotta = got a*
 "It's the Spadge! He's gotta bicycle chain!"

He **stumbled on** past Billy and Billy **shivered**, suddenly cold. He'd seen plenty of violence, one way and another, in the streets round the flats, and he hated it.

2) What do the proper names mean? Classify the names from the story according to the following headlines.

- The place where the gangs met.
- The name of a street.
- The names of the gangs.
- The name of a member of the gang.
- The names of the boys.
- The name of Rocky's sister.
- The nicknames of the boys.


3) Guess the meaning of the highlighted words. How do they characterise the situation? (reading for detail)

	Equivalence	Contrast	Cause	Consequence	Explanation	Guessed meaning
sinister	<i>dark</i>					
shunned			V			
cautiously				V		
fists		V				
hurled themselves					V	
grunts	V					
stumble					V	
shivered					V	



4) Find in the text sentences or word combinations characterising the behaviour of Billy, Suzie, Beady and Rocky.

Billy	Suzie	Beady	Rocky
(was) frowning through his glasses			

5) Why do they behave in such a way?

6) What is your attitude towards gang fighting, violence?

12. Clubs are popular places with young people. The following articles are about two big cities, which are famous for their clubs.

1) Guess what cities are described. (reading for the main idea)

A.

It is 11 p.m. on a Monday at a club, and the place is crazed. Rock and Roll sounds at ear-splitting volume. No one can move, and there are lots of people waiting in line outside. The throng is a mix of young Russians and a few foreigners. The place has high and cheerful energy.

... is the capital of pleasure and enjoyment of Europe. Forget London, forget Amsterdam, forget Berlin. Where three years ago there were fewer than 10 nightclubs, there are now more than 300, and the number is rising steadily.

Meanwhile, on a typical Saturday night at MDM, or the ... Palace of Youth, up to 1,000 rave-happy youngsters dance till morning to pumping techno in a giant auditorium.

Where there are clubs and kids and increasing amount of cash, there are inevitably drugs.





B.

First there's the beat – a vibrating billion kilowatts of it. Then a long metal corridor spray-painted with slogans. The arena inside is ringed by neon-lit bars and 20-foot-tall white statues – all of it surrounded by more rooms, a dark, spacious disco with piped-in fog. This is no ordinary Euroclub but The Ministry of Sound, once a dull warehouse venue in a down-at-the-heels neighbourhood, now a massively popular global entertainment complex with its own record label, clothing line, cinema, and a store in Covent Garden. Its deejays make six-figure salaries.



A dozen languages can be detected, barely, in the cacophony of music.

... clubs are said to pull in about 500,000 people every Saturday. If a superclub like the Ministry doesn't appeal, the great variety in ... promises that something will – whether Goa trance nights, acid-jazz evenings or bongo-beating at a tiny hole in Soho.

The Ministry is the prime example of the exaggerated belief of Generation Ecstasy.*



2) Compare the two articles. How are the events and things described? What is similar, what is different? (reading for specific information)

		Article A	Article B
Club	Place		
	Music		
Variety of clubs			
Atmosphere			

3) IN YOUR CULTURE

Describe a club in your home place.

Unit 4

Is It Easy
to Be Young?



Is It Easy to Be Young?

1. Two years ago Craig Keilburger, a Canadian boy then only 12 years old, founded an organisation called **Free the Children** aimed at ending child exploitation and helping children all over the world to protect their rights. Here is Craig's interview published in **Newsweek** on August 4, 1997.

1) What were his answers to the questions? (reading for specific information)

AE	labor	traveling	to murder
BE	labour	travelling	to kill

NEWSWEEK:

- Where did the idea for Free the Children originate?
- Did you find other teenage volunteers?
- Do you feel that adults listen to you?
- Can teenagers teach the world something that adults can't?
- What do you want to do when you finish school?



Craig Keilburger

Yes and no. When we began, our first problem was taken seriously. Many of our members are 8 or 9 years old. The big question was, how can a group like this understand the issue of child labor? So we did our research; we began learning from local organizations and from the children themselves. Now we have young people who are able to stand up (*fight against*) to debates with heads of companies or world leaders.

Unbelievably. Young people want to get involved, they want to have a voice. We started with about 12 young people in Toronto, and we now have groups all across Canada and the United States, in Australia, Brazil, Chile, Singapore.

I think they can. I remember when adults would come to the school and say, "You're young people, you're our hope for the future, our leaders of tomorrow," and I remember always thinking, "Well, that's nice, but why can't we be the leaders of today?" Young people have a lot to offer and they bring a new perspective. Basically, who better understands the rights of children and the situation of children than children themselves?

I was reading the local newspaper. And I came across (*found by chance*) an article about a young Pakistani boy, whose photo was on the front page with the headline BOY, 12 YEARS OLD, SPOKE OUT, MURDERED. And that caught my attention because I was also 12 years old at that point. I read about how at the age of 4 he was sold into slavery (*рабство*). And how at 10 he was finally able to escape and began to speak out (*speak freely*) for working children in Pakistan and around the world. And how at the age of 12 he was murdered.

I began to do more research, until I learned that 250 million children are involved working around the world. I went to my class at school and said, "Listen, here's an issue. This is what I know about it. This is what I want to do. Who wants to help?" And from there Free the Children was born.

When I'm older, I hope to become a doctor. I would like to be a part of Médecins sans Frontières (Doctors Without Borders), because MSF believes that when it comes to people, whether they be in Congo or Somalia, they're not just that country's problem, they're the world's problem. It's like Free the Children – we don't believe children are Thailand's or Brazil's children; they're the world's children and thus the world's responsibility.

2) Here are some items connected with the issues discussed in the interview.

What are these issues?

- 250 million children
- Doctors Without Borders
- a Pakistani boy
- 12 young people

3) Find in the interview what was said about:

- ◆ **Craig's opinion on children's rights;**
- ◆ **the results of Craig's project;**
- ◆ **Craig's ambitions for the future.**

4) What do you think is the main point of the interview? Choose one from the list. (*understanding the function of the text*)

- to proclaim children's right to take an active part in everyday life
- to describe how ambitious Craig Keilburger is
- to make a statement about the exploitation
- to draw adults' attention to children's problems

5) Here are some arguments for and against teenage working.

Which ones do you think Craig Keilburger would agree with? (*understanding unstated ideas*)

Job teaches young people the value of work.

Job distracts young people from their studies.

No child should be allowed to work, it's cruel.

All children should have some work experience before they go out into the 'real world'.

Part-time jobs help parents financially because the teenagers earn their own money.

If children have to work it means, their parents can't give them enough money to cover their expenses.



6) Which of the arguments above do you agree or disagree with? Why?

7) Does the law about children's involvement in work in your country correspond to the right proclaimed by the UN Convention? Use the information from *Obshchaya Gazeta*. (interpreting information)

По "Закону о квотировании рабочих мест в городе Москве" каждое предприятие обязано принимать на работу подростков, которые должны составлять 1 процент от числа работающих. Ребята 14–16 лет не должны работать более четырех часов в день, 16–18 лет – более шести. Подросткам запрещается работать в метро, теплицах, мыть окна выше первого этажа. С 16 лет разрешено торговать продуктами (обязательно в упаковке) и напитками.

Общая газета, 2–8 июля 1998 г.

2. Rights and regulations, laws and obligations ...

1) Do you know the difference between *rule*, *law*, *regulation*, *obligation* and *right*? Read these extracts from the dictionary entries to support you. (using a dictionary)

a) ... n [C] rule made by authority for the proper regulation of a community or society.

b)

c) ... n [C] rule, order; authoritative direction.

... n [C] duty that shows what action must be taken (eg the power of the law, a sense of what is right).

d)

e)

... n 1 [C] law or custom which guides or controls behaviour or action: ~s of the game.
2 something that can or must be done according to regulations.

... n [C] something one may do or have by law, authority, etc: human ~.

2) What defines the things you are allowed or forbidden to do? What rules, rights and laws do you know?

**3) WORD POWER**

Think of the correct word to complete these statements. Consult the dictionary articles if necessary.

1. An action that is against the _____ is illegal.
2. We use _____ to play different games.
3. _____ about criminal actions are similar in most countries.
4. It is important to know and follow driving _____ .
5. It is against the _____ !
6. What gives you the _____ to say that?

3. *Rights and laws in the US can differ from one state to another.*

1) What information about the USA is correct to your mind? (anticipating)

- Laws and age limits in the USA are the same as in Britain.
- States and cities in America have different laws about alcohol.
- It is against the law for people under 21 to drink wine in the US.
- Laws about driver's licenses are state laws in the US.
- Everyone knows laws in the USA.



2) Read this extract from the traveller's leaflet to find out if you are right. Can you guess the missing words? (reading for the main idea/predicting)

Most age _____ and _____ in the United States are similar to those in other countries. But many of them can differ from one state to another.

International students and travelers may not know about it. Different places can have different _____ about driving, drinking alcohol, smoking, and so on.

For instance, at what age are you old enough to drive a car in the United States? The _____ varies. In most cities, the legal driving age is 16 or 18. But in some communities, teenagers with driving

_____ can drive alone after the age of 14 or 15, but only in the daytime. Some Americans think that it is not reasonable, because teenagers are too young.

Another example: most people know that states in the US have different _____ about the legal drinking age. In most states no one under 21 can buy alcohol – even beer or wine. Also, in most cities, it is illegal to drink alcohol in public. Some people put the can in a paper bag and drink; nobody can see the beer, but still it is not legal.



3) WORD POWER

Which of the following pairs can go together?

age/limits	<u>yes</u>	driving/countries	—
different/places	—	drink/in public	—
driving/age	—	international/students	—
put/legal	—	drive/alone	—
different/law	—	put/can	—
law/varies	—	young/age	—

4) IN YOUR CULTURE


What is the legal driving and drinking age in your country?

4. There are a lot of organisations all over the world that help people to cope with their problems.

1) What is NSPCC? Answer the following questions. (reading for specific information)

- What stands for the letters NSPCC?
- Who does the organisation help?
- Who works in this organisation?
- How can a person ask for help?

The National Society for the Prevention of Cruelty to Children was founded in Britain in 1884. The number of children the society helps has increased up to 75,000 a year on average, nearly half of them under 5 years of age. Many parents are said to beat their children, not because they are violent but because they have problems which fill them with despair (отчаяние). The NSPCC has inspectors all over the country who are acquainted with the problems, and if anybody has a suspicion (подозрение) that a child is being treated badly, one of these inspectors can be informed. Occasionally, a letter from someone who suspects that the parents beat their children but does not want to give his name, is the first hint of parents' cruelty. Some people who work there are volunteers. This organisation is universally accepted as one of the most important services. It also includes child health care, the care and protection of single parents.



2) IN YOUR CULTURE

Do you know any social services in your country similar to NSPCC?

5. Every country has its own customs. To communicate successfully with the British you should follow certain social rules.

1) Do the British like to complain? Read the article from the travel guide to check your prediction. (reading for the main idea)

British people are said to be indifferent to complaint. As a rule they tend to avoid making a fuss and keep themselves in check. All this helps to explain their reaction to bad plays, bad performances or bad service in hotels or restaurants.

Except on rare occasions, the British do not boo in the theatre, they simply stay away. They do not whistle and jeer like an Italian crowd at the opera or Spanish

crowd at a bullfight. If the star cricketer scores a duck, if the highly praised footballer misses a goal, the British allow them to leave the ground in heavy silence.

When the British do complain they generally do that in a rather apologetic manner. In fact, they tend to give the impression of being unsure in order to be polite and diplomatic.



2) WORD POWER

How do the British usually express their complaints? Fill in the column with the exact word or word expression from the article to match the explanation. (reading for specific information)

Explanation	Word (expression) which is explained	In Britain	In your country
go away without saying a word			
avoid something			
produce a tune by blowing through rounded lips			
laugh rudely; make fun of			
exclamation made to show dissatisfaction			
treat with too much affection			
control emotions			

3) IN YOUR CULTURE

Compare the British complaints habits with those in your country. Write **Yes** or **No** in the appropriate column in the table on page 52.

4) Use the article as a model to write an extract for a travel guide about your country for foreigners.

6. All girls and boys want to be attractive. While it is true that an especially pretty girl or handsome boy may be asked out more, being 'datable' depends on things other than just good looks. Enthusiasm and a good sense of humour are much more important than beauty. Here are some ways suggested by one teens' magazine to make her or him fall in love with you.

1) Which activities do you think will better work on girls? And which on boys? (reading for detail)

Get a baby-sitting his/her little sister five nights a week!



If it doesn't get that far, simply serenade him/her under his/her bedroom window!

Stick a light bulb on top of your head and light it up whenever he/she comes near!



Bake him/her a cake and decorate it with sugar hearts and deliver it to his/her door!

Ask him/her to help you with your maths/chemistry/history homework.



Write a love song for him/her and enter the Eurovision Song Contest with it!

Put an ad in your local paper saying how much you like him/her and asking if he/she would like to go out on a date!



Offer to carry his/her books to school — every day!



Buy him/her a star and have it named after him/her!

Go round to his/her house and tell him/her that you're selling kisses for charity and insist he/she buys at least ten!

It's **hot** to send him/her a Valentine
— even if it's November!



Dress yourself up in a fancy dress and parade up and down his/her street till you **drive him/her nuts!**



Don't be a **wallflower!** Offer to teach him/her a few dance moves!

Write his/her name all over your school books and sometimes drop them at his/her feet!



Dedicate a song to him/her on your local radio station!

Get a picture of yourself made up into a jigsaw and send it to him/her. When he/she has put all the pieces together, he/she will find the girl/boy of his/her dreams!



Don't **beat about the bush!** **Spill the beans** at once!
Tell him/her you love him/her. Simple as that!

2) Which activities would you try at once? And what advice will you never follow?

3) WORD POWER



Did you guess the meaning of the highlighted words by context? Read the definitions and find in the text the correct word expression. (*learning idioms*)

- something exciting, great, romantic —
- to reveal a secret —
- to talk about something without saying it directly —
- to annoy or irritate someone —
- a person who is not asked to dance and stands watching others —

Is the
System of
Social Welfare
Fair?



Unit 5

1. *Adrian Mole is a boy from the book **The Secret Diary of Adrian Mole, Aged 13 3/4** by Sue Townsend. Because of some of his life circumstances Adrian Mole has a right to some sort of benefit (пособие).*

1) Does Adrian receive the benefit he is entitled (has a right) to? (reading for the main idea)

Thursday February 5th

My mother has bought some of those overalls that painters and decorators wear.

She is having her ears pierced tomorrow. I think she is turning into a **spendthrift**. Nigel's mother is a spendthrift ... because she buys a pair of high heels every week.

I would like to know where the Family Allowance* goes, by rights it should be mine. I will ask my mother tomorrow.

Friday February 6th

I asked her about my Family Allowance today, she laughed and said she used it for buying gin and cigarettes. If the Social Services* hear about it she will get done!

Thursday September 10th

Asked my father for five pounds fifty for school trip to the British Museum. He went **berserk** and said, "What happened to free education?*"

I told him that I didn't know.

Monday September 14th

School dinners are completely bad now. Gravy seems to have been **phased out** along with custard and hot puddings. A typical menu is: hamburger, baked beans, chips, carton of yoghurt, or a doughnut. It's not enough to build healthy bone and sinew (мыскылы). I am considering making protest to Mrs Thatcher.* It won't be our fault if we grow up apathetic and **lacking** in moral fibre.



2) WORD POWER

Read the story again and identify the meaning of the words below. Choose between the two suggestions. (guessing meaning by context)

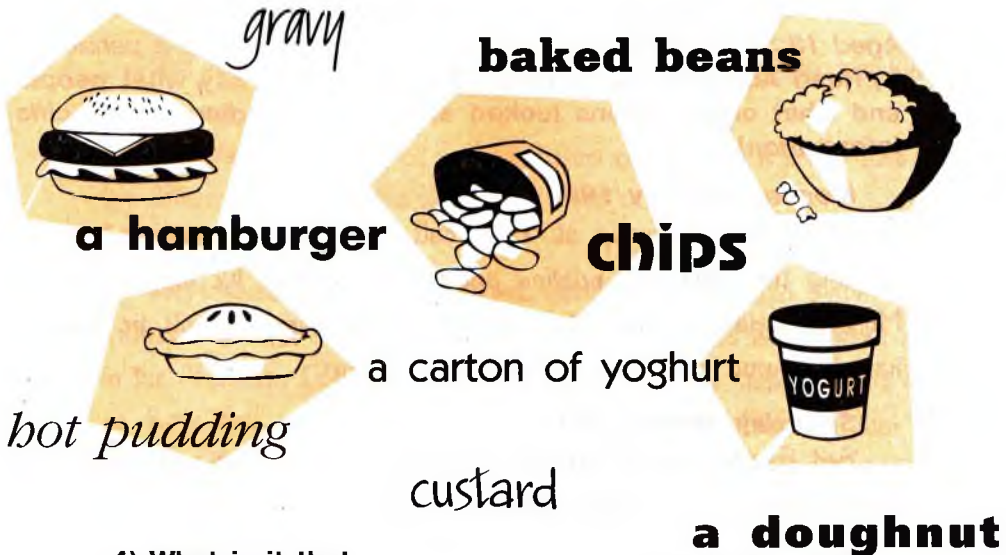
- a spendthrift** – A. a person who can spend money wisely
B. a person who cannot spend money wisely
- to go berserk** – A. to become angry
B. to become pleased

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to phase out – A. to stop using smth gradually
B. to start doing smth gradually

to lack – A. not to have enough of smth
B. to have enough of smth

3) Look at the pictures and say if this is a typical menu Adrian used to have at school. Is this what he has for dinner at school at present? (*reading for detail/interpreting pictures*)



4) What is it that

- ◆ Adrian doesn't approve of in his mother's behaviour and about his school dinners? Why?
- ◆ Adrian's father doesn't approve of free education? Why?

5) What is a Family Allowance?*

6) What impression does Adrian make? (*understanding the personality of a book character*)

- Do you think Adrian is not looked after in a proper way?
- Do you think he does not see any reason to be optimistic about his future?
- Does Adrian really have sound reasons to be pessimistic about his future?
- Do you feel Adrian is over-reacting a bit?

7) Which of Adrian's problems do you find serious, easy to solve or not a problem at all? (*making judgements*)



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8) IN YOUR CULTURE

Write something of that sort about your family life. (*relating a story to one's own experience*)



- Do you have similar problems in your home or at school?
- How do you cope with your problems?
- Do you receive a Family Allowance or other benefits?
- How much is it? What do you or your family spend it on?

2. *Mr Bert Baxter in the book **The Secret Diary of Adrian Mole, Aged 13 3/4** by Sue Townsend, is an elderly person and a pensioner.*

1) Read Adrian's notes about Mr Baxter, and say what people and what organisations looked after him. (*reading for specific information*)

Monday January 19th

I have joined a group at school called the Good Samaritans.* We go out into the community helping and stuff like that. We miss Maths on Monday. Today we had a talk on the sort of things we will be doing. I have been put in the old age pensioners' group.

Saturday January 24th

Bert Baxter is not a nice old age pensioner! He drinks and smokes and has an Alsatian dog called Sabre.

Friday March 6th

Phoned Social Service* today and asked about a home help for Baxter. I told a lie and said I was his grandson. They are sending a social worker* to see him on Monday.

Monday March 16th

Bert Baxter said the social worker had been to see him and had promised to get Sabre a new kennel but he can't have a home help. (Bert, not Sabre.) While I washed up I told Bert about my parents getting a divorce. He said he was married for thirty-five miserable years so why should anybody else get away with it? He told me that he has got four children and that none of them come to see him. Two of them are in Australia so they can't be blamed (их нельзя винить), but I think the other two should be ashamed of themselves (им должно быть стыдно).

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Friday June 12th

Bert is ill.

Saturday June 13th

Bert is in intensive care, he can't have visitors. I ring up every four hours to find out how he is. I pretend to be a relative. The nurses say things like 'He is stable.' I hope Bert doesn't die. Apart from liking him, I have got nothing to wear to a funeral (похороны).

Monday June 15th

Bert has made a slight improvement. I'll go round and see him tomorrow.

Tuesday July 7th

Bert Baxter has escaped (сбежал) from hospital. He is in our spare room. My father is going up the wall.

Tuesday July 14th

Bert's social worker came round tonight. She is called Katie Bell. She talked to Bert in a stupid way. She said that Bert had been offered a place in the Alderman Cooper Sunshine Home. Bert told her that he didn't want to go. Katie Bell said that he has got to go. Even my father said that he felt sorry for Bert. But not sorry enough to invite Bert to live with us permanently (постоянно). I noticed!

Monday October 5th

Bert has been kidnapped (был насильно уведен) by Social Service! They are keeping him at the Alderman Cooper Sunshine Home. I have been to see him. He shares a room with an old man called Thomas Bell. Sabre has got a place in the RSPCA* hostel.

Tuesday October 6th

Pandora and I went to visit Bert, but it was a waste of time really.

Bert says he is going to sue (подать в суд на) Social Services, for depriving him (за то, что они лишили его) of his rights. He says he has to go to bed at nine-thirty! It is not fair... We passed the lounge on our way out. The old people sat around the walls in high chairs. The television was on but nobody was watching it, the old people looked as though they were thinking.

Social Services have painted the walls orange to try to cheer the old people up (поднять настроение). It doesn't seem to have worked.

Is the System of Social Welfare Fair?

Friday January 9th

Got a wedding invitation from Bert and Queenie. They are getting married on January 16th. In my opinion it is a waste of time. Bert is nearly ninety and Queenie is nearly eighty.

Saturday January 16th

Bert got married today.



2) What did these people and organisations do for Mr Baxter? Look at the chart to check whether it gives the full information about Bert Baxter's life circumstances. Add some information, if necessary. (reading for detail/making notes)

Adrian Mole as a Good Samaritans Group member

- came to see Mr Bert Baxter
- helped about the house

Social Service workers

- came to see Mr Baxter
- didn't provide home help
- did some shopping
- offered place in a home for elderly people

the Alderman Cooper Sunshine Home

- provided their patients as well Mr Baxter with television sets
- didn't allow to take the dog
- didn't provide much entertainment
- made Mr Baxter follow the regime

Adrian's father

- felt sorry for Mr Baxter

Mr Baxter's four children

- didn't take any care of him

Queenie

- decided to marry Mr Baxter

3) Although there are a lot of bad points in the way Bert Baxter is looked after by different people and organisations, there are some good points, too. What are these good and bad points?

Do you agree with the following? (understanding relations within a passage)

- **Although** Adrian Mole was a Good Samaritans Group member, he didn't come to see Mr Baxter very often.



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- Bert Baxter got his place in the Alderman Cooper Sunshine Home, **while** his dog Sabre got a place in the RSPCA hostel.
- **Although** Social Services painted the walls orange, they failed to cheer the old people up.
- **Although** Bert Baxter had four children, none of them came to see him.
- Bert Baxter was put into hospital, **because of** his serious illness.
- **Despite the fact that** Adrian's father felt sorry for Bert, he didn't feel sorry enough to invite Bert to live with them permanently.
- Bert and Queenie decided to get married **though** he was nearly ninety and she was nearly eighty.
- Bert Baxter didn't want to stay at the Alderman Cooper Sunshine Home, **because of** the strict regime they had there.
- **Though** the old people were provided with TV sets, they did not watch them.
- **In spite of** the fact Bert Baxter was not a nice old age pensioner, Adrian liked him and didn't want him to die.

3. Getting Used to It is a realistic short story by Douglas Dunn. The story is about Harry Boyle, his wife Vera, Vic Nairn, Bob MacQueen and their feelings about the situation they find themselves in.

1) Look at the sentences below and guess what situation they find themselves in exactly and what their feelings about this situation are. (using a dictionary/predicting)

- I could **get familiar with** it.
- You did it **without** my **knowledge** and **agreement**.
- I think it **annoys** you, and **makes** you **angry**.
- I don't **get annoyed** or **angry**.
- Sure, I **was extremely angry**.
- You came home with **a notice informing you that you are reduced**.
- Right now I'm more **interested** in housework.
- I'll have to stand in **a line of people waiting for free food to be given to me**.

2) WORD POWER

Read a brief passage from the story to check your suggestions. Find the equivalents of the highlighted words above. (guessing by analogy/by context)

Several days a week, after lunch, Harry and Vera Boyle spent at home.





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"I suppose," Vera said, "that this is what rich people do in the afternoon. I could **get used to it.**"

"I'm getting used to it already." Harry did more housework than he used to. "How much would it cost," he asked Vera, "to have these curtains dry-cleaned?"

"I don't think I like what's happening to you. Last week you washed the kitchen floor, **behind my back.** And now you're talking about curtains."

A few days later.

"Have we any carpet shampoo in the house, Vera? I don't see it in the cupboard."

"I think **it's getting to** you," Vera said.

"What is?"

"Unemployment is. And time is, too."

"You don't hear me talk about unemployment. I just don't **get roused by the subject.** I've got plenty of time."

"You were certainly angry enough the night you came home with that **redundancy notice.**"

"Sure, I was **livid.** But right now **I'm into** carpets and curtains. I'm a homeboy. If they can keep me **on the bread line,** I'll be happy enough and so will you."

3) What was the situation like in the Boyles's house? Choose the correct statement. Read out the sentences from the story to support your opinion.

1. Harry was a homeboy.
Harry was unemployed and spent plenty of time at home.
2. Harry could get used to being unemployed.
Harry could get used to helping his wife about the house.
3. Vera didn't like what was happening to her unemployed husband.
Vera didn't like that Harry was doing more housework than he used to.
4. Vera thinks that Harry has got used to the fact that he's unemployed.
Vera thinks that Harry's unemployment was getting to him.
5. Harry didn't get roused by his status as unemployed, because he had plenty of time.
Harry didn't get roused by his status as unemployed, because he was kept on the bread line.



4) *Harry Boyle is unemployed.*

Does he see any good points in his unemployment or not? Copy the chart and fill it in. (reading for detail)

Good points	
Bad points	

4. WORD POWER

Here is another passage from the story. It is mostly about Vic Nairn, Harry's fellow.



1) Is Vic Nairn also unemployed? While reading find the equivalents of the highlighted Russian words and word combinations. (guessing by context/learning to translate)

Я работаю по сокращенному графику.
 Как унижительно: мне придется доказывать,
 что я не работаю и имею право на пособие
 по безработице.
 Если он обанкротится, это будет конец света.
 Он примет меры предосторожности.
 Есть надежда, что его предприятие придет
 в упадок ...
 Какое унижение!
 Это пройдет.



One day Harry saw Vic Nairn leave the swimming baths.

"I'd no idea you were a baths-goer," Harry said.

"I know what you're thinking. Why is a hard-working man like me to be seen coming out the baths on Friday afternoon? I'm on short time. Me, on short time!"

"I'm very sorry to hear that, Vic."

"Twenty-four years I've given that company. They'll be closing. I don't know what I'll do. And there's the humiliation coming, of having to sign on for the dole, for the unemployment benefit!"

"You'll get used to it," Henry said encouragingly.

"Do you have to stand in a queue, with other men? What I mean is," he asked secretly, "is it possible – I mean is there a time when

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they're not busy? You'll know this, Harry. Can I pop in," he whispered, "without having to stand in a queue?"

"They'll give you a time, Vic," Harry said.

"We'll not see the likes of Bob MacQueen in a dole queue," said Vic, his lips smacking with vindictiveness (мстительно).

"If he goes bust," said Harry, "it's the end of the world. MacQueen's self-employed. He isn't entitled to unemployment benefit."

"He'll have made provisions," said Nairn. "But even so, here's hoping, that the bottom falls out of the plumbing trade."

"I wouldn't go that far," said Harry. "No, you wouldn't say a thing like that if you'd been unemployed for as long as I have."

"Oh, don't say that, Harry. I'll find a job. I'll look for one."

"I looked as well, you know."

"I didn't mean it like that, Harry."

"It's new to you, Vic. But you'll find out."

"It's the indignity of it!"

"Forget that," said Harry. "Believe me, it'll pass. Think of all the time you'll have to spend with Mrs Nairn."

"Oh God, no."

"Must go. See you soon, Vic."

2) Imagine that Harry comes home and shares his impressions with Vera, his wife.

Is his story true? Does Harry assess the situation and Vic's behaviour in an adequate way? (understanding the main idea/summarising)

"Vera, who do you think I met this morning? Vic Nairn!

He is on short time at the moment. To say he is livid is to say nothing.

He's got roused by the situation as if he's been unemployed for a few months.

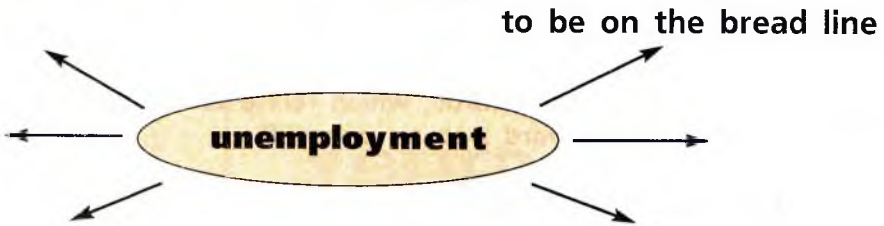
He cannot believe that it's happened to him, Vic Nairn, the most hard-working person ever! His fear of getting humiliated by having to sign on for the dole is so strong! I told him that he would get used to it but he was not listening. He's sure that it's impossible to get used to standing in a queue with other men. He thinks he's special and that he, Vic Nairn does not deserve the indignity all the unemployed experience every day. But what is most disgusting about all that is his vindictiveness! He seems not to feel sorry for Bob MacQueen in case he becomes unemployed. Bob must have made some provisions and Vic is getting to it. He's even hoping that Bob will become unemployed too! Can a person be so vindictive and self-

confident! I told him that he wouldn't say a thing like that if he'd been unemployed for as long as I have, but he does not realize it yet. But it will pass, won't it?"

3) WORD POWER

The major topic of the story **Getting Used to It** is the unemployed and unemployment.

What words and word combinations does the author use to write on the topic? Complete the word web with words relating to the topic. (relating words to a topic)



4) Vic Nairn is unemployed.

Does he see any good points in unemployment or not?

Good points	
Bad points	

5) What do the unemployed do in order to survive? Use the story to support your ideas.

6) Read a short article on page 66 about an unemployment benefit and fill in the blanks to show the sequence of actions which people take when they become unemployed. What's new for you? (reading for detail)

get a redundancy notice → become unemployed →
 get the right to be entitled to the dole → present their
 UB40s → ? → ? → cash a cheque at a post office

Anyone below the retirement age of 65 who has previously worked for a certain minimum period of time can receive unemployment benefit (known colloquially as **the dole**). This is organised by the Department of Employment.

Receiving unemployment benefit is known as being **on the dole** and the money itself is often referred to as **dole money**. In order to get this money, people have to regularly present their UB40s (the name of the government form on which their lack of employment is recorded) at the local social security office and sign on (to prove that they don't have work). They will then get (either directly or through the post) a cheque which they can cash at a post office. This cheque is often referred to as a **giro**.



7) Add some more words, which relate to the topic 'Unemployment' into the word web on page 65.

8) IN YOUR CULTURE

Get ready to discuss the following questions.

Are there unemployed people among your relatives, your parents' friends?

What did they have to do to get an unemployment benefit?

What do you know about their situation?

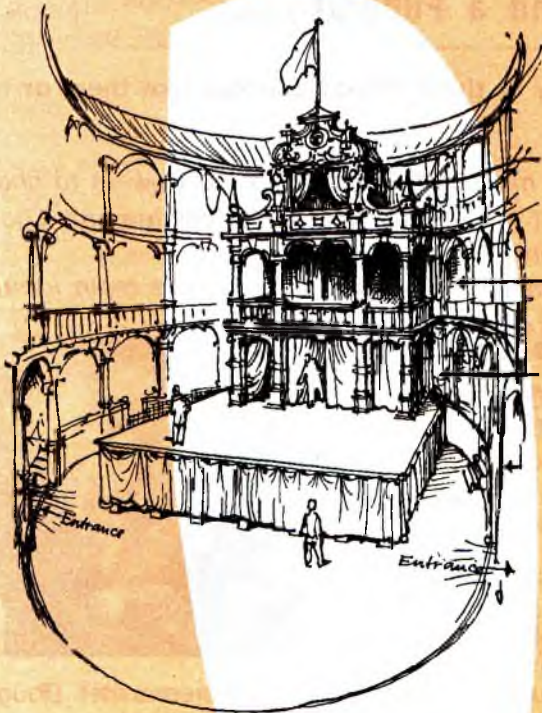
What do you think their feelings are?

What would you say to encourage them/to cheer them up?



(Choose phrases from the story.)

What
Helps You
to Enjoy
Yourselfes?



Unit 6



1. *The film industry in Britain is not so developed as in the USA.*

1) **What problems does the British film industry face? (reading for specific information)**

The cinema in Britain is often regarded as not quite part of 'the arts' at all – it is simply entertainment. Partly for this reason Britain is giving almost no financial help to its film industry. Therefore British film directors often have to go to Hollywood to shoot their films. As a result few films of quality are made in the country. But some of the films which Britain does manage to make become highly respected around the world. Here are some of the most successful and respected British films:

Gregory's Girl (1981)

Gandhi (1982)

A Letter to Brezhnev (1985)

A Room with a View (1985)

Henry V (1989)

A Fish Called Wanda (1988)

The Crying Game (1992)

Four Weddings and a Funeral (1994)

2) **Have you seen any of these films? Did you like them or not? Why? Why not?**

2. *There are a lot of magazines which help the viewers to choose a film to watch. One of these magazines is **Entertainment**. Look at the reviews of some films from this magazine.*

1) **What genres are these films? (reading for the main idea)**

The Scarlet Letter

Starring *Demi Moore, Gary Oldman, Robert Duvall, Joan Plowright.*
Directed by *Roland Joffe.*

In the most recent and most expensive (50 million) adaptation of Hawthorne's* classic novel Moore stars as Miss Scarlet. She was forced to wear a big red A across her bosom (грудь) after having an affair (and a daughter) with local pastor Arthur Dimosdale (Oldman). What isn't clear is whether it is a story of shame or shamelessness; screenwriter Douglas Day Stewart changed the original ending into a new happy final.



2) What is the difference between the meanings of the word *scarlet* in *Miss Scarlet* and the *Scarlet Letter*?

3) Have you seen any of these films? What are your impressions about them?

Ace Ventura: When Nature Calls

Starring *Jim Carrey, Ian McNeice, Sophie Okonedo.*
Directed by *Steve Oedekerk.*

Jim Carrey, a pompadour, funny animals ...
What else do you need?

Sudden Death

Starring *Jean-Claude Van Damme, Powers Boothe, Ross Malinger.*
Directed by *Peter Hyams.*

How does this, Van Damme action-adventure differ from every other? He doesn't take his shirt off. Although he does some obviously heroic things. It is about a fireman who must protect the Vice President when terrorists take over Pittsburgh's Civic Arena during the Stanley Cup finals.



Vampire in Brooklyn

Starring *Eddie Murphy, Angela Bassett, Allen Payne.*
Directed by *Wes Craven.*

The pre-Halloween story.



4) Would you like to see any of these films? Why? Why not?

5) The meaning of which words can you guess without the dictionary?

3. *Theatre has been known since early times.*

1) When did the first theatre appear in England? (reading for specific information)

The first permanent theatre in London was built by a carpenter, James Burbage,* who was also a part-time actor. Of his two sons, the younger, Richard, was the first leading English actor. He created the roles of Hamlet,* Lear,* Othello,* and Richard III, while the elder, Cuthbert acted as his brother's manager. The Building which the elder Burbage built in 1576 was known simply as 'The Theatre'. It was built outside the city in Fincbury Fields. Soon a lot of other theatres appeared. They were *the Curtain, the Rose, the Swan, the Globe, the Fortune and the Hope*. None of them survived but the copy of *the Swan*. As in Greece, there were no women on the stage. Boys specially selected for their slight build and light voices were trained to play such parts as Juliet or Rosalind. All the actors had to be dancers and singers. As plays were valuable properties they were kept in manuscripts (рукописи) as long as possible. Even Shakespeare's plays were not gathered together for publication until after his death. Many less known authors completely disappeared. After the age of Shakespeare the English theatre had no great success.



Richard Burbage



2) Who built the first permanent theatre in London?



3) Who was the first leading actor in England? What roles did he play?

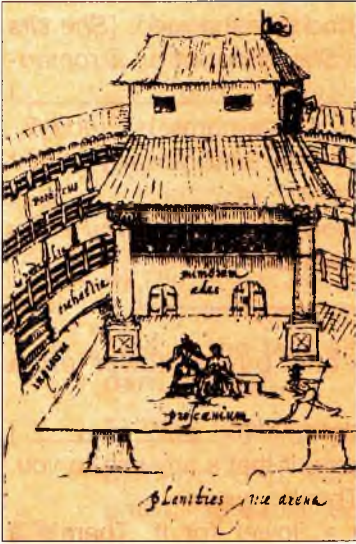


4) Who is the author of the plays in which Richard Burbage performed?

5) Who played women's roles in the plays at that time?

6) How were the plays kept? Why?

7) *Theatres of that time were quite different from modern theatres. Look at the picture and read the description of the Swan Theatre. What are the main features of an Elizabethan* theatre?*



The picture is not very clear, but it does seem to show the main features of an Elizabethan unroofed public theatre. There was the raised platform-stage, with an open space for audience on three sides and round that two or three galleries with benches or stools. The tickets to the galleries were more expensive. Behind the platform-stage was a wall with doors. They led to the backstage. This wall held a gallery or musicians. Above it was a tower. From this tower a trumpet call announced the opening of the play and a flag was flown during the performance. The performance usually took place in the early afternoon.

4. Here is an extract from the play *Pygmalion** by G. B. Shaw.* The play was written in 1913 and since that time it has remained very popular all over the world.

1) **What are the main characters in the following scene? (reading for specific information)**

London at 11.15 pm. Heavy summer rain. People running for shelter into the portico of St. Paul's church, among them a lady and her daughter.

The daughter. I'm getting cold. What can Freddy be doing all this time? He's been gone twenty minutes.

The mother. Not so long. But he ought to have got us a cab by this.

Freddy rushes in out of the rain and comes between them closing an umbrella. 1 _____

The daughter. Well haven't you got a cab?

Freddy. There's not one to be had for love or money.

The mother. You really are very helpless, Freddy. Go again and don't come back until you have found a cab.

Freddy. Oh, very well. [He opens his umbrella and runs along the street but comes into collision with a flower

What Helps You to Enjoy Yourselves?

girl who is hurrying in for shelter, knocking her basket out of her hands. 2 _____]

The flower girl. Oh, Freddy: look wh' y' gowin.

Freddy. Sorry. [*He rushes off.*]

The flower girl. Tə-oo banches o voylets trod into the mad. [*She sits down sorting her flowers. She is not at all a romantic figure.* 3 _____]

The mother. How do you know that my son's name is Freddy?

The flower girl. Ow, eez yə-ooa, san, is e? Wal, eed ran awy athaht pyin. Will ye-oo py me f' them? [4 _____]

The mother. This is for your flowers. Now tell me how you know that young gentleman's name.

The flower girl. I didn't. [5 _____]

The gentleman. Phew!

The flower girl. So cheer up, Captain; and buy a flower off a poor girl.

The gentleman. I'm sorry. I haven't any change. [6 _____]
Stop: here's three half-pence, if that's any use to you.

The flower girl. [7 _____] Thank you, sir.

The bystander. You be careful: give him a flower for it. There's a policeman here behind taking down every word you're saying. [8 _____]

The flower girl. I aint done nothing wrong by speaking to the gentleman.

The note taker. Oh, shut up, shut up. Do I look like a policeman?

The flower girl. Then what did you take down my words for? How do I know whether you took me down right? You just show me what you've wrote about me. [9 _____]
What's that? That aint proper writing. I can't read that.

The note taker. I can. [10 _____] "Cheer ap, Keptin; n' baw ya flahr orf a pore gel."

2) A play consists of two types of words: the words of characters and stage directions. What are stage directions for? What information do they add?

3) Put the stage directions in the proper place. (reading for detail)

A. *Trying his pockets.*


B. *The note taker opens his book and holds it under her nose.*

C. *Reads, reproducing her pronunciation exactly.*

D. *He is a young man of twenty, in evening dress, very wet round the ankles (лодыжки).*


What Helps You to Enjoy Yourselves?

- E. *Disappointed, but thinking three half-pence better than nothing.*
 F. *She is perhaps eighteen, perhaps twenty, hardly older. She wears a little sailor hat that has seldom if ever been brushed. Her hair needs washing badly. She has a brown skirt with an apron. Her boots are much the worse for wear.*
 G. *Here, with apologies, is an attempt to represent her dialect.*
 H. *A blinding flash of lightning, followed by thunder, orchestrates the incident.*
 I. *An elderly gentleman rushes into the shelter and closes his umbrella.*
 J. *All turn to the man who is taking notes.*

 4) *The flower girl is speaking the Cockney accent. It is used to this day by low-class inhabitants of London's East End.*

Find in the text all dialect words and 'translate' them into standard English.

5) Why is the play called *Pygmalion*?

 6) *Once G. B. Shaw suggested that the word **fish** should be written **ghoti**. He explained it this way:*

gh is pronounced as in **rough**

o as in **women**

ti as in **station**

Try to make such words of your own. Present them to the class and see if your classmates can read them correctly.

5. *In the USA there is a special MPAA* Rating System for films. Its responsibility is to classify films, label each film clearly so that cinema managers can control the audience for each picture.*

1) What are the main categories in this system? (reading for specific information)

G. General Audience; all ages admitted

This is a film which contains nothing in theme, language, nudity (without clothes) and sex, or violence which would be offensive (unpleasant) to parents whose younger children view the film. Some bits of language may go beyond polite conversation but are common everyday expressions. The violence is at a minimum. Nudity, sex scenes are not present.

PG. Parental Guidance Suggested; some material may not be suitable for children

This is a film which needs to be examined by parents before they let their younger children attend. The label 'PG' means that parents may consider some material unsuitable for their children. There may be unrespectful scenes or words in these films. There may be violence. There is no sex on the screen, although there may be some indication of sensuality (чувственность). Brief nudity may appear in PG-rated films.

R. Restricted, children under 17 require accompanying parent

This is an adult film in some of its aspects. The language may be rough, the violence may be hard and nudity and lovemaking may be present.

NC-17. No one under 17 admitted

This is an adult film and no children are allowed to watch it. The reason for not allowing children to such films can relate to the accumulation of brutal (very cruel) or sexually connected language or sex and too much violence.

When *Indiana Jones and the Temple of Doom* and *Gremlins* came out in June 1984 there was an immediate negative reaction from critics and parents alike to the amount of violence in both films. A new rating called 'PG-13' (to cover the grey area between the 'PG' and the 'R' ratings) was instituted on July 1, 1984.



2) What are the main features of differently rated films? (reading for detail)

	Language	Sex and nudity	Violence
G	everyday		
PG	unrespectful		
PG-13		small bits of nudity	
R			hard
NC-17			

3) Do you think we need such a rating system in Russia?

6. Look through the following review of children's films.

1) What rating do they have? (reading for specific information)

Apollo 13

What It's About: Astronauts Lovell (Tom Hanks), Swigert (Kevin Bacon), and Haise (Bill Paxton) head for the moon on NASA's 1970 space mission.

Will Kids Want to Watch It?

Older children will be fascinated.

MPAA: ...

Sex/Nudity: None.

Drugs/Alcohol: Cocktails at a party; an astronaut (Gray Sinise) drinks beer.

Violence/Scariness: None, but younger kids may be frightened when they realize the crew (экипаж) is in danger.

Objectionable Words/Phrases: About 50.

Appropriate Ages: 10 and up.

Batman Forever

What It's About: With the help of companion Robin (Chris O'Donnell) and psychiatrist Dr. Chase Meridian (Nicole Kidman), the Caped Crusader (крестоносец) (Val Kilmer) defends Gotham City against the Riddler (Jim Carrey) and Two-Face (Tommy Lee Jones).

Will Kids Want to Watch It? Yes!

MPAA: ...

Sex/Nudity: Innuendo (намек).

Drugs/Alcohol: Two-Face drinks at a party.

Violence/Scariness: Mostly POW! BAM! SMACK! cartoonish action. The only scene that may truly scare youngsters is the death of Robin's family.

Objectionable Words/Phrases: About 10.

Appropriate Ages: 8 and up.

Species

What It's About: The US government searches for extraterrestrial (внеземной) intelligence and finds it.

Will Kids Want to Watch It? May be, but these life-forms are not sweet natured and the film is too full of blood and nudity.

MPAA: ...

Sex/Nudity: Sill (Natasha Henstridge), the alien is often bare-breasted.

Drugs/Alcohol: Drinking in a club; the search-and-destroy team (Michael Madsen, Forest Whitaker, and Marg Helgenberger) has drinks with dinner.

Violence/Scariness: Scientists try to kill Sill with gas, disgusting snakelike appendages (отростки) come up through Sill's skin; Sill cuts off her own thumb.

Objectionable Words/Phrases: About 30.

Appropriate Ages: 16 and up.

- 2) Why did the films get such a rating?
- 3) Which one have you seen? Did you like it? Why?
- 4) Which one would you like to see? Why?

7. Here is an extract from the article **Our Titanic Love Affair** published in **Newsweek** from February 23, 1998. James Cameron is a director of the film **Titanic** which became very popular all over the world.

1) Why is James Cameron a little bit mystified (озадачен)? (reading for specific information)



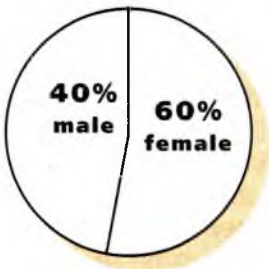
Even James Cameron was as he says “a little bit mystified” by the passionate reaction to his movie. Like all megahits, the movie has become a kind of religion. And as with all religion, you don’t worship (молиться) at the altar just once. Normally, films draw (притягивать) a 2 per cent repeat audience; *Titanic* is drawing 20 per cent. Consider these highly unusual statistics: 45 per cent of all the women under 25 who have seen the movie have seen it twice. And 76 per cent of all people who have seen the movie at least twice plan to see it again. What’s particularly surprised the studios is that 37 per cent of the audience is older than 25, a larger percentage of adults than was expected.

2) This diagram shows how many men and women saw the film. Draw such diagrams to show the age of audience and the percentage of repeat audience. (reading for detail)

man/woman

age

repeaters



8. Read some interesting information about art from the Guinness Book of World Records. Which impressed you most of all? (reading for the main idea)

The longest continuous run of any show is of the *Mousetrap* by A. Christie. The thriller opened on November 25, 1952.

Elizabeth Taylor* set the record with 65 costume changes during the filming of *Cleopatra*.

The character most frequently appearing on the screen is Sherlock Holmes, created by Sir Arthur Conan Doyle* (1859-1930). Seventy actors portrayed Holmes in 197 films between 1900 and 1988.

The shortest dramatic criticism in theatrical history was written by Wolcott Gibbs (1902-58) about the farce *Wham!* He wrote the single word 'Ouch!'

The largest purpose-built theatre is the Perth Entertainment Centre in Western Australia. It has 8,003 seats. The stage area is 12,000 sq ft.

The largest building used for theatre is the National People's Congress Building in Peking, China. It covers an area of 12.9 acres. The theatre has 10,000 seats.

The smallest regularly operated professional theatre is the Piccolo in Hamburg, Germany. It has 30 seats.

The longest play is *Hamlet*, with 4,042 lines and 29,551 words, 1,242 words longer than *Richard III*.

The National Coalition on Television Violence has listed 123 deaths and 245 separate acts of violence in 109 min of *Rambo III*.



'Oscar' – the award of the Academy of Motion Picture Arts and Sciences was instituted on May 16, 1929. Oscars are said to have been named after Oscar Pierson of Texas. When the figurines were first delivered to the executive officers of the Academy of Motion Picture Arts and Sciences, the executive secretary exclaimed, "Why, they look just like my Uncle Oscar." And the name stuck.

Unit 7

Inventions That Shook the World



1. Different people have different opinions about gadgets. Here is an interview from the **Young Telegraph** with a person who has her own opinion about gadgets.

1) Look through the interview and answer the questions. (*reading for specific information*)

- What does Carol Vorderman do?
- What is *Hot Gadgets*?
- Where can you see *Hot Gadgets*?

Gadget Girl

Stuck for a daft device? Check out Carol Vorderman's new show *Hot Gadgets*.

What's so good about mad gadgets?
I love them — they are the little things that brighten our day. It's their silliness that makes them so funny.

Are they any use?
Some are fantastic. Ten years ago, a mobile phone was a new gadget. People walked around with huge batteries to power the things! Now everyone's got them.

Have you got any really silly gadgets?
I've got one of those exercise trampolines — it practically bounces you out of the window every time you try and use it!

What do you say to people who think gadgets are a waste of money?
Oh. They're just miserable. I say — get a life, get a gadget!



What's been your favourite gadget on the show?
I loved the singing umbrella that played a tune when you opened it. Trouble was, it wouldn't stop! We had to drop it in a bucket of water.



Hot gadgets, Wednesday, 7.30pm, BBC1
Read Carol's column in *Connected* in Tuesday's *Daily Telegraph*



2) The show is called **Hot Gadgets**.

What kind of gadgets is the show about? Find the appropriate meaning of the word in the dictionary entry.

hot [hɒt] *a* 1) горячий, жаркий; 2) пылкий, страстный; 3) свежий; 4) острый; 5) *амер. разг.* бедовый; 6) опасный; 7) *зд.* прикольный

3) What kind of gadgets are hot gadgets? Which words from the interview help to understand the characteristics of the hot gadgets?

4) What is Carol's attitude to gadgets?

5) What is your opinion about Carol's favourite gadget?

6) What kind of gadgets would you suggest demonstrating in the show?

2. *Here is an extract from the book **The Cat That Ate My Gym Suit** by Paula Danziger.*

1) Look through the story and guess which line introduces the story.

- English class was not good. We worked hard and it was not fun at all.
- English class was really good. We worked hard, but it was fun.
- English class was good as usual. We didn't work hard and it was fun.

Certain things were always the same. Every Monday we had to hand in compositions. Wednesday we took our spelling tests, and then there were 'The Finney Friday Flicks'.

We could bring in popcorn while we watched the movies. After seeing the films, we discussed them.

Book-report times were great. Once we had to come to school as a character in the book that we had read – we were the characters not ourselves. Getting into small groups, we talked about who we were and what happened in our lives. Then we joined with the other groups and introduced one another. It seemed as if the characters from the books were real people.

Another time, after studying what propoganda is all about, we made up one-minute television commercials to 'sell' our books. We videotaped each one with the school's equipment, and after watching all of them we talked about what kinds of things were important, like plot, theme, time, place, and stuff like that. Then we each wrote a story and gave it to Ms Finney to be typed up. After that we illustrated them. She taught us how to bind them into books. When we finished, she tried to get school time off to use our books in a special project. But Stone wouldn't give it to us, so we met on a Saturday at our town hospital. We visited little kids who were sick, read our stories to them, and then left the books there so that the hospital

Inventions That Shook the World

would always have books for the kids to read. Some of the class even asked for and got permission to visit every Saturday.

Another time, we talked about humor, satire, and parody. We decided to write our own television show and called it Dr Sickbee at Your Service. It was the story of an orthodontist who moonlights in a rock band, lives next door to a weird family, has a younger sister who ran away to join the roller derby, and solves mysteries in his spare time. We put it on videotape and picked out the best of the book commercials to use with it, and some of the English teachers let their classes see it.

2) What is 'The Finney Friday Flicks'? Why is it called this way?



3) What school's equipment used in class is mentioned in the story?



4) Which appliances are not mentioned but meant by the author?

- a computer
- a cassette recorder
- a cassette player
- a radio set
- a record player
- a video player
- a TV set
- the Internet
- a videotape
- a CD player
- a cassette player (Walkman)
- audio cassette recordings
- a typewriter
- a video camera
- video cassette recordings

5) What were all the appliances used for?

6) What activities did the students use to do at the English classes? Which of them would you like to do? Why?

7) What other appliances do you know? Which of them do you think are most useful in learning English?



8) Where does the action take place – in Britain or in the USA? Explain which words helped you to make your choice. Write them in two columns.

In Britain they write and say	In the USA they write and say

3. For centuries the means of communication at a distance remained very primitive. People made many efforts to change the situation.

1) What efforts were made? (reading for specific information)

BC Visual communication was practised.

1791 Optical telegraphy was used by Claude Chappe in France, optical telegraphy was also known as semaphore.

1832 A telegraph communication was established in St. Petersburg by Pavel Shilling, magnetized needles were used.

1839 An electric telegraph was devised by Charles Wheatstone and William Cooke in England.

1843 The first message was transmitted along a telegraph line in the USA by Samuel Morse. His Morse code of signals was used.

1851 The first international connection was made between England and France through the underwater telegraph cable.

1876 The telephone was invented by Alexander Graham Bell in the USA.

1890s Experiments with wireless telegraphy were successfully conducted by Alexander Popov in Cronstadt Harbour.

1891 A telephone cable was laid between England and France.

1894 Wireless telegraphy was pioneered by Guglielmo Marconi in Italy.

1956 The first transatlantic telephone cable was laid.

1988 Videophones were introduced in Japan.

2) Which event was the most important one in your opinion? Which inventions made the event possible?

**GRAMMAR
FOR REVISION**

Past Perfect Passive

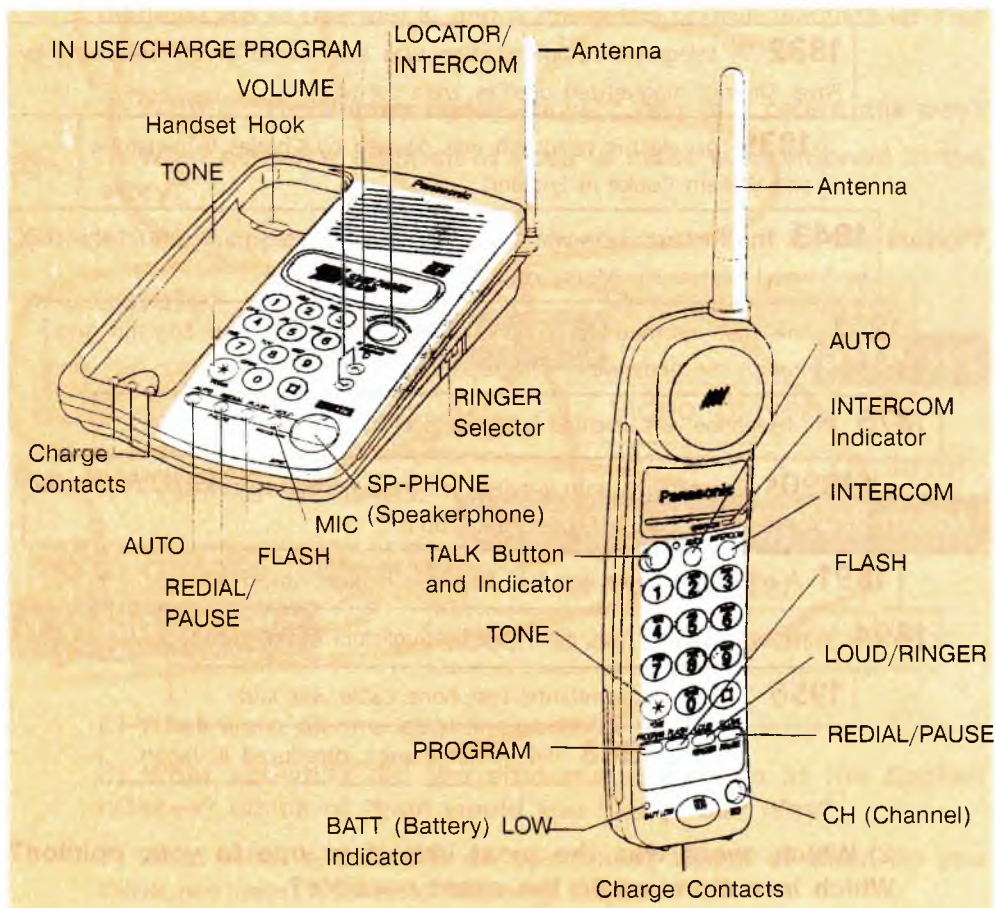
The telephone was invented in 1876 thanks to an electric telegraph that **had been devised** by Charles Wheatstone and William Cooke.

4) *The telephone has been improved nowadays. There exist numerous types of telephone units. Here is a cordless telephone.*

Can you use the base unit and the handset separately? Compare the buttons of the base unit and the handset.



5) **What functions do the handset and the base unit have? Match the buttons with the functions.**



- redials the last number
- helps us to make/answer calls
- adjusts (регулирует) the ringer volume (уровень громкости звонка) and selects the receiver volume
- selects a clear channel
- shows that batteries must be recharged (перезаряжать)

- f. helps us to store phone numbers in memory
- g. is used when you misdial the number before dialing it again
- h. puts a call on hold
- i. adjusts the speaker volume
- j. helps to store phone numbers in memory and to dial them automatically
- k. makes it possible to communicate between the handset and the base unit

6) *Some specialists predict another communication means revolution in the near future.*

Which of their predictions seem to be real?

2000

The telegraph will not be used any longer.

2002

The pocket telephone will be worldwidely used.

2005

People will see different performances by means of video telephones.

2010

There will be computers operated by telephone calls.

**GRAMMAR
IN FOCUS**

Simple Future Passive

The telegraph **will not be used** any longer.

GS p. 256

7) **What are your predictions concerning the telephone and the telegraph? Will they be improved and used in the future? In what way?**

4. Here are some more notes from Adrian Mole's diary.

1) Read the notes and say what Adrian means saying, "Just my luck to have an assertive mother!"

- Как мне везет, что у меня такая уверенная в себе и сильная мама!
- Ну и везет же мне – иметь такую уверенную в себе и сильную мамашу!

Monday March 9th

Cleaned toilet. Washed basin and bath before doing my paper-round. Came home, made breakfast, put washing in machine, went to school. Gave Barry Kent his menace money, went to Bert Baxter's, waited for social worker who didn't come, had school dinner. Had Domestic Science – made apple crumble. Came home. Vacuumed hall, lounge, and breakfast room. Peeled potatoes, chopped up cabbage, cut finger, rinsed blood off cabbage. Put chops under grill, looked in cookery book for a recipe for gravy. Made gravy. Strained lumps out with a colander. Set table, served dinner, washed up. Put burnt saucepans in to soak.

Got washing out of machine, everything blue, including white underwear and handkerchiefs. Hung washing on clotheshorse. Fed dog. Ironed PE kit, cleaned shoes. Did homework. Took dog for a walk, had bath. Cleaned bath. Made three cups of tea. Washed cups up. Went to bed. Just my luck to have an assertive mother!

2) How much time did it take Adrian to do each of these things? What do you think?

3) What had Adrian Mole done by the end of the day?

4) Did Adrian use the following things? Find their names in the story to prove your suggestions.

- a metal or plastic bowl with many small holes in it
- a frame on which clothes are hung to dry after they have been washed
- an implement with a flat base to be heated to make clothes, etc. smooth
- a device on a cooker for directing heat downwards for cooking food

5) What other household appliances did Adrian use to do all the work around the house? Why do you think so? Give some evidence from the story.

6) Which meaning does the word *washing* have in the story?

- A. clothes being washed or waiting to be washed
- B. an act or the action of washing something or of being washed

7) Did Adrian make the following things? How are they called in the story?

- a dish of fruit covered with a rough mixture of flour, butter and sugar and cooked in the oven
- the juice that comes from meat while it is being cooked, a sauce made from this

8) Which of the things and gadgets below might Adrian have used? What for? Explain your choice.

- a cleaner
- a wash cloth
- a washing powder (soap or detergent)
- washing up liquid
- a peeler
- a chopper
- a chopping board

9) Why does Adrian say that it is his luck to have an assertive mother?

5. The extract from the book *Bloodline* by Sidney Sheldon shows the work of a policeman.

1) What helped him in his work?



driver's license



driving licence

Max spent two days visiting banks and financial companies, credit rating organizations and vital statistics offices. He was not interested in talking to the people at those places: he was interested in talking to their computers.

Max was a genius with computers. He would sit before **the console board** and play the machine like a virtuoso. It did not matter what language the computer had been taught, for Max spoke all of them. He talked to digital computers and low-level and high-level language computers. He was at ease with FORTRAN and FORTRAN IV, the giant IBM 370's and the PDP 10's and 11's and ALGOL 68.

He was at home with COBOL, programmed for business, and Basic, used by the police, and the high-speed APL, which conversed solely in charts and graphs. He held conversations in the binary code, and questioned the arithmetic units and the CPV units, and the high-speed printer answered his questions at the rate of eleven hundred lines a minute. The giant computers had spent their lives **sucking up** information, storing it, analyzing it, remembering it, and now they were **spewing it out** in Max's ear, whispering their secrets to him. The computers gave a mathematical sketch of a person drawn in digits and binary codes and charts.

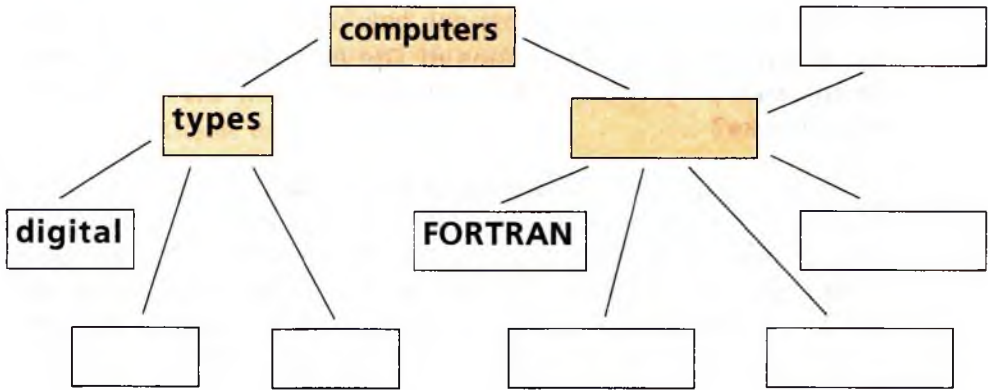
Nothing was safe. Privacy in today's civilization was **a delusion**, a myth. Every citizen was **exposed**, his deepest secrets laid bare, waiting to be read. People were on record if they had a Social Security number, an insurance policy, a driver's license or a bank account. They were listed if they had paid taxes or drawn unemployment insurance or welfare funds. Their names were stored in computers if they were covered by a medical plan, had made mortgage payment on a home, owned an automobile or bicycle or had a savings or checking account. The computers knew their names if they had been in a hospital, or in the military service, had a fishing or hunting license, had applied for a passport, or telephone, or electricity, or if they had been married or divorced or born.

If one knew where to look, and if one was patient, all the facts were available. Copies of bank receipts and canceled checks and bills were all laid out before him.

Max Hornung and the computers had a wonderful **rapport**. They did not laugh at Max's accent, or the way he looked, or acted or dressed. To the computers Max was a giant. They respected his intelligence, admired him, loved him. They happily gave up their secrets to him, sharing their delicious gossip about the fools that mortals made of themselves. It was like old friends chatting.



2) Fill in the scheme about computers with the information from the story.



3) People can get on the list in computers in different situations. Find the following cases:

- a person has a paper giving official permission to drive a motor vehicle
- a person has a written statement of the details of an agreement with an insurance company
- the amount of money borrowed so as to buy smth expensive, and interest on it paid over a period of years

4) Add some other cases which were mentioned in the text. Explain them.

5) How many times could you be on a list? Why?

6) Find the examples of the following constructions. How do they characterise the situation?

Past Simple Passive	Past Perfect Passive	Past Perfect Active

7) The highlighted words describe the work of the computer. Guess their meaning through the context, and fill in the table.

	Equivalence	Contrast	Cause	Consequence	Explanation	Guessed meaning

6. *Sometimes instruction notes can help people to solve a mystery.*

1) What mystery did the heroes of *The Invisible Man* («Человек-Невидимка») by H.G. Wells* try to solve with the help of the three books?

Mr Cuss and Mr Bunting were in the parlour (общая комната) of the inn (гостиница), searching the stranger's property in the hope of finding something to explain the events of the morning. Jaffers had recovered from his fall and had gone home. Mrs Hall had tidied the stranger's clothes and put them away. And under the window where the stranger did his work, Mr Cuss found three big books.

"Now," said Cuss, "we shall learn something." But when they opened the books they could read nothing. Cuss turned the pages. "Dear me," he said, "I can't understand." "No pictures, nothing to show?" asked Mr Bunting. "See for yourself," said Mr Cuss, "it is all Greek or Russian or some other language."

The door opened suddenly. Both men looked round. It was Mr Marvel. He held the door open for a moment. "I beg your pardon," he said.

"Please shut that door," said Mr Cuss, and Mr Marvel went out.

"My nerves (нервы) – my nerves are all wrong today," said Mr Cuss. "It made me jump when the door opened like that."

Mr Bunting smiled. "Now let us look at the books again. It is certain that strange things have been happening in the village. But, of course, I can't believe in an Invisible Man. I can't ... Now the books."

They turned over the pages, unable to read a word of their strange language.



2) Complete the sentences using the ideas from the text.

1. They didn't understand a word in the books because ... (Why?)
2. Mr Cuss's nerves were all wrong that day that ... (What betrayed (выдавало) his nervousness?)
3. Mr Bunting didn't believe in an Invisible Man though ... (What betrayed the presence of the Invisible Man?)

3) Why do you think Mr Cuss decided that the books were written in Russian or Greek?

4) The word **Greek** can be used in some idiomatic expressions.

What does the expression mean in your opinion? Why? Find the correct translation.

It is Greek to me.

A. Это написано по-гречески.

B. Мне это совершенно непонятно.

5) **Was Mr Bunting right when he didn't believe in an Invisible Man?**

Suddenly Mr Bunting felt something take hold of the back of his neck. He was unable to lift his head. "Don't move, little men, or I'll knock your brains (мозги) out." Mr Bunting looked at Cuss, whose face had turned white with fear.

"I am sorry to be rough (грубый)," said the Voice. "Since when did you learn to interfere (вмешиваться) with other men's goods (имущество)?"

Two noses struck the table. "To come unmasked into a stranger's private room! Listen. I am a strong man. I could kill you both and escape unseen, if I wanted to. If I let you go you must promise to do as I tell you." "Yes," said Mr Bunting.

Then the hands let their necks go and the two men sat up, now very red in the face.

"Don't move," said the Voice. "Here's the poker (кочерга), you see." They saw the poker dance in the air. It touched Mr Bunting's nose.

"Now, where are my clothes? Just at present, though the days are quite warm enough for an invisible man to run about naked (обнаженный) — the evenings are cold. I want some clothes. And I must also have those three books."



6) **How well did you understand the following sentences in the story?**

1. To come unmasked into a stranger's private room!

A. Прийти, не спрашивая, в личную комнату постороннего человека!

B. Прийти незваным в личную комнату постороннего человека!

2. I could kill you both and escape unseen, if I wanted to.

A. Я мог бы убить вас обоих и ускользнуть незамеченным, если бы захотел.

B. Я могу убить вас обоих и ускользнуть незамеченным, если захочу.

Inventions That Shook the World

3. Then the hands let their necks go and the two men sat up ...
- A. Затем руки отпустили их шеи, и двое мужчин выпрямились ...
 - B. Затем руки помешали их шеям освободиться, и двое мужчин выпрямились ...
4. They saw the poker dance in the air.
- A. Они увидели танец кочерги в воздухе.
 - B. Они увидели, как кочерга танцевала в воздухе.

7) Why do you think the three books were so important for the Invisible Man?

8) What kind of person was the Invisible Man in your opinion?

Vocabulary

A a

about [ə'baʊt] *prep* вокруг, кругом, около; **be ~ to do smth** собираться сделать что-либо

addict ['ædɪkt] *v* увлекаться (*обыкн. дурным*)

adequate ['ædɪkwɪt] *a* 1) достаточный 2) соответствующий, адекватный

adjust [ə'dʒʌst] *v* 1) приводить в порядок 2) приспособлять

admire [əd'maɪə] *v* любоваться, восхищаться

affect [ə'fekt] *v* воздействовать, влиять

affection [ə'fekʃn] *n* привязанность, любовь

Algol ['ælgɒl] *n* алгол (*международный язык программирования*)

alien ['eɪliən] *n* чужестранец, иностранец

ally ['ælaɪ] **1.** *n* союзник **2.** *v* вступать в союз, объединяться

Alsatian [æl'seɪʃn] *n* восточно-европейская овчарка

altar ['ɔ:lta] *n* алтарь, престол

alter ['ɔ:lta] *v* переделывать, менять

amongst [ə'mʌŋst] *prep* среди, между

amphetamine [æm'fetəmi:n] *n* амфетамин

analyse ['ænaləɪz] *v* анализировать

ancient ['eɪnʃnt] *a* 1) древний, старинный 2) античный

ankle ['æŋkl] *n* лодыжка

annoy [ə'nɔɪ] *v* досаждать, надоедать, раздражать

anti-democratic [,æntɪdemə'krætrɪk] *a* антидемократический

anti-monarchical [,æntɪmənə'krɪkl] *a* антимонархический

apart [ə'pɑ:t] *adv* в отдалении, в стороне; **~ from that** кроме того, что

apathetic [,æpə'tetɪk] *a* равнодушный, безразличный

apologetic [ə,pɒlə'dʒetɪk] *a* извиняющийся, оправдывающийся

apology [ə'pɒlədʒɪ] *n* извинение

appendage [ə'pendɪdʒ] *n* 1) придаток, отросток 2) приложение, дополнение

approach [ə'prəʊtʃ] *v* приближаться, подходить

approximately [ə'prɒksɪmɪtli] *adv* приблизительно

apron ['eɪprən] *n* передник, фартук

arena [ə'ri:nə] *n* 1) арена 2) сцена

arms [ɑ:mz] *n pl* оружие

arrange [ə'reɪndʒ] *v* 1) приводить в порядок 2) договариваться 3) уладить

ashamed [ə'ʃeɪmd] *a* пристыженный; **be ~ of** стыдиться чего-либо

assertive [ə'sɜ:tɪv] *a* 1) утвердительный, положительный 2) самоуверенный, настойчивый

assess [ə'ses] *v* оценивать

astonishment [ə'stɒnɪʃmənt] *n* удивление, изумление

astronaut ['æstrɒnɔ:t] *n* астронавт

athletic [æθ'letɪk] *a* спортивный

attack [ə'tæk] **1.** *n* нападение **2.** *v* нападать

attempt [ə'tempt] **1.** *n* попытка **2.** *v* пытаться, пробовать

attend [ə'tend] *v* посещать, присутствовать

auditorium [ɔ:di'tɔ:riəm] *n* зрительный зал, аудитория

automatically [ɔ:tə'mætɪklɪ] *adv* автоматически

avalanche ['ævələ:nʃ] *n* лавина, снежный обвал

average ['ævərɪdʒ] *a* 1) средний 2) обычный, нормальный; **on ~** в среднем

award [ə'wɔ:d] **1.** *n* награда **2.** *v* присуждать, награждать

B b

baby-sit ['beɪbɪsɪt] *v* работать приходящей няней

back [bæk] **1.** *n* спина; **behind smb's** ~ за чьей-либо спиной, в отсутствие кого-либо **2.** *adv* назад, обратно **3.** *a* задний

bacon ['beɪkən] *n* копченая свиная грудинка, бекон
bald [bɔːld] *a* лысый
banknote ['bæŋknoʊt] *n* банкнот(а)
banquet ['bæŋkwɪt] *n* пир; банкет
Basic ['beɪsɪk] *n* бейсик (язык программирования)
basically ['beɪsɪklɪ] *adv* по существу, в основном
basin ['beɪsn] *n* миска, чаша, таз
basket ['bɑːskɪt] *n* корзина
bass [beɪs] *n* муз. бас
basset ['bæsɪt] *n* такса (порода собак)
bath [bɑːθ] *n* ванна
bather ['beɪðə] *n* купальщик
baxter ['bæksɪtə] *n* диал. пекарь
be [biː] *v* быть, существовать; ~ **into** smth быть увлеченным чем-либо
beady ['biːdi] *a* как бусинки, круглый и блестящий
bean [biːn] *n* боб; **spill the ~s** проболтаться, выдать секрет
bear [beə] **1.** *n* медведь **2.** *v* терпеть, выносить
beat [biːt] **1.** *n* 1) удар 2) ритм, такт **2.** *v* бить, стучать; ~ **about the bush** ходить вокруг да около
beforehand [brɪ'fɔːhænd] *adv* заранее, вперед; заблаговременно
being ['biːɪŋ] *n* существо
bench [bentʃ] *n* скамья
beneath [brɪ'niːθ] *adv* внизу
berserk [bɜː'sɜːk] *n* неистовый человек
bet [bet] *n* пари
bethel ['beθl] *n* сектантская церковь (в Англии)
betray [brɪ'treɪ] *v* 1) изменять 2) выдавать
beyond [brɪ'jɒnd] *adv* вне, за пределами
billiards ['bɪljədz] *n pl* бильярд
binary ['baɪnəri] *a* двойной
bind [baɪnd] *v* вязать, связывать
bitter ['bɪtə] *a* 1) горький 2) резкий (о словах)

blank [blæŋk] *n* 1) пустое, свободное место 2) АЕ бланк 3) свобода действий
blind [blaɪnd] **1.** *a* слепой **2.** *v* ослеплять
block [blɒk] *n* блок, объединение
blood [blʌd] *n* кровь
blow [bləʊ] *n* удар
blue [bluː] *a* голубой, синий; **the Blues** Синие (партия)
blueberry ['bluːbɪri] *n* черника
boil [bɔɪl] *v* варить(ся), кипятить(ся)
boo [buː] **1.** *int* фу! (восклицание неодобрения) **2.** *v* шикать, освистывать
book [bʊk] **1.** *n* книга, литературное произведение **2.** *v* заказывать заранее
boost [buːst] *n* подъем, увеличение
border ['bɔːdə] **1.** *n* граница **2.** *v* граничить
bosom ['bɒzəm] *n* поэт. грудь, душа, сердце
bottom ['bɒtəm] *n* 1) дно 2) нижняя часть
bounce [baʊns] *v* подпрыгивать
bowl [bɔʊl] *n* миска, таз
brain [breɪn] *n* мозг
brand-new [,brænd'njuː] *a* совершенно новый, с иголки
bring [brɪŋ] *v* приносить, доставлять; ~ **up** воспитывать
broadcast ['brɔːdkɑːst] *v* передавать по радио, по телевидению
broadcaster ['brɔːdkɑːstə] *n* диктор
broaden ['brɔːdn] *v* расширять
broadsheet ['brɔːdʃɪt] *n* большой лист бумаги с печатным текстом на одной стороне
brutal ['brʊtl] *a* жестокий, зверский
Bufs, the [bʌfs] *n* Желтые (партия)
bullfight ['bʊlfaɪt] *n* бой быков
bust [bʌst]: **go** ~ ●статься без копейки, обанкротиться
bustle ['bʌsl] *n* суматоха
busy ['bɪzi] *a* занятой
bystander ['baɪ,stændə] *n* свидетель

С с

cab [kæb] *n* такси
cable ['keɪbl] *n* кабель
cacophony [kə'kɒfəni] *n* какофония, неблагозвучие
calendar ['kælɪndə] *n* календарь
calm [kɑ:m] **1.** *a* спокойный, тихий, мирный **2.** *v* успокаивать
canal [kə'neɪl] *n* канал
candidate ['kændɪdɪt] *n* кандидат
candy ['kændɪ] *n* 1) леденцы 2) АЕ конфеты (любого сорта)
canteen [kæn'ti:n] *n* столовая
caped [keɪpt] *a* одетый в плащ, накидку
carpenter ['kɑ:pɪntə] *n* плотник, столяр
carriage ['kæriɪdʒ] *n* пассажирский вагон
cash [kæʃ] **1.** *n* наличные деньги **2.** *v* превращать в наличные
casual ['kæʒuəl] *a* случайный
cautiously ['kɔ:ʃəsli] *adv* осторожно, предусмотрительно
ceiling ['si:lɪŋ] *n* потолок
celebration [,selɪ'breɪʃn] *n* празднование
celestial [si'lestriəl] *a* небесный, астрономический
chase [tʃeɪs] **1.** *n* погоня **2.** *v* гнаться
chat [tʃæt] **1.** *n* дружеский разговор; беседа; болтовня **2.** *v* болтать, беседовать
cheer [tʃiə] **1.** *n* одобрительное или приветственное восклицание **2.** *v* приветствовать громкими возгласами; ~ **up** утешать, одобрять, подбадривать
cheesecloth ['tʃi:zkleθ] *n* марля
chemistry ['kemɪstri] *n* химия
chicken ['tʃɪkɪn] *n* цыпленок
children ['tʃɪldrən] *npl* от **child** дети
chill [tʃɪl] *n* холод
chime [tʃaɪm] *n* куранты
chips [tʃɪps] *n pl* жареная картошка, чипсы

chop [tʃɒp] *v* рубить
chopper ['tʃɒpə] *n* нож; инструмент для рубки, резки
Christmas ['krɪsməs] *n* Рождество
chunnel ['tʃʌnəl] *n* (Channel + Tunnel = chunnel) тоннель под Ла-Маншем
citizenship ['sɪtɪznʃɪp] *n* гражданство
civic ['sɪvɪk] *a* гражданский
classy ['klɑ:si] *a* разг. классный, первый сорт
clay [kleɪ] *n* глина
cleaner ['kli:nə] *n* уборщик, чистильщик
clog [klɒg] *v* 1) надевать путы 2) засорять, загрязнять 3) подбивать (башмаки) деревянной подошвой
clotheshorse ['kləʊðzhɔ:s] *n* рама для сушки белья
clothing ['kləʊðɪŋ] *n* одежда
coal [kəʊl] *n* уголь
coastline ['kəʊstlaɪn] *n* береговая линия
coat [kəʊt] **1.** *n* пальто **2.** *v* покрывать слоем чего-либо
coat of arms [kəʊt əv 'ɑ:ms] *n* геральд. герб, щит герба
COBOL ['kəʊbəl] *n* (сокр. от **Common Business Oriented Language**) кобол, язык программирования для промышленных и правительственных учреждений
cockney ['kɒkni] *n* кокни (лондонское просторечие)
cocktail ['kɒkteɪl] *n* коктейль
code [kəʊd] *n* 1) кодекс 2) код
coin [kɔɪn] *n* монета
colander ['kɒləndə] *n* дуршлаг
collectivism [kə'lektɪvɪzəm] *n* коллективизм
collision [kə'li:ʒn] *n* столкновение
colonial [kə'ləʊniəl] *a* колониальный
colorful ['kɒləfəl] *a* АЕ см. **colourful**
colourful ['kɒləfəl] *a* красочный, яркий
combination [,kɒmbɪ'neɪʃn] *n* соединение; сочетание; комбинация
come [kʌm] *v* приходить, подходить; ~ **across** натолкнуться; ~ **back** возвращаться; ~ **up** выступать

committeeman [kə'mɪtɪmæn] *n* член комитета *или* комиссии

communicate [kə'mju:nɪkeɪt] *v* общаться

communism ['kɒmjʊnɪzəm] *n* коммунизм

communist ['kɒmjʊnɪst] *n* коммунист

community [kə'mju:nɪtɪ] *n* 1) община, общество 2) общность

companion [kəm'pænjən] *n* компаньон, товарищ

composition [,kɒmpə'zɪʃn] *n* 1) литературное *или* музыкальное произведение 2) сочинение

comradeship ['kɒmrɪdʃɪp] *n* товарищество

conduct 1. ['kɒndʌkt] *n* поведение
2. [kən'dʌkt] *v* 1) вести 2) управлять, руководить

confederate [kən'fedrɪt] *a* союзный, федеративный

connect [kə'nekt] *v* соединять(ся), связываться

connection [kə'nekʃn] *n* связь, соединение; присоединение

considering [kən'sɪdɪŋ] *prep* принимая во внимание, учитывая

console [kən'səʊl] *n* консоль; ~ **board** клавиатура компьютера

construction [kən'strʌkʃn] *n* 1) строительство 2) конструкция

container [kən'teɪnə] *n* контейнер

content ['kɒntent] *n* содержание

contest ['kɒntest] *n* соревнование, состязание

converse [kən'vɜ:s] *v* разговаривать

cooker ['kʊkə] *n* плита, печь

cookery ['kʊkəri] *n* кулинария

corridor ['kɒrɪdɔ:] *n* коридор

cosmonaut ['kɒzmənɔ:t] *n* космонавт

cottage ['kɒtɪdʒ] *n* коттедж, небольшой дом

count [kaʊnt] *v* считать

counter-culture [,kaʊnts'kʌltʃə] *n* встречная культура, контркультура

craven ['kreɪvn] *n* трус

craze [kreɪz] *n* мания

crazed [kreɪzd] *a* помешанный, сумасшедший

creative [kri'eɪtɪv] *a* творческий, создательный

cricketer ['krɪkɪtə] *n* игрок в крикет

criticism ['krɪtɪsɪzəm] *n* 1) критика
2) *филос.* критицизм

crown [kraʊn] *n* корона, венец

crumble ['krʌmbəl] *v* 1) крошить 2) распадаться

crumple ['krʌmpl] *v* мять

crusader [kru:'seɪdə] *n* *ист.* крестоносец, участник крестового похода

cult [kʌlt] *n* культ, поклонение

cupboard ['kʌbəd] *n* шкаф, буфет

curtain ['kɜ:tn] *n* 1) занавеска 2) занавес

custard ['kʌstəd] *n* сладкий крем

custom ['kʌstəm] *n* 1) обычай
2) привычка

cut [kʌt] *v* резать, разрезать, срезать;
~ **down** рубить; ~ **off** отрезать, сокращать; ~ **out** вырезать

D d

daft [dɑ:ft] *a* *разг.* рехнувшийся, сумасшедший

damme ['dæmɪ] *n* *прост.* проклятие

dampener ['dæmpə] *n* 1) *тех.* глушитель
2) увлажнитель

darkness ['dɑ:knɪs] *n* темнота, мрак

datable ['deɪtəbl] *a* тот, кого приглашают на свидание

daytime ['deɪtaɪm] *n* день

decade ['dekeɪd] *n* 1) десяток 2) десятилетие

decorate ['dekəreɪt] *v* украшать, декорировать

decorator ['dekəreɪtə] *n* архитектор-декоратор

delicious [dɪ'liʃəs] *a* 1) восхитительный 2) очень вкусный

delight [dɪ'laɪt] *v* восхищаться(ся)

delusion [dɪ'lu:ʒn] *n* обман, иллюзия

deprive [dɪ'praɪv] *v* лишать, отбирать
(~ **smb of smth**)

derby ['dɑ:bi] *n* скачки, соревнование
derive [di'raiv] *v* 1) получать, извлекать
 2) устанавливать происхождение
deserted [di'zɜ:tɪd] *a* необитаемый, пустынный
deserve [di'zɜ:v] *v* заслуживать
despair [di'speə] *n* отчаяние
destruction [di'strʌkʃn] *n* разрушение
detergent [di'tɜ:ʃnt] *n* моющее средство
devise [di'vaiz] *v* 1) придумывать, изобретать 2) *юр.* завещать
diagram ['daɪəgræm] *n* диаграмма, график
dialect ['daɪələkt] *n* диалект
dictator [dik'teɪtə] *n* диктатор
differentiate [,dɪfə'renʃiət] *v* отличать, различать
Dionysian [,daɪə'nɪziən] *a* относящийся к празднеству в честь бога Диониса
dip [dɪp] *n* 1) погружение, окунание 2) соус
diplomatic [,dɪplə'mætɪk] *a* 1) дипломатический 2) дипломатичный
disgust [dis'gʌst] *n* отвращение
disgusting [dis'gʌstɪŋ] *a* отвратительный
dispatch [di'spætʃ] *n* 1) отправка, посылка 2) официальное сообщение, донесение
dispute [di'spjʊ:t] *n* диспут
disrupt [dis'rʌpt] *v* подрывать, срывать, разрушать
distract [di'strækt] *v* отвлекать, сбивать с толку
divorce [di'vɔ:s] **1.** *n* развод, расторжение брака **2.** *v* разводиться
domestic [də'mestɪk] *a* 1) домашний, семейный 2) внутренний
dominate ['dɒmɪneɪt] *v* господствовать, властвовать
dominion [də'mɪnjən] *n* 1) доминион 2) суверенитет 3) *pl* владения, земли (короля)
don [dɒn] *v* *разг.* надевать
doom [du:m] *n* рок, судьба

doughnut ['dəʊnʌt] *n* пончик
down-at-heel [,daʊnət'hi:l] *a* захудалый, поношенный
downwards ['daʊnwədz] *adv* вниз, книзу
dozen ['dʌzn] *n* дюжина
drawing ['drɔ:ɪŋ] *n* рисунок
drum [drʌm] *n* 1) барабан 2) звук барабана
dry-clean [,draɪ'kli:n] *v* чистить в химчистке

Е е

ear-splitting ['iəsplɪtɪŋ] *a* оглушительный
ease [i:z] **1.** *n* свобода, непринужденность **2.** *v* облегчать, успокаивать
Easter ['i:stə] *n* Пасха
ecstasy ['ekstəsi] *n* экстаз, иступление
Eden ['i:dn] *n* Эдем, рай
edge [eɟʒ] *n* край, кромка
educate ['edʒukeɪt] *v* воспитывать, давать образование
eh [eɪ] *int a?* что?
elector [ɪ'lektə] *n* избиратель
electricity [ɪ,lek'trɪsɪti] *n* электричество
Elizabethan [ɪ,lɪzə'bi:θn] *a* елизаветинский, относящийся к эпохе английской королевы Елизаветы I
emperor ['emprə] *n* император
employment [ɪm'plɔɪmənt] *n* служба, занятие, работа
English-speaking ['ɪŋɡlɪʃ,spi:kɪŋ] *a* говорящий на английском языке
enjoyment [ɪn'ʒɔɪmənt] *n* удовольствие, радость
enthusiast [ɪn'θju:ziæst] *n* энтузиаст
entire [ɪn'taɪə] *a* полный, целый, весь
entrance ['entrəns] *n* вход в здание
entry ['entri] *n* 1) вход, въезд 2) статья (*в словаре, справочнике*)
equivalent [ɪ'kwɪvlənt] *n* эквивалент
escape [ɪ'skeɪp] *v* 1) бежать 2) избежать, спастись

ethnic [ˈeθnɪk] *a* этнический
Eurovision [ˈjʊərəvɪʒn] *n* Евровидение
eve [i:v] *n* канун
ever [ˈevə] *adv* когда-либо; **for** ~ навсегда
evoke [iˈvəʊk] *v* вызывать (воспоминание, восхищение)
ex- [eks] *pref* образует имена существительные со значением бывший, экс-
exaggerate [ɪɡˈzædʒəreɪt] *v* 1) преувеличивать 2) излишне подчеркивать
exceptionally [ɪkˈsepʃnəli] *adv* исключительно, необычно
exclaim [ɪkˈskleɪm] *v* восклицать
exercise [ˈeksəsaɪz] 1. *n* упражнение, тренировка 2. *v* 1) упражнять 2) использовать, применять; ~ **freedom** пользоваться свободой
explore [ɪkˈsplɔː] *v* исследовать
exposed [ɪkˈspəʊzd] *a* открытый для наблюдения, незащищенный
extract 1. [ˈɛkstrækt] *n* отрывок 2. [ɪkˈstrækt] *v* извлекать, добывать
extraterrestrial [ˌɛkstrətəˈrestriəl] *a* астр. внеземной, находящийся за пределами Земли

F f

fail [feɪl] *v* потерпеть неудачу
fall [fɔ:l] 1. *n* (обыкн. *pl*) водопад 2. *v* падать, понижаться; ~ **in love** влюбиться; ~ **out** выпадать, распадаться, приходиться в упадок
fallen [ˈfɔ:lən] *a* павший
farce [fɑ:s] *n* 1) театр. фарс 2) грубая выходка
fascinate [ˈfæsɪneɪt] *v* очаровывать, пленять
fascist [ˈfæʃɪst] *n* фашист
fault [fɔ:lt] *n* 1) недостаток, дефект 2) вина
feature [ˈfi:tʃə] 1. *n* особенность, характерная черта; признак; ~ **film**

художественный фильм 2. *v* изображать
female [ˈfi:meɪl] 1. *n* женщина (часто *пренебр.*) 2. *a* женского пола, женский
fibre [ˈfaɪbə] *n* волокно; нить; лыко, мочало
fifthly [ˈfɪfθli] *adv* в-пятых
fighting [ˈfaɪtɪŋ] 1. *n* 1) бой, сражение 2) борьба, драка 2. *a* боевой
figure [ˈfɪgə] 1. *n* фигура, внешний вид, облик 2. *v* понимать, постигать; ~ **out** вычислять
figurine [ˌfɪgjʊˈrɪ:n] *n* статуэтка
final [ˈfaɪnəl] *n* 1) последняя или решающая игра 2) выпускной экзамен
find [faɪnd] *v* находить; ~ **out** узнать, разузнать, выяснить
findings [ˈfaɪndɪŋz] *n pl* полученные данные, сведения
fire [ˈfaɪə] *n* 1) огонь, пламя 2) пожар; **catch** ~ *разг.* стать популярным
fireman [ˈfaɪətmən] *n* пожарный
firmly [ˈfɜ:mli] *adv* крепко, твердо; устойчиво
firstly [ˈfɜ:stli] *adv* во-первых
fist [fɪst] *n* кулак
fleet [fli:t] *n* флот, флотилия
flick [flɪk] 1. *n* 1) легкий удар 2) резкое движение 3) *pl разг.* киносеанс 2. *v* 1) слегка ударить, стегнуть 2) смахнуть или сбросить легким ударом или щелчком
float [fləʊt] 1. *n* 1) пробка, поплавок 2) паром, плот 3) плавательный пояс 4) плавучая масса (льда и т. п.) 5) низкая платформа на колесах, используемая для рекламных, карнаваловых и других целей 2. *v* 1) плавать; всплывать; держаться на поверхности 2) затоплять, наводнять 3) спускать на воду
floor [flɔ:] *n* 1) пол 2) этаж
flour [ˈflaʊə] *n* мука
foe [fəʊ] *n* поэт. враг, противник; недоброжелатель

fog [fɒg] *n* густой туман
follower ['fɒləʊə] *n* последователь; сторонник
fool [fu:l] *n* глупец; **make a ~ of smb** одурачить кого-нибудь
foot [fʊt] *n* (*pl feet*) ступня; нога (*ниже щиколотки*); **on ~** пешком
foot-tall ['fʊtɔ:l] *a* невысокий, маленького роста, высотой с фут
Fortran ['fɔ:træn] *n* (*сокр. от Formula Translator*) фортран (*язык программирования ЭВМ*)
founder ['faʊndə] *n* основатель, учредитель
fourthly ['fɔ:θli] *adv* в-четвертых
frame [freɪm] **1.** *n* 1) сооружение, строение 2) структура, система 3) рамка, рама **2.** *v* 1) создавать, вырабатывать, составлять 2) строить, сооружать 3) вставлять в рамку, обрамлять 4) развиваться 5) выражать в словах; произносить
freak [fri:k] **1.** *n* каприз; причуда; чуждость **2.** *v* покрывать пятнами или полосами, испещрять; разнообразить
frighten ['fraɪtn] *v* пугать
frightened ['fraɪtnd] *a* испуганный
front [frʌnt] **1.** *n* фасад, передняя сторона **2.** *a* передний
frown [fraʊn] **1.** *n* сдвинутые брови; хмурый взгляд; выражение неодобрения **2.** *v* хмурить брови; смотреть неодобрительно
fruitful ['fru:tfl] *a* 1) плодородный 2) плодотворный
funeral ['fju:nərəl] *n* похороны, похоронная процессия

G g

gallery ['gæləri] *n* галерея
garment ['gɑ:mənt] *n* 1) предмет одежды 2) *pl* одежда 3) покров, одеяние
gel [dʒel] *n* гель

generally ['dʒenrəli] *adv* 1) обычно, как правило, в целом 2) в общем смысле, вообще
genius ['dʒi:niəs] *n* 1) гений 2) одаренность, гениальность
get [get] *v* 1) получать 2) *разг.* понимать, постигать; ~ **through** пройти через что-либо, справиться с чем-либо; ~ **up** вставать; ~ **away with** совершить проступок безнаказанно; ~ **done** покончить с кем-либо: She will get done. Ей придет конец; ~ **roused by** прийти в раздражение, выйти из себя; ~ **used to** привыкать; It's getting to me. Это раздражает (*элит*) меня.
ghost [gəʊst] *n* привидение, призрак, дух
gift [gɪft] *n* подарок
gigantic [dʒaɪ'gæntɪk] *a* гигантский, громадный, исполинский
gin [dʒɪn] *n* джин (*можжевельная настойка*)
give [gɪv] *v* 1) давать, отдавать; ~ **up** оставить, отказаться; ~ **up secrets** выдавать секреты
glen [glen] *n* узкая горная долина
globe [glɒb] *n* 1) шар 2) глобус
go [gəʊ] *v* 1) идти, ходить; ~ **on** продолжать; ~ **bust** обанкротиться; ~ **round** заходить; ~ **steady** иметь постоянного(ую) возлюбленного(ую) **2)** *v* *обороте* be going + infinitive *выражает намерение совершить какое-либо действие в будущем:* I am going to visit Britain. Я намереваюсь (собираюсь) посетить Британию.
golden ['gəʊldn] *a* золотистый
goods [gʊdz] *n pl* 1) товар, товары 2) имущество
gossip ['gɒsɪp] **1.** *n* 1) болтовня 2) сплетня, слухи 3) болтуня, сплетница; болтун, сплетник **2.** *v* 1) болтать, беседовать 2) сплетничать
gotta ['gɒtə] *разг. сокр. от have got to*

graph [græf] *n* график, диаграмма
grateful ['greɪtfl] *a* благодарный, признательный
gravy ['greɪvɪ] *n* подливка (*мясная*)
grill [grɪl] *n* 1) гриль 2) решетка 3) жаренные на решетке мясо, рыба
grown-up [ˌgrəʊn'ʌp] *n* взрослый (*человек*)
grunt [grʌnt] **1.** *n* 1) хрюканье 2) ворчание, мычание (*о человеке*)
2. *v* 1) хрюкать 2) ворчать
guidance ['gaɪdn̩s] *n* руководство

Н н

habit ['hæbɪt] *n* привычка; обычай
haft [hɑ:ft] *n* рукоятка, ручка
half-pence ['heɪpəns] *n* полпенса
hand [hænd] **1.** *n* рука; **on the one** ~ ... **on the other** ~ с одной стороны ... с другой стороны; **shake** ~s пожать друг другу руки **2.** *v* 1) передавать, вручать 2) посылать; ~ **in** сдавать (*домашнюю работу*), отдавать; ~ **out** выдавать, раздавать
handicraft ['hændɪkrɑ:ft] *n* 1) ремесло, ручная работа 2) *attr* ремесленный, кустарный
handkerchief ['hæŋkətʃɪf] *n* 1) носовой платок 2) шейный платок, козынка
handset ['hændset] *n* трубка радиотелефона
handsome ['hænsəm] *a* красивый (*чаще о мужчине*)
happily ['hæpɪli] *adv* 1) счастливо 2) к счастью 3) успешно, удачно
harbour ['hɑ:bə] *n* гавань, порт
head [hed] **1.** *n* 1) голова 2) глава, руководитель **2.** *v* 1) возглавлять; вести 2) направлять(ся)
headline ['hedlaɪn] *n* заголовок
healthy ['helθi] *a* здоровый
heel [hi:l] *n* 1) каблук 2) пятка
height [haɪt] *n* высота
helm [helm] *n* шлем

hence [hens] *adv* 1) отсюда 2) с этих пор
heroic [hɪ'rəʊɪk] *a* героический, героический
heroin ['herəʊɪn] *n* героин
heroine ['herəʊɪn] *n* героиня
hew [hju:] *v* 1) рубить, рубить 2) высекать, вытесывать
hi [haɪ] *int* привет!
higher ['haɪə] *a* высший; ~ **education** высшее образование
high-level [ˌhaɪ'levl] *a* 1) происходящий на большой высоте 2) высокопоставленный 3) (происходящий) на высшем уровне
high-rise ['haɪraɪz] *a* высотный; многоэтажный
high-speed [ˌhaɪ'spi:d] *a* скоростной
hit [hɪt] **1.** *n* 1) удар, толчок 2) успех, удача 3) спектакль, фильм, роман и т. п., пользующийся успехом; «гвоздь» сезона; бестселлер; модный шлягер **2.** *v* ударять
hold [həʊld] **1.** *n* владение; захват; **take** ~ **of** схватить, ухватиться за **2.** *v* 1) держать 2) проводить
hole [həʊl] *n* дыра, отверстие, нора
Homeric [həʊ'merɪk] *a* 1) гомеровский 2) гомерический
honourable ['ɒnrəbl̩] *a* 1) почетный 2) благородный, честный 3) уважаемый
horizon [hə'raɪzn̩] *n* горизонт
hot [hɒt] *a* 1) горячий, жаркий 2) *разг.* модный, современный
humiliate [hju:'mɪliət] *v* унижать
humiliation [hju:'mɪli'eɪʃn̩] *n* унижение, оскорбление
humming ['hʌmɪŋ] *a* 1) жужжащий, гудящий 2) *разг.* энергичный, деятельный
humor ['hju:mə] *n* *AE* юмор
hunting ['hʌpɪŋ] *n* охота
hurl [hɜ:l] *v* бросать (с силой); швырять; метать
hurry ['hʌrɪ] *v* торопить, торопиться

I I

IBM [ˌaɪ bi: 'em] *n* сокр. от **International Business Machines** (компания по производству компьютеров)

ice-boat ['aɪsbəʊt] *n* 1) буюр (парусные сани) 2) ледокол

ice skate ['aɪs skeɪt] *v* кататься на коньках

ideology [ˌaɪdɪ'ɒlədʒi] *n* идеология, мировоззрение

illegal [ɪ'li:gl] *a* незаконный; нелегальный

illiberal [ɪ'librəl] *a* 1) нетерпимый (к чужому мнению) 2) зд. не либеральный

illness ['ɪlnɪs] *n* нездоровье; болезнь

immediate [ɪ'mɪdiət] *a* 1) непосредственный, прямой 2) немедленный, безотлагательный

implement ['ɪmplɪmənt] **1.** *n* 1) инструмент, прибор 2) (особ. *pl*) принадлежность, инвентарь **2.** *v* выполнять, осуществлять; обеспечивать выполнение

incident ['ɪnsɪdnt] **1.** *n* случай, случайность; происшествие **2.** *a* свойственный, присущий

indication [ˌɪndɪ'keɪʃn] *n* 1) указание 2) показание, отсчет (прибора) 3) симптом, знак 4) указание (для применения данного средства)

indie ['ɪndi] *n* небольшая компания по производству популярных музыкальных записей

indignity [ɪn'dɪgnɪti] *n* пренебрежение; оскорбление; унижение; **It's the ~ of it!** Какое унижение!

inevitably [ɪn'evɪtəblɪ] *adv* неизбежно, неминуемо

inhabitant [ɪn'hæbɪtənt] *n* житель, обитатель

inject [ɪn'ʃekt] *v* 1) впрыскивать, вводить, впускать 2) *тех.* вбрызгивать, вдвухать 3) вставлять (замечание и т. п.)

inn [ɪn] *n* гостиница, постоялый двор

innuendo [ˌɪnju'endəʊ] *n* (*pl* -oes) ко-свенный намек; инсинуация

insist [ɪn'sɪst] *v* 1) (**on, upon**) настаивать (*на чем-либо*), настойчиво утверждать 2) (**on**) настойчиво требовать

inspector [ɪn'spektə] *n* 1) инспектор, ревизор, контролер 2) наблюдатель, надзиратель

integration [ˌɪntɪ'greɪʃn] *n* объединение в одно целое; интеграция; укрупнение

intelligence [ɪn'telɪdʒns] *n* 1) ум, рас-судок, интеллект 2) смышленность, быстрое понимание, понятливость 3) разведка

intelligent [ɪn'telɪdʒnt] *a* 1) умный, разумный 2) понятливый

intensive [ɪn'tensɪv] *a* интенсивный, напряженный

intention [ɪn'tenʃn] *n* намерение, стремление

intentional [ɪn'tenʃnəl] *a* намеренный, умышленный

interest ['ɪntrɪst] **1.** *n* 1) интерес 2) выгода, преимущество, польза 3) доля (*в чем-либо*), участие в прибылях **2.** *v* интересоваться, заинтересовывать

internationalism [ˌɪntə'næʃnəlɪzəm] *n* интернационализм

ion ['aɪən] *n* физ. ион

IQ [ˌaɪ 'kju:] сокр. от **intelligence quotient** коэффициент умственного развития

iron ['aɪən] **1.** *n* 1) железо 2) утюг **2.** *v* утюжить, гладить

irritate ['ɪrɪteɪt] *v* раздражать, сер-дить

J J

jazz [dʒæz] *n* джаз

jog [dʒɒg] *v* спорт. бежать разминоч-ным темпом

join [dʒɔɪn] *v* соединять(ся), присоединять(ся)

junior [ˈdʒuːniə] *n* АЕ студент предпоследнего курса

jury [ˈdʒʊəri] *n* 1) состав присяжных, суд присяжных 2) жюри по присуждению призов, наград и т. д.

K k

kennel [ˈkenl] *n* собачья конура

key [ki:] *n* 1) ключ (от замка, двери и т. д.) 2) ключ (к упражнениям, переводам, решению задач и т. д.)

kick [kɪk] 1. *n* удар, толчок 2. *v* ударять ногой, давать пинок

kilowatt [ˈkiləwɒt] *n* физ. киловатт; ~ hour киловатт-час

kit [kɪt] *n* 1) тех. сумка с набором инструментов 2) комплект, набор

kitten [ˈkɪtn] *n* котенок

knee [ni:] *n* колено

knock [nɒk] 1. *n* стук 2. *v* стучать, стучаться

knuckle-duster [ˈnʌkl,dʌstə] *n* кастет

L l

lane [leɪn] *n* 1) дорожка, тропинка 2) узкая улочка, переулок

lash [læʃ] 1. *n* плеть, хлыст; **the** ~ порка 2. *v* ударять, бить, хлестать

lastly [ˈlɑːstli] *adv* на последнем месте (в списке и т. д.); в конце, под конец, наконец

laundry [ˈlɔːndri] *n* прачечная

leading [ˈliːdɪŋ] *a* ведущий, руководящий

league [liːg] *n* лига, союз

Leninist [ˈlenɪnɪst] 1. *n* ленинец 2. *a* ленинский

liberty [ˈlɪbəti] *n* свобода

licence [ˈlaɪsns] *n* (АЕ license) лицензия, удостоверение

light bulb [ˈlaɪt blʌb] *n* электрическая лампа

lightning [ˈlaɪtnɪŋ] *n* молния

liking [ˈlaɪkɪŋ] *n* симпатия, расположение

Lilliput [ˈlɪlɪpʌt] = **Lilliputian** [ˌlɪlɪˈpjuːʃn]

1. *n* лилипут, крошечный человек

2. *a* лилипутский, крошечный

lip [lɪp] *n* губа

livid [ˈlɪvɪd] *a* разг. очень сердитый, злой

location [ləʊˈkeɪʃn] *n* 1) определение места 2) размещение

loudspeaker [ˌlaʊdˈspiːkə] *n* громкоговоритель

lounge [laʊn(d)ʒ] *n* 1) праздное времяпрепровождение; **have a** ~ посидеть без дела, отдохнуть 2) помещение, комната для отдыха

lovemaking [ˈlʌvmeɪkɪŋ] *n* 1) ухаживание, объяснение в любви 2) флирт

low [ləʊ] 1. *a* низкий; **in a** ~ **voice** тихим голосом 2. *adv* низко

low-level [ˈləʊ,levl] *a* незначительный

lump [lʌmp] *n* ком, крупный кусок

M m

magnetized [ˈmæɡnətaɪzd] *a* намагниченный

majesty [ˈmædʒəstɪ] *n* 1) величественность, величие 2) (М.) величество (титул); **His (Your) Royal M.** его, ваше (королевское) величество

make [meɪk] *v* 1) делать 2) производить; ~ **up** составлять; ~ **a speech** произносить речь

male [meɪl] 1. *n* мужчина, лицо мужского пола 2. *a* мужской, мужского пола

manner [ˈmænə] *n* 1) метод, способ, образ действия 2) манера, поведение

marijuana [ˌmæriˈ(h)wɑːnə] *n* марихуана (наркотик)

mark [mɑːk] 1. *n* 1) метка, знак 2) балл, отметка 2. *v* метить; отмечать; ~ **out** обозначать, размечать, ставить указательные знаки

market ['mɑ:kɪt] *n* рынок, базар
marvel ['mɑ:vəl] **1.** *n* чудо, диво
2. *v* книжн. дивиться, изумляться
mass [mæs] *n* 1) масса 2) куча, груда
massively ['mæsɪvli] *adv* 1) массивно, солидно, тяжеловесно 2) плотно 3) крупно, в широком масштабе
mayor [meə] *n* мэр
meadow ['medəʊ] *n* луг
meanwhile ['mi:nwaɪl] *adv* тем временем, между тем
mega- ['megə] (тж. **meg-**) компонент сложных слов; в русском языке соответствует компоненту мега-; указывает на большой или гигантский размер, грандиозность чего-либо
megahit ['megəhɪt] *n* мегахит, суперхит
membership ['membəʃɪp] *n* 1) членство 2) количество членов, состав
memorial [mə'mɔ:riəl] *n* памятник
menace ['menəs] **1.** *n* угроза, опасность **2.** *v* угрожать, грозить
mentally ['mentəli] *adv* 1) умственно, умом 2) мысленно
menu ['menju:] *n* обеденная карта, меню
meridian [mə'ri:diən] *n* меридиан
messenger ['mesənʃə] *n* связной, посыльный, курьер
meter ['mitə] **1.** *n* счетчик, измеритель, измерительный прибор **2.** *v* измерять, мерить
metropolis [mə'trɒpəlɪs] *n* 1) столица 2) (the ~) Лондон 3) крупный город, центр деловой или культурной жизни
military ['mɪlɪtəri] *a* военный, воинский
milk shake [,mɪlk 'ʃeɪk] *n* молочный коктейль
ministry ['mɪnɪstri] *n* министерство
misdial [,mɪs'daɪəl] *v* набрать неправильный номер телефона
miserable ['mɪzrəbl] *a* 1) жалкий, несчастный 2) плохой (о новостях, событиях)
mission ['mɪʃn] *n* миссия, делегация

moonlight ['mu:nlaɪt] *n* лунный свет
moorland ['mʊələnd] *n* местность, поросшая вереском
morality [mə'reləti] *n* 1) мораль, принципы поведения 2) нравственное поведение
mortal ['mɔ:tl] *n* смертный
mortgage ['mɔ:ɡɪdʒ] *n* заклад, ипотека; закладная
motion ['məʊʃn] *n* движение
mountie ['maʊnti] = **mouny** *n* канад. разг. полицейский из частей конной полиции
move [mu:v] **1.** *n* движение **2.** *v* 1) двигать(ся), передвигать(ся) 2) расстрогать
murder ['mɜ:də] **1.** *n* убийство **2.** *v* убивать (жестоко), совершать умышленное убийство
murmur ['mɜ:mə] *v* говорить тихо, шептать
muzzle ['mʌzl] *v* 1) надевать намордник 2) заставлять молчать, затыкать рот
myth [mɪθ] *n* миф

N n

naked ['neɪkɪd] *a* голый, нагой, обнаженный
natured ['neɪtʃəd] *как компонент сложных слов* имеющий такой-то характер; **good-**~ добродушный
Nazi ['nɑ:tsɪ] **1.** *n* нацист, немецкий фашист **2.** *a* нацистский, немецко-фашистский
need [ni:d] **1.** *n* надобность, нужда; **in ~ of** потребность в чем-либо; нужда, бедность, нищета; **be (live) in ~** нуждаться, жить в нищете **2.** *v* 1) нуждаться в чем-либо 2) требоваться
needle ['ni:dl] *n* иголка, игла
needless ['ni:dləs] *a* ненужный, излишний, бесполезный
neighbourhood ['neɪbəhʊd] *n* соседство, близость

neon-lit [ˈniːɒnlɪt] *a* залитый неоновым светом

nervousness [ˈnɜːvəsnes] *n* 1) нервозность 2) боязливость, робость

non-profit [ˌnɒnˈprɒfɪt] *a* не ставящий себе целью извлечение прибыли, некоммерческий

nonstop [ˌnɒnˈstɒp] **1.** *a* безостановочный, идущий без остановок **2.** *adv* без остановок

noticeable [ˈnɒtɪsəbl] *a* 1) заметный, приметный 2) примечательный

notion [ˈnəʊʃn] *n* 1) понятие, представление 2) изобретение, остроумное приспособление

nursing [ˈnɜːsɪŋ] *n* уход (за больным и т. д.)

nylons [ˈnaɪlɒnz] *n pl* разг. нейлоновые чулки

О •

oath [əθ] *n* клятва, присяга

obtain [əbˈteɪn] *v* получать, доставать, приобретать

occasion [əˈkeɪʒn] *n* 1) случай, возможность 2) повод

occasional [əˈkeɪʒnl] *a* случающийся время от времени, иногда; нерегулярный

offensive [əˈfensɪv] *a* обидный, оскорбительный

openness [ˈɔːpnəs] *n* 1) прямота, открытость, искренность 2) ясность, очевидность

optical [ˈɒptɪkl] *a* оптический, зрительный

orchestrate [ˈɔːkɪstreɪt] *v* оркестровать, писать музыку для оркестра

orderly [ˈɔːdəli] **1.** *a* 1) аккуратный, опрятный 2) спокойный, благонравный 3) организованный **2.** *adv* редк. в должном порядке

originate [əˈrɪdʒəneɪt] *v* давать начало, порождать, создавать

orthodontist [ˌɔːθəˈdɒntɪst] *n* ортодонт, специалист, занимающийся коррекцией зубов

ouch [aʊtʃ] *int* Ай! Ой!

overall [ˈɔːvəɹɔːl] *n* 1) рабочий халат, спецодежда 2) *pl* широкие рабочие брюки, комбинезон

overnight [ˌɔːvəˈnaɪt] *adv* 1) накануне вечером 2) с вечера (и всю ночь)

Р р

pace [peɪs] *n* 1) шаг 2) длина шага

painter [ˈpeɪntə] *n* живописец, художник

Pakistani [ˌpɑːkɪˈstɑːni] *a* пакистанский

panhandle [ˈpænhændl] *n* ручка кастрюли

paper [ˈpeɪpə] *n* бумага; **to do ~ round** разносить газеты

parade [pəˈreɪd] *n* парад, показ

pardon [ˈpɑːdn] **1.** *n* прощение, извинение; **I beg your ~** извините **2.** *v* прощать, извинять

parental [pəˈrentl] *a* родительский; отцовский; материнский (о чувстве)

Parisian [pəˈrɪziən] **1.** *a* парижский **2.** *n* парижанин, парижанка

parlour [ˈpɑːlə] *n* 1) гостиная, общая комната (в квартире) 2) приемная (в гостинице и т. п.)

parody [ˈpærədi] *n* пародия

particularly [pəˈtɪkjʊləli] *adv* особенно, исключительно

parting [ˈpɑːtɪŋ] *n* расставание, разлука

partly [ˈpɑːtlɪ] *adv* 1) частично 2) отчасти, до некоторой степени

passionate [ˈpæʃnət] *a* 1) страстный, пылкий 2) влюбленный

pastor [ˈpɑːstə] *n* пастор

pat [pæt] *v* шлепать, похлопывать; ~ **smb on the head** погладить кого-либо по голове

patriotism [ˈpætriətɪzəm] *n* патриотизм

pattern [ˈpætn] *n* образец, пример

pavement [ˈpeɪvmənt] *n* тротуар

peaceful ['pi:sfl] *a* мирный, спокойный, тихий

peel [pi:l] *v* снимать корку, кожуцу, очищать (*фрукты, овощи*)

peeler ['pi:lə] *n* инструмент или машина для удаления шелухи, коры и т. п.

performer [pə'fɔ:mə] *n* исполнитель

perspective [pə'spektɪv] *a* перспективный

pessimistic [,pesə'mɪstɪk] *a* пессимистический

petition [pə'tɪʃn] **1.** *n* петиция; прошение, ходатайство **2.** *v* обращаться с петицией, подавать прошение, ходатайство

phonetic [fə'netɪk] *a* фонетический

pictorial [pɪk'tɔ:riəl] **1.** *a* 1) живописный, изобразительный 2) иллюстрированный **2.** *n* иллюстрированное периодическое издание

pictured ['pɪktʃəd] *a* изображенный

pie [paɪ] *n* пирог, пирожок

pierce [piəs] *v* пронизать, протыкать, прокалывать

pierced [piəst] *a* проколотый

pinetree ['paɪntri:] *n* сосна

piped-in [ˌpaɪp'tɪn] *a* вдуваемый внутрь

pity ['pɪtɪ] **1.** *n* жалость, сожаление; **it is a** ~ жаль **2.** *v* жалеть, соболезновать

plaid [plæd] *n* плед

pocket ['pɒkɪt] *n* карман

poker ['rəʊkə] *n* кочерга

popcorn ['pɒpkɔ:n] *n* АЕ жареные кукурузные зерна; воздушная кукуруза; попкорн

popularity [ˌpɒpjʊ'lærəti] *n* популярность

pore [pɔ:] **1.** *n* 1) пора 2) скважина **2.** *v* сосредоточенно изучать, обдумывать

portico ['pɔ:tɪkəʊ] *n* (*pl -os, -oes*) архит. портик, галерея

portray [pɔ:'treɪ] *v* 1) рисовать портрет 2) изображать, описывать

possibility [ˌpɒsə'bɪləti] *n* возможность, вероятность

post [pəʊst] *v* отправлять по почте

pot [pɒt] *n* 1) горшок, котелок 2) *разг.* ~s большое количество (*о деньгах*) 3) ВЕ удар (*в бильярде*) 4) *разг.* марихуана

practice ['præktɪs] *n* практика

practise ['præktɪs] *v* 1) применять, осуществлять 2) заниматься чем-либо, практиковать

praise [preɪz] *v* хвалить, восхвалять

prediction [prɪ'dɪkʃn] *n* предсказание, прогноз, пророчество

presence ['prezn] *n* присутствие, наличие

pretender [prɪ'tendə] *n* 1) притворщик 2) претендент

prevention [prɪ'venʃn] *n* предотвращение, предохранение, предупреждение

previously ['prɪ:vɪəsli] *adv* заранее, предварительно

principal ['prɪnsəpl] *n* 1) глава, начальник 2) ректор университета, директор школы

printer ['prɪntə] *n* принтер

procession [prə'seɪʃn] *n* процессия, шествие

produce [prə'dju:s] *v* производить

professional [prə'feɪʃnəl] *a* 1) профессиональный 2) имеющий профессию или специальность

proletarian [ˌprəʊlə'teəriən] **1.** *n* пролетарий **2.** *a* пролетарский

propaganda [ˌprɒpə'gændə] *n* пропаганда

provision [prə'vɪʒn] **1.** *n* 1) заготовление, заготовка 2) снабжение, обеспечение; **make** ~ предусматривать **2.** *v* снабжать продовольствием

psychedelia [ˌsaɪkə'di:lɪə] *n* психоделия

psychiatrist [saɪ'kaɪətrɪst] *n* психиатр

public ['pʌblɪk] *a* общественный; **in** ~ в общественном месте

pull [pʊl] *v* 1) тянуть, тащить 2) дергать; ~ **in** притягивать

pump [pʌmp] *v* работать насосом, качать; ~ **out** выплескивать

pusher ['pʊʃə] *n* 1) толкач, выбрасыватель 2) самоуверенный напористый человек

put [pʊt] *v* 1) класть, положить 2) настойчиво продвигать 3) рекламировать

Q q

quaker ['kwɛkə] *n* квакер

R r

racial ['reɪʃl] *a* расовый

raise [reɪz] *v* поднимать

rapport [ræ'pɔ:] *фр. n* 1) связь, взаимоотношения 2) взаимопонимание, согласие

react [rɪ'ækt] *v* 1) реагировать 2) влиять, вызывать ответную реакцию

realize ['ri:əlaɪz] *v* 1) представлять себе; понимать (*ясно, в деталях*) 2) осуществлять; выполнять (*план, намерение*)

receiver [rɪ'si:və] *n* 1) получатель 2) радиоприемник

recharge [,ri:'tʃɑ:ʒ] *v* перезаряжать

recipe ['resəpi] *n* рецепт

reconsider [,ri:kən'sɪdə] *v* пересматривать (*заново*)

recording [rɪ'kɔ:dɪŋ] *n* запись

recovered [rɪ'kʌvəd] *a* выздоровевший

redial [,ri:'daɪəl] *v* набирать номер заново

refer [rɪ'fɜ:] *v* 1) посылать, отсылать 2) передавать на рассмотрение 3) обращаться

regularly ['regjʊləli] *adv* регулярно

reign [reɪn] *v* царствовать, господствовать

relate [rɪ'leɪt] *v* 1) устанавливать связь, определять соотношение 2) относиться, иметь отношение

relation [rɪ'leɪʃn] *n* 1) отношение, связь, зависимость 2) родственник

relaxing [rɪ'læksɪŋ] *a* смягчающий, расслабляющий

religion [rɪ'lɪdʒən] *n* религия

remembrance [rɪ'membərəns] *n* воспоминание; память

repeater [rɪ'pi:tə] *n* тот, кто *или* то, что повторяет

repetition [,repə'tɪʃn] *n* повторение

reply [rɪ'plai] *v* отвечать

report [rɪ'pɔ:t] **1.** *n* отчет, доклад **2.** *v* сообщать, рассказывать

reproduce [,ri:prə'dju:s] *v* воспроизводить

reputation [,repjʊ'teɪʃn] *n* репутация, слава, доброе имя

require [rɪ'kwaɪə] *v* требовать

respectable [rɪ'spektəbl] *a* 1) почтенный; уважаемый 2) заслуживающий уважения 3) приличный, приемлемый

restricted [rɪ'strɪktɪd] *a* узкий, ограниченный

retention [rɪ'tenʃn] *n* 1) удержание, удерживание; сохранение 2) способность запоминания, память

revert [rɪ'vɜ:t] *v* 1) возвращаться (*в прежнее состояние*) 2) возвращаться к ранее высказанной мысли

review [rɪ'vju:] **1.** *n* обзор, обозрение **2.** *v* 1) обозревать; осматривать 2) просматривать 3) рецензировать, делать (критический) обзор

revolutionary [,revə'lju:ʃənəri] *a* революционный

ring [rɪŋ] **1.** *n* кольцо, круг **2.** *v* 1) окружать кольцом 2) кружить, виться 3) звенеть, звучать

rinse [rɪns] **1.** *n* полоскание **2.** *v* полоскать, промывать

roller ['rɔ:lə] *attr* *tex.* роликовый

round [raʊnd] **1.** *a* круглый **2.** *v* 1) округлять(ся) 2) огибать, обходить кругом 3) окружать

rouse [raʊz] *v* 1) будить 2) воодушевлять, возбуждать
royal ['rɔɪəl] **1.** *a* королевский **2.** *n* разг. член королевской семьи
ruler ['ru:lə] *n* правитель
ruthlessly ['ru:θlɪslɪ] *adv* безжалостно, жестоко

S s

sabre ['seɪbə] *n* 1) сабля, шашка 2) *pl* кавалеристы
sailor ['seɪlə] *n* матрос, моряк
sample ['sɑ:mpl] *v* 1) брать образец или пробу 2) пробовать, испытывать
sauce [sɔ:s] *n* соус
saucerpan ['sɔ:spən] *n* кастрюля
savings ['seɪvɪŋz] *n pl* сбережения
saying ['seɪɪŋ] *n* поговорка
scenery ['si:nəri] *n* 1) декорации 2) пейзаж
score [skɔ:] **1.** *n* счет **2.** *v* 1) выигрывать, иметь успех 2) ~ **a duck** разг. промазать
seal [si:l] **1.** *n* печать **2.** *v* ставить печать
sealed [si:ld] *a* запечатанный
secondary ['sekəndəri] *a* средний (об образовании)
secretary ['sekretəri] *n* 1) секретарь 2) АЕ министр
selection [sə'leɪkʃn] *n* 1) выбор, подбор 2) набор (каких-либо вещей)
self-confident [,self'kɒnfɪdənt] *a* самоуверенный, самонадеянный
semaphore ['seməfɔ:] *n* 1) семафор 2) ручная сигнализация
sensuality [,sensju'æləti] *n* чувственность
separate ['seprət] *a* отдельный; **be ~ from** быть отделенным (от чего-либо)
separatism ['seprətɪzəm] *n* сепаратизм
separatist ['seprətɪst] *n* сепаратист
serenade [,serə'neɪd] *v* петь серенаду
seriously ['sɪəriəsli] *adv* серьезно

serve [sɜ:v] *v* 1) служить, быть полезным 2) подавать (на стол); **dinner is ~d** обед подан 3) обслуживать
shame [ʃeɪm] *n* стыд
shameless ['ʃeɪmləs] *a* бесстыдный
shelter ['ʃeltə] *n* приют
shift [ʃɪft] **1.** *n* изменение, перемещение, сдвиг **2.** *v* перемещать(ся); передвигать(ся)
shilling ['ʃɪlɪŋ] *n* шиллинг (англ. серебряная монета = 1/20 фунта стерлингов, 12 пенсам)
shiny ['ʃaɪni] *a* блестящий
short [ʃɔ:t] *a* короткий; краткий; краткосрочный; **be ~ of smth** испытывать нужду, нехватку в чем-либо; **be on ~ time** работать неполный рабочий день
shrill [ʃrɪl] **1.** *a* 1) пронзительный, резкий 2) настойчивый **2.** *v* пронзительно кричать, визжать
shun [ʃʌn] *v* избегать, остерегаться
shut [ʃʌt] *v* затворять(ся), закрывать(ся)
sign [saɪn] **1.** *n* знак, символ **2.** *v* подписываться; ~ **on** нанимать(ся) на работу
silence ['saɪləns] *n* молчание; тишина
silk [sɪlk] *n* шелк
silliness ['sɪlɪnəs] *n* глупость
simplify ['sɪmplɪfaɪ] *v* упрощать
sinew ['sɪnju:] *n* 1) сухожилие 2) *pl* мускулатура
sinister ['sɪnɪstə] *a* 1) зловещий 2) злой, дурной
sir [sɜ:] *n* сэр, господин
skater ['skeɪtə] *n* конькобежец
skirt [skɜ:t] *n* юбка
slight [slɑɪt] *a* незначительный, легкий, слабый
smack [smæk] **1.** *n* хлопок, шлепок **2.** *v* хлопнуть; шлепать
smooth [smu:ð] *a* 1) гладкий, ровный 2) спокойный
snakelike ['sneɪklaɪk] *a* змееподобный
snap [snæp] **1.** *n* треск; щелчок **2.** *v* щелкать, хлопнуть

sniff [snɪf] **1.** *n* 1) сопение 2) (презрительное) фырканье **2.** *v* 1) сопеть 2) (презрительно) фыркать 3) нюхать, чуют

snooker ['snu:kə] *n* снукер (*вид бильярдной игры*)

soak [səʊk] *v* впитывать(ся), всасывать(ся)

socialist ['səʊʃəlɪst] *a* социалистический

sociologist [,səʊʃi'ɒlədʒɪst] *n* социолог

solely ['səʊli] *adv* единственно; только, исключительно

solemn ['sɒləm] *a* 1) торжественный 2) важный, серьезный 3) официальный

solid ['sɒlɪd] *a* твердый

Soviet ['səʊviət] *a* советский

spacious ['speɪʃəs] *a* 1) просторный 2) широкий, разносторонний

spaghetti [spə'geti] *n* *ит.* спагетти

speak [spi:k] *v* говорить, разговаривать; ~ **out** высказываться, громко говорить

speaker ['spi:kə] *n* 1) оратор 2) тот, кто говорит 3) спикер (*председатель палаты общин в Англии, председатель палаты представителей в США*)

specialize ['speʃəlaɪz] *v* специализировать(ся)

species ['spi:ʃi:z] *n* (*pl без измен.*) 1) *биол.* вид 2) род; порода

speech [spi:tʃ] *n* речь; **make a ~** произносить речь

spendthrift ['spendθrɪft] *n* расточитель, мот, транжира

spew [spju:] *v* изрыгать

spirit ['spɪrɪt] *n* дух; душа

spoil [spɔɪl] *v* 1) портить 2) баловать

spontaneous [,spɒn'teɪniəs] *a* 1) самопроизвольный, спонтанный 2) непосредственный; стихийный

spray [spreɪ] *v* распылять, пульверизировать; ~-**painted** нарисованный путем распыления из пульверизатора

stable ['steɪbl] *a* устойчивый, стабильный

stand [stænd] *v* стоять; ~ **for** поддерживать, стоять за

state [steɪt] **1.** *n* 1) государство 2) штат **2.** *v* устанавливать, определять

statesman ['steɪtsmən] *n* государственный деятель

steak [steɪk] *n* 1) кусок мяса *или* рыбы (*для жаренья*) 2) бифштекс

stick [stɪk] **1.** *n* палка; прут **2.** *v* втыкать, вкалывать

still [stɪl] **1.** *a* тихий, бесшумный **2.** *adv* 1) до сих пор, (все) еще, по-прежнему 2) все же, тем не менее

stir [stɜ:] *v* мешать, размешивать; взбалтывать

stoned [stəʊnd] *a* *разг.* находящийся под воздействием наркотиков

stool [stu:l] *n* табурет(ка)

stormy ['stɔ:mɪ] *a* бурный; штормовой

strained [streɪnd] *a* 1) натянутый, напряженный 2) неестественный

strike [straɪk] **1.** *v* ударять(ся); бить **2.** *n* забастовка

striped [straɪpt] *a* полосатый

struggle ['strʌgl] *n* борьба

student ['stju:dnt] *n* студент; ученик

studious ['stju:diəs] *a* 1) занятый наукой 2) старательный, прилежный, усердный

stumble ['stʌmbl] **1.** *n* спотыкание; запинка **2.** *v* 1) спотыкаться 2) запинаться; ~ **on** натолкнуться

stupid ['stju:pid] *a* глупый, тупой

stymie ['stɑ:mɪ] *v* ставить в безвыходное положение, загонять в угол

sub- [sʌb, 'sʌb] *pref* указывает на 1) положение ниже чего-либо 2) более мелкое подразделение 3) незначительную степень, малое количество

subculture ['sʌbkʌltʃə] *n* субкультура

subject ['sʌbdʒekt] *n* 1) предмет, дисциплина 2) подданный

suck [sʌk] *v* поглощать; засасывать;
~ **up** всасывать, поглощать

sudden ['sʌdn] *a* внезапный, неожиданный

suddenly ['sʌdnli] *adv* внезапно, вдруг

sufficient [sə'fɪʃnt] *a* достаточный

sum [sʌm] **1.** *n* сумма, количество

2. *v* складывать, подводить итог

sunshine ['sʌnʃaɪn] *n* солнечный свет

supermarket ['su:pə:mɑ:kɪt] *n* большой магазин самообслуживания, универсам

surround [sə'raʊnd] *v* окружать; обступать

suspect [sə'spekt] *v* подозревать

suspenders [sə'spendəz] *n pl* AE подтяжки, помочи

suspicion [sə'spɪʃn] *n* подозрение

swan [swɒn] *n* лебедь

swazzie ['swɑ:zi] *n* разг. свастика

swear [sweə] *v* клясться; присягать

swift [swɪft] **1.** *a* быстрый, скорый

2. *adv* быстро, поспешно

swing [swɪŋ] *n* разгар; взмах; ход; **in**

full ~ в полном разгаре

synthetic [sɪn'θetɪk] *a* 1) *xim.* синтетический 2) искусственный

syrup ['sɪrəp] *n* сироп

T t

take [teɪk] *v* брать; ~ **down** 1) снимать; 2) сносить, разрушать; ~ **off**

снимать; ~ **over** 1) принимать (должность и т. п.) от другого;

2) вступать во владение; ~ **out** вынимать; ~ **hold of** схватить(ся), ухватить(ся) за что-либо; ~ **part (in)**

принимать участие

tasty ['teɪsti] *a* вкусный

teaching ['ti:tʃɪŋ] *n* учение

temple ['tempəl] *n* храм

tenner ['tenə] *n* разг. банкнот в 10 фунтов; AE банкнот в 10 долларов

tenor ['tenə] *n* муз. тенор

terrace ['terəs] *n* терраса

terror ['terə] *n* 1) страх, ужас 2) террор

terrorist ['terərɪst] *n* террорист

theatrical [θi'ætrɪkl] *a* театральный, сценический

theme [θi:m] *n* тема, предмет (разговора, сочинения)

thought [θɔ:t] *n* 1) мысль 2) мышление; **on second** ~s хорошо подумав

throng [θrɒŋ] *n* 1) толпа 2) масса, множество

thumb [θʌm] *n* большой палец (руки)

thunder ['θʌndə] *n* гром

tidy ['taɪdi] **1.** *a* опрятный, аккуратный

2. *v* приводить в порядок

toilet ['tɔɪlət] *n* туалет

tone [təʊn] *n* тон; **in a low** ~ тихо

tonight [tə'naɪt] **1.** *adv* сегодня вечером (реже ночью) **2.** *n* сегодняшний вечер

tower ['taʊə] *n* башня

toy [tɔɪ] *n* игрушка

trade [treɪd] **1.** *n* занятие; ремесло

2. *v* торговать

traffic ['træfɪk] *n* движение; транспорт

train [treɪn] *n* поезд

trample ['træmpəl] *v* 1) топтать 2) тяжело ступать; ~ **upon** наступать на что-либо

trampoline ['træmpəlɪn] *n* батут

trance [træns] *n* мед. транс

translation [trænz'leɪʃn] *n* перевод

transmit [trænz'mɪt] *v* 1) передавать

2) отправлять, посылать

tread [tred] *v* шагать, ступать

trial ['traɪəl] *n* испытание, проба

trick [trɪk] *n* хитрость, обман

triumph ['traɪʌmf] *n* триумф; торжество, победа

troop [tru:p] *v* двигаться толпой; ~ **down** идти строем

trot [trɒt] *v* 1) идти рысью 2) бежать, спешить

trumpet ['trʌmpɪt] *n* труба

tunnel ['tʌnl] *n* тоннель

twice [twɑɪs] *adv* дважды

typical ['tɪpɪkl] *a* типичный (**of**)

U u

- udder** ['ʌdə] *n* вымя
- ugly** ['ʌɡli] *a* уродливый, безобразный
- umbrella** [ʌm'brelə] *n* зонтик
- unable** [ʌn'eɪbl] *a* неспособный (**to** – к чему-либо)
- unasked** [ʌn'ɑ:skt] *a* непрошенный
- unconstitutional** [ˌʌnkənsti'tju:ʃnl] *a* противоречащий конституции, неконституционный
- underwear** [ˌʌndəweə] *n* нижнее белье
- unfortunately** [ʌn'fɔ:ʃnətli] *adv* к сожалению
- unit** ['ju:nɪt] *n* единица; целое
- unity** ['ju:nəti] *n* единство
- universe** ['ju:nɪvɜ:s] *n* 1) мир, вселенная; космос 2) человечество
- unless** [ən'les] **1.** *conj* если не; пока не
2. *prep* кроме, за исключением
- unseen** [ˌʌn'si:n] *a* невидимый
- unto** [ˈʌntu] = **to**
- unusual** [ʌn'ju:ʒuəl] *a* необыкновенный; необычный, странный
- upon** [ə'pɒn] = **on**
- utmost** [ˈʌtməʊst] *a* 1) самый отдаленный 2) крайний, предельный; величайший

V v

- vary** ['veəri] *v* 1) менять(ся), изменять(ся) 2) различать(ся); расходиться 3) разнообразить; варьировать
- venue** ['venju:] *n* *разг.* место встречи, сбора
- vibrate** [vaɪ'breɪt] *v* вибрировать, дрожать
- vice-** [vaɪs] *pref* вице-
- videophone** ['vɪdɪəfəʊn] *n* видеотелефон
- videotape** ['vɪdɪəteɪp] *n* видеомэгнитофон
- village** ['vɪlɪdʒ] *n* деревня; село
- vindictive** [vɪn'dɪktɪv] *a* мстительный

- vinegar** ['vɪnɪgə] *n* уксус
- virgin** ['vɜ:dʒɪn] *a* девственный
- virtuoso** [ˌvɜ:ʃu'əʊsəʊ] *n* *ит.* (*pl* -**os**, -**si**) виртуоз
- visual** ['vɪʒuəl] *a* зрительный
- vital** ['vaɪtl] *a* жизненный; жизненно важный
- volume** ['vɒljʊ:m] *n* 1) том, книга 2) сила, полнота (*звуча*)

W w

- walkman** ['wɔ:kməŋ] *n* уокмен, плеер
- walnut** ['wɔ:nlʌt] *n* грецкий орех
- warning** ['wɔ:nɪŋ] *n* предупреждение
- weird** [wɪəd] *a* *разг.* странный, непонятный; причудливый
- welfare** ['welfeə] *n* социальное обеспечение
- well** [wel] *adv* хорошо; **as** ~ также
- whisper** ['wɪspə] *n* шепот
- winner** ['wɪnə] *n* победитель
- wizard** ['wɪzəd] *n* волшебник, колдун
- worn-out** [ˌwɔ:n'au̯t] *a* 1) поношенный, изношенный 2) усталый, измученный
- worship** ['wɜ:ʃɪp] *v* поклоняться, почитать; боготворить, обожать
- worth** [wɜ:θ] *a* *predic* стоящий
- worthless** ['wɜ:θləs] *a* ничего не стоящий; бесполезный

Y y

- yell** [jel] **1.** *n* 1) пронзительный крик 2) АЕ возгласы одобрения (*на спортивных состязаниях*)
2. *v* кричать
- yellow** ['jeləʊ] *a* *разг.* трусливый
- yog(h)urt** ['jɒgət] *n* йогурт

Z z

- zipper** ['zɪpə] *n* застежка-молния

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Учебное издание

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общеобразовательных учреждений

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Отпечатано с диапозитивов, изготовленных издательством «Просвещение»

Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000.
Изд. лиц. № 010001 от 10.10.96. Подписано к печати 28.10.99. Формат 70х100/16.
Бумага офсетная № 1. Гарнитура Прагматика. Печать офсетная. Усл. печ. л. 9,03.
Усл. кр.-отт. 18,87. Уч.-изд. л. 6,85. Тираж 40 000 экз. Заказ № 2605.

Государственное унитарное предприятие ордена Трудового Красного Знамени изда-
тельство «Просвещение» Министерства Российской Федерации по делам печати, те-
лерадиовещания и средств массовых коммуникаций. 127521, Москва, 3-й проезд
Марьиной роши, 41.

Тверской ордена Трудового Красного Знамени полиграфкомбинат детской литературы
им. 50-летия СССР Государственного комитета Российской Федерации по печати.
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10-11

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