

English

10-11



Student's
Book



PROSVESHCHENIYE
PUBLISHERS



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the World Is!

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Are They
Democratic?

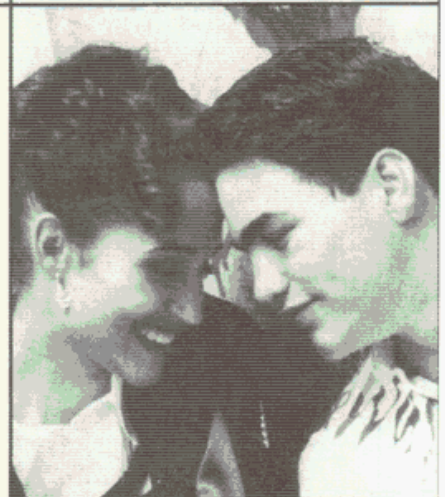


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Конкурс по созданию учебников нового поколения для средней школы проводится Национальным фондом подготовки кадров и Министерством образования России.

Условные обозначения и сокращения



— говорение



— слушание



— чтение



— письменное задание



— домашнее задание



— задание повышенной трудности

the Old World* — см. лингвострановедческий справочник (LCG)

LCG — Linguistic and Cultural Guide

AB — Activity Book

R — Reader

АНГЛИЙСКИЙ ЯЗЫК

10–11 классы

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Unit 1

How Different
the World Is!



Different Landscapes – Different Countries

1. More than five billion people, speaking hundreds of different languages, live in some 200 different countries and territories of the world. They live in a great variety (разнообразие) of natural environments.

1) PAIR WORK

On pages 3 and 7 are some photos taken in different English-speaking countries.



Which of the following landscapes can you see on these pages?



Which of the following words might be used to describe these landscapes?

desert ['dezət] (a large area of sand with little plant life)

plain (равнина)

hill

forest

island

ocean ['əʊʃən]

wood (a small forest)

mountain **range**

prairie ['preəri]

canyon ['kænjən]

coast

unique [ju:'ni:k]

useless

sunny

huge (very large)

flat (плоский, ровный)

heavy

high

deep (глубокий)

vast (very large and wide)

mountainous ['maʊntɪnəs]



2) What countries do you think such landscapes are typical of?

2. The photos were taken in the countries that are described below.



1) What countries are described? How can you tell? (reading/listening for the main idea)

A It is the world's largest island and its smallest continent. The continent is south of the Equator [i'kwetə]. Much of the land is a useless desert. Great deserts cover (покрывают) nearly 2,000,000 square kilometres. Most of the continent is sunny most of the year. Its population is very small (only 0.3% of the world's population) for such a huge country. Many people live far away from towns in the

outback.* Severe droughts [si,viə 'draʊts] (сильная засуха), floods (наводнение) and cyclones happen very often on the continent. The people suffer from limited fresh water.

B *It* is an island state. It covers a territory of *two large islands* and several smaller ones. Its coast is over 6,000 miles long. *It* may be a small island by Russian standards, but geographically it is varied. The south and the east of the island consist of flat plains or hills. Mountainous areas are found only in the north and west. In *this country* you are never very far from the coast and there are lots of seaside resorts. It has a mild climate. It is never very cold or very hot. There's steady (постоянный) rainfall throughout most of the year. *The main passenger ports and airports* are in the Southeast. It's a rich country, one of the richest in the world.

C *It* is the fourth largest nation in the world. It covers 4,500 kilometres from *one ocean* on the east to *another one* on the west. Three-quarters (3/4) of the country is washed by ocean. People live within four time zones. It's a land of physical contrasts. Practically every climate in the world is represented. The southern parts of the country have warm temperatures year round, but the northern parts have very cold winters. The land varies from heavy forests to large deserts, from high mountains to deep canyons. If you travel across the country you would go over *mountain ranges*, cross hundreds of rivers, and spend days on the vast, flat prairie lands. You would drive past hundreds of lakes, woods and forests. It has most of what every country would like to have — a variety of natural resources, all sorts of products and industries of every kind.

I think A (B, C) is about ...
because there is/are
Besides you can find ... only in

I know that there is/are ... in
You can find ... only in
So, A (B, C) is about

Different Landscapes – Different Countries



2) What climate and landscapes are typical of which country? Fill in suitable words from the descriptions on pages 4-5. (*reading for detail*)

... deserts			
A ... climate			the USA.
... rainfall			
... lands	is		the UK.
... canyons		typical of	
... plains and ...	are		Australia.
... droughts			
Mountainous ...			
... forests and ... deserts			



3) *Geographical names make the description of a country more specific.*

What do the following geographical names stand for? Replace the highlighted words in the descriptions of the USA, the UK, and Australia in exercise 2 with the suitable geographical names from the box. Add articles where necessary.

USA
Australia
UK
Great Britain
Ireland

England
Pacific Ocean
Great Sandy
Great Victoria

Simpson *Desert*
Appalachian Mountains
Rockies

Cordilleras
Atlantic Ocean
DOVER

Folkestone
Ramsgate
Heathrow
Gatwick

GRAMMAR FOR REVISION

Articles with geographical names

Названия континентов, большинства стран, городов, парков, улиц, отдельных горных вершин, островов, озер употребляются **без артикля**.

San Francisco, Snowdon, Russia

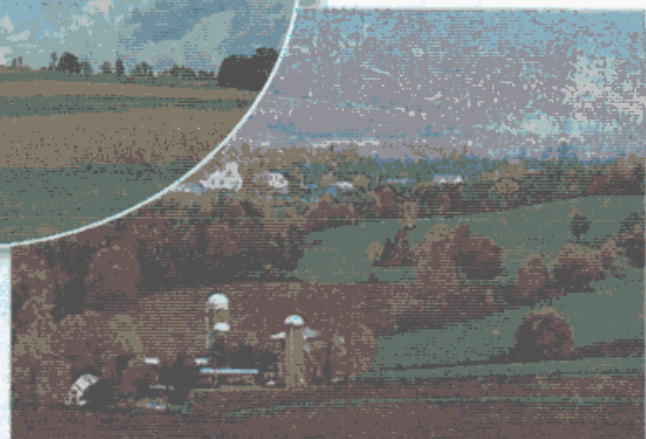
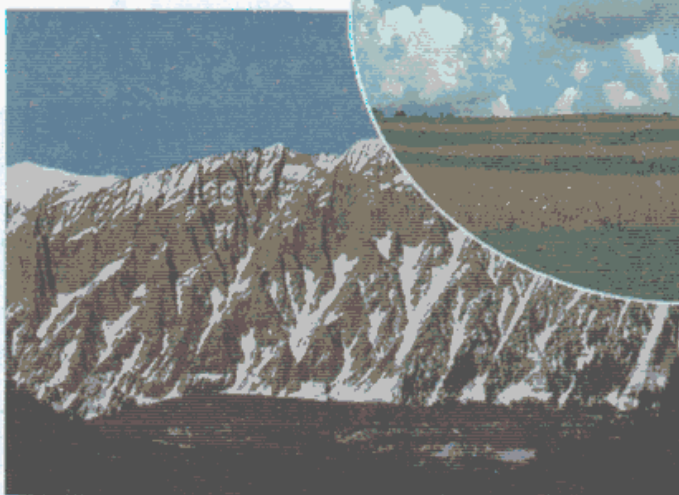
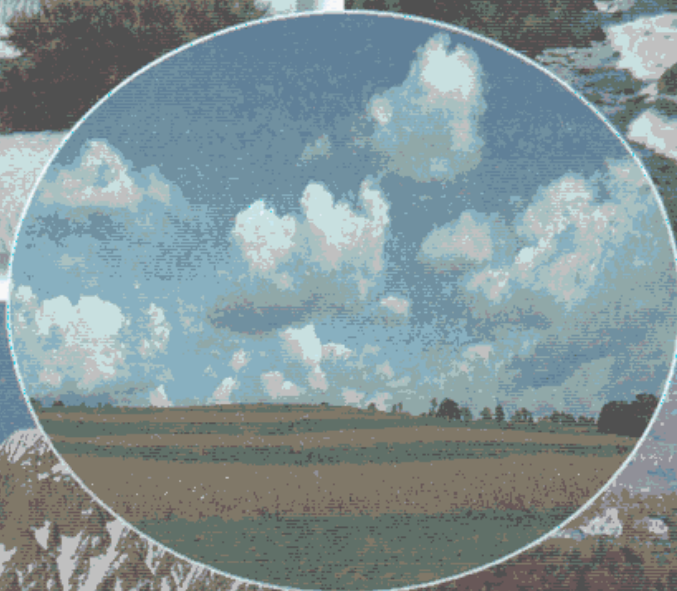
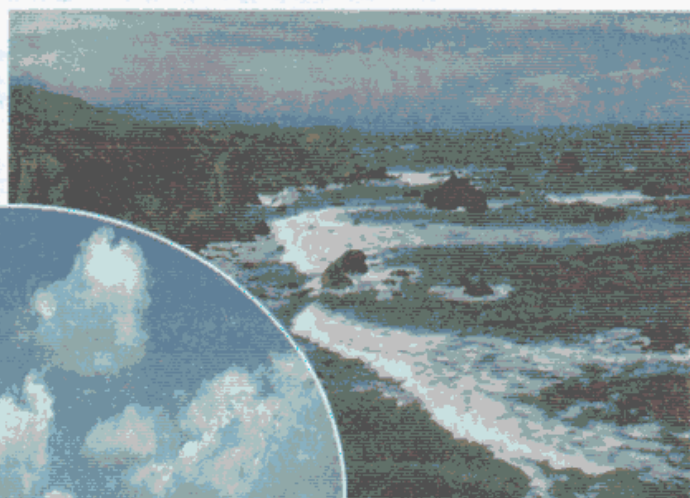
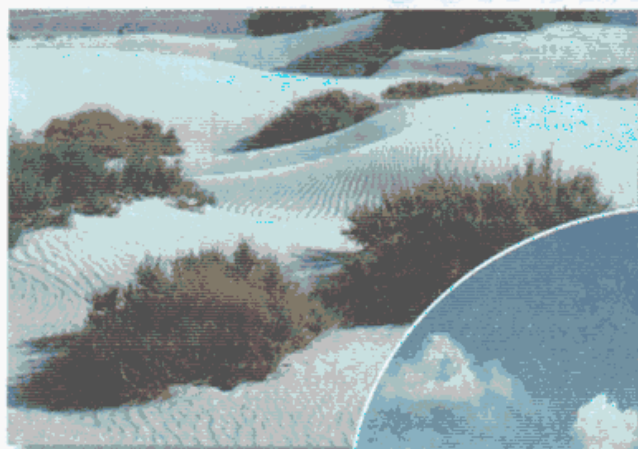
Названия горных хребтов, групп островов, рек, пустынь, океанов, морей, регионов употребляются с определенным артиклем **the**.

the Rockies, **the** Atlantic Ocean

GS (Grammar Support) p. 260



4) What other features are characteristic of the geographical position of these countries? (AB Unit 1, ex. 1)



3. IN YOUR CULTURE



Russia is a huge country with a great variety of landscapes.



1) What is special about the geographical position of Russia? (AB Unit 1, ex. 2)



2) Could any of the landscapes on pages 3 and 7 be found somewhere in Russia? Which ones? In what parts of the country?



3) What landscape is typical of your region?

4. *Weather can affect the people's lives greatly.*



What extreme (чрезвычайный) natural event is described in a newspaper article? (R Unit 1, ex. 1)

How Does the Geographical Position Influence the People's Lives?

1. The geographical position of a country can explain a lot of things.

1) Why is Australia so different from other countries?

Millions of years ago, Australia was part of a huge continent called Gondwanaland. But then Gondwanaland slowly moved and formed several different areas of land. **So**, Australia became cut off (отрезанный) from the rest of the world. **That's why** the island's wildlife is so unique today. Probably, **due to** (вследствие) its geographical position, Australia was the last continent inhabited (заселять) by the white man.



GRAMMAR IN FOCUS

Cause and effect relations
(Причинно-следственные связи)

Если нужно показать **а) причину** или **б) следствие** каких-то событий, действий, явлений, мы используем следующие союзы и выражения:

а) **because** (так как), **thanks to (the fact that)** (благодаря (тому, что)), **due to (the fact that)** (вследствие (того, что))

Because Australia is cut off from the rest of the world, its wildlife is so unique.

б) **so** (таким образом, поэтому), **that's why** (поэтому)
Australia is cut off from the rest of the world. **That's why** its wildlife is so unique.

GS p. 273



2) What factors explain the following peculiarities (особенности) of Australia? Find the explanations in the description of Australia in exercise 2 on page 4.

Because **Australia was cut off from the rest of the world**, it was the last continent to be (который был) discovered.

- The seasons are the other way round in Australia because
- Thanks to ... Australia is sometimes called the Land Down Under.
- Because ..., people have to send a radio message to the flying doctor service* if they become ill.
- Because ..., the few rivers play an especially important role in people's lives.
- That's why Australians suffer one of the world's highest rates of skin cancer from too much sun exposure (воздействие).
- So, life is not easy in Australia.

2. Because the UK is an island state, its geographical position also influences (влиять) the life of the country and its people.



Find the reasons or the effects of the following facts in the description of the UK in exercise 2 on page 5.

- People go for their holidays or just on a day trip to the seaside. (так как)
- Fishing has always been an important industry. (поэтому)
- When you travel to England by sea or air, it is very likely that you'll arrive in the Southeast. (таким образом)

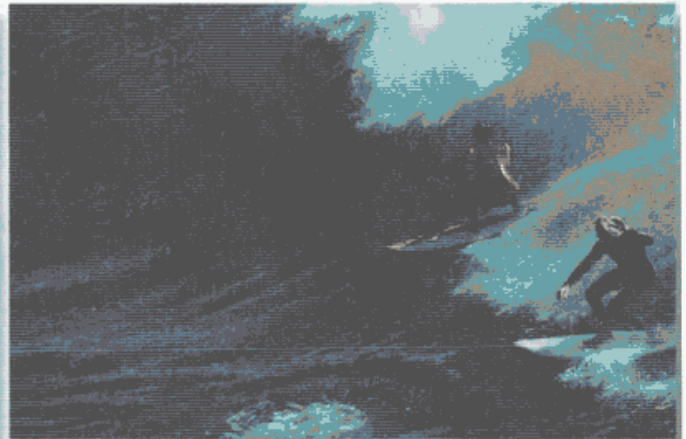


How Does the Geographical Position Influence the People's Lives?

- Britain has a rich, fertile (плодородный) countryside which is famous for its deep green colour. (в результате)
- No place in Britain is more than 75 miles from the sea. (так как)
- Great Britain has got more than 300 ports. (таким образом)
- Fish and other seafood are very popular in Britain. (благодаря тому, что)



3. How does the geographical position of the USA explain the following facts about people's lives? Find the reasons in the description of the USA in exercise 2 on page 5.



- When it's 9 am in Los Angeles, it's already midday in New York.
- Millions of Americans participate in water sports, such as swimming, surfing, fishing, sailing, and water skiing.
- Fresh grapefruits, oranges, lemons, melons, cherries, and peaches are not imported. Low-cost, high-quality fruits, juices and vegetables are available any time of the year.
- A fast railroad train, traveling 96 kilometers an hour, takes more than 45 hours to cross the country.
- Americans who prefer various landscapes can easily spend interesting vacations within the country.



AE vacation kilometer traveling



BE holiday(s) kilometre travelling

4. The geographical position of the USA, the UK and Australia is different, but there are some things that these countries have in common.



Which factors make these countries different or similar?

How Does the Geographical Position Influence the People's Lives?

5. PAIR WORK

Southern California's geographic relief varies from one place to another.

From its position on the map, find out the reasons why Southern California offers the best holidays for people with different tastes.

Thanks to the nearby ... Ocean and warm climate, some people can spend time swimming and lying in the sun on the beach. Because there are high ... Mountains, some other people ...

6. GROUP WORK

National symbols often reflect special geographical features.

Why do you think the following symbols look this way? If necessary, consult the LCG (Linguistic and Cultural Guide).



7. IN YOUR CULTURE



How does the geographical position of Russia influence the life of the people?



1) Which facts from the life of the English-speaking countries mentioned above can be applied (применять) to Russia (to your region)?



2) What other facts show the influence of geography on the life of Russian people? (AB Unit 1, ex. 3)

8. All of the 50 states in the USA have nicknames.



How did they get their names? (R Unit 1, ex. 2)

How to Understand Those Mystifying Foreigners

1. *There is a belief that some national characteristics of people from different countries are a result of the influence of geography and environment on the country.*

1) PAIR WORK

Below are some words that can be used to describe personality traits.



What do they mean? Match the word and the description with its meaning.

patience —	the ability (способность) to wait for something calmly for a long time	самоуверенность
toughness — [ˈtʌfnəs]	the ability to live through difficult conditions	осторожность
self-reliance —	the ability to use one's own power of action and judgement (суждение) without depending on others	покорность
self-confidence —	a feeling that you can do things successfully, that people like you, that you are attractive, etc.	терпение
predictability —	the ability to see or describe a future event in advance (заранее) as a result of knowledge, experience, reason, etc.	выносливость
submission —	a willingness to do what someone tells you to do even if it is unpleasant	самонадеянность
mobility —	the ability to move quickly and easily from place to place	предсказуемость
cautiousness — [ˈkɔːʃəsənəs]	great care	подвижность

2) WORD BUILDING

If a person has patience he is patient.



How can people be described if they have the traits mentioned above? (AB Unit 1, ex. 4)

How to Understand Those Mystifying Foreigners

3) What personality traits do you think are typical of Russians, Americans, and the British? (For revision see English 8, Unit 1.)



willingness to experiment

(in)formality

love of compromise



hospitality

friendliness to strangers

love of gardening

politeness

optimism

risk-taking



sense of community

scepticism

2. According to the American historian Frederick Jackson Turner, the frontier* experience had a deep influence on the American character.

1) What were Americans like at the period of the frontier experience? (reading for specific information)

America is a nation of risk-takers. Most Americans are descendants (потомок) of immigrants who left the known of the Old World* for the unknown of the New.*

The pioneers who lived on the frontier had a hard life, so they had to be tough and self-reliant.

Frontier men and women were often facing new problems and situations which needed new solutions (решение). Under these circumstances (условия), they soon learned to experiment with new inventions and new ways of doing things. This willingness to experiment and invent led to another American trait, a sense of optimism that every problem has a solution.

The frontiersmen had to overcome (преодолевать) many difficulties. Friends and neighbours came for help without any reward. They shared food, together built each other's houses and fought fires. This extraordinary willingness to cooperate gave a rise to American's capacity (способность) for volunteer actions.

How to Understand Those Mystifying Foreigners



The difficulties of the frontier also shaped the tradition of hospitality: if you didn't take in the stranger and didn't take care of him, there was no one else who would.

As the people acquired (овладевать) new territories, they were moving from east to west. Americans are always on the move — from one part of the country to another, from one city to another, from farm to city.

2) What facts help to explain how Americans became the way they are?

They left their own country for the unknown world.
So they were risk-takers.
 Or: **Because** they left their own country for the unknown world, they were risk-takers.

3. Karen Hewitt, a British author, made a personal account (оценка) of the British people and their lives on the 'beautiful, off-shore island' in her book **Understanding Britain**.

1) Which aspects of life does K. Hewitt explain for visitors? (reading for detail)

How to Understand Those Mystifying Foreigners

We live on a very small island with a mild climate and a history of centuries of efficient road-building. This is partly because we have excellent road-building materials. We rarely have severe winter frosts that damage (портить) the roads very much, and we do not normally suffer from heat, drought or flooding.

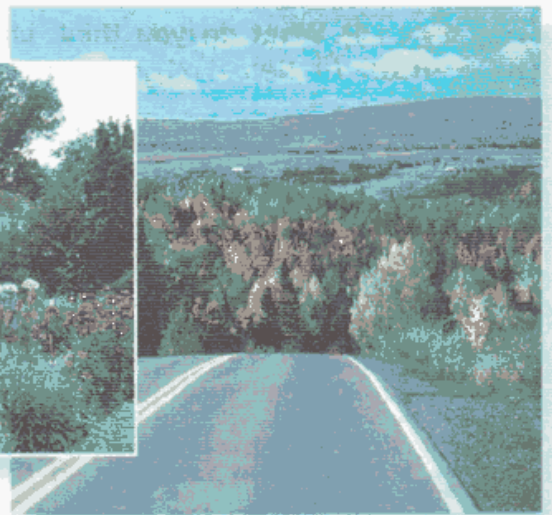
About 44% of the population spend time gardening. The climate is ideal. Most of us do not need to grow vegetables, but home-grown vegetables taste better than those in shops. We also grow flowers and have a passion for lawns of grass which stay green throughout the year.

It was the British who started the fashion for seaside holidays. Not surprisingly, nobody in Britain lives more than one hundred and twenty kilometres from the sea. The nearest holiday area of France is only three or four hundred kilometres away. Many families prefer to drive to the warm south and camp in comfortable campsites. Spain is also popular. It offers a wonderful climate.

The British love of compromise is the result of the physical geography. This may or may not be true, but it is certainly true that the land and climate in Britain don't have extremes (крайность). Britain has mountains, but none of them are very high, it also has flat land, but you can't travel far without seeing hills, it has no big rivers, it doesn't usually get very cold in the winter or very hot in the summer, it has no active volcanoes.

**2) How does the author explain the reasons why**

- ◆ there are excellent roads in England?
- ◆ a lot of people like gardening?
- ◆ most British people spend their holidays at the seaside?
- ◆ a lot of people like spending their holidays in France and Spain?
- ◆ English people like compromise?



4. This is the way Yale Richmond, an American author, describes Russians in his book *From Nyet to Da*.



1) What conclusions does the author come to? Why does he think so? (reading for detail)

Russians are impressed with size and numbers, and much that they do is on a grand scale (высокий уровень). This is not unusual for such a vast country. Russians think and act big.

Russians think of themselves as members of the community rather than as individuals. The origin of the Russian communalism lies deep in the vastness of the Great Russian Plain.

Nature has not been kind to Russia. Much of European Russia and Siberia is very cold most of the year. In Old Russia, people could do little during winter months. But in spring there was much to be done, and in a short period of time. This explains why Russians often are inactive for long periods of time and then show bursts of energy. The harsh climate explains the Russians' strength, their ability to overcome hardships, as well as their patience and submission. Climate has also made them cautious.

Their cruel climate, harsh history, and sceptical outlook (взгляд) on life have made Russians value (ценить) stability, security, social order, and predictability, and to avoid (избегать) risk.

To understand the Russians, one must know where they come from.



2) Which conclusions of the author do you agree with? Which conclusions do you disagree with? Why?



3) How much is the Russian national character influenced by the country geography and climate?



4) What do you think about the notion "national character"?

5. Understanding the differences and similarities between people and their behaviour in different countries is the first step to bridging (сближение) them.



1) What stereotypes* about Americans, Russians and the British did the three authors suggest?

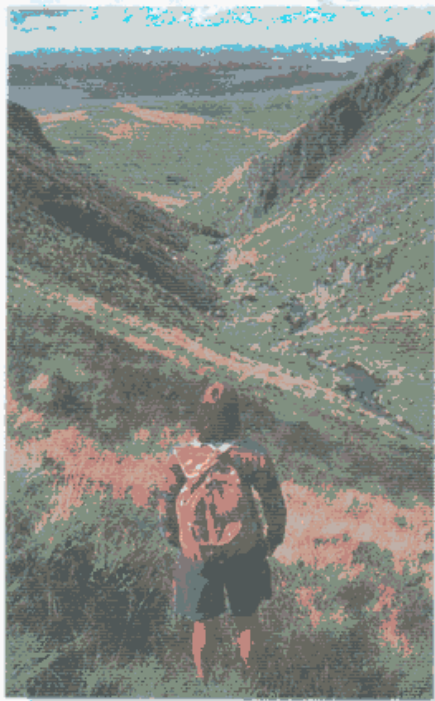


2) How different or alike do you think Americans, Russians and the British are?



6. What features of the American, British and Russian people and their way of life do the pictures on pages 13-17 highlight?

How to Understand Those Mystifying Foreigners



7. IN YOUR CULTURE



Here are some questions that foreigners may ask when in Russia.

How would you explain these facts to foreigners?

- Why do Russians build such colossal things as the Cathedral of Jesus Christ the Saviour, the Kremlin's Palace, the Rossiya Hotel in Moscow, the Mother Russia Monument in Volgograd?
- Why don't Russians trim the grass, bushes, or trees in the street, or even in the park? Everything just grows wild.
- Why are winter *posidelki* so popular with Russians?
- Why do Russian people often gather around the samovar on holidays or when guests come to their places?
- Why do Russian men wear *shapki* and women *platki* even in summer?
- Why do Russians take off shoes and leave them outside the door?

8. What other examples of the Russian way of life would you give to a foreigner to let him or her better understand Russians?

9. When you come to another country you try to compare it with your native country.

What things surprised Maggie from *The Reunion* by Joan Lingard? (R Unit 1, ex. 3)

3

Do You Know ...?

1. When a foreigner comes to a new country he or she asks for information in different situations.



1) What information is the foreigner asking for?
(listening for the main idea)

Do you know what time it is now in New York?

Excuse me, could you tell me how I can get to the National Park, please?

Could you tell me what kind of weather they are having in London now, please?



2) What is the difference between the questions above and the following ones? Which questions do you think are more polite?

What time is it now in New York?

How can I get to the National Park?

What kind of weather are they having in London now?

**GRAMMAR
IN FOCUS**

Indirect (polite) questions
(Косвенные вопросы)

Если мы задаем вопросы, начиная со слов

Do you know ...

Can/could you tell me ...

то они звучат более вежливо.

Вопросы, которые следуют за этими фразами, имеют прямой порядок слов.

Сравните:

Where is the station?

Could you tell me **where the station is**, please?

GS p. 272



2. Below are some short conversations.



What questions will the tourist ask in each situation? Find the correct place for each question and act out the conversations.

Can you tell me, what Cockney is?

Do you know what it means?

Could you tell me what part of the country it is in, please?

a) — I advise you to buy a 3 days package tour* to Blackpool. It's Britain's most popular tourist attraction.

—

— It's in the northwest of England on the Irish Sea coast.

b) — Where are you from?

— I'm a Cockney.*

—

— In fact, this term is used to denote people who come from London and an area south of the Thames.*

c) — They say, Mr Smith is a real northerner.

.....

— He's supposed to be tough, honest and warm-hearted.

3. The American states got their nicknames in a variety of different ways.

1) PAIR WORK



Ask your partner if he or she knows the answers to the following questions. Change the questions to a more polite form.



Student 1

What is the nickname of the State of Maine?

How do people call New Hampshire?

Why was South Carolina nicknamed the 'Palmetto State'?

Why was Virginia called the 'Mother of Statesmen'?



Student 2

Why does Virginia have so many nicknames?

Why was Florida called the 'Land of Flowers'?

What state is called the 'Green Mountain State'?

Because of what mountains was West Virginia called the 'Mountain State'?

Do You Know ...?

2) GROUP WORK



Do you know the answers to the questions below? If necessary, consult the LCG.



- What state has the name of a tree?
- What are Florida's nicknames?
- When was Florida discovered?
- What state is named after the Queen of England?
- How did Pennsylvania get its nickname?
- How did Maine get its nickname?
- What is Vermont famous for?
- What state was named after a famous person?
- What states got their names after the way they look?

Student 1: Do you know **how Maine got its nickname**?

Student 2: Yes (no), I (don't) know **how Maine got its nickname**.

Student 1: Could you (anyone) tell me **how Maine got its nickname, please**?

Student 2 (3):

GRAMMAR FOR REVISION

Reported and indirect questions

В обоих предложениях вторая часть имеет прямой порядок слов. He wants to know **how Maine got its nickname**. (*a reported question*)

Could you tell me **how Maine got its nickname, please**? (*an indirect question*)

GS p. 272

4. PAIR WORK

Here are some interesting facts about the USA from *Encyclopaedia Britannica*.



Ask if your partner knows them. Ask polite questions. If he or she doesn't know, tell him or her the answer.

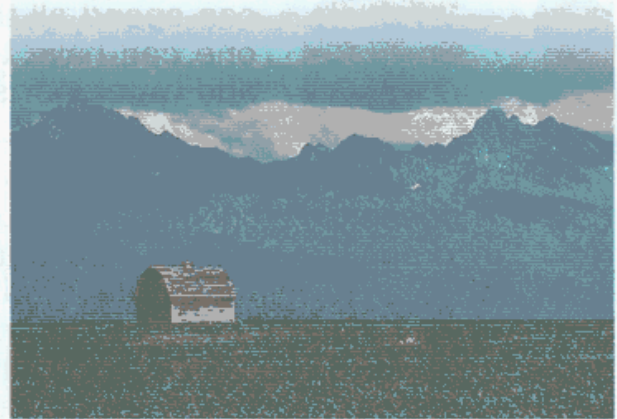
Student 1: Do you know **how the Mississippi is called** in the USA?

Student 2: And do you know **how large Montana is**?



The Mississippi River in the United States is called 'the father of waters'. The name Mississippi ('father of waters' and 'the big river') comes from the Indian tribes that lived along the famous river. The Mississippi with its two main tributaries (приток), the Missouri [mɪ'sʊəri] and Ohio [əʊ'haiəʊ] Rivers touches all or part of 31 states, as well as 2 Canadian provinces.

Montana [mɒn'tænə] is the fourth largest state in area, but in population density (плотность) it ranks 48th. It is situated on the Canadian border, in the northern mountain region of the western United States. The state was once called the 'ice-box of the nation', before Alaska took away that distinction (особенность). The lowest temperature ever recorded in the USA (except Alaska) was -57°C at Rogers Pass, Montana, in January 1954.



5. PAIR WORK. GAME

Learn about the USA! (AB Unit 1, ex. 5)

6. Imagine you are talking to a British or American friend over the Internet.* What questions about his or her country and people's lifestyles would you ask?

7. What questions can you think of for a jeopardy* game? (AB Unit 1, ex. 6)

8. *Rusty* from the book **Back Home** by Michelle Magorian comes back home after 5 years of evacuation.

Is it different back home? (R Unit 1, ex. 4)

4

East or West – Home Is Best?



1. Teenagers from different countries are sharing their opinions about the places they'd like to live in.



1) What are these places? (listening/reading for the main idea)



Would I like to live here? I really haven't thought about it. The Australians I've met are very hospitable and much friendlier than the British. After two weeks I understood why Australia is called 'the lucky country'. One reason is that the weather is so good. The sun is always shining. Thanks to warm, sunny weather, you can spend all the time outdoors. What a good chance one can have to look sunburned, to enjoy sunbathing and watersports. Well, Australia is a great place to live.

Becky

I think it doesn't matter much what country it might be. Now I'm dreaming of living in a home on a green hillside within a 10-minute walk of a broad white sand beach or of a nearby river. I'd like to have a lot of horses, a fertile farmland and a good climate for growing a variety of fruits and vegetables. But if I happen to change my mind, I know, I can move to any place. Because it's a vast country with various climates, landscapes and possibilities where you can always find a place to your liking.



Tom



I don't want to live anywhere else but in Russia. I was born here and I'm not going to leave it. But a lot of countries attract me as a traveller. I've read much about European countries and I finally set my eyes on Spain. Firstly, I like its climate, hot and dry. Another reason for my choice is Spanish food. A lot of exotic fruits that I have never seen in Russia grow there. But what attracts me most of all to Spain? Of course, people. Unfortunately, I haven't got any Spanish friends, even pen friends, but I believe the Russians and the Spanish have much in common.

If I happen to live in Spain, I'll live in a small provincial town, far from big cities. My house will be in the mountains where nature is wild and magic. But still it is a dream, and perhaps some day I'll visit Spain, but I will only visit, I'm not going to live there. East or West, home is best. I can't imagine my life in another country without Russian friends, the Russian language, Russian frost and Russian cookery...



2) What are the teenagers' reasons for living in these places? Which of the reasons are most important for the young people? What arguments do they give? (reading/listening for detail)

Firstly, ... likes ... because
 Another reason for ...'s choice is
 ... attracts ... most of all because



3) Which of the teenagers' arguments do you think are the most convincing? Why?

2. Here are some more opinions of young people about the places they live in.



Are the opinions positive or negative? Why do you think so?

It's too hot and dry and there's nothing to do.

It's a great life out here. We can be outdoors all day.

It's all so clean and natural here. We find plenty to do. We're not bored.

There is plenty of work there – from growing vegetables, fishing to raising cattle.

I'd rather be here than in Los Angeles which could be destroyed by an earthquake.

The local people offer a friendly welcome and specialities of the area to visitors in summer.

The town has kept its character and charm.

So far there are no large hotels and the village has avoided the effects of mass tourism.



3. Here is what other young people say about their native places.

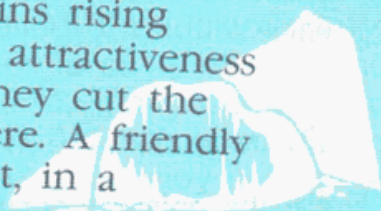


Would you like to live in places with such characteristics? Why? Why not?



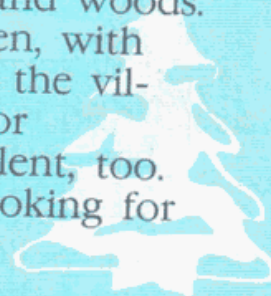
My city has an excellent situation. Because it's near the ocean, the city serves as a major commercial centre. Of course, there is plenty of work here. The city is very big, crowded and very hot.

The city lies in a valley with mountains rising behind it. The mountains add to the attractiveness of the city. But on the other hand, they cut the city off. The people are hospitable here. A friendly smile is a common thing in the street, in a shop, everywhere...



A lot of the place is still pretty wild with rain forests, mountains and lakes where you can go on real adventure holidays. But everyday life is not easy. You can feel terribly isolated out here. Droughts, fire and flood are the dangers.

It is a quiet village surrounded by fields and woods. The countryside around the village is green, with fertile fields and rich vegetation. Through the village flows a wide, clear river. It's lovely for swimming. The fishing is said to be excellent, too. This place is for those people who are looking for peace and a lovely rural environment.



I like places where (with) ...

It's great if ...

But I hate when (if) ...

And I don't like at all ...

So, I'd prefer to live ...

I like places where (with) ...

It's lovely if ...

Besides I prefer ...

So, it would be nice to live ...

On the one hand I like ..., but on the other I don't like ...

It doesn't matter much if ... So, it would be nice to live ...

4. *Dreamer has his own opinion about the city he'd like to live in.*



1) What good points is he dreaming about? (AB Unit 1, ex. 7)



2) Would you consider these points when choosing a place to live in?



3) Would you like to live in such a city? Why? Why not?

5. PAIR WORK



1) Name three places you would like to live in and write three reasons that make you want to live there.



2) Compare your answers with what the young people in exercises 1 and 3 on pages 22 and 24 think about it.



6. Would you like to live in such places? Why? Why not?



7. If you happen to choose a place for living, what kind of place would it be? Why?

8. IN YOUR CULTURE



Write an advertisement about your native place or any place in your country. Show some advantages of living there.



9. *When you enter a foreign country you must fill in some forms.*

What information is required? (R Unit 1, ex. 5)

5 Could You Tell Me ..., Please?

1. When you are in a foreign country, you have to ask a lot of questions to find out information about various things. The way you speak (what kind of language you use) depends on the situation you are in. If the situation is formal* you use formal language. If the situation is informal* you use informal language. If the situation is neither very formal nor very informal you use neutral language.



1) What kind of situations is the foreigner in: formal, informal or neutral?

Could you tell me where the station is, please?

Yes, it's over there, on the left.



I wonder if you could tell me where Mr Brown's office is.

Yes, it's on the 3rd floor, room 24.



Any idea what time the film starts?

No, let's see the weekly.





2) What language (formal, informal, neutral) does the foreigner use in each situation?



3) Which of the following expressions would you use in formal, informal and neutral situations?

ASKING FOR INFORMATION

Could you tell me..., please?

Excuse me, d'you know ...?

D'you happen to know ...?

I'd like to know, please, ...

Can you tell me ..., please?

Do you know where ...?

(Happen to) know ...?

(Got) any idea ...?

I wonder if you could tell me ...

I should be interested to know ...

I wonder if you could let me know ...



4) Listen to check.



2. Decide what you would say in the following situations. Explain why.

a) You ask your British friend about the weather forecast for tomorrow:

- Got any idea what the weather is going to be tomorrow?
- I wonder if you could tell me what the weather is going to be tomorrow.

b) You are at the geography lesson in a summer school in Britain. You ask the teacher:

- Can you tell me what the advantages of the British physical environment are, please?
- I wonder if you could tell me what the advantages of the British physical environment are.

c) You ask an American teenager during a TV bridge 'Across the Ocean':

- Can you tell me where teenagers usually spend their summer holidays, please?
- Got any idea where teenagers usually spend their summer holidays?

d) You are at a travel agency. You ask an agent:

- I should be interested to know if there are any bus tours to Windsor.
- Could you tell me if there are any bus tours to Windsor, please?

e) You are at the railway station. You ask the clerk:

- I wonder if you could tell me when the nearest train to London is.
- Could you tell me when the nearest train to London is, please?

3. When you are in a foreign country you can find yourself in different situations.



1) What kind of language: formal, informal or neutral would you be more likely to use in the following situations?

You are asking:	About:	When/where:
1) a British friend	his plans for the evening	at his place
2) your British friend's parents	vegetables and fruits they grow	in their garden
3) a speaker lecturing at a conference	the country's exports and imports	during the debate after the lecture
4) a secretary	the manager's home telephone number	at the office
5) someone you don't know	the way to the travel agency	in the street
6) a teenager	his country's climate in different seasons	during a TV bridge



2) What questions would you ask? (AB Unit 1, ex. 8)

3) ROLE-PLAY

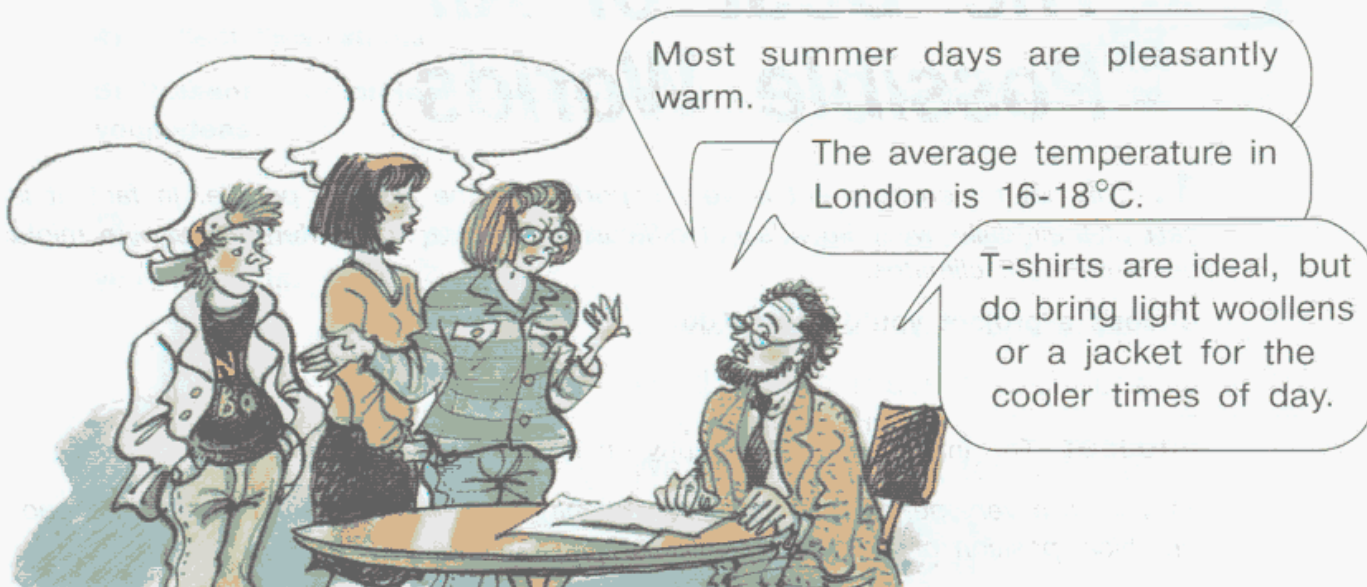


Act out one of the situations described above.

4. When travelling around a country it's useful to get information in travel agencies. Here are the travel agent's answers.



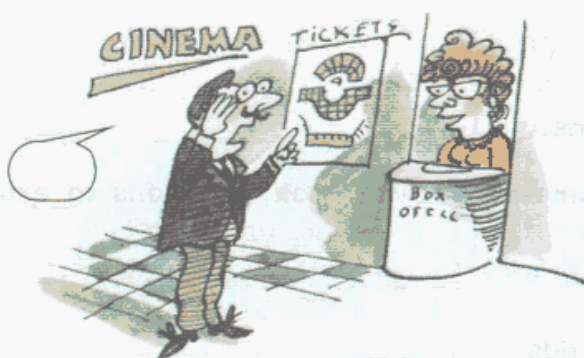
What information did the tourists ask about?



5. When travelling abroad you are likely to find yourself in such situations.



What would you say in these situations?



6. When foreign people enter the US they must fill in the customs (таможенная) declaration.



What questions will the tourist ask the flight attendant if he doesn't know how to fill in this form? (AB Unit 1, ex. 9)

The Best of All Possible Worlds

1. *The natural environment is very important in the lives of people. In fact, it is part of their daily lives. So, it's not difficult to imagine how different daily life might be in different climates.*

Choose a project you'd like to do.

PROJECT 'The Influence of Geography on People and Their Lifestyles'

1) *This is a very general title. You can specify it showing the influence of the geographical position of a country on one of the spheres of life, for example:*

- People's activities
- Food
- National (regional) symbols
- Houses around the world
- ...

2) Collect information and illustrations.

3) Present your project to the classmates. Answer their questions to explain your ideas.

PROJECT 'The Best of All Possible Worlds'

This project may be done in any of the following forms: a leaflet, a poster, a collage, an advertisement, etc.

1) Show the advantages of a place you consider the best of all possible worlds. Illustrate your ideas. Use humour, fantasy and imagination.

2) Tell your classmates why you'd like to live in this place. Answer the questions to explain your ideas.

PROJECT 'Welcome to Russia!'

This project may be done in the form of a guide for tourists.

1) Choose a region in your country, describe its geographical peculiarities.

2) Give some tips for foreigners how to cope with weather conditions in this region.

3) Describe the people of this region and their customs.

4) Collect illustrations.

5) Present your project to the classmates. Answer their questions to explain your ideas.

2. Here are some phrases you may use while presenting and discussing your projects.

We'd like to present a project ...
It was done by ...
We've chosen this topic because ...

Our project is about ...
First, we'd like to ...
And now have a look at the photos (pictures, maps, etc.) that illustrate ...

Sorry, I don't quite understand why ...
I'd like to know ...
Could you explain ..., please?

In my opinion ...
From my point of view, ...
I consider ...

...	gave offered had	a good/boring description of ... a clear/poor explanation why ... some new/dull information about ... a good suggestion about ... convincing arguments for/against ...
-----	------------------------	--

The project ... The description(s) of ... The illustration(s) of ...	is are	great. fantastic. terrific. boring.
--	-----------	--

The Best in America Possible World



1. LISTENING COMPREHENSION

You will hear the information about national parks. For questions 1-6, write down the missing information. You will hear the recording twice.

1. Yellowstone was _____ American National Park.
2. Yellowstone National Park was established in _____.
3. Yellowstone National Park had an area of _____ acres.
4. In the 1980s, the National Park System included about _____ different areas.
5. _____, the Everglades, and the Sequoia National Parks are just some of the best-known national areas.
6. The system of National Parks and National Preserves has an area of over _____ square miles.

Your score	6	5-4	3	2
Your mark	5	4	3	2





2. READING COMPREHENSION

Read an article from the *Newsweek* magazine.

1) Decide which title A, B, or C is the best title for the article.

A. **Climate Change in the USA in the 21st Century**

B. **The 100-Year Forecast: Very Hot**

C. **Global Warming: Problems or Benefits?**

If you want to know what the weather's going to be like this weekend, ask a weatherman. If you want to know what it'll be like in 100 years, ask a scientist.

The most important influence on the weather of the future is likely to be global warming. Global warming may or may not be the great environmental crisis of the next century.

Here's what we know about global warming. Since the Industrial Age (say, 1800), the concentration of the so-called 'greenhouse gases' — carbon dioxide, methane and others — in the atmosphere has risen (подниматься) about 30 per cent. In the past century, temperatures have increased (увеличиваться) 1 degree Fahrenheit. One opinion is that these tendencies are connected. Industrial and transportation emissions (выделение) increased carbon dioxide, trapping (задерживать) more heat in the atmosphere and raising temperatures. Another opinion is that the small temperature rise is a natural climatic variation.

The next hundred years, most scientists agree, will see the earth heat up further. How much further is open to debate: in 1995 hundreds of scientists from around the world predicted a rise of anywhere between 1.8 and 6.3 degrees by 2100. But some regions will warm much less and others, especially of northern continents, will warm much more. The USA is facing a temperature rise of 5 to 10 degrees. But, really, it's anybody's guess and the answer may be everybody's problem.

We don't know what the effects of warming might be. Warmer weather might make some areas more attractive and others less. Because what will happen to the world is still uncertain, what will happen to a particular region is even more uncertain.

We don't know how to prevent (предотвращать) warming. Stabilizing emissions isn't enough. No one knows how to lower emissions without crushing the world economy. Based on present knowledge, the best way of coping (справляться) with warming — if it happens — would be to adapt to it.

2) For statements 1-6, decide which of them are TRUE and which are FALSE. Tick (✓) the necessary box.

	True	False
1. We know more about global warming than we don't.	<input type="checkbox"/>	<input type="checkbox"/>
2. Because the concentration of greenhouse gases in the atmosphere has risen, temperatures have increased.	<input type="checkbox"/>	<input type="checkbox"/>
3. The scientists are sure of how much the temperature will rise in the next century.	<input type="checkbox"/>	<input type="checkbox"/>
4. By 2100 northern regions will warm less than other regions.	<input type="checkbox"/>	<input type="checkbox"/>
5. Stabilizing emissions can prevent global warming.	<input type="checkbox"/>	<input type="checkbox"/>
6. Global warming will crush the world economy.	<input type="checkbox"/>	<input type="checkbox"/>

Your score	7-6	5	4	3
Your mark	5	4	3	2



3. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1) *A tourist is travelling around the USA.*

Complete the questions (1-6) he is going to ask. There is an example at the beginning (0).

0. — I want to visit the Bronx Zoo.*
Do you know where the Bronx Zoo is?
1. — I'd like to visit the Metropolitan Museum.*
When _____?
2. — I'd love to go on a boat trip.
Could you tell me, how long _____?
3. — I want to take a bus to Central Park.
Could you tell me, which bus _____?
4. — I want to buy a ticket.
How much _____?
5. — I'd like to have a leaflet about Florida.
Could you tell me, where _____?
6. — I'd like to have a snack (перекусить).
Where _____?

2) Below are Jane's impressions about her holidays in Spain.

Form a word that fits in the blank space from the word in capitals. Fill in each gap with the new word. There is an example at the beginning (0).

0. I think these were really exciting holidays.
1. During my stay in Spain I was treated with great _____.
2. My host family were very _____ and I liked them very much.
3. My friend was so _____ it was hard to believe it was her first week in Spain.
4. I'm sure I'll get a letter from my new friend soon. I should be just more _____.
5. I must write to my host family to thank them for their _____.

EXCITEMENT

POLITE

FRIEND

CONFIDENCE

PATIENCE

HOSPITABLE

Your score	11-10	9-8	7-6	5
Your mark	5	4	3	2

4. SPEAKING

1) You are telling your foreign friend about your native place.

Remember to:

- describe the landscape of your region;
- describe the people of your region and their customs;
- say what you like about the place where you live;
- explain why you like (dislike) your native place.

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

2) ROLE-PLAY

You and your foreign friend are exchanging opinions about the places you would like to live in.

STUDENT CARD 1

Discuss the following points:

- The landscape
- The climate
- The people
- The food
- Everyday life

You begin the conversation.

Remember to:

- describe the place you'd like to live in;
- give your reasons for living in this place;
- express your opinion about the characteristics of the place your friend likes.

STUDENT CARD 2

Discuss the following points:

- The landscape
- The climate
- The people
- The food
- Everyday life

Remember to:

- agree or disagree with your friend's arguments;
- express your idea about the place you'd like to live in;
- describe some advantages of living there.

5. CULTURAL AWARENESS

What do you know about the geographical position and the life of the people in the USA, the UK, Australia and Russia?

For statements 1-11, decide which country the following information is related to. Tick (✓) the country (USA, UK, Australia, or Russia).

	USA	UK	Australia	Russia
1. Much of the country is a useless desert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It's the fourth largest nation in the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Many people live in the outback there.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. There are eleven time zones in this country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. It's sometimes called the Land Down Under.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. No place in it is more than 120 kilometres from the sea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. It's known for the frontier experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The people of this country started the fashion for seaside holidays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It's situated in two continents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Half of the population spend time gardening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It's an island state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your score	11	10	9	8
Your mark	5	4	3	2



6. WRITING

Imagine you are flying to Britain to take the English courses in Oxford.

Fill in the landing card.

LANDING CARD

Family name.....

Forenames..... Sex M F

Date of birth

Day	Month	Year
-----	-------	------

 Place of birth.....

Nationality..... Occupation.....

Address in United Kingdom.....

.....

Signature..... MC 011 659

7. NEW WORDS AND EXPRESSIONS FROM UNIT 1

How many new words and expressions do you know?

1

- canyon*
- coast
- deep
- desert
- drought*
- flat
- flood*
- hill
- huge
- mountainous
- ocean
- outback*
- plain
- prairie*
- range*
- unique
- useless
- vast
- wood*

2

- because
- to cut off*
- fertile*

- so
- thanks/due to
- that's why

Reading Section

- ability*
- cautiousness*
- community*
- compromise*
- frontier*
- mobility*
- patience*
- predictability*
- self-confidence*
- self-reliant*
- submission*
- tough*

3

- Can/could you tell me ...
- nickname

5

- Do you happen to know ...
- (Got) any idea ...

- I should be interested to know ...
- I wonder if you could tell me ...

Reader

- to be about to*
- to be crazy about*
- to be nuts over*
- citizenship*
- country of residence*
- to declare*
- everglade*
- freeze*
- granite*
- health kick*
- to make fudge*
- odd jobs*
- on second thoughts*
- palmetto*
- a pan with a handle*
- pinetree*
- quarry*
- verandah*
- a washout*

8. SELF-ASSESSMENT

Description of achievement	Level reached			
	poor	fair	good	excellent
<p>I can read and understand</p> <ul style="list-style-type: none"> • information about the geographical position of a country • descriptions of people's characteristics and their lifestyles • official forms <p>I can understand</p> <ul style="list-style-type: none"> • descriptions of the geographical position of a country • what situation (formal, informal, neutral) the speakers are in • teenagers' opinions about the places they'd like to live in <p>I can</p> <ul style="list-style-type: none"> • describe the geographical position of a country, the influence of the geographical position of a country on people's lives • ask for information using neutral, informal and formal language • express my opinion about the place I'd like to live in <p>I can</p> <ul style="list-style-type: none"> • write an advertisement about my native place 				

Study skills	Level reached			
	poor	fair	good	excellent
<p>I know how</p> <ul style="list-style-type: none"> • to read (listen) for the main idea • to read (listen) for detail • to read for specific information <p>I can</p> <ul style="list-style-type: none"> • make notes from texts • extract cultural information from fiction 				

Grammar checklist	Can understand	Can use
Indirect (polite) questions		

Pupil's comments
Exercise I found most interesting/enjoyable/difficult/boring _____

Unit 2



Western
Democracies.
Are They
Democratic?

1

Parliamentary Democracy. How Does It Work?

1. *The idea of democracy plays a great role in politics (в политике).*

What do you think 'democracy' means?

- People do what they want.
- People rule (управляют) the country.
- People do what they want within the framework (в рамках) of law (закона).
- People elect (избирают) their representatives (представителей) to rule the country.
- People elect the head of state (главу государства) directly.
- People say what they think.
- People can live in any place they choose.
- The head of state guarantees (гарантирует) the rights (права) of citizens (граждане).
- All people and authorities (органы власти) follow the constitution.

2. *Whether we like it or not but politics is part of our lives. It is everywhere: in newspapers, on the radio and on TV.*

1) *When you listen to a politician (политик) who speaks English you can understand some words without translation.*



Which words do you understand? Find the Russian equivalents.

a minister ['mɪnɪstə] — ?

a constitution [ˌkɒnstɪ'tju:ʃn] — ?

a cabinet ['kæbɪnət] — ?

an opposition [ˌɒpə'zɪʃn] — ?

a department [dɪ'pɑ:tmənt] — ?

a Prime Minister [ˌpraɪm 'mɪnɪstə] — ?

to coordinate [kəʊ'ɔ:dɪneɪt] — ?

to control [kən'trəʊl] — ?

ceremonial [ˌserə'məʊniəl] — ?

Who? What?

Which? What kind of?

monarch ['mɒnək] — ?

monarchy ['mɒnəkɪ] — ?

democracy [dɪ'mɒkrəsi] — ?

democratic [ˌdemə'krætɪk] — ?

parliament ['pɑ:ləmənt] — ?

parliamentary [ˌpɑ:lə'mentəri] — ?

policy ['pɒləsi] — ?

political [pə'lɪtɪkl] — ?

politician [ˌpɒlə'tɪʃn] — ?

Parliamentary Democracy. How Does It Work?



2) What activities are the queen, lawmakers (законодатели), the Prime Minister, the members of the opposition and ministers involved in?

назначать — to appoint [ə'pɔɪnt]	a government programme
определять — to determine [dɪ'tɜ:mɪn]	a bill — законопроект
откладывать — to delay [dɪ'leɪ]	a (new) law [lɔ:] — закон
пересматривать — to revise [rɪ'vaɪz]	a programme ['prəʊgræm]
рассматривать — to examine [ɪg'zæmɪn]	the country
голосовать — to vote [vəʊt] (on)	the royal assent [ə'sent] — королевская санкция
подписывать — to sign [saɪn]	the policy/policies
принимать — to pass [pɑ:s]	the government
управлять — to rule [ru:l]	['gʌvnmənt] — правитель- ство
выступать против — to oppose [ə'pəʊz]	Prime Minister
to make	government policy/policies
to give	
to approve [ə'pru:v]	



3) Which words come from the sphere of politics?

- legislative ['ledʒɪslətɪv] — законодательный
- a branch [brɑ:ntʃ] — ветвь
- executive [ɪg'zekjʊtɪv] — исполнительный
- power ['paʊə] — власть
- responsible [rɪ'spɒnsəbl] to/for — ответственный перед/за
- a house — зд. палата (в парламенте)
- majority [mə'dʒɔrətɪ] — большинство
- to represent [ˌreprɪ'zent] — представлять
- a representative [ˌreprɪ'zentətɪv] — представитель
- representative — представительский
- to elect [ɪ'lekt] — избирать
- elected — избираемый
- non-elected — неизбираемый

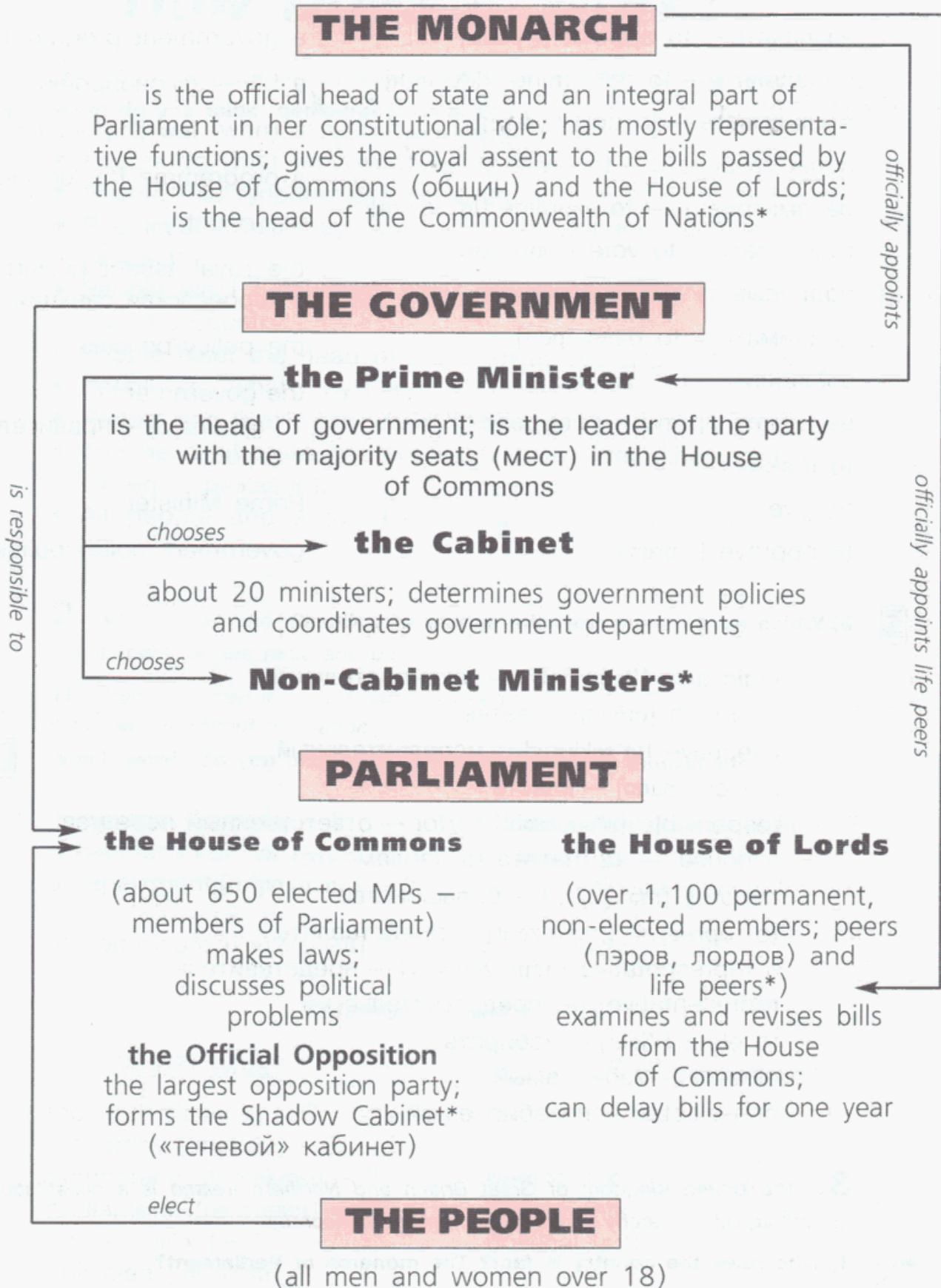
3. The United Kingdom of Great Britain and Northern Ireland is a constitutional [ˌkɒnstɪ'tju:ʃnəl] monarchy and a parliamentary democracy.



1) Who rules the country in fact? The monarch or Parliament?



2) Look at the scheme below to check if you are right.





3) What functions do the representatives of power perform (выполняют)? Use the scheme on p. 42 to find the correct statement. (*understanding a scheme*)

1. A. The Queen votes on the bills.
B. The Queen signs the bills.
2. A. The Queen has mostly representative functions.
B. The Queen rules the country in fact.
3. A. The government represents the legislative branch of power.
B. The government represents the executive branch of power.
4. A. The Cabinet is responsible for government policies.
B. The Cabinet Ministers revise bills from Parliament.
5. A. Parliament represents the legislative branch of power.
B. Parliament represents the executive branch of power.
6. A. The House of Commons controls the government.
B. The government controls the House of Commons.
7. A. The House of Lords has the power to delay bills for one year.
B. The House of Lords opposes the decisions of the House of Commons.
8. A. The Cabinet coordinates the work of the government departments.
B. The Cabinet makes laws.

No, the Queen doesn't vote on the bills.
The Queen signs the bills.



4) Do the people elect (избирают) the Prime Minister directly (прямым голосованием)?



5) What does each branch of power and each institution (ведомство, институт власти) do? (AB Unit 2, ex. 1)



6) Which institution exercises (осуществляет) the power of the people in Britain? (AB Unit 2, ex. 2)

7) The distribution (распределение) of power between the monarch and Parliament was different at different historical periods.



What functions did the monarch and Parliament have at different historical periods? (AB Unit 2, ex. 3)



8) There are some mistakes in the information about the British political system. What is wrong? (*listening for detail*)

4. There are people who think that the monarchy is undemocratic.



What do the British think about the monarchy? (R Unit 2, ex. 1)

2

How Much Power Does the US President Have?

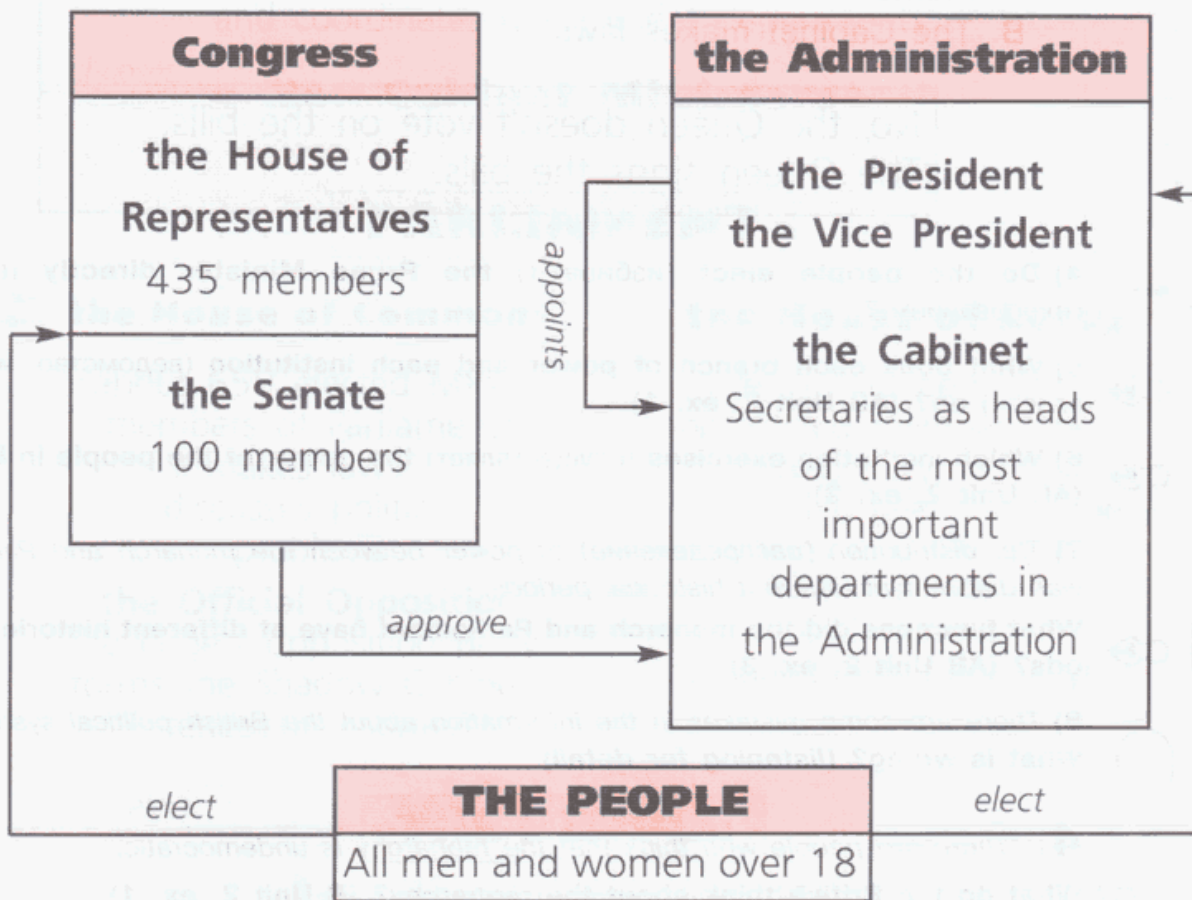
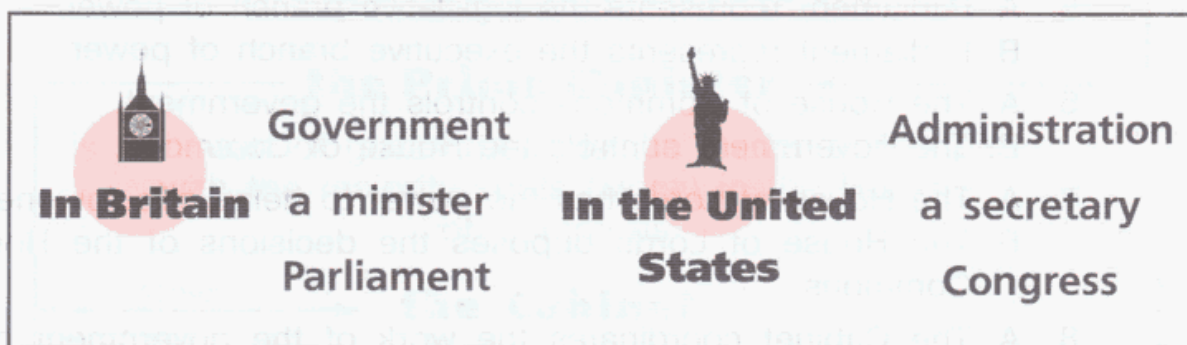
1. The United States of America is a federal (or presidential) republic. So, it's quite clear that the President is the head of state there.



1) Do you think that the role of the head of state in the USA is ceremonial like in Great Britain?



2) Which institutions represent the legislative and executive branches of power in the USA?





3) How does the political system work? (understanding a scheme)



Who is the head of the executive branch in the USA? And in Britain?
Which officials in the USA are elected and which are appointed?
And in Britain?

Is the head of state elected directly by the people in the USA? And in Britain?

Can the people of the USA exercise their power through their representatives? And what about the people of Britain?



What activities are the two branches of power involved in? (AB Unit 2, ex. 4)

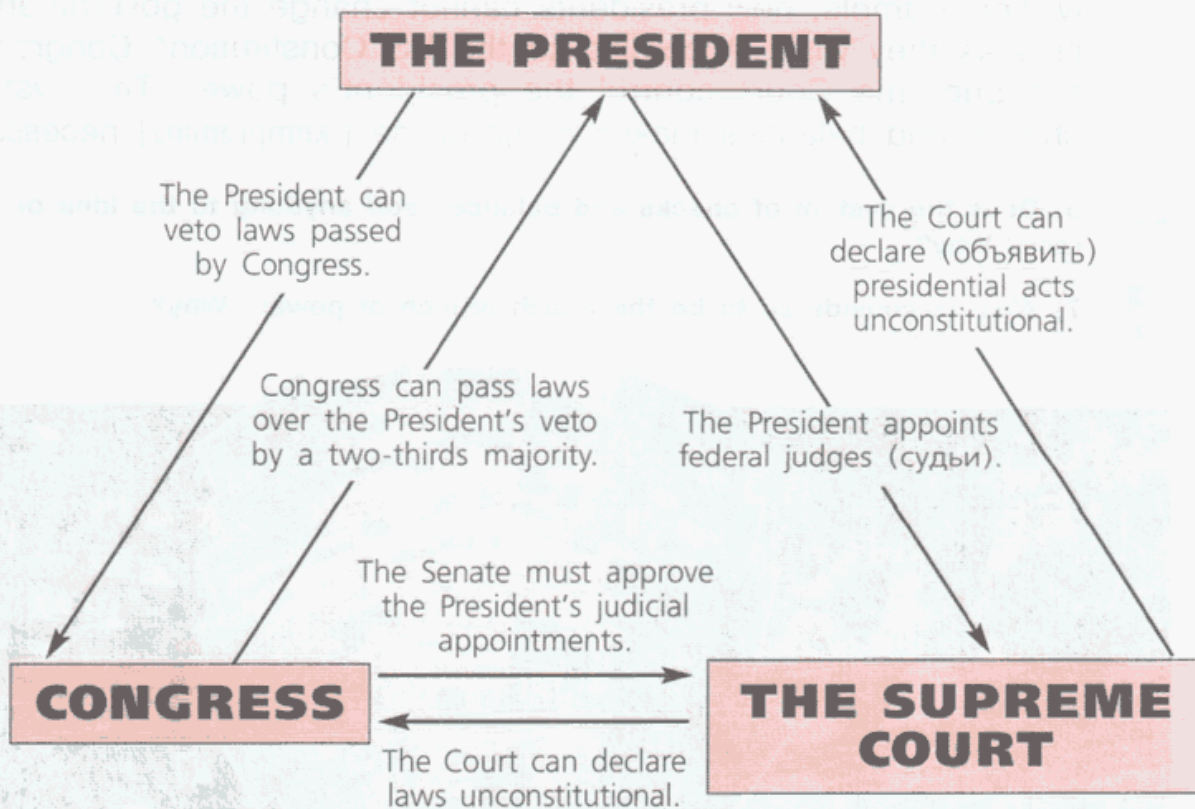


4) What new facts about the US political system are there in the information? (listening for detail)


2. In the USA the third branch of government, the judicial [dʒu:'dʃəl] (судебная) branch, is much more powerful than in some other countries. It is involved in the system of checks and balances (сдержек и противовесов).




1) Which institution represents the judicial branch of government?




[su:,pri:m 'kɔ:t]
Верховный Суд

 2) How does the system of checks and balances work? Use the scheme on p. 45. (*understanding a scheme*)

 How does the President deal with Congress and the Supreme Court? In what way does the Supreme Court check the other branches of power?

How does Congress balance the powers of the other two branches?


 3) Can any bill suggested by the President become law? Why?

 4) Why do we say that the US judicial branch is more powerful than in some other countries?

5) *Americans say, "The President proposes (предполагает), but Congress disposes (располагает)."*

 Why do they think so? Find the reasons in the information below and in the scheme on p. 45.

The three main branches of government are separate from one another. The powers given to each are balanced by the other two. Each branch is a check on the others. The system of checks and balances protects against extremes (крайности). The system keeps any branch from getting too much power or using its powers wrongly. For example, new presidents cannot change the government policies as they wish. According to the US Constitution* Congress and the Supreme Court control the president's power. The system of checks and balances makes compromise [ˈkɒmprəmaɪz] necessary.

 6) Does the system of checks and balances add anything to the idea of democracy? Why?

 7) What is considered to be the fourth branch of power? Why?



How Much Power Does the US President Have?

8) Many people outside the USA think that the US President is very powerful.

Do you agree with them?

3. GROUP WORK

The US and British governmental systems have different features (черты).

1) What is different between them? Start with the ideas from the box and find the corresponding facts.

Is the Prime Minister a Member of Parliament?
Who becomes Prime Minister?
Is the President separate from Congress?
Who becomes President?



2) Can you make the list of differences longer? Use the schemes on pages 42 and 44. Get ready to come out with your opinion.

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



What else is important for real democracy? (R Unit 2, ex. 2)

3

What Political System Does Russia Belong To?

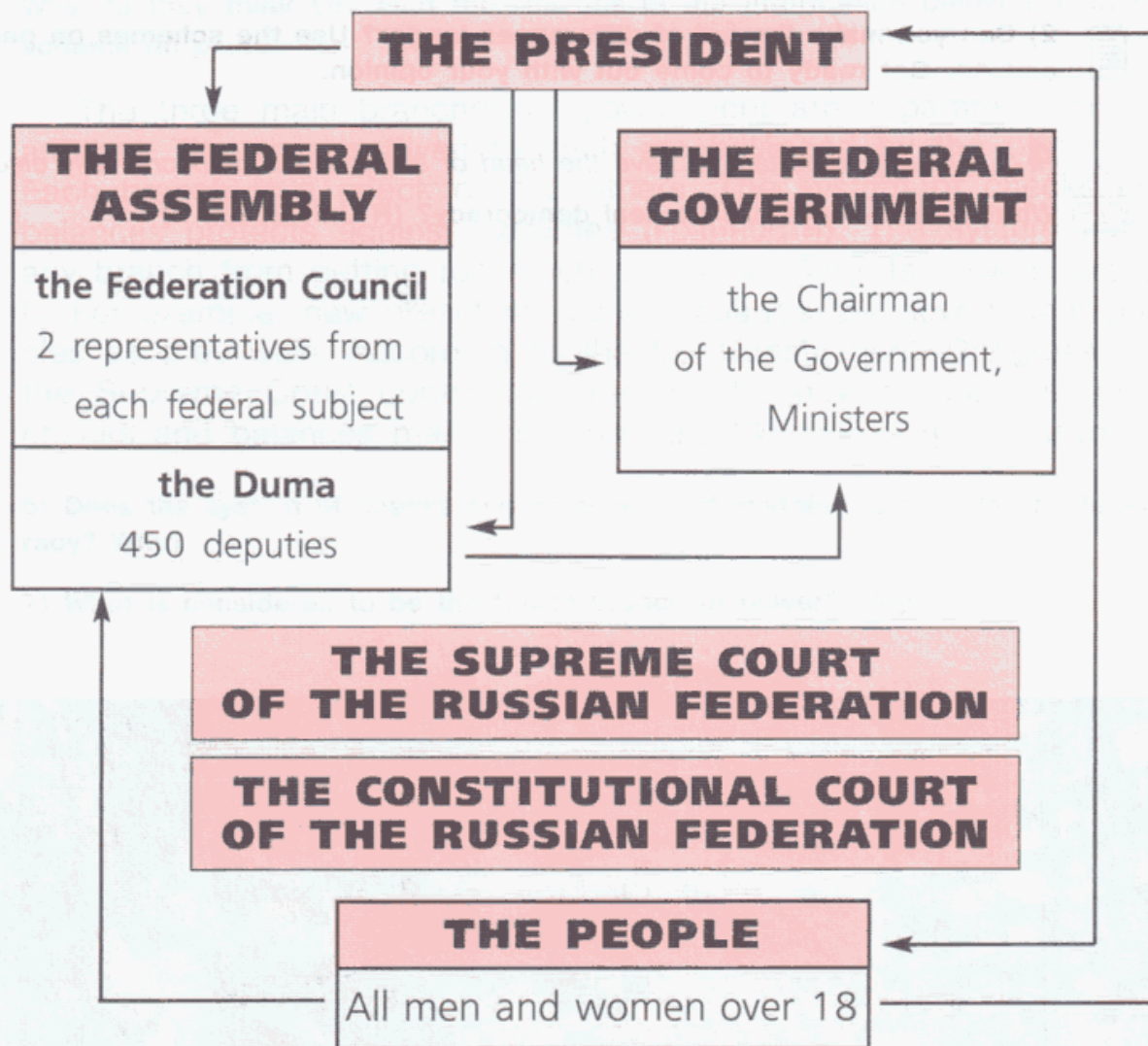
1. We live in the Russian Federation [ˌfedəˈreɪʃn] which adopted (приняла) its Constitution in 1993.

1) What political system does the Russian Federation represent according to the Constitution?

2) Each political system has its peculiarities.

What is special about the political system of the Russian Federation?

3) What political institutions represent power in the Russian Federation? (understanding a scheme)



4) Can you explain how the branches of power interact (взаимодействуют)? Complete the scheme above.

What Political System Does Russia Belong To?

1. Who guarantees the basic rights of the people?
A. the President B. the Chairman of the Government
2. Who elects the members of the Federal Assembly?
A. the Federal Government B. the people
3. Who appoints the Chairman of the Government?
A. the President B. the Federal Assembly
4. Who approves the Chairman of the Government?
A. the Duma B. the Constitutional Court
5. Who elects the President?
A. the Federal Assembly B. the people
6. Who can dissolve the Duma?
A. the President B. the Chairman of the Government
7. Who can declare laws unconstitutional?
A. the Supreme Court B. the Constitutional Court
8. Who can veto laws passed by the Federal Assembly?
A. the President B. the Chairman of the Government



5) Who is the head of state in the Russian Federation?

6) Which institutions exercise the legislative, executive, judicial power?

7) What is each branch of power responsible for?



8) Listen to the information about the political system of Russia to check your answers. (*listening for detail*)

2. Subjects of the Russian Federation have their own institutions of power.



What do you know about them? (AB Unit 2, ex. 5)

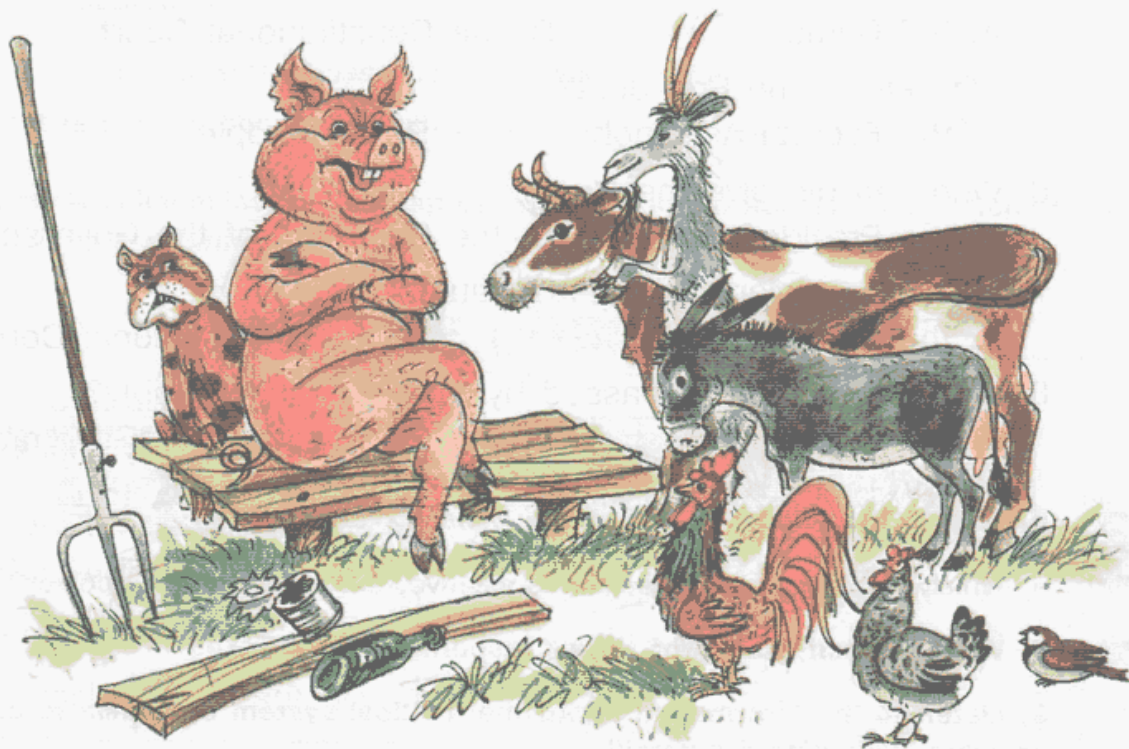


3. What do you know about these buildings?



Who Is More Equal?

1. The book **Animal Farm** by George Orwell* is a brilliant example of political satire. The author describes the life at the farm where animals made a revolution under the leadership of two pigs, Snowball and Napoleon. The owner of the farm, Mr Jones, left it and the animals started a new order.



1) Before reading the text, match the words and their definitions in the left column with the Russian equivalents in the right column. Use a dictionary if necessary.

to reveal — to make known
 to reduce — to make less
 a commandment — a divine (божественный) command
 unalterable — in a way that cannot be changed
 equal — the same in status
 an agreement — a situation in which people have the same opinion
 by heart — from memory
 essential — necessary, most important

существенный, весьма важный
 равный, равноправный
 наизусть
 согласие
 сокращать
 неизменный
 заповедь
 обнаруживать

Who Is More Equal?



2) What important decision did the animals make? (reading for the main idea)

The animals had their breakfast, and then Snowball and Napoleon called them together again. "Comrades," said Snowball, "it is half past six and we have a long day before us. Today we begin the hay harvest (сенокос). But there is another matter that must be done first." The pigs now revealed that during the past three months they had taught themselves to read and write from an old spelling book which had belonged to Mr Jones's children. They explained that by their studies of the past three months the pigs had succeeded in reducing the principles of Animalism to seven commandments. These seven commandments would now be written on the wall; they would form an unalterable law by which all the animals on Animal Farm must live for ever after. With some difficulty (for it is not easy for a pig to balance himself on a ladder) Snowball climbed up and set to work. The commandments were written on the wall in great white letters that could be read thirty yards away. They ran thus:

THE SEVEN COMMANDMENTS

1. WHATEVER GOES UPON TWO LEGS IS AN ENEMY.
2. WHATEVER GOES UPON FOUR LEGS, OR HAS WINGS, IS A FRIEND.
3. NO ANIMAL SHALL WEAR CLOTHES.
4. NO ANIMAL SHALL SLEEP IN A BED.
5. NO ANIMAL SHALL DRINK ALCOHOL.
6. NO ANIMAL SHALL KILL ANY OTHER ANIMAL.
7. ALL ANIMALS ARE EQUAL.

Snowball read it aloud for the benefit of the others. All the animals nodded (кивали) in complete agreement, and the cleverer ones at once began to learn the commandments by heart.

It was soon found that many animals such as the sheep, hens and ducks were unable to learn the Seven Commandments by heart. After much thought Snowball declared that the Seven Commandments could be reduced to a single saying, namely: "Four legs good, two legs bad." This, he said, contained the essential principle of Animalism.

Who Is More Equal?



3) What shows that the document was law for the animals and it was necessary to follow it?

GRAMMAR IN FOCUS	'Shall' as a modal verb (Shall как модальный глагол)
<p>Когда в официальных документах выражается необходимость поступать так, а не иначе в силу закона, в них используются словосочетания you shall/he (she, it) shall/we shall/they shall. Эта функция не характерна для разговорной речи.</p> <p>No animal shall drink alcohol. Животные не должны принимать алкоголь.</p>	
GS p. 269	



4) Do you think that the principles of Animalism are just (справедливые)? Why?



5) What can the commandments result in? Why? Use a dictionary.

xenophobia*
order
friendship among animals
hatred

mutual understanding
war
hypocrisy
equality

slavery
friendship with people
peace

endless work for one, joy and fun for others
lie



6) The commandments gradually changed.

Do they justify (оправдывают) your suggestions?

NO ANIMAL SHALL SLEEP IN A BED WITH SHEETS.

NO ANIMAL SHALL KILL ANY OTHER ANIMAL WITHOUT CAUSE.

NO ANIMAL SHALL DRINK ALCOHOL TO EXCESS.

FOUR LEGS GOOD, TWO LEGS BETTER.

ALL ANIMALS ARE EQUAL.

BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.



7) Do you think there can be a society where some of its members are more equal than the others?

Who Is More Equal?

2. The leaders of Animal Farm drew up new plans.



1) What prevented the animals from going to the hayfield (луг) immediately? (reading for detail)



“Now, comrades,” cried Snowball, throwing down the paintbrush, “to the hayfield! Let us make it a point of honour to get in the harvest (собрать урожай) more quickly than Jones and his men could do.”

But the three cows had not been milked for twenty-four hours, and their udders (вымя) were almost bursting (чуть не лопались). After a little thought the pigs sent for buckets (ведра) and milked the cows fairly successfully, their trotters (свиные ножки) were well adapted to this task. Soon there were five buckets of milk at which many of the animals looked with interest. “What is going to happen to all that milk?” said someone. “Jones used sometimes to mix some of it in our mash (пойло),” said one of the hens.

“Never mind the milk, comrades!” cried Napoleon, placing himself in front of the buckets. “The harvest is more important. Comrade Snowball will lead the way. I shall follow in a few minutes. Forward, comrades! The hay (сено) is waiting.”

So the animals trooped down (прошли строем) to the hayfield to begin the harvest, and when they came back in the evening it was noticed that the milk had disappeared.



2) Find the English equivalents for the following expressions. (reading for specific information/learning to translate)

Не беспокойтесь о молоке, товарищи!

Вперед, товарищи!

Давайте сделаем это делом чести — справиться с жатвой быстрее, чем Джоунс и его люди.

Что же будет с этим молоком?

Но трех коров не доили уже двадцать четыре часа.



3) Where do you think the milk went?

3. There are different examples of establishing rights for people.



1) What rights does the American Bill of Rights guarantee? (R Unit 2, ex. 3)



2) What rights could Gulliver have in a strange country? (R Unit 2, ex. 4)

4

Must a Politician Be Kind?

1. *What kind of people can succeed (иметь успех) in politics? What traits of character should they have?*

1) *Here is an opinion of a modern expert about the problem.*



Are there any unexpected ideas?

Any politician who wants to win should be a real personality (личностью). He/she should have a will (волю) to win and a wish to have power. He/she should use power not for his/her own needs but for improving the situation in the country.

A good politician should have an ability to risk and to love risk-taking if he/she wants to win. He/she should be able to take non-traditional decisions and to give up (жертвовать) some people from his/her team. If a good politician understands that some people can't perform their functions he/she should change them and forget how hard it was. A politician, who can't change some members of the team when it is necessary will lose. It's very important for a politician to have clever advisors but it is he/she who is responsible for the decisions. Though people often say that a politician who has clever advisors is not clever!

Political decisions may be ruthless (безжалостные) for some people and good for the majority of the people. So, a good politician should be ready to take ruthless decisions.

A politician who follows one and the same strategic line and doesn't revise his/her ideas won't live a long life in politics. But again, people may say that he/she has no will to finish something!

No image-maker can help a person who is nothing. It is impossible to improve 'nothing'. Image-makers and advisors can add only 15-20% to the image of a politician.

The power should be used by a politician not for power itself but for achieving definite aims.



2) Which of the expert's ideas do these statements confirm (подтверждать)?

- A politician should be power-loving.
- A politician should be gifted.
- A politician should be risky.
- A politician should be ambitious.
- A politician should be pliable [ˈplaiəbəl] (гибкий, уступчивый).

GRAMMAR FOR REVISION

'Should' as a modal verb

Когда мы говорим о том, что **правильно** или **целесообразно** поступить так, а не иначе, мы используем модальный глагол **should**.

The government **should** do more to help jobless people.
Правительству **следует** больше делать для помощи безработным.

GS p. 268



3) Which traits (характерные черты) are negative and which are positive for a politician? (AB Unit 2, ex. 6)



4) Which ideas of the expert do you agree with?

Agreeing

That's just what I was thinking.

(I couldn't agree more.)

I think ...

Disagreeing

That is not the way I see.

Actually/in fact I think ...

Partly agreeing

Yes, but we shouldn't forget that ...

(Yes, there is a lot in what the expert says, but ...)

2. *Niccolo Machiavelli (1469-1527) was an Italian politician and writer who was blamed (порицали) for being cunning and deceitful in politics. He wrote political essays, plays and books. **The Prince** is his most famous book (1513).*

1) Here are some ideas expressed by the author in his book.



Do you think the point of view of the medieval (средневекового) author differs from that of the modern one?

- It is important for a prince to know how to do wrong, and to make use of it if necessary.

- It is unnecessary for a prince to have all the good qualities but it is very necessary to appear to have them.
- It is necessary for a prince to have a mind ready to turn itself according to the winds of fortune.
- And here it should be mentioned that either good works or bad ones can produce hatred, therefore (следовательно) a prince who wishes to keep his state very often has to do evil (зло).
- A prince whose actions do not accord with (не соответствуют) the times will not be successful.



2) What traits of character necessary for a politician mentioned in exercise 1 on page 54 correspond to the ideas of Niccolo Machiavelli?

3. *Very soon you'll be 18 and have the right to vote.*



1) Do you care what kind of people will represent you and your region in the Federal Assembly?

In my opinion, it's very important ...
I believe that ...
Let me explain. You see ...
That's why ...

I don't mind who ... because ...
I am absolutely sure that ...
They (are) ...

I don't know if ...
I must admit I don't take any great interest in ...
I think ...
It makes me ...



2) What kind of person can be an ideal politician in your opinion? Do you know such people in your country? Speak about them.

4. *In fact different people can succeed in politics.*



Who will win the election (выборы)? (R Unit 2, ex. 5)



5. *The Pope is a cleric (духовное лицо) and a politician because he is the head of the Roman Catholic Church* and the head of a tiny state, the Vatican.* Here is an article from the **Newsweek** magazine about the wartime Pope.*



1) What war do they mean in the article? Find all the facts that can prove your answer.

World War I	World War II	a civil war
--------------------	---------------------	--------------------

Many historians think that the wartime Pope didn't try to stop the Holocaust (истребление, бойня).

By Kenneth L. Woodward

The voice of Pius XII is a lonely voice in the silence and darkness. He is the only ruler on the Continent of Europe who dares (смеет) to raise his voice at all.

Editorial, *The New York Times*, Dec. 25, 1941

Something shameful (постыдный) is going on. That Pius XII was silent in the face of the Holocaust; that he was in fact pro-German if not pro-Nazi. It was *The Deputy*, Rolf Hochhuth's 1963 play that created an image of Pius as a coward (трус).

In fact, Pius XII was neither silent nor inactive. In 1937 in a special document Pope Pius XII condemned (осудил) Nazism as un-Christian. The document was secretly brought to Germany and read in the Roman Catholic churches. In his 1942 Christmas message the Pope became the first person of international stature to condemn the Holocaust.

The Nazis understood the Pope too well. "His speech is one long attack on everything we stand for," declared the Gestapo. In February 1942, Protestant and Catholic leaders in Holland occupied by the Nazis condemned death camps. But only Catholic bishops (епископы) read the letter aloud in their churches.

The Pope's crime — if there is one — is that he chose the role of diplomatic peacemaker rather than martyr (мученик). Historian Christopher Browning is right to say that "the Holocaust is a story with many victims (жертвы) and not too many heroes. I think we are naive if we think one more hero could stop it."

2) What kind of politician was the wartime Pope?



3) What did the Pope do in the face of the Holocaust?



4) Do you think that a cleric should be involved in politics? Why?

Who'd Have Thought It?

1. Travelling has always been an exciting experience.

1) What country/city did Kate visit? What information helps you to understand it? (reading/listening for detail)



Kate: Oh Jess, it was a marvellous trip. Everything was perfect. **I am so happy.**

Jess: Are you? But, what makes you so happy? You know a lot about the country you visited. Did you like their English?

Kate: It sounds strange, but I didn't mind it. I understood them ... most of the time. But they looked at me as if I were a representative of an aristocratic family or the British ambassador (посол).

Jess: **That's really surprising.** Is that all, Lady Kate?

Kate: Stop it. Can't you see that **I am full of impressions? Know anything about** their capital?

Jess: **Yes, I do know about it. I know that** their lawmakers moved there in 1800.

Kate: Well, **have you ever heard about** the mysterious echo in the National Statuary Hall?*

Jess: Echo? In a hall? **You're kidding** (ты разыгрываешь меня).

Kate: No! There were times when Representatives met there to discuss political problems. So, Mr John Quincy Adams' desk was just on the place where he could hear whispered (произносимые шепотом) discussions of the opposing party on the far side of the room.

Jess: **You must be joking.**

Kate: No! **Just fancy** that (только представь себе)! He surprised everyone when he seemed to guess what the other side was going to do before they did it.

Jess: How rotten (какая низость)!

Kate: Yes, I agree. I saw so many interesting things: I saw the Senate and the House of Representatives in action while they were in session. It was terrific.

Jess: I'm sure it was.

Kate: Oh Jess, you must see it to understand how great it was.



2) What did Kate like most of all?



3) What surprised Jess?



4) Find in the dialogue how Kate or Jess:

- ▶ shows admiration.
- ▶ shows surprise.
- ▶ asks if someone knows about something.
- ▶ says she knows about something.



5) What other ways of expressing the same functions do you know? (AB Unit 2, ex. 7)

2. *There are many interesting stories which the guides tell the tourists visiting the Houses of Parliament.**





What do you think about these facts? (expressing surprise, admiration, saying you know about something).

D'you happen to know that Big Ben* was probably named after a champion boxer of the period rather than Sir Benjamin Hall?*

Who'd have thought it?

Yes, in fact, I did know about it.

How interesting!

D'you know that the Union Jack* is flown above the Victoria Tower* on days when Parliament is sitting and on some special occasions?

Really?

I've been told that ...

Marvellous!

Have you got any idea about the Lord Chancellor's* (лорд-канцлер) seat? He sits on the woolsack* which is stuffed with wool!

You must be joking.

Well, I never!

Yes, I do know about it.

D'you happen to know that Charles Dickens* worked as a reporter in a press gallery in the Commons?

Yes, I have heard about it.

Dickens? In the Commons?

3. *There are many interesting things connected with the development of the Russian state system and its contacts with the Western countries.*

1) What can be surprising for foreigners about the things you see in the pictures?



2) PAIR WORK

What impressions can these facts produce on foreign tourists? (*listening for the main idea*)



Student 1

You are a guide who is showing Moscow to foreign tourists.

Ask if the tourist knows about something.



Student 2

You are a foreign tourist who has come to Russia.

Say that you know about something.

or

Express your surprise or admiration.

4. *There are dictionaries of surprising facts.*

Can you write some entries (статьи) for such a dictionary? (*taking notes*) (R Unit 2, ex. 6)

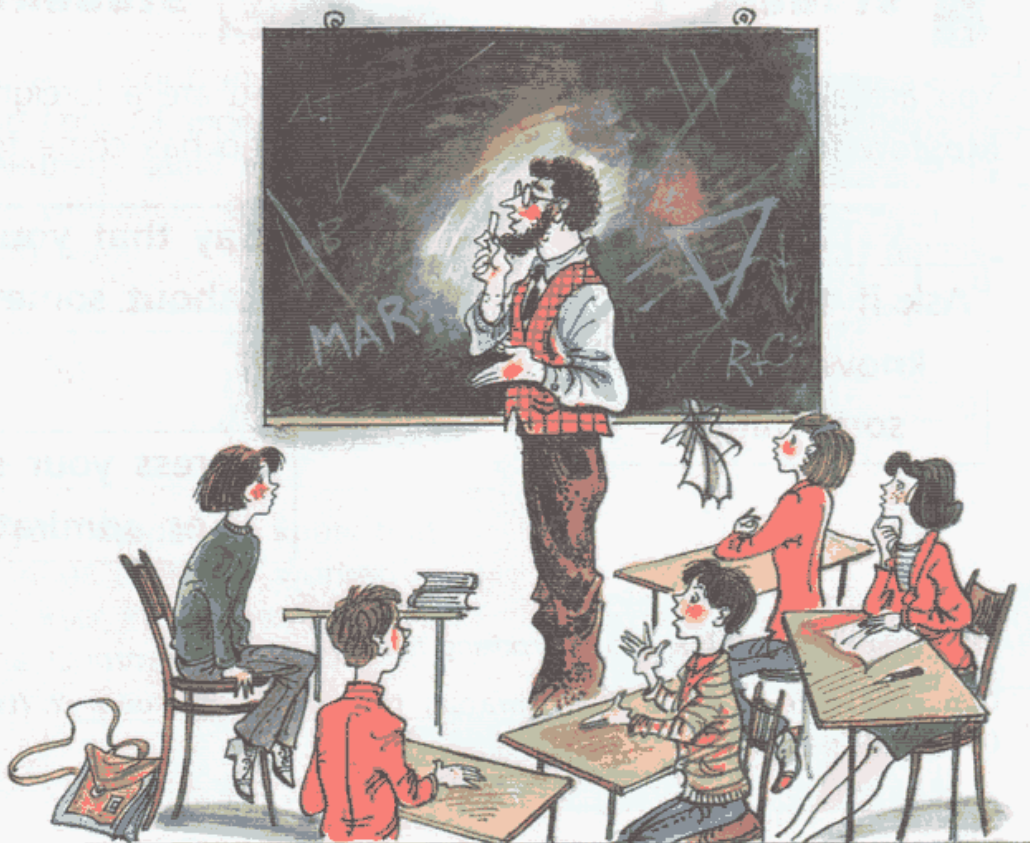
Are You a Good Lawmaker?

In 1516 the brilliant English statesman, scholar and writer Thomas More* published his famous book **Utopia*** [ju:'təʊpiə]. In the book he describes an ideal state and satirises the abuses (злоупотребления) of the time. Thomas More explains his idea of a perfect state.

1. What is your idea of a perfect state? Do a project.

PROJECT 'An Ideal State, as I Understand It'

- 1) Determine the political system.
- 2) What kind of person do you want to be the head of state? Think of his/her traits.
- 3) Determine the institutions that will represent the legislative, the executive and the judicial branches of power.
- 4) Determine the responsibilities of each branch.
- 5) Write a Bill of Rights for the imaginary state.



6) Compare your variants and vote on each item to make a single document.

2. Here are some phrases you can use while presenting and discussing your project.

We have chosen the following political system ...
We think it is more democratic than ...
We want to take a closer look at ...

I (We) don't know which system to choose.
Which system would you advise me (us) to choose?
I'd like to know ...
Sorry, I don't quite understand (what) ...

I think ...
In my opinion (view) ...
I believe ...
Well, I must say that ...

Would you agree with ...?
I wonder if you agree with ...?

That's (quite) right.
How right you are.
I absolutely agree.
I am with you there.
I think I'd agree.
I am of the same opinion.

I am not sure in fact.
No, I don't think that ...
That is not the way I see it.
Do you really think that ...?
I'm afraid I disagree with you ...

I think I will ...
I've decided ...
I am planning ...
I am going to ...

Shall we ...?
Why don't we choose ...?
May I suggest ...?



1. LISTENING COMPREHENSION

You will hear the information about the political system of New Zealand. For statements 1-10, decide which of them are TRUE and which are FALSE and tick (✓) one of the boxes to show whether the answer is true or false. You will hear the recording twice.

	True	False
1. New Zealand is a colony of Great Britain.	<input type="checkbox"/>	<input type="checkbox"/>
2. The British monarch is the head of state in New Zealand.	<input type="checkbox"/>	<input type="checkbox"/>
3. The Monarch's representative is the governor-general.	<input type="checkbox"/>	<input type="checkbox"/>
4. The Parliament represents the legislative branch.	<input type="checkbox"/>	<input type="checkbox"/>
5. The Parliament has two houses.	<input type="checkbox"/>	<input type="checkbox"/>
6. The Prime Minister appoints ministers.	<input type="checkbox"/>	<input type="checkbox"/>
7. The Prime Minister is appointed by the Parliament.	<input type="checkbox"/>	<input type="checkbox"/>
8. The Executive Council and the Cabinet represent the executive branch.	<input type="checkbox"/>	<input type="checkbox"/>
9. The governor-general is part of the legislative branch.	<input type="checkbox"/>	<input type="checkbox"/>
10. The Constitution Act was adopted in 1986.	<input type="checkbox"/>	<input type="checkbox"/>

Your score	10	7	5	4
Your mark	5	4	3	2



2. READING COMPREHENSION

Read the text about the political system of Australia. For statements 1-5, decide which answer is correct. Circle the corresponding letter.

- A. Australia is a parliamentary democracy.
B. Australia is a monarchy and a parliamentary democracy.
- A. The Prime Minister and the Cabinet are elected directly.
B. The Prime Minister and the Cabinet come from the Federal Parliament.
- A. The Federal Parliament includes the Senate and the House of Representatives.

- B. The Federal Parliament includes the House of Commons and the House of Representatives.
4. A. The representatives of the executive branch are responsible to the Queen.
B. The representatives of the executive branch are responsible to the Federal Parliament.
5. A. Now Australia is in the process of changing to a republic.
B. Now Australia is in the process of becoming closer to the British Crown.

Australia is an independent country within the Commonwealth. Formally the British monarch is the head of state and has royal representatives in the country and in each of the six states.

According to the Australian Constitution, that was adopted on January 1, 1901, the legislative branch is represented by the Federal Parliament. The parliament is made up of two houses: the Senate with 76 senators and the House of Representatives with 148 members. The lawmakers are elected by the people. Voting is compulsory (обязательно). Australian citizens can vote by mail. Those who abstain from (воздерживаются от) voting are fined (штрафуются). Australians are proud of the fact that secret ballot (тайное голосование) was first introduced in Australia.

The party or a coalition of parties with the majority of seats in the House of Representatives forms the Cabinet and its leader becomes Prime Minister. So, the executive branch in Australia includes the Prime Minister and the Cabinet. Like in Great Britain they come from the Federal Parliament and are responsible to it for government decisions. The main political parties are the Liberal Party and the National Party. Normally they act in coalition. The Australian Labour Party and the Australian Democrats also play a great role in politics.

There is a question whether Australia should become a republic with an Australian head of state. The debate on the problem started several years ago. Everybody in Australia understands that a change to a republic needs the assent of the Australian people at a referendum. In February 1998, Australia began the process of severing (разъединения) its constitutional link to the Queen.

Your score	5	4	3	2
Your mark	5	4	3	2



3. SPEAKING

1) *At a school conference you are making a report about the common features and the differences between the Russian and US political systems.*

Give a 2-minute talk about the common features and the differences between the Russian and US political systems.

Remember to:

- name the common features: the political systems, the heads of state;
- speak about the institutions that represent the three branches of power;
- name the heads of the executive branches in the Russian Federation and in the USA;
- explain why the Russian President has more power;
- speak about the aims of the system of checks and balances.

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

2) **ROLE-PLAY** *A Russian student is preparing a report about the political system of the United Kingdom. She/he needs a consultation of her/his British friend.*

STUDENT CARD 1

You are a Russian student.

Ask your British friend questions about:

- the role of the Queen in the political life of the country;
- the aims of the Shadow Cabinet;
- the functions of the Non-Cabinet Ministers;
- the links with the Commonwealth.

You begin the conversation.

Remember to:

- be active and ask all the questions;
- talk for 1-1.5 minutes.

STUDENT CARD 2

You are a British student.

Remember to:

- answer the questions of your Russian friend;
- talk for 1.5 minutes.



4. WRITING

You've got an e-mail letter from your British friend who is getting ready for the quiz "Across Russia". She/he wants to know:

- 1) what political system Russia belongs to;
- 2) when the Russian Constitution was adopted;

- 3) where the Government and the President sit;
- 4) what the origin of the word "Duma" is;
- 5) if there is any relation between the Federal Assembly and the Federal Council.

Write a letter to your British friend with answers to her/his questions (100-120 words). Remember to write the letter in the correct way.



5. USE OF ENGLISH (GRAMMAR/VOCABULARY)

For questions 1-10, read the text below and decide which answer A, B or C fits best each space. There is an example at the beginning (0).

(0) A Prime Minister Tony Blair doesn't like the fashionable topic about "Cool Britannia". He guesses that a British politician (1) _____ of "New Britain". But he doesn't see it without (2) _____. Some people don't like this point of view, they think that the leader of the Labour Party (3) _____ in the opposition to the monarchy. But Tony Blair has a pragmatic and conservationist view of the monarchy. He thinks that the monarchy is not an institution that stands in the way of his (4) _____ agenda (повестка дня). The Queen (5) _____ the government policies. He doesn't think that the (6) _____ and the Labour Party (7) _____ the monarchy to improve the economic situation. The Labourist manifesto reads: The Party (8) _____ no plans to replace the monarchy. In his opinion it is the House of Lords that (9) _____. It will make the (10) _____ branch more democratic.

- | | | |
|--------------------------|---------------------|----------------------|
| 0. A. — | B. The | C. A |
| 1. A. will think | B. can think | C. should think |
| 2. A. the Prime Minister | B. the monarchy | C. Parliament |
| 3. A. will be | B. is | C. should be |
| 4. A. government's | B. administration's | C. department's |
| 5. A. doesn't determine | B. doesn't approve | C. revises |
| 6. A. representatives | B. ministers | C. secretaries |
| 7. A. will fight | B. shall fight | C. should fight |
| 8. A. shall have | B. will have | C. should have |
| 9. A. should be reformed | B. will be reformed | C. shall be reformed |
| 10. A. judicial | B. executive | C. legislative |

Your score	10-9	8-7	6-5	4
Your mark	5	4	3	2

6. CULTURAL AWARENESS

What do you know about the British and US political systems?

For statements 1-8, decide which answer is correct. Circle the corresponding letter.

1. In Great Britain
 - a) the Prime Minister is the head of state.
 - b) the Monarch
 - c) the President
2. In the USA
 - a) the President is the head of state.
 - b) the Prime Minister
 - c) the Vice President
3. In Great Britain
 - a) the Monarch is the head of government.
 - b) the Prime Minister
 - c) the President
4. In the USA
 - a) the Vice President is the head of government.
 - b) the Prime Minister
 - c) the President
5. In Great Britain
 - a) the Cabinet represents the legislative branch.
 - b) the House of Commons
 - c) Parliament
6. In the USA
 - a) the Administration represents the legislative branch.
 - b) Congress
 - c) the Senate
7. In Great Britain
 - a) the Prime Minister with cabinet and non-cabinet ministers represent(s) the executive branch.
 - b) the House of Commons
 - c) the House of Lords
8. In the USA
 - a) the Senate represent(s) the executive branch.
 - b) the President and his Administration
 - c) Congress

Your score	8	6	4	3
Your mark	5	4	3	2

7. NEW WORDS AND EXPRESSIONS FROM UNIT 2

How many new words and expressions do you know?

1

to appoint
to approve
assent
bill
branch
cabinet
campaign*
ceremonial
civil*
Commons
constitution
constitutional
to control
to coordinate
to delay
democracy
democratic
department
to determine
elected
to examine
executive
government
house
law
legislative
life peer*
Lords
majority
minister
non-elected
to oppose
opposition
parliament
parliamentary
policy
political
power
prime minister
to represent

representative *n*
representative *a*
responsible to/for
to revise
to rule
to sign
to vote on

2

administration
to balance
compromise*
Congress
court
to declare
extreme*
federal
judge*
judicial
to pass over
secretary
senate
supreme
unconstitutional
to veto
vice president

3

to adopt*
assembly
basic
chairman
council
deputy
to dissolve
to guarantee

Reading Section

agreement*
commandment*

cause*
enemy*
equal*
essential*
excess*
hatred*
by heart*
hypocrisy*
lie *n*
to reduce*
to reveal*
sheet*
slavery*
unalterable*
xenophobia*

4

consistent
cunning
deceitful
hypocritical
loyal
personality*
pliable
power-loving
prudent
ruthless
sly
strong-willed
sympathetic
tolerant

5

ambassador
How rotten!*
Just fancy that!
Lord Chancellor, the*
order
woolsack*
You are kidding!

8. SELF-ASSESSMENT

Description of achievement	Level reached			
	poor	fair	good	excel- lent
<p>I can read and understand</p> <ul style="list-style-type: none"> • information about political systems of different countries • schemes reflecting political systems of different countries • information about the personality of a politician <p>I can understand</p> <ul style="list-style-type: none"> • information about political systems of different countries <p>I can</p> <ul style="list-style-type: none"> • speak about political systems of different countries • speak about personal characteristics of different politicians • express my admiration or surprise • ask if someone knows about something • say that I know about something <p>I can</p> <ul style="list-style-type: none"> • write a constitution, as I understand it 				

Grammar checklist	Can understand	Can use
'Shall' as a modal verb 'Should' as a modal verb		

Pupil's comments
Exercise I found most interesting/enjoyable/difficult/boring _____

Unit 3

What Is
Hot with
the Young
Generation?

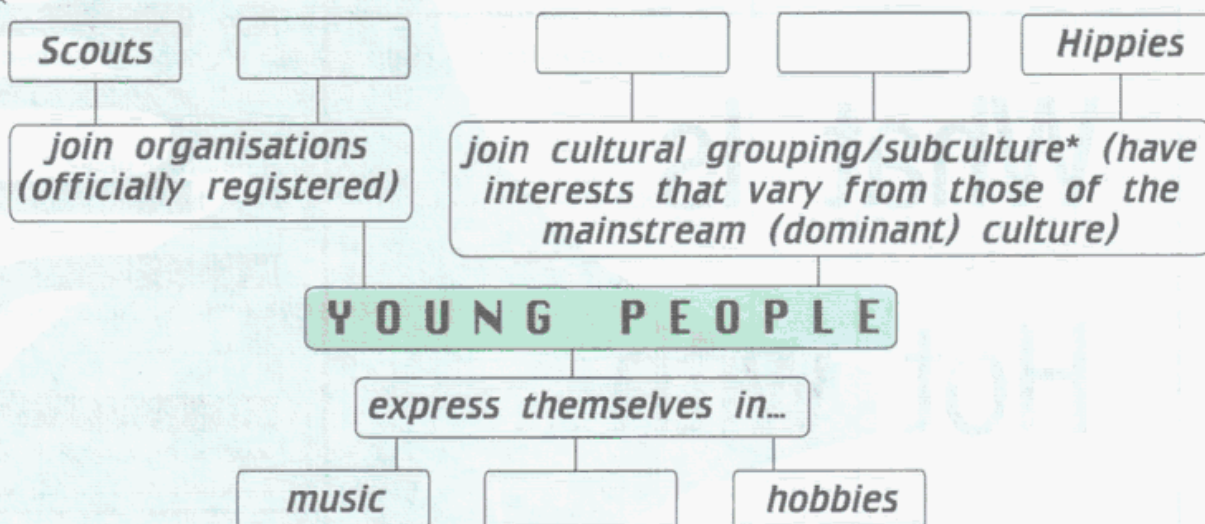


1

How Do Teens Express Their Individuality?

1. Young people have a particular relationship with the whole world. They want to express their individuality.

How do you think they do it?



2. Most young people follow some kind of youth culture.

1) By the mid-1960s, some teenagers in Great Britain had begun to form distinct (отличающиеся) cultural groupings.



Read the descriptions of different groups and members of the groups, and find the names of these subcultures in the box. (reading for detail)

Hippies

Punks

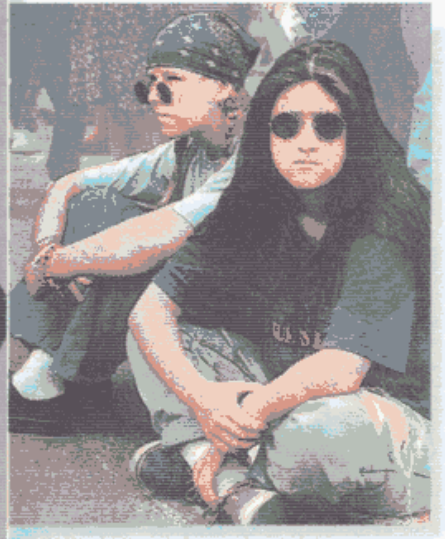
Bikers

RAVERS

HACKERS

A. Young people who dress in a shocking way to express their **identity** (*who somebody is*). They have brightly coloured hair and wear metal chains. They are thought **to rebel** (*protest*) **against** the society or the older generation. The music is **aggressive**. They **reject** (*say no to*) everything.

B. Some classify these people like drug users and rock and roll fans (especially if they are both!), since their behaviour and attitudes differ from social norms. They **don't conform** (*don't keep*) **to** society's stan-



dards and support a **liberal** attitude and lifestyle. They accept other people as they are. They always want to change the world for the best.

C. They are the 'wizards' (*persons with extraordinary abilities*) of the computer community; people with a deep understanding of how their computers work, and can do things with them that seem 'magical' to express themselves. They do not protest against their parents.

D. These are the folks who use computer-made, synthesized music, and drugs to create massive all-night dance parties in empty **warehouses** (склады). They like to be in a collective. They want to **try out all sort of options** (*to test all things that they can choose*) and are thought to be **violent** (*showing strong physical force*) and **rebellious**.

E. All persons who ride 2 or sometimes 3 wheeled motorised vehicles and who **identify** themselves **with** a particular (*special*) subculture. They usually wear leather jackets and army boots.

2) Young people in Great Britain have an opportunity to join different organisations and youth movements.

Read the descriptions of members of different organisations and match them with their names. (*reading for detail*)

Scouts	Young Farmers	Volunteers	Environmentalists
--------	---------------	------------	-------------------

A. People who in their club get practical experience in agriculture, home crafts and country life generally.

B. They are concerned about and want to improve or protect nature. Usually they join *Greenpeace*, *Friends of the Earth* and the like. They prefer **non-violent** direct actions to solve ecological problems.

C. These people do voluntary work in the community, help needy people, may join an organisation like the *Samaritans*.*

D. Members of one of the leading (in number) youth organisations in Britain. They are trained to use their initiative, learn to use practical skills. Their moral **values** are loyalty and responsibility.

3) *Some teens do not join any movements, organisations or groupings. But they also have a lot of ways to express their individuality.*



What are these ways? What do they say about it? (reading for detail)

I want to be an Olympic champion in gymnastics. I train hard to achieve this.

I play the guitar. I want to be a musician and play in concerts. I work hard and train every day.

I enjoy painting, I want to be an ace pupil at art school and to become a pro.

I enjoy being alone. I like beautiful melodies of various singers and groups and books about life and love.

I am crazy about playing different ball games, I care about my health.

I like hanging out in the streets. I usually wear torn jeans but at the same time I like to wear beautiful costumes when I dance in my dancing club.

3. *Young people who belong to youth groups, join youth organisations or devote their time to their interests and spend their time in different ways.*

1) **What do they do?**

2) **What similar and different features do teens from different groups, organisations and movements have? (AB Unit 3, ex. 1)**

3) What way of expressing individuality do you prefer?

I like when Such people are thought to
It seems to me I identify myself with ... because
I

I like when people ... that's why
I am in ... organisation
More than that I like

I'm not in I don't like to be organised.
But I like to
I also like Besides I
My friends like when I

4. IN YOUR CULTURE



What are the concerns of one of the youth organisations in Russia? (R Unit 3, ex. 1)

5. *Young people have different preferences in music.*



Can you identify different music styles? (AB Unit 3, ex. 2)

6. *This information about youth groups may be interesting for you.*



Choose what you want to read about.

Information about groups in Norwich. (R Unit 3, ex. 2)

Information about boneheads. (R Unit 3, ex. 3)

Information about an organisation in the USA. (R Unit 3, ex. 4)

2 Why Do Teens Join the Group?

1. These photos are taken from the exhibition "The Young Generation of Russia".

Why are these young people placed here?



These photos show young people who belong to ... and
It seems to me they
Besides they

2. Young people like to express themselves.



Why do young people

- join the group?
- join the organisation?
- express themselves individually?

Choose from the ideas.

to achieve something

to express their/my own identity

to get some skills

to show off

to identify with a particular group

to know who they are

to support a ... attitude and lifestyle

TO HELP NATURE

to solve ... problems

to change the world for the best

to try out all sort of options

to protest against the parents

to rebel against the society/the older generation

to show a rebellion against the regime/society

to reject everything

(not) to conform to society standards

to be in a collective

to differ from other people

to help people around


3. Values are the ideas that a person or group has about what things are good, right, and important in life.

1) Here are some opinions of different people about the values and beliefs of some youth groups.

 Do you agree with these opinions?

I think that the values of environmentalists are to help nature, to change the world for the best. They do not protest against their parents but they protest against organisations that pollute nature. They wear certain badges. They are very useful.

I think skinheads are extremely nationalistic. They are aggressive. They don't conform to society standards. They reject everything. I think it is dangerous when teenagers are aggressive.

 2) Which of the ideas mentioned in exercise 2 are the values and beliefs of members of particular youth groups? Which of them do you think are dangerous and which are very good/useful?

I think that values and beliefs of ... are

That's why they

I think/don't think it is good/dangerous when

They also ..., but they



3) What do some teens think about joining a group? (*listening for specific information*)



4) Some people write letters to newspapers to put their point of view. What would you write in support of or against something? (AB Unit 3, ex. 3)



5) What do you think of the attitude of society (especially grown-ups) towards the members of different youth groups and organisations?

It seems to me that some grown-ups don't like/like ... because of their

These members are thought to

But the attitude towards ... is ... because



6) What is YOUR attitude towards the members of different youth groups? Give your reasons.

4. These young people choose different ways to express their identity.



1) Whose lifestyle do you like most?

Some people call me a hacker. I like my computer and I can do many things with its help. I've designed a new game for my brother and I've made a programme for my teacher of English. Now we can use computers at our English lessons.



Tom



Sveta

I've joined the organisation of Young Agrarians. I'd like to be with those people who think about nature, who help young people in the villages to get higher education and to get a good job.

I'm not in a group. I don't care about organisations. I like to wear cool T-shirts and dreadlocks (дреды). I like listening to reggae music. But I don't like the fact that some people put you into categories according to the way you dress or according to the music you listen to. I also study at art school where I can express myself in my paintings.



Daniel



2) What do you do

- to express yourself?
- to develop your own lifestyle?
- to change the world for the best?



3) IN YOUR CULTURE 

- a) Which groupings/subcultures are popular in your home place? What are their characteristics? Describe the members of some grouping.
- b) What youth organisations exist in your home place? What are their aims?



4) Are you a member of some youth group or organisation? Why did/didn't you join it?



5) IN YOUR CULTURE 

What kinds of teenagers can you meet in Russia nowadays? (AB Unit 3, ex. 4)

5. Music festivals are the events in the youth culture, which are remembered.



1) What festivals do you know? (R Unit 3, ex. 5)



2) What music do teens choose now? (R Unit 3, ex. 6)



3) What music do you choose? (R Unit 3, ex. 7)

What Can Your Parents Tell You About Their Youth?

1. Buddy from the story **Buddy's Song** by Nigel Hinton liked music and played the guitar. His dad hoped his son would become as famous as Buddy Holly.* Buddy's dad found a group **The Hi-Tone Four** that needed a vocalist. Now Buddy was in the group.



1) How did his first performance finish?

His dad worked hard to find them work and he even got a **gig** at a pub in a nearby town for a Teddy Boys reunion evening.

"They're all mad music fans," he told Buddy, "so they'll love you. There's a couple of other groups but you **lot are top of the bill**. It'll be great."

It should have been great, but it was a **disaster**.

By the time they arrived, the pub was packed with Teddy Boys all dressed up for an evening out. The second group was just coming to the end of their performance and the noise in the pub was **incredible**. Nobody seemed to be listening to the music; instead, there was a lot of pushing and shouting, and a feeling of violence in the air. Most of the Teddy Boys were old and fat and looked terrible with their big stomachs under their jackets. Buddy was surprised, though, to see quite a number of young people about his age. They seemed to be the ones who were causing most of the trouble, **shoving** each other around and looking as if all they wanted to do was fight.

When the second group finished, they quickly set up their equipment on the tiny stage in the corner. The pub was obviously a regular place where Teds met because the **juke-box** was filled with old rock'n'roll records, and while they were getting ready Buddy was horrified to hear two of the songs he and the group were going to play.

"We can't sing those," he said to Paul, as they started to tune up. "We'll sound awful after the record."

"Nah, it'll be all right," Paul said. "OK, boys, ready?"

Paul waited for the song to stop on the juke-box then he stepped forward to the mike (*microphone*). "Right, boys and girls, time for some live music. I'd like to introduce 'The Hi-Tone Four' with our young vocalist, Buddy Clark."

He stepped out the beat and they **launched into** "Good Golly Miss Molly*".

Then, louder than the group, came the sound of the original version of the song by Little Richard.* Somebody had put it on the juke-box.

What Can Your Parents Tell You About Their Youth?

There was a movement in the crowd as people looked round at the juke-box, then back at the group. With the noise of the record in front and the noise of the band behind him, Buddy couldn't hear anything else but he could see by the **jeering** faces that everybody was laughing.

Then Buddy saw his dad moving towards the juke-box, his face determined and angry. He bent down and pulled the plug out of the socket. The record stopped and the fight started. One of the young boys pushed his dad aside to try to get to the plug, his dad pushed back and the next moment there was the sound of **smashing** glass as the people dropped their beers and crashed into each other.



2) Why was the first performance not successful? Are the following causes true or false? Find evidence in the story.

1. The performance of 'The Hi-Tone Four' was after another group.
2. Most of the visitors were too old.
3. The visitors didn't pay attention to the performance.
4. The group couldn't sing well.
5. The stage was very small and uncomfortable.
6. Some visitors wanted to fight and looked for the cause to begin the fight.

2. *Sometimes you can guess the meaning of unknown words by the context.*



1) Read the LEARNING TO LEARN section.

LEARNING TO LEARN

Guessing the word by the context

Существуют определенные типы отношений между словом и контекстом, которые могут помочь догадаться о значении этого слова. Можно догадаться о значении слова по контексту, если:

✓ в тексте упоминается синоним (эквивалент — **equivalent**).

e.g. Techno is developing into a **mainstream**, global movement. (main, widely accepted — основной, широко распространенный)

✓ в тексте есть антоним или словосочетание, противоположное по значению (контраст — **contrast**).

e.g. 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. (an important event — важное событие)

✓ слово объясняет причину чего-либо, описанного в тексте (причина — **cause**).

What Can Your Parents Tell You About Their Youth?

e.g. Alternative, rap and country are **losing commercial momentum**. So record companies are turning to techno. (the quantity of sold things is getting less — теряют темп продаж)

✓ слово описывает следствие чего-либо (следствие — **consequence**).

e.g. More than one million fans crowded into Berlin's Tiergarten park. For two days a friendly **chaos** covered the German capital. (a state of complete disorder — полный беспорядок)

✓ значение слова объясняется или дается пример (объяснение/иллюстрация — **explanation/illustration**).

e.g. **Charity** events are organised as necessary to help those in need. (events to collect money and help the poor — благотворительные)



2) Guess the meaning of the highlighted words in the story by the context.



3) Check your answers with the table.

	Equivalent	Contrast	Cause	Consequence	Explanation	Guessed meaning
gig					<i>to find work for a group, at a pub, they're all music fans</i>	<i>a concert (performance)</i>
lot are top of the bill			<i>They'll love you. It will be great.</i>			?
disaster		<i>It will be great.</i>				?
incredible				<i>the pub was packed; a lot of pushing and shouting</i>	<i>noise</i>	?
shoving				<i>All they wanted to do was fight.</i>		?
juke-box					<i>filled with old rock'n'roll records</i>	
launched into				<i>stepped out the beat</i>		?
jeering	<i>laughing</i>					?
smashing				<i>dropped their beers</i>		?

What Can Your Parents Tell You About Their Youth?

- 4) Look up the words in a dictionary to check if you guessed right.

3. WORD POWER

- 1) Find the verbs from the first column of the table in the text. Which particles do they go with in the story?
- 2) Match the verbs with their meaning.

	around	into	up	Meaning
dress				to play a few notes to see if an instrument is at the correct pitch to begin eagerly to put things ready to be used to push rudely to wear your best clothes
launch				
shove				
set				
tune				

- 3) Who is characterised with these verbs?
- 4) Which of the verbs above will have the following meanings with the particle *in*?
to choose a certain radio station
something begins and seems to continue for a long time
to interrupt rudely

- 4. Find out the information about Teddy Boys* in the LCG. Add this information in exercise 2, Activity Book.

- 5. Did Buddy's dad belong to some subculture in his youth? Which one? Why do you think so?

I think he belonged to ..., as he liked He knew people who
Their appearance was the following And their behaviour was

6. IN YOUR CULTURE

- What subcultures existed in the times when your parents were teens? Ask your parents. Take notes.

- 7. Do you know how to make a fashionable thing by yourself? (R Unit 3, ex. 8)

3

How Much Are Teens in Russia Like Teens in Other Countries?

1. The life of teenagers is not the same during different periods of history.

DON'T MIX UP

to like – to be like – to be alike



- 1) What was the teenager of the year 2003 like?

According to the report of the Centre of Social Researches of Moscow University, the most trendy young person of the year 2003: Reads a lot. Plays football. Listens to rock or techno **like** young people in many countries. Is mad about the films "The Lord of the Rings" and "The Matrix" **as** the teens all over the world are. Is very friendly. Appreciates not only mutual understanding but also trust. Is sure that love can't exist without friendship, and love is not only the harmony of relations but also is romantic. Falls in love very rarely. Besides the teenager is sure that the most important thing in life is health, freedom and the ability to adapt.



- 2) How are teens in Russia and in other countries alike now? Choose the sentences you think are true.

- A Russian teenager is sporty as British teens are.
- A Russian teenager, like American teenagers, reads a lot.

How Much Are Teens in Russia Like Teens in Other Countries?

- A Russian teenager is friendly like teens all over the world.
- A Russian teenager considers friendship very important as any European teen does.
- A Russian teenager thinks about health as British teens do.
- A Russian teenager prefers techno and rock music like teens in Britain and in Germany.

GRAMMAR IN FOCUS

Like and as
(Предлог *like* и союз *as*)

Говоря о похожих вещах, мы используем предлог **like** и союз **as**.
Like — это предлог, поэтому он ставится перед именем существительным или местоимением.

Russian teens, **like** *British teens*, listen to techno music.

As — это союз, поэтому он ставится перед придаточным предложением.

Russian teens think about love **as** *teens all over the world do*.

(**As** также может быть предлогом и иметь значение «в качестве».)

He works **as** a teacher. = He is a teacher.)

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2. When young Russians are bored being alone they choose a group with the same interests as all teenagers do.



1) Is there such an opportunity? (reading for the main idea)

In Russia in 2003 there were 62 federal and interregional youth and children organisations which were officially registered.

One of them is the Federation of Children Organisations of Russia. (*Unlike/Not as*) the organisations many years ago this organisation is independent from political parties. The main aim is to protect rights and interests of children and young people, to organise their free time, to help them develop various skills useful in their future life. (*Like/As*) pioneers many years ago members of this organisation help disabled people, make performances for young children. Besides such organisations there are different groups and subgroups with special interests (*like/as*) in many countries.



2) What is similar in the activities of youth organisations in Russia nowadays and some years ago? (AB Unit 3, ex. 5)

How Much Are Teens in Russia Like Teens in Other Countries?

3. Different subcultures exist in Russia as they do in other countries. (*jigsaw reading*)



1) What common features can you find in the corresponding subcultures in Russia and in other countries? (Use exercise 4, Unit 3 in the Reader.) (*reading for the main idea*)



A. Bike subculture appeared in Russia with the appearance of Moscow motorbike club 'Night Wolves'. Officially it was founded on May 31, 1989. But the core of it appeared in the early 80s.

A 'Night Wolf' No 1, nicknamed 'The Surgeon' got his motorbike from his grandfather. The grandfather got it from the USA by lend-lease.* The motorbike was produced in 1942, but it works well. The Surgeon (he is a real surgeon) together with his friends kept order at the concerts of underground musicians as 'Hell's Angels'* did it. Working as guards is classical pastime of bikers.

The club is so famous not only in Russia but also all over the world that the first Russian Bike Show, which took place in 1995 attracted a lot of guests from abroad. Among them there were the representatives of subdivisions of 'Hell's Angels' in different countries.

A biker in Russia prefers a heavy bike like Harley Davidson* and a leather jacket. But besides a real biker has his own values and beliefs as bikers of the USA have.

Some people consider bikers aggressive. But in most cases they have only threatening appearance.

B. The good old times for most of our hippies were the 1970s.* Their ideals include love, peace, freedom of self-expression, and nonconformity to society's rules. Against the background of speeches, reports, slogans, which served as a smokescreen for corruption and moral crisis, hippies showed to young people an alternative to all that. Unfortunately, now the hippie community is becoming a place for really hopeless characters and those without any ideas and principles. It is not so difficult to look like a traditional hippie: a pair of worn-out blue jeans, long hair tied with bit of string and a couple of

How Much Are Teens in Russia Like Teens in Other Countries?



decorative chains. This is often used by drug sellers. They have noticed that if you are wearing your hair long and your jeans are old, you have a much easier time on the road.

Remarkably, while in society at large the drug problem is becoming more serious, within the hippie community it has stopped growing.

Today hippies are more socially active. They set up environmental groups and join charity projects.

"Everything that brings people together is good; everything that draws them apart is evil. Love is the most powerful thing that brings people together."

2) How are bikers and hippies different in Russia and abroad?

GRAMMAR FOR REVISION

Degrees of comparison/Auxiliary verbs

Hippies in Russia are **more** socially **active** than hippies abroad.
But bikers **are not**.

GS p. 261, p. 269

3) What are the similarities between ravers here and ravers there? (Use exercise 6, Unit 3 in the Reader.)

4) How much does the skinhead movement in Russia differ from the skinhead subculture in Britain? (AB Unit 3, ex. 6)

5) How much are you like an average Russian teenager? (Use exercise 1.1) on p. 84.)

6) Some people say that punk culture has features of other subcultures.

What are they? (AB Unit 3, ex. 7)

4. It is not good to judge a person according to his appearance.

Render an article about two Russian teenagers. (AB Unit 3, ex. 8)

4

Are All the Young Bad?

1. Young people are often considered by older generation bad and violent.

Why do you think it is so?

2. The media often associates youth with something threatening and violent.



1) Who do these opinions about young people belong to: an elderly person, a middle-aged person, a teenager?

A. More violence, more vandalism* exists than it did ten years ago. Many people say that their lives have been made miserable by young people out on the street late at night. Young people are more violent than ever. All those groups or subcultures are awful, because all of their members are violent. They only think about rebellion against society, its laws, they reject everything, they protest against their parents and school. I think they are potential criminals, their groups are like gangs (банды). I think all these groups should be forbidden.

B. Violence is the symptom of problems in the society. Teenagers don't live in a desert. Home, school, and neighbourhoods are part of the individual environment. They play a great role in the expression of violence. A society cannot suggest anything really worthwhile for teens. There are not many organisations that are interesting for teens. There are not enough sports clubs. Besides many hobbies and sports are expensive, and teens can't afford them. That's why they are rebellious. Crime for teens is an expression of their inability to join in society. At different levels: social, economic or cultural. Teens don't think much about their future life. They want to live now. Being in a group is like living a real life for them. To be a fan of something or someone is a hobby, to be a hippie, for example, it's a life.

C. It seems to me that the media makes the situation worse. The bad image of youth groups is presented by the press. These groups are

not that bad as they are thought to be. Teens want to show off. But at the same time a lot of teens think about changing the world for the best. They help people around them. They help nature. I am sure, teenagers will become good citizens. Some who were punks became editors of famous newspapers. And I know a person who was a hippie and some years later became a president of a big country. A sub-culture is a way of life. It is not a fan club; it is a real life for teens.



2) *The opinions above are different.*

How do the people

- ◆ show that they are totally against youth groups?
- ◆ explain the existence of violence among teens?
- ◆ show that teens are not as bad as they are thought to be?



3) **Which arguments do you approve or disapprove of?**

Some people think that all young people are awful. And I think this opinion is absolutely right./But I think that this opinion is all wrong.

Saying you approve

... is very good.
 ... is quite/absolutely right.
 ... seems/sounds just right.
 ... is just what I had in mind.
 I am all for such opinions.
 Yes, that's what I think too.

Saying you do not approve

I don't think ... is very good.
 It is wrong to think that
 It isn't right to
 I can't approve of
 On the contrary,
 ... is all wrong.

3. The opinion that some groups are dangerous sounds just right.

1) Which group do you approve or disapprove of?

Their deeds are very good and useful.

Their music is very good.

I think their image is quite right.

I can't approve of their clothes.

Their behaviour seems just right.

I'm all for such groups/organisations.

Their values and beliefs are all wrong.

I don't think their attitude towards others is very good.

2) GROUP WORK

What is your attitude towards subcultures, fan clubs and organisations for teens? Which ones do you consider threatening? Discuss in groups. Give your reasons. Ask other groups.

Asking if someone approves

Do you think ... are all right? Do you approve of ...?

Are you for ...? What is your attitude towards ...?

Is ... all right, d'you think?

Are you for hippies?

Hippies sound just all right, because they believe in peace as the way to resolve differences between people. They are not violent. They accept other people as they are. They want to change the world for the best.

I don't think being a hippie is very good. They take drugs. Their behaviour differs from social norms. They don't conform to society standards. Their lifestyle is too liberal.

3) Do you think the mass media somehow influences the violence of teenagers?

4) What is your attitude towards these different opinions about young people?

Youth culture is a lot more commercial than it was years ago.

Teens are influenced by their peer group (*group of people of the same age*) much more than by their parents.

Older people don't feel as strong the need to identify with a particular sub-culture as younger people do.

Hippies are sure that the way to peace is through love and tolerance.

Youth violence is on the rise. That's why it is necessary to lower the minimum criminal-trial age.

Violence frequently results from the frustration that people feel when they can't integrate into society.

Television has a big influence on the youth violence. Teens often sit glued to the TV hypnotised by the violence shown on the screen.

Drugs and alcohol destroy people. They've got that death tag (*ярлык*) on them.



5) How can one detect that there is a street gang in the area? (R Unit 3, ex. 9)



6) Are youth gangs really dangerous? (R Unit 3, ex. 10)

5

I Don't Think I Can Go with You, Actually

1. Often young people do something not because they want to do it. They do things, because everybody around does it or because they think it's impolite to refuse.



1) What is offered in the following situations?



- Hello, would you like to go to a dance club?
- I don't really want to go there. Well, you see, I don't really like that loud music.
- Why not visit the club for teenagers?
- I'd rather not actually. The reason is that I don't like crowded places.
- A lot of people take this drug, it's mild. Try it. It's really exciting.
- I don't really fancy doing it. It's like this, you see, I know the destroying result of drug usage.
- Let's colour our hair purple. It's really fantastic.
- I'd like to, but the thing is, my parents are against it. Well, I don't want to argue with them.
- Would you, please, tell us about youth gangs in your country?
- I'm not really willing to do it. The main reason is that I don't know much about them.



2) Find out in the conversations:

- ▶ how people say they are unwilling to do something;
- ▶ how they give reasons.



3) Guess which conversations took place between friends. Which conversations were between people who do not know each other well? Why do you think so?

2. ROLE-PLAY

Imagine yourself in one of the situations described in exercise 1.



1) How would you react? Which phrases would you use in the same situations? Choose from the boxes. (Think about neutral/informal/formal language.)

Saying you are unwilling to do something

Neutral

I'd rather not, actually.

I don't really want to ...

Well, I think I'd prefer to/prefer not to ...

I wish I could, but ...

I'm afraid I can't possibly ...

Informal

I'd like to, but ...

I don't really fancy ...

Formal

I'm not really willing ...

(Well,) on the whole, I don't think ...

Giving reasons

Neutral

(Well,) you see, ...

The reason was that ...

Let me explain. You see, ...

But the point is, ...

Informal

Well, the thing is, ...

It's like this; you see, ...

Formal

The main reason is that ...

If I could explain ...



2) How does the situation determine the language you use? (AB Unit 3, ex. 9)

 3) Give some other reasons suitable for the situations in exercise 1.


 4) Imagine yourself in the following situations.

- ◆ You are having a conversation with your friend.
- ◆ You are speaking with your teacher.
- ◆ You are talking to a colleague of your parent.

When would the following phrases be acceptable?


- I don't really fancy visiting museums.
- If I could explain: my parents don't want me to visit clubs.
- Well, I think I'd prefer to go to a dance club.

5) PAIR WORK

 How could you explain that you are unwilling to do the following depending on the situations above? What may be the reasons?

You are unwilling:

- ◆ to go to the art gallery.
- ◆ to try a new dish.
- ◆ to do a project.
- ◆ to come to school on Sunday.
- ◆ to bring your photos to school.
- ◆ to go to the cinema with the class.
- ◆ to wear a uniform.

 6) What would you say in the following situations?



Student 1

- a) Offer to give a lift (подвезти) to your partner.
- b) Offer to sell a watch cheaper than in a shop.
- c) Ask to carry a bag through customs on board the plane, explaining that a person will meet this bag on the arrival.
- d) Ask to exchange money.
- e) Offer to give to try a drug.



Student 2

Say you are unwilling to do that. Give your reasons.

7) Imagine that your foreign friend is visiting you in your home place.

**Student 1**

Suggest going somewhere or doing something.

- a) Suggest visiting a museum (a park, a club, your school).
- b) Suggest trying some national dish.
- c) Suggest buying a souvenir.

**Student 2**

Say you are unwilling to do it and give reasons why.



3. What youth clubs are often visited in different countries? (R Unit 3, ex. 11)

6

What's Your Idea of an Ideal Youth Group?

1. Some youth groups appeared at about the same time. Some groups emerged from the others.

What are the relations between different groups and organisations?
Choose a project you would like to do.

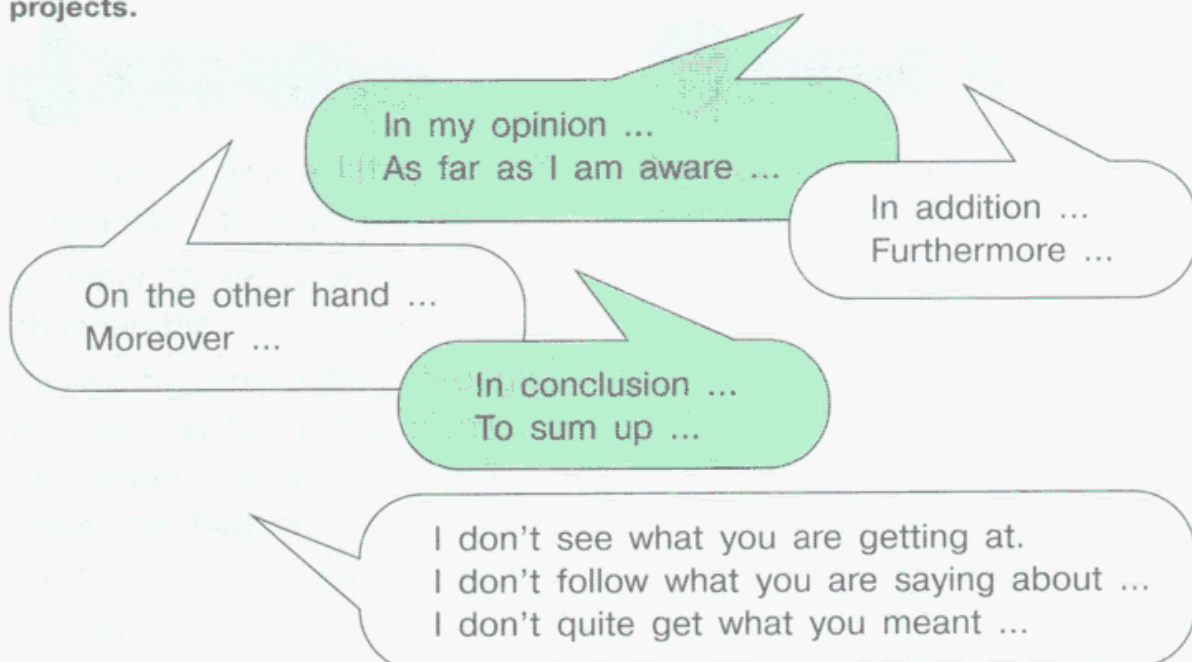
Project 'Evolution of Youth Groups in Russia'

- 1) Combine all your knowledge about youth groups and organisations in Russia.
- 2) Try to show the relations between them. (Why and how did they emerge?) Draw a scheme. Find illustrations to make your scheme clearer.
- 3) Explain your scheme to the classmates.

Project 'A Youth Group/Organisation I'd Like to Create'

- 1) Revise all characteristics of different youth groups and organisations.
- 2) Choose positive characteristics from your point of view. Discuss them in a group.
- 3) Combine all positive characteristics (appearance, music, values and beliefs, activities) to design an ideal youth group. Draw a picture or make a collage.
- 4) Deliver your project to the class.

2. Here are some phrases you can use while presenting and discussing your projects.





1. LISTENING COMPREHENSION

You will hear five teenagers from different countries answering the questions: What is the lifestyle of a teenager in your home place like? How would you describe your style in dress? What kind of music do you like?

Listen to the recording. For questions 1-5, choose from the list A-F what each speaker says. Write the corresponding letter next to the speaker. Use each letter only once. There is one extra sentence, which you do not need to use. You will hear the recording twice.

- | | |
|-----------------|--|
| Speaker 1 _____ | A. This person cannot often go to discos. |
| Speaker 2 _____ | B. This person dislikes being identified with a group according to the clothes. |
| Speaker 3 _____ | C. This person likes listening to rap music. |
| Speaker 4 _____ | D. This person sometimes wears traditional clothes. |
| Speaker 5 _____ | E. This person likes wearing cool clothes. |
| | F. This person can't wear all fashionable clothes because of the climate. |

Your score	5	4	3	2
Your mark	5	4	3	2



2. READING COMPREHENSION

You are going to read a newspaper article about the first Asian pop star who became internationally popular.

Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). Use each letter only once. There is one extra sentence, which you do not need to use.

The World Turns to Apache's reggae

The Birmingham-born reggae singer moved to the *Top of the Pop* stage in early 1993.

Twelve months later, he was coming to the end of a disastrous second tour of India, and thinking of stopping the business. (1) _____ "It took me almost a year to find myself," says Apache Indian, a stage

name for 27-year-old Steve Kapur. In the end, *Make Way for the Indian*, a powerful record, appeared.

Later in the year, he also becomes a deejay with his own weekly show on Radio One. "My music is a reflection of how I grew up — the reggae from the streets, the Indian bhangra sound and language from home, and perhaps the pop from the radio."

Reggae has always been a powerful musical force in Birmingham, producing acts such as *Steel Pulse* and *UB40*. Steve Kapur unlike his Asian mates in school followed the music from the age of 13. His parents couldn't understand this.

"My parents came to this country when rock and roll was popular, and they were great fans of Elvis Presley. If I had followed him, there would have been no problem. (2) _____ Asians tend to have a very negative attitude towards black people, and reggae in particular was associated with gangs."

Steve disapproves violence. "(3) _____ I would take my family away and live somewhere else if I thought my children might get mixed up in gangs."

Kapur was an excellent pupil and eventually became the best at school. (4) _____ However when he was 18 he dropped out of college because of some family problems. Kapur joined his father working in the shop and, as he was free from having to study in the evenings, devoted more time to reggae. He bought a van to help a local reggae sound system travel around the country, and finally started deejaying himself. Apache has not, however, forgotten about his roots. (5) _____ "It was hard to record the album because I felt a lot of pressure." But *Make Way for the Indian* became a socially conscious album.

"People are getting shot, kids are on cocaine and crack, and I do address those subjects. I'm not leaving out the Asian people because what you apply to the Indian people, you apply to the white people, you apply to all."

- A. I live my life in a non-violent way.
- B. The tour arrangements were chaotic and local politicians tried to use him for their own causes.
- C. It was harder for my parents to accept my love of Bob Marley, *Burning Spear* and *Misty in Roots*.
- D. After two quick shows I gave up hope and returned to Britain.
- E. He wanted to be a teacher, passed three A-levels in biology, maths and art, and went to teacher training college.
- F. All the money from the Indian tours went to different charities such as Blind Association.

Your score	5	4	3	2
Your mark	5	4	3	2

 3. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1) For questions 1-11, read the text below and decide which answer A, B, C or D fits best each space. There is an example at the beginning (0).

The History of Rock'n'Roll

Rock'n'roll started in the USA (0) C the great black rhythm'n'-blues players: Muddy Waters, John Lee Hooker and Chuck Berry.

Fifty years ago black and white music were two completely separate things. Chuck Berry was the first black musician (1) _____ cross the barrier and sell records to (2) _____ black and white young people. His songs were about the lives of teenagers.

Jerry Lee Lewis, Elvis Presley and Buddy Holly mixed black music with white 'country' music to create rock'n'roll.

This was all happening in the United States. But people in Britain were listening to this music (3) _____. The black rhythm'n'-blues singers and the best rock'n'roll stars (4) _____ Buddy Holly were (5) _____ popular in Britain than in the States.

Then, in the 1960s the British invaded America, (6) _____ the Americans some years before did. The Beatles, The Rolling Stones, The Kinks, The Who. There were concerts with tens of thousands of fans. The name of the music — rock'n'roll changed to 'rock'.

In the 1960s the style of the musicians changed a lot. The clothes of the musicians became crazy and (7) _____ their hair. The guitar became (8) _____ important as the voice. Jimi Hendrix and Eric Clapton were guitarists (9) _____ than singers.

In the 1970s rock went in two different directions. (10) _____ Elton John and Rod Stewart, The Sex Pistols, The Stranglers, and a few other bands started to play loud, violent music called 'punk'. Punk was also important (11) _____ a fashion in clothes.

0. A. at B. on C. with D. from

1. A. who B. that C. to D. —

2. A. like B. as C. — D. both

3. A. too B. either C. so D. —

4. A. as B. like C. so D. and

5. A. so B. as C. more D. much
 6. A. as B. like C. so D. also
 7. A. so did B. so was C. both was D. as did
 8. A. so B. as C. too D. more
 9. A. best B. also C. more D. much
 10. A. Not as B. As not C. Unlike D. More than
 11. A. like B. — C. than D. as

Your score	11-10	9-8	7-6	5
Your mark	5	4	3	2

2) For questions 1-8, read the text below and decide which answer A, B, C or D fits best each space. There is an example at the beginning (0).

Yuppies: Who They Are

The D 'yuppie' is basically an invention of the mass media, yuppies do indeed exist. On the one hand, yuppies are a result of the (1) _____ against the antiestablishment, against the free-minded 1960s' (2) _____. But on the other hand they are a phenomenon much more complex, tied to the nation's economy.

What is a yuppie? A Young Urban Professional, making a (3) _____ in business. Being a yuppie is a (4) _____ of life. Those who want to be yuppies choose the yuppie (5) _____ system. They conform (6) _____ the society standards. They believe that money cures all ills. Yuppies are **y**oung: in their late twenties or thirties.

Yuppies are **u**rban, and often disapprove (7) _____ suburban lifestyle. Most of all, yuppies are **p**rofessional: they work hard, rise quickly, and stop at nothing. Their behaviour does not (8) _____ social norms, but to most American intellectuals *yuppie* has negative connotation.

0. A. cliché B. idiom C. phrase D. term
 1. A. rebel B. rebellion C. behaviour D. react
 2. A. youth B. adults C. children D. generation
 3. A. culture B. way C. career D. life
 4. A. way B. sense C. behaviour D. simply
 5. A. life B. image C. fashionable D. value
 6. A. to B. with C. for D. —
 7. A. to B. with C. for D. of
 8. A. differ from B. conform C. support D. protest against

Your score	8	7-6	5-4	3
Your mark	5	4	3	2



4. SPEAKING

1) Tell your foreign friend what opportunities a teenager in your country has to express him/herself.

Remember to say:

- what teenagers look like;
- what music they like;
- what groups they can join.

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

2) ROLE-PLAY

You are on an exchange tour in a British college. You and your friend have an opportunity to meet with the representatives of one of the following groups.

Discuss the options and choose **ONE** you both like most of all.

STUDENT CARD 1

You and your friend have an opportunity to meet with the representatives of one of the following groups.

Discuss the options and choose **ONE** you both like most of all.

- Bikers
- Scouts
- Hippies
- Hackers
- Environmentalists

You begin the conversation.

Remember to:

- say what your choice is;
- give reasons for your choice;
- show your attitude towards the group.

STUDENT CARD 2

You and your friend have an opportunity to meet with the representatives of one of the following groups.

Discuss the options and choose **ONE** you both like most of all.

- Bikers
- Scouts
- Hippies
- Hackers
- Environmentalists

Listen to your friend.

Remember to:

- agree or disagree with your friend's suggestion;
- give reasons;
- show your attitude towards the group.



5. WRITING

You've got a letter from your British friend (John).

He is asking you:

- to describe youth organisations of your school/home place;
- to describe their activities;
- to say if you take part in them.

Write a letter to John (about 100 words).

6. CULTURAL AWARENESS

Match the youth group and its most distinguishing feature. There is one extra feature you don't need to use.

A member of a youth group/movement	Feature
1. Punk	A. Brightly coloured hair
2. Hippie	B. Haircut: short on top and longer around the sides
3. Chelsea girl	C. Love for all people
4. Biker	D. Loyalty and responsibility
5. Raver	E. Concern about nature
6. Hacker	F. 2 or 3 wheeled motorised vehicle
7. Environmentalist	G. Coats in the style of the beginning of the century
8. Scout	H. All-night dancing
	I. 'Wizards' of the computer world

Your score	8	7-6	5-4	3
Your mark	5	4	3	2

7. NEW WORDS AND EXPRESSIONS FROM UNIT 3

- 1) How many new words and expressions do you know?
- 2) Which words name youth groups?
- 3) Which words can be used to characterise youth groups?
- 4) Which words are similar in spelling or pronunciation with the corresponding Russian words?

5) Which words are formed with the help of prefixes, suffixes, which are combination of two words?

1-2

aggressive
 biker
 to conform to
 hacker
 identity
 improvisation*
 liberal
 option
 raver
 to rebel
 rebellion
 rebellious
 reggae*
 to reject
 scout
 subculture
 techno*
 to try out

value*
 violent
 warehouse*

Reading Section

disaster*
 gig*
 incredible*
 shove around*
 teddy boy
 top of the bill*

3

as

4

to approve of
 gang

Reader

bonehead*
 brotherhood*
 cautious*
 Chelsea girl*
 to dye*
 graffiti*
 landmark*
 mainstream*
 seedy*
 to shiver*
 skinhead*
 to sponsor*
 to stumble*
 tacky*
 to take out*
 to turn off*
 vandalism*
 venue*

8. SELF-ASSESSMENT

Description of achievement	Level reached			
	poor	fair	good	excel- lent
<p>I can read and understand information about</p> <ul style="list-style-type: none"> • the characteristic features of different subcultures • their representatives • youth organisations • music • popular places <p>I can understand</p> <ul style="list-style-type: none"> • what is said about the representatives of different subcultures • attitude towards these representatives • attitude towards subcultures on the whole • that people are unwilling to do something <p>I can express my attitude towards</p> <ul style="list-style-type: none"> • representatives of different subcultures • subcultures • I can express unwillingness to do something and give reasons • I can approve or disapprove of something <p>I can write about some features of subcultures</p>				

Grammar checklist	Can understand	Can use
Structures used for comparing things with <i>like; as</i>		

Study skills	Level reached			
	poor	fair	good	excellent
<p>How I can guess the meaning of unknown words by the context</p> <p>How I can understand the writer's attitude</p>				

Pupil's comments
Exercise I found most interesting/enjoyable/difficult/boring _____

Unit 4


Is It Easy
to Be Young?



1

What Right Is Right for Me?

1. Everyone has rights, including you.


 What rights do you have? (*anticipating*)

2. To protect children's rights the United Nations* has worked out an international agreement called the United Nations Convention on the Rights of the Child.* It gives you different rights.



1) What are these rights? (*reading for specific information*)

All children have **the right to non-discrimination.** (Article 2)
 Children have **the right to life.** (Article 6)
 All children have **the right to name and nationality at birth** (*при рождении*). (Article 7)
 Children have **the right to express their views.** (Article 12)
 Children have **the right to meet other people.** (Article 15)
 Children have **the right to privacy.** (Article 16)
 Children have **the right to information.** (Article 17)
 Children have **the right to protection.** (Articles 19; 32)
 Disabled children have **the right to take a full and active part in everyday life.** (Article 23)
 Children have **the right to health and health care.** (Article 24)
 Children have **the right to education and development.** (Articles 28; 29)
 Children have **the right to leisure.** (Article 31)

 2) How can you say about your rights in two possible ways?

I have the right to ...	
education	get education
life	live
...	...

3) Which rights didn't you expect to find in the Convention?

4) Read how the children's rights are explained in the Guide to the UN Convention. Match the explanation with the article of the Convention. (*reading for detail*)

WHAT ARE ALL THESE RIGHTS ABOUT?

A Guide to the UN Convention

- All children must get a name when they are born and become a citizen of a particular (определенный) country.
- The Government must give children good medical care and try to reduce (сократить) the number of deaths in childhood (детская смертность).
- All children should have the rights whatever (несмотря на) their race, sex, religion, language, disability, opinion or family background (положение).
- Children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water.
- Children with disabilities must be helped to be as independent as possible.
- Children should have the best chance to develop their abilities.
- Every child can go to school. Different kinds of secondary schools should be available (доступны) for children.
- School should help children develop their skills, teach them about their own and people's rights and prepare for adult life.
- The Government should protect children from harm, cruelty, abuse (оскорбление) and dangerous drugs.
- Children can join organisations, take part in meetings and peaceful demonstrations which do not affect other people's rights.
- Every child should have a chance to rest and play.
- Children can say what they think. What they say must be listened to carefully.
- The Government must protect children from exploitation [ˌɛksplɔɪ'teɪʃn] and dangerous work which can harm their health or interfere with (помешать) their education.
- Children can get information, especially that would make their life better.
- Nobody can open children's letters and listen to their phone calls.

The Convention proclaims the right to ...
 Article ... says that ...
 It means that ...
 The right to ... also includes ...

What Right Is Right for Me?



5) Which rights seem most important to you? Why? Put them in order of importance. Compare your list of rights with your classmates' lists.

6) IN YOUR CULTURE



Russia joined the UN Convention in 1989.



What rights do Russian children have? (AB Unit 4, ex. 1)

3. Young people around the world have expressed many different feelings and expectations about the United Nations Convention on the Rights of the Child.



1) What do they think about the rights proclaimed by the UN Convention? (listening/reading for detail)

I can't but agree that to have the right to life and protection is very important. But in my opinion, the Convention is useless. All adults do is talk; they can't be forced to put needs of children ahead of their own.

Gary



Anny

I'm sure the Convention is great and will bring children more rights. For the first time children have a document with which to work together on their problems.

The Convention says that all children have the right to life and protection. But I'm afraid the Convention cannot do anything about war and cruelty. These are the biggest problems that concern young people.

Ken



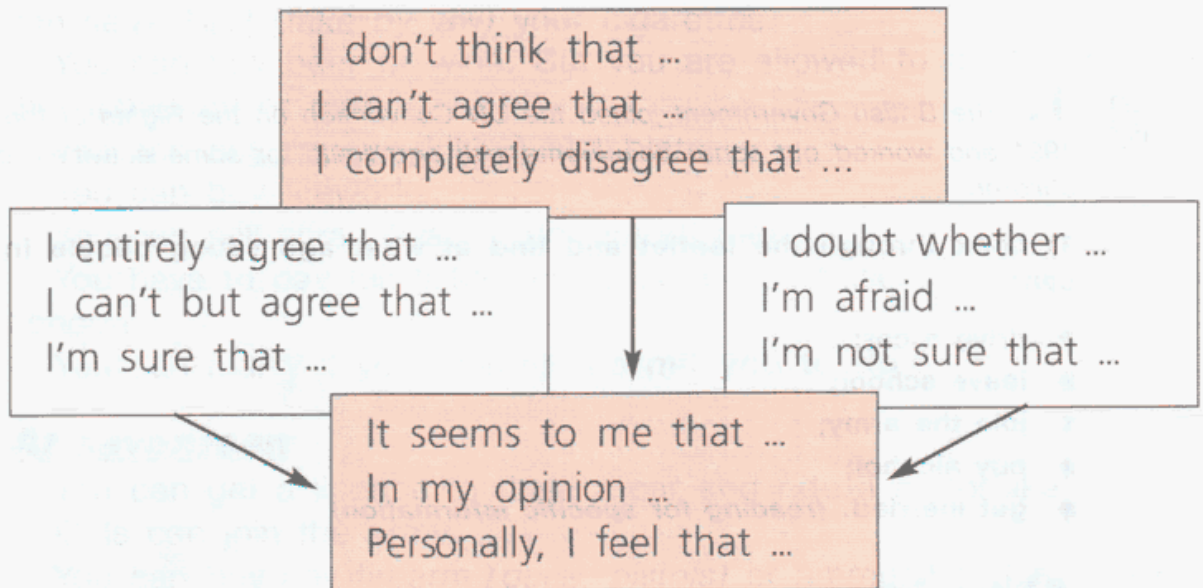
Sue



The Convention doesn't interest me; it's too complicated. I doubt whether it can give children real rights.



2) Which of these opinions do you agree, partially agree or disagree with? Why?



4. IN YOUR CULTURE



The Governments of different countries send the UN Committee on the Rights of the Child reports explaining how they put the Convention into practice.



1) What would you write in your report to the UN Committee on the Rights of the Child? (AB Unit 4, ex. 2)



2) Do you know any organisations that help to protect children's rights all over the world? What do they do? (R Unit 4, ex. 1; AB Unit 4, ex. 3; English 7, p. 50)

2

Are You of Age?



1. The British Government joined the UN Convention on the Rights of the Child in 1991 and worked out some documents with age limits for some activities for British children.

1) Look through the leaflet and find at what age young people in Britain can

- drive a car;
- leave school;
- join the army;
- buy alcohol;
- get married. (*reading for specific information*)

At twelve

You can buy a pet without your parents' consent (*permission*).

At thirteen

You can get a job. But the law **allows you to work** only two hours a day on school days.

At fourteen

You can enter a bar, but you can only buy soft drinks (*non-alcoholic*). The law **forbids you to buy** or drink alcohol.

The law **makes you** fully responsible for your criminal actions.

Boys (not girls) can be sent to a special prison (тюрьма) for young people.

Boys and girls can get their ears pierced (проколоть) without their parents' consent.

At fifteen

You can see a category-15 film at the cinema.

You can buy a category-15 video.

At sixteen

You can leave school. But you are entitled (*have the right*) to receive full-time education until you are 19.

The law **permits you to work** full-time, if you have left school.

You can leave home without your parents' consent.

You can apply for (*ask for*) your own passport.

Boys can join the army.

You can buy cigarettes. The law **allows a young person to smoke** at any age, but if you are under 16 and caught by the police, they can seize [si:z] (*take by law*) your cigarettes.

You can buy beer or wine. But you are allowed to drink it only in the restaurant or pub.

You can buy liqueur [lɪ'kjʊə] chocolate.

You can buy fireworks.

You can sell scrap (*waste, unwanted*) metal.

You have to pay full ticket on trains and on buses and the tube in London.

You can marry if your parents **permit you to do** it.

At seventeen

You can get a licence to drive a car and ride a motorbike.

Girls can join the army.

You can buy any firearm (*guns, pistols*) or ammunition [ˌæmjʊ'nɪʃn].

At eighteen

You are an adult. You do not need your parents' permission for anything. You can get married, vote, borrow money from a bank and drink alcohol.



2) What other things does the law allow or forbid British teenagers to do? (*reading for detail*)

At ...	the law	(doesn't)	allow(s) permit(s) let(s) forbid(s)	...	(to) ...
--------	---------	-----------	--	-----	----------

GRAMMAR IN FOCUS

Complex Object (Сложное дополнение)

V + Object + (to) Infinitive

Когда мы хотим выразить желание (**want**), а также попросить (**ask**), разрешить (**allow, permit, let**), запретить (**forbid**), заставить (**force, make**) кого-либо что-то сделать, мы используем конструкцию «объектный падеж с инфинитивом».

The law **allows you to work** full-time, if you have left school.

После глаголов **make, let** частица **to** перед инфинитивом не употребляется.

My parents **let me stay** out late at the weekends.

GS p. 269



3) Which age limits does the law set for the young people in the pictures? Find the information in the leaflet to support your opinion. (reading for specific information)



4) Are these teenagers of the same age as you are?



5) What does the British law permit young people of your age to do?



6) Which age limits are rights and which are obligations? (R Unit 4, ex. 2)

2. In Britain, the 21st birthday traditionally means **coming of age**.* But young people get many important rights before they become 21. Adults say that children today grow up more quickly, because the law makes it possible.



Listen to some British teenagers and complete the chart about what they can or can't do because of the age limits. Guess their age. (listening for specific information/taking notes)

	Frank	Stacey	Denis
the law allows ... to ...			
parents allow ... to ...			
the law forbids ... to ...			
parents forbid ... to ...			
age			

... says that she/he can(not) ...
 The law also ...
 But the law ...
 So, I think she/he is ...


3. IN YOUR CULTURE




Most of the rights you have depend on your age and are determined by the law.

 **What age limits are there in your country? Compare them with those in the UK.**

4. Parents also set a lot of rules which you must obey. Sometimes teenagers complain (жалуются) that he or she is the only person in the class who is not allowed to do something.

 **1) What do your parents allow or forbid you to do? (AB Unit 4, ex. 4.1))**

2) GROUP WORK

  Find out if your classmates have the same rules at home.

Walk round the class and ask your classmates about what their parents let them do. Complete the chart with the information you have got. (AB Unit 4, ex. 4.2))

Make a survey comparing what things you and your classmates are allowed to do. Who has the strictest parents in your opinion? (AB Unit 4, ex. 4.3))

5. Rights and laws can differ from country to country.

 **What is special about the age limits in the USA? (R Unit 4, ex. 3)**

3

Young People – Old Problems?

1. Nowadays, more and more social problems are associated with being young.



1) What teens' problems are discussed in this magazine article? While reading find the words in the article that can help you to understand the meaning of the highlighted words. Then find the correct meaning of these words in the column on the right. (reading for specific information)

WHAT MAKES OUR CHILDREN DO THIS?

Today it is fashionable to speak about teenage problems. A few years ago alcohol, fights, killings and other kinds of **violence** were more problems for adults than for young people.

But now, as official reports admit, violence, AIDS,* drugs and alcohol are more and more associated with youngsters. For many children from poor families violence, drinking problems and all that is associated with **poverty** becomes more real than reality.

The Government surveys show that every fifth teenager who was arrested for criminal actions, was younger than 14 and could not be sent to **prison**. Almost half of teenagers have an experience with drugs, alcohol and sex under age of 16. A lot of teenagers who have drug or alcohol **addiction** almost never believe that they are dependent. These things are often combined with family and school problems.

What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17-year-old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This misunderstanding produces many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get

- a) detective stories
- b) disagreement
- c) cruel actions

- a) problem
- b) lack of good life
- c) disease

- a) place for criminals
- b) private school
- c) children's home

- a) protection
- b) dependence
- c) disability

upset or depressed when they can't solve their problems. As a result, it makes them believe that there is only one way out — to stop living and **commit suicide**.

No doubt, the teens' problems will increase. And young people should feel that they are cared for.

- a) enjoy oneself
- b) wait for somebody
- c) kill oneself



2) What makes young people do these things? How do different people explain the reasons for teenagers' behaviour?

The Government
The specialists
Adults
Teenagers

say(s)
think(s)
explain(s)
admit(s)

that ...

3) IN YOUR CULTURE



Which problems discussed in the article can be applied to your country? (reading for specific information)

2. *Different experts investigate social problems and try to help young people to cope with their problems. Melanie Stewart is one of them.*



1) What does Melanie Stewart do? (listening for specific information/taking notes)



2) Which teenage problems discussed in the article is she speaking about in her interview?



3) What reasons for teens' problems does she mention? (AB Unit 4, ex. 5)



4) What ways to improve the situation does she suggest?

3. *A lot of magazines and newspapers write about teenagers' life.*



1) What do you think about the information given in the charts on p. 116?

How many teenagers have drinking problems?

How many American children run away from home every day?

How do they explain the reasons?

How many children die in America every day?

It's awful to learn that/about ...
I was surprised to know that/about ...
I was shocked to read that/about ...

One Day in the Life of American Teenagers

- 2,795 teenagers get pregnant.
- 1,106 teenagers have abortions.
- 27 children die from poverty.
- 10 children die from guns.
- 6 teenagers commit suicide.
- 135,000 children bring a gun to school.
- 211 teenagers are arrested for drug addiction.
- 437 teenagers are arrested for drinking or drunken driving.
- 1,512 teenagers drop out of school.
- 3,288 children run away from home.
- 1,629 children are in adult jails. (BE: prison)

Harvey Aiston educational consultant,
Best, Inc. Columbus OH

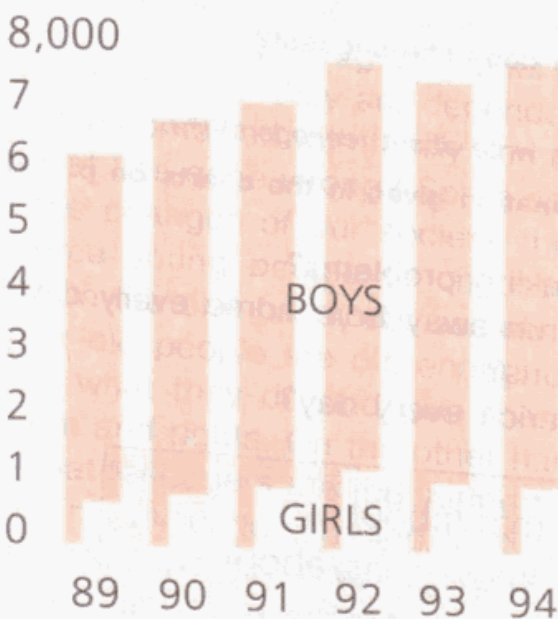
ARRESTS OF YOUTHS UNDER 18 AS A PERCENTAGE OF TOTAL ARRESTS



age	12-14	15-17
regular		
alcohol	9%	31%
drinking		

Britain

NUMBER OF YOUTHS (18-21) CONVICTED (осужденных) OR CAUTIONED (предупрежденных) PER 100,000 IN AGE GROUP



STREET CHILDREN

40 million children around the world spend their life on city streets.

Why are they there?

- Poverty in the home 27%
- Treated badly at home 27%
- Nothing else to do 27%
- Just followed other children 10%
- Sent by the family 9%



2) What do young people do against the law? What problems does it cause?



3) What children's rights do you consider to be ignored in all these cases? Use the UN Convention on the Rights of the Child to support your opinion.

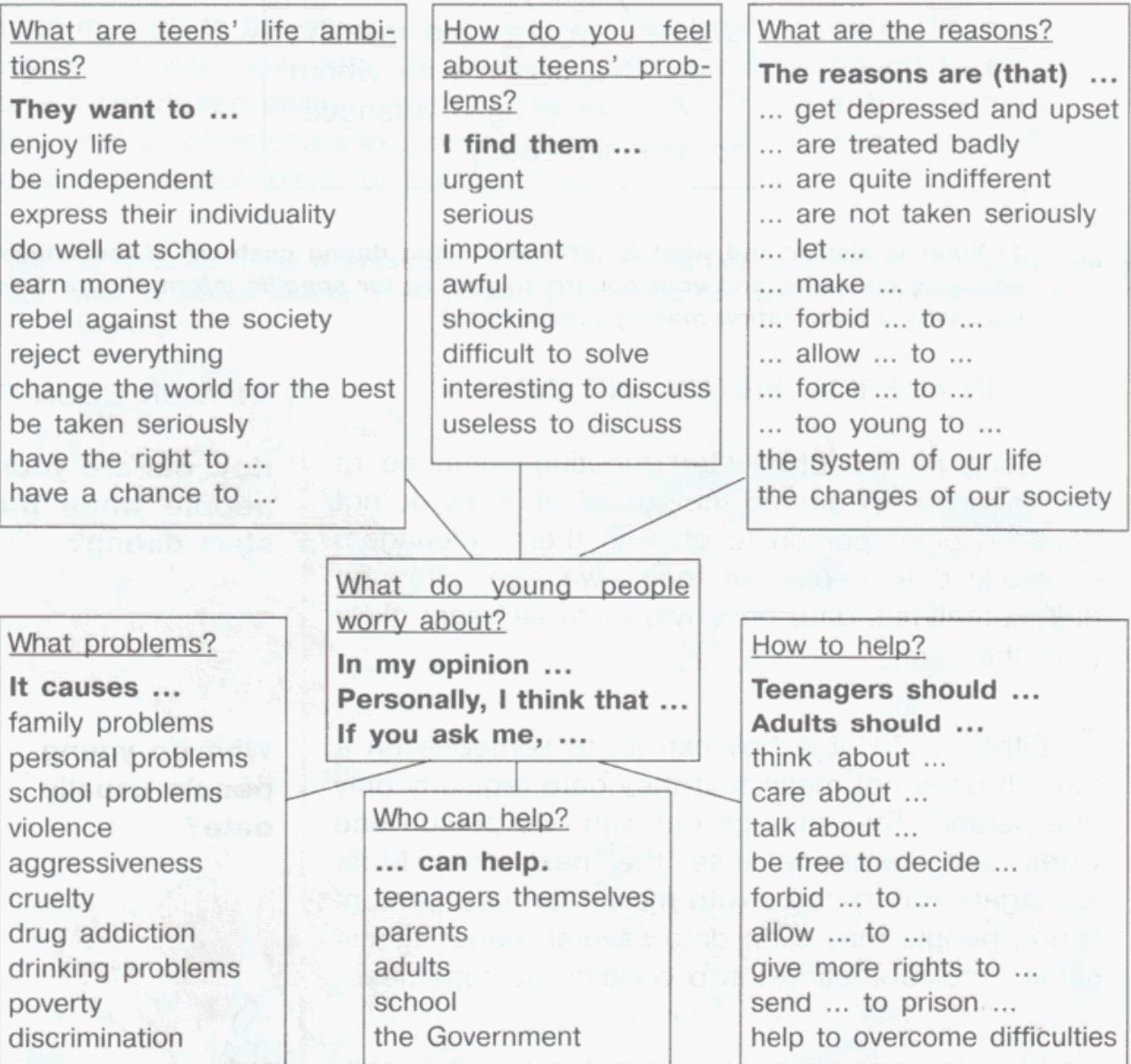
4) IN YOUR CULTURE



How do mass media reports show the life of teenagers in your country? (AB Unit 4, ex. 6)



5) What problems worry young people in your country?



4. There are a lot of organisations around the world that help children to cope with their problems.



What is NSPCC?* (R Unit 4, ex. 4)

Dating or Waiting?

1. There is no 'right' age to begin dating. Dating may begin as young as 13-14 years old, but becomes common around 16-18.

WORD POWER

a date { a day
 an arranged meeting
 a person with whom
 meeting is arranged
 to date somebody



1) What is similar and what is different in the dating customs of the English-speaking countries and your country? (reading for specific information/extracting cultural information/making comparison)

IN AMERICA, BRITAIN AND CANADA

Young people often start meeting someone of the opposite sex around the age of 14. They do not need an older person to go with them. Teenagers generally date people of their own age, although girls sometimes date boys two or three years older than they are.

Either a girl or a boy can invite someone on a date. It does not mean that they date regularly only one person. They may go out with one person one week and someone else the next one. Most teenagers go on dates with more than one person. Young people may even date several friends at the same time. Sometimes two couples go together.

Parents very rarely choose dates for their children. Young people usually meet and choose their own dates. Sometimes, however, someone arranges a date for two people who do not know each other.

IN YOUR COUNTRY

How old are young people when they start dating?

Who do young people usually date?

How do teenagers choose their dates?

Dating or Waiting?

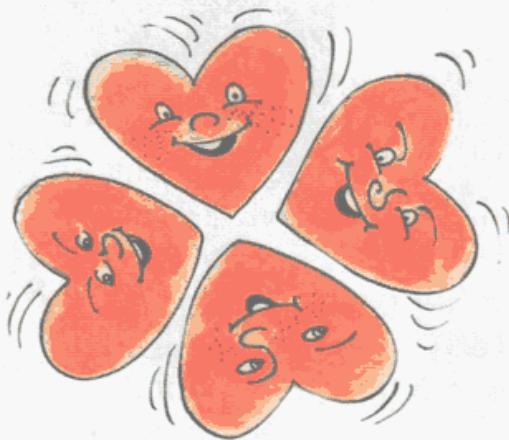
♥ Boys and girls go to parties together. They go on dates to the cinema, dances, roller skating, etc. A boy often goes to pick up his date at her home. Girls may invite boys to parties or other social events. Hand holding and light kissing in public are common. Anything more than light kissing is not generally approved of in public.

♥ Dating is often very expensive. Today, even the simplest date can cost over \$20.00. A couple on a date may go to the movies and have a snack afterwards. Movies now cost \$3.00-\$5.00 per person, and a snack can easily cost more than \$10.00. The boy and girl often share expenses. Sometimes, however, one person pays for both people.

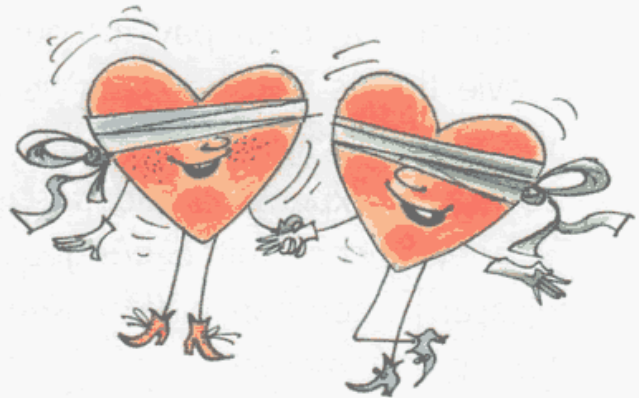
Where do young people go on dates?

How much does it cost to go on a date? Who is supposed to pay for entertainment when dating?

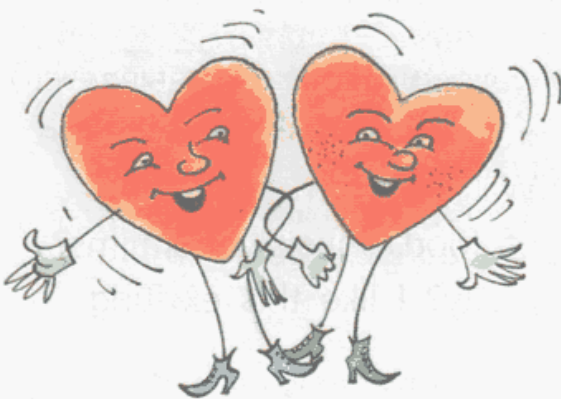
2) What do these expressions about the dating customs mean? Using the information above explain their meaning. (reading for specific information/learning idioms)



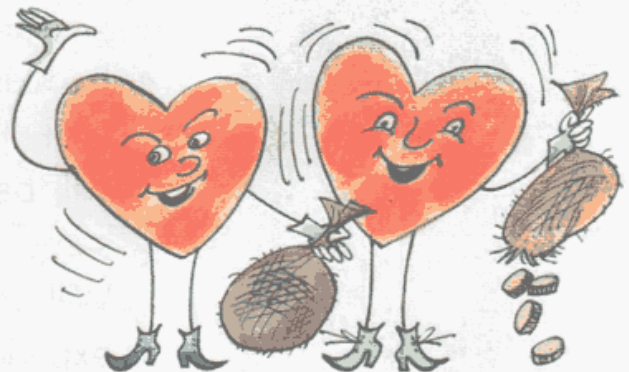
double date



blind date



go steady



go Dutch

Dating or Waiting?



3) *These teenagers are speaking about their dating experiences.*

What dating customs do they mean? (listening/reading for the main idea)



My friend Melanie and her boyfriend Mark have been dating for six months already. They go to school together, share lunches, meet at Pizza Hut after school and attend all school activities together. Melanie and Mark date no other people and are always seen together.

Charlie and I often go on outings together. We both pay for our own movie tickets and hamburgers and soda. We don't always have enough money to cover our expenses. And this is the answer to the limited budget. It's a pleasant afternoon what matters more for us, not money.



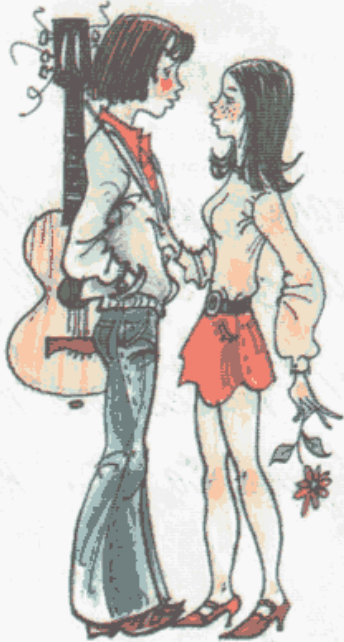
It doesn't always turn out (оказывается) well. I can only imagine what my date will be like. Will we both enjoy the same kinds of food, music, and films? Will she be pretty? I like this exciting experience.

Dating or Waiting?

2. Dating etiquette today is quite different from that when your parents were young.

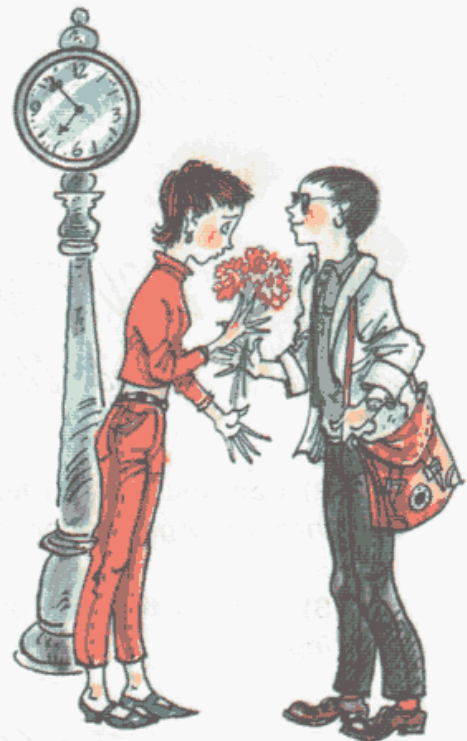


1) Which information refers to the present and which describes dating customs which were common among teenagers 30 years ago? Put the verbs in brackets in the correct form. (reading for detail/anticipating grammatical structures)



Dating in the 19..s **(be)** _____ very structured. The dating rules **(be)** _____ firmly established. Boys and girls usually **(begin)** _____ dating in high school. Of course, they **(need)** _____ their parents' permission. Many teenagers **(be)** _____ even chaperoned (*accompanied by parents*). The boy **(meet)** _____ his date's parents and **(talk)** _____ with them for a little while. Then, the young couple usually **(leave)** _____ for a movie, and a soda and snack, which the boy **(pay)** _____ for. The young people **(observe)** _____ curfews and **(say)** _____ goodnight at the front door.

In the 19..s dating **(be)** _____ far more casual. Children **(begin)** _____ dating in junior high school, and many youngsters **(have)** _____ steady girlfriends or boyfriends. The younger couples **(may be)** _____ escorted by their parents, but as soon as they **(be)** _____ in high school, couples **(rebel)** _____ at the idea of being chaperoned. Dutch treat dating **(be)** _____ acceptable and because of the teens' limited finances, it **(occur)** _____ quite frequently. Girls **(call)** _____ boys and **(ask)** _____ for dates. They even **(pay)** _____ for dates. Curfews **(be)** _____ observed only in a few families. Today, teenagers **(have)** _____ more independence in all aspects of dating.



2) Do you agree that today's teenagers exercise more freedom in dating than the teenagers of the seventies? Prove your opinion.



Dating or Waiting?

3. All these lines are taken from a poem by Helena from Staffordshire in the *Just 17* magazine. In her poem she expresses her ideas about love.



1) Which of them do you agree or disagree with? And which of the statements do you doubt? (evaluating the author's point of view)

LOVE keeps you lively
When others are down.



LOVE makes you daydream
Makes things seem alright.

LOVE keeps you warm
On a cold winter's night.

LOVE never ends.

LOVE makes you happy
And goes to your head.

LOVE seems for ever.

LOVE keeps you smiling
No trace of a frown.
(ни слеза печали)

LOVE is a wonderful
thing though it's sad.



2) Can you put the lines into a poem? Read your poem aloud. (identifying the internal organisation of poetry)



3) Here is the end of the poem. Can you guess the last sentence? (predicting)

Until those dreaded words
Let's _____

Dating or Waiting?



4) Now listen to the original poem. Do you have the same variant?

4. DATING GAME



Do you know who is a perfect date for you? (AB Unit 4, ex. 7)

5. What happens if you set your eyes on a certain person, but he or she doesn't seem to know you exist? 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.



How can you make him or her notice you? (R Unit 4, ex. 6)



4

Teenage Years – Do They Bring Luck?

1. In the early 90s, British television had a series of discussions on the problems of teenagers in a programme called **Crosstalk**. Young people shared their opinions on what it means to be young.



1) Which of these teenagers thinks that being young

- ▶ brings a lot of serious problems?
- ▶ allows you to do exciting and wonderful things?
- ▶ is a kind of duty and makes you feel responsible for what you do? (*listening/reading for the main idea*)

John McCarthy, 17

Teenagers today have a lot more to worry about than their parents ever did. The world is becoming a very scary place. Violence, teen pregnancy, and AIDS cases are increasing. More and more teens are turning to drugs and alcohol.

I'm sure that almost every teenager will at one time or another have an experience with drugs, alcohol or sex. These things combined with personal problems and mates' influence make being a teenager very difficult. I don't have a single friend who has never had

a drink of alcohol. Some of them don't drink at all now, but some do. It seems to me that adults are generally quite indifferent to what their children do. Once you reach the age of sixteen or seventeen, your parents think you are old enough to decide for yourself and let you do what you want.



Estelle Hammersley, 16

It's true that there are so many problems facing teens today. I go to an all-girls private school which makes my school life easier. I focus more attention on doing my work than on impressing a cute guy. But when I go out on weekends there is a lot of pressure to drink and smoke. There are no teen clubs close to where I live so weekend activities are limited.

My friends and I don't do anything exciting, but we usually have fun just being around each other. We usually talk about humorous things. On the other hand, we also talk about serious things like abortion, sex, and politics.

My friends and I try to help each other if we can, because a lot of the time, being a teenager isn't fun. It's a chore (*duty*). You have to go to school and your parents want you to get good grades, which is hard enough in itself, and you have to deal with your own problems too.



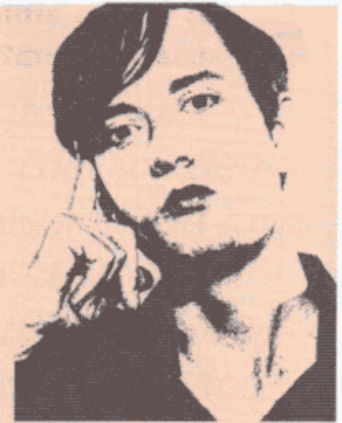
Bart Naik, 16

Where I live teenagers have few dangers, but even in my town kids can get alcohol easily. I personally do not drink alcohol. I don't think drinking is exciting. But I know some guys who do. My view is that if they want to, then they can – it's their life, they are free to decide and nobody can forbid them to do what they want.

The people I hang out (слоняться) with don't really put any pressure (оказывать давление) on me or anyone else. Dating is not a big deal (*not so important*).

We usually go out with a bunch (*group*) of friends, both girls and boys.

Social events such as discos and parties are a very popular conversation topic among teenagers. At school, politics are discussed quite a lot but along with this there are conversations about boyfriends, girlfriends, and plans for the weekend ahead. I feel also that the majority of boys are football-mad and the girls are very conscious of (*crazy about*) their appearance and clothes. Being a teenager is great fun. Take it easy.



2) How do John, Estelle and Bart feel about the life of today's teenagers? Do teenage years bring luck to them? What do they say about it? (*reading for detail*)

3) What problems facing young people do John, Estelle and Bart usually discuss with their friends? Which of the problems do they find serious? (*reading for specific information*)

4) Do their mates influence these teens' lives much? How do they spend time together?

5) Name the reasons that make John call the world "a very scary place"?

6) Why does Estelle think that being a teenager is "a chore"?

7) What do the teenagers think about adults' attitude towards teens' problems? Do they approve of it?

8) Which of these teenagers could say the following? What makes you think so?

We are too young to see only bad sides of life.

9) Whose attitude towards life appeals to you most? And which opinion do you disagree with? Why?

... thinks that being young ...
 She/He says that ...
 I (can't) agree that ...
 It's (not) true that ...

2. While some teens see only problems in growing up, others try to find the ways to cope with them.



1) These two poems are from the *Just 17* magazine. What problems do the authors write about? Do they have the same problems as John, Estelle and Bart? (reading for detail)



Why is nothing ever easy?

Why are some boys so very sleazy

(неряшливые)?

Why can't I have that brand

(фирменное) new dress?

Why am I under so much stress?

Why don't my parents ever believe me?

Why can't they ever see ...

Why do I feel so often unhappy?

Why do they always wish I was still in a nappy

(в пеленках)?

Why does my face feel like a block of lard (кусочек сала)?

Why are all these years really hard?

There's a reason for all these problems and tears.

*I'm going through my **TEENAGE YEARS!***

A frustrated teenager,

Scarborough



*Growing up, doesn't it just suck
(ноглоуцаем)?
It seems to be full of constant bad luck.
Zits (прыщ), bad hair days and
putting on weight,
So many reasons for your self-hate.
But hey, you're alive, you're unique,
you're so cool,
Why do you always feel such a fool?*

*Be true to yourself, forget all your faults,
And you'll soon be thinking much happier thoughts.
Live life to the max and paint your town red,
Who cares what people think and what they've said?*

*Don't let them win and make you feel bad,
'Cause people like that are really quite sad.
So, enjoy your teens and have some fun,
Your life has only just begun!*

Lauren, Romford



2) Which of the authors writes only about the teens' problems? Who of them suggests the solutions? What are these solutions? Choose the phrases that would introduce problems and the phrases that would introduce solutions.

One way out would be ...

The best thing is ...

It is too bad that ...

What worries ... is ...

The only thing to do is ...

The answer could be ...

The trouble is that ...

The difficulty is ...

One possibility may be ...

3) Which problems seem to you more important? Why?

If you ask me, ...
 Actually, I think that ...
 It seems to me that ...

4) Which of the ways to solve the teens' problems suggested in the poem do you find useful? (*evaluating the author's point of view*)

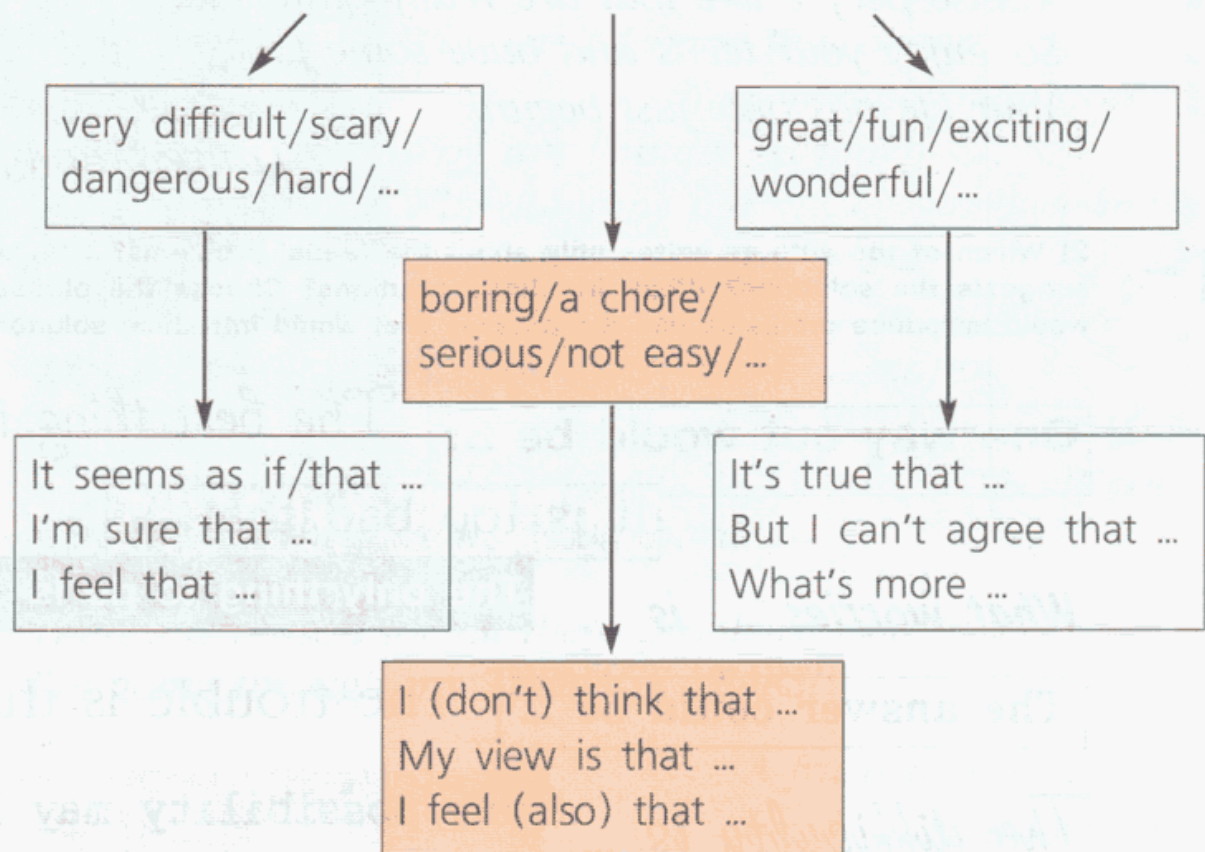
5) How do the authors of the poems feel about being young? Who seems to you more optimistic? Why do you think the first poem is signed 'a frustrated (разочарованный) teenager'? (*understanding ideas not directly stated*)

6) Which of the teens above (John, Estelle or Bart) could write these poems? Give reasons.

7) What is your own attitude towards teenage years? (AB Unit 4, ex. 8)

8) What does growing up mean to you? Share your opinion with your classmates.

Being a teenager is ...



3. PROJECT



1) Organise a competition in your class for the best picture book on the topic 'The Way Teenagers Live'. Interview your classmates about how they feel about being young.



2) Organise a competition in your class for the best poet. Write a poem about what growing up means to you. You can use the sentences below. Put the lines into a poem.

The abused, the frightened, and the alone

Wipe away that unhappy frown

People who are different

And remember there's no need to frown

When you're feeling down

And think of people worse than of you

The runaways unable to go home

And have to put up with the stares

Those with no family or relatives to care

So when you're feeling low

Life is full of ups and downs

Think of those with nowhere to go

5

Anything to Complain About?

1. Adults often complain that young people do not show proper respect for the laws and rules. While teenagers complain that they are treated like babies and the rules are not fair sometimes.



1) Which things are these teenagers complaining about? (listening/reading for the main idea)

- ▶ going to school
- ▶ being young
- ▶ joining the army
- ▶ having a younger brother
- ▶ getting a job
- ▶ dealing with parents
- ▶ buying transport tickets
- ▶ having not enough money
- ▶ watching violent films

— Well Ken, if you ask me, there is too much to complain about being young. It can really be hard sometimes, especially when your parents hardly ever leave you alone.

— You're telling me! I quite like my Mom and Dad, but they're always ready to criticise me. "Don't do this! You can't do that!" It's often really hard to put up with.

— Oh, it's really that bad. Frankly, I'm having a big argument with my parents at the moment. I ask them to buy me a motorbike, but they say I can't ride one. They say, "It's against the law. Wait till you are 17. You are not an adult yet."

— Although, sometimes it's just the opposite. See, I'm 17. And I can join the army, right? But I'm not allowed to see war films, because they say they are too violent.

— That's really unfair. Actually, when we go on a train or bus, we are adults. I have to pay full price for the ticket.

— I can understand how you feel, Gary. I sure am lucky I can have a part-time job and get some money. My younger brother is only 12. And he can hardly ever afford a new CD.

— Hey, don't talk about money. I don't even have enough to cover my daily expenses. I can't wait till I leave school and get a full-time job.

— Oh, no. That would really come as a shock for my parents, they want me to study further. Honestly, I have to obey them. I remember, when I was 11, I couldn't even buy a dog without their permission.

— That sounds really bad.



Anything to Complain About?

2) Ken and Gary are exchanging their complaints about what they are not allowed to do.



Which of them has the following complaints? (reading for specific information)

- ◆ Parents want _____ to continue his education after finishing school.
- ◆ _____ does not have enough money to buy what he wants.
- ◆ Parents don't permit _____ to have a motorbike.
- ◆ Parents did not let _____ buy a pet six years ago.
- ◆ The law does not allow _____ to see war films.
- ◆ Parents always criticise _____.



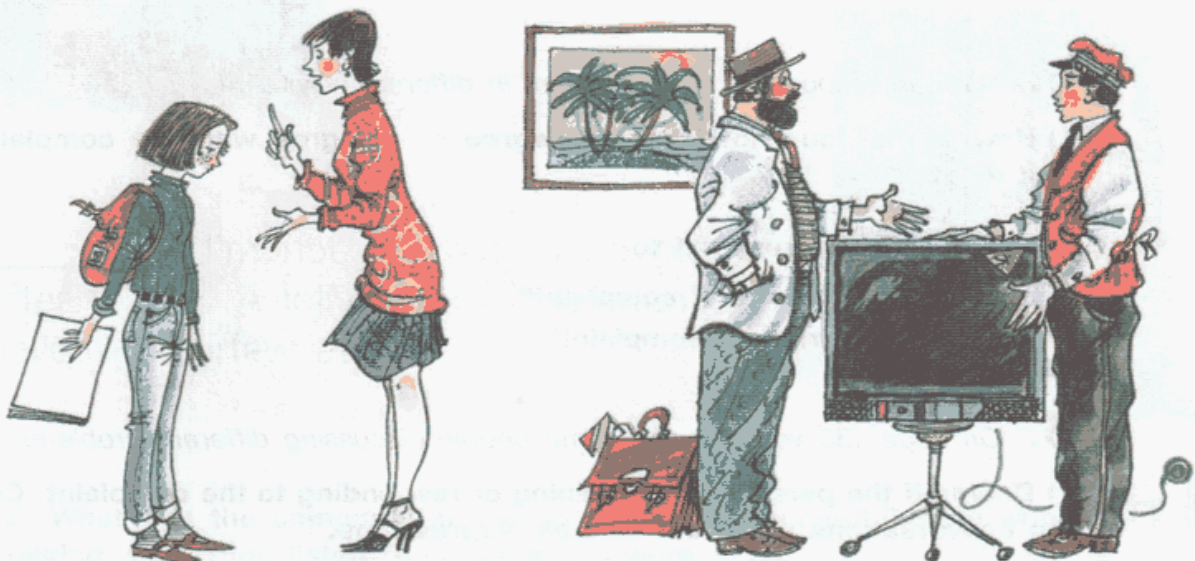
3) How do the teenagers explain their complaints? What language do they use? (reading for specific information)

Neutral	Formal	Informal
<ul style="list-style-type: none"> • I'm sorry, I'm afraid ... • It can really be hard ... • It's really bad ... • There's too much to complain about ... • I quite like, but ... • I'm sorry to say this, but ... 	<ul style="list-style-type: none"> • I'm not completely satisfied with ... • I wish to complain about ... • I'm not the person who usually complains, but ... 	<ul style="list-style-type: none"> • I'm sick and tired of ...! • I'm fed up with ...! • I can hardly ever ...! • That's really unfair ...! • It just won't do! • I've just about had enough (of ...)! • ... even ...

2. People complain about different things.



Look at the pictures on pp. 131-132. What are these people complaining about? How do they express their complaints? Where do the conversations take place? (listening for detail/taking notes)





3. *Imagine that you want to complain about the same things as Ken or Gary.*



How would you express your complaints talking to

- ◆ your foreign friend?
- ◆ your foreign friend's parents?
- ◆ an adult you do not know very well?

4. *Ken and Gary seem to have a lot of things to complain about.*



Do they agree with each other? How do they express their agreement or disagreement? (*reading for specific information*)

5. *You can respond to the complaint in different ways.*



1) How would you show that you agree or disagree with the complaint? (AB Unit 4, ex. 9)



- 2) How would you respond to
- ◆ your foreign teacher's complaint?
 - ◆ your foreign friend's complaint?

6. *On page 133 you can see some people discussing different problems.*



1) Decide if the person is complaining or responding to the complaint. Complete the conversations using the suitable expressions.



_____ the way my Mom always grumbles (ворчит) about what I wear and what I do. Actually, I can't wait till I live alone.

_____ But you know it's too late and dangerous to go out after 9 o'clock. And I'm afraid when you go out so late.



_____ At least you don't need to think about what to eat and where to live.

_____ I'm not allowed to go out after 9 p.m. A lot of my friends don't have any curfew at all.



2) What was the complaint and what was the response? Decide who they are talking with. Then listen to check if you were right.



7. Some adults were asked about what they did not like about today's teenagers.

1) How would you respond to their complaints?

a)



It's really bad. The youngsters are much more aggressive today. Most of them are just hooligans.



- **Responding to the complaint:**
Agreeing: — I'm afraid, you're right ...
Disagreeing: — That's not the way I see ...
- **Expressing opinion:**
 — Personally, I think that ...
 — In my opinion, ...

b)

There's too much to complain about today's teenagers. They want to be treated like adults, but they really do nothing. They just sit around and listen to loud music.



- **Respond to the complaint.**
 Say that you agree or disagree.
- **Express your opinion.**



c)



- **Respond to the complaint.**

2) People even write letters with their complaints to magazines and newspapers.



What can they complain about? (AB Unit 4, ex. 10.1), 2))

3) PAIR WORK



Do you have any problems with your parents, sisters or brothers, teachers? Anything to complain about? Discuss it with your classmates.

8. ROLE-PLAY

In most Canadian schools, teachers ask parents to come to parents-teacher conferences. The teacher and parents discuss the child's progress in school, as well as any other problems.



Role-play the following situations.

a)

**Teacher**

Complain about:

- the pupil's bad marks,
- the recent argument about wearing earrings and make-up to school,
- missing 5 classes on your subject.

**Parent**

Listen to the teacher's complaints. Respond to the complaints.

b)

**Parent**

Say that the teacher complained about:

- bad marks,
- the argument about wearing earrings and make-up to school,
- missing the classes.

**Pupil**

Listen to your parent about the teacher's complaints. Respond to the complaint.



9. What problems bother young people of your age? How would you complain about them to your friends (parents, teachers)? (AB Unit 4, ex. 10.3)



10. Do the British like to complain? What do they usually complain about? (R Unit 4, ex. 5)

6

Teen Court – Guilty or Not?

1. The students from the book **Her Honor, Katie Shannon** by Betsy Haynes complain about the school rules and sometimes break them. The principle (директор школы) sends them to Teen Court.

Make sure you know

- ◆ who is who in Teen Court.
- ◆ what they do in Teen Court.

“All right, everyone. In about fifteen minutes we should have our first **case**, but let’s talk about how we’re going to run our court,” Mrs Brenner said. “This is how it’s going to work. Anyone who has had a **complaint** filed (подано) against him or her by a teacher or administrator will come in with the person who filed (подал) the complaint. The person whom the complaint is against will be **the defendant**, and the person who filed the complaint is called **the plaintiff**. Both will tell us their story. You should take notes and ask any questions you feel you need to in order to understand the problem thoroughly. We will discuss the rule that has been broken and how justice can be fairly applied. Being a **judge** is not easy. Now, we need to appoint a **senior judge** to control the proceedings.”

2. ROLE-PLAY

Here is the case for today’s Teen Court discussion: some pupils have been caught smoking several times by the teachers. Teen Court should discuss the problem and make a decision.

1) Divide your class into groups:

Plaintiffs, Defendants and Judges.

2) Meet with your group to discuss the problem and your roles.

Plaintiffs (Teachers):

You have caught some pupils several times smoking in the classroom. Smoking is not allowed anywhere in school. You told them to stop, but they continued. You complained to Teen Court.

Make up your complaint to present it to Teen Court. Be ready to answer the questions on the problem.



Defendants (Pupils):

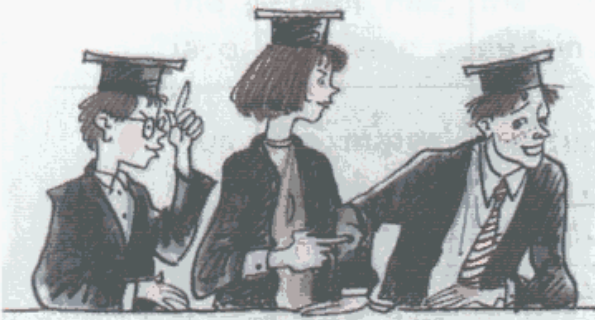
You have been caught smoking in the classroom. Smoking is not allowed anywhere in school. The teachers asked you to stop, but you continued. The teachers complained to Teen Court.

Disagree to the complaint. Give reasons (all your friends smoke, it's your body, your parents smoke and they know you smoke and do nothing about it, etc.). Be ready to answer some questions on the problem.

Judges:

Some pupils have been caught by the teachers smoking in the classroom. Smoking is forbidden everywhere in school. The teachers complained to Teen Court.

Think of the questions on the problem to ask Plaintiffs and Defendants. Agree or disagree to the complaint. Give reasons. Choose a senior judge to lead the discussion.



3) After the discussions in groups, organise a meeting to discuss the case in Teen Court.

Senior Judge:

- Open Teen Court and introduce everyone.
- Ask Plaintiffs to explain the complaint.
- Ask Defendants to respond to the complaint.
- Ask Judges to come out with their questions.
- Organise a general discussion on the problem.
- Ask Judges for the final decision.

3. What other problems would you suggest for discussion in Teen Court?

- 1) Write a list of problems you would like to discuss.
- 2) Compare your list of problems with your classmates' lists.
- 3) Choose a problem and discuss it in Teen Court.



1. LISTENING COMPREHENSION

You will hear three teenagers talking about how they left home.

While listening complete the chart below with the appropriate information about the teenagers. Write short answers. You will hear the recording twice.

	Susan	Alex	Robert
1. At what age did she/he leave home?			
2. Where does she/he work now?			
3. Where does she/he live now?			

Your score	9	8-7	6-4	<4
Your mark	5	4	3	2



2. READING COMPREHENSION

Everyone wants to be popular.

1) Read a story from the *Seventeen* magazine about one popular girl. For each question below (1-4), you will find a choice of three answers. Choose the best answer according to the story and circle its letter.

Melanie Snapp is a cool girl. She's got long blond hair, blue eyes and an athletic body, trendy clothes and the friends. And, at times, well, she hates it.

"I'm just sick of it," says Melanie. Don't get her wrong. She likes being popular — hanging at the country club, dating the cutest guys in school. She just doesn't always like the popular people. "Sometimes I wish I didn't know any of them," she says. "Sometimes I wish I could tell them, but then it would just cause a fight." No kidding. You see, Melanie's been on the other side of the popularity. "I used to be really short and kind of chubby in the eighth grade," she admits. "They were so snotty. I'd watch them at school assemblies making fun of people." Sometimes, she was the one being made fun of. "They whispered about me, too," she says.

But she still wanted to be one of them. "They were cool. But other times, I didn't want to be one of them because they were so aggressive."

At the end of her eighth year, Melanie became more athletic, grew her hair long and made friends with some of the popular girls on her field hockey team — her passport to popularity. "It's weird," Melanie says. "My best friend now was the one who gave me a hard time and made me feel stupid."

At first it was cool — always doing fun stuff like swimming at people's private pools, going to concerts together. She got into all the "right" parties.

"To be popular, you have to be perfect — have the perfect clothes, the perfect hair, the perfect face. Forget having some zit on your face," Melanie complains. "If you don't look just like them, they rag on you."

Plus, the mates' pressure on her about drinking. "When they say, 'Drink, drink, drink,' I say no ... and they know I mean it," she claims. "Then they say 'Oh, you're so boring. You just come here and sit.' But I feel I can have fun without having to do all of that," she says. "I stay in the group because I like being with them," says Melanie. "But now when they make fun of people, I tell them I don't like it, and they respect me for that."

ANGIE MAXIMO

1. Which is the most suitable description of Melanie's character?
 - a) She is a shy person.
 - b) She is ambitious.
 - c) She is specially talented.
2. Which best describes Melanie's friends' attitude towards her?
 - a) They always make fun of her.
 - b) They like her because of her appearance.
 - c) They respect her.
3. Which is the best summary of Melanie's life story?
 - a) She does what everyone expects her to do.
 - b) She has disappointed her friends.
 - c) She has become popular despite early unpopularity.
4. Which best explains Melanie's attitude towards popularity?
 - a) She thinks that to be popular you should work hard.
 - b) She thinks that being popular is always great fun.
 - c) She thinks that being popular does not mean being snobbish.

2) Find the words in the story which mean the following. Write the words by the definitions.

- a) following the latest fashion _____
- b) pleasantly fat _____
- c) superior, snobbish _____
- d) strange, difficult to understand or explain _____
- e) play practical jokes _____

Your score	9	8-7	6-4	<4
Your mark	5	4	3	2



3. SPEAKING

1) You are telling your foreign friend about how you and your friends spend your free time.

Remember to:

- say about how often you and your friends see each other and what you do together;
- describe the places you and your friends like best in your home town;
- explain why you choose these places;
- name the problems you and your friends usually discuss;
- complain about the things that bother you and your friends.

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

2) ROLE-PLAY

You and your foreign friend are exchanging opinions about the rules set by your parents at home.

STUDENT CARD 1

Discuss the rules your parents set at home with your foreign friend. Here are some points to help you:

- pocket money
- watching TV
- 10 o'clock curfew
- clothes
- housework
- listening to music

You begin the conversation.

Remember to:

- say about the rules you have at home;
- complain about the rules you find unreasonable;
- give your arguments;
- ask your friend about the rules she/he has at home.

STUDENT CARD 2

Discuss the rules your parents set at home with your foreign friend. Here are some points to help you:

- pocket money
- watching TV
- 10 o'clock curfew
- clothes
- housework
- listening to music

Listen to your friend talking about the rules she/he has at home.

Remember to:

- respond to your friend's complaints;
- ask for the arguments;
- compare the rules your friend has at home with the rules your parents set;
- express your attitude.

4. CULTURAL AWARENESS

For statements 1-7, decide which of them are TRUE and which of them are FALSE. Tick (✓) the necessary box.

	True	False
1. In Britain at the age of 13 you can't go to prison.	<input type="checkbox"/>	<input type="checkbox"/>
2. In Britain you can get married before you can get a driving licence.	<input type="checkbox"/>	<input type="checkbox"/>
3. In Britain you can't buy a pet without your parents' consent if you are under the age of 12.	<input type="checkbox"/>	<input type="checkbox"/>
4. In Britain you can't get your ears pierced without your parents' permission if you are 15.	<input type="checkbox"/>	<input type="checkbox"/>
5. In Britain you can smoke at any age.	<input type="checkbox"/>	<input type="checkbox"/>
6. In Britain you can't buy fireworks until you are 16.	<input type="checkbox"/>	<input type="checkbox"/>
7. In Britain you are considered to be an adult when you are 17.	<input type="checkbox"/>	<input type="checkbox"/>

Your score	7	6-5	<5
Your mark	5	4	3

5. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1) Teenage views of life and their parents' opinions can be in conflict sometimes.

Form a word that fits in the blank space from the word in capitals. Fill in each gap with the new word. There is an example at the beginning (0).

Some adults admit that teenagers have a great deal of (0) independence today.

Schools, the media and young people themselves place a lot of (1) _____ on being independent. The most popular topics for discussion chosen by teenagers are: part-time job, parents' reaction to boyfriends or girlfriends, and (2) _____.

Most British parents say that they would like to (3) _____ their children until they reach 16.

A lot of adults (4) _____ about teenage (5) _____ and cruelty.

Schools and the media should give more information about the danger of alcohol (6) _____.

INDEPENDENT

IMPORTANT

VIOLENT

PROTECTION

COMPLAINT

AGGRESSIVE

ADDICT

2) Below are some statements about what the parents forbid the teenagers to do.

For questions 1-6, read the following complaints. Choose the word which you think fits best to complete each complaint. Fill in the gaps with the appropriate letters. There is an example at the beginning (0).

John's father (0) a) him not to stay out late again.

His parents never allowed him (1) _____.

Deborah's father won't (2) _____ her drive his car.

My mum is very strict, so it will be difficult (3) _____ her to buy me a motorbike. She thinks I am too young.


My parents want (4) _____ to finish school first.

My parents don't let me (5) _____ horror films. They say horror films are too violent.

My parents never allow me (6) _____ parties at home.

- | | | |
|------------------|----------------|----------------|
| 0. a) allows | b) orders | c) lets |
| 1. a) smoking | b) smoked | c) to smoke |
| 2. a) permit | b) forbid | c) let |
| 3. a) to suggest | b) to persuade | c) to make |
| 4. a) my | b) them | c) me |
| 5. a) to see | b) see | c) seen |
| 6. a) to let | b) to spend | c) to organise |

Your score	12	11-10	9-7	<7
Your mark	5	4	3	2

 6. WRITING

When touring in Britain you bought a new CD player. But unfortunately it went wrong almost immediately. Here is a form to note down your complaints.

Complete the form explaining your problem to the shop manager (25-30 words).

COMMENTS

Name _____ Date _____

We welcome your comments on services provided.

We will give our attention to all comments.

7. NEW WORDS AND EXPRESSIONS FROM UNIT 4

How many new words and expressions do you know?

1

convention
demonstration*
development
discrimination
exploitation
harm*
non-discrimination
protection
the right to ...
view

2

age limits*
to allow smb to do smth
to forbid smb to do
smth

to let smb do smth
licence*
to permit smb to
do smth

3

addiction
aggressiveness
to arrest
to commit suicide
poverty
prison*
violence

Reading Section

blind date*
date (*n*; *v*)
double date*

to go Dutch*
to go steady*

5

to complain
complaint*

6

defendant*
judge*
plaintiff*

Reader

to beat about the
bush*
to drive smb nuts*
to spill the beans*
wallflower*

8. SELF-ASSESSMENT

Description of achievement	Level reached			
	poor	fair	good	excellent
<p>I can read and understand non-fiction articles about</p> <ul style="list-style-type: none"> • children's rights; • teenage problems; • dating customs <p>I can read and understand poems from teenage magazines about children's problems</p> <p>I can understand people's opinions</p> <ul style="list-style-type: none"> • on teenage rights • on teens' problems <p>I can understand other people's complaints</p> <p>I can express my opinion about</p> <ul style="list-style-type: none"> • children's rights; • teenage problems; • other people's complaints <p>I can express my complaints</p>				

Grammar checklist	Can understand	Can use
Expressing permission (permit, let, allow), prohibition (forbid), order (make, force), wish (want)		

Study skills	Level reached			
	poor	fair	good	excellent
<ul style="list-style-type: none"> • extracting cultural information from texts • interpreting charts and pictures • making comparison • evaluating the author's point of view • understanding ideas not directly stated 				

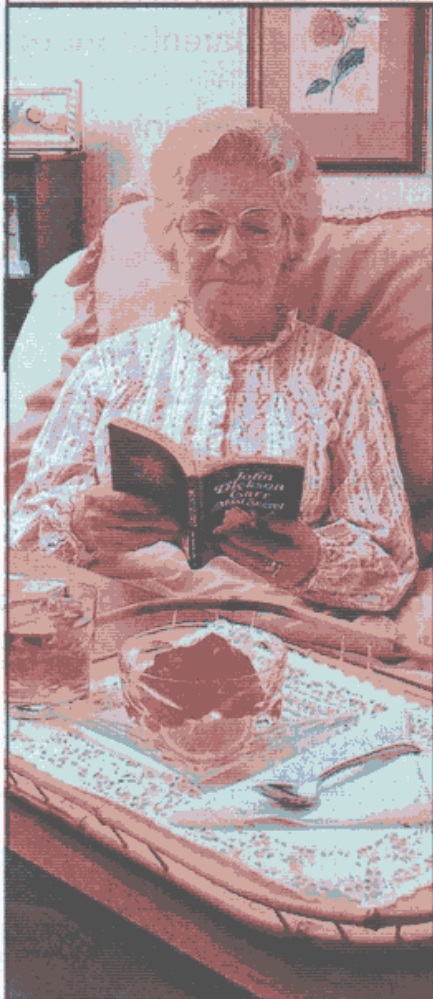
Pupil's comments
Problems I found most important/interesting/difficult/boring for discussion _____
Exercise I found most interesting/enjoyable/difficult/boring _____

9. *Adrian Mole, a boy from the book by Sue Townsend, has the right to some sort of benefit (пособие).*



Why? (R Unit 5, ex. 1)

Is the System of Social Welfare Fair?



Unit 5

1

What Benefits Do People Receive?

1. Great Britain is a Welfare State,* a country that has a system of ensuring the welfare (обеспечение благосостояния) of its citizens by means of social services, provided (предоставляемые) by the state. At the national level the Government is responsible for the National Health Service,* National Insurance* and Social Security.*

1) The systems of National Insurance and Social Security provide financial help for different categories of citizens.



What categories of citizens are entitled (have rights) to social payments? (listening/reading for specific information)

When people work they must pay **contributions** (взносы) to the **National Insurance** fund. Contributions are also made by **the employer** (работодатель) and the Government. National Insurance **benefits** (payments) are **available** (доступны) to **the unemployed, the sick** and **the retired**. **The disabled** are also **provided with** financial help. Financial help is also available to **the widowed**. Every child is **entitled to** a child benefit (or **allowance***), whatever the parents' **income** (доход) may be.

Social Security covers a wide range of payments, mainly to people who do not qualify for National Insurance payments. The main social groups who **claim** social security benefits are: single parents, the long-term unemployed, and pensioners whose pension is too low. People in full-time work whose earnings are below a certain level can claim benefits, too.

GRAMMAR IN FOCUS

The + adjective

(Субстантивированное прилагательное)

Мы можем использовать конструкцию **the + adjective** (без существительного), когда говорим о разных группах людей, особенно таких, как:

the retired — retired people — пенсионеры

the unemployed — unemployed people — безработные

the widowed — widows and widowers — widowed people — вдовствующие

sick people — ?

elderly people — ?

disabled people — ?

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In Britain **the sick**
 → are **provided with**
 → are **entitled to**
 → can **claim**
 → **social benefits.**

2) IN YOUR CULTURE



What categories of citizens can claim social benefits in Russia? (AB Unit 5, ex. 1)

3) What types of benefits are available to different categories of people in Britain?

4) Who makes contributory benefits in Britain? (AB Unit 5, ex. 2)

2. The National Insurance and the Social Security benefits paid to different categories of people are known by different names.

1) What are some of these names? Who receives these benefits? What do you think? Match the columns. (*guessing by context*)

state/retirement pension

widow's pension

maternity pay

child benefit

unemployment benefit

family credit

invalidity pension

mobility allowance

a person who is unable to work after a sickness period

families with children who have very low incomes

disabled people to pay for transport or to buy a special vehicle

women who leave work to have a baby

a person who is out of work for up to a year

each child until he/she leaves school (at 16) or longer if the child continues education (up to 19)

retired people/pensioners

women whose husbands die before they retire if they are aged 45 or over

A state pension is paid to the retired.

... is | provided for ...
 | claimed by ...
 | available to ...

DON'T MIX UP

to provide smth **for** smb
 to provide smb **with** smth

What Benefits Do People Receive?



2) Listen to the tape to check if your suggestions are correct and to learn some new information.



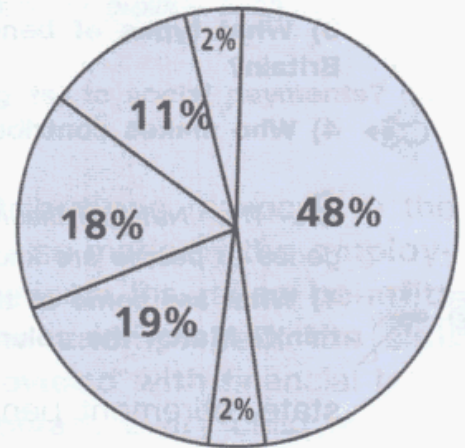
3) What benefits does Adrian's family receive? (R Unit 5, ex. 1)

3. The chart below shows average social security expenditures [ɪk'spendɪtʃəz] (расходы) in Great Britain.



1) How is financial help distributed? Match the categories of people, the amount of financial help and social benefits to which they are entitled. (*predicting*)

- Elderly people/retired people
- Long-term sick and disabled people
- Families on low incomes
- Unemployed people
- Short-term sick people
- Widows and others



GRAMMAR FOR REVISION		1% — one per cent	2% — two per cent
(The elderly) are provided with ...	Among the benefits the elderly receive is ...		
I think ... are entitled to ...	These benefits include ...		
Probably two per cent is/are available to ...	They receive the following benefits ...		
... is/are paid to/for ..., I guess.	They get such benefits as ...		
Most probably ... receive ... per cent.	They can claim ...		
... per cent goes/go to ...	They receive ...		

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2) Listen to the information to check if your suggestions are correct. (*listening for specific information*)

4. IN YOUR CULTURE



GROUP WORK/WORD POWER



What benefits are the citizens of Russia entitled to? Replace the highlighted words with their synonyms.

What Benefits Do People Receive?

There are a few **payments**, which are **paid to** the different categories of people in Russia.

Student 1: Yes. There are a few **benefits**, which are **paid to** the different categories of people in Russia.

Student 2: I agree. There are a few **benefits**, which are **provided for** the different categories of people in Russia.



- Women **have a right to** a pension at the age of 55 and men at 65.
- Women who leave work to have a baby **have a right to ask** a maternity allowance from the government.
- There are **allowances paid to elderly people**. **Retired people** can get a salary or a wage and still receive their pension in full.
- A wide range of other **payments** exists. For example, a child allowance is a small **monthly payment** for each child, usually **paid** directly to mothers.
- **People who do not work have the right to a monthly payment, too**. Scholarships **are paid to young people**, college and higher school students, if they do not pay fees (money) for their education.
- **People who are disabled can receive an invalidity pension**.
- **Widows can get payments for** their husbands who died.



5. What benefits are your family members entitled to?

“I Will Go Private!”

1. Adrian Mole is a boy in the book *The Secret Diary of Adrian Mole, Aged 13 3/4* by Sue Townsend. Adrian thinks that “he has more than his fair share of problems”. One day Adrian decided to go to the doctor. This is how he describes it in his diary.



1) Read Adrian’s notes, guess what the underlined words mean and say whether he’s got any of these diseases. Is he just in a normal state of adolescence [ˌædəˈlesəns] (юность)? (*reading for specific information/guessing by analogy*)

a bout [baʊt] of Lassa fever [ˌlæsəˈfi:və] (приступ лихорадки)

acne vulgaris [ˌækniˈvʌlgəris] (teenage spots)

a bout (воспаление) of tonsillitis [ˌtɒnsəˈlaɪtɪs]



Saturday January 17th

Nigel came round to see if I wanted to go to the pictures but I told him I couldn’t, because I was going to the doctor’s about the spot. He said he couldn’t see a spot, but he was just being polite because the spot is **massive** today.

Dr Taylor must be one of those overworked GPs* you are always reading about. He didn’t examine the spot; he just said I mustn’t worry and was everything all right at home. I told him about my bad home life and my poor diet, but he said I was well nourished (уnumан). So much for the National Health Service.* I will get a paper-round and go private.



Thursday March 12th

Woke up this morning to find my face covered in huge red spots. My mother said they were caused by nerves but I am still convinced that my diet is **inadequate**. My mother rang Dr Gray’s receptionist to make an appointment, but the earliest he can see me is next Monday! I told my mother to say that I was an emergency case (нуждался в скорой помощи) but she said I was “**overreacting** as usual”... I rang my grandma and she came round in a taxi and took me to her house and put me to bed.



Friday March 13th

The **emergency doctor** came to my grandma’s last night at 11.30 p.m. He **diagnosed** that I am suffering from acne vulgaris. He said it was so common that it is regarded as a nor-

"I Will Go Private!"

mal state of adolescence. He thought it was highly unlikely that I have got Lassa fever because I have not been to Africa this year. He told grandma to take the **disinfected** sheets off the doors and windows. Grandma said she would like a second opinion. That was when the doctor lost his temper. He shouted in a very loud voice, "The lad has only got a few teenage spots, for Christ's sake!" Grandma said she would complain to the Medical Council* but the doctor just laughed.

 **Tuesday June 23rd**

I have got tonsillitis. It is official. I am on **antibiotics**.

 **Friday October 23rd**

I have had a letter from the hospital to say that I have got to have my **tonsils** out on Tuesday the twenty-seventh. This has come as a complete shock to me! My father says I have had to endure (перенеть) an annual bout of tonsillitis for nine years just because the National Health Service is starved of finance (hasn't got money at all)!

 **Monday October 26th**

11 a.m. I did my packing, then went to see Bert. Said goodbye to Pandora. I'm being admitted (я принимаю) to Ivy Swallow ward (палата) at 2 p.m.

 **Saturday October 31st Halloween**

3 a.m. I have been forced to complain about the noise coming from the nurses' home. I am sick of listening to nurses and off-duty policemen cavorting (*jumping excitedly*) around the grounds dressed as witches and wizards. I am joining BUPA* as soon as they'll have me.



2) What does Adrian Mole mean by saying the following? Choose the correct translation. (*learning to translate*)

1. Dr Taylor must be one of those overworked GPs you are always reading about.

a) Доктор Тейлор, должно быть, был одним из тех терапевтов, которые работают сверх меры и о которых вы постоянно читаете в газетах.

b) Доктор Тейлор должен был много работать, чтобы вы могли прочитать о нем в газете.

"I Will Go Private!"

2. So much for the National Health Service.

- a) Хватит с меня национальной системы здравоохранения!
- b) Как много сделано для национальной системы здравоохранения!

3. I will get a paper-round and go private.

- a) Я сложу газету трубочкой и пойду по своим личным делам.
- b) Я буду разносить газеты по домам и перейду на частное медицинское обслуживание.



3) What do Adrian, his relatives and doctors think about Adrian's diseases? Use the story to support your opinion. (reading for specific information)

Adrian thinks he is sick because of his **poor diet**.
Dr Taylor said Adrian was well nourished.

Adrian	poor diet	Dr Taylor – ?
Adrian	inadequate diet	Mother – ?
Adrian	an emergency case	Mother – ?
Granny	Lassa fever	Dr Taylor – ?
Mother	Adrian's overreacting	Granny – ?



4) Was Adrian Mole seriously ill or was he just "overreacting as usual"? What do you think? Why?

2. *Adrian's notes contain a lot of information not only about his family life and problems, but also about the life in Great Britain, about medical service in particular.*



1) Which of these questions can you answer after reading Adrian's diary notes? (extracting cultural information)

- Which doctor was Adrian Mole going to consult about his spot?
- What other doctors does Adrian mention in his diary? How good are these specialists?
- Why does Adrian say that Dr Taylor was one of those overworked doctors papers write about? What does he mean?
- What is the NHS? Which of the NHS problems does Adrian mention in his notes?
- What advantages does the private system of health care offer?
- How is one of the most popular private medical insurance schemes [ski:mz] called?
- How does the Medical Council operate? What is it for?

"I Will Go Private!"



2) Which of the good and bad points Adrian sees in the NHS are not more than his opinions? Which are facts? Justify your choice. (*distinguishing facts from opinions*)

Good and Bad Points	Facts	Adrian's opinion
1. General Practitioners (GPs) are overworked.	<input type="checkbox"/>	<input type="checkbox"/>
2. Medical examination/diagnosis is not objective.	<input type="checkbox"/>	<input type="checkbox"/>
3. Private health treatment (BUPA, for instance) is better than the NHS.	<input type="checkbox"/>	<input type="checkbox"/>
4. Health care in case of emergency doesn't work well.	<input type="checkbox"/>	<input type="checkbox"/>
5. People have to wait to be operated on for many years because the National Health Service is starved of finance.	<input type="checkbox"/>	<input type="checkbox"/>
6. Nurses do not behave properly.	<input type="checkbox"/>	<input type="checkbox"/>
7. You can complain to the Medical Council if you are not satisfied with diagnosis or treatment.	<input type="checkbox"/>	<input type="checkbox"/>

3. 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.



What people and organisations look after him? (R Unit 5, ex. 2.1), 2))

2

Do You Have to Pay for Medical Care?

1. Here are some facts and opinions about the system of health care and medical insurance in Great Britain.



1) Which of these facts and opinions characterise the health care system positively and which negatively? While reading, pay attention to the following conjunctions and prepositions.

while/whereas — в то время как	despite/in spite of — несмотря на
because of — из-за	although/though — хотя

- In Britain, medical insurance is organised by the Government and is compulsory, **while** in some other countries it is not.
- The country doesn't spend a lot of money per person on health care, **whereas** in some other western countries health care systems are much more expensive.
- **Despite** the shortage (недостаток) of money, the system of medical care works well.
- The British spend a small proportion of their wealth on health service, **because of** its simple administration.
- **In spite of** being poor, you can get good medical care in Britain.
- The exceptions (исключения) to free medical care are teeth and eyes, **though** even this care is available to large numbers of people who do not have to pay.
- **Although Britain** has public health care, it has a private sector, too. The biggest is BUPA.*
- **Because of** the central organisation of public health care there is little cooperation between public health care service and the private sector.



2) What happens in Britain's health care service despite and because of some facts? What happens in Britain's health care service (al)though there are some other circumstances? What happens in Britain, while/whereas other things happen in other countries?

**GRAMMAR
IN FOCUS**

*Subordinate clauses with conjunctions and prepositions
(Придаточные предложения с союзами и предлогами)*

Когда мы сравниваем факты, события или действия, не противопоставляя их друг другу, мы используем союзы **while/whereas** (в то время как).

In Britain the NHS provides most health care, **while** in the USA there is no public health service.

Когда мы говорим, что что-либо происходит **вопреки, несмотря на** или **из-за** каких-либо других событий или действий, мы используем союзы и предлоги **although/though** (вопреки/хотя), **despite/in spite of** (несмотря на), **because of** (из-за).

Because of the crisis, health care reform should be carried out.

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3) IN YOUR CULTURE

Which of the statements about Britain's health care service can be applied to your country's health care system?

2. *Adrian's and his Granny's opinions about the Britain's medical care system do not always reflect the real situation.*



What is the real situation and which are the opinions? (*understanding relations within a sentence/distinguishing facts from opinions*)

Despite the fact that GPs are considered to be overworked,

Although public health care is not bad,

Though health care in case of emergency worked well,

Because of the financial problems in the National Health Service

Because of the nurses' improper behaviour,

In spite of the proper diagnosis

While Dr Taylor's diagnosis was acne vulgaris,

Adrian's Granny was sure it was Lassa fever.

people have to wait to be operated on for many years.

neither Adrian nor his Granny were satisfied with it.


private health treatment (BUPA, for example) is better.

Adrian decided to join BUPA.

they examine their patients well.

Adrian's Granny decided to complain to the Medical Council.

3. Here are some facts and some people's opinions about medical care service in the United States of America.

 **1) Which of the following statements are facts and which are opinions? (distinguishing facts from opinions)**



- I think that in many ways it is a wonderful system, **but** in many other ways it is a catastrophe [kə'tæstrəfi].
- The USA is one of the most developed countries in the world, **but** it does not provide health care for all.
- Medical care is not free, **but** many hospitals provide some free or low-cost care for those who cannot pay.
- The USA has no public health service, so most people have private health insurance.
- America with its private insurance-based system spends 14% of GDP* on health. Britain with its popular state-funded NHS spends only 7%.
- There are people who receive medical care through social programmes. They are Medicare* which is intended for people over 65 and the disabled, **and** Medicaid* which is available to the poor.
- They say that when the world's rich want the best treatment money can buy, they usually go to the USA. Small wonder, most new medical techniques and technologies become available in America before anywhere else.
- Self-employed private physicians receive a fee for each patient's visit, **but** some medical doctors are on a salary (получают зарплату).

Do You Have to Pay for Medical Care?

2) How do all these facts and opinions characterise the US medical care service? (*making comparisons*)

GRAMMAR
IN FOCUS

Subordinate clauses with prepositions in spite of/despite, because of

После предлогов **in spite of/despite** мы используем существительное, местоимение (**what/that/this ...**); **Ving** форму или выражение **the fact (that)**.

Despite the fact (that) the USA is one of the most developed countries in the world, it does not provide health care for all.

Despite being one of the most developed countries in the world, the USA does not provide health care for all.

После предлога **because of** мы используем существительное или местоимение.

Because of all these things some people think that the US medical care system is a catastrophe.

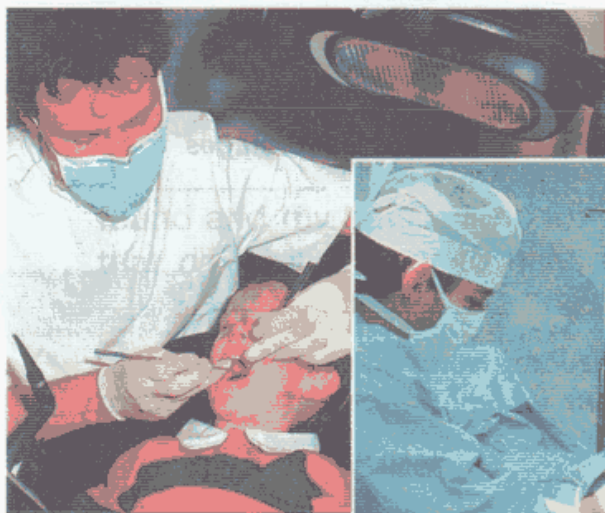
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4. IN YOUR CULTURE



Health care service in Russia has its own good and bad points.

What can you say about the health care service in Russia from your own experience? (*understanding relations within a sentence/drawing conclusions*)



public health care → **private sector**

Although Russia has a public health care service, we have a private sector, too.

the work of the public health service

the shortage of money

central organisation of the health care system

cooperation with the private sector

central organisation of the health care system

compulsory medical insurance

the quality of the private health care

high cost

the quality of the public health care

free of charge treatment

physicians who get a fee for each patient's visit

physicians on a salary

5. GROUP WORK

All systems of medical care have both advantages and disadvantages.

Exchange your opinions on the matter.

Group 1

Try to convince your partners that there are a lot of disadvantages in health care systems of your country, Great Britain, and the USA.

Group 2

Say that you partly agree, but in spite of all these disadvantages there are some advantages, too.

Do You Have to Pay for Medical Care?

6. Here is the article from the *Teen* magazine (Autumn 2004). The article is about Anthony Leanna from Wisconsin. Anthony, who is only 13, is one of those teenagers who are using 'their hearts and smarts' to make the world the better place.



Read the article and decide where the following subtitles belong. Match the letters (A-D) and numbers (1-3). One subtitle is extra.

- A) how he's helped
- B) dreaming big
- C) his inspiration
- D) you can make a difference

1. _____ Three years ago Anthony spent a lot of time in hospitals while his grandmother underwent the treatment for cancer (pak). During his visits, he began to notice the effects of hair loss on the cancer patient's spirits. To cheer them up, Anthony came up with the idea of donating hats to those going through chemotherapy [ˌki:məʊ'therəpi]. He wants to "put a smile on the faces of people facing such difficult times in their lives".



2. _____ Through his Heavenly Hats Foundation, Anthony has delivered more than 25,000 hats to more than 125 hospitals and clinics around the country. He gathers the donated toppers from hat companies, business and individuals. "Several of the patients have told me that the hat was a sign of hope. It made them feel better about themselves and it gave them the courage to fight the cancer," Anthony says.

3. _____ "It is my hope that someday in the future a cure will be found and my hats will no longer be needed," he says. "However, until that day, I just want to help any way I can."



7. Write what you know about the medical systems in Britain, the USA and Russia. Get ready to compare them. (AB Unit 5, ex. 3)



8. Are there any good points in Bert Baxter's life? (R Unit 5, ex. 2.3)

3

How Do Elderly People Live?

1. How do elderly people live? Is it a private matter or a public matter, in which the elderly themselves should take an active part?

1) What are the good and bad points about being old? What do you think? (*anticipating*)

2) Read some opinions given in the article 'The world needs the elderly' (*Arguments and Facts*). Compare your opinions with the author's. (*reading for detail*)



Bad points

Elderly people ...

- become ill and disabled
- become a burden (обуза) to children
- suffer (испытывать) the fear of death
- have financial problems
- become incapable of living independently, need regular care and nursing
- lose friends and spouses
- live a boring life

Good points

The elderly ...

- do not have to go to work
- have adult children, who are not a burden any more
- have a lot of time to meet with friends, read, travel, go in for sports, work in their garden
- get wiser, have more experience and the ability to help with advice

3) While some elderly people see only bad points in being old, others do not feel any disadvantages.



Compare different people's life circumstances. (*interpreting facts*)

While/whereas some elderly people see only bad points in being old, some other people do not feel any disadvantages.

Some elderly people see only bad points in being old, **whereas/while** some other people do not feel any disadvantages.

2. There are a lot of homes for elderly people in Great Britain.



Are all of them good? (AB Unit 5, ex. 4)

3. On the example of Mr Baxter's life circumstances, one can draw some conclusions how the Government, public organisations and individuals care for elderly people in Britain.



1) Do you agree with the following conclusions?

Although social workers help the elderly in different ways, they do not provide home help.

Some pensioners are looked after at home. Some other pensioners are offered a place at a home for elderly people.

- Social services try to do their best to cheer the old people up, but they don't have much success in doing it.
- When old people are put into homes for elderly people their pets get a place in the RSPCA* hostels.
- At the homes for elderly people patients are provided with lots of entertainment.
- The Good Samaritans Group members go out into the community to help people, including patients of the homes for elderly people.



2) What conclusions can you draw? (*drawing conclusions*)

4. Among the elderly people living in this country there are a lot of war veterans. How does the government care for these people?



1) What privileges do the war veterans have in this country and in Germany? (using dictionary/reading for detail)

RUSSIA	GERMANY
state/retirement pension	
1620 roubles	1800 euro
World War II Invalids	
<ol style="list-style-type: none"> Retirement pension + invalidity pension. 50% reduced payment for housing, telephone and public utilities (коммунальные услуги). Free medical care, wheelchairs, OKA cars and petrol at a discount (со скидкой). Free accommodation in a health resort. Free return passage by sea, by air or by railroad once a year. Housing, telephone, etc. without going on a waiting list. Free of charge assistance about the house for a certain group of people with disabilities (invalids). 	<ol style="list-style-type: none"> No special privileges. Ordinary invalidity pensions. No increment ['ɪŋkrəmənt] (прибавка) to a pension. Retirement is possible at the age of 60 (not at 65). No privileges of this kind. Medical service at a reduced price; mobility allowance; tourist's pass (проезд) at a reduced price (the amount of discount depends upon the transport company). There are no health resorts in Germany. Air, railroad and other kinds of tickets at a reduced price. (Tickets for those looking after people with disabilities are free of charge.) No privileges of this kind. Free of charge nursing and assistance in entertainment organisations only for people with disabilities living below the poverty level (line).


2) Compare the privileges which the governments of the two countries provide for their disabled war veterans. (drawing conclusions/making comparisons)

On the whole ...	In Germany ...
In many ways ...	In this country ...

How Do Elderly People Live?



3) Read the paragraphs from the article about Russia's benefits reform. What do you think about this reform? (R Unit 5, ex. 5)

5. IN YOUR CULTURE 

PAIR WORK

What benefits and privileges do your grandparents have? Do they have any problems?



1) Walk around the class and ask your classmates questions about how their grandmothers and grandfathers live. Then complete the chart below.

— Tell me about your Granny and Grandpa, please.

Is ...? Does ...? Did ...? Has he/she ever ...?

I wonder	if/whether/how ...
I'd like to know	where/when ...
I'm interested to know	what/which ...

GRAMMAR FOR REVISION	<i>Reported questions</i>
I wonder if he's a pensioner.	
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Grandparents	Living conditions		Benefits	Privileges	Problems
	good points	bad points			
1. Nina's Grandpa Nina's Grandma					
2.					
3.					
4.					
...					



2) Make a report, comparing the benefits, privileges and problems of your and your classmates' grandparents.

6. Getting Used to It is a realistic short story by Douglas Dunn.



Read a short passage from the story about Harry Boyle and his wife Vera. What are they going to get used to? (R Unit 5, ex. 3)

4

Where Does Your Granny Live?

1. Nowadays many children from this country spend their holidays in Great Britain. They usually stay with British families. Tanya Dolgova from Russia is staying with the Brown family. She wants to know more about the family, so she asks Jane Brown a lot of questions.



1) What are Tanya and Jane talking about? (reading for the main idea)



- Who is in this photo, Jane?
- My Granny. She's widowed and lives in a home for elderly people.
- Does she? I have heard that in Britain many adult children put their parents into old people's homes.
- Sometimes they do. But it doesn't mean they don't care. Let's take our family, for example. After her husband's death, Granny Molly became much more

helpless. She was unable to look after herself properly so we had to put her into a home for elderly people.

- Yes, but hold on. What if you bring her into your home and look after her in a proper way? Don't you miss seeing her every day?

- I do. Well, you see, living in a home for elderly people is her own choice. Besides, my parents work, I go to school, so there is no one to look after her full-time.

- Yes, but look. Do you really think she enjoys her stay there? I've been told that some of these homes are terrible!

- Some of them are, but on the whole such homes are very pleasant. My Granny has her own room. She's always able to call a trained nurse if she has any difficulties.

- Well, think of it this way. Families become less close when they don't take care of one another. They lose their warm relationship (отношения), don't they?

- Perhaps, they do. In fact, this is a problem for many families in Britain and a great number of homes for elderly people speaks for that fact. And you don't seem to like it, do you?

- No, but look at it like this. We all worry about our grandparents when they grow old, but a home for elderly people is not the best solution for the problem, is it?



2) Does the information below correspond to what Tanya has learnt about Jane's Granny? (*reading for specific information*)

- Jane's Granny was put into a home for elderly people because of her husband's death.
- Jane's parents don't take care of Granny.
- Granny Molly became unable to look after herself in a proper way.
- Granny has chosen for herself to live in a home for elderly people.
- Homes for elderly people in Great Britain are terrible.
- Granny lives in the home, which is very pleasant.
- At the home she can call a trained nurse if she has any problems.
- Jane's parents were not able to bring Granny into their home, because she needed to be looked after properly.



3) Which of the girls has the following opinions? (*reading for detail*)

Tanya
Jane

thinks it is possible for Granny to live with the family.

doesn't really think that Granny enjoys her stay at the home for elderly people.

is sure that families become less close when they don't live together and don't take care of one another.

doesn't seem to like the idea of putting grandparents into homes for elderly people.



4) Look at the chart below. Which of Jane's opinions does Tanya agree with? Which of Jane's opinions does Tanya try to change? What does she say? (*recognising functions within a sentence*)

**Tanya tries to change
Jane's opinion**

**Tanya agrees with
Jane's opinion**

Jane says about the reasons of putting their Granny into a home for elderly people.

Jane gives some other reasons for putting their Granny into a home for elderly people.

Jane says that on the whole homes for elderly people are rather good.

Jane says that the problem of elderly people and homes for elderly people is important for many families in Britain.

5) Tanya's and Jane's opinions on the matter seem to be quite different.



How is Tanya trying to change Jane's opinion? What does she say? Which expressions does she use? (reading for specific information)

Neutral expressions

But don't you think ...?

(Yes, but) do you really think ...?

(Yes, but) surely you don't think/
believe that ...

(Yes, but) is/isn't it possible
that ...?

Surely not, I mean that ...

(Yes, but) on the other hand ...

Informal expressions

Hold on, ...

No, but look, ...

Well, think of it this way ...

But look at it like this ...

Are you kidding?

You don't really think ...?



6) Imagine yourself in Tanya's situation talking to Jane's parents about the same problem. Read the dialogue once more using the appropriate expressions.

2. We can't expect people to have similar opinions about one and the same matter.



1) Which of Tanya's and Jane's opinions expressed in the dialogue do you agree or disagree with? Why?

2) IN YOUR CULTURE



Read or listen to the statements and say if they are true in respect of your country. Which of them do you agree or disagree with?

- Most grandparents live their independent lives and don't feel like taking care of their grandchildren full-time.
- It's quite rare to find elderly grandparents living together with their adult children.
- In most cases elderly parents are put into old people's homes.
- When children grow up they move out of their parents' houses.
- Grandparents living close to their small grandchildren are found much more often in the countryside.
- Most grandparents would be horrified at the idea of giving up their independent lives and moving into their children's homes to look after their grandchildren full-time.

Where Does Your Granny Live?

3) PAIR WORK

Imagine that your partner fully agrees with some of the statements you've heard. Try to change some of his or her opinions.

Your partner may be a) one of your foreign friends who you know quite well or b) an adult who you do not know very well.

Say what you know about the problem, express your opinion.

Express disagreement. Give reasons. Try to change your partner's opinion.

Say that you partly agree or completely disagree. Try to change your partner's opinion.

Say that you partly agree or disagree.

3. Another passage from the story *Getting Used to It* is about Harry Boyle and his fellow Vic Nairn.



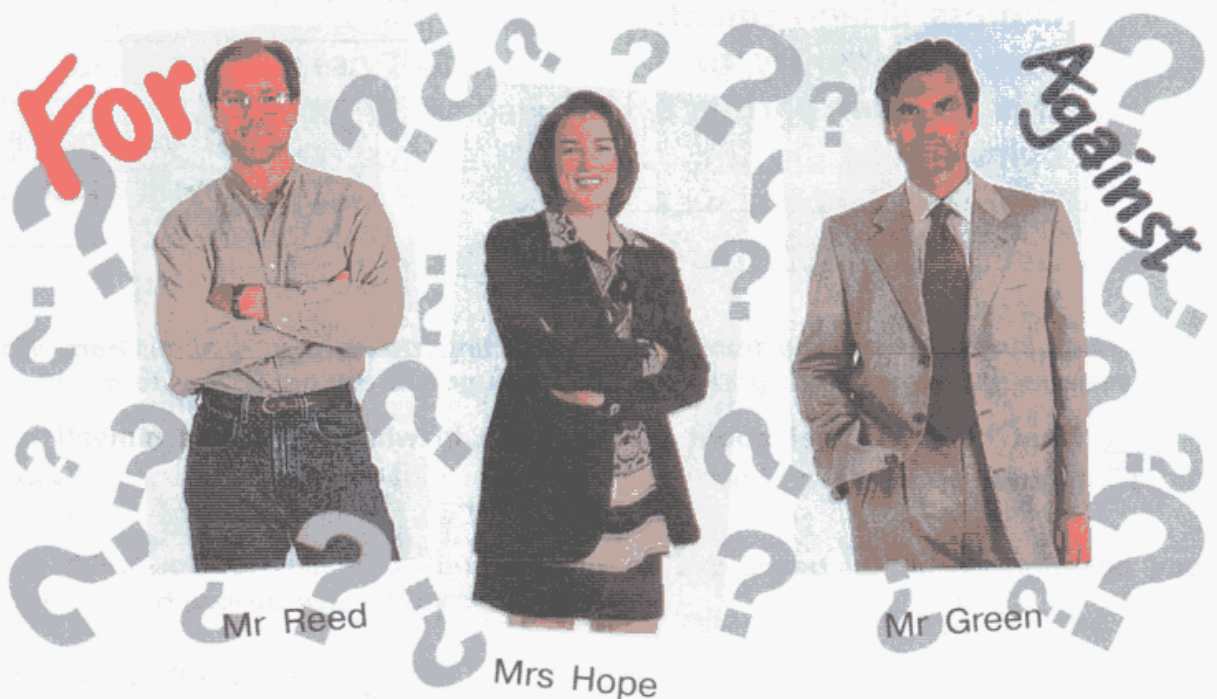
What does Vic feel about the situation in which he found himself one day?
(R Unit 5, ex. 4)

5 Who Benefits from Benefits?

1. Although many people support the idea of a welfare state, there are some people who speak for the necessity of its partial change and there are those who do not support the idea at all. These people are talking about their attitudes towards a welfare state.



1) Say which of these opinions are: a) in favour of the welfare state, b) against the welfare state, c) neither for nor against the welfare state. (reading/listening for the main idea)



In a welfare state you don't have to be poor in order to receive your pension or your dole money or your child benefit. This blanket distribution of benefits should be modified. Only those people who really need benefits should get them. There are some other problems.

- Some people who are entitled to various benefits do not receive them, because they don't understand the complicated system and they are not able to fill in all the forms.
- Some other people do not know what they are entitled to receive. The poor simply don't know about their rights to receive particular benefits and sometimes don't claim them.
- Others may be too proud to apply (обращаться), so they refuse to accept help.

What is one of the most important disadvantages of the welfare state according to Mr Reed?

What does he suggest?

Do all people who are entitled to benefits receive them?

I think the welfare state is ineffective. First of all, it is a waste of money. Besides, it is not selective! What else? The provision of benefits weakens the family. If there was less provision by the state, families would have to cope and this would make the family stronger. Above all, the provision of benefits deprives individuals of their desire to look after themselves. There is no need to help the unemployed or the homeless. They are to be guilty for their being unemployed and homeless and nobody else. People should be responsible for what they do and have. I personally believe that anyone who is willing to work can find a job. The welfare state should help only those who cannot help themselves.

Why is Mr Green against the welfare state?

What are the main disadvantages of this system?

Where should people get help from according to Mr Green?

In the welfare state, most benefits are available to everybody who is entitled to them and it's very good.

In the welfare state, nobody is allowed to live in poverty.

Everybody is to have proper health care and education regardless of their income.

The welfare state helps the disabled, people who are unable to work to earn money on their own.

The welfare state system provides the elderly with an income that allows them to live to some degree of dignity (достойно).

Without financial help, many people would have been reduced to begging.

Why is Mrs Hope for the welfare state? Who does the welfare state help?

What benefits is Mrs Hope for exactly?

What would happen in case people didn't get their benefits?



2) Read again what people say about the welfare state and answer the questions below each opinion. (*reading for specific information*)

2. In the *Newsweek* magazine one can sometimes find articles, which contain different people's opinions on the problems of a welfare state.



1) What are some of these opinions? (AB Unit 5, ex. 5)



2) Which of these opinions can be used as examples to support what Mr Reed, Mr Green and Mrs Hope say about the advantages and disadvantages of the welfare state.

Mr Reed says, that only those people who really need benefits should get them.

Take a child benefit, for example. It is available to everybody in a welfare state, though many middle-class people do not actually need financial help.

3) Which of the opinions do you agree or disagree with? Why?

3. You may have your own opinion about the welfare state and the benefits it provides for its citizens.

1) What is your opinion? Give examples.

The welfare state is ...

First of all, ...

For example, ...

Besides, ...

rather ineffective.
effective.

effective but (although) ...

Let's take ... as an example.

Above all ...

... such as ...

2) PAIR WORK

Exchange opinions with your classmates.

Express your opinion. Give an example/examples.

Disagree. Give reasons. Try to change your partner's opinion.

Explain why you cannot fully agree. Give reasons or examples.

Disagree and try to change your partner's opinion. Give your examples.

Say that you fully or partly agree.

4. Fourteen per cent of Americans live below the poverty level, \$16,700 a year for a family of four. Among the poor there are a lot of homeless people. To 'fill their empty cups' the homeless bear different signs.

1) What are some of these signs?



2) The homeless asking for money raise difficult questions: To give or not to give? If yes, how much and to whom? Answer these questions and say why you think so. (interpreting pictures and captions)

5. IN YOUR CULTURE



Do the people of your country live in a welfare state? (AB Unit 5, ex. 6)

6

What Is an Ideal Welfare State?

1. ROLE-PLAY 'Tourists and Guides'.

1) Divide yourselves into two halves: Tourists and Guides.

Tourists: Imagine that you know little or nothing about the way social service system is organised in your country. Work in pairs and discuss what you want to find out, take down a number of questions to ask the Guides.

Guides: You have the job of giving information about the way social service system is organised in your country. Work in pairs, prepare the information you are going to give the Tourists about the social service system in your country.

2) Together make a list of all the necessary aspects that could be discussed (benefits, employment, health care, etc.).

3) Form groups of four – Tourists and Guides.

Guides: Start talking about the topic.

Tourists: Put your questions as appropriate during the role-play.

4) Follow up in the whole class by summarising important details of information the tourists found out about the social service system.

2. Do a project 'An Ideal Welfare State'.

1) Divide yourselves into groups (committees). Define the aims of each group's activity (e.g. to develop a social security programme for better functioning of the social security system). Give a name to each group, in accordance with its major aim. Appoint any member of your group/committee as chairperson.

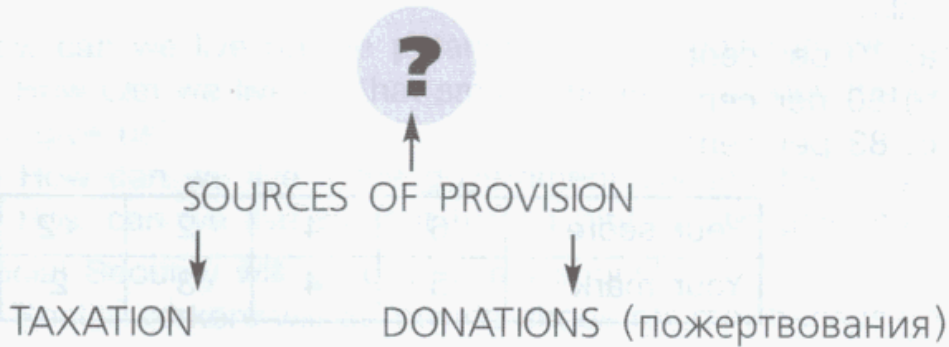
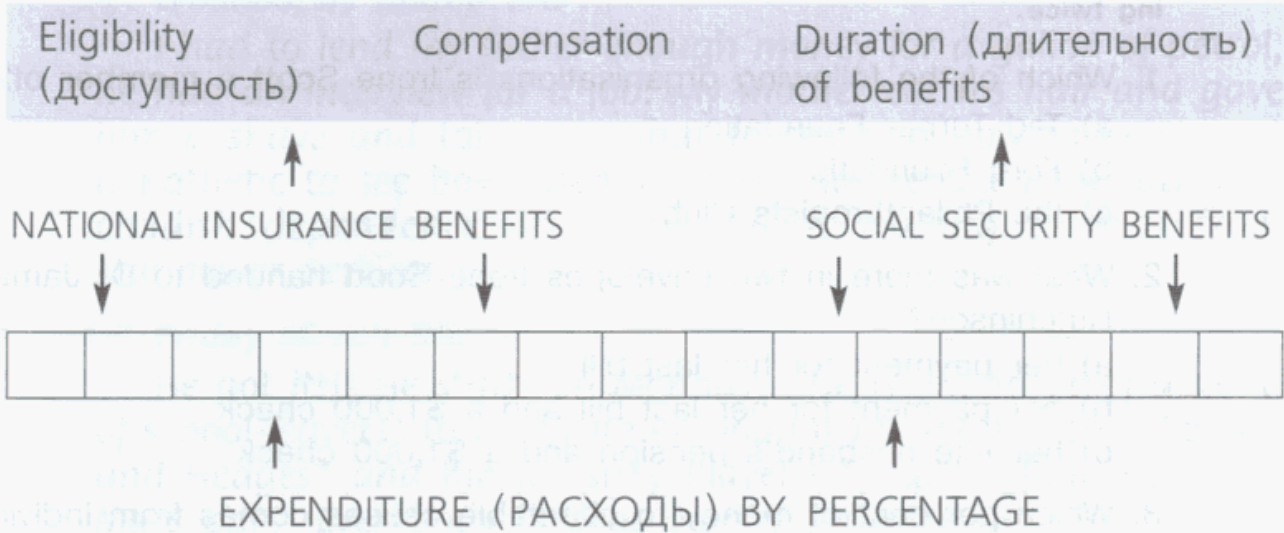
2) Think of all the necessary aspects of your programme, including:

- basic principles
- major spheres the welfare state operates in (social security/insurance/health care)
- sources of income/provision
- taxation
- categories of citizens entitled to various benefits
- different types of benefits (major and supplementary)
- conditions upon which these benefits can be received
- organs of responsibility: government and local authorities

3) On the basis of the scheme below make your own detailed scheme and give necessary comments.

CATEGORIES OF CITIZENS ENTITLED TO THE BENEFITS

CONDITIONS



ORGANS OF RESPONSIBILITY

Government

Local Authorities



1. LISTENING COMPREHENSION

You will hear the story 'The Land of the Handout'. For questions 1-3, choose the correct answers. Circle the corresponding letters. You will hear the recording twice.

- Which of the following organisations is Irene Scott a member of?
 - Ted Turner Foundation
 - Ford Foundation
 - the Philanthropists Club
- What was there in two envelopes Irene Scott handed to Dr James Hutchinson?
 - her payment for her last bill
 - her payment for her last bill and a \$1,000 check
 - her late husband's pension and a \$1,000 check
- Which per cent of money to charitable causes comes from individuals?
 - 70 per cent
 - 80 per cent
 - 83 per cent

Your score	6	4	2	<2
Your mark	5	4	3	2



2. READING COMPREHENSION

1) Below are some notes from the book *The Secret Diary of Adrian Mole, Aged 13 3/4* by Sue Townsend.

a) For statements 1-4, choose the correct variant which you think means the same. Circle the corresponding letter.



Monday June 1st

My father had a letter that made his face go white: he has been made redundant from his job! He will be on the dole! How can we live on the pittance that the government will give us? The dog will have to go! It costs thirty-five pence a day for dog food, I am a single-parent child whose father is on the dole! Social Security will be buying my shoes!

 **Wednesday September 9th**

My father can easily spare a hundred pounds. His redundancy payment must have been huge, so why he is lying on his bed moaning (стонать, охать) I don't know. He is just a mean skinflint! He hasn't paid with real money anyway! He used his American Express card.

 **Wednesday March 3rd**

I had to lend my father enough money for a gallon of petrol, he had an interview for a job. My mother cut his hair and gave him a shave and told him what to say and how to behave. It is pathetic to see how unemployment has reduced my father to childish dependence on others. He is waiting to hear from Manpower Services.

 **Friday March 5th**

He got it!!! He starts on Monday... He is in charge of a gang of school-leavers. To celebrate he bought my mother sixty Benson and Hedges* and himself sixty Player's.* I got a family pack of Mars bars. Everybody is dead happy for once.

1. How can we live on the pittance that the government will give us?
 - a) How can we live on that small amount of money the government will give us?
 - b) How can we live if the government doesn't feel pity for us?
 - c) How can we live without having pity on the government?
2. Social Security will be buying my shoes!
 - a) Social workers will be buying shoes for me, because my parents do not have money enough to do it.
 - b) My family will receive money from Social Security and spend it on whatever we like, shoes included.
 - c) Social Security will be buying my shoes in case I don't want to wear them anymore.
3. He (*Adrian's father*) is just a mean skinflint!
 - a) He is skin and bone!
 - b) He is mean!
 - c) He is just!
4. ... unemployment has reduced my father to childish dependence on others.
 - a) My father's behaviour is not childish anymore because he's become unemployed.
 - b) My father's unemployment made him dependent on me.
 - c) My father is unemployed and that's why he depends a lot on other people like children usually do.

b) Choose from statements 1-7 those which have evidence in the diary notes. Circle the corresponding numbers.

1. Adrian's father got a redundancy notice.
2. Adrian's father will have to queue in the breadline.
3. Adrian's family are going to get rid of the dog.
4. Adrian's father's unemployment benefit must have been huge.
5. Father had to turn to Manpower Services for a job.
6. His future work must be hard and boring.
7. Father will have to work with a gang of school-leavers.

c) On the basis of Adrian's notes one can make some conclusions about the state of things for the unemployed in Great Britain.

Choose from generalisations 1-6 those which you think are valid. Circle the corresponding numbers.

1. People who are made redundant from their jobs are entitled to the dole.
2. The unemployed can hardly live on the pittance they get from the government.
3. The organisation, which is in charge of the unemployed, is called Social Security.
4. Manpower Services is the organisation that helps the unemployed to get a new job.
5. Unemployment reduces grown-up people to childish dependence on others.
6. When the unemployed get a job they buy sixty *Player's* for themselves and sixty *Benson and Hedges* for their spouses.

2) Annie Wignal is from Newton, Iowa. Annie is 16 and her dream is to help as many kids as possible.

Read the article about her and decide where the following subtitles belong. Match the letters (A-D) and numbers (1-3). One subtitle is extra.

- A) spreading help
- B) caring for kids
- C) mission possible
- D) having fun

1. _____ Imagine not having your own toothbrush, comb or shampoo? That's what Annie thought about when her mum,



a child abuse prevention educator, told her children in crisis situation have to leave their homes without any personal belongings. So Annie (then age 11) came up with the idea of Care Bags, which are fabric sacks sewn by volunteers and filled with donated essentials, such as toothpaste, soap and shampoo. There are also new books, stuffed animals and toys. "I love kids and think they all deserve to have the things they need," she says.

2. _____ The Care Bags Foundation has grown from a small community service project into a large non-profit organisation that fills and distributes more than 100 bags each month. To date it has provided more than 6,000 bags to agencies that hand-deliver them to kids all over the world. Just last spring bags were given to children in the United States, Africa, Chile, Argentina, India and Iraq. Annie says, "I know we can't help everyone, but with your help we can make a difference, one Care Bag, one child at a time."

3. _____ Annie wants to help as many children as she can. "I like to make people happy because it makes me happy, too. Knowing I've helped to make a child smile is the best reward I could ever get." She also hopes to encourage others to volunteer. "Even though we're young, we can make a difference in the world by the little things we do."

Your score	19-18	17-15	14-12	<11
Your mark	5	4	3	2

3. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1) *Benefits for the jobless vary widely from country to country.*

For questions 1-6, read the statements. Choose the conjunction or preposition, which you think fits best each space. There is an example at the beginning (0).

0. b the lowest rate of unemployment in Europe the British Labour government promised to transform the welfare system.

- a) In spite b) In spite of c) Because

1. Many people are sure that "six months of joblessness is a career killer" and seek a job, _____ some other unemployed people don't want to find a job and be paid minimum wage.

- a) because b) that's why c) while

2. _____ there are 3 million unemployed in France, almost all of them believe "they are entitled not just to a job, but to the right kind of a job".
- a) Although b) Because c) Thanks to
3. German taxpayers pay tens of billions of euro to finance a lot of benefits _____ their ineffectiveness.
- a) due to b) despite c) because
4. Many unemployed people want something interesting and well paid, _____ (as they say) "there's life after work".
- a) because b) though c) that's why
5. _____ a married man with two children in Germany gets about 2,800 euro if he's on the dole, an employed man with an entry-level job in a hotel or restaurant takes home only 1,800 euro.
- a) Thanks to b) Although c) While
6. In France for some unemployed people any part-time job at minimum wage simply isn't worth having, _____ the pay for this kind of work is almost the same as the welfare.
- a) because of b) because c) that's why

2) Read the text below. Use the words in the box to form new words that fit in the same numbered blanks in the text. Fill in each space with the new word. There is an example at the beginning (0).

In the USA Social Security is limited mainly to the provision of pensions and Medicare for the (0) retired and elderly. Social Security system is financed through a tax which is paid by employees and their employers during the years of (1) _____. The self-employed, who also pay into the system, are (2) _____ with benefits as well. When (3) _____ retire at the age of 65, they are entitled to pensions. To those who retire at the age of 62 or 64, (4) _____ pensions are available. (5) _____ are also paid to non-working widows and widowers. Children under 18 and (6) _____ parents can claim their benefits, too. Unemployment (7) _____ is financed through taxes paid by the employer.

- (0) retire
- (1) employ
- (2) provision
- (3) work
- (4) reduce
- (5) pension
- (6) depend
- (7) insure

Your score	13-12	11-10	9-7	<7
Your mark	5	4	3	2



4. SPEAKING

1) *You are an exchange student. Your host parents are physicians. They would like to know how the health care system is organised in your country.*

Remember to:

- say what type of health care system you have in your country;
- say whether it is good or not;
- say if there is private medical care service in your country;
- say a few words about its good and bad points;
- give some examples of how the medical care service works;
- give some examples from your own experience.

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

2) ROLE-PLAY

You and your foreign friend are talking about different social benefits people are usually entitled to in a welfare state.

STUDENT CARD 1

Discuss the benefits that in your opinion are important and necessary and those that could be excluded from the system of social service.

You begin the conversation.

Remember to:

- name a benefit/benefits that is/are important and necessary;
- explain your point of view and give an example;
- name a benefit that can be excluded and explain your choice;
- agree or disagree with your friend's point of view.

STUDENT CARD 2

Discuss the benefits that in your opinion are important and necessary and those that could be excluded from the system of social service.

Listen to your friend's opinion.

Remember to:

- agree or disagree with your friend's opinion;
- try to change your friend's opinion if you do not agree;
- give examples of benefits that are important and of those that can be excluded;
- explain your choice.



5. WRITING

You've got a letter from your American friend David. David has to do a project about the way the system of social service is organised in the USA and abroad. He wants you to help him with the project.

Write David a 100-word letter and answer his questions.

- Do you think Russia is a welfare state? Could you give me some facts?
- Is there anything special about the way the system of social service works in Russia?
- What social benefits do people receive in your country?
- What benefits does your family receive?
- Do all people who are entitled to benefits receive them? Do you happen to know anything about it?
- Do you see any disadvantages in the system of social service in Russia? Could you give me some examples for my project?

6. CULTURAL AWARENESS

What do you know about the way the system of social service is organised in Britain?

For questions 1-6, read the statements below and choose the word, which you think fits best each space. Circle the corresponding letter.

1. Britain has a system of ensuring the welfare of its citizens by means of social services, which is called _____.
 a) a Welfare State b) a Security State c) an Insurance State
2. In Britain, at the national level the Government is responsible for _____.
 a) the National Health Service, National Insurance and Social Security
 b) the National Health Service and National Insurance
 c) the National Health Service and Social Security
3. In Britain, an unemployment benefit is known colloquially as _____.
 a) the welfare b) the dole c) a giro
4. In Britain, private medical insurance scheme is called _____.
 a) Medicare b) Medicaid c) BUPA
5. In Britain, the exceptions to free medical care are _____.
 a) teeth b) teeth and eyes c) eyes
6. In Britain, "child benefit" is available to each child until he/she leaves school or longer if the child is continuous in education up to _____.
 a) 16 b) 18 c) 19

Your score	6	5-4	3	<3
Your mark	5	4	3	2

7. NEW WORDS AND EXPRESSIONS FROM UNIT 5

How many new words and expressions do you know?

1

allowance
available
benefit
to claim
contribution*
contributory*
employee
employer
to entitle
a fee
income (on low ~)
insurance
invalidity pension
maternity allowance
mobility allowance
pension
to provide (with/for)
provision
(the) retired
retirement pension
security
tax*
(the) unemployed
welfare state
(the) widowed

Reading Section

acne vulgaris*
to be on antibiotics*
to be starved of finance*
a bout of fever/tonsillitis*
BUPA*
to diagnose*
disinfected*
emergency doctor/case*
to get a paper-round*
to go private*
GP* (General Practitioner)

to have one's tonsils out*
inadequate*
to lose one's temper
massive*
NHS* (National Health Service)
overreacting*

2

(al)though
because of
to be on a salary
catastrophe*
cure
despite/in spite of
exception*
free of charge
GDP*
high/low-cost
insurance-based*
loss
Medicaid*
Medicare*
shortage (of money)
state-funded*
to undergo
while/whereas

3

below the poverty level (line)
burden*
discount*
nursing*
pass/passage*
poverty level*
(at) a reduced price*
privilege*
spouse*
suffer smth*
utilities*

4

Are you kidding?
But look at it like this ...
Hold on.
Look at it this way ...
relationship
Surely not, I mean ...
Think of it this way ...

5

to apply*
blanket* (distribution)
to live to some degree of dignity*
ransom*

Reader

behind one's back*
to be into smth*
to be on short time*
to be on the breadline*
to be on the dole/to be in a dole queue*
to cash a cheque (a giro)*
to cheer up*
to deprive smb of smth*
doughnut*
to get roused by smth*
to get used to*
to go berserk*
indignity*
it's getting to smb*
to kidnap*
lack*
livid*
to pass*
permanently*
to phase out*
redundancy notice*
regime*
to sign on
social worker
spendthrift*

8. SELF-ASSESSMENT

Description of achievement	Level reached			
	poor	fair	good	excel- lent
<p>I can read and understand information about</p> <ul style="list-style-type: none"> • social benefits and categories of people entitled to them • health care services in different countries <p>I can read and understand people's opinions on</p> <ul style="list-style-type: none"> • welfare state problems <p>I can understand what foreigners say about</p> <ul style="list-style-type: none"> • problems welfare states face <p>I can say a few words about</p> <ul style="list-style-type: none"> • welfare states of Britain, the USA and this country • benefits my family and I are entitled to • good/bad points in health care services in Britain, the USA and in this country <p>I can</p> <ul style="list-style-type: none"> • express my attitude towards a welfare state • try to change my partner's opinion • say what an ideal welfare state is like <p>I can write in brief about</p> <ul style="list-style-type: none"> • the advantages and disadvantages of the medical systems in Great Britain, the USA and Russia 				

Grammar checklist	Can understand	Can use
<p>Statements that balance two contrasting points which do not contradict (while/whereas)</p> <p>Statements that balance two contrasting points which contradict (al)though, despite/in spite of, because of)</p> <p>The + adjective</p>		

Study skills	Level reached			
	poor	fair	good	excellent
<p>How I</p> <ul style="list-style-type: none"> • distinguish facts from opinions • extract cultural information from stories • draw conclusions • interpret pictures/captions/charts 				

Pupil's comments
Exercise I found most interesting/enjoyable/difficult/boring _____

What
Helps You
to Enjoy
Yourself?



Unit 6

1

What Do You Know about Cinema?

1. The twentieth century may be called the century of film making. Cinema and TV films have become an important part of our lives. But not everyone knows when and how cinematography appeared.

1) WHAT DO YOU KNOW?



Do you know who made the first film? What was it about?



2) Listen to the information to check if you are right. (*listening for specific information*)

2. The development of cinematography brought to life the world cinema empire (*империя*) called Hollywood.*



1) What do you know about Hollywood?



2) What would you like to know about it? Write a list of questions which you would like to ask about Hollywood.

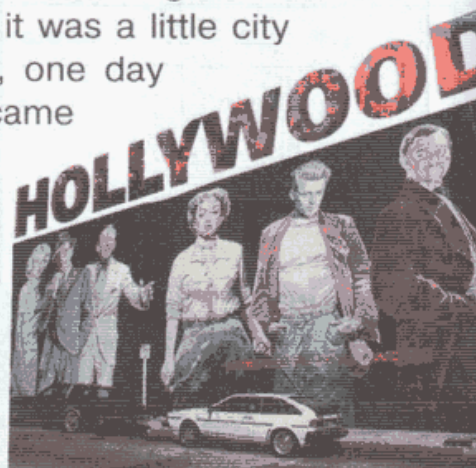
3) Here is a story of Hollywood.



Which of your questions does the text help to answer? (*reading for specific information*)

The world capital of filmed entertainment Los Angeles has been a lot of things over the past 100 years. First, it was a little city with orange forest and great weather. But, one day in 1908 a group of people from Chicago came to Los Angeles to **shoot** (*make*) a film. Since that day a lot of **directors**, producers, actors and thousands of other workers have been coming to Los Angeles. In 1911 the first **studio** appeared in Hollywood (a part of Los Angeles).

In the 1920s Hollywood made 80% of the world's films. Silent and black-and-white films of those early years starring Mary Pickford* and Charlie Chaplin* were forced out by sound films in the middle of the 1920s. Full-length films came up to take place of short films. And the first colour film, *Gone With the Wind*, was **shot** in 1939. This film brought a great success to Vivien Leigh* and Clark Gable* who starred in the film. The number of the studios grew very quickly. They combined in large corporations and now the biggest film



What Do You Know about Cinema?

companies are MGM,* Paramount,* 20th Century Fox,* Columbia Pictures,* Warner Bros,* and Universal.*

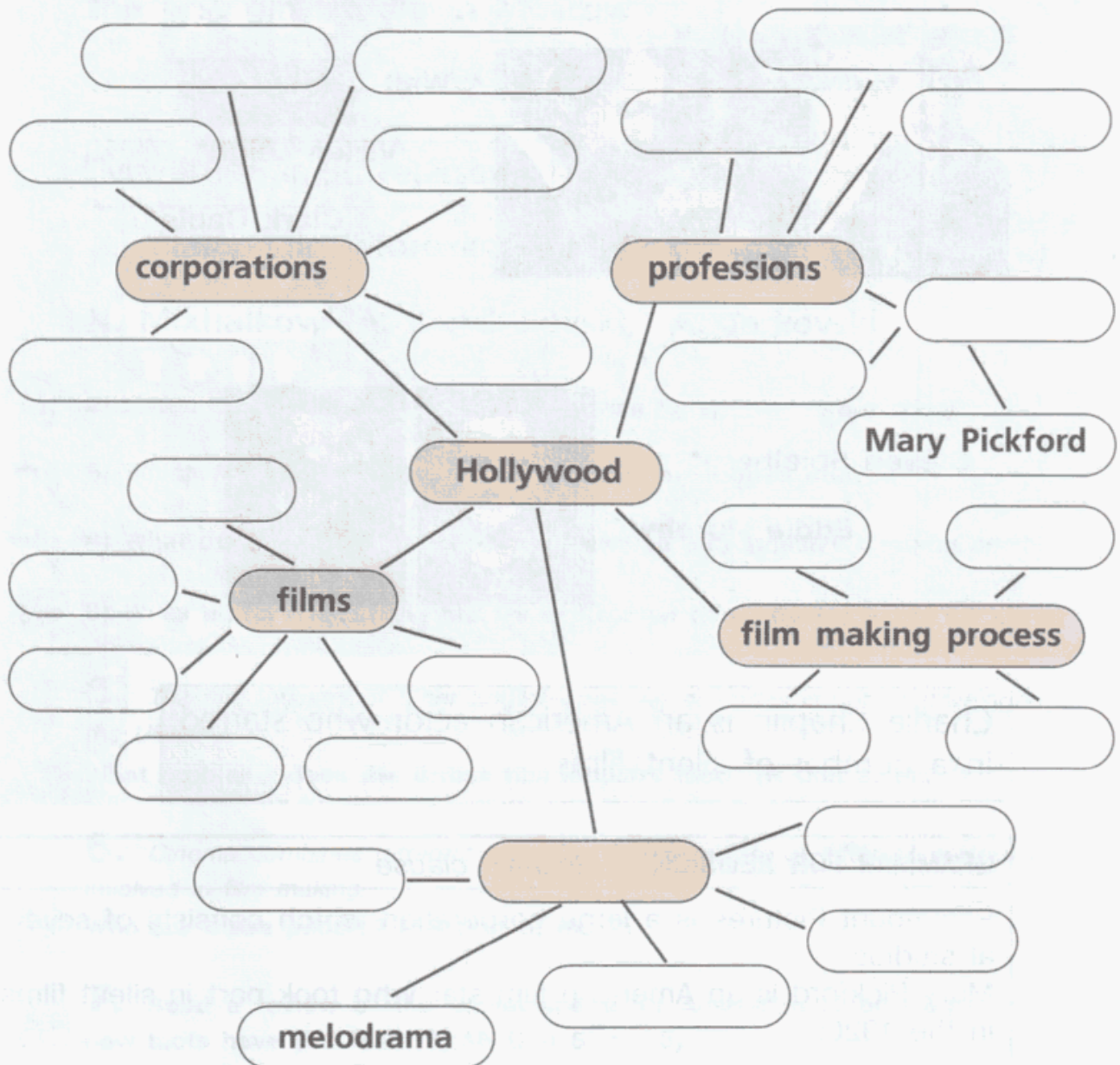
The first **genres** ['ʒnɜːrəz] of American films were **melodrama**, **western** and **comedy**, later appeared adventure and **historical** films. But now the range of genres is much richer. Hollywood got the name of the factory of dreams. It is associated with wealth and paradise of sun and palm trees. But it is only a facade [fə'sa:d] for a darker truth.



4) What new information have you learnt about Hollywood and film making?



5) Why is Hollywood called the capital of filmed entertainment? (reading for detail/classifying)



3. There are some names from the film making industry that are known all over the world.

1) What are these people famous for?

Charlie Chaplin*



Walt Disney*

Vivien Leigh*

Clark Gable*

Steven Spielberg*

Eddie Murphy*



Charlie Chaplin is an American actor who starred in a number of silent films.

GRAMMAR FOR REVISION

Relative clause

Paramount Pictures is a large corporation **which** consists of several studios.

Mary Pickford is an American film star **who** took part in silent films in the 1920s.

What Do You Know about Cinema?

2) There are some other famous people and films.



What do you know about them? (AB Unit 6, ex. 1)

4. IN YOUR CULTURE



Russian cinematography also has a long history.



1) What can you say about the history of Russian cinematography?

to be demonstrated

at the end of the 1920s
in the USSR, USA and Germany

the first film

found

to be opened

1929 in Leningrad

the first film studio in Moscow

all over the world

to shoot

A. Rou*

A. Khanzhonkov*

May 1896 in St. Petersburg

the first sound cinema house

to appear

fairy tale 'Morozko'

the first sound film

N. Mikhalkov,* A. Konchalovski,* A. Tarkovski*



2) Listen to check if you are right. (*listening for specific information*)



3) Which films were made by the directors mentioned above?



4) What other information about the Russian film industry can you add?



5) Write a story about the history of Russian film industry.

5. The film industry of other English-speaking countries is not so developed as in the USA.



What problems does the British film industry face? (R Unit 6, ex. 1)

6. Cinema combines different arts. That's why people of different professions are involved in film making.



Who are these people? (AB Unit 6, ex. 2)



7. Read a review of the achievements of Australian cinematography. What new facts have you learnt? (AB Unit 6, ex. 3)

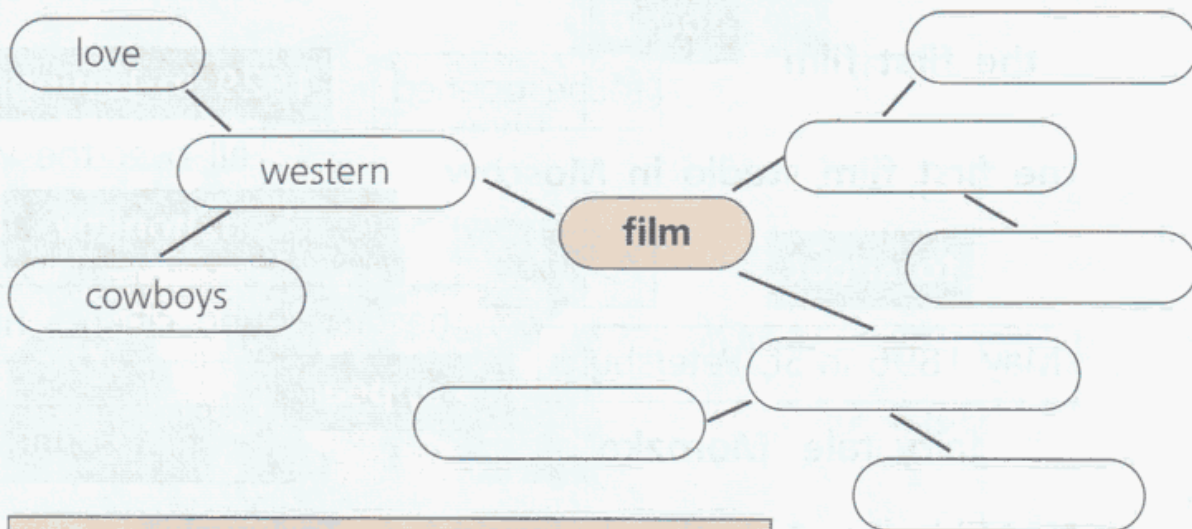
What Films Do You Like Best?

1. Film making industry developed rapidly and the number of genres of films grew constantly.

1) WHAT DO YOU KNOW?



What genres do you know? What is associated with these genres?



DON'T MIX UP

a musical ≠ a musical film
 a documentary = a documentary film



2) What films do you like to watch? (AB Unit 6, ex. 4)

2. Each person has a preference for this or that type of films.



1) What types of films do these people talk about? Use the names of genres instead of dots. Pictures can help you. (reading/listening for detail)

- What do you think of the film?
- Oh, it was extremely good! I was kept in uncertainty up to the end. The story line was so mysterious.
- Yes, ... always keep audience in **suspense**. And this one is a really good ...



What Films Do You Like Best?



— It is a pretty good film. The story line is simple but touching.
 — Yes, the **plot** is really very simple but ... don't need to be complicated and mysterious. Usually they are naive but we like them for it.



— Do you like the film?
 — Oh, yes. It was really good. I like films which are full of fights and adventures.
 — Oh yes, you do. And this one was really **stuffed** with fights. I think there were too many of them.
 — You simply don't like ... I guess.



2) What do the highlighted words mean?



3) Which film got the highest evaluation? How did you guess?

GRAMMAR IN FOCUS	<i>Adjective modifiers</i> (Наречия меры и степени с прилагательными)
<p>Если мы хотим усилить или ослабить свою оценку чего-либо, мы можем использовать следующие слова:</p> <p>It's an extremely boring film. It's a really boring film. It's a very boring film.</p> <p>It's a pretty good film. It's a fairly good film.</p> <p style="text-align: right;">stronger ↑ weaker</p> <p>Некоторые прилагательные сами по себе несут сильную положительную или отрицательную оценку, например: astonishing, awful, excellent, поэтому с ними нельзя использовать слова very, pretty, fairly. С ними мы можем использовать слова absolutely, really, totally и extremely.</p> <p>The film is absolutely astonishing.</p>	
GS p. 262 (AB Unit 6, ex. 5)	



4) What do you think about films of different genres?

Westerns			
Action films		pretty	...
Comedies		absolutely	...
Horror films		totally	...
Thrillers	are	really	...
Melodramas		extremely	...
Documentaries		very	...
Musicals		fairly	...
Cartoons			

3. We often discuss films we've seen with our friends.



1) Can you explain what genres you like best and why? (Use the table on p. 191.)



2) What kind of films don't you like? Why? (Use the table on p. 191.)

3) **PAIR WORK**



Tell about your favourite genre without naming it. Let your classmates guess the genre.

4. PAIR WORK



Make a list of films you really like and really dislike. Ask your partner's opinion about them.

5. IN YOUR CULTURE



1) What Russian films do you like best?



2) What Russian films would you advise your foreign friend to see if he/she is interested in

- ▶ detective stories?
- ▶ comedies?
- ▶ historical films?

6. There are a lot of magazines which write about films. One of these magazines is **Entertainment**.



Look at the reviews of some films. Would you like to see these films? Why? Why not? (R Unit 6, ex. 2)



Unit 6

What is special about such films?	
They are It is	stuffed with events full of special effects realistic/unrealistic true to life full of tears (a) romantic story(ies) (a) story(ies) about love (a) romance(s) for girls
They have It has	fight(s) of different types a mysterious plot a dynamic story funny/dramatic situations a lot of music/dancing/ singing
It is about They are about	life of famous people real events travelling to ... adventures in the sea/ space unreal things supernatural things

What is positive about such films?	
It teaches you They teach you	to defend justice to defend the weak and offended love for ... to be kind and patient to find your way in life to believe in love/reality to be proud of something



What is negative about such films?	
They teach you It teaches you	aggression violence to be passive to be indifferent to believe in unreal things

How do you feel about such films?			
They It They are It is	keep(s) you in suspense grab(s) (<i>catches</i>) your attention exciting/boring/melancholic/ touching/moving/frightening/ funny/serious/entertaining/ educational/informative	It makes you I couldn't help	laugh/cry/happy feel calm/sick/y want to hide/m unhappy/nervou want to scream crying/laughing,

3

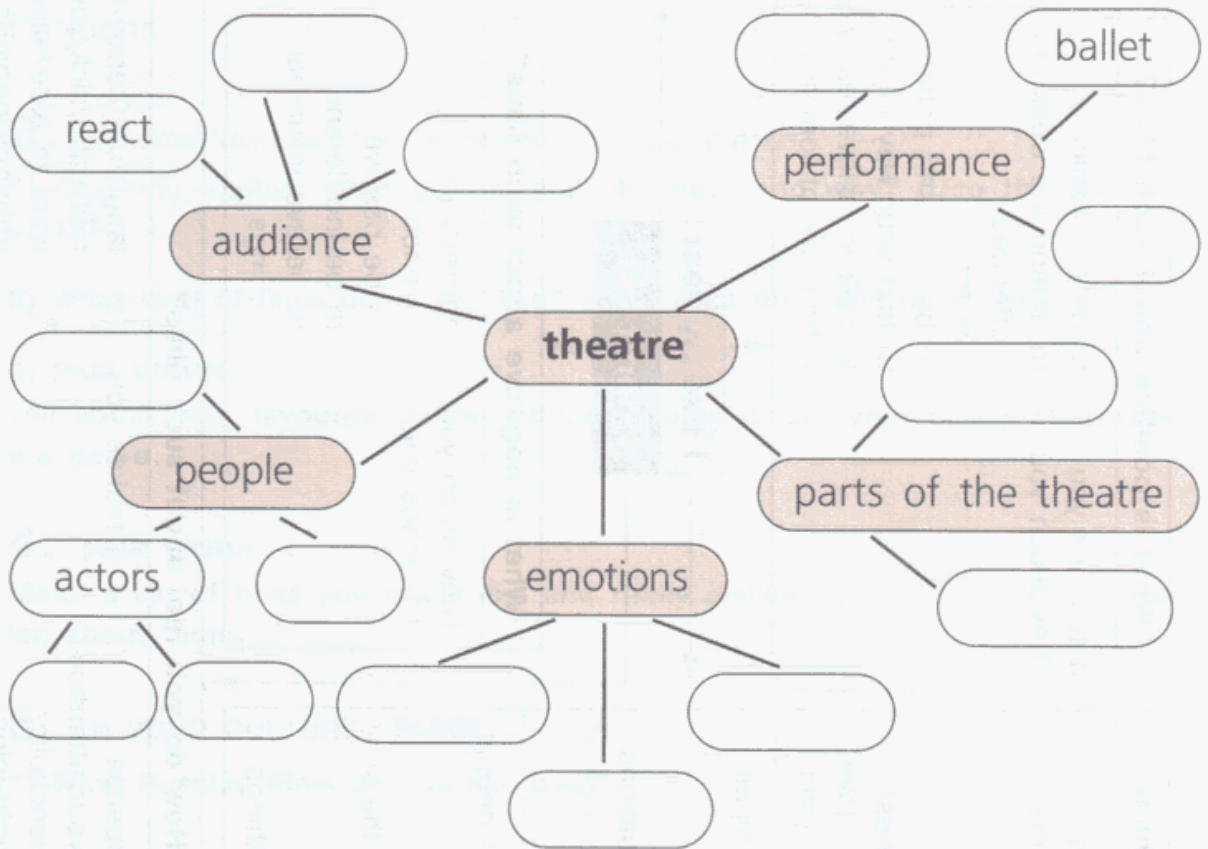
What a Marvellous Play It Was!

1. Another popular way to have a good evening is going to the theatre. There are a lot of different theatres in the UK. They can meet the demands (удовлетворяют требованиям) of millions of people.

1) WHAT DO YOU KNOW?



What words come to mind when you pronounce the word 'theatre'? (*anticipating*)



2) Which of the things mentioned above are more important in the theatre than in the cinema?



3) What is the main difference between the theatre and the cinema?



4) What causes more emotions, the theatre or the cinema? Why do you think so?

2. People have different opinions about different theatrical performances.



1) What performances do these people like and dislike? (*reading/listening for specific information*)

I can't say that I like opera very much. The music is usually marvellous but it is dull to watch it. Usually it is very complicated and it is difficult to find your way in it.

I do like theatre. I prefer comedies. They put me in a joyful mood. Usually I am so involved in the action that I forget that I am watching a play.

I should say that I enjoy ballet very much. When you watch ballet you understand the beauty of a human body. Some people say that it is a drag but I don't agree with them. It is the most exciting thing in the world. It does make a great impression.

As for me I do enjoy operetta. It is so cheerful, magnificent and splendid. Some people say it is light-minded but I don't think so. It teaches sincerity and makes me happy.



2) Why do they like or dislike opera, ballet, operetta?



3) What is your favourite theatrical genre? (Use the table on p. 191.)



4) What theatrical genre don't you like? (Use the table on p. 191.)



5) Look at the opinions above once more. How do the people show that they really like or dislike theatrical genres?

**GRAMMAR
IN FOCUS**

Emphatic sentences
(Эмфатические предложения)

Чтобы подчеркнуть, что нам действительно что-то очень понравилось или не понравилось, мы используем эмфатические предложения.

Neutral

I love it.

I enjoyed myself.

The music is marvellous.

Emphatic

I **do** love it.

I **did** enjoy myself.

The music **is** marvellous.

GS p. 277

3. A lot of people like musicals. *The Grand Hotel* is one of the most popular musicals in the USA.



1) Listen to how the people are discussing 'The Grand Hotel' and say who is more emotional.

MARTIN BECK THEATRE

JAMES H. BINGER
CHAIRMAN

A JUJAMCYN THEATER

ROCCO LANDESMAN
PRESIDENT

MARTIN RICHARDS

MARY LEA JOHNSON

SAM CROTHERS

SANDER JACOBS

KENNETH D. GREENBLATT

PARAMOUNT PICTURES

JUJAMCYN THEATERS

in association with PATTY GRUBMAN and MARVIN A. KRAUSS
present

Book by
LUTHER DAVIS

The Company
(in alphabetical order)

KAREN AKERS
JENNIFER LEE ANDREWS
KEITH CROWNSHIELD
GERRIT de BEER
PIERRE DULAINE
DAVID ELLEDGE
BEN GEORGE
REX D. HAYS
DAVID JACKSON
MITCHELL JASON



Songs by
**ROBERT WRIGHT and
GEORGE FORREST**

KEN JENNINGS
JANE KRAKOWSKI
MICHEL MOINOT
LILIANE MONTEVECCHI
KATHI MOSS
HAL ROBINSON
WILLIAM RYALL
REX SMITH
BOB STILLMAN
JOHN WYLIE

Based on VICKI BAUM'S "GRAND HOTEL"
by arrangement with TURNER ENTERTAINMENT CO.,
owner of the motion picture "GRAND HOTEL"

Additional Music and Lyrics by
MAURY YESTON

Associate Producers

SANDRA GREENBLATT MARTIN R. KAUFMAN KIM POSTER

Production Associate

KATHLEEN RAITT

General Manager

JOEY PARNES

Casting

JULIE HUGHES and BARRY MOSS, CSA

Hair Design

WERNER SHERER

Orchestrations

PETER MATZ

Setting Design

TONY WALTON

Costume Design

SANTO LOQUASTO

Lighting Design

JULES FISHER

Sound Design

OTTS MUNDERLOH

Directed and Choreographed by
TOMMY TUNE

2) Another very popular musical is **Cats*** by Andrew Lloyd Webber.* Peoples' opinions about it depend on how emotional people are.



Find the corresponding opinions.

The musical is wonderful.
I've watched it three times already.

I liked the dancing.

It made me forget about all my problems.

It makes great impressions.

The costumes were splendid.

The musical impressed me greatly.

And I haven't seen it yet.



It did make me forget about all my problems.

The costumes WERE splendid. I have not seen it yet.

The musical IS wonderful.

The musical did impress me greatly.

I have watched it three times already.

It does make great impressions.

I did like the dancing.



3) What do you think about the following things? Express your opinion emotionally.

- Russian ballet represents the classical dancing.
- D. Khvorostovsky sings magnificently.
- The arts help to develop imagination.
- *Indiana Jones* films are popular among kids.
- Verdi's* operas have been popular since the end of the 19th century.
- Tsar Peter I built the first theatre in Russia.



4) What would you say in these situations? (AB Unit 6, ex. 6, 7)

4. There is another way to express your emotions.



1) How do the people do it? Listen to the tape.

**GRAMMAR
IN FOCUS**

*Exclamatory sentences
(Восклицательные предложения)*

Чтобы передать сильные эмоции, мы используем восклицательные предложения.

How + adjective

How beautiful!

How + adjective/adverb + subject + verb

How magnificently she sings!

What (+ adjective) + noun

What a surprise! What strange people!

What + object + subject + verb

What a marvellous play we saw!

GS p. 276

What a Marvellous Play It Was!

2) Here are some extracts from the reviews of a new musical on Broadway.*



What did the audience say about it?

It is a magnificent performance.

It is a fantastic show.

he sings wonderfully

I've never seen such excellent decorations.

... outstanding actors take part in the musical ...

excellent

extraordinary costumes

impressive

... great director ...

sensational musical

splendid

they dance fantastically



3) Express emotionally your opinion about various things. (AB Unit 6, ex. 8)

4) Imagine that you visited one of the theatres in London. Now you are looking at the posters of the play and remember the performance.



What is your opinion about it?



5) Look at the pictures on pp. 3, 39, 71, 105, 145, 183, 219. What do you think about things, places, people that you can see in the pictures? Express your opinion emotionally.



6) What do you think about topics and problems discussed in this coursebook? Express your opinions emotionally.

5. GROUP WORK

Speak about your last visit to the theatre.

- What was your first reaction when you were told that you would go to the theatre?
- Where did you go?
- When was it?
- What did you see?
- What was the performance about?
- Do you know the names of the director and the actors?
- What were your impressions?

6. *Though theatre has been known since early times, in England the first theatre appeared ...*

When did the first theatre appear in England? (R Unit 6, ex. 3)

7. *One of the famous plays by G. B. Shaw* is **Pygmalion**.* The play was written in 1913 but since that time it has remained very popular all over the world.*

What are the main characters of the play? (R Unit 6, ex. 4)

8. *There are a lot of theatres in Russia but the most famous probably is the Bolshoi Theatre.**

Do you know the history of the Bolshoi Theatre? (AB Unit 6, ex. 9)

Roles to Die For

1. Newspapers wrote about this film: 'Fresh, trembling, exciting — this is **Romeo and Juliet** as you've never seen it before.' Shakespeare's* classic story has been updated (модернизирована) for the big screen.



Here are the questions and the answers from the interview with Claire Danes, the actress who played Juliet. They are mixed. Restore the interview. Begin with the question number 3. (reading for detail/sequencing)



1. — Leonardo is impressive as Romeo — but what is he like in real life?
2. — Juliet deals with love and death and pushes herself to extremes. Was that a challenge (вызов)?
3. — What attracted you to the role of Juliet?
4. — What was it like being one of the only girls of the set? How did you feel about it?
5. — What was the most difficult scene to shoot?

A. — The story is about gangs so there were a lot of boys around. I was definitely excluded (исключать) from that. It was like the Wild, Wild West, with 15 crazy boys running around in Mexico (*where the film was shot*). Things got a little out of control. Thank goodness I had Monica, my best friend, who was also working on the movie. We formed our own little girlie club.

B. — Juliet is remarkable because she is so determined and mature. At the same time, she has an innocence to her, she's young and fresh. She also makes her own decisions and takes fate into her own hands. For a woman, this was totally unheard of in Shakespeare's time.

C. — He's brilliant. Really smart, really talented and extremely funny. He does great impressions and had me rolling around with laughter. That was important, especially when the scenes were intense. No, we didn't fall in love! It wasn't meant to be.

D. — The ending. I was really scared to go through with that scene. I'll never forget the feeling of being in that empty church and feeling like I'd lost everything. It's pretty frightening to play someone who's facing such a terrible end. Both Leo (*Leo DiCaprio*) and I wanted to shoot an alternative ending, just so we would know it existed. We couldn't bear the fact that they were actually dying. It's just so tragic.

E. — It was difficult at times. Baz (*the director*) and I used to joke about it; we'd talk about an imaginary scene we were going to shoot where Juliet is in a coffee shop, complaining to her best friend about a maths class being such a bore! Juliet's life is never 'normal' like that. She is falling in love or defying (пренебрегать) her parents or taking a sleeping portion or dying. Everything about her is real; it's just heightened and very dramatic. The trick is never to hide. It was hard, sometimes, but it was a real treat to play.

Young Telegraph March 29, 1997



2. How can you understand the following? (*learning to translate*)

1. For a woman, this was totally unheard of in Shakespeare's time.
 - a) Женщины были абсолютно не слышны в шекспировские времена.
 - b) Это было неслыханно для женщин шекспировских времен.
2. to be one of the only girls of the set
 - a) быть одной-единственной девушкой в наборе
 - b) быть одной-единственной девушкой в составе
3. It was a real treat to play.
 - a) Это была игра с настоящим угощением.
 - b) Игра доставила мне истинное наслаждение.
4. He had me rolling around with laughter.
 - a) Он заставлял меня покатываться от смеха.
 - b) Он заставлял кружиться вокруг со смехом.

Roles to Die For

5. The trick is never to hide.

- a) Фокусы не спрятать.
- b) Обман не спрятать.



3. In the text find the English equivalents to the following words.

решительный и зрелый

другое (альтернативное) окончание

юный и неопытный

выйти из-под контроля

взять судьбу в свои руки

напряженный



4. Do you agree with the following? Use the text to support the right statements and to correct the wrong ones.

1. Juliet was an unusual girl for her time.
2. There is a scene in the film where Juliet is in a coffee shop, complaining to her best friend about a maths class being such a bore!
3. It was rather difficult for Claire to play the role of Juliet.
4. The film has an alternative ending.
5. Claire was the only girl in the film.
6. The action takes place in the Wild West.
7. At the end of the film the actors fell in love.
8. Leonardo DiCaprio is a good actor and a good fellow.

5. Here are some questions about the article 'Wherefore Art Thou Romeo?' («Почему ты, Ромео?»).



1) Can you imagine the answers to them? (previewing)

1. How did the director Baz Luhrmann find the actor to star as Romeo?
2. Who performed the role of Romeo?
3. Did the actor like the role?
4. What did the actor think about his Juliet?



2) Now read the article and find the actual answers to the questions.

Wherefore Art Thou Romeo?

Look no further! Stunning, talented with a bad-boy image that makes him a little dangerous — Leonardo DiCaprio was picked out as the perfect Romeo even before the project was started.

Roles to Die For


Director Baz Luhrmann spotted (заметил) Leo's picture in a magazine, invited him to a week-long reading of the script and offered him the role. Simple as that!

"At first, I thought, why do *Romeo and Juliet* again? It has been done so many times," says Leo. "But our Romeo is harder and a lot cooler. I wouldn't have done it if I'd had to jump around in tights."

But he did have to use the original language and admits that wasn't easy. "There is a lot of beauty in each word. I knew I had to know what I was talking about to do the words justice."

And what did he think of his Juliet? "When we were auditioning (проводили пробы на роль) Juliet's, Claire was the only who came right up and said lines directly to me. It was a little shocking — but it impressed me!"

Young Telegraph March 29, 1997

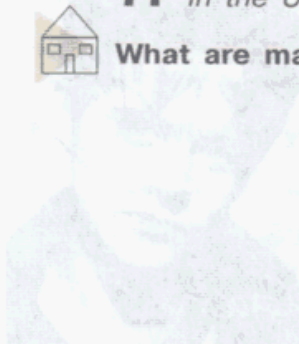
 **3) Look at the title of the article. What language is it in? Why did the author of the article use this language?**

 **6. What do you think of the film *Romeo and Juliet*? Would you recommend to watch it? Why? Why not?**

7. In the USA there are special rating systems for films.



What are main categories of the films? (R Unit 6, ex. 5)



4

Nothing Is So Good but It Might Have Been Better

1. The MPAA* rating system was introduced to prevent children from too much violence in action films on the screen.



1) What does the MPAA rating system mean? (R Unit 6, ex. 5)



2) What are the main features of each category of films?

2. Grown-ups think that not all films are suitable for children, especially action films.



1) Who of the teenagers likes and who dislikes action films? (reading/listening for the main idea)



Pam

Action films? What a bore! Criminals, shooting, explosions. Nothing else. I agree that such films have the right to exist. They have some positive features. They are dynamic, dramatic and full of special effects. But they are unrealistic. Some people watch violence to cool off (успокаиваться) and such films are good for them. But other people can get sick and nervous especially teenagers. There are better ways to cool off, I think. But, I consider it is up to you to decide to watch the film or not. Besides, there is the MPAA rating system.

As for me, I prefer to watch a PG-rated film better than going to the cinema with my parents to watch an R-rated film.

I do love action films. Why? They are very dynamic and really exciting. They grab your attention from the first scene. I like films with a mysterious plot. They keep me in suspense. Action films are so various that can suit different tastes. Some people think that action films teach only to fight and to kill. I don't agree with such opinions. They teach people to defend justice and to be strong and brave. I think it is not bad to want to look like the heroes of action films.



Gary



Sue

If you ask me, there's too much violence in films. Killing seems normal now. Action films are stuffed with fights of different types. They haven't even got any plot — only fighting, killing and rough language. I do hate such films. They are horrible and frightful. They make me want to scream. I think they teach violence and aggression. If you keep seeing shooting and fighting, you won't care if it happens in real life. Such films set a bad example. I don't like to watch R-rated films, even if my parents take me to the cinema.



2) Why do these teenagers like or dislike action films?

Pros	Cons
Action films are very dynamic and exciting.	

3. Here are some other teenagers' opinions about action films.



1) Which of them are for and which of them are against action films?



Action films are rotten.

They make you want to hide.

They teach you to defend those who are weak and in danger.

They are very impressive.

You get accustomed to violence very quickly.

Action films are a good way to relax.

They are full of extraordinary fights.

They are stuffed with shooting and killings.

If you watch too much violence, you become cruel.

They are dangerous for young children.

They demonstrate the physical abilities of man.



2) Whose opinion (Pam's, Gary's or Sue's) do they correspond with?



3) What are your arguments for and against action films?



4) What is your opinion about action films?

If you ask me, I do love action films.

Action films are ...

More than that, they are ...

They ...

...

I don't think action films are ...

On the one hand ...

Besides ...

On the other hand ...

...

I do hate action films.

They are ...

Besides ...

More than that ...

...

Nothing Is So Good but It Might Have Been Better

4. Another genre which provokes serious discussion is horror films.

 What is your opinion about horror films?

 5. Should children watch action and horror films?

6. The title of the lesson is an English proverb.



1) Find what this proverb means.

Nothing is so good but it might have been better.

Не то золото, что блестит.

Нет худа без добра.

Не так страшен черт, как его малюют.

НА ВСЯКУЮ БЕДУ ЕСТЬ ХУДШАЯ.

На хорошее всегда найдется лучшее.

 2) How can you interpret the title of the lesson?

 3) What genres might have been better than horror and action films?




4) Match the following English proverbs with the Russian equivalents. (See ex. 6.1).)

All is not gold that glitters.

No great loss without some small gains.

The devil is not so black as it is painted.

Nothing is so bad but it might have been worse.

 5) What other title can this lesson have? Explain why.

7. Here are some opinions of British teenagers about film certificates and rating system.



Are you of the same opinion? Explain your point of view.

Film certificates are a good idea because if a film is very rude a certificate would prevent very young children from seeing it. But I do think some films are given high certificates when they shouldn't be.

They are good because they can stop younger children seeing violent films. But they're also useful to us all. They give you an idea of what kind of film you are likely to see.

Let's face it, we all want to watch films that we're not really allowed to. But if we could actually see a violent or horror film, there would probably be lots of scare children around.

8. *There are special reviews of children's films in American magazines.*



What rating do they have? (R Unit 6, ex. 6)

5

How Did You Feel About ...?

1. When we go out to the cinema or to the theatre with friends we usually discuss the film or the play we've seen.



1) What film are Marie and Ken discussing? (reading/listening for specific information)



- How did you feel about the film?
- It was wonderful. I really enjoyed it. It is such a splendid romantic story. And you?
- Me too. At first I thought it was going to be a drag, but then it really got good.
- I've always liked such films. They are marvellous.
- What did you like best?
- The scene that grabbed me the most was one of sinking (погружение) of the *Titanic*.* It is so true to life, magnificent and horrible at the same time. And what did you find exciting?
- I've always liked love stories and melo-

dramas. I did like the scene in the ocean. It was so touching in fact, I couldn't help crying.

- Isn't it a great film?
- Oh, yes!
- I want to watch it once again!
- Do you?



2) What are their impressions?



3) How do they ask each other about their impressions after watching the film?



4) How do they express their likes?

2. Louis and Catherine also visited the cinema last night.



1) Did they enjoy the film? (listening for the main idea)



2) How do they ask about the impressions about the film? Choose the phrases from the box. (listening for specific information)



Unit 6

Asking about someone's feelings and impressions

Neutral


How did you feel about ...?
 What were you feeling about ...?
 Did you like that ...?
 Did you enjoy ...?

Informal

What about that ...?
 Liked/enjoyed ..., didn't you?
 How did ... grab you?

Formal

Did you find ... exciting/worthwhile?
 Did you find that enjoyable?
 Can I ask what your reactions were to ...?

  3) How do they express their likes? Choose the phrases from the box.

Expressing likes

Neutral


I'm very keen on ...
 I (really) enjoy ...
 I've always liked/loved ...
 I do like/love ...
 There's nothing I like/enjoy more than ...
 I adore ...

Informal

I'm (absolutely) crazy/mad about ...
 ... is (really) terrific/great.

Formal

I have a particular fondness for ...
 ... is one of my favourite pastimes.

  4) How do they express their dislikes?

Expressing dislikes

Neutral

I've never liked ...
 ... is not one of my favourite ...
 I (really) hate ...
 I can't work up any enthusiasm for ...
 There's nothing I like less.

Formal

I must say I'm not too fond of ...
 I'm not over-enthusiastic about ...

Informal

I can't stand ...
 ... is rubbish.

5) PAIR WORK



How would the language style change if the teenagers discussed the film during the lesson with their teacher?



6) What can you say in the following situations? (AB Unit 6, ex. 10)

7) PAIR WORK



Listen to the conversations that take place in different situations. Do the speakers use the appropriate language? If the language is not appropriate, replace some phrases using the expressions from the boxes on p. 207.

3. *Titanic** is a film by James Cameron, an American director. As soon as it appeared on the screens, it became extremely popular. Here is the opinion of an 18-year-old girl about it.



1) Did she and her friend like it?

I've seen it four times. The first time we saw it, we got out of the theatre and we were so overwhelmed at how sad it was, that we couldn't stop crying.

2) PAIR WORK



Imagine what conversation might take place between the girl and her friend.

asking about someone's feelings and impressions

expressing likes
giving reasons
asking about someone's feelings and impressions

expressing likes
giving reasons



3) Think of your own conversations that suit the chart above. (AB Unit 6, ex. 11)

4. ROLE-PLAY

You are at the international summer camp. You are having an excursion to the nearest city. You are discussing what to do in the evening.



Role-play the following situations.

**Student 1**

You invite your friend to go to the cinema to watch one of E. Ryazanov's* comedies. You like his comedies very much. Explain why.

**Student 2**

Your friend invites you to watch one of E. Ryazanov's old films. Agree to go to the cinema because you like Ryazanov's films.

**Student 1**

You invite your friend to go to the theatre to watch *Pygmalion*. Ask how she/he feels about it.

**Student 2**

Refuse the invitation. Explain that you have already seen it. Give your opinion about it.

5. GROUP WORK

Make a list of films/plays you like and dislike. Find someone who feels the same about these films/plays and someone who feels differently. Discuss a film/play you both like/both dislike/one of you likes or dislikes.

6. The article 'Our Titanic Love Affair' published in *Newsweek* from February 23, 1998 is devoted to James Cameron's film *Titanic*.



Why was James Cameron a little bit mystified? (R Unit 6, ex. 7)

1. Read the article 'Our Titanic Love Affair' and answer the questions.

2. Read the article 'Our Titanic Love Affair' and answer the questions. If you have any questions, ask your teacher.

- * the story
- * the ending
- * the main characters
- * the setting
- * the plot
- * the style
- * the language

I Want to Be a Critic

1. *Is it difficult to be a critic? A lot of people think that it is very easy. You simply watch a film or play and say why you like it or not. Do you want to be a critic?*

Choose and do one of the projects.

PROJECT 'Rating System in Russia'

- 1) Explain why we need a rating system.**
- 2) Decide how many categories there will be in your system.**
- 3) What are the main features of the categories?**
- 4) What are the signs of your categories?**
- 5) Choose some films you've watched lately. Decide which categories they match according to your rating system.**
- 6) Explain your rating system to your classmates.**
- 7) Be ready to answer their questions.**

PROJECT 'A Theatre Critic'

- 1) Choose any performance you've seen lately.**
- 2) Decide what you can tell your readers to encourage them to watch the performance.**
- 3) Be honest if there is anything you don't like about the play (the ballet, etc.). Choose your words carefully and check that you have included something on:**

- the story
- the setting
- the main characters
- the actors
- the director
- the music
- the dancing

- 4) Be enthusiastic!**

PROJECT 'Making a Remake'

- 1) Choose an old film you'd like to remake.
- 2) Choose a director. Explain why he/she is a perfect person to be a director.
- 3) Decide what actors you need. Hold auditions (проведите пробы).
- 4) Describe and prepare costumes.
- 5) Write a script.
- 6) Act out a scene from the film.
- 7) Make an advertisement.

2. Discuss all the projects and choose the best one.

1	2	3	4
5	4		

I Want to Be a Critic



1. LISTENING COMPREHENSION

1) You will hear four people discussing films and plays they like and dislike. Listen to the recording. Match the statements (1-4) with the names of the genres. There are three extra genres, which you do not need to use. You will hear the recording twice.

- | | | |
|----------|--------------|--------------------|
| 1. _____ | A. musical | E. science fiction |
| 2. _____ | B. tragedy | F. thriller |
| 3. _____ | C. opera | G. ballet |
| 4. _____ | D. detective | |

2) Listen to the people's opinions about the films they saw. For statements 1-4, decide which ending A, B or C fits best each opinion. You will hear the recording twice.

- | | |
|-----------------------------|--------------------------------------|
| 1. A What a bore! | 2. A What a horrible film! |
| B What a frightful film! | B What a boring film! |
| C What a wonderful film! | C What a fantastic film! |
| 3. A It makes me happy. | 4. A It is wonderful. |
| B It makes me nervous. | B It is sensational. |
| C It makes me want to hide. | C It is nothing to write home about. |

Your score	8	7-6	4
Your mark	5	4	2



2. READING COMPREHENSION

1) You are going to read an article from *Playbill* about the play *Prelude to a Kiss*.

a) First put the paragraphs (A-D) in the correct order.

1. _____ 2. _____ 3. _____ 4. _____

A TYPICAL LOVE STORY

Prelude to a Kiss examines romance in a most unusual way.

A It's taken a few years and many revisions to get that way. *Prelude* opened at the Helen Hayes Theatre in May with Timothy Hutton and Mary-Louise Parker. Earlier the play was produced at South Coast

Repertory and Berkeley Rep in 1988 and, earlier this year, Off-Broadway at Circle Repertory Company, where it was “the most sought-after ticket in Manhattan,” according to The New York Times. The limited run at Circle Rep generated so much excitement that it prepared Broadway.

B In *Prelude to a Kiss*, Craig Lucas’s modern romantic fairy tale, a sleepless beauty asks her groom (жених) on their wedding day whether he will love her when she’s “a hundred years old with a moustache and yellow teeth.” He assures her that he will. It’s only a matter of days before he gets the chance to prove it.

C *Prelude* examines love and responsibility, all the while thinking over if we ever really know anyone. The characters may journey through never-never land in the process, but their thoughts and emotions are so funny, touching and true that the play moves easily from reality to fantasy without a hint of artifice (выдумка).

D Unlike such traditional fairy tales as *The Sleeping Beauty*, in which a kiss breaks a spell (заклинание) and provides the story with its resolution, the kiss in *Prelude* casts a spell (накладывает заклятие) of sorts and is the transforming moment in the play. An old man comes into the wedding reception, gives a kiss to the bride and, in so doing, exchanges souls (душа) with her. The newlyweds, Rita and Peter, go off on their honeymoon, but within 24 hours Peter is staring at his wife and wondering aloud, “Who the hell is she, anyway?” She looks like she never sleeps, but he senses something is very wrong. And it isn’t long before he discovers that Rita and the old man have switched bodies.

by Sheryl Flatow adapted from **Playbill**

b) Decide which statements (1-6) match with the paragraphs (A-D). Write the appropriate letter.

1. The idea that runs through *Prelude* is “Do we ever know anybody?” _____
2. *Prelude* was the most popular play in New York. _____
3. Peter had to prove that he would love his wife even when she was very old. _____
4. In *Prelude* a kiss is the beginning of all the adventures. _____
5. The play tells about real and unreal life situations. _____
6. Rita is a girl who never sleeps. _____, _____

2) For film reviews (1-5) write down the titles of the films (A-F). Use each letter only once. There is one extra title.

- A. *Darkness*
- B. *The Phantom of the Opera*
- C. *National Treasure*
- D. *The Aviator*
- E. *The Polar Express*
- F. *Meet the Fockers*

1. _____ Having given permission to male nurse Greg (Stiller) to wed his daughter Pam (Polo), ex-CIA man Jack Byrnes (De Niro) and his wife (Danner) travel to Detroit to "meet the parents", who this time around are Mr and Mrs Focker (Hoffman and Streisand), who are as different from them as can be.

2. _____ A teenage girl (Paquin) moves into a remote countryside house with her family, only to discover that their gloomy new home has a horrifying past that threatens to destroy the family.

3. _____ Believing in Santa Claus isn't easy when all of your friends and family insist that he's just make-believe. A boy's faith is rewarded one Christmas Eve when he's awakened by a steam train that pulls up in front of his house and takes him and other children to the North to meet Santa. It's all CGI (Computer Generated Images), based upon live-action motion-capture actors.

4. _____ The film is directed by Martin Scorsese and written by John Logan, tells the story of aviation pioneer Howard Hughes (Leonardo DiCaprio), the eccentric millionaire industrialist and Hollywood film mogul, famous for romancing some of the world's most beautiful women. The drama recounts the years of his life from the late 1920s through the 1940s, an epoch when Hughes was directing and producing Hollywood movies and test flying innovative aircrafts he designed and created.

5. _____ He is a masked man who roams around the Paris Opera House, haunts the actors and actresses. He falls for a young soprano named Christine (Emmy Rossum) and tutors her so well that she passes another soprano (Minnie Driver) as the city's best. He's smitten and wants Christine for his own, but she still has feelings for a childhood love, Raoul (Patrick Wilson). Feeling betrayed, the Phantom kidnaps Christine with plans to make her his eternal bride.

Your score	15-14	13-12	11-9	<8
Your mark	5	4	3	2



3. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1) What does the audience think about it? Write down exclamatory sentences. There is an example at the beginning (0).

0. Norton Rene is a talented director. What a talented director!
1. The play is very touching.
 2. The creators are wise.
 3. It is so true to life.
 4. Craig Lucas is an outstanding playwright.
 5. The thoughts and emotions are so funny.
 6. The play is their first great success.
 7. The play was really funny.
 8. It is a romantic story.
 9. The actors are fantastic.
 10. It was a magnificent performance.

2) Make the opinions sound more convincing and emphatic. Write down emphatic sentences. There is an example at the beginning (0).

0. I like opera. I do like opera!
1. My friend hates operetta.
 2. I enjoyed the performance.
 3. It was funny.
 4. It made me cry.
 5. It is extraordinary.
 6. I prefer staying at home.
 7. Louis loves action films.
 8. I find it exciting.
 9. I have already seen this film.
 10. We loved fairy tales when we were younger.

3) People's opinions of one and the same film can be different.

Read the opinions and use the word in capital letters to form the word that fits each space. There is an example at the beginning (0).

0. The film is so dramatic (DRAMA).
1. It is a good _____ (HISTORY) film.
 2. How _____ (FRIGHT) the film is!
 3. It is really _____ (SENSATION). I've never thought it can be so interesting.
 4. The film is so _____ (MYSTERY). It keeps you in suspense from the beginning up to the end.
 5. I can't say anything. It is _____ (ABSOLUTE) fantastic!

6. To my mind the film is _____ (EXCITE). I enjoy watching it.
 7. And I think that it is nothing to talk about. To my mind it is rather _____ (LOUSE).

Your score	27-25	24-20	19-16	<15
Your mark	5	4	3	2

4. SPEAKING

1) *You are at the international camp. You are talking with your foreign friend about your favourite genres of films/plays.*

Remember to:

- tell about your favourite genres of the films/plays;
- say why you like to watch such films/plays, what is special about them;
- name some of your favourite films/plays;
- say who your favourite actors/actresses are.

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

2) ROLE-PLAY

You and your friend are exchanging opinions about the film/play you've watched at the international camp.

STUDENT CARD 1

Ask your friend's opinion about the film/play you've watched.

You begin the conversation.

Remember to:

- ask his/her opinion about the work of the actors/actresses, the director;
- ask his/her opinion about the setting;
- ask what his/her impressions of the film/play are.

Say what you think about the film/play.

STUDENT CARD 2

You liked the film/play you've watched.

Answer your partner's questions.

Remember to:

- explain why you liked the film/play;
- give your opinion about the work of the actors/actresses;
- give your opinion about the setting.

Ask about your friend's impression of the film/play.



5. WRITING

You've got a letter from your foreign friend John. He wants to know:

- Do you often go to the cinema?
- Do you like watching video films?
- What are your favourite films?
- Who are your favourite actors/actresses?
- What was the last film you watched? How did you like it?

Write a letter to John (80-100 words) to answer his questions. Remember to write a letter in the correct way.

6. CULTURAL AWARENESS

1. What are the biggest film corporations in the USA?
2. What was the first film demonstrated to the audience about?
3. What was the name of the first theatre in London?
4. What categories are there in the MPAA rating system?
5. What genres of films were the first ones shot in America?

7. NEW WORDS AND EXPRESSIONS FROM UNIT 6

1) How many new words and expressions do you know?

2) Which words are the names of professions?

3) Which words are used for positive or negative evaluation?

1	director	genre	melodrama	to shoot	silent*	studio	stunt man*
2	action film	adaptation*	aggression	astonishing	documentary		
		drag	dynamic	feature film	to grab	lousy	moving
		plot	rotten	splendid	to stuff	superb	suspense
		tear	totally	touching			
		to yawn					
3	decoration*	dramatic	operetta	sincerity	stage*	tragedy	
Reading Section	cruel	exhausting*	innocence*	mature*	tragic*		
4	to cool off						
5	enthusiasm	fondness	worthwhile				
Reader	backstage*	nudity*	objectionable*	rate*	scene*	stage*	unroofed*

8. SELF-ASSESSMENT

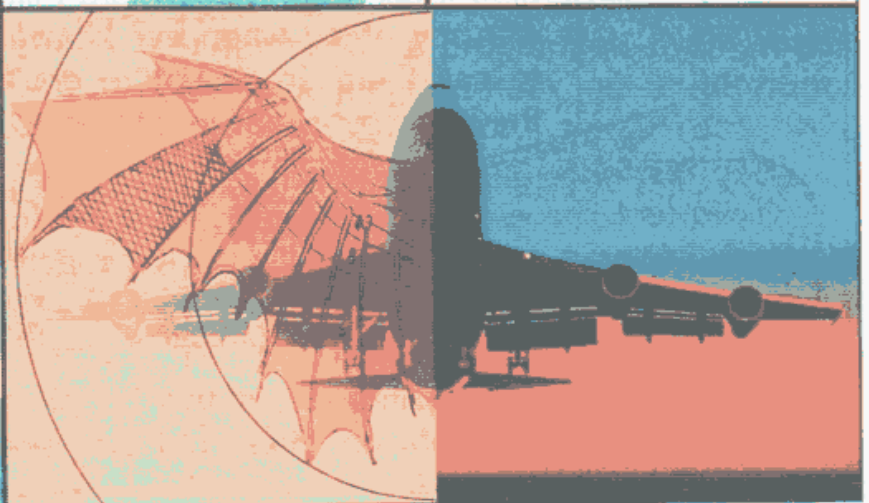
Description of achievement	Level reached			
	poor	fair	good	excel- lent
<p>I can read and understand</p> <ul style="list-style-type: none"> • stories about history of film making/theatre • interviews with actors • opinions about films of different genres • reviews of new films • a play • articles from film magazines • non-fiction articles about rating system <p>I can understand information</p> <ul style="list-style-type: none"> • about history of film making • opinions about films/plays <p>I can speak about</p> <ul style="list-style-type: none"> • history of film making • my favourite film/play • my favourite genre of films/plays <p>I can</p> <ul style="list-style-type: none"> • express my opinion about different film genres and theatrical genres • ask about someone's impressions • express my impressions <p>I can write</p> <ul style="list-style-type: none"> • a summary about history of film making in Russia • about history of theatre in England 				

Grammar checklist	Can understand	Can use
<p>I can express strong emotions with the help of</p> <ul style="list-style-type: none"> • exclamatory sentences • emphatic sentences 		

Pupil's comments
Exercise I found most interesting/enjoyable/difficult/boring _____

Unit 7

Inventions That Shook the World



1

Do You Use Modern Inventions in Everyday Life?

1. Wonderful inventions have been made in science and technology recently. These advances are changing the lifestyle of millions of people all over the world. These are some opinions of the things that modern technology can offer us.



1) What things are the members of the family talking about? Can you identify these things in the tables on pp. 221 and 225? (reading/listening for detail)



I'm a couch potato — and I'm proud of it. Every time I have a spare minute you can always find me on my couch. From there I switch from channel to channel until I find my favourite soaps.

I really enjoy writing programs. It sounds difficult. But even an 11-year-old can write a simple program. One of my programs can play chess. It can beat me, but it can't beat my dad. He's an excellent chess player.

They are magic. I also do roller-skating and ice-skating. But these are a mixture of both. It's like ice-skating in the street! So fast!

I think this is the most useful invention that I can imagine. I can take it anywhere I like. I have to keep in touch with my office whenever I travel. It's fantastic to be able to call them up as you're driving up the motorway. And they can even get in contact with me if they want!

If we feel like eating a hot meal, I just get our favourite pre-prepared food and put it into the machine, set the dial and it's ready in minutes!

I'm excited about this bit of technology. When I speak I cannot only hear but also see the other person!

2) Why do the members of the family like to have these things in the home?

2. Here are some of the modern inventions that are used in everyday life.



MODERN INVENTIONS IN OUR LIFE



WHAT GADGETS & MACHINES DO PEOPLE USE?

- a camera
- a microwave oven [ˌmaɪkrəweɪv 'ʌvən]
- a mobile telephone
- an electronic game
- a video recorder/player
- a TV set
- a vacuum cleaner
- a videophone
- a cordless phone
- a talking alarm clock
- a sewing machine ['səʊɪŋ məˌʃɪːn]
- a computer
- a solar powered calculator
- a TV remote-control unit
- a mower
- a body building machine
- a fax machine
- roller blades
- a dishwasher

WHY DO PEOPLE USE THEM?

- to cut and collect the grass
- to build up one's strength
- to wash the dishes
- to take photographs
- to cook, defrost, reheat pre-prepared food
- to receive or make calls around the home, etc.
- to perform everyday cleaning tasks from vacuuming to cleaning up liquids, dust and waste and shampooing carpets
- to not only sew but do embroidery (вышивать) and appliqué and sew on buttons
- to wake up people and to tell the time
- to watch pre-recorded videos
- to record a programme even when watching another on a different channel
- to have fun and to entertain
- to send and receive urgent messages
- to operate the TV set from a distance
- to write programs, play games, find and use information, etc.
- to do calculations in sunlight or daylight

1

Do You Use Modern Inventions in Everyday Life?



1) What are they called? How often are they used?

I think ... is/are seldom used. ... is used more often than ...
And ... is/are used very often.



2) Why do people use all these things?

We can ... more easily/quickly/efficiently with it.



3) Which things are the most or least useful in the home from your point of view? Why do you think so?

I think that ... is the most important thing in the home.
We can ...
Some of the inventions, for example ... is/are less important.
We do not often ...
And I'm sure we can do without ...
We never ...

4) PAIR WORK



Think of any gadget or machine that can be used in the home or office. Let your classmates ask 'yes/no' questions to guess its name.

GRAMMAR FOR REVISION

V-ing form

Can we use it for **cooking**?
Is it used for grass **cutting**?

3. Here is a conversation that takes place in a shop.



1) What problem does this customer have? (*listening/reading for the main idea*)

- Excuse me. I don't speak English very well. I need ... a thing for opening cans. What do you call it?
- A can opener.
- A can opener. OK. Do you have any?
- Yes, we do.

Do You Use Modern Inventions in Everyday Life?



2) How does the customer explain to the salesperson what he needs? (*listening/reading for detail*)

3) ROLE-PLAY



Imagine you are in a shop.



Student 1

You want to buy some of the things in the pictures on pages 221 and 225. You don't know the exact word for these things. Explain to the salesperson what you need.



Student 2

You are a salesperson. Help the customer.



4. Which of the things have you got at home? Which ones do you think you need? What for?



5. What gadgets and machines are often found in the home and office? (AB Unit 7, exercises 1-3)

6. *Different people have different opinions about gadgets.*



What's Carol's opinion about them? (R Unit 7, ex. 1)



2

It's the Thing You Need!

1. TV, radio, magazines, and newspapers advertise a lot of products. Here are some pages from the **Argos** catalogue which offers a great variety of quality products.



1) What things are being advertised?

CANON

Helping you to take better pictures

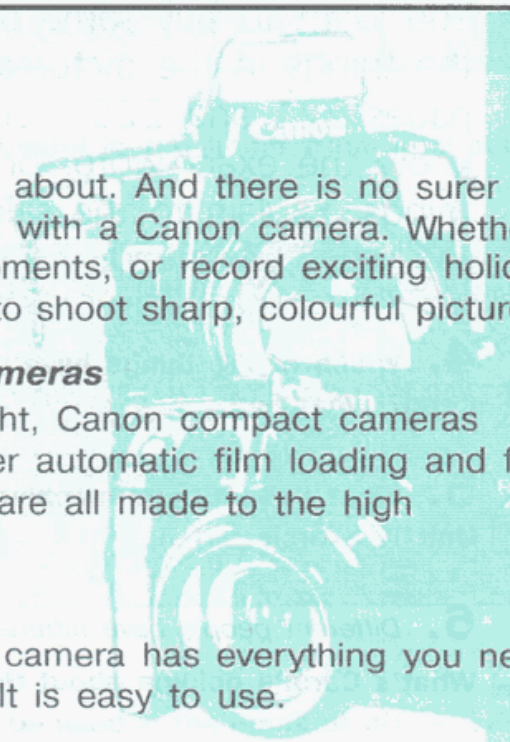
Memories. That's what photography is about. And there is no surer way to keep your memories alive than with a Canon camera. Whether you want to capture special family moments, or record exciting holiday events, a Canon camera will help you to shoot sharp, colourful pictures.

The new generation of compact cameras

Despite their small size and light weight, Canon compact cameras are packed with features. They all offer automatic film loading and film advance, plus built-in flash. And they are all made to the high standard you expect from Canon.

Everything you need

The Canon Sureshot Mega Zoom 105 camera has everything you need to produce pictures you will treasure. It is easy to use.



A
GUIDE
TO

keep fit

Multigyms

are the best fitness and body building machines. Free-standing, compact home gyms providing up to 35 exercises.

Completely safe and allow the user to exercise all body parts. Our multigyms will suit everyone, whatever your age, sex or level of ability. Easy to assemble.

With illustrated training instructions.

Size 52-64-34 inch. Free home delivery.





2) Which good reasons are given to buy these things?

WHY PEOPLE (don't) LIKE TO HAVE MODERN INVENTIONS IN EVERYDAY LIFE

...	is	easy	to operate.	Life is	dull	
...	are	(un)pleasant	to use.		boring	
...		difficult			easy	without it.
...		unusual			enjoyable	with it.
					exciting	

...	saves a lot of time.	...	is	bad for your ...
...	is a waste of time (money).	...	are	useful/reliable.
...	allows you to		no use at all.
...	makes it possible/easy to		more trouble than it's
...	offers a lot of possibilities/ a few advantages.	...		worth.
...	suits everyone whatever your age.	...		a necessity rather than a luxury ['lʌkʃəri] (роскошь).

The main	benefit	is	the speed with which we can ...
			the price. It's reasonable/low/high.
disadvantage			that it is expensive/cheap.
			the design. It's modern/good/first-class.
			that it needs batteries.

I don't worry about *washing the dishes*.
My *dishwasher* can take care of that.

Using ... leaves me more time to enjoy myself.
I can't live without ...
... brightens my life.



3) Listen to one of the commercials. What thing is being advertised? (*listening for the main idea*)



4) Which characteristics of the thing are highlighted in the commercial? (*listening for detail*)



5) Which features that are highlighted in the advertisements are essential for customers? Why?

I think that

I don't think that

the price
the design
the functions of
the product
the size
the weight

is
are

essential.
absolutely essential.
not essential at all.
useful but not essential.
no use at all.

2. On p. 225 there are some arguments people take into consideration when they buy things.



1) Which of the arguments are positive and which are negative?



2) Which of the arguments would you give for or against the advertised things?



3) Would you buy the advertised things? Why? Why not?



3. What gadgets and machines have you got in your home? When did you buy them? What's your opinion about them?

We've got a **vacuum cleaner**.
We've used it **since 2003 (for two years)**.
Or: We bought it in **2003**.
It

GRAMMAR FOR REVISION

Past Simple and Present Perfect

We **bought** it in 2003.

We've **used** it **since 2003 (for two years)**.

GS p. 265


4. You think that some of the household equipment would be useful in your home.



What arguments would you give to convince your parents to buy it?



5. What electrical or electronic goods would you never like to have in the home? Explain why.

-  **6.** Is there anything that you would like to have but it hasn't been invented yet? What would you use this thing for?

7. IN YOUR CULTURE

Write a script for a 15 seconds radio or TV commercial for a product that is produced in your home town. Do not name it. Get ready to perform your commercial for the class. Let your classmates guess its name.



- 8.** Do a word puzzle. (AB Unit 7, ex. 4)



- 9.** Do you think it's a good idea to have this thing? Why? Why not?

The Smallest Colour Television – By Seiko

This colour television is small enough to carry in your hand or fit in your pocket. The 2-inch diagonal screen is virtually unbreakable, making this TV ideal for travel and recreational use. AC or DC operation; runs on batteries. Height: 3 1/8 inches. Width: 6 3/8 inches. Weight (with batteries): 1 pound.

- 10.** *Modern inventions are also used in class.*




What are they? (R Unit 7, ex. 2)

3

It's Difficult to Imagine It as an Invention

1. Nowadays most of the inventions made in the past seem to be commonplace (обычным явлением). It is difficult to imagine them as inventions.

 Have a look at the pictures and captions and say what inventions were made in the 19th and 20th centuries. Who were they made by? When were they made? What countries were the inventions made in?

GRAMMAR FOR REVISION *Past Simple Passive*

... was invented *by* ... in ... in

... and ... were invented *by* ... in ... in

GS p. 266

In 1876 Alexander Graham Bell, an American engineer, invented telephone.



Akito Morita (Japan) developed the first personal stereo — Sony Walkman.

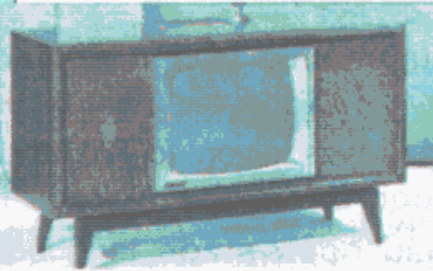


In 1908 James M. Spangler from the USA built the first vacuum cleaner.



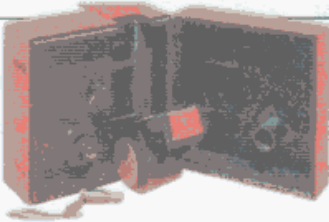
In 1908 US automobile manufacturer Henry Ford created the world's first car assembly line.

John Logie Baird
from Scotland
invented
television
in 1926.



Nicephore Niepce
from France
pioneered pho-
toéraphy in 1829.

In 1885 the Lumière brothers
patented their cine-
matography and opened
the world's first cinema
in Paris.



In 1981 Bill Gates (USA)
created Microsoft-DOS (Disk
Operating System).

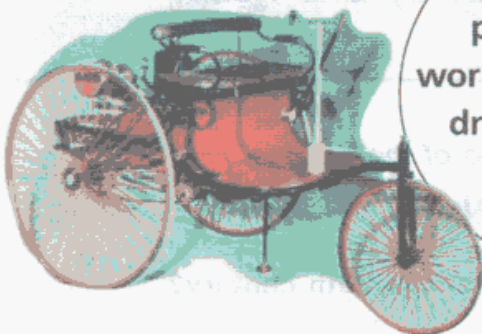


Wilbur and
Orville Wright
built the first
airplane in
1903 (USA).



Scottish
scientist Ian
Wilmut developed
the idea of
cloning in 1997.

Karl Benz
produced the
world's first petrol-
driven motorcar
in Germany
in 1885.



Sergei Korolyev
(Russia)
designed the
first artificial
satellite in
1957.

2. Important inventions were made in different countries.



1) What are some of these inventions? Who invented them and where?

1. The first Russia's automobile was designed by P. A. Frez and E. A. Yakovlev. By May 1896 the car **had been built**.
2. In 1945 the Nobel Prize was given to Alexander Fleming for penicillin [ˌpenɪˈsɪlɪn] that **had been discovered** in 1928.
3. The first gas stove **had been made** long before the first electric stove appeared.
4. In the middle of the 19th century, although it **had been tested**, the sewing machine did not interest very many people.
5. In 1928 Richard Drew perfected the Scotch tape, which **had been invented** by Jim Kirst from the USA in 1923.
6. The first ballpoint pen was produced in 1940 though it **had been invented** by L. Biro, a Hungarian artist and journalist, in 1905.
7. In 1996, Japanese scientists created a solar powered car called *Dream*. To create it they used solar cells, which **had been developed** in the middle of 20th century.



2) Which pieces of information about the time the things were invented are true? Which are not true?

GRAMMAR IN FOCUS

Past Perfect Passive

(Прошедшее совершенное время в пассивном залоге)

Когда мы говорим о том, что **было сделано до определенного момента** или **какого-то действия в прошлом**, мы используем прошедшее совершенное время в пассивном залоге.

VCRs* were first produced in the United States in the early 1970s. By the mid-1980s, two types of home VCR **had been developed** — Beta and VHS.

The American Isaac Merritt Singer made some improvements to the sewing machine that **had been invented** by Elias Howe.

GS p. 267

3) The American scientist Thomas Edison was one of the greatest inventors ever.



What inventions did he make and when? (AB Unit 7, ex. 5)



4) What inventions had been made by the end of the 20th century?



By the end of the 20th century

...	invented	tested	improved
...	made	discovered	pioneered
... had been	built	developed	produced
...	found	created	introduced
...	designed	perfected	patented

3. Different inventions were made in different periods of human history.

1) In what sequence were the following inventions made? What do you think?

I think that first ... **was invented**.
 ... **was invented** later.
 So by the time ... was invented.

photocopier/the first electric cell (батарейка)

Kodak camera/laser

telegraph/telescope

tyres (шины)/typewriter

Lego bricks/trainers

frozen food/canned food

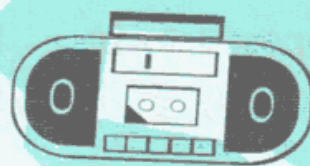
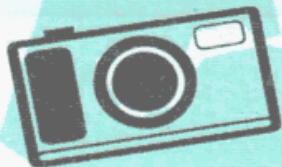
steam engine/diesel

digital stereo sound system/video cassette tape recorder

match/dynamite

hamburger/instant coffee

colour TV/helicopter



It's Difficult to Imagine It as an Invention

2) GROUP WORK



When, where and by whom were the enlisted inventions made exactly? Walk around the class and ask your classmates questions to find out the necessary information.

Who designed
Where was invented by?
When made

I don't know I'm afraid.
Probably ... or ...

It was ... by ... in ...
in ...



3) Represent the inventions on the time line and tell the class about your findings.



4) Compare your guesses with the facts. Did you guess right?

A typewriter was invented by ... in ... in 1829.
A telegraph was invented by ... in ... in 1794.
So a telegraph long before a typewriter.

4. IN YOUR CULTURE



A lot of inventions have been made by Russian scientists.



1) What important inventions were made in Russia? When were they made? Do you know the names of the inventors? (AB Unit 7, ex. 6)



2) What fads (вымыслы, которым люди верят как фактам) did you learn about?

... is said/believed/thought/supposed to be ... by ... in
But actually it by ... long/shortly before that time in
... is thought/supposed to be ... by ... in
In fact by ... long/shortly before that time in

Do You Know How to Organise the Household?

1. Here is a story from the book **Belles on Their Toes** («Решительные красавицы») by Frank Bunker Gilbreth and Ernestine Gilbreth Carey. Ernestine's father Frank Bunker Gilbreth died leaving Ernestine's mother with eleven children.



1) Did the children's life change after their father's death? (reading for the main idea)

"Each of us is going **to sacrifice** a little," Anne continued. She called out the amounts on the checks and what they were for. Food and clothes. We had to cut down on them. Doctors' bills. We didn't intend to have any. Tobacco. Certainly not. Gasoline. We had already sold Dad's car. Dancing school was **abandoned**. Also **abandoned** were music lessons.

We drew the line at cutting allowances. But we did *institute* a series of **finer** that would **reduce** our *take-home pay*. Leaving on an electric light or the cold water would cost **the offender** two cents; hot water, four cents; failure to do any of the things on **the process charts**, five cents.

Dad had the household organised on an *efficiency* basis, just as he organised a factory. He believed that what worked in a household would work in a factory, and what worked in a factory would work in a household — especially if the household happened to have eleven children.

The process charts, first developed for industry, were an example. They told each of us what we were supposed to do, and when we were supposed to do it. The charts were in the boys' and girls' bathrooms, upstairs. They listed duties such as washing the dishes, making the beds, combing hair, brushing teeth, weighing ourselves, listening for fifteen minutes a day to French and German language records on the phonograph, sweeping, and dusting.

We decided we could eat much more cheaply if we cut out roasts and steaks, except perhaps on Sundays. Ernestine was a good shopper, so she would plan the meals, and she would do most

WORD BOX

an institute
to institute — ?
take home
pay
take-home pay — ?
efficient
efficiency — ?

Do You Know How to Organise the Household?

of the buying. We already got our canned goods, so we couldn't save there.

Ernestine would also try to teach Tom the necessity of putting such ingredients as baking powder into the corn muffins, and of adding water to fresh vegetables before placing them on the stove.

Martha, who was the most efficient of all of us and could keep her money the longest, was put **in charge of** the budget.

By the time that Tom announced lunch was ready, all of the duties had been **allocated** and the new economy budget was in balance.

It was Ernestine's turn to bring in the food. She looked at a leg of lamb that she carried in from the kitchen. It was burnt almost black and tomato halves looked as if they had become a part of the lamb — a part that needed bandages. Without saying anything Ernestine placed the platter in front of Anne.

"What is that?" shouted Anne. "Get it out of here quickly."

"It is supposed to be a leg of lamb," said Ernestine.

Anne turned the platter around. "Any lamb with a leg like that had better see a veterinarian."

"I'm beginning to think we should have kept the cook and get rid of that man," Ernestine announced.



2) Did the children have the following things? Read out the sentences to justify your opinion. (guessing words by definitions)

- a mixture for making bubbles of gas in cakes to cause them to be light
- a road vehicle with an engine and usually four wheels for carrying three or four passengers
- a device for cooking, baking and roasting
- liquid for filling up cars with to make them move
- a machine for producing music, voices and other sounds from records
- a basis for organising a factory or a household
- a strip of material used for tying round and protecting a wound
- a means of payment given and accepted in buying and selling

2. Ernestine's father used the process charts that could help to organise the household. The chart on p. 236 can help you to guess the meaning of the words in the story.



Copy out the chart and fill it in. Use a dictionary to check if you've guessed right.



Unit 7

	Synonym	Consequence	Explanation	Gener
to sacrifice				
to allocate				
to abandon				
to reduce	<i>to cut down</i>			
a fine			<i>Leaving on an electric light or the cold water – two cents; hot water – four cents.</i>	
a process chart				
an offender				
in charge of				

Do You Know How to Organise the Household?

3. The children had to do something to survive after their Dad's death.



Do these notes reflect what they intended to do? Read out the sentences to justify your opinions. (reading for detail)

<i>to reduce</i>	<i>to abandon</i>	<i>to institute</i>
<i>doctors' bills</i>	<i>tobacco</i>	<i>fines</i>
<i>food and clothes</i>	<i>gasoline</i>	
	<i>dancing school</i>	
	<i>music lessons</i>	
	<i>roasts and steaks</i>	
	<i>canned food</i>	

Ernestine – to plan meals; to do most of the buying; to teach Tom how to cook;

Martha – to put in charge of the budget;

Tom – to get rid of him



4. Did these events in the story happen in the following sequence?

GRAMMAR IN FOCUS	<i>Past Perfect Passive</i> (Прошедшее совершенное время в пассивном залоге)
She brought in the platter with the leg of lamb, which had been cooked by Tom. Она внесла блюдо с бараньей ногой, которую приготовил Том.	
GS p. 267	

- The children didn't have to cut down on gasoline, because their Dad's car **had been** already **sold**.
- They instituted a series of fines after the line at cutting allowances **had been drawn**.
- The family used the process charts, which first **had been developed** for a factory by their father.
- Their canned goods **had been** already **delivered**, that's why they couldn't save there.

Do You Know How to Organise the Household?

- Before the time Tom announced lunch was ready, all of the duties **had been allocated**.
- The leg of lamb was all black because it **had been burnt**.

 **5.** What country did the family live in? (*extracting cultural information*)



AE


corn
 phonograph
 canned goods
 gas(oline)
 check
 platter




BE

sweet corn/maize
 gramophone
 tinned goods
 petrol
 cheque
 (large) dish

6. Sometimes ordinary people have to invent something for their households. They do this for different reasons.

 What did Mr Frank B. Gilbreth invent? Why did he do that? (*reading for specific information*)

7. Ernestine's mother, after her husband's death took over his business. Her idea was to apply time-saving methods to the kitchen. So she planned, on paper, 'an efficiency-type kitchen'.

 Read about the kitchen the family used and say why it was called 'a model of inefficiency'. Deduce the meaning of the highlighted words. (*guessing words by context/using a dictionary*)

Our kitchen, the one Tom used, was a model of inefficiency. Not that there was **a hand pump** over the sink or **a spit** to roast fowls on, but it was almost that bad.

Our house had been built when the stress was on spaciousness, and the original owner had planned the kitchen to accommodate three or four servants. When Tom baked a cake, or baked what he said was a cake, he had to walk about half a mile. The distance from the sink, which was at back-breaking level, to the old-fashioned gas stove was a good twenty feet. The food was kept in **a pantry** twenty feet from the stove and forty from the sink. And the dishes were in another pantry, about the same distance away but in the opposite direction. The refrigerator was in **an alcove** by itself. To get to it, you had to

Do You Know How to Organise the Household?

walk around a stand holding the bird's cage; around a table holding Tom's tools, western story magazines, and back copies of *The Newark Star-Eagle*.

pump *n* 1) a light soft shoe worn for dancing, sport, etc. 2) (esp. in compounds) a machine for forcing liquid, gas or air into, out of or through smth

spit *n* 1) along thin metal rod pushed through meat, etc. to hold and turn it while it is cooked over a fire 2) a small narrow point of land that extends into the sea or lake

pantry *n* 1) a small room close to a kitchen for keeping food, etc. in 2) a room in a big house where glasses, dishes, etc. are kept

alcove *n* 1) partially enclosed space in a room often occupied by a bed or by seats 2) similar space within a garden enclosure (беседка)



8. What household appliances did the family use? Read out the sentences from both passages to confirm your suggestions.



9. What period of time did the family live at? Why do you think so? (*understanding unstated ideas/extracting cultural information*)

the 1890s	the 1920s	the 1990s
Probably the family lived in the ..., because by that time ... They couldn't live in the ..., because by that time ... yet. They can't live in ..., because ...		



10. What other appliances could the children buy and use in their household? Why? (*applying background knowledge*)

The children could ..., because ... by that time.
They could use ... for ...
Besides, ...



11. We use a lot of appliances and gadgets in our everyday life.

Do they help in organising the household? (R Unit 7, ex. 4)

4

A High-Tech Life.

What Are Pros & Cons?

1. Some people think that technology will save the world and make it better, some others think that technology will ruin the society because we are too dependent on electric and electronic gadgets and machines.

GROUP WORK

Which inventions that you've learned about are invaluable (extremely useful) for you and which are junk (really useless), according to your opinion?



1) Work in a group of about five persons. Name three things that you can hardly live without and three things that you can sacrifice without too much reluctance.



2) Compare your list with the lists of your classmates. Which things were named most often in the first category? And in the second category?

2. Some pieces of technology are more important for us than others.



1) What piece of technology couldn't people below live without? Why are they important for these people? (reading/listening for specific information)

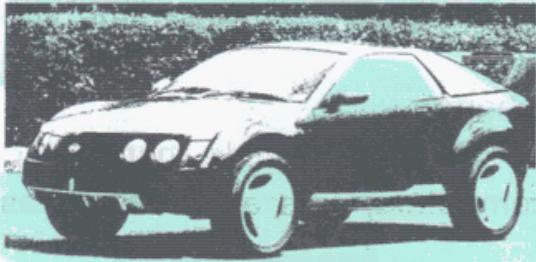
I couldn't live without my computer at home.

I use it all the time. It is like a typewriter and address book for me and it is also used for checking my spelling. Besides I can go on the Internet* and discover everything about anything, it's a brilliant source of information. I've designed my own website and I'm getting loads of information for school. Besides some websites are packed with quizzes, games and competitions, it's all you need for hours of fun on your computer. You can play and learn on it. It is absolutely essential. I don't know how I ever managed without it. But my elder sister thinks people are getting a bit too dependent on computers. She thinks that we rely on them too much. My sister says, "You can't rely on all the information, you don't know who it has been written by or where it's coming from. To be dependent on anything, especially a lifeless machine, that can quite easily break down, is not good. Besides computers shouldn't replace seeing your friends."



Kate

I couldn't possibly live without my car. Convenience seems to be the most common and most logical answer: cars take you where you want to go and when you want to go there. I can travel freely and comfortably



wherever I want. Besides it allows me to live where I want as I can easily get to the place I need with the help of the car. Besides a car is a way of self-expression. I really hate to be without it. I think a car is a necessity rather than a luxury. But my wife thinks there are too many cars in our

cities. Some people use them in cases when they could go on foot for example when going to buy a newspaper in a kiosk. It's necessary to give thought to problems caused by cars. Pollution, accidents and so on. She says that cars are useful but not essential and it's nice when cars are banned from the central shopping areas. I don't agree with such situation but I have to accept it. My wife prefers to go to work using intercity transportation system. She says that during the rush hour, a trip from our home to her work by car takes much more time than a trip on foot. But I prefer to use my car. It suits me.

John

I couldn't imagine my life without my phone or I should say phones because I've got a mobile, too. I need a telephone to get in touch with my friends or to call the police or an ambulance. It is almost impossible for me to live without my phones. At home I've got a cordless telephone, I think it saves time when you have a receiver just at hand. But my mum was against buying a cordless phone because if there is some problem with electricity it won't work and you'll be totally lost. She also thinks that it is a luxury to have a mobile, it is too expensive, it is more trouble than it's worth. Besides she says that mobiles are dangerous for health. The rays may cause headaches and even more dangerous diseases. I don't believe her. For me my telephones are really invaluable.



Ann



2) Are the statements below true or false?

1. Kate uses her PC for typing and keeping information.
2. Kate uses her computer to get information from the Internet.
3. Kate's sister thinks it's not clever to believe all facts stored on the Internet.
4. Kate's sister considers electronic devices not reliable.
5. John doesn't like his car but he needs it.

6. John's wife most probably goes to work by bus than by car.
7. John doesn't like the situation when he can't use his car for going shopping.
8. John's wife spends less time to get to her work when she walks than when she goes by car.
9. Ann doesn't agree to have one phone.
10. Ann's mum thinks that telephones are more trouble than profit.
11. There are some problems with computers, cars and telephones.



3) What arguments are given for and against the computer, the car and the phone? Organise the information in the table. (*reading/listening for specific information*)

Device	For	Against
computer		
car		
phone		



4) Which of the arguments do you agree or disagree with? (*agreeing/disagreeing*)

It is said that ...
I also think so.

It is said that ...
I don't agree.
On the one hand it is ..., but on the other hand ...
Moreover ...
I think ...'s opinion is absolutely nonsense because ...
As far as I'm aware ...
In addition, ...

5) GROUP WORK



What are your arguments for and against the computer, the car and the phone? Work in a group of three persons (one piece of technology for a person). Make your lists of arguments. (*giving arguments*)



Discuss your arguments with other groupmates. Let them agree or disagree with you. (*agreeing/disagreeing*)

Agreement

That's right. I also think so.
I must agree that ...
You are quite right.

Disagreement

On the contrary, it is ... I think it's absolutely wrong to ...
On the one hand ... , but on the other hand ...
Don't forget about the other side of the problem.
You don't seem to understand that ...
I think you're being rather optimistic/unrealistic saying that ...



6) Look back at the list of things you compiled while doing exercise 1 on page 240. Why has your group chosen these three invaluable things and these three totally useless? Give your arguments.

3. *There are some things that we couldn't live without. Some other things we consider useless.*



1) What thing couldn't YOU live without? What thing is totally useless for you? Describe the thing without mentioning it. Let your classmates guess what it is.

I couldn't live without this thing.
... important ...
Besides ...
More than that ...
Of course it has some drawbacks, they are the following ...
But on the other hand ...



2) How can you express your attitude towards a thing? (AB Unit 7, ex. 7)



3) What thing can help in the work of a detective? (R Unit 7, ex. 5)

5

Are You Sure You Can Use the Unit?

1. Mankind has created so many electric appliances (приборов). Shops in many countries are filled with appliances designed and produced by different firms.



1) What do you think you should know buying electric appliances abroad?

voltage [ˈvɒltɪdʒ] — ?

the operating voltage — ?

the local power system — ?

an adapter — ?

a plug — штепсельная вилка

a voltage selector — ?



2) In what country do you think Roman is doing the shopping? (reading/listening for specific information)

— Can I help you?

— Oh, yes, please. I'd like to buy a small hairdryer for my mother.

— Which firm would you prefer?

— Well, just let me get this right ... There are so many popular firms ... I think I'd buy a hairdryer made by an American firm. I want to buy something American for my mother.

— Where are you from?

— Russia.

— Really? Let me think. I guess you'll like the firm 'Black and Decker'. It's a very good name.

— Fine. I like this one.

— Be ready for a different voltage in your country.

— What shall I do?

— Find the voltage selector and make sure if the unit's operating voltage corresponds to the voltage of the local power system.

— Oh, yes, I will. What is it? I've never seen such a small plug.

— Yes, we use plugs of the kind. Mind you have an adapter for the local power system.

— Thank you very much.

— You are welcome. Please read the operating instructions before using the unit.



3) What difficulties will Roman experience using a new electric unit? Find the correct answer.

1. a) The voltage of the power system in Russia is different from that of the American one.

- b) The voltage of the power systems is the same everywhere.
2. a) American plugs can be used anywhere.
b) American plugs can't be used in Russia because they are of a different size.
3. a) American electric appliances can't be used anywhere except the USA.
b) A user should follow operating instructions to use American electric appliances.



4) How do Roman and the shop assistant

- ▶ give themselves time to think?
- ▶ ask about preferences?
- ▶ warn someone?
- ▶ respond to thanks?



5) Does the dialogue chart fit the conversation of Roman and the shop assistant? (AB Unit 7, ex. 8)



6) What are some other ways of giving oneself time to think; asking about preferences; warning someone; responding to thanks? Match the mentioned functions with the phrases below.

Let me see.
Just let me think about this/
that a moment.
Well, er, you see/you know ...

In no circumstances you should ...
Whatever you do, don't ...

It's a pleasure.
My pleasure.
I'm glad I was able to help.

You can ... or ... What do you say?
Do you like ... better?
Which seems better/the best?



7) Which phrases in the conversation of Roman and the shop assistant can be replaced by the phrases above without changing the idea?

2. These are warning notes for some things that you see in the pictures.



1) Which units do the instructions belong to? (reading for specific information)

- Avoid touching the hot metal parts of the unit.
- Slices of bread in the unit may burn. For this reason, do not use the unit near flammable (воспламеняющийся) objects.
- Do not operate the unit lying on its side — this could cause a fire!
- Place the appliance in a clear space to allow the necessary air to circulate.

▶ Unplug (отключить от сети) the unit before filling it with water.

▶ When you finish the work, unplug the unit and empty out (вылейте) any remaining water in tank.

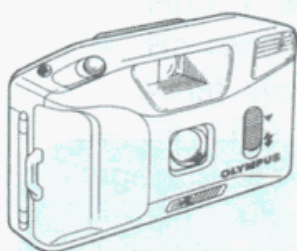
▶ Avoid any contacts with the steam jet (струя пара) to prevent burns.

● Do not use the unit if you have wet hands or bare (босые) feet.

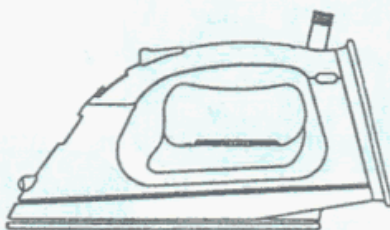
● Never move the unit while it is in use.

● Unplug the unit or remove it from its base (cordless model) when filling it or cleaning after use.

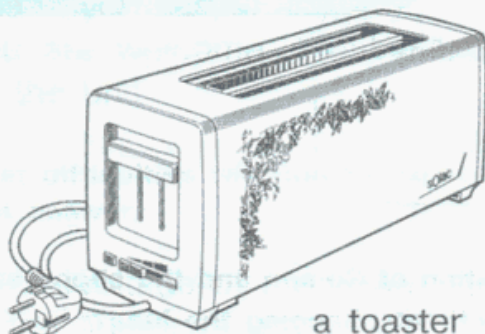
● Fit the appropriate plug according to the instructions.



a camera



an iron



a toaster



a kettle

Are You Sure You Can Use the Unit?

2) ROLE-PLAY

It is a good tradition to bring souvenirs for relatives from the places we visit.



What would you buy as a souvenir for your family?



Student 1

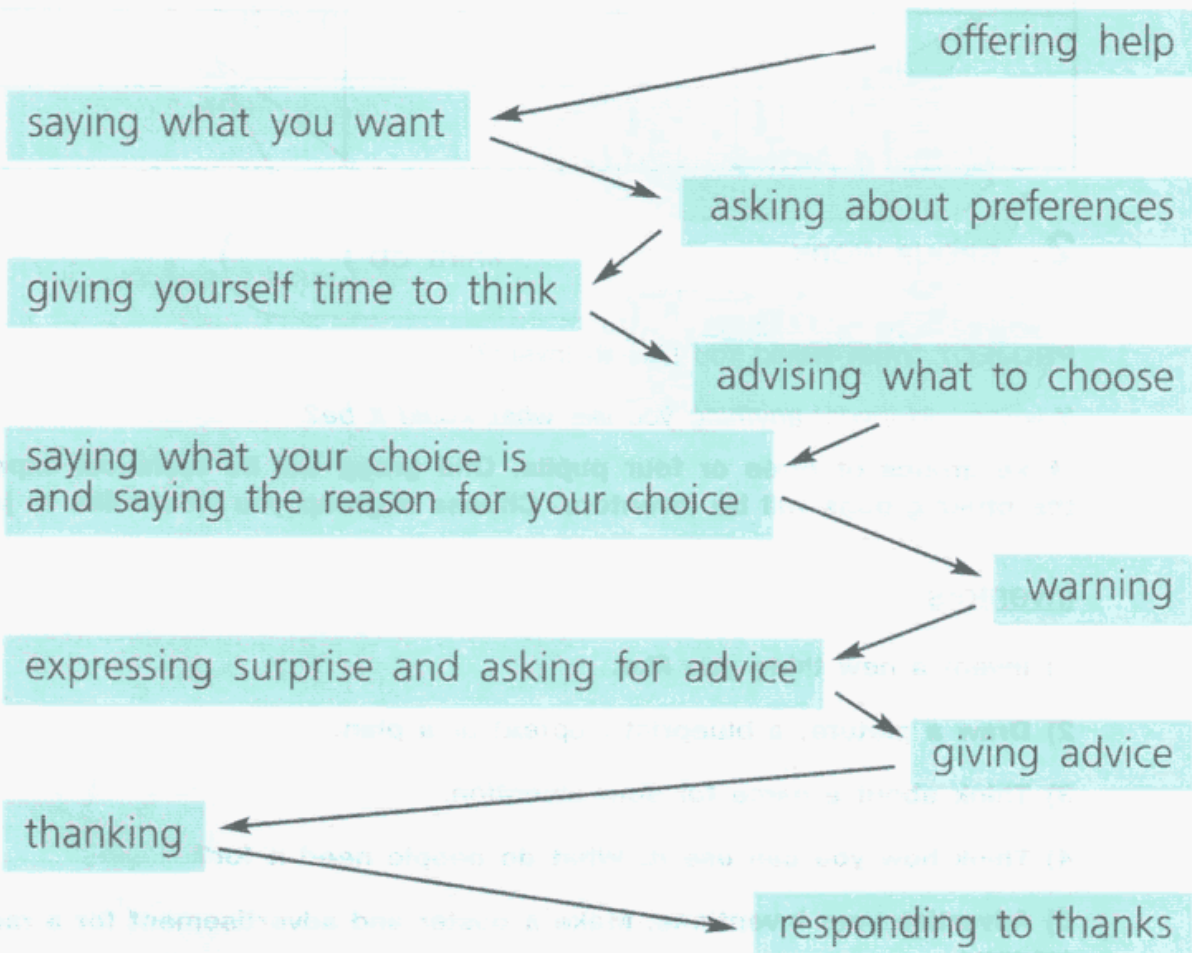
You are a Russian student who is looking for a souvenir at a shop in Britain.



Student 2

You are a shop assistant at a British shop.

Act out the conversation. Use the chart below.



3. Sometimes instruction notes can help people to solve a mystery.



What mystery did the characters of *The Invisible Man* («Человек-невидимка») by H.G. Wells* try to solve with the help of the three books? (R Unit 7, ex. 6)

6

What Would You Like to Invent?

1. People have invented a lot of useful things to make their life more comfortable. Almost every day a new technique or product appears in the world. But they always need something more useful, more effective, more comfortable.



Listen to what British children would like to invent. Why do they need these things? Fill in the table. (*listening for detail*)

Name	What?	What for?

2. GROUP WORK

PROJECT 'What Would You Like to Invent?'

If you could invent anything you like what would it be?

Make groups of three or four pupils. One group will be technical experts. All the other groups will be inventors. Choose a group you would like to join.

Inventors

- 1) Invent a new thing you like.
- 2) Draw a picture, a blueprint (чертеж) or a plan.
- 3) Think about a name for your invention.
- 4) Think how you can use it. What do people need it for?
- 5) Advertise your inventions. Make a poster and advertisement for a radio programme.
- 6) Be ready to present your invention to the experts.

Experts

- 1) Be ready to ask inventors about their creations. How is it called? How does it work? What is it for? And so on.

- 2) Interview all the groups of inventors.
- 3) Choose the most useful inventions and explain your choice.
- 4) You may use the following phrases while discussing the inventions.

I don't think ...

I find it ...

It is one of the ...

... bad for your health.

I do think ...

Terrific!



1. LISTENING COMPREHENSION

1) A fax machine is one of the latest inventions of the man. You'll hear the explanations of how it works.

Listen to the recording. Mark the statements 1-5 with T if the information is TRUE and with F if the information is FALSE. You will hear the recording twice.

1. A fax machine doesn't send the original sheet of paper.	
2. The message is sent word by word.	
3. The piece of paper is put inside the machine in small pieces.	
4. The machine scans the page with a stream of light.	
5. The fax machine sends signals to another fax machine by telegraph.	

2) You will hear four people talking about different electric devices.

Listen to the recording. Choose from the list A-E what each of them says. Write the corresponding letter next to the speaker. Use each letter only once. There is one extra sentence, which you do not need to use. You will hear the recording twice.

- Speaker 1 ____ A. Mum takes the stereo away.
 Speaker 2 ____ B. A music-minded person.
 Speaker 3 ____ C. Is good for sleepy persons.
 Speaker 4 ____ D. Mum thinks that it is more trouble than it's worth.
 E. The device helps to save time.

Your score	9	8-7	6-5	4
Your mark	5	4	3	2



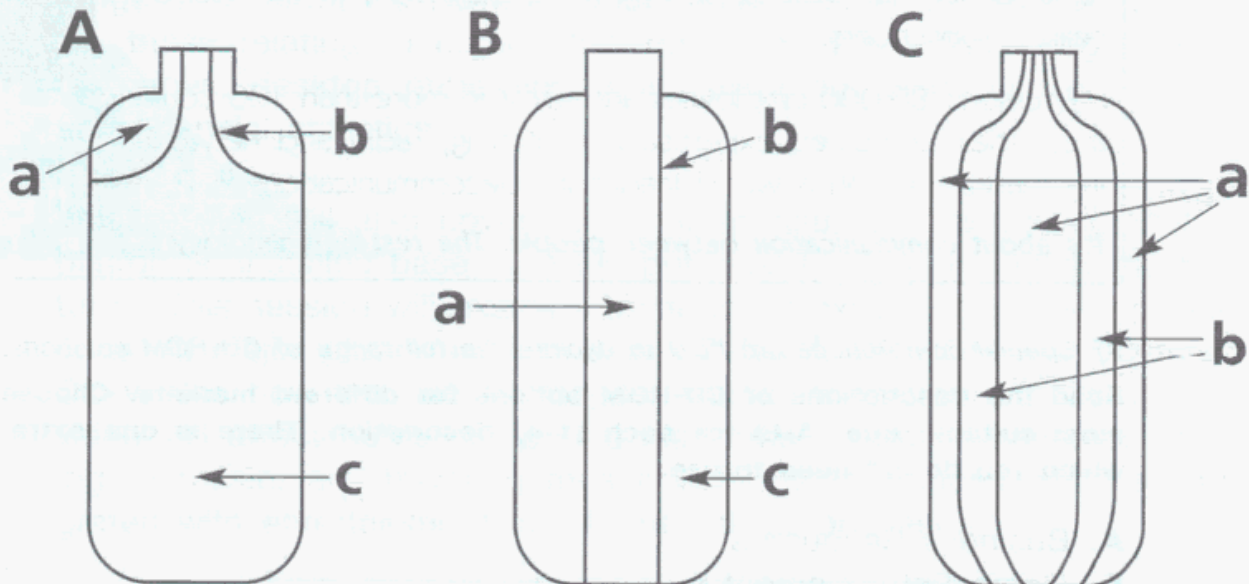
2. READING COMPREHENSION

1) One of the interesting inventions is the invention of the striped toothpaste.

Read how it is made, choose the picture that illustrates the story and give captions.

How are the stripes put into striped toothpaste? The toothpaste is not striped when it is put into the tube, as some people imagine. At the factory, red paste and white paste are put into the tube separately,

with the red paste completely filling the part near the cap. A short hollow pipe is also put into the toothpaste tube. When the toothpaste tube is squeezed, the white paste is pushed down the inside of the small pipe, while the red paste is pushed into five grooves on the outside. In this way, stripes of red paste are mixed into the white paste as it comes out of the tube.



2) *Phones are very popular and often improved.*

Read the advertisement and mark the statements 1-5 with **T** if the information is **TRUE** or with **F** if the information is **FALSE**.

1. It's possible to see the other person while talking with him/her. ____
2. You have to have an answering machine in your pocket if you go somewhere. ____
3. You needn't answer at once if you don't want to. ____
4. Ericsson provides a lot of options. ____
5. Ericsson is one of the leading companies in the world. ____

"YOU HAVE TO COMMUNICATE TO STAY IN BUSINESS.
BUT YOU DON'T HAVE TO STAY IN THE OFFICE."

Bo Hedfors, President & CEO, Ericsson Inc., Texas, USA

Fast decisions sharpen your company's competitive edge. Out of reach can easily mean out of the picture – but an Ericsson mobile phone lets you respond quickly to your customers and keep in touch with your colleagues.

Ericsson makes it possible to communicate with anyone, anywhere, anytime – yet still respects people’s need to divert calls or use an answering service to create pockets of privacy. Ericsson’s systems provide these advanced features because Ericsson is a world leader in the development and implementation of systems for mobile phones, serving more than 40% of the world’s cellular subscribers.



Ericsson’s 80,000 employees are active in more than 100 countries. Their combined expertise in switching, radio and networking makes Ericsson a world leader in telecommunications.

It’s about communication between people. The rest is technology.

3) *Special conferences are held to explore the full range of CD-ROM solutions.*

Read the descriptions of CD-ROM options for different markets. Choose the most suitable title (A-E) for each (1-4) description. There is one extra title which you do not need to use.

- A. Business Resources
- B. Home Entertainment
- C. Cross Platform Development
- D. Licensing Strategies: Copyrights and CD-ROM
- E. Education and Reference

Session 1 _____

The wide range of different CD-ROM platforms — including Apple, DOS, Windows, CDTV, CD-I and UNIX — creates a challenge for developers. For which platform should a product be developed first, and how can development resources be given to create as wide a market for a product? This session will examine the possibility of development and review the obvious and hidden expenses that occur as products are ported to different systems. Learn about techniques that can simplify data conversion. Find out about the challenges — and solutions — for porting software, sound, graphics and video to different platforms.

Session 2 _____

This session will examine those CD-ROM products that have demonstrated success in the areas such as encyclopedias, electronic books, references and classroom study aids and review the important content and design issues for new applications. The potential — as well as the costs — for disc-based textbooks and multimedia classroom learning will be examined — along with the practical issue of whether CD-ROM and multimedia technology can replace textbooks in the near future.

Session 3

CD-ROM provides a new way of presenting and distributing information resources. When presented as a highly-interactive database or multimedia format, the value of this information is quite different than traditional print media. This session will focus on those "mission critical" products that have become popular business research tools. A range of different CD-ROM product categories will be covered, including those relating to competitive research, directories, programming resources, desktop publishing tools, mapping, electronic periodicals and financial statistics.

Session 4

This session will also cover key content issues, software, computing platforms, installed base, and the potential for use of multimedia features. This session will examine a variety of existing and new applications on major platforms, including CD-ROM, CD-ROM XA, CD-I and CD-V. See how the use of images, sound, animation and full motion video will affect home computing platforms. Learn how themes relating to music, art, travel, games and home references can be integrated with entertainment and home education needs.

Your score	14-13	12-11	10-8	<7
Your mark	5	4	3	2

**3. USE OF ENGLISH (GRAMMAR/VOCABULARY)**

1) For questions 1-13, read the text below and decide which answer A, B, C or D fits best each space. There is an example at the beginning (0).

Where Does Medicine Come From?

In the green jungle a jaguar crouched on a tree limb. (0) A leaves and vines it watched two hunters. When the hunters (1) _____ close, the jaguar got ready to jump.

The man with the gun looked up and saw the jaguar too late. There (2) _____ no time to lift his gun and (3) _____. But amazingly the jaguar didn't come biting at him through the air. The fierce animal just fell (4) _____ the tree and (5) _____ helpless on the ground. What (6) _____ the jaguar fall? The hunters' guide (7) _____ the animal down with a blowgun. He (8) _____ the blowgun to his lips and (9) _____ a dart at the jaguar. But how could a little dart stop such a big, fierce animal? The tip of the dart (10) _____ in a poison called *curare* made from certain trees in the jungle. Curare poison paralyses the muscles in the body so that they do not work.

When scientists heard about this remarkable poison that (11) _____ in (12) _____ Amazon jungle in (13) _____ South America, they got some and experimented with it. They discovered that when used in big doses, curare will kill. But when it's used in very small doses, it is a good medicine.

0. A. Through B. Across C. In D. Among
 1. A. come B. came C. had come D. are coming
 2. A. is B. was C. were D. had been
 3. A. shoot B. shot C. was shot D. could shoot
 4. A. at B. down C. of D. off
 5. A. lie B. lay C. laid D. lain
 6. A. forced B. let C. made D. had
 7. A. brought B. had brought C. made D. had made
 8. A. puts B. was putting C. had put D. had been put
 9. A. blow B. blew C. blown D. was blown
 10. A. dipped B. was dipped C. had dipped D. had been dipped
 11. A. used B. was used C. had used D. had been used
 12. A. an B. the C. some D. —
 13. A. a B. an C. the D. —

Your score	13-12	11-10	9-7	6
Your mark	5	4	3	2

2) For questions 1-9, read the text below. Use the words in the box to form new words that fit in the same numbered space in the text. There is an example at the beginning (0).

Tele-Shopping

Computers are playing a rather big role in the twenty-first century shopping. As a matter of fact, with (0) computerised 'tele-shopping' you can buy goods without even leaving home. For some people this opportunity seems (1) _____, because they are always pressed for time. Here's how it works ...

- You turn to the (2) _____ to call a shop you need. There are supermarkets where you can buy (3) _____ things from (4) _____ phones, (5) _____ ovens and (6) _____ machines to (7) _____ food and (8) _____ vegetables.
- You order the goods you need.
- You give the shop your credit card number.

- (0) computer
 (1) value
 (2) net
 (3) vary
 (4) cord
 (5) wave
 (6) sew
 (7) can
 (8) freeze
 (9) electronic

- Money is taken (9) _____ from your bank account to pay the bill.
- The goods are delivered to your home.

Your score	9-8	7-6	5-4	3
Your mark	5	4	3	2



4. SPEAKING

1) *You are in a student hostel.*

Convince your friends to buy one of the following things. Say how it will be useful. Explain how the invention of this thing has changed the life of people.

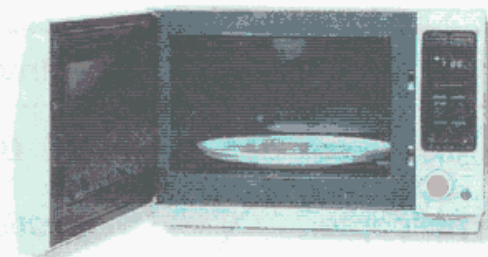
a vacuum cleaner, a dishwasher, a body building machine, a talking alarm clock

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

2) ROLE-PLAY

You are on an exchange tour. You and your foreign friend have an opportunity to buy one of these things as a present.

Choose ONE you both like most of all.



STUDENT CARD 1

You and your foreign friend have an opportunity to buy one of these things as a present. Choose ONE you both like most of all.

Remember to:

- say what your choice is;
- discuss the positive and negative features of these things;
- give reasons for your choice;
- listen to the arguments of your friend.

STUDENT CARD 2

You and your foreign friend have an opportunity to buy one of these things as a present. Choose ONE you both like most of all.

Listen to your friend.

Agree or disagree with your friend's choice, giving reasons.

Say about positive and negative features of these things.



5. WRITING

You've got a new computer mouse as a present from your foreign friend.

Write a thank-you postcard. Thank for the present. Say it is very useful for you. (50 words)

6. CULTURAL AWARENESS

1) You know that a lot of great inventions were made along the same line by Russian scientists and foreign scientists.

Match the invention and the inventors.

Russian inventors	Inventions	Foreign inventors
A. Alexander Mozhaisky	1. incandescent lamp	D. Wright brothers
B. Alexander Lodygin	2. steam locomotive	E. Thomas Edison
C. the Cherepanovs	3. aeroplane	F. George Stephenson

2) Match the country, the thing, the name of the inventor and the year of the invention.

Inventions	Inventors	Countries	Years
diesel	<i>the BBC</i>	Japan	1939
helicopter	<i>Nestlé</i>	Switzerland	1955
telegraph	O.K. Christiansen	Germany	1939
Lego bricks	S.F.B. Morse	the USA	1837
digital stereo sound system	R. Diesel	Russia	1975
instant coffee	I. Sykorsky	Great Britain	1990
video cassette recorder	<i>Sony</i>	Denmark	1892

Your score	12-11	10-8	7-6	<5
Your mark	5	4	3	2

7. NEW WORDS AND EXPRESSIONS FROM UNIT 7

- 1) How many new words and expressions do you know?
- 2) Which words mean inventions?
- 3) Which words can be used to characterise inventions?
- 4) Which words are similar in spelling (pronunciation) with the Russian words?
- 5) Which words are formed with the help of prefixes and suffixes, which are combinations of two words?

1

cordless
gadget
to keep in touch
with
microwave oven
mobile
mower
remote-control unit
sewing machine

2

automatic
to brighten
compact
essential
luxury*
to operate
to save*

3

apparatus*
ballpoint pen
(Lego) bricks
canned/frozen (food)
car assembly line
to clone*
diesel

digital stereo sound
system
dynamite
electric cell
helicopter
improvement*
instant (coffee)
laser
manufacturer*
match (спичка)
Microsoft*
to patent
penicillin*
to perfect
photocopier*
to pioneer
satellite*
Scotch tape*
steam engine
telegraph
telescope
typewriter
tyre

Reading Section

abandon*
allocate*
baking powder*
efficiency*

fine* (n)
gasoline*
to institute*
offender*
platter*
process charts*
to reduce*
to sacrifice*
take-home pay*

4

intercity*
the Internet
invaluable
junk
to store

5

adapter
appliance
bacterial*
circumstance
hairdryer
plug
power system
selector
to unplug*
voltage

8. SELF-ASSESSMENT

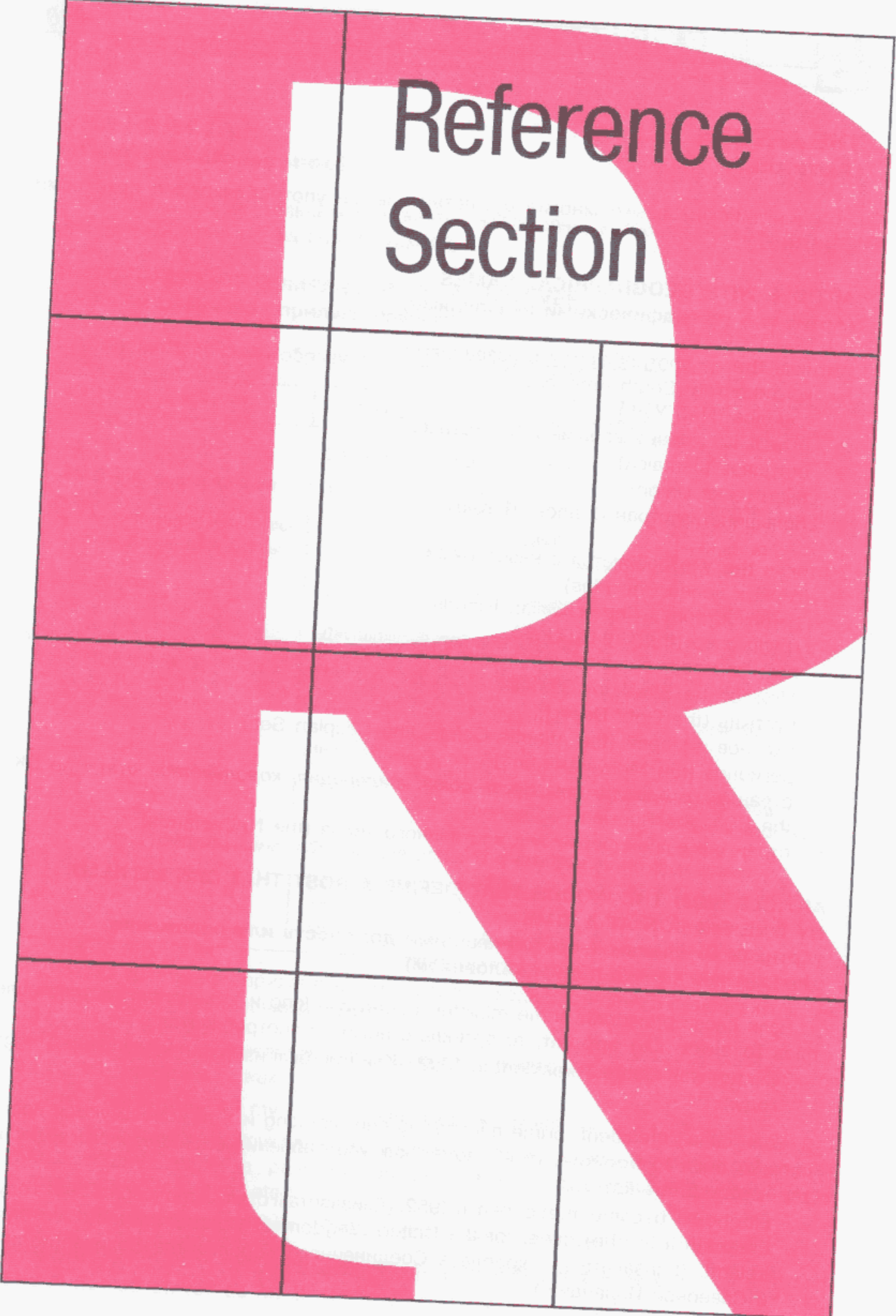
Description of achievement	Level reached			
	poor	fair	good	excellent
<p>I can read and understand</p> <ul style="list-style-type: none"> • ads • historical facts about inventions • stories about life in the past <p>I can understand</p> <ul style="list-style-type: none"> • what is said about different household devices • the attitude of a person towards some device <p>I can</p> <ul style="list-style-type: none"> • express my attitude towards some device • speak about inventions and inventors • explain what I want even though I don't know the name of the thing <p>I can write about</p> <ul style="list-style-type: none"> • some gadgets and machines and their importance 				

Grammar checklist	Can understand	Can use
Structures showing actions that had been done before some other actions in the past (Past Perfect Passive)		

Study skills	Level reached			
	poor	fair	good	excellent
<p>How I can make a report</p> <p>How I participate in a group work</p> <p>How I guess meanings of words</p> <ul style="list-style-type: none"> • by context • by definition • by analogy • by word building 				

Pupil's comments
Exercise I found most interesting/enjoyable/difficult/boring _____

Reference Section



THE ARTICLE (Артикль)

В английском языке многие существительные употребляются с артиклями **a/an/the**.

ARTICLE WITH GEOGRAPHICAL NAMES (Артикль с географическими названиями)

Артикль **the** не употребляется с названиями

- ▶ континентов (South America)
- ▶ городов (New York)
- ▶ отдельных горных вершин (Mt. Everest)
- ▶ островов (Jamaica)
- ▶ озер (Lake Union)
- ▶ большинства стран (France, Russia)

Артикль **the** употребляется с названиями

- ▶ горных цепей (the Alps)
- ▶ групп островов (the Hawaiian Islands)
- ▶ групп озер (the Great Lakes)
- ▶ рек, каналов, заливов, проливов (the Volga, the Panama Canal, the Gulf of Mexico, the Straits of Gibraltar)
- ▶ пустынь (the Gobi Desert)
- ▶ океанов и морей (the Atlantic Ocean, the Caspian Sea)
- ▶ регионов (the Midwest)
- ▶ стран, в которые входят слова *союз, федерация, королевство, штат* (the UK, the USA, the Russian Federation)
- ▶ стран, имеющих форму множественного числа (the Netherlands)

ARTICLE WITH THE WORDS THAT DEFINE A POST THAT CAN BE HELD BY ONE PERSON AT A TIME

(Артикль со словами, обозначающими должность или положение, занимаемое только одним человеком)

1. Если слова *president, prime minister, queen* или *king* и т. п. используются после слов **to elect** и **to appoint**, то артикль с ними не употребляется:

Clinton was elected president in 1992. (Клинтон был избран президентом в 1992 году.)

2. Если слова *president, prime minister, queen* или *king* и т. п. используются после слов **to be** и **to become**, то возможно как употребление определенного артикля, так и отсутствие артикля:

Elizabeth II became (the) queen in 1952. (Елизавета II стала королевой в 1952 году.)

Elizabeth II is (the) queen of the United Kingdom of Great Britain and Northern Ireland. (Елизавета II — королева Соединенного Королевства Великобритании и Северной Ирландии.)

THE ADJECTIVE
(Имя прилагательное)

Именем прилагательным называется часть речи, которая обозначает признак предмета и отвечает на вопрос *какой?*.

THE DEGREES OF COMPARISON OF ADJECTIVES
(Степени сравнения прилагательных)

1. Степени сравнения образуются следующим образом.

	Adjective	Comparative	Superlative
<i>Односложные прилагательные</i>			
Заканчивающиеся на -e	wide	wider	widest
Заканчивающиеся на гласную + согласную буквы	big	bigger	biggest
Все другие	young	younger	youngest
<i>Двусложные прилагательные</i>			
Заканчивающиеся на -y	happy	happier	happiest
Некоторые другие	clever	cleverer	cleverest
<i>Многосложные прилагательные</i>			
	aggressive	more aggressive less aggressive	most aggressive least aggressive
<i>Прилагательные, образующие степени сравнения не по правилам</i>			
	good bad far	better worse farther	best worst farthest

Перед сочетанием прилагательного в превосходной степени с существительным употребляется определенный артикль.

2. При сравнении двух человек или предметов одинакового качества употребляется **as ... as** (такой же ... как).

He is **as young as** my brother. (Он такой же молодой, как мой брат.)

В отрицательных структурах используется **not so ... as**. В данных структурах после второй части в разговорной речи может использоваться объектное местоимение (me, him, etc.).

She is **not so clever as** him. (Она не такая умная, как он.)

В официальной речи предпочтительнее структура **subject + verb**.

She is **not so clever as** he is. (Она не такая умная, как он.)

THE + ADJECTIVE
(Субстантивированное прилагательное)

Для обозначения определенных групп людей употребляется конструкция **the + прилагательное**.

the young	the injured	the unemployed	the disabled
the rich	the old	the dead	the homeless
the elderly	the sick	the poor	

Сочетание определенного артикля с прилагательным употребляется без последующего существительного и переводится прилагательным во множественном числе: молодые, богатые, пожилые, раненые, старые, больные, безработные, мертвые, бедные, инвалиды, бездомные.

Нельзя сказать *a young* или *an elderly*. Нужно говорить **a young man, an elderly person** и т. д.

Следует говорить **the poor** (бедные), а не *the poors*, **the sick** (больные), а не *the sick* и т. д.

ADJECTIVE MODIFIERS
(Наречия меры и степени с прилагательными)

Для того чтобы усилить или ослабить значение прилагательного, используются наречия **fairly, pretty, very, really, extremely** и т. д.

It is a **pretty** good film. (Это довольно хороший фильм.)

It is a **really** interesting film. (Это действительно интересный фильм.)

Некоторые прилагательные сами несут сильную положительную или отрицательную оценку, например: **marvellous, outstanding, sensational, superb, terrible** и другие. Такие прилагательные не могут быть использованы с наречиями **very, pretty, fairly**. С ними могут быть использованы наречия **absolutely, extremely, totally, really, awfully** и т. д.

He is an **absolutely superb** actor. (Он абсолютно великолепный актер.)

It is a **totally dreadful** film. (Это совершенно отвратительный фильм.)

THE NUMERAL
(Числительное)

1. Перед числительными **hundred, thousand, million** ставится артикль **a** или числительное **one**.

a/one thousand

а) Эти числительные не принимают окончание **-s**, когда перед ними стоят другие числительные.

two hundred eight thousand twenty-five million

б) Они могут принимать окончание **-s**, когда выражают неопределенное количество сотен, тысяч, миллионов.

I've told you that **hundreds** of times. (Я говорил это тебе сотни раз.)

2. В составных числительных перед десятками (если их нет, то перед единицами) ставится союз **and**.

375	three hundred and seventy-five
305	three hundred and five
2,375	two thousand three hundred and seventy-five

3. На английский язык родительный падеж существительных после количественных числительных переводится существительным без предлога of.

три тысячи подростков — three thousand teenagers

4. В дробных числительных числитель выражается количественным числительным, а знаменатель — порядковым числительным.

$1/3$ — a/one third $1/8$ — an/one eighth

Однако $1/2$ читается a/one half, $1/4$ — a/one quarter.

Когда числитель больше единицы, знаменатель принимает окончание **-s**.

$2/3$ — two-thirds $3/4$ — three-quarters (реже: three-fourths)
13 $3/4$ — thirteen and three-quarters

5. При чтении десятичных дробей каждая цифра читается отдельно. Точка, отделяющая целое число от дроби, читается **point**. Ноль читается **nought** [nɔ:t] (AE: zero). Если целое число равно нулю, то оно часто не читается.

0.1 — nought point one/point one
2.35 — two point three five
32.305 — thirty-two point three nought five

6. **Per cent** (процент) произошло от латинского выражения pro centum (за сто).

В русском языке это выражение соединилось в одно слово и стало существительным. Оно употребляется как в единственном, так и во множественном числе.

В английском языке cent не принимает окончание -s.

1 % = one per cent
20 % = twenty per cent

THE VERB

(Глагол)

Глаголом называется часть речи, которая обозначает действие или состояние лица или предмета.

ACTIVE TENSES

(Видо-временные формы глаголов в действительном залоге)

1. В английском языке глаголы употребляются в различных формах в действительном залоге. Они выражают действия, относящиеся к настоящему, прошлому и будущему времени.

a) Expressing a present meaning (Способы выражения настоящего действия)

Видо-временные формы	Функции	Примеры
Present Simple Tense	Выражает обычное, регулярно повторяющееся действие в настоящем времени.	On Sundays I go to the swimming pool.
Present Progressive Tense	Выражает действие, которое находится в развитии в определенный момент в настоящем.	— Where is Bill? — He is playing football with his friends now.
Present Perfect Progressive Tense	Выражает действие, которое началось какое-то время назад и в настоящий момент еще не закончилось, а находится в развитии.	I have been working hard today.

б) Expressing a future meaning (Способы выражения будущего действия)

Видо-временные формы	Функции	Примеры
Present Simple Tense	1) Выражает будущее действие в придаточных предложениях времени и условия. 2) Выражает действие, которое произойдет в будущем в соответствии с расписанием или программой	I'll phone you <i>when (as soon as)</i> I get home. I'll phone you <i>if</i> I get home early. The train for Moscow leaves at 10.50.
Present Progressive Tense	Выражает будущее действие, которое заранее спланировано и организовано.	— What are you doing tonight? — I am going to the theatre.
Оборот to be going to	1) Выражает намерение сделать что-либо в будущем. 2) Выражает будущее действие, которое можно спрогнозировать в силу существующих обстоятельств.	I am going to repair the bike in the evening. There are dark clouds in the sky. It is going to rain .
Future Simple Tense	Выражает действие, которое только в момент говорения решено совершить в будущем.	— Can you repair my iron? — Yes, I will repair it tomorrow.
Future Progressive Tense	Выражает действие, которое будет находиться в развитии в определенный момент в будущем.	I will be watching TV in the evening.
Future Perfect Tense	Выражает действие, которое завершится к определенному моменту в будущем.	He will have finished the work by Saturday.

в) Expressing a past meaning (Способы выражения прошедшего действия)

Видо-временные формы	Функции	Примеры
Past Simple Tense	Выражает действие, которое произошло в прошлом.	I saw the film yesterday.
Оборот used to	Выражает прошедшее действие, которое уже не совершается в настоящем.	— Do you go to the disco? — No, I have no time. But I used to go there when I was a student.
Present Perfect Tense	1) Выражает завершенное действие, но не уточняется, когда оно произошло. 2) Выражает завершенное действие, но промежуток времени, в который оно произошло, еще не закончился.	I have seen the film many times. I have been to St Petersburg this year.
Past Perfect Tense	Выражает прошедшее действие, которое произошло раньше другого прошедшего действия.	When I came home my parents had already gone to the countryside.
Past Progressive Tense	Выражает действие, которое находилось в развитии в определенный момент в прошлом.	When I came home my parents were watching TV.
Past Perfect Progressive Tense	Выражает действие, которое началось в прошлом и еще не закончилось к определенному моменту в прошлом, а находилось в развитии.	He was tired. He had been working hard.
Would + V	Выражает повторяющиеся действия в прошлом.	In my childhood we would celebrate Thanksgivings on the farm.

г) **WOULD**

Для выражения повторяющихся действий в прошлом употребляется **would + infinitive** со всеми лицами единственного и множественного числа. Глагол **would** в этом случае приближается по значению к **used to** и переводится *бывало*.

When Rusty lived in America her family and she **would spend** time in their summer cottage. (Когда Расти жила в Америке, ее семья и она, бывало, проводили время в летнем коттедже.)

Следует иметь в виду, что в разговорной речи **used to** употребляется гораздо чаще, чем **would**.

PASSIVE TENSES

(Видо-временные формы глаголов в страдательном залоге)

Пассивный залог образуется с помощью глагола **to be** в соответствующей временной форме и причастия основного глагола.

TENSES IN PASSIVE VOICE

Tenses in Passive Voice Видо-временные формы глаголов в страдательном залоге	Structures Структуры	Examples Примеры
Present Simple Tense	am/is/are + V3	Inventions are made in different countries. (Изобретения создаются в разных странах.)
Present Progressive Tense	am/is/are being + V3	Look! An experiment is being made in here. (Посмотри! Здесь проводится какой-то эксперимент.)
Past Simple Tense	was/were + V3	Dynamite was discovered by Alfred Nobel in 1867. (Динамит был открыт Альфредом Нобелем в 1867 году.)
Past Progressive Tense	was/were being + V3	While T. Edison was experimenting with his apparatus he was being watched by his assistants. (В то время как Т. Эдисон экспериментировал со своим аппаратом, его ассистенты наблюдали за ним.)
Present Perfect Tense	has/have been + V3	A lot of inventions have been made in the 21st century. (Много изобретений было сделано в 21 веке.)
Past Perfect Tense	had been + V3	The first gas stove had been made long before the first electric stove appeared. (Первая газовая плита была создана задолго до появления электроплиты.)
Future Simple Tense	will be + V3	Soon computers will be used in most institutions. (В скором времени компьютеры будут использоваться в большинстве учреждений.)
Future Perfect Tense	will have been + V3	By next year this program will have been developed . (К следующему году эта программа будет разработана.)

PAST PERFECT PASSIVE

(Прошедшее совершенное время в страдательном залоге)

1. Для описания событий или действий, которые были совершены до определенного действия или момента в прошлом, используется **Past Perfect Passive**.

Past Perfect Passive образуется с помощью **had been + past participle** основного глагола.

In 1945 A. Fleming *got* the Nobel Prize for penicillin which **had been discovered** by him in 1928.

By the end of the 19th century famous KODAK camera **had been created** in the USA.

2. В предложении со сказуемым-глаголом в действительном залоге **дополнение** соответствует **подлежащему** в предложении со сказуемым-глаголом в страдательном залоге.

Past Perfect Active

Предложение со сказуемым-глаголом в действительном залоге

By 1928 **penicillin** (*подлежащее*) *had been discovered by Alexander Fleming*.

Past Perfect Passive

Предложение со сказуемым-глаголом в страдательном залоге

By 1928 Alexander Fleming *had discovered penicillin* (*дополнение*).

Для того чтобы указать исполнителя действия, можно использовать косвенное дополнение, выраженное существительным с предлогом **by**.

3. Для того чтобы показать, что какое-либо действие было полностью завершено, используется **Past Perfect Passive** в придаточных предложениях после союзов **when/after**.

When the apparatus **had been built**, T. Edison started experimenting with it.
(Когда аппарат был построен, Т. Эдисон начал проводить с ним эксперименты.)

After the apparatus **had been built**, T. Edison started experimenting with it.
(После того как аппарат был построен, Т. Эдисон начал проводить с ним эксперименты.)

MODAL VERBS

(Модальные глаголы)

1. Модальные глаголы выражают не действие, а отношение к нему, а именно: обозначают возможность, способность, вероятность, необходимость совершения действия, выраженного смысловым глаголом.

Инфинитив, следующий за модальными глаголами **can, could, may, might, shall, should, had better, must**, употребляется без частицы to. Инфинитив, следующий за модальными глаголами **have, have got, ought**, употребляется с частицей to.

Модальные глаголы	Функции	Примеры
Can, could	Выражают возможность или способность совершить действие.	I can swim. (Я могу (умею) плавать.) My grandfather couldn't swim. (Мой дедушка не мог (не умел) плавать.)
May, might	Выражают возможность совершить действие.	He may (might) come to my place. (Он может прийти ко мне.)
May, can	Выражают разрешение совершить действие.	You can (may) use my telephone if you want. (Вы можете воспользоваться моим телефоном, если хотите.)
Must	Выражает осознанную говорящим необходимость совершить действие.	I must visit my grandmother. I haven't seen her for ages. (Я должен побывать у бабушки. Я сто лет ее не видел.)
Must not	Выражает запрещение совершать действие.	You must not (mustn't) tell anybody about it. (Ты не должен никому об этом рассказывать.)
Have to	Выражает необходимость совершить действие в силу определенных обстоятельств.	I have so much to do. I have to work late every day. (У меня так много работы. Мне приходится (я должен) работать допоздна каждый день.)
Should	Выражает совет совершить действие.	You should not (shouldn't) work so hard. (Тебе не следует так усиленно работать.)
Needn't	Выражает отсутствие необходимости совершать действие.	You needn't apologise. (Вам не надо извиняться.)
Shall	Выражает обязанность или обязательство совершать действие в силу установленных законов или договоренностей.	Every citizen shall have the right to use his or her native language. (<i>an article from a constitution</i>) (Каждый гражданин должен иметь право использовать свой родной язык.) (<i>статья из конституции</i>)

2. Should

Выражает совет совершить действие. Используется, когда в предложении говорится о том, что правильно или целесообразно поступить так, а не иначе. В соответствующем русском предложении используется сочетание глаголов **должен** и **следует** с инфинитивом.

A politician **should not** jump to a conclusion. (Политику не следует делать поспешных выводов./Политик не должен делать поспешных выводов.)

3. Shall с местоимениями you/he/she/it/they

Выражает обязанность или обязательство совершать действие в силу установленных законов или договоренностей и используется в официальных документах (контрактах, юридических документах). В соответствующем русском предложении употребляется сочетание глагола **должен** с инфинитивом.

No one **shall** inform about the private life of any citizen.

(Никто не должен давать информацию о личной жизни любого гражданина.)

AUXILIARY VERBS WITHOUT MAIN VERBS

(Вспомогательные глаголы)

1. При выражении сходного мнения о чем-либо в кратких ответах используются вспомогательные глаголы.

— I like reading. (Я люблю читать.)

— I can't sing. (Я не умею петь.)

— So **do** I. (И я тоже (люблю).)

— Neither **can** I. (И я тоже (не умею).)

2. Для выражения удивления, если мнение отличается от предыдущего, используются вспомогательные глаголы в кратких вопросах и ответах.

— I like reading. (Я люблю читать.)

— I can't sing. (Я не умею петь.)

— **Do** you? I **don't**. (А я нет.)

— **Can't** you? I **can**. (А я умею.)

3. При выражении сходного мнения с утвердительным предложением употребляется **so**, с отрицательным **neither**.

— I like it.

— I don't like it.

— **So** do I. (И я тоже (люблю).)

— **Neither** do I. (И я тоже (не люблю).)

После **so** и **neither** употребляется особый порядок слов: вспомогательный глагол стоит *перед* подлежащим.

— I don't like reading.

— I like reading.

— Neither **do** I.

— So **do** I.

В кратком ответе употребляется тот же вспомогательный глагол, что и в предыдущем предложении. Если в предложении нет вспомогательного глагола, в кратком ответе употребляется глагол **do**.

— I **can't** stand it.

— I **don't** like it.

— I like it.

— Neither **can** I.

— Neither **do** I.

— So **do** I.

COMPLEX OBJECT (Verb + Object + Infinitive)

(Сложное дополнение)

В английском языке для выражения желания (**want, wish, would like**), приказания (**order, make, force**), просьбы (**ask**), совета (**advise, recommend, persuade**), разрешения (**allow, permit, let**), запрещения (**forbid**), а также предполо-

жения (**expect, suppose**) по отношению к другому лицу используется структура Object + Infinitive.

He asked **John to help** him. (Он попросил Джона помочь ему.)

Эта структура в предложении выполняет функцию сложного дополнения (Complex Object) и представляет собой сочетание местоимения в объектном падеже или существительного с неопределенной формой глагола (Infinitive).

John's father never allows **him to stay out** late. (Отец Джона не разрешает ему возвращаться домой поздно.)

После глаголов **make, let** неопределенная форма глагола в структуре Object + Infinitive употребляется без частицы **to**.

My parents don't let **me wear** jeans. (= don't allow me to wear) (Мои родители не разрешают мне носить джинсы.)

These clothes make **me feel** uncomfortable. (= cause me to feel) (Эта одежда доставляет мне чувство неудобства.)

В русском языке нет оборота, соответствующего данной структуре, и обычно она переводится на русский язык дополнительным придаточным предложением.

My mom wants **me to study** further. (Моя мама хочет, чтобы я продолжил(а) образование.)

We expected **you to come back** earlier. (Мы ожидали, что вы вернетесь раньше.)

REPORTED SPEECH (Косвенная речь)

Для передачи чужой речи в английском языке служит косвенная речь.

He says, 'I am well today.' (прямая речь)

(Он сказал: «Я хорошо себя чувствую сегодня».)

He says that he is well today. (косвенная речь)

(Он сказал, что он хорошо себя чувствует сегодня.)

1. Личные и указательные местоимения заменяются в косвенной речи по смыслу, как и в русском языке.

She said, 'I like it here.'

She said that she liked it **there**.

2. Наиболее часто при переводе прямой речи в косвенную используются глаголы **say, tell, think, explain, admit** и др.

3. Если глагол, вводящий косвенную речь, стоит в настоящем времени, то форма глагола, передающего прямую речь, не изменяется.

She **says**, 'My friend **was having** a great time in New York.'

(Она говорит: «Моя подруга замечательно провела время в Нью-Йорке».)

She **says** that her friend **was having** a great time in New York.

(Она говорит, что ее подруга замечательно провела время в Нью-Йорке.)

4. При использовании косвенной речи особое внимание следует обращать на изменение формы глагола, если глагол, вводящий косвенную речь, стоит в прошедшем времени.

Прямая речь	Косвенная речь
<i>I. Present Tenses</i>	
1. Present Simple He said , 'I get up at 8 o'clock.' (Он сказал: «Я просыпаюсь в 8 часов».)	1. Past Simple He said that he got up at 8 o'clock. (Он сказал, что просыпается в 8 часов.)
2. Present Progressive He said , 'I am reading a newspaper.' (Он сказал: «Я читаю газету».)	2. Past Progressive He said that he was reading a newspaper. (Он сказал, что читает газету.)
3. Present Perfect He said , 'I have spoken to the teacher.' (Он сказал: «Я поговорил с учителем».)	3. Past Perfect He said that he had spoken to the teacher. (Он сказал, что поговорил с учителем.)
4. Present Perfect Progressive He said , 'I have been waiting for you since 10 o'clock.' (Он сказал: «Я жду вас с 10 часов».)	4. Past Perfect Progressive He said that he had been waiting for me since 10 o'clock. (Он сказал, что ждет меня с 10 часов.)
<i>II. Past Tenses</i>	
1. Past Simple He said , 'I had 6 lessons.' (Он сказал: «У меня было 6 уроков».)	1. Past Perfect He said that he had had 6 lessons. (Он сказал, что у него было 6 уроков.)
2. Past Progressive He said , 'I was working at 2 o'clock.' (Он сказал: «В 2 часа я работал».)	2. Past Perfect Progressive He said that he had been working at 2 o'clock. (Он сказал, что в 2 часа он работал.)
3. Past Perfect He said , 'We had finished our work by 4 o'clock.' (Он сказал: «Мы закончили работу к 4 часам».)	3. Past Perfect He said that they had finished their work by 4 o'clock. (Он сказал, что они закончили работу к 4 часам.)
<i>III. Future Tenses</i>	
1. Future Simple He said , 'We will sign the documents in the evening.' (Он сказал: «Мы подпишем документы вечером».)	1. Future-in-the-Past He said that they would sign the documents in the evening. (Он сказал, что они подпишут документы вечером.)
2. Future Perfect He said , 'We will have finished the work by 5 o'clock.' (Он сказал: «Мы закончим работу к 5 часам».)	2. Future-in-the-Past Perfect He said that they would have finished the work by 5 o'clock. (Он сказал, что они закончат работу к 5 часам.)

5. Можно не изменять форму сказуемого, если в предложении говорится о действии или событии, которые являются общеизвестной истиной или все еще актуальны.

The earth **goes** round the sun.

(Земля вращается вокруг Солнца.)

Galileo **proved** that the earth **goes** round the sun.

(Галилей доказал, что Земля вращается вокруг Солнца.)

6. Наречия времени и места в косвенной речи изменяются следующим образом.

Прямая речь	Косвенная речь
today	that day
yesterday	the day before
tomorrow	the following day
two days ago	two days before
last week	the week before
next month	the following month
three years ago	three years before

He said, 'I went to London **yesterday**.'

(Он сказал: «Я ездил в Лондон вчера».)

He said that he went to London **the day before**.

(Он сказал, что ездил в Лондон накануне.)

7. Если прямая речь является вопросительным предложением, то в косвенной речи она становится косвенным вопросом.

а) Если в косвенной речи передается общий вопрос, то он присоединяется к словам автора при помощи союзов **if** и **whether** и имеет прямой порядок слов.

He asks, 'Is it possible to buy a package tour to London?'

He asks **if** it is possible to buy a package tour to London.

б) Специальный вопрос присоединяется к словам автора при помощи того вопросительного слова, которое используется в прямом вопросе.

He asked, 'What language do Australian people speak?'

He asked **what** language Australian people speak.

в) Если прямой вопрос содержит глагол **to be**, то порядок слов в косвенном вопросе строго не соблюдается.

Where is the station?

Could you tell me where the station is, please?

Could you tell me where is the station, please?

г) Когда спрашивают о чем-то в более вежливой форме, употребляют вопросительные предложения, начинающиеся с **Do you know...**, **Can/Could you tell me...**

Вопросы, которые следуют за такими фразами, имеют прямой порядок слов.

Сравните:

Where does Ann live?

Do you know where Ann lives?

8. Когда прямая речь представляет собой повелительное предложение, то глагол в повелительном наклонении заменяется инфинитивом.

He invited me, 'Come to my place.'
He invited me **to** come to his place.

The doctor advised me, 'Don't smoke.'
The doctor advised me **not to** smoke.

CAUSE AND EFFECT RELATIONS (Причинно-следственные связи)

1. Когда указывается причина каких-то событий, действий, явлений, используются следующие союзы и выражения.

а) Союз **because** (потому что), который соединяет придаточное предложение с главным.

We didn't go to the countryside **because** it was raining.
(Мы не поехали за город, потому что шел дождь.)

Когда большее внимание обращается на причину, по которой кто-то совершает какое-то действие или из-за которой что-то происходит, придаточное предложение ставится перед главным и тогда союз **because** переводится как **так как**.

Because Australia is situated south of the Equator, the seasons are the other way round there. (Так как Австралия находится к югу от экватора, времена года там следуют в обратном порядке.)

б) Выражения **thanks to (the fact that)** (благодаря (тому, что)), **due to (the fact that)** (из-за, благодаря (тому, что)), за которыми могут следовать как отдельные фразы, так и придаточные предложения.

Thanks to its geographical position Australia is called the Land Down Under.
(Благодаря географическому положению Австралию называют страной на другом конце света.)

Thanks to the fact that Australia is situated south of the Equator it is sometimes called the Land Down Under.
(Благодаря тому, что Австралия находится к югу от экватора, ее иногда называют страной на другом конце света.)

Due to a mild climate it is never very cold or very hot in Britain.
(Из-за мягкого климата погода в Британии не бывает ни очень холодной, ни очень жаркой.)

It is never very cold or very hot in Britain **due to the fact that** it has a mild climate. (В Британии не бывает ни очень холодно, ни очень жарко из-за того, что там мягкий климат.)

2. Если показывается **следствие** каких-то событий, действий, явлений, используются следующие союзы и выражения.

а) Союз **so that** (так что, таким образом). В разговорной речи часто употребляются **so** и **and so**.

Most of Australia is covered by four Great Deserts, **so** life is not easy there.
(Большая часть Австралии покрыта четырьмя Великими пустынями, так что жизнь там не легкая.)

б) Выражение **that's why** (поэтому).

Australia is cut off from the rest of the world, **that's why** its wildlife is so unique.
(Австралия отрезана от всего мира, поэтому ее растительный и животный мир такой уникальный.)

So и **that's why** могут стоять в начале самостоятельного предложения.

Most of Australia is covered by four Great Deserts. **So** life is not easy there.
Australia is cut off from the rest of the world. **That's why** its wildlife is so unique.

CONJUNCTIONS AND PREPOSITIONS (Союзы и предлоги)

Conjunctions *while* and *whereas*

1. Для того чтобы уравновесить два факта или идеи, которые контрастируют, но не противоречат друг другу, употребляются союзы **while** и **whereas** (в то время как).

Some elder people like living independent lives, **while/whereas** some others prefer living at homes for elderly people.

(Некоторые пожилые люди любят жить своей независимой жизнью, в то время как другие предпочитают жить в домах для престарелых.)

2. Придаточные предложения с союзами **while** и **whereas** могут употребляться как после главного предложения, так и перед ним. И в том и в другом случае придаточное предложение отделяется от главного предложения запятой, так же как и в русском языке.

While/whereas some elder people like living independent lives, some others prefer living at homes for elderly people.

Conjunctions *although* and *though*

1. Для того чтобы сказать, что одно из двух явлений существует вопреки наличию другого, используются сложноподчиненные предложения с придаточными уступительными, вводящимися союзами **although/though** (хотя, даже если).

Although Bert Baxter was rather old, he decided to get married.

(Хотя Берт Бакстер был довольно стар, он (все же) решил жениться.)

2. Придаточные предложения с союзами **although/though** могут употребляться как после главного предложения, так и перед ним. В первом и втором случаях придаточное предложение отделяется от главного предложения запятой.

Bert Baxter decided to get married, **although** he was rather old.

(Берт Бакстер решил жениться, хотя он был уже довольно стар.)

3. **Though** чаще используется в разговорной речи. В разговорной речи **though** можно также использовать в конце предложения.

The home for elderly people is not very good. She liked her stay there, **though**.
(**But** she liked her stay there.)

Prepositions *in spite of/despite*

1. Для того чтобы указать на то, что одно из двух явлений существует вопреки наличию другого, используются предлоги **in spite of/despite** (*несмотря на то, что; вопреки*), которые также имеют значение уступительности. После предлогов **in spite of/despite** обычно используются существительное (**a noun**), местоимение (**a pronoun – what/that/this ...**) или причастие настоящего времени (**V + ing**).

Despite his old age Bert Baxter decided to get married.

(Несмотря на свой преклонный возраст, Берт Бакстер решил жениться.)

Bert Baxter was rather old, but **in spite of this** he decided to get married.

(Берт Бакстер был довольно стар, но несмотря на это он (все же) решил жениться.)

Bert Baxter didn't have anyone to look after him **in spite of having** four daughters.

(За Бертом Бакстером некому было ухаживать несмотря на то, что у него было четыре дочери.)

2. Употребление **despite** по сравнению с **in spite of** более характерно для формальной речи, нежели для разговорной.

3. Предлоги **in spite of** и **despite** имеют практически одно и то же значение. Следует говорить **in spite of**, но **despite** (без **of**).

In spite of this he lived at the home for elderly people.

(Несмотря на это, он жил в доме для престарелых.)

4. Можно также использовать такие сочетания с предлогами: **in spite of the fact (that)...** и **despite the fact (that)...**

He didn't receive a child benefit **in spite of the fact (that)** he was entitled to it.
despite the fact (that) he was entitled to it.

(Он не получал детское пособие несмотря на то, что оно ему полагалось.)

5. Сочетания **in spite of + noun/pronoun/V + ing** означают примерно то же, что и сложноподчиненные предложения с придаточными, вводимыми союзом **although**. Сравните:

Although he was old,
Despite being old
In spite of being old Bert Baxter drank and smoked a lot.

(Хотя он был стар/Несмотря на свой преклонный возраст, Берт Бакстер пил и много курил.)

Preposition *because of*

Для того чтобы указать причину того или иного действия, используется предлог **because of** (*из-за, по причине*). Предлог **because of** используется перед существительным или местоимением.

He retired **because of** his age.

(Он ушел в отставку по возрасту (из-за возраста).)

Prepositions *in spite of* and *because of*

Предлоги **in spite of** и **because of** противоположны по значению.

Сравните:

He **didn't retire in spite of (despite)** his old age.

(Он не ушел на пенсию, несмотря на преклонный возраст.)

He **retired because of** his old age.

(Он ушел на пенсию из-за своего преклонного возраста.)

LIKE AND AS

(Предлог *like* и союз *as*)

Для того чтобы указать, что люди, предметы, действия или события похожи, используются структуры с **like** или **as**.

1. **Like** — это предлог, поэтому **like** используется перед именем существительным или местоимением.

He was a hippie **like** all his friends.

(Он был хиппи, **как** и все его друзья.)

2. **As** — это союз, поэтому **as** используется перед придаточным предложением.

Russian teenagers prefer bright clothes nowadays **as** British teens do. (Российские подростки предпочитают яркую одежду, **как** и британские подростки.)

3. **As** также используется, чтобы сообщить, какую роль или функцию выполняет человек или предмет: какую профессию имеет человек, для какой цели используется предмет, к какой категории они принадлежат.

They worked **as** guards. (Они работали охранниками.)

EXCLAMATORY SENTENCES

(Восклицательные предложения)

Восклицательные предложения используются для выражения каких-либо сильных чувств: радости, печали, восторга, страха и т. д.

What a marvellous play! (Какая чудесная пьеса!)

How beautiful! (Как красиво!)

Восклицательные предложения начинаются с местоимения **what** (*какой, что за*) или наречия **how** (*как*), за которыми следуют существительное (с относящимися к нему прилагательными) или наречие с прилагательным.

What + Adjective + Noun!

What a boring film!

(Какой скучный фильм!)

How + Adjective!

How wonderful!

(Как замечательно!)

В восклицательных предложениях сохраняется порядок слов повествовательного предложения.

What + Adjective + Object + Subject + Verb!

What a wonderful film we saw yesterday!

(Какой замечательный фильм мы смотрели вчера!)

How + Adverb + Subject + Verb!

How terribly he sings!

(Как ужасно он поет!)

В восклицательных предложениях, начинающихся с **what**, перед именами существительными в единственном числе употребляется неопределенный артикль **a (an)**.

What **a** talented **actor**! (Какой талантливый актер!)

Артикль не употребляется перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными.

What talented **actors**! (Какие талантливые актеры!)

What wonderful **time** we had! (Какое замечательное мы провели время!)

EMPHATIC SENTENCES**(Эмфатические предложения)**

1. Чтобы подчеркнуть значимость действия, о котором идет речь в предложении, используются эмфатические конструкции. Для этого в предложении используется вспомогательный глагол, соответствующий данной видо-временной форме. После вспомогательного глагола используется начальная форма смыслового глагола.

I love theatre.

(Я люблю театр.)

I **do** love theatre.

(Я ЛЮБЛЮ театр.)

I enjoyed the performance yesterday.

(Я наслаждался вчерашним представлением.)

I **did** enjoy the performance yesterday.

(Я НАСЛАЖДАЛСЯ вчерашним представлением.)

He likes it.

(Он любит это.)

He **does** like it.

(Он ЛЮБИТ это.)

2. Если в предложении уже есть вспомогательный глагол, то в эмфатическом предложении он становится ударным, второй вспомогательный глагол не добавляется.

She has already done it.

She **HAS** already done it.

Adam [ˈædəm] **Адам** (in the Bible) the first man created by God from the dust. With Eve he lived in the Garden of Eden until they disobeyed (ослушались) God by eating the fruit of the Tree of Knowledge, for which God expelled (изгнал) them into the world.

AIDS [eɪdz] (also **Aids**) (**Acquired Immune Deficiency Syndrome**) **СПИД** a very serious disease caused by a virus which breaks down the body's natural defence against infections.

allowance [əˈlaʊəns] **child allowance** (also **child benefit**) **детское пособие** a weekly allowance is paid in respect of every child, whatever the parents' income may be. There are also special allowances for single parents, payable on proof of need. But in 1987 and 1988 the general children's allowance was not increased to keep up with inflation, so its real value declined. There were signs that the Government was considering the possibility of ending the unconditional allowances for children, on the ground that money handed out to rich parents would be better spent on increased payments to the poor. Several benefits for children were ended long ago, such as free milk and orange juice. In the 1980s children had to pay more for lunch at school, and for school buses, unless their parents had very low incomes.

alternative [ɔ:l'tɜ:nətv] **альтернативный** anything different or non-traditional. The term appeared in the 1980s.

Australia's coat of arms, the [p'streɪliəz ,kəʊt əv 'ɑ:mz] **герб Австралии** Australia's native animals and plants are on the country's coat of arms: the kangaroo [ˌkæŋɡə'ru:] and the emu [i:mju:] and a twig of wattle [ˈwɒtl] (веточка акации).

Benson and Hedges [ˌbɛnsn ənd 'hedʒɪz] «**Бенсон энд Хеджес**» (a British company which makes) a kind of cigarette.

Berry [ˈberɪ], **Chuck** (1926-) **Чак Берри** 'rhythm and blues' black musician. His energy, guitar style and humour were all of important influence on later rock-'n'roll stars.

Big Ben [ˌbɪɡ 'ben] **Биг Бэн** the bell that strikes the hours inside the great clock of the Houses of Parliament (see **Houses of Parliament, the**) in London.

bill of rights [ˌbɪl əv 'raɪts] **билль о правах** a statement of basic human rights. In British history, the Bill of Rights of 1689 was concerned with establishing Parliament as the most important power in government and making William and Mary constitutional monarchs. The American Bill of Rights, passed in 1791, forms the first ten amendments (поправок) of the Constitution (see **US Constitution, the**) of the USA. They are concerned with the rights of the citizens, the States and the federal government.

Bolshoi Theatre, the [ˌbɒlʃɔɪ ˈθɪətə] **Большой театр** theatre of opera and ballet in Moscow, one of the biggest centres of the world musical culture. It was founded in 1776. At present it is situated in the building built by the architect O. Bovet in 1825.

Bombay [ˌbɒmˈber] **Бомбей** the largest city in India.

British constitution, the [ˌbrɪtɪʃ ˌkɒnstɪˈtjuːʃn] **Британская конституция** the British constitution is often called the unwritten constitution because, unlike the constitutions of most other countries, it is not set out in a single document. It is made up of a combination of laws and conventions. Conventions are rules and practices which are not legally enforceable (под угрозой применить силу), but which are regarded as vital (жизненно важные) to the working government.

British Empire, the [ˌbrɪtɪʃ ˈempraɪə] **Британская империя** Great Britain and its colonies that united one-fourth of the world population. The territory of the Empire was so large that the British said, "The sun never sets on the British Empire." Officially the name came into use in the 1870s. The British Empire ceased to exist (прекратила свое существование) in the 20th century. The United Kingdom and its former (бывшие) colonies formed the Commonwealth of Nations (see **Commonwealth of Nations, the**).

broadsheet [ˈbrɔːdʃiːt] **широкополосный** something (such as a newspaper or advertisement) printed on a large sheet of paper.

Broadway [ˈbrɔːdweɪ] **Бродвей** major avenue in New York running from the tip of Manhattan NW and crossing Times Square at 42nd Street, at the heart of the theatre district where Broadway is known as 'the Great White Way'. New York theatres situated outside this area are described as off-Broadway, those even smaller and farther away are off-off Broadway.

Bronx, the [brɒŋks] **Бронкс** a county, and one of the five boroughs of New York City. The Bronx is a poor area of New York, but contains the zoo.

BUPA [ˈbʊːpə] (**British United Provident Association**) **Объединенная Британская Ассоциация частного медицинского страхования** the largest private health insurance company. It was formed in 1945. About three million people, 5 per cent of the population, use BUPA.

Burbage [ˈbɜːbɪdʒ], **Richard** (1567-1619) **Ричард Бербич** an English actor. He is thought to have been Shakespeare's original Hamlet, Othello, and Lear. His father **James Burbage** (1530-1597) built the first English playhouse, known as 'the Theatre'.

Вукон [ˈvʊkəf], **Rolan Anatolyevich** (1929-1998) **Ролан Анатольевич Быков** a Russian actor and director well-known for his films for children. Among them are

Attention! The Tortoise (1970, the first Prize of Moscow Film Festival in 1971), *A Car, a Violin and Dog Klyaksa* (1975), *Chuchelo* (1984) and others.

Canadian flag, the [kəˌneɪdɪən 'flæg] **флаг Канады** Canada is situated between the two oceans and the red stripes on the flag symbolise the Atlantic and the Pacific Oceans. The white colour reminds of the arctic snow in the north of the country, the maple leaf — of its forests.

Cannes [kæn] **Film Festival Каннский фестиваль** an international film festival. It has been held since 1946 every year in April or May. The first prize of the festival is 'The Big Palm Branch'.

Capitol, the ['kæpɪtl] **Капитолий** the building in Washington, where the United States Congress meets.

Cats [kæts] the musical written by Andrew Lloyd Webber, based on the book by T.S. Eliot *Old Possum's Book of Practical Cats*. It is about the life of cats that love and suffer like people.

Celtic cross [ˌseltɪk 'krɒs] **кельтский крест** cross with a circle around the central crossing point of the two arms.

Chaplin ['tʃæplɪn], **Charlie** (Charles Spencer) (1889-1977) **Чарли Чаплин** an English film actor and director. He made his reputation as a tramp with a small black moustache, bowler hat, and twirling cane in silent comedies from the mid-1910s, including *The Rink* (1916), *The Kid* (1920), and *The Gold Rush* (1925).

Chemical Brothers, the [ˌkemɪkl 'brʌðəz] **Кемикал Бразерз** a popular British group. Music style is techno.

Christie ['krɪstɪ], **Agatha** ['ægəθə] (1890-1976) **Агата Кристи** an English detective novelist who created the characters of Hercule Poirot and Miss Jane Marple. She wrote more than 70 novels including *The Murder of Roger Ackroyd* (1926) and *Ten Little Indians* (1939).

Chunnel, the ['tʃʌnl] = **Channel Tunnel туннель под Ламаншем** a tunnel linking Britain and France under the English Channel.

Churchill ['tʃɜːtʃɪl], **Sir Winston** ['wɪnstɪn] (1874-1965) **сэр Уинстон Черчилль** an English statesman, who held several ministerial posts between 1911 and 1929. After warning of the threat (угрозы) of German military expansion in the 1930s, he became First Lord of the Admiralty, and then Conservative party Prime Minister and war leader in May 1940. A powerful orator, he symbolised British resistance (сопротивление) during the war, and served until 1945, when he was defeated (потерпел поражение) in the general (всеобщие) election. He served again as Prime Minister from 1951 to 1955. He also wrote several books on history, and was awarded the Nobel prize (see **Nobel prize, the**) for literature.

Clash, the [klæʃ] **Клэш** one of the most popular British punk music groups formed in the 1970s whose success continued even when punk went out of fashion.

Cleopatra [ˌkli:ə'pætrə] **Клеопатра** (68-30 BC) a Queen of Egypt famous for her beauty.

Clinton ['klɪntən], **Bill** (William Jefferson) (1946-) **Билл Клинтон** the 42nd President of the USA from 1992 to 2001, a Democrat.

Cockney ['kɒkni] **кокни** dialect spoken by Cockneys.

Cold War, the the political struggle between the USA and the Soviet Union after the Second World War, which was most severe in the 1950s but in the 1970s gave way to détente (разрядка международной напряженности). It is considered to be over.

Columbia Pictures [kə,lʌmbiə 'pɪktʃəz] **Коламбия Пикчерз** a US film production and distribution company founded in 1924. It grew out of a smaller company founded in 1920 by Harry Cohn, Columbia became a major studio by the 1940s.

coming of age [ˌkʌmɪŋ əv 'eɪdʒ] **совершеннолетие** the 18th birthday of a person, when they become legally an adult. At 18 British people are allowed to vote in election, get married without the permission of their parents, and buy and drink alcohol in a pub. In the US, either the 18th or 21st birthday might be thought of as a coming of age; at 18 people are allowed to vote and get married, but in many states you cannot buy alcohol until you are 21.

Commonwealth of Nations, the [ˌkɒmənwelθ əv 'neɪʃnz] **Содружество Наций** the association that consists of the United Kingdom and various independent states (previously subject to Great Britain) and dependencies (зависимые страны). There are currently 49 members. The reigning (царствующий) British monarch is recognised as the head of the Commonwealth and its leaders meet for a conference every two years.

Confederate flag, the [kən,fedrɪt 'flæg] **флаг Конфедерации** the flag of the Confederacy (the southern states that fought and lost against the northern states in the American Civil War). Today it is still used and is generally thought to stand for racism against blacks.

Connecticut [kə'netɪkət] **Коннектикут** a state on the east coast of the USA, one of the smallest in the country. It was one of the 13 original states. Although it has modern industry, much of it is still covered by forest.

Connery ['kɒnəri], **Sean** [ʃɔ:n] (1930-) **Шон Коннери** a Scottish film actor. He is famous esp. for playing the character of James Bond in several films.

Cromwell ['krɒmwel], **Oliver** ['ɒlɪvə] (1599-1658) **Оливер Кромвель** an English general and politician. He was a Puritan and member of Parliament and became the leader of the Parliamentarian army in the English Civil War. After the trial and execution (казнь) of Charles I he continued to crush the opposition in Ireland and the Scottish supporters of Charles II with considerable cruelty (жестокость). In 1653 he dissolved Parliament, took the title of Lord Protector of England and ruled the country as a virtual (фактический) dictator until his death.

Dargomyzhski [dɑrgə'miʒski], **Alexandr Sergeevich** (1813-1869) **Александр Сергеевич Даргомыжский** a Russian composer. His best works are *Stone Guest* (1872, finished by N. A. Rimsky-Korsakov and T. Kui) and *Esmeralda* (1841).

DiCaprio [di'kæpriəʊ], **Leonardo** (1974-) **Леонардо Ди Каприо** a US film actor famous for his roles in *Romeo and Juliet* and *Titanic*.

Dickens ['dɪkɪnz], **Charles** (1812-1870) **Чарльз Диккенс** an English novelist whose high reputation rests on his creation of a range of memorable and often odd characters (e.g. Scrooge and Mr Pickwick), on his descriptions of the bad conditions in which poor people lived in the 19th-century Britain (which helped to bring about social reforms), and perhaps above on his ability as a storyteller to make his readers laugh and cry. His novels include *The Pickwick Papers*, *David Copperfield*, *Oliver Twist*, *Bleak House*, *Great Expectations* and others. Dickens was very popular during his lifetime, and frequently he gave public readings from his books.

Disney ['dɪznɪ], **Walt(er) Elias** (1901-1966) **Уолт Дисней** a US film maker and animator, a pioneer of family entertainment. He established his own studio in Hollywood in 1923, and his first Mickey Mouse cartoons appeared in 1928. In addition to short cartoons, the studio made feature-length animated films, including *Snow White and the Seven Dwarfs* (1938), *Pinocchio* (1940), and *Dumbo* (1941). Disney's cartoon figures, for example Donald Duck, also appeared in comic books worldwide. In 1955, Disney opened the first theme park, Disneyland in California.

Domingo [də'mɪŋɡəʊ], **Placido** ['plæsɪdəʊ] (1941-) **Пласидо Доминго** an outstanding Spanish singer, tenor (see **tenor**).

Doyle [dɔɪl], **Sir Arthur Conan** (1859-1930) **Конан Дойл** a British writer, the creator of the detective Sherlock Holmes and his assistant Dr Watson, who featured in a number of stories, including *The Hound of the Baskervilles* (1902).

driving licence ['draɪvɪŋ ,laɪsns] **водительские права** BE // **driver's license** AE — a paper giving official permission to drive a motor vehicle, given after success in a driving test. In Britain, a person can get a driving licence at the age of 17. In the US, the age is 15 or 16, depending on the state. Most people in Britain learn through taking driving lessons from a private instructor, but in the US many people learn to drive at school.

ecstasy [ˈɛkstəsi] **экстази** illegal drug in increasing use from the 1980s. Ecstasy was first synthesised in 1914 by the Merck pharmaceutical company in Germany, and was one of the eight psychedelics tested by the US army in 1953, but was forgotten until the mid-1970s.

education [ˌɛdjuˈkeɪʃn] **образование** schools in Britain are of two types: state schools, which charge no fees, and independent (or private) schools, which are fee-paying. State schools are funded by the government through the Local Education Authority (LEA) (see also **allowance** and **Thatcher, Margaret**).

Eisenhower [ˈaɪznəʊə], **Dwight David** (1890-1969) **Дуайт Эйзенхауэр** the president of the US from 1953 to 1961. He was a general in the American army during the Second World War.

Eisenstein [ˈaɪznstɪn], **Sergei Mikhailovich** (1898-1948) **Сергей Михайлович Эйзенштейн** a Russian film director, screenwriter, theorist of art, Honoured Art Worker (1935), Professor of Art. His films, articles, scripts determined the development of cinematography all over the world.

Elizabethan [ɪˌlɪzəˈbiːθn] **елизаветинский** (an English person) of or living in the period of Queen Elizabeth I of England (1533-1603).

family allowance (in the story = **child benefit**) **детское пособие** the main social security payment for children, paid tax free and usually to the mother; **family credit** is paid to families with children who have very low incomes. It is paid in addition to child benefit.

Florida [ˈflɒrɪdə] **Флорида** Florida's nicknames are the Alligator State (because numerous alligators are found in its various streams and swamps (болото)); the Everglade State (because vast numbers of everglades (болотистая низменность) are prevalent throughout the greater part of the state); the Flower State or the Land of Flowers; the Mocking Bird State (from birds having an aptitude for mimicry (имитирование) and found chiefly in the eastern and southern parts of the USA; the Orange State (because it has great number of orange groves, in which it competes with California).

flying doctor [ˌflaɪɪŋ ˈdɒktə] **service, the** (in Australia and other countries) **санитарная авиация** a doctor who goes by aircraft to visit the sick in distant lonely places, in answer to radio messages.

formal language [ˌfɔːml ˈlæŋgwɪdʒ] **формальная речь** this type of speech may be used, for example, at official functions, and in debates and ceremonies.

Friends of the Earth [ˌfrendz əv ðə ˈzːθ] **Друзья Земли** an environmental pressure group. Founded in the UK in 1971. The aim of the group is to protect the environment. The main concerns are air, sea, river, and land pollution; recycling, etc. FoE has branches in 30 countries.

frontier, the [ˈfrʌntiə] **граница** the border between settled and wild country, esp. that in the US in the past. The American frontier — an imaginary line dividing areas with more than two people per square mile from those with fewer. As people acquired new territories, it was moving from east to west and in 1890 it was finally and officially declared 'closed'.

Gable [ˈgeɪbl], **(William) Clark** (1901-1960) **Кларк Гейбл** an American film actor. A star for more than 30 years in 90 films, he was celebrated for his romantic roles such as Rhett Butler in *Gone with the Wind* (1939).

Gaidai [gɑɪˈdaɪ], **Leonid Iovich** (1923-1993) **Леонид Иович Гайдай** a Russian film director. People's Artist of the USSR (1989). He is famous for his comedies *The Caucasian Prisoner* (1967), *The Diamond Arm* (1969), *Ivan Vasilyevich Changes His Job* (1973) and others.

GDP, the [ˌdʒi: di: ˈpi:] **(the Gross Domestic Product)** валовой национальный доход.

Glinka [ˈɡlɪŋkə], **Mikhail Ivanovich** (1804-1857) **Михаил Иванович Глинка** a Russian composer, he is considered to be a founder of the Russian national symphonic music. His most famous operas are *Ruslan and Ludmilla* (1842), *Ivan Susanin* (1836).

Goliath [gəˈlɪəθ] **Голиаф** Goliath was a Philistine giant, according to legend killed by the boy David (later King of Israel in the 10th century BC).

Good Golly Miss Molly a song by Little Richard (1957) (see **Little Richard**).

GP [ˌdʒi: ˈpi:] **(general practitioner)** **терапевт, семейный доктор** a doctor in general medicine (a family doctor). There are about 30,000 GPs (family doctors). They work in practices, a partnership of several GPs, and offer general health care. Patients can visit surgery, the GP's office, for two or three hours in the morning and evening. GPs also make home visits. GPs are paid fees by the National Health Service (NHS) for each visit or for the number of patients on their list.

Grand Hotel [ˌgrænd hæʊˈtel] **«Гранд отель»** a musical written by Robert Wright and George Forrest, based on Vicki Baum's *Grand Hotel* directed by Tommy Tune.

Greenpeace [ˈɡri:npi:s] **Гринпис** an international environmental pressure group, started in the 1960s in Canada. Has a policy of non-violent (ненасильственные) direct actions. Greenpeace message is "When the last tree is cut down and the last fish killed, the last river poisoned, then you will see that you can't eat money."

Hall [hɔ:l], **Sir Benjamin** [ˈbenʤəmɪn] **сэр Бенджамин Холл** the bell in the clock tower of the Houses of Parliament (see **Houses of Parliament, the**), Big Ben

(see **Big Ben**) is supposed to be nicknamed after Benjamin Hall who was the Chief Commissioner of Works when the bell was cast in 1856.

Hamlet ['hæmlɪt] «Гамлет» a tragedy by William Shakespeare, first performed in 1602. Hamlet, after much hesitation, avenges the murder of his father, the king of Denmark, by the king's brother Claudius, who has married Hamlet's mother. The play ends with the death of all three.

Harley-Davidson [ˌhɑːli ˈdævɪdsn] харлей дэвидсон a large, heavy, expensive American motorcycle.

Hawthorne ['hɔːθɔːn], **Nathaniel** [nəˈθæniəl] (1804-1864) Натаниель Готорн an American writer of novels and short stories whose most famous novel is *The Scarlet Letter*.

Hell's Angels [ˌhelz ˈeɪndʒəlz] Ангелы Ада a notorious motor club in the USA. Appeared in California after the World War II.

Henry VIII [ˌhenri dɛ ˈeɪtθ] (1491-1547) Генрих VIII the king of England in 1509-1547. His efforts to divorce his first wife, Catherine of Aragon, led to a break with the Roman Catholic Church, the abolition (упразднение) of all monasteries, and the establishment of Protestantism in England. He was married five more times. He was an impressively large man, fond of sport and hunting in his youth.

Holiday ['hɒlɪdi], **Billie** (1915-1959) Билли Холидей an American jazz singer, often considered the greatest jazz singer ever, with an easily recognisable style. She came from a poor background and her early death was caused by drugs.

Holly ['hɒli], **Buddy** (1936-1959) Бадди Холли the stage name of Charles Hardin Holley. A US popular music singer, guitarist, and songwriter, born in Lubbock, Texas. Holly had a distinctive, hiccuping vocal style and was an early experimenter with recording techniques. Many of his hits with his band, the *Crickets*, such as *That's Be the Day* (1957), *Peggy Sue* (1957), and *Maybe Baby* (1958), have become classics. He died in a plane crash.

Hollywood ['hɒliwʊd] Голливуд a district in the city of Los Angeles, California; the centre of the US film industry from 1911. Home of legendary film studios such as 20th Century Fox, MGM, Paramount, Columbia Pictures, United Artists, Disney, and Warner Bros. Although Hollywood lost its commanding position with the decline of the studio system in the late 1950s, the rise of independent producers and the needs of television studios made use of the soundstage facilities there. MGM Studios had become a major theme park and tourist attraction.

Homer ['hɒmə] Гомер a Greek poet who lived in the 8th century BC, reputed author of the *Iliad* and *Odyssey*.

Homeric task [həʊ,merɪk 'tɑːsk] of heroic dimensions, grand (see **Homer**).

Houses of Parliament, the [ˌhaʊsɪz əv 'pɑːləmənt] **дома парламента** the group of buildings in London where the House of Commons and the House of Lords meet.

indie (music) ['ɪndɪ ,mjuːzɪk] **инди** popular music recordings produced by a small independent company. The British music papers publish separate charts of independent record sales.

informal language [ɪn,fɔːml 'læŋgwɪdʒ] **неформальная речь** this type of speech is used in informal situations with friends, fellow workers, and members of the family.

Internet, the ['ɪntənɛt] **Интернет** a global network of linked computers that pass information back and forth.

IQ [aɪ 'kjuː] (**intelligence quotient**) **ай кью** a comparative measure of a person's intelligence.

jeopardy game [ˌdʒɛpərdɪ 'ɡeɪm] **Своя игра** a game played in two teams. Team 1 chooses a category and a dollar amount (for example: Animals for \$20). One person in the class is the host of the game and reads the questions under the CATEGORIES column aloud. Team 1 has one minute to think of the answer. If the answer is correct, they 'win' the amount of money they have chosen. If the answer is incorrect, Team 2 gets a chance to answer and win the money. If their answer is incorrect, nobody gets the money. Then it's Team 2's turn and they choose a category and a dollar amount. The team with the most money at the end of the game wins.

John [dʒɒn] (also **John the Lackland** ['læklənd] (1167-1216) **Иоанн (Иоанн Безземельный)** the king of England in 1199-1216. The youngest son of Henry II, he succeeded (наследовал престол) his brother Richard I the Lionheart (Ричард I Львиное Сердце) on his death, having previously tried to take the throne from him. He was an unpopular and unsuccessful king: he lost most of the English territory in France, and his methods of raising large amounts of money by taxation annoyed (раздражали) the barons so much that they forced him to sign Magna Carta (see **Magna Carta**), which limited royal powers.

Khanzhonkov [hʌn'zɔːnkəʃ], **Alexandr Alexeevich** (1877-1945) **Александр Алексеевич Ханжонков** a Russian cinema worker. The owner of the first Russian film studio. The Studio shot feature films in 1907-1908 and in 1911-1912 he organised a research department which made newsreels, ethnographic films and cartoons. He founded 'Joint-stock company A. Khanzhonkov' in Moscow and shot the first Russian full-length film *The Defense of Sevastopol* (director V. Goncharov) in 1911.

Kholodnaya [kɒlɒdnəjə], **Vera Vasilyevna** (1893-1919) **Вера Васильевна Холодная** one of the most popular Russian actresses of the pre-revolutionary cinematography.

King Lear [ˌkɪŋ ˈlɪə] «**Король Лир**» a play by William Shakespeare about an old king who divides his kingdom among his three daughters according to how much each says she loves him. Deceived by their words, he gives all the kingdom to the two who do not love him at all, leading to sad and terrible events.

Konchalovski [kɒntʃəˈlɒfski], **Andron** (1937-) **Андрон Кончаловский** (настоящее имя **Андрей Сергеевич Михалков**) a Russian film director and screenwriter. Among his films are *Sibiriada* (1979) and *Uncle Vanya* (1971).

Kraftwerk, the [ˈkrɑːftwerk] **Крафтверк** the German band (formed in 1970), was one of the first who played techno music.

Land of Cakes, the [ˌlænd əv ˈkeɪks] **страна пирогов** a name sometimes given to Scotland, which is famous for its oatmeal cakes. From this also, has come the term 'Cake Day', meaning New Year's Eve (the official name of New Year's Eve in Scotland is Hogmanay).

Leigh [li:], **Vivien** [ˈvɪvɪən] (1913-1967) **Вивьен Ли** the stage name of Vivien Mary Hartley. Indian-born English actress. She appeared on the stage in London and New York, and won Academy Awards for her performances as Scarlett O'Hara in *Gone with the Wind* (1939) and as Blanche du Bois in *A Streetcar Named Desire* (1951). Her other films include *Lady Hamilton* (1941), *Anna Karenina* (1948).

lend-lease [ˈlendliːs] **ленд-лиз** arrangement made during the Second World War, by which the USA supplied military equipment to its allies (союзники) in return for the use of some of their naval bases.

Liapa [lɪˈjɛpə], **Maris Rudolf** (1936-1989) **Марис Лиепа** a Soviet ballet dancer. His first performance in the Bolshoi Theatre took place in 1956.

life peer [ˌlaɪf ˈpɪə] **пожизненный пэр** a Briton who has the rank of peer (see **peer**) but is not allowed to pass it on to a son or daughter after death. Until 1958 all members of the House of Lords were the sons or daughters of lords. Life peers were introduced in an attempt to improve the House of Lords. They are chosen by the government, with suggestions from the opposition parties, for their legal, political or social experience.

Little Richard [ˌlɪtl ˈrɪtʃəd] (1932-) **Литтл Ричард** the stage name of Richard Penniman. US rock singer and pianist. He was one of the creators of rock'n'roll with his wildly uninhibited renditions of *Tutti Fruitti* (1956), *Good Golly Miss Molly* (1957).

- Lloyd Webber** [ˌlɔɪd ˈwebə], **Sir Andrew** (1948-) **Андрю Ллойд Веббер** an English composer of very successful musicals including *Cats*, *The Phantom of the Opera* and *Sunset Boulevard*.
- Lord Chancellor, the** [ˌlɔ:d ˈtʃɑːnslə] **лорд-канцлер** a political official who is the head of the legal (правовой) system in England and Wales, the Speaker of the House of Lords and also usually a member of the Cabinet. The responsibilities of the Lord Chancellor include appointing new judges and deciding if laws need to be changed.
- Magna Carta** [ˌmægnə ˈkɑːtə] (also **Magna Charta**) **Великая хартия вольностей** the political charter that King John (see **John**) was forced to accept in 1215, granting certain political and civil freedoms which have been fundamental principles of the British constitution ever since.
- Maksimov** [məˈksɪməf], **Vladimir Vasilyevich** (1880-1937) **Владимир Васильевич Максимов** a Soviet actor which is best known for his roles in pre-revolutionary cinematography. The Honoured Artist of the Republic (1925).
- Manpower Services** [ˌmænpaʊə ˈsɜːvɪsɪz] **Бюро по трудоустройству безработных**
- Marley** [ˈmɑːli], **Bob** (1945-1981) **Боб Марли** a Jamaican singer and songwriter who, with the group *The Wailers*, made reggae music popular in many countries of the world. He was an exciting performer and his music often carried a social and political message. He was a rastafarian.
- Medicaid** [ˈmedɪkeɪd] **медицинская помощь** a US government scheme providing medical care, esp. for poor people.
- Medical Council** [ˌmedɪkl ˈkɑʊnsɪl] **медицинский совет** an organisation which deals with medical and health matters.
- Medicare** [ˈmedɪkəə] **медицинское обслуживание** a US government scheme providing medical care, esp. for old people.
- Mediterranean Sea, the** [ˌmedɪtəreɪniən ˈsiː] **Средиземное море** the sea between southern Europe and N Africa, connected with the Atlantic Ocean by the Strait of Gibraltar and with the Red Sea by the Suez Canal.
- Metro-Goldwyn-Mayer** [ˌmetrəʊ ˌgəʊldwɪn ˈmeɪə] (*abbr.* **MGM**) **Метро Голдвин Майер** a US film-production company. One of the most powerful Hollywood studios of the 1930s-1950s, it produced such prestige films as *David Copperfield* (1935) and *The Wizard of Oz* (1939). Among its stars were Greta Garbo, James Stewart, and Elizabeth Taylor.
- Metropolitan Museum of Art, the** [ˌmetrəpəlɪtn mjuziːəm əv ˈɑːt] the most important art museum in the USA, in New York City.

Microsoft [ˈmaɪkrəʊsɒft] **Disc Operating System** (*abbr.* **MS-DOS**) **Микрософт ДОС** operating system produced by the Microsoft Corporation. MS-DOS first appeared in the early 1980 and was based on an earlier system for computers with 8-bit microprocessor.

Mikhalkov [mɪhəlˈkɔːf], **Nikita Sergeevich** (1945-) **Никита Сергеевич Михалков** a Russian film actor, director, screenwriter. He first appeared as an actor in the film *I am walking along Moscow*. Among his works as a director are such films as *Urga* and *Burnt in the Sun*.

More [mɔː], **Sir Thomas** (1478-1535) **сэр Томас Мор** an English statesman and writer. He was a brilliant scholar and writer, esp. on religious matters; his most famous work, *Utopia* (see **Utopia**) describes an ideal society. He was the first lawyer (законовед) and layman (непрофессионал) to become Lord Chancellor (see **Lord Chancellor, the**) of England, but his opposition to Henry VIII's (see **Henry VIII**) claims (притязания) to be head of the English Church led to his execution (казнь).

MPAA, the [ˌem piː eɪ ˈeɪ] (**the Motion Picture Association of America**) **Кинематографическая ассоциация Америки** the organisation which determines to which age groups films may be shown.

Murphy [ˈmɜːfi], **Eddie** (1961-) **Эдди Мерфи** an American actor and comedian who first became known for his work on the television programme *Saturday Night Live* but now is known mostly for his films, such as *Trading Places* and *Beverly Hills Cop*.

National Health Service, the [ˌnæʃnəl ˈhelθ ˌsɜːvɪs] (*abbr.* **NHS**) **Система национального здравоохранения** (in Britain) a public service providing medical care, paid for by taxes. The services provided by NHS include family doctors, dentists, opticians, health centres, ante- and post-natal clinics, health education, day centres for the mentally and physically handicapped, ambulance services and others. Everybody has the right to use the medical services.

National Insurance [ˌnæʃnəl ɪnˈʃʊərəns] (*abbr.* **NI**) **Национальная система страхования** (in Britain) a system of compulsory payments made by employees and employers to enable the State to provide assistance to people who are ill, unemployed or retired: National Insurance contributions.

National Statuary Hall, the [ˌnæʃnəl ˌstætʃʊəri ˈhɔːl] **Национальный скульптурный зал** a hall in the Capitol (see **Capitol, the**) where the House of Representatives met in the 19th century. In 1864 Congress invited each state to contribute two statues (статуи) of marble (мрамор) or bronze of most honoured and distinguished citizens. By 1933 the statues had become so numerous that Congress determined the collection could be displayed in other parts of the Capitol as well.

New Wave [ˌnju: 'weɪv] **новая волна** a conscious effort to change the style in the popular music of the late 1970s, using a strong beat and expressing strong social opinions.

New World, the [ˌnju: 'wɜ:ld] **Новый Свет** North and South America.

Nirvana [nɪə'vɑ:nə] **Нирвана** rock group that appeared in 1988 in the USA. The music style of the group is grunge rock (a branch of punk rock). The members are Kurt Cobain (died in 1994), Chris Novoselic, David Grohl.

Nobel prize, the [nəʊ,bel 'praɪz] **Нобелевская премия** each of six international prizes awarded each year (since 1901) for outstanding achievements in the fields of science, literature and the promotion of world peace. The prizes are named after the Swedish chemist and philanthropist (see **philanthropist**) Alfred Nobel.

Non-cabinet ministers [nɒn,kæbɪnət 'mɪnɪstəz] **министры, не являющиеся членами Кабинета** ministers who are not members of the Cabinet, the senior group which takes major policy decisions, but they collectively responsible for government decisions and individually responsible for their own departments.

Normans, the ['nɔ:mənz] **норманны** (or **north men**) descendants (потомки) of the Vikings who had invaded the northern coast of France in the ancient times. Over the years, they adopted many French ways. They had become Christians. They had accustomed themselves to speaking a dialect of the French language. They had also organised themselves according to the French political and economic system of the times – feudalism. In 1066 the Normans took control of England invading its southern territories. The reason for the Normans' arrival was the claim (притязание) of William (Вильгельм), the Duke of Normandy (герцог Нормандский) (see **William the Conqueror**), to become king of England. That was the fifth and the last invasion of England.

NSPCC, the [ˌen es ˌpi: si: 'si:] (**National Society for the Prevention of Cruelty to Children**) **Национальное общество защиты детей от жестокости** a British organisation which looks after the interests of children who are being badly treated or are in danger of being harmed.

Obraztsova [əbrʌz'tsɔ:və], **Elena Vasilyevna** (1939-) **Елена Васильевна Образцова** a Russian singer (mezzo-soprano). She has been an actress of the Bolshoi Theatre since 1964.

Old World, the [ˌəʊld 'wɜ:ld] **Старый Свет** Europe, Asia and Africa.

Orwell ['ɔ:wel], **George** (1903-1950) **Джордж Оруэлл** the real name is Eric Blair. A British novelist, essayist and journalist. Much of his early work describes the conditions in which working people lived (*Down and Out in Paris and London* and *The Road to Wigan Pier*). His two best known novels, *Animal Farm* and *1984*,

attack totalitarianism. He warned against the manipulation of people's actions and thoughts by an all-powerful states.

Othello [ə'θeləʊ] «**Отелло**» a tragedy by William Shakespeare, first performed in 1604-1605. Othello, a Moorish commander in the Venetian army killed his wife Desdemona, because he was made to believe that she had a lover.

outback ['aʊtbæk] **аутбэк** (in Australia and other countries) the part of the country far away from cities.

package tour ['rækɪdʒ tʊə] a completely planned holiday arranged by a company at a fixed price, which includes travel, hotels, meals, etc.

Paramount Pictures **Парамаунт Пикчерз** a US film production and distribution company, founded in 1912. A major studio from the silent days of the cinema, Paramount was adept at discovering new talents and Cecil B. DeMille made many films for the studio.

Pearl Jam [ˌpɜːl 'dʒæm] **Перл Джем** a popular group (established in 1989 in San Diego, the USA), playing grunge rock. The roots are in such groups as *Green River*, *Mother Love Bone*.

peer [pɪə] **пэр** (in Britain) a member of any of five noble ranks, baron (барон), viscount (виконт), earl (граф), marquis (маркиз), and duke (герцог), who has the right to sit in the House of Lords.

Pennsylvania [ˌpensɪ'veɪniə] **Пенсильвания** a state in the NE of the US, it has the following nicknames: the Gold State, the Oil State and the Steel State. They are suggestive of the three greatest industries of the large state. The name the Keystone State is accounted for its role in the War of Independence. The nickname the Quacker State commemorates the fact that W. Penn, a member of the Society of Quackers, was made proprietor of the colony in 1680, and was instrumental in causing many Quackers settle there.

philanthropist [fɪ'lænθrəpɪst] **филантроп** a person who is concerned for the welfare or benefit of others and who supports good causes, esp. by giving money.

phreak [fri:k] **фрик** someone, who breaks into the telephone system of other people or companies and does clever things with the phone network.

Pickford ['pɪkfəd], **Mary** (1893-1979) **Мери Пикфорд** the stage name of Gladys Mary Smith. A Canadian-born US actress. The first star of the silent films, she was known as 'America's Sweetheart', and played the roles of innocent girls into her thirties.

Pink Floyd [ˌpɪŋk 'flɔɪd] **Пинк Флойд** a British rock music group which appeared in 1965 in London. The musicians were the first to use light effects, slide projec-

tors at their performances. The group was the favourite of London underground. Their performances were great shows with gigantic screens, light effects, taking off planes and the like.

Pirogov [pɪrə'gɔ:f], **Alexandr Stepanovich** (1899-1964) **Александр Степанович Пирогов** a Soviet singer (bass singer). He worked in the Bolshoi Theatre in 1924-1954.

Player's ['pleɪəz] **«Плейерз»** the name of a kind of cigarette.

Plisetskaya [plɪ'setsklʲə], **Maya Mikhailovna** (1925-) **Майя Михайловна Плисецкая** a Russian ballet dancer. She danced in the Bolshoi Theatre.

Polonski [pə'lɒnski], **Vitold Alfonsovich** (1879-1919) **Витольд Альфонсович Полонский** a Russian actor best known for his roles in pre-revolutionary films.

Ponce de León [ˌpɒns də 'li:ən] (1460-1521) **Понс де Лион** a Spanish explorer, noted for his discovery (1512) of Florida while supposedly searching for the legendary 'fountain of youth' (a flow of water which was supposed to make people young forever).

Presley ['prezli], **Elvis** (1935-1977) **Элвис Пресли** an American singer. He was the leading figure of early rock'n'roll.

Prodigy ['prɒdɪdʒɪ] **Продиджи** the British group playing techno music, taking the top places in many charts.

psychedelic rock [ˌsaɪkədelɪk 'rɒk] **психоделический рок** music, having intensely vivid sounds like those experienced while hallucinating, usually involves advanced electronic equipment.

punk [pʌŋk] (also **punk rock**) **панк** type of loud and violent rock music popular since the late 1970s and associated with protest against conventional attitudes.

Pygmalion [pɪg'meɪlɪən] **Пигмалион** in Greek legend, a king of Cyprus who fell in love with an ivory statue he had carved. When Aphrodite brought it to life as a woman, Galatea, he married her.

rap [ræp] **рэп** music style which appeared in black disco clubs in New York in the middle 1970s. Its characteristic features are short musical phrases, torn rhythm. Such black groups and singers as *Public Enemy*, *Run MDC*, *Ice Tea* added something new to this music style.

rastafarianism [ˌræstə'feəriənɪzəm] **растафарианизм** religion of a Jamaican sect regarding black West Indians as a people chosen by God for salvation. Rastafarians worship the former Emperor Haile Selassie of Ethiopia as God.

reggae ['regeɪ] **регги** type of West Indian popular music and dance with strong rhythms.

Richard III [ˌrɪtʃəd ðə 'θɜːd] «**Ричард III**» a play by William Shakespeare about the life of Richard III, the king of England from 1483 to 1485.

rockabilly ['rɒkəbɪlɪ] **рокабилли** a mixture of country and blues, which was used by Elvis Presley for making rock'n'roll. Classic rockabilly was played by Carl Perkins, Johnny Cash and Jerry Lee Louis.

rock'n'roll [ˌrɒkən'rɔːl] **рок-н-ролл** earlier and usually simpler form of rock music, which appeared in the early 1950s in the USA. Instead of playing the pop music disc jockey Alan Freed started playing the rhythm and blues music that derived from jazz, combined with aspects of country and western music. The music is based on electric guitar and drums.

Romeo and Juliet [ˌrəʊmɪəʊ ənd 'dʒuːliət] «**Ромео и Джульетта**» a play by William Shakespeare about the love of two people, Romeo and Juliet, from families who are enemies. They marry secretly, but they are prevented from being together and they both kill themselves.

Rou [rəʊ], **Alexandr Arturovich** (1906-1973) **Александр Артурович Роу** a Soviet film director best known for his fairy tales. His first film was *By a Wave of the Wand* («По щучьему велению»). His other works: *Morozko* (1965), *Fire, Water, and Copper Trumpets* (1968) and others.

RSPCA, the [ˌɑːr es piː siː 'eɪ] (**the Royal Society for the Prevention of Cruelty to Animals**) **Королевское общество по предотвращению жестокости по отношению к животным** (in Britain) the society which was founded in 1824 to stop cruel treatment of animals. It campaigned throughout the nineteenth century for government action and this resulted in the Protection of Animals Act, 1911. RSPCA inspectors have the right to enter property if they think there is cruelty or if somebody has made a report to them. They can take people to court for offences against animals. The charity depends mainly on donations and has an income of £ 21 million a year.

Ryazanov [rɪzə'nɒf], **Eldar Alexandrovich** (1927-) **Эльдар Александрович Рязанов** a Russian film director, screenwriter and playwright. A People's Artist of the USSR (1984). He is one of the best masters of comedy. His well-known films are *The Night of Carnival* (1956), *Hussars' Ballad* (1962), *Zigzag of Luck* (1968) and *Irony of Fate* (1975).

Samaritan [sə'mærɪtɪn] **самаритянин/самаритянка** 1. **the Samaritans**, an organisation devoted to giving help and friendship to people in despair, esp. over the telephone; 2. **good Samaritan** a person who gives sympathy and help to people in trouble. The name comes from the Bible, a samaritan was a character of one of the parables (притчи) told by Jesus Christ.

1970s, the [ˌnaɪnti:n ˈsevnti:z] **семидесятые (годы)** in the Soviet Union the peak of what is now universally called as 'the period of stagnation' (период застоя). It was in those years that the hippie community, their infrastructure as well as their code emerged and took a more or less definite shape.

Serpentine, the [ˈsɜ:pəntaɪn] **Серпантин** a lake in Hyde Park in London. It's a custom for some people to swim in it on Christmas Day.

Sex Pistols, the [ˈseks ˌpɪstlz] **Секс Пистолз** one of Britain's first and most important punk bands. They exploded onto the mid-'70s pop scene with a series of totally original hit singles. Angry, rude, loud, energetic, anti-social ... they started revolutions in both music and fashion.

Shadow Cabinet, the [ˌʃædəʊ ˈkæbɪnɪt] **теневой кабинет** the Cabinet formed by the opposition party. The members of the Shadow Cabinet would probably be Cabinet ministers if their party became the Government.

Shakespeare [ˈʃeɪkspiə], **William** (1564-1616) **Уильям Шекспир** an English writer of plays, one of the most famous ever, born in Stratford-upon-Avon in England. Among the most famous of his plays are tragedies of *Romeo and Juliet*, *Hamlet*, *Othello*, *King Lear* and *Macbeth*, the historical plays *Richard III* and *Henry V*. He also wrote some very good poetry, esp. the *Sonnets*, and worked as an actor at the Globe Theatre in London. He is buried at Stratford-upon Avon, and houses connected with him and his family can be visited there.

Shaw [ʃɔ:], **George Bernard** (1856-1950) **Бернард Шоу** an Irish dramatist. He was also a critic and novelist. His plays combine comedy with political, philosophical, and polemic aspects. They include *Arms and the Man* (1894), *Pygmalion* (1913). Nobel prize winner (1925).

sheltered house [ˌʃeltəd ˈhaʊs] **приют** designed for people, esp. old people, to live fairly independently in, but with staff always available to help or look after them if necessary: sheltered housing/accommodation for the elderly/disabled.

Sinatra [sɪˈnɑ:trə], **Frank** (1915-1998) **Фрэнк Синатра** an American singer and film actor. His distinctive style of singing made him famous as a performer all over the world, and he also starred in several successful films and musicals.

skinhead [ˈskɪnhed] **скинхед** someone who cuts his hair shorter than others do. The majority of them are working class, patriotic, reggae and football fanatics, and very uninterested in politics. Most wear tight trousers and heavy boots (Doc Martens) and are usually regarded as violent and aggressive.

social security [ˌsəʊʃəl səˈkjʊərəti] (Brit.) (US **welfare**) **система социального обеспечения** the system of welfare payments to people for unemployment, illness, housing and old age pensions. The Labour government of 1945-51 created it. Payments are made by the Department of Social Security (DSS). The social

security budget is the largest in the government — it makes up one-third of all its spending. The system was reformed in 1988. One of the main changes was the introduction of the Social Fund for emergency needs, such as buying new furniture after a fire or robbery. This fund has a limited budget and some people may not get help if the fund cannot afford it. Some benefits are no longer available to sixteen- and eighteen-year-olds and this has caused difficulties for young people who cannot live at home, but cannot find a job.

social services, the [ˌsəʊʃəl 'sɜːvɪsɪz] **служба по оказанию социальной помощи** organised government services providing help and advice to the community, esp. concerning health, education, and housing.

social welfare [ˌsəʊʃəl 'welfeə] (US) (see **social security**).

social work [ˌsəʊʃəl wɜːk] **патронаж (социальная/общественно-полезная работа с благотворительными или воспитательными целями)** work done to help people in the community with special needs, e.g. because of poverty or bad housing.

social worker [ˌsəʊʃəl ,wɜːkə] **работник патронажа** a person trained to do social work.

soul music [ˈsəʊl ,mjuzɪk] **соул** a type of popular modern black American music, derived from gospel, blues and jazz, that express strong emotion.

Spielberg [ˈspiːlbɜːg], **Steven** (1946-) **Стивен Спилберг** a US film director, writer and producer. His credits include such phenomenal box-office successes as *Jaws* (1975), *Jurassic Park* (1993). He also directed *Indiana Jones and the Temple of Doom* (1984), *Hook* (1991) and totally different *Schindler's List* (1993) for which he received Academy Awards for Best Film and Best Director.

stereotype [ˈsteriətaɪp] **стереотип** (someone or something that represents) a fixed set of ideas about what a particular type of person or thing is like, which is (wrongly) believed to be true in all cases.

student card [ˌstjuːdɪnt 'kɑːd] **студенческая карта** a discount card which provides young people of 16-23 and full-time students of any age with certain discounts while travelling, visiting museums, buying clothes, etc.

subculture [ˈsʌb,kʌltʃə] **субкультура** any group within a larger complex culture who have interests that vary from those of the mainstream (or dominant) culture, often a group whose behaviour is disapproved of by most people. In a more specific sense, a subculture is a group with a distinct style and identity. Different subcultures have their own beliefs, value systems, fashion, and favourite music.

swastika [ˈswɒstɪkə] (also **swazzie**) **свастика** an ancient symbol in the form of a cross with its ends bent at right angles, used in the 20th century as a Nazi emblem.

Swift [ˈswɪft], **Jonathan** [ˈdʒɒnəθn] (1667-1745) **Джонатан Свифт** an Irish satirical writer and cleric (духовное лицо), who wrote *Gulliver's Travels* as well as many other works attacking corruption (продажность) in religion and education.

Tarkovski [tɑrˈkɔfski], **Andrei Arsenyevich** (1932-1986) **Андрей Арсеньевич Тарковский** a Soviet film director and screenwriter. His best known works are *Solyaris* (1972) (special prize of Cannes Film Festival in 1972) and *Stalker* (1980).

Taylor [ˈteɪlə], **Elizabeth** (1932-) **Элизабет Тейлор** an American film actress, born in London. She began making films at the age of ten, but is perhaps at least as well-known for her marriages, of which there have been eight.

Tchaikovsky [tʃaɪˈkɔfski], **Peter Ilyich** (1840-1893) **Петр Ильич Чайковский** a Russian composer, best known for his symphonies, operas and ballets. Among his works are *Evgeniy Onegin* (1878), *The Queen of Spades* (1887), *The Swan Lake* (1876).

techno [ˈteknəʊ] **техно** dance music played on electronic instruments, created with extensive use of studio technology for a futuristic, machine-made sound, sometimes with sampled soul vocals. The German band *Kraftwerk* (formed in 1970) is an early example.

teddy boy [ˈtedi bɔɪ] (or **teddy girl**) (also **ted**) **Тедди бой** someone who dresses in a style similar to that of the early 20th century, became popular in the 1950s. They were associated with early rock'n'roll music and were often regarded as bad or violent. Teds were called this after the coats they wore, adopted from a style that was popular in Britain during Edward VII's reign (1901-1910).

tenor [ˈtenə] **тенор** (usually a man with) a high male (мужской) singing voice.

Thames, the [temz] **Темза** river in southern England, length 338 km.

Thatcher [ˈθætʃə], **Margaret** [ˈmɑ:grət] (1925-) **Маргарет Тэтчер** the leader of the Conservative party in 1976-1990, and Prime Minister in 1979-1990. Thatcher caused strong feelings during her years of power. Many of her opponents hated her and said she was destroying the country. Her supporters loved her strong personality and the way she spoke simply and kept her beliefs even when they were unpopular. It was Thatcher's intention 'to destroy socialism'. She certainly destroyed the political power of the trade unions (профсоюзы). She privatised many of the industries nationalised by Labour governments and introduced changes into the education system and National Health Service and the system of welfare payments. (Under her, Britain had the lowest state pension and social security payments in the European Union.) Thatcher had a great impact on Britain in the final decades of the 20th century.

Titanic, the [taɪˈtænik] **Титаник** 1) a British passenger liner, supposedly unsinkable, that struck an iceberg and sank off the Grand Banks of Newfoundland on its

first voyage on 14-15 April 1912; 1,513 lives were lost. In 1985 it was located by robot submarine 4 km/2.5 ml down in an ocean canyon, preserved by the cold environment. In 1987 salvage operation began; 2) a well-known film with the same name was devoted to the catastrophe. The film was made by James Cameron and got 11 Oscars in 1998.

Twentieth Century Fox [ˌtwentɪəθ sentʃəri 'fɒks] **Двадцатый век Фокс** a US film production company, formed in 1935. The company made high-quality films and it is still a major studio. Recent successes include the *Star Wars* trilogy (1977-1983).

tyranny of distance, the [ˌtɪrəni əv 'dɪstns] **тирания расстояния** a phrase that reflects the influence of large distances of Australia on the life of the people. This phrase became popular when the book *The Tyranny of Distance* by Blaincy G. was published in New York in 1968. This book begins with the words, "Distances characterise Australia as mountains characterise Switzerland."

Ulanova [ʊ'la:nəvə], **Galina Sergeevna** (1910-1998) **Галина Сергеевна Уланова** a Soviet ballet dancer. She danced in the Bolshoi Theatre in 1944-1960.

Union Jack, the [ˌjuːnjən 'dʒæk] (also **the Union Flag**) **Юнион Джек** the national flag of the United Kingdom. It contains the intersecting crosses of three of Britain's patron saints: St George's cross, red on white, for England, St Andrew's cross, white on blue, for Scotland, and St Patrick's cross, red on white, for Ireland. The patron saint of Wales, St David, is not represented in the Union Jack.

United Nations Convention [on the Rights of the Child, the конвенция ООН по правам ребенка sets out in a number of statements called articles, the rights which all children and young people up to the age of 18 should have. The rights should apply to young people everywhere whether they live in rich or poor countries.

United Nations Organisation, the (the UN [ˌjuː 'en]) **ООН (Организация Объединенных Наций)** an international organisation to which nearly all the countries in the world belong. Its head offices are in New York City. The UN tries to make sure there is peace in the world and that all countries work together to deal with international problems.

Universal [ˌjuːnɪ'vɜːsl] **Юниверсал** a US film studio founded in 1915. In the 1970s and 1980s Universal became one of the industry's leaders with box-office hits from the producer and director Steven Spielberg such as *ET* (1982) and *Back to the Future* (1985).

US Constitution, the [ˌjuː es 'kɒnstɪ,tʃuːʃən] **Конституция США** the document which sets the basic form of government and specifies the powers and duties of each federal branch of government, with all other powers and duties belonging to the states. The first ten Constitutional Amendments (поправок) are known to-

together as the Bill of Rights (see **bill of rights**). The US Constitution was adopted in 1791.

Utopia [ju:'təʊpiə] **Утопия** an imaginary island described by Thomas More (see **More, Thomas**) in a book of the same name which appeared in 1516. He criticised the political systems of France and England and went on to describe life in Utopia, where there was a system of idealised communism and all its citizens prospered (благоденствовали) and were happy. Now an imaginary place or state of things in which everything is perfect is called *utopia*.

vandal ['vændl] **вандал** 1) a person who wilfully destroys or damages works of art, public and private property, the beauties of nature; 2) a member of a Germanic people who conquered parts of Europe in the 4th-5th centuries AD. They established kingdoms in Gaul and Spain and destroyed Rome in 455.

vandalism ['vændəlɪzəm] **вандализм** intentional and needless damage or destruction, esp. of public buildings and other public property. Behaviour characteristic of vandals.

Vasilyev [vɐ'sɪljəf], **Vladimir Victorovich** (1940-) **Владимир Викторович Васильев** a Russian ballet dancer. He was the first to perform the role of Spartak in Khachaturyan's ballet *Spartak*.

Vatican, the ['vætɪkən] **Ватикан** Pope's (Папы Римского) residence in Rome.

VCR [ˌvi: si: 'ɑ:] (**a video cassette recorder**) **видеомагнитофон**

Warner Bros ['wɔ:nə ,brɒðəz] **Уорнер Бразерз** a US film production company, founded in 1923 by Harry, Albert, Sam, and Jack Warner. It became one of the major Hollywood studios after releasing the first talking film, *The Jazz Singer* (1927).

welfare state [ˌwelfeə 'steɪt] (often **the Welfare State**) 1) **система обеспечения благосостояния граждан** a system of caring for the citizens of a country through a range of services. The WS operates in five main areas: education; social security; community care; health; housing. The services provided by the WS are divided into those looked after nationally by central government and those looked after at a local level by local authorities. At the national level the Government is responsible for the National Health Service, National Insurance and social security. The local government authority is responsible for housing, social services, education, public health and planning; 2) **государство всеобщего благосостояния** a country that has such a system.

Wells [welz], **Herbert** ['hɜ:bət] (1866-1946) **Герберт Уэллс** an English writer and social thinker whose books include *The Time Machine*, *The War of the Worlds* and *Outline of History*.

William the Conqueror [ˌwɪljəm ðə ˈkɒŋkərə] (also **William I**) (1027-1087) **Вильгельм Завоеватель** the king of England in 1066-1087. As Duke of Normandy (герцог Нормандский) (see **Normans, the**) he claimed (предъявил претензии) the English throne on the death of the childless Edward the Confessor (Эдуард Исповедник), stating that Edward had promised it to him. He invaded England and established Norman rule in England.

Woodstock [ˈwʊdstɒk] **Вудсток** a farm in New York state where the biggest rock festival took place in 1969.

woolsack, the [ˈwʊlsæk] **мешок с шерстью** the seat in the British Parliament on which the Lord Chancellor sits in the House of Lords. At present this is a large square cushion (диванная подушка) of wool, without back (спинка) or arms (подлокотники), covered with red cloth. Originally there were four sacks of wool on which the monarch's counsellor (советник) sat in medieval (средневековый) times. It was considered in medieval times that the wealth of England was based on wool.

xenophobia [ˌzɛnəˈfəʊbiə] **ксенофобия** an intense dislike or fear of foreigners or strangers.

A a

abandon [ə'bændən] *v* отказываться

ability [ə'biləti] *n* способность

able ['eɪbl] *a* 1) способный, умелый 2) **be ~ to...** мочь, быть в состоянии

abortion [ə'bo:ʃn] *n* аборт

above [ə'blʌv] *prep* 1) над 2) выше

abroad [ə'brɔ:d] *adv* за границей

absolutely ['æbsəlu:tli] *adv* совершенно

abstain [əb'steɪn] *v* воздерживаться

abuse [ə'bjʊs] *n* оскорбление

accent [ək'sent] *v* делать ударение

accept [ək'sept] *v* 1) принимать 2) допускать

acceptable [ək'septəbl] *a* подходящий

accessory [ək'sesəri] *a* добавочный, дополнительный, вспомогательный

accident ['æksɪdənt] *n* несчастный случай, авария

accommodation [ə,kɒmə'deɪʃn] *n* приют, стол и ночлег; **hotel ~** номер в гостинице

accordance [ək'kɔ:dəns] *n* 1) согласие, гармония 2) предоставление

according [ək'kɔ:dɪŋ] *adv*: ~ **to** согласно, в соответствии с

account [ə'kaʊnt] *n* счет; **take into ~** брать в расчет

accustomed [ək'kʌstəmd] *a* привыкший

ace [eɪs] *n* очко; ас

achievement [ə'tʃi:vmənt] *n* достижение

acid ['æsɪd] *n* кислота

acne ['ækni] *n* угорь, прыщ; ~ **vulgaris** обыкновенный прыщ

acquire [ək'waɪə] *v* приобретать, овладевать

acre ['eɪkə] *n* акр

across [ək'rɒs] **1.** *adv* поперек **2.** *prep* через, сквозь

act [ækt] *v* 1) действовать, поступать 2) *театр.* играть

action ['ækʃən] *n* действие

active ['æktɪv] *a* активный, энергичный

activity [æk'tɪvəti] *n* деятельность

actual ['æktʃuəl] *a* действительный

adapt [əd'æpt] *v* приспособлять

adaptation [ædæp'teɪʃn] *n* адаптация, приспособление

adapter [əd'æptə] *n* адаптер, переходное устройство

add [æd] *v* прибавлять, присоединять; ~ **up** складывать, подсчитывать

addiction [əd'ɪkʃn] *n* привыкание

additional [əd'dɪʃnəl] *a* дополнительный

administration [əd,mɪnɪ'streɪʃn] *n* 1) администрация 2) правительство 3) министерство

admiration [ˌædmə'reɪʃn] *n* восхищение

admit [əd'mɪt] *v* допускать, принимать

adolescence [ˌædə'lesns] *n* юность

adopt [əd'ɒpt] *v* 1) усыновлять 2) принимать

adore [ə'dɔ:ə] *v* обожать, поклоняться

adult ['ædʌlt] *n* взрослый

advance [əd'vɑ:ns] **1.** *n* продвижение вперед; **in ~** заранее **2.** *v* продвигаться

advantage [əd'vɑ:ntɪdʒ] *n* преимущество

adventure [əd'ventʃə] *n* приключение

advertise ['ædvətaɪz] *v* рекламировать

advertisement [əd'vɜ:tɪsmənt] *n* реклама

advice [əd'vaɪs] *n* совет

advise [əd'vaɪz] *v* советовать

advisor [əd'vaɪzə] *n* советник, консультант

affair [ə'feə] *n* дело

affect [ə'fekt] *v* влиять

affirmative [ə'fɜ:mətɪv] *a* утвердительный

afford [ə'fɔ:d] *v* иметь возможность, быть в состоянии сделать, позволить себе

afraid [ə'freɪd] *a* испуганный

afterwards ['ɑ:ftəwədz] *adv* впоследствии

again [ə'geɪn] *adv* снова, опять

against [ə'geɪnst] *prep* против

age [eɪdʒ] *n* 1) возраст 2) век

agency ['eɪdʒənsɪ] *n* агентство

agenda [ə'dʒendə] *n* повестка дня

agent ['eɪdʒənt] *n* агент, представитель

aggressive [ə'ɡresɪv] *a* агрессивный

aggressiveness [ə'ɡresɪvnis] *n* агрессивность

ago [ə'ɡəʊ] *adv* тому назад

agreement [ə'ɡri:mənt] *n* 1) (взаимное) согласие 2) договор, соглашение

agricultural [ˌægrɪ'kʌltʃrəl] *a* сельскохозяйственный

ahead [ə'hed] *adv* вперед

aim [eɪm] **1.** *n* цель **2.** *v* стремиться

air [eə] *n* воздух, атмосфера

aircraft ['eəkra:ft] *n* самолет

alarm [ə'lɑ:m] *n* 1) сигнал тревоги 2) страх

ale [eɪl] *n* пиво

alike [ə'laɪk] **1.** *a* одинаковый, похожий
2. *adv* точно так же, подобно, одинаково

alive [ə'laɪv] *a* живой

alligator ['ælɪgətə] *n* аллигатор

allocate ['æləkert] **1.** *n* ассигнование, дотация
2. *v* распределять, ассигновать

allow [ə'laʊ] *v* позволять, разрешать

allowance [ə'laʊəns] *n* денежное пособие

almost ['ɔ:lməʊst] *adv* почти, едва не

alone [ə'ləʊn] *a predic* 1) один, одинокий
2) сам, без посторонней помощи

along [ə'lɒŋ] *adv* дальше, вперед

aloud [ə'laʊd] *adv* громко, вслух

also ['ɔ:lsəʊ] *adv* тоже, также

although [ɔ:l'dəʊ] *conj* хотя, если бы даже

amazing [ə'meɪzɪŋ] *a* удивительный

ambassador [æm'bæsədə] *n* посол

ambition [æm'bɪʃn] *n* 1) честолюбие 2) цель

ambitious [æm'bɪʃəs] *a* честолюбивый

ammunition [æmjʊ'nɪʃn] *n* боеприпасы, снаряжение

among [ə'mɒŋ] *prep* среди, между, из

amount [ə'maʊnt] *n* количество

analogy [ə'nælədʒɪ] *n* аналогия, сходство

angry ['æŋɡrɪ] *a* сердитый, гневный

animalism ['ænɪməlɪzəm] *n* 1) анимализм
2) сатир. система взглядов и уклад в стране, где правят животные

announce [ə'naʊns] *v* объявлять, заявлять

annual ['ænjuəl] *a* ежегодный

another [ə'nʌðə] *pron* другой

antibiotic [æntɪbaɪ'ɒtɪk] *n* антибиотик; **be on ~s** принимать антибиотики

anticipate [æn'tɪsɪpeɪt] *v* предвидеть

anyway ['eniweɪ] *adv* во всяком случае

anywhere ['eniweə] *adv* везде, всюду

Apache [ə'rætʃɪ] *n* апач (индеец племени апачей)

apart [ə'pɑ:t] *adv* в отдалении, в стороне

apparatus [æpə'reɪtəs] *n* (*pl* без изменений) прибор, инструмент, аппарат

appeal [ə'pi:l] *v* обращаться, взывать

appear [ə'piə] *v* показываться, появляться

appearance [ə'piərəns] *n* вид, наружность

appliance [ə'plaiəns] *n* 1) приспособление, устройство 2) бытовой электроприбор

appliqué [ə'pli:kɛɪ] *n* аппликация

apply [ə'plai] *v* 1) обращаться 2) применять

appoint [ə'pɔɪnt] *v* назначать, утверждать

appointment [ə'pɔɪntmənt] *n* назначение, должность; **make an ~** записаться на прием

appreciate [ə'pri:ʃeɪt] *v* ценить, оценивать по достоинству, понимать ценность

appropriate [ə'prəʊpɪət] *a* 1) подходящий, соответствующий 2) свойственный

approve [ə'pru:v] *v* одобрять

arc [ɑ:k] *n* арка, свод, изгиб

architect ['ɑ:kɪtekt] *n* архитектор

area ['eəriə] *n* 1) площадь, пространство 2) район, зона, край, область

argue ['ɑ:gju:] *v* спорить

argument ['ɑ:gjumənt] *n* 1) доказательство, аргумент 2) ссора

arise [ə'raɪz] *v* (**arose, arisen**) возникать, появляться

aristocratic [æɪrɪstə'krætɪk] *a* аристократический

around [ə'raʊnd] **1.** *adv* кругом, вокруг
2. *prep* вокруг, по

arrival [ə'raɪvl] *n* приезд, прибытие

arrive [ə'raɪv] *v* прибывать, приезжать

arrow ['ærəʊ] *n* стрела

art [ɑ:t] *n* искусство; **Academy of Arts** Академия художеств

article ['ɑ:tɪkl] *n* статья

artifice ['ɑ:tɪfɪs] *n* изобретение, выдумка

artificial [æ'tɪʃɪʃl] *a* искусственный

artist ['ɑ:tɪst] *n* художник

as [æz] *adv* как; **as... as...** так же... как; **as well** также

aside [ə'saɪd] *adv* в сторону, в стороне

assemble [ə'sembəl] *v* 1) созывать, собирать 2) собираться

assembly [ə'sembli] *n* собрание

assent [ə'sent] *n* 1) согласие 2) разрешение, санкция

assessment [ə'sesmənt] *n* оценка

assistance [ə'sɪstəns] *n* помощь, содействие

assistant [ə'sɪstənt] *n* помощник, ассистент

associate [ə'səʊʃeɪt] *v* связываться, ассоциироваться

association [ə,səʊʃɪ'eɪʃn] *n* общество, ассоциация, объединение

assure [ə'ʃʊ:] *v* уверять, заверять

astonishing [ə'stɒnɪʃɪŋ] *a* изумительный
atmosphere ['ætməsfiə] *n* обстановка, атмосфера
attendant [ə'tendənt] *n* сопровождающее лицо, спутник
attention [ə'tenʃn] *n* внимание
attitude ['ætɪtju:d] *n* отношение
attract [ə'trækt] *v* привлекать
attraction [ə'trækʃn] *n* привлекательность
attractive [ə'træktɪv] *a* привлекательный
audience ['ɔ:diəns] *n* публика, зрители
audio ['ɔ:diəʊ] *a* слуховой, звуковой
audition [ɔ:'dɪʃn] *v* устраивать пробу, прослушивать
author ['ɔ:θə] *n* автор
authority [ɔ:'θɒrəti] *n* власть
automatic [ˌɔ:tə'mætɪk] *a* автоматический
automobile ['ɔ:təməubi:l] *n* автомобиль
auxiliary [ɔ:g'zɪliəri] *a* вспомогательный
available [ə'veɪləbl] *a* доступный
average ['ævərɪdʒ] *a* 1) средний 2) обычный
avoid [ə'vɔɪd] *v* избегать
awareness [ə'weənəs] *n* осознание
away [ə'weɪ] *adv* прочь
awful ['ɔ:fl] *a* разг. ужасный

B b

background ['bækgraʊnd] *n* происхождение
backstage [ˌbæk'steɪdʒ] 1. *a* закулисный, тайный 2. *adv* за кулисами
bacterial [bæk'tɪəriəl] *a* бактериальный
bad [bæd] *a* (**worse, worst**) плохой, дурной
bake [beɪk] *v* печь(ся)
balance ['bæləns] 1. *n* равновесие, баланс 2. *v* балансировать
ballet ['bæleɪ] *n* балет
balloon [bə'lu:n] *n* воздушный шар
ballot ['bælət] 1. *n* избирательный бюллетень 2. *v* проводить голосование
ballpoint pen ['bɔ:lprɔɪnt pen] *n* шариковая авторучка
ballroom ['bɔ:lru:m] *n* бальный, танцевальный зал
band [bænd] *n* оркестр
bandage ['bændɪdʒ] *n* бинт, повязка
bank [bæŋk] *n* банк
bar [bɑ:] *n* 1) брусок; ~ **of chocolate** плитка шоколада 2) муз. тактовая черта; такт

bare [beə] *a* голый, обнаженный
baron ['bærən] *n* барон
base [beɪs] *v* (**on**) базировать, основывать
basic ['beɪsɪk] *a* основной
basis ['beɪsɪs] *n* (*pl* **bases** [-sɪz]) основание
battery ['bætəri] *n* батарея
battle ['bætl] *n* битва
beach [bi:tʃ] *n* пляж, морской берег
bean [bi:n] *n* боб
beat [bi:t] *n* 1) ритм, размер 2) такт
beauty ['bjuti] *n* красота
because [bi'kɒz] *conj* потому что, так как
become [bi'kʌm] *v* (**became, become**) делаться, становиться
bedsitter [ˌbed'sɪtə] *n* разг. ночлежка
beer [biə] *n* пиво
before [br'fɔ:] 1. *adv* раньше, прежде 2. *prep* перед
beg [beg] *v* просить, умолять
begin [br'ɡɪn] *v* (**began, begun**) начинать(ся)
behave [br'heɪv] *v* поступать, вести себя
behaviour [br'heɪvjə] *n* поведение, манеры; **AE behavior**
behind [br'haɪnd] *adv* сзади
belief [br'li:f] *n* 1) вера 2) убеждение
believe [br'li:v] *v* верить
belle [bel] *n* устар. красавица
belong [br'lɒŋ] *v* (**to**) принадлежать
belongings [br'lɒŋɪŋz] *n* *pl* принадлежности, вещи
below [br'ləʊ] 1. *adv* внизу 2. *prep* ниже, под
bend [bend] *v* (**bent**) гнуть(ся)
benefit ['benɪfɪt] *n* 1) выгода, польза, прибыль 2) пенсия, пособие
bequest [br'kwɛst] *n* завещательный отказ недвижимости
besides [br'saɪdz] *adv* кроме того
between [br'twi:n] *prep* между
bhangra ['bæŋgrə] *n* бхангра (язык в Индии)
bike [baɪk] *n* сокр. разг. от **bicycle** велосипед
biker ['baɪkə] *n* байкер
bill [bɪl] *n* 1) законопроект 2) счет
billion ['bɪljən] *num* 1) миллиард 2) **AE** миллиард
bird [bɜ:d] *n* птица

Biro (pen) ['baɪəreɪtʃ] *n* шариковая ручка (*торговая марка*)

birth [bɜːθ] *n* рождение

bit [bɪt] *n* кусочек; частица; **a** ~ немного

black [blæk] *a* черный, темный, мрачный

blade [bleɪd] *n* лезвие

blame [bleɪm] *v* порицать, считать виновным

blank [blæŋk] *n* 1) пустое, свободное место 2) АЕ бланк

blanket ['blæŋkɪt] *a* общий, полный, всеобъемлющий

blazer ['bleɪzə] *n* яркая (фланелевая) спортивная куртка

blind [blaɪnd] *a* слепой; ~ **date** АЕ *разг.* свидание с незнакомым человеком

blueprint ['bluːprɪnt] *n* 1) светокопия 2) проект, план

board [bɔːd] *n* 1) доска 2) борт (*самолета, корабля и т. п.*)

boat [bəʊt] *n* лодка, корабль

body ['bɒdi] *n* тело

bone [bəʊn] *n* кость

bonehead ['bəʊnhed] *n* *разг.* бритоголовый

boo [buː] *int.* восклицание неодобрения

boom [buːm] *n* бум, резкий подъем деловой активности

boot [buːt] *n* 1) ботинок, сапог 2) *pl спорт.* ботсы

bore [bɔː] *n* скучное занятие, скука

bored [bɔːd] *a* скучающий

boredom ['bɔːdəm] *n* скука

boring ['bɔːɪŋ] *a* надоедливый, скучный

born [bɔːn] *past participle* от **bear**; **be** ~ родиться

borrow ['bɒrəʊ] *v* занимать, брать на время

bossy ['bɒsi] *a* надменный

both [bəʊθ] *pron* оба

bother ['bɒðə] **1.** *n* беспокойство, хлопоты **2.** *v* надоедать, беспокоить

boundary ['baʊndəri] *n* граница

bout [baʊt] *n* приступ; ~ **of Lassa fever** приступ тропической лихорадки; ~ **of tonsillitis** воспаление миндалин

bracket ['brækɪt] *n* скобка

branch [brɑːntʃ] *n* ветвь

brave [breɪv] *a* храбрый, смелый

breadline ['bredlaɪn] *n* очередь безработных за бесплатным питанием

break [breɪk] *v* (**broke, broken**) ломать; ~ **away** убежать, вырваться; ~ **down** 1) разбивать 2) разрушаться

brick [brɪk] *n* кирпич

bride [braɪd] *n* невеста

bridge [brɪdʒ] *v* 1) наводить мост 2) преодолевать препятствие

brief [brɪf] *a* краткий, сжатый; лаконичный

bright [braɪt] *a* 1) яркий 2) смывленный

brighten ['braɪtn] *v* улучшать

brilliant ['brɪljənt] *a* блестящий

bring [brɪŋ] *v* (**brought**) приносить

brotherhood ['brʌðərhʊd] *n* братство

brown [braʊn] **1.** *a* коричневый **2.** *v* поджаривать, подрумянивать

brush [brʌʃ] *v* чистить щеткой

bubble ['bʌbl] *n* пузырь

bucket ['bʌkɪt] *n* ведро

budge [bʌdʒ] *v* (*в отриц. предл.*) шевелиться

budget ['bʌdʒɪt] *n* бюджет

build [bɪld] *v* (**built**) строить

bulb [bʌlb] *n* электрическая лампа

bunch [bʌntʃ] *n* *разг.* группа, компания

burden ['bɜːdn] *n* 1) ноша, тяжесть 2) бремя, обуза

bureau ['bjʊərəʊ] *n* (*pl bureaux* [-rɔːz]) бюро

burn [bɜːn] *v* (**burnt**) жечь, гореть

bush [bʊʃ] *n* 1) куст 2) большие пространства некультивируемой земли 3) чаща

buy [baɪ] *v* (**bought**) покупать

С с

cabinet ['kæbɪnət] *n* кабинет министров

calculate ['kælkjuleɪt] *v* вычислять, подсчитывать

calculation [ˌkælkjuːleɪʃn] *n* вычисление

calculator ['kælkjuleɪtə] *n* калькулятор

call [kɔːl] **1.** *n* звонок по телефону **2.** *v* 1) (по)звать, окликать 2) звонить по телефону 3) звать; ~ **out** называть (*по списку*)

calm [kɑːm] *a* спокойный, тихий, мирный

camera ['kæməɪə] *n* фотоаппарат

camp [kæmp] *n* лагерь

campaign [kæmˈpeɪn] *n* кампания

can [kæn] *n* жестяная коробка, банка

cancer ['kænsə] *n* *мед.* рак

canyon ['kænjən] *n* каньон, глубокое ущелье

capacity [kə'pæsəti] *n* способность
capital ['kæpɪtl] *n* столица
caption ['kæpʃn] *n* заголовок (статьи, главы)
capture ['kæptʃə] *v* захватывать, брать в плен
carbon ['kɑ:bən] *n* хим. углерод
card [kɑ:d] *n* 1) билет 2) карточка
care [keə] **1.** *n* забота, попечение; **take ~ of** заботиться о **2.** *v* (**for, of, about**) заботиться
career [kə'piə] *n* карьера
careful ['keəfl] *a* 1) заботливый 2) осторожный 3) точный, аккуратный
carpet ['kɑ:pɪt] *n* ковер
carry ['kæri] *v* 1) везти 2) нести; ~ **out** выполнять
cartoon [kɑ:'tu:n] *n* мультфильм
cash [kæʃ] *n* деньги
cassette [kə'set] *n* кассета
cast [kɑ:st] *v* (**cast**) распределять (роли)
catalog(ue) ['kætələʒ] *n* каталог
catastrophe [kə'tæstrəfi] *n* катастрофа
catch [kætʃ] *v* (**caught**) ловить, схватывать
categorical [,kætə'gɒrɪkl] *a* 1) категоричный 2) решительный
category ['kætəgəri] *n* категория; разряд
cause [kɔ:z] **1.** *n* причина **2.** *v* быть причиной
cautious ['kɔ:ʃəs] *a* осторожный, предусмотрительный
cavort [kə'vɔ:t] *v* разг. прыгать, скакать
CD [ˌsi:'di:] *n* компакт-диск
celebrate ['seləbreɪt] *v* праздновать
cell [sel] *n* электрическая батарейка
Celsius ['selsɪəs] *n* термометр Цельсия
Celtic ['keltɪk, 'seltɪk] *a* кельтский
cent [sent] *n* цент
centre ['sentə] **1.** *n* центр, середина **2.** *v* помещать(ся) в центре
century ['sentʃəri] *n* век
ceremonial [ˌserɪ'məʊniəl] *a* формальный, официальный
certain ['sɜ:tn] *a* 1) *attr* определенный; один, некий, некоторый 2) *predic* уверенный
chain [tʃeɪn] *n* цепь; цепочка
chairman ['tʃeəmən] *n* (*pl* **chairmen**) председатель
challenge ['tʃælɪndʒ] *v* 1) вызывать, бросать вызов 2) подвергать сомнению

chamber ['tʃeɪmbə] *n* палата
champagne [ʃæm'peɪn] *n* шампанское
chance [tʃɑ:ns] *n* 1) случай 2) шанс
chancellor ['tʃɑ:nsələ] *n* канцлер
change [tʃeɪndʒ] **1.** *n* изменение, перемена **2.** *v* менять(ся), изменять(ся)
channel ['tʃænl] *n* пролив
chaos ['keɪs] *n* хаос
chaperone ['ʃæpərəʊn] *v* сопровождать
character ['kærɪktə] *n* 1) характер 2) тип, персонаж
characterise ['kærɪktəraɪz] *v* характеризовать
characteristic [ˌkærɪktə'rɪstɪk] **1.** *a* (**of**) характерный **2.** *n* характерная черта
charge [tʃɑ:ʒ] *n* забота; **free of ~** бесплатный; **in ~ of** в ответе за что-л.
charity ['tʃærɪti] *n* благотворительность
chart [tʃɑ:t] *n* таблица; схема
cheap [tʃi:p] *a* дешевый
check [tʃek] **1.** *n* контроль, проверка **2.** *v* проверять, контролировать
cheer [tʃiə] *v* приветствовать громкими возгласами; ~ **up** подбадривать, утешать
cheerful ['tʃiəfl] *a* бодрый, веселый
chemical ['kemɪkl] *a* химический
cheque [tʃek] *n* банковский чек
cherry ['tʃeri] *n* вишня
chess [tʃes] *n* шахматы
chew [tʃu:] *v* жевать
childhood ['tʃaɪldhʊd] *n* детство
childish ['tʃaɪldɪʃ] *a* детский, ребяческий
chimney ['tʃɪmni] *n* труба
chocolate ['tʃɒklɪt] *n* шоколад
choice [tʃɔɪs] *n* выбор
choose [tʃu:z] *v* (**chose, chosen**) 1) выбирать 2) предпочитать
chore [tʃɔ:] *n* домашняя работа
Christ [kraɪst] *n* Христос; **for ~ sake** ради Бога
church [tʃɜ:tʃ] *n* церковь
cigarette [ˌsɪgə'ret] *n* папироса, сигарета
cinematography [ˌsɪnɪmə'tɒɡrəfi] *n* кинематография
circle ['sɜ:kl] *n* 1) круг 2) группа
circumstance ['sɜ:kəmstæns] *n* обстоятельство, случай; **under ~s** при обстоятельствах

citizen ['sɪtɪzn] *n* гражданин
citizenship ['sɪtɪznʃɪp] *n* гражданство
civil ['sɪvəl] *a* гражданский
claim [kleɪm] *v* требовать
clan [klæn] *n* клан, род
clash [klæʃ] *v* сталкиваться, стукаться
classify ['klæsɪfaɪ] *v* классифицировать
clear [klɪə] *a* 1) ясный 2) прозрачный
clerk [klɑ:k] *n* клерк, чиновник
clever ['klevə] *a* 1) умный 2) способный
climate ['klaɪmɪt] *n* климат
climatic [klaɪ'mætɪk] *a* климатический
climb [klaɪm] *v* взбираться, карабкаться
clock [klɒk] *n* часы (стенные, настольные)
clone [kləʊn] *v* клонировать
close 1. *v* [kləʊz] закрывать 2. *a* [kləʊs] 1) близкий 2) тесный
cloth [klɒθ] *n* ткань, сукно
clothes [kləʊðz] *n pl* одежда
clumsy ['klʌmzi] *a* неуклюжий
coach potato [ˌkəʊtʃ ɹə'teɪtəʊ] *n* лентяй
coalition [ˌkəʊʃən] *n* коалиция, союз
coast [kəʊst] *n* морской берег, побережье
coat [kəʊt] *v* покрывать (слоем чего-л.)
cocaine [kəʊ'keɪn] *n* кокаин
cold [kəʊld] *a* холодный
collage [kɒ'lɑ:ʒ] *n* коллаж
collect [kə'lekt] *v* собирать
collective [kə'lektɪv] *a* коллективный
college ['kɒlɪdʒ] *n* колледж
colloquial [kə'lɒkwɪəl] *a* разговорный
colony ['kɒləni] *n* колония
colossal [kə'lɒsl] *a* колоссальный, грандиозный
colour ['kʌlə] *n* цвет
colourful ['kʌləfl] *a* красочный, яркий
column ['kɒləm] *n* 1) столбик 2) графа
comb [kəʊm] *v* расчесывать
combine [kəm'baɪn] *v* 1) объединять(ся) 2) комбинировать, сочетать(ся)
combustible [kəm'bʌstəbl] *a* горючий
come [kʌm] *v* (**came, come**) приходить, подходить; ~ **round** заходить к кому-л.; ~ **up** выступать
comfort ['kʌmfət] *n* 1) утешение 2) покой 3) комфорт
comfortable ['kʌmfɪəbl] *a* удобный, комфортабельный, уютный

command [kə'mɑ:nd] *n* 1) команда, приказ 2) командование
commandment [kə'mɑ:ndmənt] *n* заповедь
comment ['kɒment] 1. *n* комментарий 2. *v* (**on, upon**) комментировать что-л.
commercial [kə'mɜ:ʃɪl] 1. *a* торговый, коммерческий 2. *n* разг. радио- или телереклама
commercialisation [kə,mɜ:ʃəlaɪ'zeɪʃn] *n* коммерциализация
commit [kə'mɪt] *v*: ~ **suicide** покончить жизнь самоубийством
committee [kə'mɪtɪ] *n* комитет
common ['kɒmən] 1. *a* обычный, обыкновенный 2. *n*: **in** ~ совместно
commonplace ['kɒmənpleɪs] 1. *n* общее место, банальность 2. *a* банальный
Commonwealth ['kɒmənwelθ] *n* содружество
communalism ['kɒmjʊnəlɪzəm] *n* общинность, коллективность, коммунизм
communication [kə,mju:ni'keɪʃn] *n* 1) передача, сообщение 2) общение
community [kə'mju:nəti] *n* 1) община, общество 2) местность
compact 1. *n* ['kɒmprækt] соглашение 2. *a* [kəm'prækt] компактный
company ['kʌmpəni] *n* компания, общество
compare [kəm'preə] *v* сравнивать
comparison [kəm'pærɪsn] *n* сравнение
compensation [ˌkɒmpən'seɪʃn] *n* возмещение, компенсация
competition [ˌkɒmpɪ'tɪʃn] *n* соревнование
complain [kəm'pleɪn] *v* жаловаться
complaint [kəm'pleɪnt] *n* жалоба
complete [kəm'pli:t] *v* заканчивать, завершать
completely [kəm'pli:tli] *adv* совершенно, полностью
complex ['kɒmpleks] *a* 1) сложный, составной 2) трудный
complicated ['kɒmplɪkeɪtɪd] *a* запутанный, сложный
comprehension [ˌkɒmpri'henʃn] *n* понимание
compromise ['kɒmprəmaɪz] 1. *n* компромисс 2. *v* пойти на компромисс
compulsory [kəm'pʌlsəri] *a* обязательный
comrade ['kɒmri:d] *n* товарищ, компаньон
con [kən, kɒn] *n* (сокр. от **contra**): **the pros and ~s** за и против

concentration [ˌkɒnsən'treɪʃn] *n* концентрация, сосредоточение

concern [kən'sɜ:n] *v* 1) касаться, иметь отношение 2) заботиться, беспокоиться

concerned [kən'sɜ:nd] *a* 1) занятый (*чем-л.*), имеющий отношение к чему-л. 2) озабоченный

concerning [kən'sɜ:nɪŋ] *prep* о, относительно, касательно

concert ['kɒnsət] *n* концерт

conclusion [kən'klu:ʒn] *n* заключение

condition [kən'dɪʃn] *n* условие

confirm [kən'fɜ:m] *v* подтверждать

conform [kən'fɔ:m] *v* подчиняться

conformity [kən'fɔ:mɪtɪ] *n* подчинение

confuse [kən'fju:z] *v* 1) смущать, приводить в замешательство 2) смешивать, спутывать

confusing [kən'fju:zɪŋ] *a* запутывающий

Congress ['kɒŋgres] *n* АЕ Конгресс

conquer ['kɒŋkə] *v* завоевывать

conscious ['kɒnfəs] *a* 1) осознающий, понимающий 2) осязающий

consequence ['kɒnsɪkwəns] *n* следствие

conservationist [ˌkɒnsə'veɪʃnɪst] *n* человек, охраняющий природу

conservative [kən'sɜ:vətɪv] *a* 1) консервативный 2) умеренный

consider [kən'sɪdə] *v* 1) обдумывать, обсуждать 2) полагать

considerable [kən'sɪdrəbl] *a* 1) значительный, большой 2) важный

consideration [kən,sɪdə'reɪʃn] *n* 1) рассмотрение 2) соображение; **take into** ~ принять во внимание

consist [kən'sɪst] *v* состоять (**of** из)

consistent [kən'sɪstənt] *a* 1) совместимый, согласующийся 2) последовательный

consolidation [kən,sɒlɪ'deɪʃn] *n* объединение, консолидация

constantly ['kɒnstəntli] *adv* постоянно

construction [kən'strʌkʃn] *n* строительство

consult [kən'sʌlt] *v* советоваться

contact ['kɒntækt] *n* контакт

contain [kən'teɪn] *v* содержать в себе

contemporary [kən'tempərən] **1.** *n* 1) современник 2) сверстник **2.** *a* современный

context ['kɒntekst] *n* 1) контекст 2) ситуация

continent ['kɒntɪnənt] *n* материк, континент

continue [kən'tɪnju:] *v* продолжать(ся)

contradict [ˌkɒntrə'dɪkt] *v* противоречить, возражать

contrary ['kɒntrəri] *a* противоположный; **on the** ~ наоборот

contrast ['kɒntrɑ:st] *n* противоположность

contribution [ˌkɒntrɪ'bju:ʃn] *n* взнос, пожертвование

contributory [kən'trɪbjʊtəri] *a* делающий пожертвование, взнос

control [kən'trəʊl] *v* контролировать

convenience [kən'vi:niəns] *n* удобство

convention [kən'venʃn] *n* соглашение

conversation [ˌkɒnvə'seɪʃn] *n* разговор, беседа

convertible [kən'vɜ:tɪbl] **1.** *n* автомобиль с откидным верхом **2.** *a* обратимый, превращаемый

convince [kən'vɪns] *v* убеждать, уверять

cook [kʊk] *v* готовить, варить

cool [ku:l] **1.** *a* 1) прохладный, свежий 2) спокойный, невозмутимый 3) *разг.* классный **2.** *v*: ~ **off** успокаиваться, остывать

cooperate [kəʊ'ɒpəreɪt] *v* сотрудничать

cooperation [kəʊ,ɒpə'reɪʃn] *n* сотрудничество

cooperative [kəʊ'ɒpərətɪv] *a* совместный, объединенный

coordinate [kəʊ'ɔ:dɪneɪt] *v* координировать

cope [kəʊp] *v* справиться

copy ['kɒpi] *v* переписывать; копировать

cordless ['kɔ:dləs] *a* без провода

core [kɔ:] *n* сердцевина, ядро

corn [kɔ:n] *n* 1) зерно 2) АЕ кукуруза, маис

corner ['kɔ:nə] *n* угол

correct [kə'rekt] **1.** *a* правильный, точный **2.** *v* исправлять

correspond [ˌkɒrɪ'spɒnd] *v* соответствовать

corruption [kə'rʌpʃn] *n* продажность, коррупция

cost [kɒst] **1.** *n* цена, стоимость **2.** *v* (**cost**) стоить

couch [kaʊtʃ] *n* кушетка

council ['kaʊnsɪl] *n* совет

counterpart ['kaʊntəpɑ:t] *n* 1) двойник 2) копия

countryside ['kʌntrisaɪd] *n* сельская местность

couple ['kʌpl] *n* пара

courageous [kə'reɪdʒəs] *a* смелый, отважный

course [kɔ:s] *n*: **of** ~ конечно

court [kɔ:t] *n* суд; **Supreme C.** Верховный Суд

cover ['kʌvə] **1.** *n* 1) обложка 2) покрывало
2. *v* покрывать, закрывать

cowboy ['kaʊbɔɪ] *n* АЕ ковбой

crack [kræk] *n* 1) треск 2) трещина

cracker ['krækə] *n* разг. взломщик компьютерных сетей

crash [kræʃ] *v* 1) падать, валиться 2) потерпеть аварию

crazy ['kreɪzi] *a* сумасшедший; разг. помешанный на чем-л.

creamy ['kri:mɪ] *a* 1) сливочный 2) кремовый

create [kri'eɪt] *v* творить, создавать

creation [kri'eɪʃn] *n* 1) соиздание 2) создание, творение

credit ['kredit] *n* 1) вера, доверие 2) кредит

crew [kru:] *n* экипаж, команда

crime [kraɪm] *n* преступление

criminal ['krɪmɪnl] **1.** *a* преступный **2.** *n* преступник

criminal trial ['krɪmɪnl ,traɪəl] *n* суд по уголовным делам

criticise ['krɪtɪsaɪz] *v* критиковать

cross [krɒs] *n* крест

crosstalk ['krɒstɔ:k] *n* 1) помеха, вмешательство в телефонный разговор 2) вопрос-ответ

crowd [kraʊd] **1.** *n* толпа **2.** *v* толпиться

cruel ['kru:əl] *a* жестокий

cruelty ['kru:əltɪ] *n* жестокость

crush [krʌʃ] **1.** *n* раздавливание, дробление
2. *v* 1) давить, дробить 2) уничтожать

cry [kraɪ] *v* 1) кричать 2) плакать

cucumber ['kju:kʌmbə] *n* огурец

cunning ['kʌnɪŋ] *a* коварный, хитрый

cure [kjʊə] *n* 1) лекарство 2) лечение 3) излечение

curfew ['kɜ:fju:] *n* воен. комендантский час

curiosity [,kjʊə'ɪɒsəti] *n* любопытство

customer ['kʌstəmə] *n* покупатель, клиент

customs ['kʌstəmz] *n* *pl* таможня

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

cute [kjʊ:t] *a* 1) умный, сообразительный 2) привлекательный

cycle ['saɪkl] *n* разг. (сокр. от **bicycle**) велосипед

cyclone ['saɪkləʊn] *n* циклон

D d

daily ['deɪli] *a* ежедневный

dain [deɪn] *n* разг. зловоние

damage ['dæmɪdʒ] *v* вредить, портить

dance [dɑ:ns] **1.** *n* танец **2.** *v* танцевать

danger ['deɪndʒə] *n* 1) опасность 2) угроза

dangerous ['deɪndʒərəs] *a* опасный

dark [dɑ:k] *a* темный

date [deɪt] **1.** *n* 1) дата, число; **up to** ~ стоящий на уровне современных требований; современный 2) разг. свидание; тот, кому назначают свидание **2.** *v* 1) датировать 2) АЕ разг. назначать свидание

day [deɪ] *n* день, сутки; ~ **off** выходной день

daylight ['deɪlaɪt] *n* дневной свет

day-to-day [,deɪtə'deɪ] *a* повседневный

dead [ded] **1.** *a* мертвый **2.** *adv* эмоц.-усил. до смерти, крайне; ~ **happy** очень счастливый

deal [di:l] **1.** *n* количество; **a great (a good)** ~ **of** много **2.** *v* (**dealt**) 1) распределять 2) (**in, with**) заниматься (чем-л.)

dear [dɪə] *a* дорогой, милый, любезный

death [deθ] *n* смерть

debate [dɪ'beɪt] **1.** *n* дискуссия **2.** *v* обсуждать

deceitful [dɪ'si:ftl] *a* 1) лживый, предательский 2) обманчивый

decide [dɪ'saɪd] *v* решать

decision [dɪ'sɪʒn] *n* решение

decker ['dekə] *n* палубное судно

declare [dɪ'kleə] *v* заявлять, провозглашать

decode [,di:'kəʊd] *v* расшифровывать

decoration [,dekə'reɪʃn] *n* украшение

decorative ['dekrətɪv] *a* декоративный

deduction [dɪ'dʌkʃn] *n* 1) удержание 2) скидка

deejay ['di:ʃeɪ] *n* диктор, ведущий программу, составленную из звукозаписей

deep [di:p] *a* 1) глубокий 2) серьезный
defence [di'fens] *n* оборона, защита
defend [di'fend] *v* оборонять(ся)
defendant [di'fendənt] *n* *юр.* ответчик, подсудимый
define [di'fain] *v* 1) определять 2) характеризовать
definitely ['defnətli] *adv* определенно, ясно, несомненно
definition [ˌdefə'nɪʃn] *n* определение
defrost [ˌdi:'frɒst] *v* размораживать, таять
defy [di'fai] *v* 1) вызывать, бросать вызов 2) пренебрегать
degree [di'ɡri:] *n* степень
deliver [di'livə] *v* 1) передавать, вручать 2) доставлять (*почту, товары*)
delivery [di'livri] *n* доставка, разноска
delve [delv] *v* погружаться в изучение
demand [di'mɑ:nd] *v* требовать
demonstrate ['demənstreit] *v* демонстрировать, показывать
demonstration [ˌdemən'streɪʃn] *n* 1) демонстрация, манифестация 2) доказательство
denote [di'nəʊt] *v* 1) указывать, показывать 2) обозначать
department [di'pɑ:tmənt] *n* отдел
depend [di'pend] *v* (**on, upon**) зависеть от
dependence [di'pendəns] *n* зависимость
dependent [di'pendənt] *a* зависимый, обусловленный
depict [di'pɪkt] *v* рисовать, изображать
depressed [di'prest] *a* угнетенный, унылый
deputy ['depju:ti] *n* депутат
descendant [di'sendənt] *a* происходящий, ведущий свое происхождение
describe [di'skraɪb] *v* описывать, изображать
description [di'skri:pʃn] *n* описание
desert ['dezət] *n* пустыня
design [di'zain] **1.** *n* проект, план, набросок **2.** *v* конструировать, составлять
desire [di'zaɪə] **1.** *n* сильное желание **2.** *v* желать, хотеть
desk [desk] *n* 1) письменный стол 2) парта
despite [di'spaɪt] *prep* несмотря на
destroy [di'strɔɪ] *v* уничтожать, разрушать
detail ['di:teɪl] *n* подробность, деталь
detect [di'tekt] *v* обнаруживать, открывать

detective [di'tektɪv] **1.** *n* сыщик, детектив **2.** *a* детективный
detention [di'tenʃn] *n* *школ.* оставление после уроков в качестве наказания
develop [di'veləp] *v* развивать(ся), совершенствовать
development [di'veləpmənt] *n* развитие
device [di'vaɪs] *n* устройство, приспособление
devil ['devl] *n* дьявол, бес
devote [di'vəʊt] *v* посвящать, уделять
diagnose ['daɪəgnəʊz] *v* *мед.* ставить диагноз
diagnosis [ˌdaɪəg'nəʊsɪs] *n* (*pl* **diagnoses** [-i:z]) диагноз
dial ['daɪəl] *v* набирать номер
diary ['daɪəri] *n* дневник
die [daɪ] *v* умирать (**for** за что-л.; **of, from** от чего-л.)
diesel ['di:zl] *n* *тех.* дизель
diet ['daɪət] **1.** *n* диета **2.** *v* быть на диете
differ ['dɪfə] *v* различаться, отличаться
difference ['dɪfrəns] *n* разница, различие
different ['dɪfrənt] *a* 1) другой 2) разный
difficult ['dɪfɪklt] *a* трудный, тяжелый
difficulty ['dɪfɪklti] *n* трудность
digital ['dɪdʒɪtl] *a* цифровой
dignity ['dɪgnɪti] *n* достоинство; **live to some degree of** ~ жить достойно
dioxide [daɪ'ɒksaɪd] *n* *хим.* двуокись
direct [di'rekt] **1.** *a* 1) прямой 2) непосредственный **2.** *v* 1) руководить 2) режиссировать, ставить кинофильм
direction [di'rekʃn] *n* 1) направление 2) *pl* директивы, инструкция
director [di'rektə] *n* 1) директор 2) режиссер
dirigible ['dɪrɪdʒɪbl] *n* дирижабль
dirty ['dɜ:ti] *a* грязный, испачканный
disability [ˌdɪsə'bɪlɪti] *n* нетрудоспособность
disabled [dɪs'eɪblɪd] *a* искалеченный
disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] *n* 1) невыгодное, неблагоприятное положение 2) вред
disagree [ˌdɪsə'ɡri:] *v* не соглашаться
disagreement [ˌdɪsə'ɡri:mənt] *n* разногласие
disappear [ˌdɪsə'pɪə] *v* исчезать, пропадать, скрываться

disappoint [ˌdɪsəˈpɔɪnt] *v* разочаровывать
disapprove [ˌdɪsəˈpru:v] *v* не одобрять
disaster [dɪˈzɑːstə] *n* бедствие, катастрофа
discipline [ˈdɪsɪplɪn] *v* 1) дисциплинировать 2) обучать
disco [ˈdɪskəʊ] *n* (сокр. от **discotheque**) дискотека
discount [ˈdɪskaʊnt] *n* скидка
discover [dɪsˈkʌvə] *v* делать открытие
discovery [dɪsˈkʌvəri] *n* открытие
discrimination [dɪˌskrɪmɪˈneɪʃn] *n* дискриминация
discuss [dɪˈskʌs] *v* обсуждать
discussion [dɪˈskʌʃn] *n* обсуждение
disease [dɪˈzi:z] *n* болезнь
dish [dɪʃ] *n* 1) блюдо, тарелка 2) *pl* посуда 3) кушанье
dishwasher [ˈdɪʃ,wɒʃə] *n* посудомоечная машина
disinfect [ˌdɪsɪnˈfekt] *v* дезинфицировать
disinfected [ˌdɪsɪnˈfektɪd] *a* дезинфицирующий
dislike [dɪsˈlaɪk] **1.** *n* нелюбовь, неприязнь **2.** *v* не любить, испытывать неприязнь
disorder [dɪsˈɔːdə] *n* беспорядок
dispose [dɪˈspəʊz] *v* располагать, размещать
disputable [dɪˈspju:təbl] *a* спорный, неясный
dissolve [dɪˈzɒlv] *v* распускать
distance [ˈdɪstəns] *n* расстояние
distinct [dɪˈstɪŋkt] *a* 1) ясный, отчетливый 2) разный, различный 3) отличающийся
distinguish [dɪˈstɪŋɡwɪʃ] *v* отличать, различать
distribute [dɪˈstrɪbjʊt] *v* распределять
distribution [ˌdɪstrɪˈbjʊ:ʃn] *n* распределение
district [ˈdɪstrɪkt] *n* округ, участок
divide [dɪˈvaɪd] *v* делить(ся); разделять(ся)
divine [dɪˈvaɪn] *a* божественный
DJ [ˌdi:ˈdʒeɪ] *n* см. **deejay**
do [du:] *n* 1) участие, доля 2) поступок; **dos and don'ts** правила поведения
documentary [ˌdɒkjʊˈmentəri] *n* документальный фильм
dole [dɔ:l] *n* пособие по безработице
donation [dɒnəˈneɪʃn] *n* пожертвование, дар
dot [dɒt] *n* точка
double [ˈdʌbl] **1.** *v* удваивать(ся) **2.** *a* двойной; ~ **date** двойное (парное) свидание

doubt [daʊt] **1.** *n* сомнение; **no** ~ несомненно, вне сомнения **2.** *v* сомневаться, иметь сомнения
down [daʊn] **1.** *adv* 1) вниз 2) внизу **2.** *prep* 1) вниз 2) по
downstairs [ˌdaʊnˈsteəz] *adv* 1) вниз 2) внизу, в нижнем этаже
drag [dræg] **1.** *n* бремя, обуза; **be a** ~ быть скучным, нудным **2.** *v* тащить, волочить
drama [ˈdrɑ:mə] *n* драма
dramatic [drəˈmætɪk] *a* 1) драматический 2) драматичный
draw [drɔ:] *v* (**drew, drawn**) 1) тащить, волочить 2) привлекать (*внимание, интерес*); ~ **back** отступить, выходить из дела, игры
drawback [ˈdrɔ:bæk] *n* недостаток
dreadful [ˈdredfl] *a* 1) ужасный, страшный 2) *разг.* очень плохой
dream [dri:m] **1.** *n* 1) сон 2) мечта **2.** *v* (**dreamt**) 1) видеть сон 2) мечтать
dress [dres] **1.** *n* платье, одежда **2.** *v* одеваться; ~ **up** наряжать(ся)
drink [drɪŋk] **1.** *n* питье, напиток; **soft** ~s безалкогольные напитки **2.** *v* (**drank, drunk**) пить, выпивать
drive [draɪv] *v* (**drove, driven**) вести (*автомобиль*), ехать (*в автомобиле*); ~ **smb nuts** сводить с ума
drop [drɒp] *v* 1) ронять 2) капать; ~ **out (of)** перестать (посещать)
drought [draʊt] *n* засуха
drug [drʌg] *n* 1) лекарство 2) наркотик
drum [drʌm] *n* барабан
dry [draɪ] **1.** *a* 1) сухой 2) скучный **2.** *v* сушить(ся)
due [dju:] *a* 1) должный, обязанный 2) ~ **to** благодаря, из-за
duke [dju:k] *n* герцог
dull [dʌl] *a* 1) тупой, глупый 2) тусклый, неяркий
Duma [ˈdu:mə] *n* Дума
dumb [dʌm] *a* 1) немой 2) глупый
duration [dʒʊˈreɪʃn] *n* продолжительность
during [ˈdʒʊərəɪŋ] *prep* в течение, во время
dust [dʌst] *n* пыль
Dutch [dʌʃ] *a* голландский; **go** ~ платить свою часть за угощение, устроить складчину

duty ['dʒʊti] *n* долг, обязанность
dwell [dwel] *v* (**dwelt**) 1) обитать, жить
 2) (**on**) подробно останавливаться (*на чем-л.*)
dye [daɪ] 1. *n* краска, краситель 2. *v* красить, окрашивать
dynamic [daɪ'næmɪk] *a* 1) динамический
 2) динамичный, активный
dynamite ['daɪnəmaɪt] *n* динамит

E e

each [i:tʃ] *pron* каждый; ~ **other** друг друга
eager ['i:ɡə] *a* страстно стремящийся, нетерпеливый; **be** ~ гореть желанием
ear [ɪə] *n* ухо
early ['ɜ:lɪ] 1. *a* ранний 2. *adv* рано
earn [z:n] *v* зарабатывать
earring ['i:ərɪŋ] *n* серьга
earth [z:θ] *n* земля, земной шар
ease [i:z] *v* облегчать, успокаивать
east [i:st] 1. *n* восток 2. *a* восточный
easy ['i:zi] 1. *a* легкий, нетрудный 2. *adv* легко
eat [i:t] *v* (**ate, eaten**) есть, поедать, питаться
echo ['ekəʊ] *n* эхо
economic [ˌekə'nɒmɪk] *a* экономический
economy [i'kɒnəmi] *n* экономика
editor ['editə] *n* редактор
education [ˌedju'keɪʃn] *n* образование
educational [ˌedju'keɪʃnəl] *a* образовательный; воспитательный; учебный
educator ['edjukeɪtə] *n* воспитатель
effect [i'fekt] *n* результат, следствие
effective [i'fektɪv] *a* эффективный
efficiency [i'fɪʃnsɪ] *n* 1) эффективность
 2) умение
efficient [i'fɪʃnt] *a* 1) эффективный, действенный 2) целесообразный
effort ['efət] *n* усилие, напряжение
either ['aɪðə] 1. *pron* один из двух, оба, и тот и другой 2. *a* тот или другой, любой (из двух) 3. *conj* или; ~ ... **or** ... или ... или ...
elderly ['eldəli] *a* пожилой
elders ['eldəz] *n pl* старшие
election [i'lekʃn] *n* выборы; **general** ~ всеобщие выборы

electronic [iˌlek'trɒnɪk] *a* электронный
eligibility [ˌelɪdʒɪ'bɪlɪtɪ] *n* право на избрание, доступность
eloquent ['eləkwənt] *a* красноречивый
else [els] *adv* 1) (*c pron indef и pron inter*) еще, кроме 2) (*обыкн. после or*) иначе, или же
embroidery [ɪm'brɔɪdri] *n* вышивка
emerge [i'mɜ:ʒ] *v* появляться, показываться
emergency [i'mɜ:ʒənsɪ] *n* 1) непредвиденный случай; крайняя необходимость
 2) чрезвычайные обстоятельства; ~ **case** экстренный случай; ~ **doctor** врач скорой помощи
emission [i'mɪʃn] *n* 1) распространение, излучение 2) выпуск, эмиссия
emotion [i'məʊʃn] *n* 1) волнение, возбуждение 2) эмоция, чувство
emotional [i'məʊʃnəl] *a* 1) эмоциональный 2) волнующий
emphatic [ɪm'fætɪk] *a* выразительный, подчеркнутый
empire ['empaɪə] *n* 1) империя 2) верховная власть
employ [ɪm'plɔɪ] *v* нанимать на работу
employee [ɪm'plɔɪi:] *n* служащий
employer [ɪm'plɔɪə] *n* работодатель
empty ['emptɪ] *a* пустой
enable [ɪ'neɪbl] *v* давать возможность или право (*сделать что-л.*)
encourage [ɪn'kʌrɪʒ] *v* 1) ободрять 2) поощрять, поддерживать
encyclopedia [ɪnˌsaɪklə'pi:diə] *n* энциклопедия
end [end] 1. *n* конец 2. *v* кончать(ся)
ending ['endɪŋ] *n* окончание
endless ['endləs] *a* 1) бесконечный, неисчисляемый 2) бесчисленный
endure [ɪn'dʒʊə] *v* терпеть, переносить
enemy ['enəmi] *n* враг
energy ['enədʒɪ] *n* энергия, сила
engine ['endʒɪn] *n* двигатель
engineer [ˌendʒɪ'nɪə] *n* инженер
enjoy [ɪn'dʒɔɪ] *v* получать удовольствие
enjoyable [ɪn'dʒɔɪəbl] *a* приятный, доставляющий удовольствие
enlist [ɪn'list] *v* 1) поступать на военную службу 2) вступать в члены

enough [ɪˈnʌf] **1.** а достаточный **2.** *adv* достаточно

ensure [ɪnˈʃʊə] *v* обеспечивать, гарантировать

enter [ˈentə] *v* 1) входить 2) поступать (*в учебн. заведение*)

entertain [ˌentəˈteɪn] *v* 1) принимать гостей 2) развлекать, занимать (*гостей*)

entertainment [ˌentəˈteɪnmənt] *n* 1) зрелище, представление 2) развлечение, увеселение

enthusiasm [ɪnˈθʊ:ziæzəm] *n* энтузиазм

enthusiastic [ɪnˈθʊ:ziˈæstɪk] *a* 1) восторженный, полный энтузиазма 2) увлеченный

entirely [ɪnˈtaɪəli] *adv* всецело, вполне

entitle [ɪnˈtaɪtl] *v* 1) озаглавливать, называть 2) (**to**) давать право на что-л.

envelop [ɪnˈveləp] *v* окутывать, покрывать

envelope [ˈenvələʊp] *n* конверт; обертка

environment [ɪnˈvaɪəɹənmənt] *n* окружающая среда, окружение

environmental [ɪnˌvaɪəɹəˈmentl] *a* относящийся к окружающей среде

equal [ˈi:kwəl] *a* равный

equality [ɪˈkwɒləti] *n* 1) равенство 2) равноправие

equator [ɪˈkwetə] *n* экватор

equipment [ɪˈkwɪpmənt] *n* оборудование

equivalence [ɪˈkwɪvləns] *n* эквивалентность, равноценность

equivalent [ɪˈkwɪvlənt] *n* эквивалент

escort [ˈeskɔ:t] *v* сопровождать

especially [ɪˈspeʃli] *adv* особенно

essay [ˈeseɪ] *n* очерк, эссе

essential [ɪˈsenʃl] *a* 1) существенный 2) необходимый

establish [ɪˈstæblɪʃ] *v* основывать, учреждать

establishment [ɪˈstæblɪʃmənt] *n* 1) установление, основание, создание 2) учреждение

etc [etˈsetrə] *adv* и т. д., и т. п.

etiquette [ˈetɪket] *n* этикет, церемониал

evacuation [ɪˌvækjuˈeɪʃn] *n* эвакуация

evaluate [ɪˈvæljueɪt] *v* оценивать

evaluation [ɪˌvæljʊˈeɪʃən] *n* оценка, определение (*количества, качества и т. п.*)

even [ˈi:vən] *adv* даже

event [ɪˈvent] *n* случай, событие

eventually [ɪˈventʃʊəli] *adv* в конечном счете, в конце концов, со временем

ever [ˈevə] *adv* когда-либо

everglade [ˈevəgleɪd] *n* болотистая равнина, местами поросшая высокой травой

everybody [ˈevri:bɒdi] *pron indef* каждый (человек)

everyday [ˈevri:deɪ] *a* ежедневный

everyone [ˈevri:wʌn] *pron indef* = **everybody**

everything [ˈevriθɪŋ] *pron indef* всё

everywhere [ˈevriweə] *adv* всюду, везде

evidence [ˈeɪdɪns] *n* 1) очевидность 2) основание; данные признаки

evil [ˈi:vl] **1.** *n* зло **2.** *a* зловещий

evolution [ˌi:vəˈlu:ʃn] *n* 1) развитие, процесс роста 2) эволюция

ex [eks] *n* разг. бывшая жена, бывший муж

exact [ɪgˈzækt] *a* точный

examination [ɪgˌzæmɪˈneɪʃn] *n* экзамен

examine [ɪgˈzæmɪn] *v* 1) рассматривать 2) проверять 3) экзаменовать

example [ɪgˈzɑ:mpl] *n* пример

excel [ɪkˈsel] *v* превосходить, выделяться

excellent [ˈeksələnt] *a* превосходный, великолепный, отличный

except [ɪkˈsept] *prep* кроме

exception [ɪkˈsepʃn] *n* исключение

excess [ɪkˈses] *n* избыток, излишек; **to** ~ слишком много

exchange [ɪksˈtʃeɪndʒ] *v* менять(ся)

excited [ɪkˈsaɪtɪd] *a* взволнованный

excitement [ɪkˈsaɪtmənt] *n* волнение

exciting [ɪkˈsaɪtɪŋ] *a* увлекательный, волнующий

exclamation [ˌekskləˈmeɪʃn] *n* восклицание

exclude [ɪkˈsklu:d] *v* не допускать, исключать

excursion [ɪkˈskɜ:ʃn] *n* экскурсия

excuse [ɪkˈskju:z] **1.** *n* 1) извинение 2) оправдание **2.** *v* извинять, прощать

executive [ɪgˈzekjʊtɪv] *a* исполнительный

exhausting [ɪgˈzɔ:stɪŋ] *a* утомительный

exist [ɪgˈzɪst] *v* 1) быть, существовать 2) жить

existence [ɪgˈzɪstns] *n* существование

expect [ɪkˈspekt] *v* 1) ожидать 2) рассчитывать, надеяться

expectation [ˌekspekˈteɪʃn] *n* ожидание, надежда

expenditure [ɪkˈspendɪtʃə] *n* расход

expense [ɪk'spens] *n* расход, трата
expensive [ɪk'spensɪv] *a* дорогостоящий
experience [ɪk'spɪəriəns] *n* 1) опыт 2) случай
experiment [ɪk'sperɪmənt] **1.** *n* опыт, эксперимент **2.** *v* проводить эксперимент
expert ['ekspɜ:t] *n* специалист
explain [ɪk'spleɪn] *v* объяснять
explanation [ˌeksplə'neɪʃn] *n* объяснение
exploitation [ˌeksplɔɪ'teɪʃn] *n* эксплуатация
explosion [ɪk'spləʊzən] *n* взрыв
export **1.** *n* ['eksɔ:t] экспорт **2.** *v* [ɪk'spɔ:t] экспортировать
exposure [ɪk'spəʊʒə] *n* 1) выставление (*под дождь, солнце и т. п.*) 2) разоблачение
express [ɪk'spres] *v* выражать
expression [ɪk'spreʃn] *n* выражение
extra ['ekstrə] *a* дополнительный
extract ['ekstrækt] *n* отрывок
extracting [ɪk'stræktɪŋ] *a* извлекающий, добывающий
extraordinary [ɪk'strɔ:dnəri] *a* 1) необычайный 2) чрезвычайный
extreme [ɪk'stri:m] *a* крайний, предельный
eye [aɪ] *n* глаз

F f

fabric ['fæbrɪk] *n* материя, ткань
facade [fə'sɑ:d] *n* внешняя сторона
face [feɪs] **1.** *n* 1) лицо 2) поверхность **2.** *v* сталкиваться (*с чем-л.*)
facility [fə'sɪlɪti] *n* (*обыкн. pl*) возможности, благоприятные условия
facsimile [fæksɪ'mɪlɪ] *n* факсимиле, фототелеграф
factor ['fæktə] *n* фактор, движущая сила
factory ['fæktəri] *n* фабрика, завод
fad [fæd] *n* причуда, преходящее увлечение
Fahrenheit ['færənhaɪt] *n* термометр Фаренгейта
failure ['feɪljə] *n* неудача
fair [feə] *a* 1) уст. прекрасный, красивый 2) белокурый 3) честный
fairly ['feəli] *adv* 1) справедливо 2) довольно, в известной степени
fairy ['feəri] **1.** *n* фея, волшебница **2.** *a* волшебный, сказочный
fall [fɔ:l] **1.** *n* (*обыкн. pl*) водопад **2.** *v* (**fell, fallen**) падать; ~ **in love** влюбиться

false [fɔ:ls] *a* ложный, неверный
familiar [fə'mɪliə] *a* хорошо знакомый
famous ['feɪməs] *a* знаменитый, известный
fan [fæn] *n* болельщик, фанат
fanatic [fə'nætɪk] *n* фанатик
fancy ['fænsɪ] **1.** *a* 1) причудливый 2) фантастический **2.** *v* нравиться
fantastic [fæn'tæstɪk] *a* фантастический
fantasy ['fæntəsi] *n* воображение, фантазия
far [fɑ:] *adv* (**farther, further; farthest, furthest**) гораздо, намного
fashion ['fæʃn] *n* стиль, мода; **be in** ~ быть в моде; **out of** ~ вышедший из моды
fashionable ['fæʃnəblɪ] *a* модный
fast [fɑ:st] *a* быстрый
fat [fæt] **1.** *a* тучный, толстый **2.** *n* жир, сало
fate [feɪt] *n* судьба, рок
favour ['feɪvə] *n* одолжение, любезность
favourite ['feɪvərɪt] *a* любимый
fax [fæks] *n* = **facsimile**
fear [fiə] **1.** *n* страх, боязнь **2.** *v* бояться
feature ['fi:tʃə] **1.** *n* *attr:* ~ **film** художественный фильм **2.** *v* изображать
federal ['fedrəl] *a* федеральный
federation [ˌfedə'reɪʃn] *n* федерация, союз
fee [fi:] *n* взнос, плата
feed [fi:d] *v* (**fed**) кормить; **fed up** разг. сытый по горло
feel [fi:l] *v* (**felt**) чувствовать
feeling ['fi:lɪŋ] *n* чувство, ощущение, сознание
fellow ['feləʊ] *n* устар. человек, парень
fertile ['fɜ:taɪl] *a* 1) плодородный 2) плодотворный, насыщенный
festival ['festɪvl] *n* фестиваль, празднество
few [fju:] *a* немного, немногие, несколько (*тж. a ~*)
fiction ['fɪkʃn] *n* 1) художественная литература 2) вымысел
field [fi:ld] *n* поле; большое пространство
fight [faɪt] **1.** *n* драка, борьба **2.** *v* (**fought**) драться, сражаться, бороться
fill [fɪl] *v* наполнять(ся), заполнять(ся); ~ **in** заполнять
filling ['fɪlɪŋ] *n* заправка горючим; **AE** ~ **station** ['fɪlɪŋ ,steɪʃn] бензоколонка

film [fɪlm] **1.** *n* 1) пленка 2) фильм, кино
2. *v* снимать кино

finally [ˈfainli] *adv* в конце, в заключение

finance [ˈfaɪnæns] *n* 1) финансовое дело
2) *pl* финансы, доходы

find [faɪnd] *v* (**found**) находить; ~ **out** узнать, разузнать, выяснить

findings [ˈfaɪndɪŋz] *n pl* полученные данные

fine [faɪn] *a* 1) прекрасный 2) ясный (о погоде) 3) нежный, изящный

fine [faɪn] **1.** *n* штраф **2.** *v* штрафовать

finish [ˈfɪnɪʃ] **1.** *n* конец **2.** *v* 1) кончать(ся) 2) завершать 3) прекращать; ~ **up** заканчивать начатое

fire [ˈfaɪə] **1.** *n* 1) огонь 2) пожар **2.** *v* зажигать

firearm [ˈfaɪəɑːm] *n* (обыкн. *pl*) огнестрельное оружие

fireworks [ˈfaɪəwɜːks] *n pl* фейерверк

firm [fɜːm] **1.** *a* крепкий, твердый **2.** *adv* твердо, крепко

firstly [ˈfɜːstli] *adv* во-первых

fishing [ˈfɪʃɪŋ] *n* рыбная ловля

fit [fɪt] **1.** *a* здоровый **2.** *v* соответствовать

fitness [ˈfɪtnɪs] *n* хорошая физическая форма

fix [fɪks] *v* 1) укреплять, закреплять, устанавливать 2) АЕ приводить в порядок, чинить

flash [flæʃ] *n* вспышка, сверкание

flat [flæt] **1.** *n* 1) квартира 2) плоскость 3) равнина **2.** *a* плоский, ровный

flight [flaɪt] *n* 1) полет 2) ав. рейс

flood [flʌd] **1.** *n* наводнение **2.** *v* затоплять

flower [ˈflaʊə] *n* цветок

fly [flaɪ] **1.** *n* полет **2.** *v* (**flew, flown**) летать

folk [fəʊk] *n* 1) (употр. во мн. ч.) люди
2) *attr* народный

follow [ˈfɒləʊ] *v* следовать

following [ˈfɒləʊɪŋ] *a* следующий

fond [fɒnd] *a* любящий; **be ~ of smb, smth** любить кого-л., что-л.

fondness [ˈfɒndnəs] *n* нежность, любовь

football-mad [ˈfʊtbɔːl,mæd] *a* помешанный на футболе

forbid [fəˈbɪd] *v* (**forbade, forbidden**) запрещать, не позволять

force [fɔːs] **1.** *n* сила **2.** *v* заставлять

forecast [ˈfɔːkɑːst] **1.** *n* прогноз **2.** *v* (*past tense & past participle forecast or forecasted*) предвидеть, предсказывать

foreigner [ˈfɔːrɪnə] *n* иностранец, иностранка

forest [ˈfɒrɪst] *n* 1) лес 2) *attr* лесной

forever [fəˈevə] *adv* навсегда, навеки

forget [fəˈget] *v* (**forgot, forgotten**) забывать

formality [fɔːˈmælɪti] *n* 1) соблюдение установленных норм 2) формальность

formally [ˈfɔːməli] *adv* официально

fortunately [ˈfɔːtʃənəli] *adv* к счастью

fortune [ˈfɔːtʃn] *n* удача, счастливый случай

forward [ˈfɔːwəd] *adv* вперед, дальше

found [faʊnd] *v* основывать, учреждать

foundation [faʊnˈdeɪʃn] *n* 1) фундамент, основание 2) *pl* основы, устои 3) фонд

foundry [ˈfaʊndri] *n* литейный цех

framework [ˈfreɪmwɜːk] *n* 1) структура 2) рамки; **within the ~ of** в рамках, в пределах

frank [fræŋk] *a* искренний

frankly [ˈfræŋkli] *adv* искренне, откровенно

free [friː] **1.** *a* 1) свободный 2) бесплатный
2. *adv* 1) свободно 2) бесплатно

freedom [ˈfriːdəm] *n* свобода

freely [ˈfriːli] *adv* свободно, вольно

freeman [ˈfriːmən] *n* полноправный гражданин

freeze [friːz] *v* (**froze, frozen**) замерзнуть, превращаться в лед

frequent [ˈfriːkwənt] *a* частый

fresh [freʃ] *a* свежий

freshwater [ˈfrefʃwɔːtə] *a* пресноводный

friendliness [ˈfrendlɪnəs] *n* дружелюбие

friendly [ˈfrendli] *a* дружеский, дружелюбный

frightening [ˈfraɪtnɪŋ] *a* пугающий

frightful [ˈfraɪtfl] *a* страшный, ужасный

fro [frəʊ] *adv*: **to and ~** взад и вперед; туда и сюда

front [frʌnt] *n* фасад, передняя сторона

frontier [ˈfrʌntɪə] *n* 1) граница 2) АЕ ист. граница продвижения переселенцев в США

frontiersman [ˈfrʌntɪəzsmən] *n* 1) житель пограничной зоны 2) АЕ ист. переселенец

frost [frɒst] *n* мороз
frown [fraʊn] *n* хмурый, недовольный вид
frozen ['frəʊzn] *a* замороженный
frustrated [frʌ'streɪtɪd] *a* 1) расстроенный 2) разочарованный
frustration [frʌ'streɪʃn] *n* 1) расстройство (планов) 2) разочарование
fry [fraɪ] *v* жарить(ся)
full [fʊl] *a* полный, целый; **in** ~ полностью, в полной мере
full-length [ˌfʊlˈleŋθ] *a* полный, без сокращений; ~ **film** полнометражный фильм
full-time [ˌfʊlˈtaɪm] *a* занимающий полный рабочий день; **work** ~ работать полный рабочий день
fully ['fʊli] *adv* вполне, совершенно, полностью
fund [fʌnd] *n* 1) запас 2) фонд, капитал
fundamental [ˌfʌndə'mentl] *a* основной
funny ['fʌni] *a* забавный, смешной
further ['fɜːðə] **1.** *a* 1) (сравн. ст. от **far**) более далекий 2) дальнейший; ~ **education** дальнейшее образование (исключая университетское) **2.** *adv* (сравн. ст. от **far**) дальше
fuss [fʌs] **1.** *n* суета, суматоха; **make a** ~ суетиться **2.** *v* волноваться по пустякам
futuristic [ˌfjuːtʃə'rɪstɪk] *a* футуристический

G g

gadget ['gædʒɪt] *n* 1) приспособление, принадлежность (преим. техническая новинка) 2) пренебр. безделушка; ерунда
gain [geɪn] **1.** *n* 1) прибыль, выгода 2) *pl* доходы; заработок **2.** *v* получать, приобретать; ~ **weight** увеличиваться в весе
gallon ['gælən] *n* галлон (мера жидких и сыпучих тел)
gang [gæŋ] *n* 1) группировка 2) банда
gap [gæp] *n* 1) брешь, пролом, щель 2) промежуток, интервал
garbage ['gɑːbɪdʒ] *n* мусор
gardening ['gɑːdnɪŋ] *n* садоводство
gas [gæs] **1.** *n* 1) газ 2) АЕ бензин, горючее **2.** *v* АЕ заправляться горючим
gasoline ['gæsəlɪn] *n* АЕ бензин
gate [geɪt] *n* ворота
gather ['gæðə] *v* собирать

gathering ['gæðɪŋ] *n* собрание, встреча
general ['dʒenrəl] *a* 1) общий 2) обычный
generalisation [ˌdʒenrəlaɪ'zeɪʃn] *n* 1) обобщение 2) общее правило
generally ['dʒenrəli] *adv* обычно, как правило
generate ['dʒenəreɪt] *v* производить
generation [ˌdʒenə'reɪʃn] *n* поколение
generous ['dʒenrəs] *a* 1) великодушный, благородный 2) щедрый
genre ['ʒɒnrə] *n* 1) жанр, манера 2) литературный стиль
geographic [ˌdʒiːə'græfɪk] *a* = **geographical**
geographical [ˌdʒiːə'græfɪkl] *a* географический
geographic relief [ˌdʒiːə'græfɪk rɪ'liːf] географический рельеф
geography [dʒi'ɒgrəfi] *n* география
get [get] *v* (**got**) 1) получать; доставать 2) разг. понимать, постигать; ~ **through** справиться с чем-л.; ~ **up** вставить
giant ['dʒaɪənt] **1.** *n* великан, гигант **2.** *a* гигантский, громадный
gifted ['gɪftɪd] *a* одаренный, талантливый
gig [gɪg] *n* разг. концерт, представление
girlie ['gɜːli] *n* (уменьш. от **girl**) девочка, девчушка
give [gɪv] *v* (**gave, given**) давать, отдавать; ~ **up** оставить, отказаться
glad [glæd] *a* 1) предик довольный 2) радостный
glass [glɑːs] *n* 1) стекло 2) стеклянная посуда 3) стакан
glitter ['glɪtə] *v* блестеть, сверкать
global warming [ˌglɔːbl 'wɔːmɪŋ] глобальное потепление
glue [gluː] *v* клеить, приклеивать
go [gəʊ] *v* (**went, gone**) идти, ходить; ~ **on** продолжать; ~ **steady** иметь постоянно-го(ую) возлюбленного(ую)
goal [gəʊl] *n* цель, задача
God [gɒd] *n* Бог
gold [gəʊld] *a* золотой
gonna ['gɒnə] = **going to** собираться что-л. делать
goodness ['gʊdnɪs] *n* доброта; великодушие; любезность; ~ **gracious!** Господи! (восклицание удивления или возмущения)
goods [gʊdz] *n pl* товар, товары

Gothic [ˈɡoθɪk] *a* 1) готский 2) варварский, грубый, жестокий 3) готический (*о стиле*)

government [ˈɡʌvnmənt] *n* правительство

grab [græb] *v* схватывать, хватать

grade [greɪd] *n* *AE* 1) класс 2) отметка

gradually [ˈɡrædʒuəli] *adv* постепенно

graffiti [græˈfi:ti] *n* граффити, рисунок или надпись на стене

gramophone [ˈɡræməfəʊn] *n* граммофон, патефон

grand [grænd] *a* грандиозный, большой, величественный

grandma [ˈgrænma:] *n* *разг.* бабушка

grandmother [ˈgrænmʌðə] *n* бабушка; **great** ~ прабабушка

grandpa [ˈgrænpɑ:] *n* *разг.* дедушка

granite [ˈɡrænit] *n* 1) гранит 2) *attr* гранитный

granny [ˈgræni] *n* *разг.* бабушка

grant [grɑ:nt] *n* 1) дотация, безвозмездная ссуда 2) стипендия

greatly [ˈɡreɪtli] *adv* 1) очень, значительно, весьма 2) возвышенно, благородно

greedy [ˈɡri:di] *a* жадный

Greek [ɡri:k] *a* греческий; **it is ~ to me** это для меня совершенно непонятно

greenhouse [ˈɡri:nhaʊs] *n* теплица

grid [ɡrɪd] *n* 1) решетка 2) радио, тлв. модулятор 3) эл. энергетическая система 4) таблица

groom [ɡru:m] *n* жених

groove [ɡru:v] *n* желобок, паз

ground [graʊnd] *n* 1) почва, земля 2) основание, мотив

grouping [ˈɡru:pɪŋ] *n* группировка

grow [grəʊ] *v* (**grew, grown**) расти, произрастать; ~ **up** становиться взрослым

growth [grəʊθ] *n* рост, развитие

grumble [ˈɡrʌmbl] *v* ворчать

guarantee [ˌɡæɪənti:] *v* гарантировать

guard [ɡɑ:d] **1.** *n* охрана, стража **2.** *v* охранять, сторожить, караулить

guess [ges] *v* 1) угадывать, отгадывать 2) *AE* считать, полагать; **I ~** я думаю

guest [gest] *n* гость, гостья

guide [ɡaɪd] **1.** *n* 1) экскурсовод 2) путеводитель **2.** *v* быть чьим-л. гидом

guilty [ˈɡɪlti] *a* виновный

guitar [ɡɪˈtɑ:] *n* гитара

gum [ɡʌm] *n* *сокр.* от **chewing gum** жевательная резинка

gun [ɡʌn] *n* *AE разг.* револьвер, пистолет

guy [ɡaɪ] *n* *разг.* парень

gym [dʒɪm] *n* *сокр.* *разг.* от **gymnasium** или **gymnastics**

gymnasium [dʒɪmˈneɪzɪəm] *n* 1) гимнастический зал 2) гимназия

gymnastics [dʒɪmˈnæstɪks] *n* гимнастика

H h

hacker [ˈhækə] *n* *разг.* «хакер», человек, хорошо владеющий компьютером

hair [heə] *n* 1) волосы 2) волос, волосок

haircut [ˈheəkʌt] *n* стрижка

hairdryer [ˈheədraɪə] *n* фен

half [hɑ:f] *n* (*pl* **halves** [-vz]) половина

hall [hɔ:l] *n* 1) зал 2) вестибюль, приемная

hand [hænd] **1.** *n* рука; **on the one ~ ... on the other** ~ с одной стороны ... с другой стороны **2.** *v* 1) передавать, вручать 2) посылать; ~ **out** выдавать, раздавать

handle [ˈhændl] **1.** *n* ручка, рукоятка **2.** *v* управлять, регулировать

hang [hæŋ] *v* (**hung**) 1) вешать 2) висеть; ~ **about** (*AE* ~ **around**) шляться, слоняться

happen [ˈhæpən] *v* случаться, происходить

happiness [ˈhæpɪnɪs] *n* счастье

hard [hɑ:d] **1.** *a* твердый, жесткий **2.** *adv* усердно, упорно

hardly [ˈhɑ:dlɪ] *adv* едва

hardship [ˈhɑ:dʃɪp] *n* 1) лишение, нужда 2) тяжелое испытание 3) трудность, неудобство

hard-working [ˌhɑ:dˈwɜ:kɪŋ] *a* трудолюбивый

harm [hɑ:m] **1.** *n* вред, ущерб **2.** *v* вредить, наносить ущерб

harmony [ˈhɑ:məni] *n* 1) гармония 2) согласие

harsh [hɑ:ʃ] *a* 1) грубый, жесткий 2) резкий 3) суровый; ~ **truth** горькая правда

harvest [ˈhɑ:vɪst] **1.** *n* жатва, уборка хлеба; сбор (*яблок и т. п.*) **2.** *v* собирать урожай

hate [heit] *v* ненавидеть

hatred [ˈheitrɪd] *n* ненависть

head [hed] *n* 1) голова 2) глава, руководитель

health [helθ] *n* здоровье
health care ['helθ keə] забота о здоровье
heap [hi:p] *n* куча, груда
hear [hiə] *v* (**heard**) 1) слышать 2) слушать
heart [hɑ:t] *n* сердце; **by** ~ наизусть
heat [hi:t] 1. *n* жара, жар 2. *v* нагревать(ся)
heavily ['hevili] *adv* 1) тяжело 2) сильно
heavy ['hevi] *a* тяжелый
hedge [hedʒ] *n* (живая) изгородь
heighten ['haitn] *v* повышать(ся)
helicopter ['helikɔptə] *n* вертолет
hell [hel] *n* ад
help [help] 1. *n* помощь 2. *v* помогать
helpless ['helpləs] *a* беспомощный
here [hiə] *adv* здесь, тут
hero ['hiərəʊ] *n* герой
herself [hə'self] *pron* себя, себе, собой (о 3-м лице ед. ч. женск. рода)
hey [hei] *int* эй! ну! (оклик; тж. выражает вопрос, радость, изумление)
hide [haɪd] *v* (**hid, hidden**) прятать(ся), скрывать(ся)
high [haɪ] 1. *a* 1) высокий 2) высший, главный 2. *adv* высоко
high-altitude [,haɪ'æltɪtju:d] *n attr* расположенный на большой высоте
highlight ['haɪlaɪt] 1. *n* самое главное событие 2. *v* 1) ярко освещать 2) придавать большое значение
highlighted ['haɪlaɪtɪd] *a* зд. выделенный
highly ['haɪli] *adv* очень, весьма, чрезвычайно, сильно
high-tech [,haɪ'tek] *a* высокотехнологичный
hill [hɪl] *n* холм, возвышение
himself [hɪm'self] *pron* себя, себе, собой (о 3-м лице ед. ч. мужск. рода)
Hindi ['hɪndi] *n* язык хинди
hint [hɪnt] *n* 1) намек 2) совет
hip [hɪp] *n* 1) бедро, бок 2) плод или ягода шиповника
hippie ['hɪpi] *n* хиппи
historian [hɪ'stɔ:riən] *n* историк
historic [hɪ'stɔ:rikl] *a* исторический; имеющий историческое значение
historical [hɪ'stɔ:rikl] *a* исторический; исторически установленный; относящийся к истории
history ['hɪstri] *n* история

hobby ['hɒbi] *n* излюбленное занятие, увлечение
hold [həʊld] *v* (**held**) 1) держать 2) проводить; ~ **on (a minute)!** подожди (минутку)!
holiday ['hɒlɪdi] *n* 1) праздник, день отдыха, нерабочий день 2) *pl* каникулы
hollow ['hɒləʊ] 1. *n* пустота; впадина 2. *a* пустой, полый
home [həʊm] *n* 1) дом; **at** ~ дома 2) домашний очаг, родные, семья; **old people's** ~ дом престарелых
homegrown [,həʊm'grəʊn] *a* 1) отечественного производства, местный 2) доморощенный
home-leaver ['həʊmlɪ:və] *n* ушедший из дома
homeless ['həʊmləs] *a* бездомный
honest ['ɒnɪst] *a* 1) честный 2) правдивый
honestly ['ɒnɪstli] *adv* 1) честно 2) искренне, правдиво
honeymoon ['hɒnɪmu:n] *n* медовый месяц
honour ['ɒnə] 1. *n* (**AE honor**) честь, слава 2. *v* почитать, чтить
hoodlum ['hʊ:dləm] *n* разг. хулиган, громила
hope [həʊp] *v* надеяться
hopeless ['həʊpləs] *a* 1) безнадежный 2) отчаявшийся
horrible ['hɒrɪbl] *a* страшный, ужасающий
horrified ['hɒrɪfaɪd] *a* в ужасе
horror ['hɒrə] *n* 1) ужас 2) *attr*: ~ **film** фильм ужасов
hospital ['hɒspɪtl] *n* больница
hospitality [,hɒspɪ'tælɪti] *n* гостеприимство, радушие
host [həʊst] *n* хозяин
hostel ['hɒstl] *n* общежитие (особ. студенческое)
hot [hɒt] *a* горячий, жаркий
hotel [həʊ'tel] *n* гостиница
hour ['aʊə] *n* час
household ['haʊshəʊld] 1. *n* домашнее хозяйство 2. *a* домашний, семейный
housing ['haʊzɪŋ] *n* жилищные условия
however [haʊ'evə] *adv* как бы ни
huge [hju:ʤ] *a* огромный, громадный
human ['hju:mən] *a* человеческий
humankind [,hju:mən'kaɪnd] *n* человечество

humorous [ˈhju:mərəs] *a* забавный, юмористический

humour [ˈhju:mə] *n* юмор

hundred [ˈhʌndrɪd] *num* сто

Hungarian [hʌŋˈɡeəriən] *a* венгерский

hungry [ˈhʌŋɡri] *a* голодный

husband [ˈhʌzbənd] *n* муж

hush [hʌʃ] **1.** *n* тишина **2.** *v* водворять тишину **3.** *int* тише! тс!

hypnotise [ˈhɪpnətaɪz] *v* гипнотизировать

hypocrisy [hɪˈpɒkrəsi] *n* лицемерие

hypocritical [ˌhɪpəˈkrɪtɪkl] *a* лицемерный

I i

ice-skating [ˈaɪsskeɪtɪŋ] *n* катание на коньках

idea [aɪˈdɪə] *n* идея, мысль

ideal [ˌaɪˈdɪəl] **1.** *n* идеал **2.** *a* идеальный

identify [aɪˈdentɪfaɪ] *v* **1)** (with) устанавливать тождество **2)** опознавать

identity [aɪˈdentɪtɪ] *n* тождественность, идентичность

idiom [ˈɪdɪəm] *n* идиома, идиоматическое выражение

ignore [ɪgˈnɔː] *v* игнорировать

ill [ɪl] *a* *predic* больной, нездоровый; **be** ~ быть больным

illustration [ˌɪləˈstreɪʃn] *n* иллюстрация

image [ˈɪmɪdʒ] *n* образ

image-maker [ˈɪmɪdʒmeɪkə] *n* имиджмейкер, специалист, корректирующий образ человека (политика, артиста и т. п.)

imaginary [ɪˈmædʒɪnəri] *a* воображаемый

imagination [ɪˌmædʒɪˈneɪʃn] *n* воображение

imagine [ɪˈmædʒɪn] *v* представлять себе, воображать

immediately [ɪˈmiːdiətli] *adv* немедленно

immigrant [ˈɪmɪɡrənt] *n* иммигрант

impolite [ˌɪmpəˈlaɪt] *a* невежливый, неучтивый

import **1.** *n* [ɪmˈpɔːt] импорт, ввоз **2.** *v* [ˈɪmpɔːt] импортировать, ввозить

importance [ɪmˈpɔːtəns] *n* важность

important [ɪmˈpɔːtənt] *a* важный

impossible [ɪmˈpɒsɪbl] *a* невозможный

impress [ɪmˈpres] *v* производить впечатление, поражать

impression [ɪmˈpreʃn] *n* впечатление

impressive [ɪmˈpresɪv] *a* производящий глубокое впечатление; впечатляющий

improper [ɪmˈprɒpə] *a* **1)** неподходящий **2)** неправильный

improve [ɪmˈpruːv] *v* улучшать(ся)

improvement [ɪmˈpruːvmənt] *n* улучшение, усовершенствование

improvisation [ˌɪmprəvaɪˈzeɪʃn] *n* импровизация

inability [ˌɪnəˈbɪlɪtɪ] *n* неспособность, невозможность

inactive [ɪnˈæktɪv] *a* бездеятельный

inadequate [ɪnˈædɪkwɪt] *a* не отвечающий требованиям; недостаточный; несоответственный

inappropriate [ˌɪnəˈprɒpɪət] *a* неуместный, неподходящий, несоответствующий

incandescent [ˌɪnkænˈdesnt] *a* раскаленный

incapable [ɪnˈkeɪpəbl] *a* неспособный

inch [ɪntʃ] *n* дюйм (= 2,5 см)

include [ɪnˈkluːd] *v* **1)** заключать, содержать в себе **2)** включать

income [ˈɪŋkʌm] *n* доход; заработок

increase [ɪnˈkriːs] *v* возрастать, увеличивать(ся)

incredible [ɪnˈkredɪbl] *a* **1)** неправдоподобный, невероятный **2)** *разг.* потрясающий

independence [ˌɪndɪˈpendəns] *n* независимость

Indian [ˈɪndɪən] *a* **1)** индийский (относящийся к Индии) **2)** индейский (относящийся к американским индейцам)

indifference [ɪnˈdɪfrəns] *n* равнодушие

indifferent [ɪnˈdɪfrənt] *a* безразличный

individual [ˌɪndɪˈvɪdʒuəl] **1.** *a* личный, индивидуальный **2.** *n* личность, человек

individuality [ˌɪndɪvɪdʒuˈælɪtɪ] *n* индивидуальность

industrial [ɪnˈdʌstriəl] *a* **1)** промышленный **2)** производственный

industrialised [ɪnˈdʌstriəlaɪzd] *a* индустриальный

industry [ˈɪndəstri] *n* промышленность

ineffective [ˌɪnɪˈfektɪv] *a* **1)** безрезультатный **2)** неспособный, неумелый

infant [ˈɪnfənt] *n* младенец, ребенок

influence [ˈɪnfluəns] *v* (по)влиять

influx [ˈɪnflʌks] *n* **1)** приток, прилив **2)** наплыв, внезапное появление

informative [ɪn'fɔ:mətɪv] *a* информационный

ingredient [ɪn'grɪdiənt] *n* составная часть

inhabited [ɪn'hæbɪtəd] *a* населенный

innocence ['ɪnəsns] *n* 1) невинность; чистота 2) невиновность

innovation [ˌɪnə'veɪʃn] *n* нововведение, новшество

inside [ɪn'saɪd] *n* внутренняя сторона или поверхность

instance ['ɪnstəns] *n* пример; **for** ~ например

instant ['ɪnstənt] *a* 1) немедленный 2) растворимый

instead [ɪn'sted] *adv* вместо

institute ['ɪnstɪtju:t] **1.** *n* институт **2.** *v* устанавливать, вводить; учреждать, основывать

institution [ˌɪnstɪ'tju:ʃn] *n* 1) учреждение, введение 2) общество, организация

instruction [ɪn'strʌkʃn] *n* 1) образование; обучение 2) *обыкн. pl* указания, директивы

insurance [ɪn'fʊərəns] *n* страхование

integral ['ɪntɪgrəl] *a* неотъемлемый

integrate ['ɪntɪgreɪt] *v* объединять

intend [ɪn'tend] *v* намереваться

interact [ˌɪntər'ækt] *v* взаимодействовать

intercity [ˌɪntə'sɪti] *a* междугородный

interested ['ɪntɪrɪstɪd] *a* заинтересованный

interfere [ˌɪntə'fɪə] *v* вмешиваться, мешать

internal [ɪn'tɜ:nl] *a* внутренний

internationally [ˌɪntə'næʃnəli] *adv* всемирно

Internet ['ɪntənɪt] *n* Интернет

interpret [ɪn'tɜ:pɪt] *v* 1) объяснять, толковать 2) переводить

interrupt [ˌɪntə'rʌpt] *v* прерывать

introduce [ˌɪntrə'dju:s] *v* представлять, знакомить

invalid ['ɪnvəlɪd] **1.** *n* больной; инвалид **2.** *a* больной; нетрудоспособный

invalid [ɪn'vælɪd] *a* не имеющий законной силы, недействительный

invalidity [ˌɪnvə'lɪdɪti] *n* инвалидность

invaluable [ɪn'væljuəbl] *a* неоценимый, бесценный

invent [ɪn'vent] *v* изобретать

invention [ɪn'venʃn] *n* изобретение

inventor [ɪn'ventə] *n* изобретатель

investigate [ɪn'vestɪgeɪt] *v* 1) расследовать 2) исследовать, изучать

invisible [ɪn'vɪzɪbl] *a* невидимый

invitation [ˌɪnvɪ'teɪʃn] *n* приглашение

invite [ɪn'vaɪt] *v* приглашать, звать, просить

involve [ɪn'vɒlv] *v* вовлекать

Irish ['aɪəʃ] **1.** *n* 1) **the** ~ *pl* собир. ирландцы, ирландский народ 2) ирландский язык **2.** *a* ирландский

iron ['aɪən] *n* 1) железо 2) утюг

island ['aɪlənd] *n* остров

issue ['ɪʃu:] **1.** *n* выпуск, издание **2.** *v* 1) выходить (об издании) 2) выпускать, издавать; пускать в обращение (деньги и т. п.)

item ['aɪtəm] *n* 1) пункт, параграф 2) отдельный предмет (в списке) 3) вопрос

ivy ['aɪvi] *n* бот. плющ

J

jacket ['dʒækɪt] *n* куртка

jail [dʒeɪl] *n* АЕ тюрьма

jam [dʒæm] **1.** *n* 1) сжатие 2) защемление **2.** *v* зажимать, сжимать

Jamaican [dʒə'meɪkən] *a* ямайский

jeer [dʒɪə] *v* насмехаться, глумиться, высмеивать, зло подшучивать

jet [dʒet] *n* 1) реактивный двигатель 2) *разг.* реактивный самолет

jewellery ['dʒu:əlɪ] *n* драгоценности, ювелирные изделия

jigsaw ['dʒɪɡzɔ:] *n* составная картинка-загадка

job [dʒɒb] *n* работа, труд

jobless ['dʒɒbləs] *a* безработный

joblessness ['dʒɒbləsənəs] *n* безработица

join [dʒɔɪn] *v* соединять(ся), присоединять(ся)

joke [dʒɔ:k] *v* шутить, подшучивать

journalist ['dʒɜ:nəlɪst] *n* журналист

journey ['dʒɜ:ni] *n* поездка, путешествие

joy [dʒɔɪ] *n* радость, веселье

joyful ['dʒɔɪfl] *a* радостный, счастливый

judge [dʒʌdʒ] **1.** *n* судья **2.** *v* 1) судить 2) составлять мнение, приходиться к выводу

judgement ['dʒʌdʒmənt] *n* 1) приговор, решение суда 2) мнение, взгляд

judicial [dʒu'dɪʃl] *a* судебный

jug [dʒʌg] *n* кувшин

juke-box ['dʒu:kɒks] *n* музыкальный автомат
jump [dʒʌmp] *v* прыгать; ~ **the queue** пройти без очереди
junk [dʒʌŋk] *n* 1) *разг.* (ненужный) хлам, отбросы 2) *attr* ненужный
Jupiter ['dʒu:pɪtə] *n* *римск. миф., астр.* Юпитер
just [dʒʌst] *adv* точно, как раз
justice ['dʒʌstɪs] *n* 1) справедливость 2) правосудие, юстиция
justify ['dʒʌstɪfaɪ] *v* 1) оправдывать, находить оправдание 2) подтверждать
jut [dʒʌt] 1. *n* выступ 2. *v* выдаваться, выступать

K k

keen [ki:n] *a* 1) пронизательный 2) сильно желающий, стремящийся
keep [ki:p] *v* (**kept**) держать; ~ **up to date** быть хорошо осведомленным, быть в курсе; ~ **up with** держаться наравне с кем-л., не отставать
kettle ['kɛtl] *n* чайник
kick [kɪk] *v* ударять ногой
kid [kɪd] *n* *разг.* ребенок
kid [kɪd] *v* обманывать, надувать; **you are kidding** ты разыгрываешь меня
kidnap ['kɪdnæp] *v* 1) украсть ребенка 2) насильно или обманом похитить (кого-л.)
kill [kɪl] *v* убивать
kilometre ['kɪlə,mɪ:tə] *n* километр
kind [kaɪnd] *a* добрый, сердечный
kind [kaɪnd] *n* разновидность; разряд
king [kɪŋ] *n* король
kingdom ['kɪŋdəm] *n* королевство
kitchen ['kɪtʃɪn] *n* кухня
knit [nɪt] *v* (*past tense & past participle* **knitted** or **knit**) вязать
know [nəʊ] *v* (**knew, known**) знать
knowledge ['nɒlɪdʒ] *n* знания
Kremlin ['kremlɪn] *n* Кремль

L l

label ['leɪbl] 1. *n* ярлык, этикетка 2. *v* прикреплять или наклеивать ярлык
labour ['leɪbə] *n* (*AE labor*) труд; работа
lack [læk] 1. *n* недостаток, нужда; отсутствие (чего-л.) 2. *v* 1) испытывать недос-

таток, нуждаться 2) не хватать, не доставать
lad [læd] *n* мальчик, юноша, парень
ladder ['lædə] *n* лестница
lamb [læm] *n* ягненок, барашек, овечка
land [lænd] *n* земля
landmark ['lændmɑ:k] *n* 1) вежа (в истории) 2) достопримечательность
landscape ['lændskeɪp] *n* ландшафт, пейзаж
language ['læŋgwɪdʒ] *n* язык
lard [lɑ:d] *n* свиное сало
large [lɑ:dʒ] *a* 1) большой, крупный 2) многочисленный
laser ['leɪzə] *n* *физ.* лазер, квантовый усилитель
Lassa ['læsə] *n*: ~ **fever** разновидность тропической лихорадки
last [lɑ:st] *a* последний
last [lɑ:st] *v* продолжаться, длиться
late [leɪt] 1. *a* (**later, latter; latest, last**) 1) опоздавший 2) поздний 2. *adv* (**later, latest**) поздно
laugh [lɑ:f] 1. *n* смех 2. *v* смеяться
laughter ['lɑ:ftə] *n* смех, хохот
launch [lɔ:ntʃ] *v* запускать (ракеты и т. п.); ~ **into** начинать (что-л.) с жаром и энтузиазмом
law [lɔ:] *n* закон, право
lawmaker ['lɔ:meɪkə] *n* законодатель
lawn [lɔ:n] *n* лужайка, газон
lawyer ['lɔ:jə] *n* юрист, адвокат
lazy ['leɪzi] *a* ленивый
lead [led] *n* свинец
lead [li:d] *v* (**led**) вести, показывать путь
leader ['li:də] *n* руководитель, вождь, лидер
leading ['li:dɪŋ] *a* ведущий, руководящий
leaf [li:f] *n* (*pl* **leaves** [-vz]) лист
leaflet ['li:flɪt] *n* брошюра; листовка
leak [li:k] *v* давать течь, протекать
learn [lɜ:n] *v* (*past tense & past participle* **learned** or **learnt**) учиться, учить (что-л.)
least [li:st] *pron* минимальное количество; **at ~** по крайней мере
leather ['leðə] *n* кожа (выделанная)
leave [li:v] *v* (**left**) 1) покидать 2) оставлять
lecture ['lektʃə] *n* лекция
left [left] 1. *a* левый 2. *adv* налево, слева

legal ['li:gl] *a* юридический, правовой
legend ['ledʒənd] *n* легенда
legislative ['ledʒislətɪv] *a* законодательный
legislature ['ledʒislətʃə] *n* 1) законодательный орган 2) законодательная власть
leisure ['leɪzə] *n* досуг; свободное время
lend [lend] *v* (**lent**) давать взаймы, одалживать
let [let] *v* (**let**) 1) позволять, разрешать 2) *v* повелит. наклонении употребляется как вспомогательный глагол и выражает приглашение, разрешение, приказание, предположение, предостережение: ~ **us go** идем(те)
level ['levl] 1. *n* уровень, ступень 2. *a* плоский, ровный
liberal ['lɪbrəl] *n* 1) либерал, человек либеральных убеждений 2) **L.** член партии либералов, либерал (*особ. в Великобритании*)
librarian [laɪ'breəriən] *n* библиотекарь
licence ['laɪsəns] *n* лицензия
lie [laɪ] *n* ложь, обман
lie [laɪ] *v* (**lay, lain**) лежать
life [laɪf] *n* (*pl* **lives** [-vz]) жизнь
lifestyle ['laɪfstɑɪl] *n* стиль жизни
lift [lɪft] 1. *n* 1) поднятие, подъем 2) лифт, подъемник; **give a ~** подвозить 2. *v* поднимать
light [laɪt] 1. *n* свет 2. *v* (**lit**) зажигать 3. *a* светлый
like [laɪk] 1. *n* 1) нечто подобное, похожее 2) *pl* симпатии, склонности 2. *adv* так, подобно этому 3. *v* любить, нравиться
likely ['laɪklɪ] *a* 1) вероятный 2) подходящий
limit ['lɪmɪt] 1. *n* граница, предел 2. *v* ограничивать, ставить предел
line [laɪn] *n* 1) линия, черта; **draw the ~ (at smth)** подводить итоги (*чего-л.*) 2) очередь; **stand in a ~** стоять в очереди
link [lɪŋk] 1. *n* (связующее) звено; связь 2. *v* соединять, связывать; ~ **up** сцеплять
liqueur [lɪ'kjuə] *n* ликер
liquid ['lɪkwɪd] *n* жидкость
list [lɪst] 1. *n* список 2. *v* вносить в список
little ['lɪtl] 1. *a* (**less, lesser; least**) маленький, небольшой 2. *adv* (**less, least**) немного, мало

living ['lɪvɪŋ] 1. *n* средства к существованию 2. *a* живой, живущий
loading ['ləʊdɪŋ] *n* погрузка
local ['ləʊkl] *a* местный
locate [ləʊ'keɪt] *v* располагать в определенном месте
loch [lɒk] *n* *шотл.* озеро
locomotive [ˌləʊkə'məʊtɪv] *n* локомотив, паровоз
loneliness ['lɒnlnɪs] *n* одиночество
long [lɒŋ] 1. *a* 1) длинный 2) долгий, продолжительный 2. *adv* 1) долго 2) давно; ~ **ago** давно
look [lʊk] 1. *n* взгляд 2. *v* 1) смотреть, глядеть 2) выглядеть; ~ **after** присматривать за, заботиться о; ~ **for** искать; ~ **forward** предвкушать
looks [lʊks] *n pl* вид, наружность
lose [lu:z] *v* (**lost**) терять; ~ **one's temper** терять терпение
losing ['lu:zɪŋ] 1. *n* потеря, утрата 2. *a* проигрышный
loss [lɒs] *n* потеря; **be at a ~** быть в затруднении, в недоумении
lot [lɒt] *n* 1) большое количество, множество; **a ~ of** много, множество; **lots of** огромное количество (*кого-л., чего-л.*) 2) *v* *грам. знач. нареч.* гораздо, намного; **read a ~** много читать
loud [laʊd] 1. *a* громкий 2. *adv* громко
lousy ['laʊzi] *a* 1) вшивый 2) *разг.-груб.* грязный, отвратительный
lovely ['lʌvli] *a* красивый, прекрасный
lover ['lʌvə] *n* 1) любитель 2) возлюбленный, любовник 3) *pl* влюбленная парочка
loving ['lʌvɪŋ] *a* любящий, нежный
low [ləʊ] 1. *a* низкий 2. *adv* низко
lower ['ləʊə] 1. *a, adv* (*сравн. ст. от low*) ниже 2. *v* понижать, уменьшать
loyal ['lɔɪəl] *a* верный, преданный
luck [lʌk] *n* 1) судьба, случай 2) удача
lucky ['lʌki] *a* удачный, удачливый
lunch [lʌntʃ] *n* обед, ленч
luxury ['lʌkʃəri] *n* роскошь
lying ['laɪɪŋ] *a* лежащий, лежащий
lying ['laɪɪŋ] *a* ложный, лживый
lyrics ['lɪrɪks] *n pl* 1) лирические стихи, лирика 2) слова песни (*тж. в кинофильме*)

M m

machine [məʃi:n] *n* 1) машина 2) механизм
machine-made [məʃi:n meɪd] *a* машинного производства
mad [mæd] *a* 1) сумасшедший 2) помешанный (*на чем-л.*), увлеченный (*чем-л.*)
mafia [ˈmɑ:fɪə] *n* *ит.* мафия
magic [ˈmædʒɪk] *a* волшебный
magical [ˈmædʒɪkl] *a* = **magic**
magnificent [mæɡˈnɪfɪsnt] *a* великолепный
mail [meɪl] **1.** *n* почта, почтовая корреспонденция **2.** *v* АЕ посылать по почте
main [meɪn] *a* главный, основной
mainstream [ˈmeɪnstri:m] *n* основное направление, главная линия (*в искусстве, культуре и т. п.*)
maize [meɪz] *n* бот. маис, кукуруза
major [ˈmeɪdʒə] *a* 1) более важный, значительный 2) главный, крупный
majority [məˈdʒɒrɪti] *n* большинство
make [meɪk] *v* (**made**) 1) делать 2) производить; ~ **up** составлять
make-up [ˈmeɪk ʌp] *n* грим, косметика
making [ˈmeɪkɪŋ] *n* 1) создание, становление 2) производство, изготовление
manage [ˈmænɪdʒ] *v* справляться, обходиться
manager [ˈmænɪdʒə] *n* руководитель, управляющий
manicure [ˈmæni:kjʊə] **1.** *n* маникюр **2.** *v* 1) делать маникюр 2) подстригать
manifesto [ˌmæniˈfestəʊ] *n* (*pl* -os, -oes) манифест
mankind [mænˈkaɪnd] *n* человечество
mannerly [ˈmænəli] **1.** *a* вежливый, воспитанный, с хорошими манерами **2.** *adv* вежливо, воспитанно, учтиво
manufacturer [ˌmænjʊˈfæktʃrə] *n* 1) фабрикант, заводчик 2) изготовитель, производитель
manufacturing [ˌmænjʊˈfæktʃɪŋ] *n* 1) производство 2) выделка, обработка
many [ˈmeni] *a* (**more, most**) многие, многочисленные; много
maple [ˈmeɪpl] *n* бот. клен; ~ **leaf** кленовый лист (*эмблема Канады*)
mark [mɑ:k] **1.** *n* 1) метка, знак 2) балл, отметка **2.** *v* 1) ставить метку, метить 2) обозначать, отмечать

marry [ˈmæri] *v* жениться, выходить замуж
marvellous [ˈmɑ:vləs] *a* изумительный, удивительный
massive [ˈmæsɪv] *a* 1) массивный, солидный 2) огромный
match [mætʃ] *v* 1) подходить или подбирать под пару; сочетать 2) противопоставлять, сравнивать
match [mætʃ] *n* спичка
mate [meɪt] *n* товарищ
material [məˈtɪəriəl] *n* материал; вещество
maternity [məˈtɜ:nɪti] *n* материнство; ~ **leave** декретный отпуск; ~ **pay/benefit** пособие роженице
maths [mæθs] *n* разг. сокр. от **mathematics** математика
matter [ˈmætə] **1.** *n* вопрос, дело; **what's the ~ ?** в чем дело? что случилось? **what's the ~ with you?** что с вами? **2.** *v* иметь значение
mature [məˈtʃʊə] *a* зрелый, спелый; ~ **age** зрелый возраст
meal [mi:l] *n* принятие пищи, еда
mean [mi:n] **1.** *a* подлый, низкий **2.** *v* (**meant**) 1) значить, означать 2) намереваться, иметь в виду
means [mi:nz] *n* средство, способ
media [ˈmi:diə] *n* *pl* от **medium** средства; **mass** ~ средства массовой информации
medical [ˈmedɪkl] *a* медицинский
medicine [ˈmedsən] *n* лекарство
meet [mi:t] *v* (**met**) встречать(ся)
melancholic [ˌmelənˈkɒlɪk] *a* меланхолический
melodrama [ˈmelədrɑ:mə] *n* мелодрама
melon [ˈmelən] *n* бот. дыня
member [ˈmembə] *n* член, участник
memory [ˈmemri] *n* память
men [men] *pl* от **man** люди
mention [ˈmenʃn] *v* упоминать, ссылаться на
merchant [ˈmɜ:tʃnt] **1.** *n* купец, торговец **2.** *a* торговый, коммерческий
message [ˈmesɪdʒ] *n* 1) послание, сообщение, письмо 2) поручение
metal [ˈmetl] *n* металл
methane [ˈmi:θeɪn] *n* хим. метан, болотный газ

microphone ['maɪkrəfəʊn] *n* микрофон; ~ **boom** кино выдвигной штатив для микрофона

microwave ['maɪkrəweɪv] *n* микроволновая печь

mid- [mɪd] *pref* в середине

midday [ˌmɪdˈdeɪ] *n* полдень

middle ['mɪdl] **1.** *n* середина **2.** *a* средний

middle-aged [ˌmɪdlˈeɪʒd] *a* средних лет

might [maɪt] *n* сила, могущество

mighty ['maɪti] *a* 1) могущественный, мощный 2) громадный

mike [maɪk] *n* разг. микрофон

mild [maɪld] *a* 1) мягкий 2) умеренный

mile [maɪl] *n* миля (= 1609 м)

milk [mɪlk] **1.** *n* молоко **2.** *v* доить

mind [maɪnd] **1.** *n* 1) разум 2) память; **to my** ~ по моему мнению **2.** *v* 1) обращать внимание, придавать значение 2) возражать

mineral ['mɪnrəl] *n* 1) минерал 2) *pl* полезные ископаемые

minister ['mɪnɪstə] *n* министр; **the Prime M.** премьер-министр

minute ['mɪnɪt] *n* минута

miserable ['mɪzərəbl] *a* 1) жалкий, несчастный 2) плохой (о новостях, событиях)

miss [mɪs] *v* 1) упустить, пропустить 2) скучать (по кому-л.)

missing ['mɪsɪŋ] *a* недостающий

mistake [mɪ'steɪk] *n* ошибка

misty ['mɪstɪ] *a* туманный

mix [mɪks] *v* мешать, смешивать(ся); ~ **up** спутать, перепутать

mixer ['mɪksə] *n* миксер

mixture ['mɪkstʃə] *n* смесь

moan [məʊn] **1.** *n* стон **2.** *v* стонать

mobile ['məʊbaɪl] **1.** *a* переносный, передвижной **2.** *n* разг. мобильный телефон

mobility [məʊ'bɪlɪtɪ] *n* подвижность; ~ **allowance** льгота на приобретение транспортного средства

modern ['mɒdn] *a* современный, новый

modernist ['mɒdnɪst] *n* модернист

modify ['mɒdɪfaɪ] *v* модифицировать, видоизменять

momentum [məʊ'mentəm] *n* (*pl* **-ta**) движущая сила, импульс

monarch ['mɒnək] *n* 1) монарх 2) царь

monarchy ['mɒnəkɪ] *n* монархия

monthly ['mʌnθli] **1.** *n* ежемесячное периодическое издание, ежемесячник **2.** *a* 1) ежемесячный 2) месячный

mood [mu:d] *n* настроение; **put into** ~ приводить в какое-л. настроение

moral ['mɒrəl] **1.** *n* мораль, поучение **2.** *a* моральный, нравственный

more [mɔ:] **1.** *a* 1) *сравн. ст.* от **much** и **many** больший, более многочисленный 2) добавочный, дополнительный **2.** *adv* 1) *сравн. ст.* от **much** больше 2) еще, опять, снова

most [məʊst] **1.** *a* 1) *превосх. ст.* от **much** и **many** наибольший 2) наибольшее количество **2.** *adv* 1) *превосх. ст.* от **much** больше всего 2) очень, весьма

mostly ['məʊstli] *adv* главным образом

motive ['məʊtɪv] *n* мотив, повод

motor ['məʊtə] **1.** *n* двигатель, мотор **2.** *a* движущий, двигательный **3.** *v* ездить на автомобиле

motorbike ['məʊtəbaɪk] *n* мотоцикл

motorcycle ['məʊtəsaɪkl] *n* мотоцикл

motorcyclist ['məʊtəsaɪklɪst] *n* мотоциклист

motoring ['məʊtərɪŋ] *n* автомобильное дело; **go in for** ~ увлекаться автомобилизмом

motorised ['məʊtəraɪzd] *a* воен. моторизованный

motorway ['məʊtəweɪ] *n* автострада

mountain ['maʊntɪn] *n* гора

mountainous ['maʊntɪnəs] *a* гористый; ~ **country** гористая страна/местность

moustache [mə'sta:ʃ] *n* усы; ус

move [mu:v] *v* 1) двигать(ся), передвигать(ся) 2) трогать, волновать

movement ['mu:vmənt] *n* движение

movie ['mu:vɪ] *n* AE 1) разг. фильм, кинокартина; **see a** ~ посмотреть фильм 2) **the ~s** *pl* кино; **go to the ~s** ходить в кино

moving ['mu:vɪŋ] *a* 1) волнующий, трогательный 2) движущийся; передвижной

mower ['məʊə] *n* (сено-/газоно-)косилка

mowing ['məʊɪŋ] *n* 1) косьба 2) ~ **machine** (сено-/газоно-)косилка

MP [ˌem 'pi:] *сокр.* от **Member of Parliament**

much [mʌtʃ] **1. a (more, most)** 1) много 2) большой **2. adv** 1) очень 2) почти 3) гораздо, значительно

muffin ['mʌfɪn] *n* 1) сдоба, горячая булочка 2) оладья

musical ['mjuzɪkl] **1. n** мюзикл **2. a** музыкальный, мелодичный

music-minded ['mjuzɪk,maɪndɪd] *a* помешанный на музыке, любящий музыку

mutant ['mjʊ:tənt] *a* биол. мутантный

mutual ['mjʊ:tʃʊəl] *a* взаимный, обоюдный

myself [maɪ'self] *pron refl* себя, себе

mysterious [maɪ'stiəriəs] *a* таинственный

mystery ['mɪstri] *n* тайна

mystify ['mɪstɪfaɪ] *v* 1) озадачивать, вводить в заблуждение 2) мистифицировать

N n

naive [naɪ'v] *a* наивный, простодушный

name [neɪm] *v* называть, давать имя

namely ['neɪmlɪ] *adv* а именно, то есть

nappy ['næpɪ] *n* разг. от **napkin** пеленка

narrow ['nærəʊ] *a* узкий, тесный (тж. перен.)

nation ['neɪʃn] *n* 1) нация, народ 2) государство, страна

national ['næʃnəl] *a* национальный, народный

nationality [,næʃə'nælətɪ] *n* 1) национальность 2) гражданство

native ['neɪtɪv] *a* родной; ~ **land** родина; ~ **language** родной язык; ~ **speaker** носитель языка

natural ['nætʃrəl] *a* 1) естественный, природный 2) реальный, настоящий

nature ['neɪtʃə] *n* природа, мир, вселенная

near [nɪə] **1. a** близкий **2. adv** близко, поблизости, подле **3. prep** около, возле, у

nearby ['nɪəbaɪ] **1. a** близкий, соседний **2. adv** неподалеку, поблизости, недалеко

nearly ['nɪəli] *adv* 1) почти, чуть не 2) около, приблизительно 3) близко, тесно

neat [ni:t] *a* 1) чистый, аккуратный 2) скромный, изящный (о платье) 3) стройный, складный (о фигуре)

necessary ['nesɪsɪ] *a* необходимый, нужный

necessity [nɪ'sesɪtɪ] *n* необходимость, нужда

need [ni:d] **1. n** надобность, нужда **2. v** 1) нуждаться (в чем-л.) 2) требоваться

negative ['negətɪv] *a* отрицательный

neighbour ['neɪbə] *n* сосед, соседка

neither ... nor ['naɪðə ,nɔ:] *conj* ни ... ни ...

nerve [nɜ:v] *n* нерв

nervous ['nɜ:vəs] *a* нервный, нервозный

network ['netwɜ:k] *n* сеть

never ['nevə] *adv* никогда

never-never [ˌnevə'nevə] *n* разг. призрачное существование, витание в облаках

newlyweds ['nju:lɪwedz] *n pl* новобрачные

news [nju:z] *n* новость, новости; известие, сообщение; **what's the ~ ?** что нового?

next [nekst] **1. a** 1) следующий 2) ближайший, соседний 3) будущий **2. adv** затем, потом **3. prep** рядом, около

nickname ['nɪkneɪm] *n* прозвище

nobody ['nəʊbɒdi] *pron neg* никто

nod [nɒd] *v* кивать головой

noise [nɔɪz] *n* шум, гам, крик

non-alcoholic [ˌnɒnælkə'hɒlɪk] *a* безалкогольный

nonconformity [ˌnɒnkən'fɔ:məntɪ] *n* (**to, with**) неподчинение (правилу и т. п.)

noncontributory [ˌnɒnkən'trɪbjʊtɒri] *a* без взносов; ~ **pension plan (scheme)** пенсионное страхование за счет нанимателя

none [nʌn] **1. pron neg** никто, ничто, ни один **2. adv** несколько, совсем не

non-fiction [ˌnɒn'fɪkʃn] *n* документальная, научная литература; ~ **flim** неигровой/документальный кинофильм

nonsense ['nɒnsens] *n* 1) часто как восклицание вздор, бессмыслица 2) глупое поведение, бессмысленные поступки

norm [nɔ:m] *n* норма, правило

north [nɔ:θ] *n* север

northern ['nɔ:ðən] *a* северный

northerner ['nɔ:ðnə] *n* житель севера

northwest [ˌnɔ:θ'west] *n* 1) северо-запад 2) северо-западная часть страны

note [nəʊt] *n* (обыкн. *pl*) заметка, запись

notebook ['nəʊtbʊk] *n* записная книжка

nothing ['nʌθɪŋ] **1. n** ничто, пустяк **2. adv** несколько, совсем нет

notice ['nəʊtɪs] **1. n** 1) извещение 2) объявление **2. v** замечать

nourish ['nʊrɪʃ] *v* питать, кормить

novel [ˈnɒvl] *n* 1) роман 2) новелла
nowadays [ˈnaʊədəɪz] *adv* в наше время; теперь; в наши дни
nudity [ˈnjuːdɪti] *n* нагота, обнаженность
number [ˈnʌmbə] **1.** *n* 1) число, количество 2) (порядковый) номер 3) номер, выпуск (издания) **2.** *v* нумеровать
nurse [nɜːs] **1.** *n* медицинская сестра **2.** *v* ухаживать
nursing [ˈnɜːsɪŋ] *n* уход (за больными и т. д.)
nut [nʌt] *n* орех
nuts [nʌts] *a predic* 1) АЕ разг. чокнутый, спятивший 2) помешавшийся (на чем-л.)



obey [əʊˈbeɪ] *v* слушаться, повиноваться
object [ˈɒbdʒɪkt] *n* предмет, вещь
object [əbˈdʒekt] *v* возражать, противоречить
objectionable [əbˈdʒekʃnəbl] *a* 1) неприятный, неудобный 2) вызывающий возражения
objective [əbˈdʒektɪv] **1.** *n* цель, задача, стремление **2.** *a* 1) действительный 2) объективный, беспристрастный
obligation [ˌɒblɪˈɡeɪʃn] *n* обязанность
obscurity [əbˈskjʊəɪti] *n* 1) темнота, тьма 2) непонятность 3) неизвестность
observe [əbˈzɜːv] *v* 1) наблюдать, следить (за чем-л.) 2) замечать 3) соблюдать (правила, обычаи)
obviously [ˈɒbvɪəslɪ] *adv* очевидно
ocean [ˈəʊʃn] *n* океан
odd [ɒd] *a* 1) нечетный; ~ **number** нечетное число 2) лишний 3) странный, необычный, эксцентричный
off [ɒf] *adv* указывает на удаление, отделение
off-duty [ˌɒfˈdjuːti] *a* не работающий
offend [əˈfend] *v* 1) обижать, оскорблять 2) нарушить, погрешить (против чего-л.)
offender [əˈfendə] *n* 1) обидчик 2) преступник, правонарушитель
offer [ˈɒfə] **1.** *n* предложение **2.** *v* предлагать
office [ˈɒfɪs] *n* 1) служба, должность 2) административное здание, контора
official [əˈfɪʃl] **1.** *a* официальный **2.** *n* должностное лицо, (крупный) чиновник

offshore [ˌɒfˈʃɔː] *a* находящийся на некотором расстоянии от берега
oil [ɔɪl] *n* масло
old [əʊld] *a* (**older, elder; oldest, eldest**) старый; ~ **age** старость; ~ **people** старики
old-fashioned [ˌəʊldˈfæʃnd] *a* старомодный, вышедший из моды
olive [ˈɒlɪv] *n* бот. маслина, олива
once [wʌns] *adv* один раз, однажды; **at ~** тотчас
oneself [wʌnˈself] *pron refl* себя
on-line [ˈɒnlain] *a* соединенный с или контролируемый компьютером
opener [ˈəʊpnə] *n* консервный нож или ключ
opening [ˈəʊpnɪŋ] *n* 1) отверстие, щель 2) начало, вступительная часть 3) открытие (выставки, театрального сезона)
operate [ˈɒpəreɪt] *v* 1) действовать, работать 2) оперировать, делать (хирургическую) операцию 3) функционировать
operetta [ˌɒpəˈretə] *n* оперетта
opportunity [ˌɒpəˈtjuːnɪti] *n* удобный случай, благоприятная возможность
opposite [ˈɒpəzɪt] **1.** *a* 1) находящийся напротив, противоположный 2) обратный 3) противоположный по характеру, свойствам **2.** *adv* напротив, против
opposition [ˌɒpəˈzɪʃn] *n* оппозиция
option [ˈɒpʃn] *n* выбор
orange [ˈɒrɪndʒ] **1.** *n* апельсин **2.** *a* оранжевый
orbit [ˈɔːbɪt] **1.** *n* орбита **2.** *v* 1) выводить на орбиту 2) выходить на орбиту 3) двигаться по орбите
orbital [ˈɔːbɪtl] *a* орбитальный
order [ˈɔːdə] *n* порядок
ordinary [ˈɔːdnəri] *a* обычный, обыкновенный
organ [ˈɔːgən] *n* орган, учреждение
organisation [ˌɔːgənəɪˈzeɪʃn] *n* организация
organise [ˈɔːgənaɪz] *v* организовать
origin [ˈɒrɪdʒɪn] *n* источник, начало
original [əˈrɪdʒɪnl] *a* 1) подлинный 2) первоначальный
other [ˈʌðə] *a* другой, иной
ought [ɔːt] *v* выражает долженствование: **you ought to do your duty** вам следовало бы выполнять свои обязанности

ourselves [aʊə'selvz] *pron refl* себя, себе
outback [aʊt'bæk] *adv австрал.* 1) в малонаселенной местности; в необжитых районах 2) (часто **O.**) в грам. знач. сущ. малонаселенная местность, необжитые районы
outdoors [aʊt'dɔ:z] *adv* 1) на открытом воздухе 2) в грам. знач. сущ. двор, улица и т. п.
outfit [aʊt'fɪt] *n* одежда
outlook [aʊt'lʊk] *n* 1) вид, перспектива 2) точка зрения 3) кругозор
outside [aʊt'saɪd] 1. *a* наружный, внешний 2. *adv* снаружи, из, вне 3. *prep* вне, за пределами
outstanding [aʊt'stændɪŋ] *a* выдающийся
oven ['ʌvən] *n* печь, духовка
overcome [ˌəʊvə'kʌm] *v* (**overcame, overcome**) побороть, преодолеть
overcrowded [ˌəʊvə'kraʊdɪd] *a* переполненный
overreacting [ˌəʊvə'ri:æktɪŋ] *a* с повышенной реакцией на что-л.; сверхчувствительный
overwhelm [ˌəʊvə'welm] *v* потрясать, ошеломлять
overwork [ˌəʊvə'wɜ:k] *v* (тж. ~ **oneself**) слишком много работать, переутомляться
own [əʊn] 1. *a* (после притяжательных местоимений и существительных в *possessive case*) свой собственный 2. *v* владеть; иметь, обладать

P P

paint [peɪnt] 1. *n* краска 2. *v* 1) писать красками 2) красить
palace ['pælɪs] *n* дворец
pale [peɪl] *a* 1) бледный 2) слабый, тусклый
palm [pɑ:m] 1. *n* 1) бот. пальма 2) пальмовая ветвь (символ победы) 3) ладонь
palmetto [pæl'metəʊ] *n* (*pl -os, -oes*) бот. пальметто, пальма сабаль; ~ **flag** АЕ флаг штата Южная Каролина (с изображением пальмы)
pantry ['pæntri] *n* кладовая
paper-round ['peɪpə raʊnd] *n*: **get a ~** заниматься доставкой газет
paradise ['pærədaɪs] *n* рай
paragraph ['pærəgrɑ:f] *n* абзац

parallel ['pærəleɪl] 1. *n* 1) (часто *pl*) параллельная линия; **in ~** параллельно 2) параллель (тж. *геогр.*) 2. *a* параллельный
parliament ['pɑ:ləmənt] *n* парламент
parliamentary [ˌpɑ:lə'mentəri] *a* парламентский, парламентарный
part [pɑ:t] *n* 1) часть 2) роль 3) участие, доля в работе; **take ~ in** принимать участие в чем-л.
partial ['pɑ:ʃl] *a* частичный, неполный
participate [pɑ:'tɪsɪpeɪt] *v* принимать участие
particular [pɑ:'tɪkjʊlə] 1. *n* частность, подробность, деталь; **in ~** в особенности, в частности 2. *a* особый, особенный
part-time [ˌpɑ:t'taɪm] *n* неполный рабочий день
party ['pɑ:ti] *n* 1) вечеринка 2) партия
pass [pɑ:s] *v* 1) проходить, идти 2) проходить мимо; ~ **over** преодолевать (*вето*)
passage ['pæsɪdʒ] *n* 1) проход, проезд 2) плата за проезд (в самолете, на пароходе) 3) место, отрывок (из книги)
passerby [ˌpɑ:sə'baɪ] *n* (*pl passersby*) прохожий, проезжий
passion ['pæʃn] *n* страстное увлечение
paste [peɪst] *n* 1) сдобное тесто 2) макаронные изделия 3) паста 4) паштет 5) клей
pastime ['pɑ:staɪm] *n* приятное времяпрепровождение, развлечение, игра
pat [pæt] *v* похлопывать; ~ **oneself on the back** хвалить себя
patent ['peɪntnt] 1. *n* патент, диплом 2. *v* патентовать (что-л.)
pathetic [pə'θetɪk] *a* трогательный, жалостливый
patience ['peɪʃns] *n* терпение, терпеливость
patient ['peɪʃnt] *n* больной, пациент
patient ['peɪʃnt] *a* 1) терпеливый 2) упорный, настойчивый
patois ['pætwa:] *n* фр. лингв. местный говор
pay [peɪ] *v* (**paid**) платить
payment ['peɪmənt] *n* уплата, оплата, платеж, плата; **monthly ~** ежемесячная плата
PC [ˌpi:'si:] *n* сокр. от **personal computer**
peace [pi:s] *n* мир
peach [pi:tʃ] *n* 1) бот. персиковое дерево 2) персик (плод)

pearl [pɜ:l] *n* 1) жемчуг 2) перламутр
peculiar [pɪ'kju:liə] *a* специфический, особенный, своеобразный
peculiarity [pɪ,kju:li'æpɪti] *n* 1) специфичность, особенность 2) характерная черта, отличительное качество, свойство
peer [piə] *n* 1) ровня, равный; ~ **group** группа сверстников 2) пэр, лорд
pence [pens] (*pl* от **penny**) пенни, пенсы
penicillin [,peni'sɪlɪn] *n* *фарм.* пенициллин
pension ['penʃn] *n* пенсия
pensioner ['penʃnə] *n* пенсионер
per [pɜ:] *prep* за, на, в, с
per cent [pə'sent] *n* процент
percentage [pə'sentiʃɪ] *n* процентное содержание
perceptive [pə'septɪv] *a* 1) пронизательный 2) восприимчивый
perfect 1. *a* ['pɜ:fɪkt] совершенный, безупречный, прекрасный 2. *v* [pə'fekt] 1) совершенствовать, улучшать 2) завершать, заканчивать, выполнять
perform [pə'fɔ:m] *v* выполнять
performance [pə'fɔ:məns] *n* спектакль
perhaps [pə'hæps] *adv* может быть, возможно
permanent ['pɜ:mənənt] *a* постоянный
permission [pə'mɪʃn] *n* разрешение
permit 1. *n* ['pɜ:mit] 1) разрешение 2) пропуск 2. *v* [pə'mɪt] позволять, разрешать, давать разрешение; ~ **smb to do smth** разрешить кому-л. сделать что-л.
personal ['pɜ:snəl] *a* личный
personality [,pɜ:sə'nælɪti] *n* 1) личность, индивидуальность 2) (известная) личность, персона
persuade [pə'sweɪd] *v* убеждать, уговаривать
persuasion [pə'sweɪʒn] *n* 1) убеждение 2) мнение 3) убежденность
petrol ['petrəl] *n* бензин, газолин
phase [feɪz] 1. *n* фаза, период, стадия 2. *v* осуществлять постепенный переход; ~ **out** постепенно ликвидировать, сворачивать
philanthropist [fɪ'lænθrəpɪst] *n* филантроп
photocopier ['fəʊtəʊ,kɒpiə] *n* копировальная машина
photography [fə'tɒgrəfi] *n* фотографирование, фотосъемка

phrase [freɪz] 1. *n* фраза, выражение 2. *v* выражать словами, формулировать
phreak [fri:k] *n* человек, занимающийся взломом телефонных сетей
physical ['fɪzɪkl] *a* физический
physician [fɪ'zɪʃn] *n* врач
physicist ['fɪzɪsɪst] *n* физик
pick [pɪk] *v* выбирать; ~ **out** выбирать; ~ **up** собирать
picture ['pɪktʃə] *n* картина, изображение; **AE go to the ~s** ходить в кино; **take ~s** фотографировать
pierced [piəst] *a* проколотый
pinetree ['paɪn,tri:] *n* сосна
pioneer [,paɪə'nɪə] 1. *n* пионер, первый поселенец, исследователь 2. *v* прокладывать путь, быть пионером
pipe [paɪp] *n* труба, трубопровод
pistol ['pɪstl] *n* пистолет, револьвер
pittance ['pɪtns] *n* скудное вспомоществование или жалование; жалкие гроши
pity ['pɪtɪ] 1. *n* жалость, сострадание 2. *v* жалеть
place [pleɪs] 1. *n* место; **take ~** случаться, иметь место 2. *v* помещать, ставить
plain [pleɪn] 1. *n* равнина 2. *a* ясный, разборчивый, отчетливый
plaintiff ['pleɪntɪf] *n* *юр.* истец, истица
plane [pleɪn] *n* *разг.* самолет
plant [plɑ:nt] *n* растение
plasma ['plæzmə] *n* плазма
plastic ['plæstɪk] *a* 1) пластический 2) гибкий
platter ['plætə] *n* **AE** большое плоское блюдо
playwright ['pleɪraɪt] *n* драматург
pleasant ['pleznt] *a* приятный
please [pli:z] *v* 1) нравиться 2) доставлять удовольствие
pleased [pli:zd] *a* довольный; **be ~** быть польщенным
pleasure ['pleʒə] *n* удовольствие
plenty ['plenti] 1. *n* обилие, изобилие; ~ **of** много 2. *adv* вполне, довольно
pliable ['plaɪəbl] *a* 1) гибкий 2) уступчивый
plot [plɒt] *n* сюжет, фабула
plug [plʌg] 1. *n* *эл.* штепсель 2. *v* затыкать, закупоривать; ~ **in** вставлять штепсель в розетку

poetry ['pəʊtri] *n* поэзия

point [pɔɪnt] **1.** *n* очко; ~ **of view** точка зрения **2.** *v* показывать пальцем, указывать; ~ **out** указывать, показывать, обращать чье-л. внимание

police [pə'li:s] *n* полиция

policy ['pɒləsi] *n* политика

polite [pə'laɪt] *a* вежливый

political [pə'litɪkl] *a* политический, государственный

politician [ˌpɒlɪ'tʃɪn] *n* политик

politics ['pɒlɪtɪks] *n* политика

pollution [pə'lju:ʃn] *n* загрязнение

pool [pu:l] *n* 1) лужа 2) спорт. (плавательный) бассейн (тж. **swimming** ~)

poor [pɔ:] *a* бедный, нищий; ~ **diet** плохое питание

populate ['pɒpjuleɪt] *v* населять; **densely/heavily/highly** ~ густонаселенный; **thinly** ~ малонаселенный

population [ˌpɒpjʊ'leɪʃn] *n* население, жители

populous ['pɒpjʊləs] *a* густонаселенный

portable ['pɔ:təbl] *a* портативный, переносной

portion ['pɔ:ʃn] *n* 1) часть 2) порция

position [pə'zɪʃn] *n* положение

positive ['pɒzɪtɪv] *a* положительный

positively ['pɒzɪtɪvli] *adv* безусловно, категорически, решительно

possibility [ˌpɒsɪ'bɪləti] *n* возможность

possible ['pɒsɪbl] *a* возможный, вероятный

poster ['pɒstə] *n* плакат, афиша, объявление

potential [pə'tenʃl] **1.** *n* потенциал **2.** *a* возможный, потенциальный

pound [paʊnd] *n* 1) фунт (= 453,6 г) 2) фунт стерлингов

poverty ['pɒvəti] *n* бедность; **below the ~ level/line** за чертой бедности

powder ['paʊdə] *n* 1) порошок, пыль 2) пудра

power ['paʊə] *n* 1) сила 2) власть

powerful ['paʊəfʊl] *a* сильный, мощный

practically ['præktɪkli] *adv* практически

practice ['præktɪs] *n* практика

practitioner [præk'tɪʃnə] *n* практикующий врач

pragmatic [præg'mætɪk] *a* филос. прагматический

prairie ['preəri] *n* прерия, степь

predict [prɪ'dɪkt] *v* предсказывать

predictability [prɪ,dɪktə'bɪləti] *n* способность предсказывать

prefer [prɪ'fɜ:] *v* предпочитать

preference ['prefrəns] *n* предпочтение

pregnancy ['pregnənsɪ] *n* беременность

pregnant ['pregnənt] *a* беременная

prelude ['preljʊ:d] *n* муз. прелюдия

preparation [ˌprepə'reɪʃn] *n* приготовление; **make ~s (for)** готовиться (к чему-л.)

prepare [prɪ'preə] *v* 1) готовить, подготавливать 2) готовиться

pre-recorded [ˌpri:ɪ'kɔ:dɪd] *a* кино предварительно записанный

present **1.** *n* ['preznt] подарок **2.** *v* [prɪ'zent] дарить

president ['prezɪdnt] *n* президент

presidential [ˌprezɪ'denʃl] *a* президентский

press [pres] **1.** *n* пресса, печать **2.** *v* 1) нажимать 2) давить

pressure ['preʃə] *n* давление

pretend [prɪ'tend] *v* притворяться, делать вид

pretty ['prɪti] **1.** *a* 1) хорошенький, приятный 2) разг. значительный **2.** *adv* разг. довольно, достаточно, в значительной степени

prevent [prɪ'vent] *v* предотвращать

prevention [prɪ'venʃn] *n* предотвращение, предупреждение, предохранение

price [praɪs] *n* цена; **at a ~** по высокой цене

primitive ['prɪmɪtɪv] *a* 1) примитивный 2) первобытный

principle ['prɪnsɪpl] *n* принцип, закон

print [prɪnt] *v* печатать

priority [praɪ'ɒrɪti] *n* 1) старшинство, приоритет 2) очередность

prison ['prɪzn] *n* тюрьма

prisoner ['prɪznə] *n* заключенный

privacy ['prɪvəsi] *n* уединение, одиночество

private ['praɪvɪt] *a* частный; личный; **go ~** перейти на частное медицинское обслуживание

privilege ['prɪvɪlɪdʒ] *n* привилегия

prize [praɪz] *n* награда, приз

pro [prəʊ] *n* (сокр. от **professional**) профессионал

pro and con [ˌprəʊ ənd ˈkɒn] *adv* за и против

process [ˈprɒses] *n* 1) процесс 2) метод, технологический процесс 3) ~ **chart** график, расписание

proclaim [prəˈkleɪm] *v* провозглашать

proclamation [ˌprɒkləˈmeɪʃn] *n* 1) объявление 2) провозглашение

produce [prəˈdjuːs] *v* производить

producer [prəˈdjuːsə] *n* режиссер-постановщик, продюсер

profit [ˈprɒfɪt] 1. *n* польза, выгода 2. *v* 1) приносить пользу 2) извлекать пользу

programme [ˈprəʊgræm] *n* (AE **program**) программа

prohibition [ˌprəʊhɪˈbɪʃn] *n* запрет

project [ˈprɒdʒekt] *n* проект, план

promise [ˈprɒmɪs] *n* обещание; **keep one's** ~ сдерживать обещание

pronounce [prəˈnaʊns] *v* произносить

pronunciation [prəˌnʌnsiˈeɪʃn] *n* произношение

proof [pruːf] *n* доказательство

proper [ˈprɒpə] *a* правильный, подходящий

property [ˈprɒpərti] *n* 1) свойство 2) имущество

proportion [prəˈpɔːʃn] *n* пропорция

propose [prəˈpəʊz] *v* предложить, предлагать

protect [prəˈtekt] *v* защищать (**against** против чего-л.; **from** от чего-л.)

protection [prəˈtektʃn] *n* защита, оборона

protest [prəˈtest] *v* протестовать, возражать

proud [praʊd] *a* гордый

prove [pruːv] *v* доказывать

proverb [ˈprɒvzːb] *n* пословица

provide [prəˈvaɪd] *v* 1) обеспечивать, снабжать 2) предоставлять

provision [prəˈvɪʒn] 1. *n* 1) заготовление, заготовка 2) снабжение, обеспечение 2. *v* снабжать продовольствием

provoke [prəˈvəʊk] *v* 1) вызывать, возбуждать 2) провоцировать

public [ˈpʌblɪk] *a* общественный

publish [ˈpʌblɪʃ] *v* 1) публиковать 2) издавать

pull [pʊl] *v* 1) тянуть, тащить 2) дергать

pump [plʌmp] *n* насос

punish [ˈpʌnɪʃ] *v* наказывать

purple [ˈpɜːpl] *a* пурпурный

purpose [ˈpɜːpəs] *n* намерение, цель

push [pʊʃ] 1. *n* толчок, удар 2. *v* толкать

put [pʊt] *v* (**put**) класть, положить

puzzle [ˈpʌzl] *n* загадка, головоломка

Q q

qualify [ˈkwɒlɪfaɪ] *v* квалифицировать, определять

quality [ˈkwɒlɪti] *n* качество

quantity [ˈkwɒntəti] *n* количество

quarry [ˈkwɒri] *n* каменоломня, карьер

quarter [ˈkwɔːtə] *n* четверть

queue [kjuː] 1. *n* очередь 2. *v* стоять в очереди

quick [kwɪk] *a* быстрый, скорый

quiet [ˈkwaɪət] *a* 1) спокойный, тихий, бесшумный 2) мирный, спокойный

quite [kwaɪt] *adv* вполне, совершенно

quote [kwəʊt] 1. *n* разг. цитата 2. *v* цитировать, ссылаться (на кого-л., что-л.)

R r

race [reɪs] *n* состязание в беге

racist [ˈreɪsɪst] *n* расист

radio [ˈreɪdɪəʊ] *n* радио

railroad [ˈreɪlroʊd] *n* AE 1) железная дорога 2) *attr* железнодорожный

railway [ˈreɪlweɪ] *n* BE 1) железная дорога 2) *attr* железнодорожный

rainfall [ˈreɪnfɔːl] *n* метеор. 1) ливень 2) количество осадков

raise [reɪz] *v* поднимать

range [reɪnʃ] 1. *n* ряд, линия; цепь 2. *v* 1) выстраивать(ся) в ряд, ставить в порядке 2) классифицировать

rank [ræŋk] *v* строить в шеренгу

ransom [ˈrænsəm] 1. *n* выкуп 2. *v* 1) освободить за выкуп 2) требовать выкупа

rapidly [ˈræpɪdli] *adv* быстро

rare [reə] *a* редкий

rate [reɪt] 1. *n* разряд, класс, сорт 2. *v* оценивать, устанавливать стоимость

rather [ˈrɑːðə] *adv* скорее, лучше; ~ **than** предпочтительнее, чем ...

rave [reɪv] *n* танцевальная вечеринка, длящаяся всю ночь

reach [ri:tʃ] *v* 1) достигать, доходить 2) настигнуть
react [ri:'ækt] *v* реагировать
read [ri:d] *v* (**read** [red]) читать
ready ['redi] *a* готовый, приготовленный
reality [ri:'æli:ti] *n* действительность, реальность
reason ['ri:zn] *n* причина, повод, основание
reasonable ['ri:znəbl] *a* 1) (благо)разумный 2) умеренный; приемлемый
rebel [ri:'bel] *v* протестовать
rebellion [ri:'beljən] *n* восстание
rebellious [ri:'beljəs] *a* бунтарский
receive [ri:'si:v] *v* получать, принимать
recent ['ri:snt] *a* недавний, последний, новый
reception [ri:'sepʃn] *n* прием
receptionist [ri:'sepʃnist] *n* секретарь в приемной
recognise ['rekəgnaiz] *v* 1) узнавать 2) признавать
record 1. *n* ['rekɔ:d] граммофонная пластинка 2. *v* [ri:'kɔ:d] записывать на пластинку, на пленку
reduce [ri:'dju:s] *v* уменьшать, сокращать
redundancy [ri:'dʌndənsi] *n* сокращение рабочих или служащих, сокращение штатов
redundant [ri:'dʌndənt] *a* уволенный по сокращению штатов
redwood ['redwʊd] *n* красное дерево
refer [ri:'fɜ:] *v* посылать, отсылать
referendum [,refə'rendəm] *n* полит. референдум
refinery [ri:'faɪnəri] *n* очистительный завод
reflect [ri:'flekt] *v* отражать(ся)
reflection [ri:'flekʃn] *n* отражение, отблеск
reform [ri:'fɔ:m] 1. *n* реформа, преобразование 2. *v* преобразовывать, улучшать
refuse [ri:'fju:z] *v* отказываться(ся), отвергать
regard [ri:'gɑ:d] *v* считать, рассматривать; ~ **with** считаться с
regardless [ri:'gɑ:dləs] *adv* не обращая внимания, не думая; ~ **of** невзирая на, не считаясь с
regime [rei:'zi:m] *n* режим, строй
region ['ri:ʃn] *n* страна, край, область
regional ['ri:ʃnl] *a* областной, местный
registered ['redʒɪstəd] *a* зарегистрированный

regular ['regjʊlə] *a* регулярный
regulation [,regjʊ'leɪʃn] *n* 1) регулирование; приведение в порядок 2) *pl* предписания, правила
reheat [,ri:'hi:t] *v* подогревать
reject [ri:'dʒekt] *v* отвергать, отказывать
rejection [ri:'dʒekʃn] *n* отказ, непринятие
relationship [ri:'leɪʃnʃɪp] *n* 1) родство 2) отношение, взаимоотношение; связь
relative ['relatɪv] *n* родственник
relax [ri:'læks] *v* расслаблять(ся); делать передышку
reliable [ri:'laɪəbl] *a* 1) надежный 2) заслуживающий доверия
relief [ri:'li:f] *n* рельеф
religious [ri:'li:dʒəs] *a* религиозный
reluctance [ri:'lʌktəns] *n* неохота, нежелание, отвращение
remain [ri:'meɪn] *v* оставаться
remake [,ri:'meɪk] *v* (**remade**) переделывать
remarkable [ri:'mɑ:kəbl] *a* замечательный, удивительный
remember [ri:'membə] *v* помнить, вспоминать
remote [ri:'məʊt] *a* тех. дистанционный; ~ **control** дистанционное управление
remove [ri:'mu:v] *v* передвигать, перемещать
repertory ['repətəri] *n* (тж. ~ **theatre**) театр с постоянной труппой и определенным репертуаром
represent [,reprɪ'zent] *v* представлять
representative [,reprɪ'zentətɪv] 1. *n* представитель 2. *a* представительский
reputed [ri:'pjʊ:tɪd] *a* имеющий определенную репутацию; известный
request [ri:'kwɛst] *n* просьба, требование
require [ri:'kwaɪə] *v* требовать
research [ri:'sɜ:tʃ] 1. *n* исследование, изучение 2. *v* исследовать
reserved [ri:'zɜ:vɪd] *a* скрытый, сдержанный
residence ['rezɪdns] *n* 1) местожительство; резиденция 2) проживание, пребывание
resort [ri:'zɔ:t] *n* курорт (тж. **health** ~)
resource [ri:'zɔ:s] *n* обыкн. *pl* средства, запасы
respect [ri:'spekt] 1. *n* уважение 2. *v* уважать
respond [ri:'spɒnd] *v* отвечать
response [ri:'spɒns] *n* ответ

responsibility [rɪˌspɒnsɪˈbɪləti] *n* ответственность
responsible [rɪˈspɒnsɪbl] *a* ответственный (**for** за что-л.; **to** перед кем-л.)
restaurant [ˈrestɒrənt] *n* фр. ресторан
restore [rɪˈstɔː] *v* восстанавливать(ся)
reticent [ˈretɪsnt] *a* 1) сдержанный 2) скрытый
retire [rɪˈtaɪə] *v* уходить в отставку
retired [rɪˈtaɪəd] 1. *a* удалившийся от дел 2. *n* (**the ~**) *pl* собир. пенсионеры
retirement [rɪˈtaɪəmənt] *n* выход в отставку или на пенсию
return [rɪˈtʃuːn] *v* 1) возвращать, отдавать 2) возвращаться, идти обратно
reunion [riːˈjuːnjən] *n* воссоединение
reveal [rɪˈviːl] *v* показывать, обнаруживать
review [rɪˈvjuː] *n* обзор
revision [rɪˈvɪʒn] *n* 1) пересмотр 2) проверка
reward [rɪˈwɔːd] 1. *n* награда, вознаграждение 2. *v* вознаграждать
rhyme [raɪm] *n* рифмованный стих
rhythm [ˈrɪðm] *n* ритм
rich [rɪtʃ] *a* богатый
rid [rɪd] *v* освобождать, избавлять; **get ~ of** отрываться от чего-л., кого-л.
ride [raɪd] *v* (**rode, ridden**) ехать; ехать верхом
ridiculous [rɪˈdɪkjʊləs] *a* смешной, нелепый
right [raɪt] 1. *n* право 2. *a* именно тот, который нужен 3. *adv* правильно, верно
rise [raɪz] 1. *n* повышение, подъем 2. *v* (**rose, risen**) 1) подниматься; вставать 2) вставать, в(о)сходить
risky [ˈrɪski] *a* рискованный, опасный
rival [ˈraɪvl] *a* соперничающий, конкурирующий
road [rəʊd] *n* дорога
roast [rəʊst] *a* жареный
rob [rɒb] *v* грабить, обкрадывать
rocky [ˈrɒki] *a* скалистый, каменистый
role [rəʊl] *n* роль
roll [rəʊl] *v* 1) катить(ся), вращать(ся) 2) свертывать(ся)
roller-skate [ˈrəʊlə skeɪt] *v* кататься на роликах
romantic [rəʊˈmæntɪk] *a* романтический
root [ruːt] *n* корень

rotten [ˈrɒtn] *a* 1) гнилой, прогнивший 2) разг. неприятный, отвратительный
rough [rʌf] *a* 1) грубый 2) резкий (*о погоде*)
round [raʊnd] *a* круглый
route [ruːt] *n* маршрут
royal [ˈrɔɪəl] *a* королевский
rubbish [ˈrʌbɪʃ] *n* мусор, хлам
rude [ruːd] *a* грубый
ruin [ˈruːn] 1. *n* гибель, крушение 2. *v* разрушать
rule [ruːl] 1. *n* правило 2. *v* управлять, править, властвовать
run [rʌn] *v* (**ran, run**) руководить, управлять, вести
rush hour [ˈrʌʃ aʊə] *n* час пик
ruthless [ˈruːθləs] *a* безжалостный, жестокий

S s

sacrifice [ˈsækrɪfaɪs] *v* приносить в жертву
sad [sæd] *a* печальный, грустный
safe [seɪf] *a* безопасный, надежный
safety [ˈseɪfti] *n* безопасность, сохранность
sail [seɪl] *v* 1) идти под парусами 2) плавать
sake [seɪk] *n*: **for one's ~, for the ~ of** ради (кого-л.)
salary [ˈsæləri] *n* жалованье, оклад; **be on ~** получать оклад
salesperson [ˈseɪlspɜːsn] *n* продавец
same [seɪm] *pron* тот (же) самый; одинаковый
sandy [ˈsændi] *a* песчаный, песочный
satellite [ˈsætələɪt] *n* астр. спутник
satire [ˈsætəɪə] *n* сатира
satirise [ˈsætəraɪz] *v* высмеивать
satisfy [ˈsætɪsfaɪ] *v* удовлетворять, соответствовать
save [seɪv] *v* 1) спасти 2) экономить
saviour [ˈseɪvjə] *n* спаситель, избавитель
say [seɪ] *v* (**said**) говорить, сказать; **they ~** говорят
scale [skeɪl] *n* 1) масштаб, размер 2) градация, шкала
scan [skæn] *v* бегло просматривать с целью поиска конкретной информации
scare [skeə] *v* пугать
scarlet [ˈskɑːlɪt] *a* алый, ярко-красный
scarp [ska:p] *n* крутой откос
scary [ˈskeəri] *a* разг. жуткий, ужасный

scene [si:n] *n* 1) место действия (в пьесе, романе и т. п.) 2) сцена, явление (в пьесе)

scheme [ski:m] *n* 1) план, проект 2) система 3) конспект

scholar ['skɒlə] *n* ученый

scholarship ['skɒləʃɪp] *n* стипендия

school-leaver ['sku:l,li:və] *n* 1) ученик, бросивший школу 2) выпускник

science ['saɪəns] *n* собир. естественные науки; ~ **fiction** научная фантастика

scientist ['saɪəntɪst] *n* ученый

scold [skəʊld] *v* бранить(ся)

scooter ['sku:tə] *n* 1) мотороллер 2) спорт. скутер

score [skɔ:] *n* счет

Scot [skɒt] *n* шотландец

Scotch tape ['skɒtʃ teɪp] *n* липкая лента, скотч

scraps [skræps] *n pl* 1) остатки, объедки 2) вырезки из газет

scream [skri:m] **1.** *n* вопль, пронзительный крик **2.** *v* пронзительно кричать

screen [skri:n] *n* экран

screenwriter ['skri:n,raɪtə] *n* сценарист

script [skript] *n* кино, тлв. сценарий

search [sɜ:tʃ] *v* искать

seaside ['si:said] *n* 1) морской курорт 2) *attr* приморский

season ['si:zn] *n* время года

seat [si:t] *n* место (для сидения)

security [si'kjʊəriti] *n* 1) безопасность 2) охрана

see [si:] *v* (**saw, seen**) видеть; смотреть

seedy ['si:di:] *a* изношенный, потрепанный

seek [si:k] *v* (**sought**) искать, разыскивать

seem [si:m] *v* казаться, представляться

seize [siz] *v* хватать, схватить

seldom ['seldəm] *adv* редко

selective [si'lektiv] *a* 1) отбирающий, выбирающий 2) отборный

selector [si'lektə] *n* 1) эл. селектор, искатель 2) радио ручка настройки, переключатель

self- [self] *prefix* в сложных словах выражает направленность действия на самого себя само-, себя-, свое-

self-confidence [self'kɒnfɪdns] *n* самоуверенность, самонадеянность

self-expression [self'ɪkspreʃn] *n* самовыражение

self-reliance [selfrɪ'laɪəns] *n* уверенность в своих силах

self-reliant [selfrɪ'laɪənt] *a* уверенный в себе

sell [sel] *v* (**sold**) продавать(ся)

seller ['selə] *n* 1) торговец, продавец 2) ходкий товар (тж. **best** ~)

senate ['senɪt] *n* сенат

senator ['senətə] *n* сенатор

send [send] *v* (**sent**) посылать, отправлять

senior ['si:nɪə] **1.** *a* старший **2.** *n* АЕ ученик выпускного класса

sensation [sen'seɪʃn] *n* 1) ощущение, чувство 2) сенсация

sensational [sen'seɪʃnəl] *a* 1) сенсационный 2) *predic* великолепный, поразительный

sense [sens] *n* чувство, ощущение

separate ['sepɪt] *a* отдельный

separately ['sepɪtli] *adv* 1) отдельно 2) изолированно

sequence ['si:kwəns] *n* последовательность; ряд; порядок (следования)

sequoia [si'kwɔɪə] *n* бот. секвойя

series ['siəri:z] *n* (*pl* без измен.) 1) ряд 2) серия

serious ['siəriəs] *a* серьезный

service ['sɜ:vɪs] *n* 1) служба 2) обслуживание 3) услуга

session ['seʃn] *n* 1) заседание 2) учебный семестр (в шотл. и амер. университетах) 3) АЕ занятия, учебное время в школе

set [set] **1.** *n* 1) набор 2) декорация **2.** *v* (**set**) ставить, помещать, располагать; ~ **in** установиться (обыкн. о погоде); ~ **out** отправляться; ~ **up** установить

sever ['sevə] *v* разъединять, отделять

several ['sevərə] *a* несколько

severe [si'viə] *a* 1) строгий, суровый 2) резкий, сильный; ~ **weather** суровая погода

sew [səʊ] *v* (**sewed** [səʊd], **sewn** [səʊn]) шить

shadow ['ʃædəʊ] *n* тень

shake [ʃeɪk] *v* (**shook, shaken**) трясти; ~ **hands** пожать друг другу руки

shape [ʃeɪp] **1.** *n* форма, очертания; вид; образ **2.** *v* 1) создавать, делать (из чего-л.) 2) придавать форму, формировать

share [ʃeə] **1.** *n* доля, часть **2.** *v* 1) делить(ся) 2) разделять (*мнение, вкусы и т. п.*)

sharp [ʃɑ:p] *a* острый, отточенный

shave [ʃeɪv] **1.** *n* бритве; **give smb a ~** побрить кого-л. **2.** *v* брить(ся)

sheep [ʃi:p] *n* (*pl* без измен.) овца, баран

sheet [ʃi:t] *n* 1) простыня 2) лист

ship [ʃɪp] *n* корабль, судно

shirt [ʃɜ:t] *n* рубашка (*мужская*)

shiver [ʃɪvə] **1.** *n* (*часто pl*) дрожь, трепет **2.** *v* дрожать, вздрагивать; трепетать

shoot [ʃu:t] *v* (**shot**) кино снимать

short [ʃɔ:t] *a* короткий; краткий; краткосрочный; **be ~ of smth** испытывать нужду, нехватку в чем-л.

shortage [ˈʃɔ:tɪdʒ] *n* нехватка, недостаток, дефицит

shout [ʃaʊt] **1.** *n* крик, возглас **2.** *v* кричать

shove [ʃʌv] *v* пихать; ~ **around** толкаться; ~ **in** вступать в разговор

show [ʃəʊ] **1.** *n* 1) показ, демонстрация 2) зрелище 3) выставка **2.** *v* (**showed; showed, shown**) 1) показывать 2) демонстрировать; ~ **off** привлекать внимание

Siberian [saɪˈbɪəriən] *a* сибирский

sick [sɪk] *a* больной; ~ **and tired (of)** разг. пресыщенный; уставший (*от чего-л.*)

sickness [ˈsɪknɪs] *n* 1) болезнь 2) тошнота

side [saɪd] *n* сторона

sight [saɪt] *n* 1) вид 2) взгляд

sign [saɪn] **1.** *n* знак, символ **2.** *v* подписываться

signal [ˈsɪgnl] *n* сигнал, знак

silent [ˈsaɪlənt] *a* безмолвный; немой; ~ **film** немой фильм

silly [ˈsɪli] *a* глупый

silver [ˈsɪlvə] **1.** *n* серебро **2.** *a* серебряный

similar [ˈsɪmɪlə] *a* подобный (**to**); сходный, похожий

similarity [ˌsɪmɪˈlærɪti] *n* сходство

simple [ˈsɪmpl] *a* простой, несложный

since [sɪns] *prep* с, после

sincerity [sɪnˈserɪti] *n* искренность

sing [sɪŋ] *v* (**sang, sung**) петь

single [ˈsɪŋɡl] *a* 1) один; единственный; одинокий 2) годный в один конец (*о билете*)

sink [sɪŋk] *v* (**sank, sunk**) тонуть (*о корабле*)

sit [sɪt] *v* (**sat**) сидеть

situated [ˈsɪtʃueɪtɪd] *a* расположенный

size [saɪz] *n* размер

skilful [ˈskɪfl] *a* искусный, умелый

skill [skɪl] *n* искусство, мастерство, умение

skin [skɪn] *n* кожа; шкура

skinflint [ˈskɪn,flɪnt] *n* скряга

skinhead [ˈskɪnhed] *n* бритоголовый

skyscraper [ˈskaɪ,skreɪpə] *n* небоскреб

slam [slæm] *v* хлопать, захлопывать(ся)

slavery [ˈsleɪvəri] *n* рабство

sleazy [ˈsli:zi] *a* разг. неряшливый

sleep [sli:p] *v* (**slept**) спать

sleepless [ˈsli:pləs] *a* бессонный; бодрствующий

sleepy [ˈsli:pi] *a* сонный, сонливый

slice [slaɪs] **1.** *n* ломтик, ломоть **2.** *v* резать ломтиками

slogan [ˈsləʊɡən] *n* лозунг, призыв; девиз

slow [sləʊ] *a* медленный, тихий

sly [slaɪ] *a* хитрый, ловкий, коварный

small [smɔ:l] *a* маленький; небольшой

smart [smɑ:t] *a* 1) остроумный, находчивый 2) красивый

smash [smæʃ] *v* разбивать(ся) вдребезги

smashing [ˈsmæʃɪŋ] *a* 1) сокрушительный 2) разг. превосходный, великолепный

smile [smaɪl] *n* улыбка

smoke [sməʊk] *v* курить

smokescreen [ˈsməʊkskri:n] *n* воен. дымовая завеса (*тж. перен.*)

snack [snæk] *n* легкая закуска; **have a ~** перекусить на ходу

sneakers [ˈsni:kəz] *n pl* AE кроссовки

snow [snəʊ] **1.** *n* снег **2.** *v* (*в безличных оборотах*) **it ~s** идет снег

snowball [ˈsnəʊbɔ:l] *n* снежок

so [səʊ] *adv* 1) так, таким образом 2) итак

soap [səʊp] *n* мыло

so-called [ˌsəʊˈkɔ:ld] *a* так называемый

sociable [ˈsəʊjəbl] *a* общительный

social [ˈsəʊʃl] *a* общественный, социальный

society [səˈsaɪəti] *n* общество

socket [ˈsɒkɪt] *n* патрон (*электрической лампы*); розетка

soft [sɒft] *a* 1) мягкий 2) безалкогольный

soil [sɔɪl] *n* почва, земля

solar [ˈsəʊlə] *a* солнечный

sole [səʊl] *n* 1) подошва 2) подметка 3) тех. основание
solution [sə'lu:ʃn] *n* решение
solve [sɒlv] *v* решать, разрешать (*проблему*)
somebody ['sʌmbɒdi] *pron indef* кто-то, кто-нибудь
somehow ['sʌmhəʊ] *adv* как-нибудь, как-то, почему-то
someone ['sʌmwʌn] *pron indef* кто-то, кто-нибудь
something ['sʌmθɪŋ] *pron indef* что-то, кое-что, нечто, что-нибудь
sometimes ['sʌmtaɪmz] *adv* иногда
somewhere ['sʌmweə] *adv* где-то, где-нибудь; куда-то, куда-нибудь
soon [su:n] *adv* скоро
sorry ['sɒri] *a predic* огорченный
soul [səʊl] *n* душа
sound [saʊnd] *n* звук, шум; ~ **film** звуковой фильм
source [sɔ:s] *n* источник
south [saʊθ] *n* юг
souvenir [,su:və'niə] *n* сувенир
space [speɪs] *n* 1) пространство; интервал 2) космос, космическое пространство
spare [speə] *a* запасной; свободный
speak [spi:k] *v* (**spoke, spoken**) говорить, разговаривать
specific [spi'sɪfɪk] *a* особый, особенный
specify ['spesɪfaɪ] *v* 1) точно определять 2) указывать, отмечать
speech [spi:tʃ] *n* речь
speed [spi:d] *n* скорость
spend [spend] *v* (**spent**) 1) проводить 2) тратить, расходовать
sphere [sfɪə] *n* 1) сфера 2) социальная среда, круг
spill [spɪl] *v* (**spilt**) проливать(ся); ~ **the beans** раскрыть секрет
spit [spɪt] *n* вертел
spite [spaɪt] **1.** *n* злость; **in ~ of** (*употр. как prep и cj*) несмотря на **2.** *v* делать назло
splendid ['splendɪd] *a* великолепный
spot [spɒt] **1.** *n* 1) пятно 2) прыщ **2.** *v* *разг.* увидеть; узнать; заметить
spouse [spaʊs] *n* супруг, супруга
spread [spred] *v* (**spread**) простирать(ся), расстлать(ся)

square [skweə] *n* площадь, сквер
squat [skwɒt] *n* заброшенный дом
stage [steɪdʒ] *n* сцена
stair [steə] *n* ступенька (*лестницы*)
stammer ['stæmə] *v* заикаться
star [stɑ:] **1.** *n* звезда **2.** *v* играть главные роли, быть звездой
starve [stɑ:v] *v* 1) голодать 2) ощущать нехватку чего-л.
state [steɪt] *n* 1) государство 2) штат
statement ['steɪtmənt] *n* утверждение
stay [steɪ] **1.** *n* пребывание **2.** *v* оставаться; ~ **away from smb/smith** держаться подальше от кого-л., чего-л.; ~ **on** продолжать
steady ['stedɪ] *a* постоянный
steam [sti:m] **1.** *n* пар **2.** *a* паровой
steel [sti:l] **1.** *n* сталь **2.** *a* стальной
step [step] *n* шаг
stereotype ['sterɪətaɪp] *n* стереотип
still [stɪl] **1.** *a* тихий, бесшумный **2.** *adv* 1) до сих пор, (все) еще, по-прежнему 2) все же, тем не менее
stitch [stɪtʃ] *n* стежок
stomach ['stʌmək] *n* 1) желудок 2) живот
store [stɔ:] *n* АЕ магазин, универмаг
stove [stəʊv] *n* АЕ кухонная плита
strange [streɪndʒ] *a* 1) чуждый, незнакомый 2) странный; необыкновенный
stranger ['streɪndʒə] *n* чужестранец, незнакомец
strategic(al) [strə'ti:ʃɪk(l)] *a* стратегический
stream [stri:m] *n* поток; струя
strength [streŋθ] *n* сила
strict [strikt] *a* строгий, требовательный
string [striŋ] *n* муз. струна
strip [stri:p] *n* лента, полоска
strong [strɒŋ] *a* 1) сильный 2) здоровый 3) прочный
study ['stʌdi] **1.** *n* учение **2.** *v* изучать
stuff [stʌf] *v* набивать, заполнять; начинять, фаршировать; ~**ed toy** мягкая игрушка
stumble ['stʌmbəl] **1.** *n* спотыкание; запинка **2.** *v* 1) спотыкаться 2) запинаться
stunt man ['stʌnt mæn] *n* каскадер
subject ['sʌbdʒɪkt] *n* предмет, дисциплина
submission [səb'mɪʃn] *n* 1) подчинение 2) повиновение, покорность

success [sək'ses] *n* успех
successful [sək'sesfl] *a* успешный, удачливый
such [sʌtʃ] *a* такой, подобный
suck [sʌk] *v* поглощать; засасывать
suffer ['sʌfə] *v* 1) страдать; терпеть; ~ **from** страдать от чего-л. 2) переживать
suggest [sə'dʒest] *v* предлагать, советовать
suggestion [sə'dʒestʃn] *n* совет, предложение
suicide ['su:saɪd] *n* самоубийство; **commit** ~ покончить жизнь самоубийством
suit [su:t] 1. *n* костюм 2. *v* 1) быть к лицу 2) подходить, соответствовать
suitable ['su:təbl] *a* подходящий, соответствующий
sunlight ['sʌnlait] *n* солнечный свет
super ['su:pə] *a* разг. превосходный
superb [sju:'pɜ:b] *a* великолепный, роскошный, прекрасный
supplementary [,sʌplɪ'mentri] *a* дополнительный
support [sə'pɔ:t] 1. *v* поддерживать 2. *n* поддержка
suppose [sə'pəʊz] *v* предполагать
supposition [,sʌpə'zɪʃn] *n* предположение
supreme [su:'pri:m] *a* верховный
sure [ʃʊ:] 1. *a* уверенный 2. *adv* AE конечно, непременно
surgeon ['sɜ:dʒn] *n* хирург
surprise [sə'praɪz] *v* удивлять
survey ['sɜ:veɪ] *n* обозрение, осмотр, обзор
survive [sə'vaɪv] *v* 1) пережить 2) остаться в живых
suspense [sə'spens] *n* неопределенность; беспокойство, тревога
swallow ['swɒləʊ] *v* глотать
sweep [swi:p] *v* (**swept**) мести, подметать
sweet [swi:t] 1. *a* 1) сладкий 2) милый 2. *n* леденец, конфета
swim [swɪm] *v* (**swam, swum**) плавать, плыть
switch [swɪtʃ] *v* переключать; ~ **off** выключать; ~ **on** включать
sympathise ['sɪmpəθaɪz] *v* сочувствовать
sympathy ['sɪmpəθi] *n* сочувствие

T t

table ['teɪbl] *n* 1) стол 2) таблица
tacky ['tæki] *a* 1) липкий 2) разг. низкого класса

taint [teɪnt] 1. *n* зараза 2. *v* заражать(ся)
take [teɪk] *v* (**took, taken**) брать; ~ **off** снимать; ~ **out** вынимать; ~ **part** принимать участие; ~ **a photo** фотографировать
tale [teɪl] *n* рассказ, повесть
talk [tɔ:k] 1. *n* разговор; беседа 2. *v* говорить; разговаривать; ~ **about**, ~ **of** говорить о чем-л.; ~ **with** говорить с кем-л.
tall [tɔ:l] *a* высокий
tape [teɪp] *n* магнитофонная лента
taste [teɪst] 1. *n* вкус (чувство) 2. *v* (по)пробовать (на вкус)
tax [tæks] *n* налог; ~-**free** освобожденный от налогов
taxation [tæks'eɪʃn] *n* взимание налога
teach [ti:tʃ] *v* (**taught**) учить, обучать
team [ti:m] *n* спортивная команда
tear [tiə] *n* слеза
tear [teə] *v* (**tore, torn**) рвать
technical ['teknɪkl] *a* технический
technology [tek'nɒlədʒi] *n* технология
teen [ti:n] *n* AE разг. подросток
teenager ['ti:neɪdʒə] *n* подросток
tell [tel] *v* (**told**) 1) рассказывать 2) говорить 3) сказать
temper ['tempə] *n* 1) нрав, характер 2) настроение; **in a good (bad)** ~ в хорошем (плохом) настроении; **lose one's** ~ выйти из себя
tend [tend] *v* иметь тенденцию (к чему-л.)
tendency ['tendənsɪ] *n* тенденция
term [tɜ:m] *n* 1) срок; **long (short)** ~ **sick** длительно (кратковременно) болеющий 2) семестр, четверть
terrible ['terɪbl] *a* ужасный, страшный
terrific [tə'rɪfɪk] *a* 1) ужасающий 2) разг. (с усил. знач.) огромный, необычайный
than [ðæn] *conj* чем
thank [θæŋk] *v* благодарить; ~**s to** благодаря чему-л.
that [ðæt] *pron demonstr (pl those [ðəʊz])* тот, та, то
themselves [ðəm'selvz] *pron refl* себя, себе, -ся
then [ðen] *adv* 1) тогда 2) потом, затем
there [ðeə] *adv* 1) там 2) туда
therefore ['ðeəfɔ:] *adv* поэтому, следовательно

thick [θɪk] *a* 1) толстый 2) густой
thin [θɪn] *a* тонкий
think [θɪŋk] *v* (**thought**) думать
this [ðɪs] *pron demonstr (pl these [ði:z])* этот, эта, это
though [ðəʊ] *conj* хотя, несмотря на
thought [θɔ:t] *n* 1) мысль 2) мышление
thousand [ˈθaʊznd] *num card* тысяча
threaten [ˈθreɪtn] *v* грозить, угрожать
threatening [ˈθreɪtnɪŋ] *a* угрожающий
thriller [ˈθrɪlə] *n* книга или фильм, рассчитанные на то, чтобы взволновать, захватить читателя, зрителя; триллер
through [θru:] *prep* через, сквозь, по
throughout [θru:ˈaʊt] *prep* через, по всей площади, длине
thus [ðʌs] *adv* так, таким образом
tick [tɪk] **1.** *n* отметка, галочка **2.** *v* делать отметку, помечать
ticket [ˈtɪkɪt] *n* билет
tight [taɪt] *adv* 1) тесно 2) плотно 3) крепко
till [tɪl] *conj* до тех пор; пока (не)
time [taɪm] *n* 1) время 2) раз
tin foil [ˈtɪnfɔɪl] *a* покрытый фольгой
tiny [ˈtaɪni] *a* крошечный
tip [tɪp] *n* 1) совет 2) чаевые
tired [ˈtaɪəd] *a* усталый
title [ˈtaɪtl] **1.** *n* 1) заглавие 2) звание **2.** *v* называть, давать заглавие
toe [təʊ] *n* палец ноги; **on one's ~s** быть решительным, предприимчивым
together [təˈgeðə] *adv* вместе; **get ~** собираться(ся)
tolerance [ˈtɒlərəns] *n* терпимость
tolerant [ˈtɒlərənt] *a* терпимый
tonsil [ˈtɒnsɪl] *n* миндалевидная железа; **have ~s out** удалять миндалины
tonsillitis [ˌtɒnsɪˈlaɪtɪs] *n* мед. воспаление миндалин, тонзиллит
tool [tu:l] *n* рабочий (ручной) инструмент
tooth [tu:θ] *n* (*pl* **teeth**) зуб
top [tɒp] *n* верх
topic [ˈtɒpɪk] *n* тема, предмет обсуждения
touch [tʌtʃ] **1.** *n* прикосновение; **be in ~** держать связь **2.** *v* прикоснуться, трогать
touching [ˈtʌtʃɪŋ] *a* трогательный
tough [tʌf] *a* жесткий; плотный; упругий
tour [tuə] *n* путешествие, поездка

towards [təˈwɔ:dz] *prep* к, по направлению к
trace [treɪs] *n* след
tragedy [ˈtrædʒɪdi] *n* трагедия
tragic [ˈtrædʒɪk] *a* трагический
trail [treɪl] *n* след
trained [treɪnd] *a* выученный; обученный
trait [treɪt] *n* характерная черта
trash [træʃ] *n* 1) ерунда, вздор 2) хлам, мусор
treasure [ˈtreʒə] *n* сокровище
treat [tri:t] *v* 1) обращаться, относиться 2) лечить
treatment [ˈtri:tmənt] *n* лечение, уход
trembling [ˈtremblɪŋ] *n* 1) дрожь 2) страх, трепет
trendy [ˈtrendi] *a* разг. модный, стильный
trick [trɪk] *n* хитрость, обман
trip [trɪp] *n* путешествие, поездка
troop [tru:p] *v* двигаться толпой; **~ down** идти строем
trouble [ˈtrʌbl] **1.** *n* беспокойство **2.** *v* беспокоить(ся)
trousers [ˈtraʊzəz] *n pl* брюки
true [tru:] *a* 1) верный, правильный 2) верный, преданный
trust [trʌst] *v* доверять(ся), полагаться
truth [tru:θ] *n* правда
try [traɪ] *v* пробовать, пытаться; **~ off** (по)пробовать
tsar [zɑ:] *n* царь
T-shirt [ˈti:ʃt] *n* тенниска, футболка
tube [tju:b] *n* 1) труба 2) туннель 3) (**the ~**) метрополитен (в Лондоне)
tug [tʌg] *v* 1) тащить с усилием 2) (**at**) дергать изо всех сил 3) буксировать
tune [tju:n] **1.** *n* мелодия **2.** *v* настраивать; **~ in** настраивать радиоприемник (телевизор); **~ up** настраивать (инструмент)
turn [tɜ:n] **1.** *n* очередь **2.** *v* вращать(ся), вертеть(ся); **~ off** выключать; **~ out** оказаться, оказываться; **~ up** сделать громче
turntable [ˈtɜ:n,teɪbl] *n* 1) диск (патефона) 2) проигрыватель (для пластинок)
type [taɪp] *n* 1) тип, типичный образец 2) модель, образец
tyranny [ˈtɪrəni] *n* 1) тирания, деспотизм 2) тиранство, жестокость
tyre [ˈtaɪə] *n* шина

U u

- under** [ˈʌndə] *prep* под
- undergo** [ˌʌndəˈɡəʊ] *v* (**underwent, undergone**) испытывать, переносить
- underground** [ˈʌndəgraʊnd] *n* 1) метрополитен 2) *разг.* андерграунд
- understand** [ˌʌndəˈstænd] *v* (**understood**) понимать
- unemployed** [ˌʌnimˈplɔɪd] **1.** а безработный **2.** *n* (**the ~**) *pl* собир. безработные
- unemployment** [ˌʌnimˈplɔɪmənt] *n* безработица
- union** [ˈjuːnjən] *n* союз
- unique** [juːˈniːk] *a* уникальный
- universal** [ˌjuːniˈvɜːsl] *a* 1) всеобщий; всемирный 2) универсальный
- university** [ˌjuːniˈvɜːsɪti] *n* университет
- until** [ʌnˈtɪl] *conj* до тех пор; пока (не)
- unwilling** [ʌnˈwɪlɪŋ] *a* не желающий делать что-л.
- up** [ʌp] *adv* указывает на нахождение наверху или на более высокое положение наверху
- updated** [ʌpˈdeɪtɪd] *a* современный
- upset** [ʌpˈset] *a* расстроенный
- urgent** [ˈɜːdʒənt] *a* 1) срочный 2) крайне необходимый
- usage** [ˈjuːsɪdʒ] *n* употребление
- use** [juːz] *v* употреблять
- used** [juːst] *a* привыкший; **get ~ to** привыкать
- useful** [ˈjuːsfəl] *a* полезный
- useless** [ˈjuːsləs] *a* бесполезный
- usual** [ˈjuːʒuəl] *a* обыкновенный, обычный
- utility** [juːˈtɪlɪti] *n* 1) полезность, выгодность 2) *pl* (тж. **public utilities**) коммунальные услуги

V v

- vacation** [vəˈkeɪʃn] *n* АЕ каникулы
- vacuum cleaner** [ˈvækjuəm ˌkliːnə] *n* пылесос
- vague** [veɪg] *a* неопределенный, неясный
- valley** [ˈvæli] *n* долина
- value** [ˈvæljuː] **1.** *n* ценность **2.** *v* оценивать
- vampire** [ˈvæmpaɪə] *n* вампир
- van** [væn] *n* 1) фургон 2) вагон
- vanguard** [ˈvæŋɡɑːd] *n* воен. головной отряд, авангард

- variety** [vəˈraɪəti] *n* разнообразие
- vary** [ˈveəri] *v* менять(ся)
- vast** [vɑːst] *a* 1) обширный, громадный; безбрежный 2) многочисленный
- vegetable** [ˈvedʒtəbl] *n* овощ
- vehicle** [ˈviːkl] *n* средство передвижения
- veranda(h)** [vəˈrændə] *n* веранда, терраса
- version** [ˈvɜːʃn] *n* версия; вариант
- veteran** [ˈvetrən] *n* ветеран
- veterinarian** [ˌvetrɪˈneəriən] *n* (*разг.* **vet**) ветеринарный врач
- veto** [ˈvi:təʊ] **1.** *n* вето **2.** *v* налагать вето
- view** [vjuː] **1.** *n* вид, пейзаж **2.** *v* осматривать
- violence** [ˈvaɪələns] *n* жестокость, насилие
- violent** [ˈvaɪələnt] *a* насильственный
- vocalist** [ˈvəʊkəlɪst] *n* вокалист; певец; певица
- voice** [vɔɪs] *n* голос
- volcano** [vɒlˈkeɪnəʊ] *n* (*pl* **-oes**) вулкан
- voltage** [ˈvɔʊltɪdʒ] *n* эл. напряжение
- volunteer** [ˌvɒlənˈtɪə] *n* доброволец
- vote** [vəʊt] **1.** *n* (избирательный) голос **2.** *v* голосовать

W w

- wage** [weɪdʒ] *n* (*обыкн. pl*) заработная плата
- wait** [weɪt] *v* (**for**) ждать
- wake** [weɪk] *v* (**woke, woken**) 1) просыпаться 2) будить
- walk** [wɔːk] **1.** *n* 1) ходьба 2) прогулка пешком **2.** *v* 1) ходить 2) идти пешком
- wall** [wɔːl] *n* стена
- wallflower** [ˈwɔːlˌflaʊə] *n* шутол. дама, оставшаяся без кавалера (*на вечеринке*)
- war** [wɔː] *n* война
- ward** [wɔːd] *n* 1) опека; **in ~** под опекой 2) больничная палата
- warehouse** [ˈweəhaʊs] *n* 1) большой магазин 2) склад
- warm** [wɔːm] **1.** *a* теплый; согретый, подогретый **2.** *v* греть(ся); нагревать(ся)
- warn** [wɔːn] *v* предупреждать
- wash** [wɒʃ] *v* 1) мыть(ся) 2) стирать; **~ up** мыть посуду
- washboard** [ˈwɒʃbɔːd] *n* стиральная доска

waste [weɪst] **1.** *n* 1) пустыня 2) потери, убыль, ущерб 3) излишняя трата **2.** *v* терять (*время*); тратить впустую

watch [wɒtʃ] *v* наблюдать, смотреть

wave [weɪv] *n* волна

wax [wæks] *n* воск

way [weɪ] *n* 1) путь; дорога 2) способ; **in a (proper) ~** наилучшим способом; **the other ~ round** наоборот; **the ~ I see it** так, как я это себе представляю

weak [wi:k] *a* слабый

weaken ['wi:kən] *v* делать слабым

wealth [welθ] *n* богатство

wear [weə] *v* (**wore, worn**) носить (*одежду и т. п.*)

weather ['weðə] *n* погода

web [web] *n* паутина

wedding ['wedɪŋ] *n* свадьба

weight [weɪt] *n* вес

welcome ['welkəm] *v* приветствовать

welfare ['welfeə] *n* социальное обеспечение

well [wel] *adv* (**better, best**) хорошо

werewolf ['weəwulf] *n* оборотень

west [west] *n* запад

western ['westən] **1.** *a* западный **2.** *n* вестерн, ковбойский фильм

wet [wet] *a* мокрый, влажный

whatever [wɒt'evə] *a* какой бы ни, любой

wheel [wi:l] *n* колесо

whenever [wen'evə] *cj* всякий раз когда; когда бы ни

whereas [weə'æz] *cj* 1) тогда, как 2) несмотря на то, что 3) принимая во внимание, поскольку

whether ['weðə] *cj* ли

which [wɪtʃ] *pron inter* который? какой? кто? (*подразумевается выбор*)

while [waɪl] **1.** *n* время, промежуток времени **2.** *cj* 1) пока, в то время как 2) несмотря на то, что

whistle ['wɪsl] **1.** *n* свист **2.** *v* свистеть

whole [həʊl] *a* целый, весь

wide [waɪd] *a* широкий

widow ['wɪdəʊ] *n* вдова; **be ~ed** овдоветь

widower ['wɪdəʊə] *n* вдовец

wife [waɪf] *n* (*pl* **wives** [-vz]) жена

wild [waɪld] *a* дикий; **in the ~** на воле

win [wɪn] *v* (**won**) выигрывать; победить

wind [wɪnd] *n* ветер

wing [wɪŋ] *n* крыло

wise [waɪz] *a* мудрый

wish [wɪʃ] **1.** *n* желание **2.** *v* желать, хотеть

witch [wɪtʃ] *n* колдунья, ведьма

within [wɪð'in] *prep* в, в пределах

without [wɪð'aʊt] *prep* без

wizard ['wɪzəd] *n* волшебник, колдун

woman ['wʊmən] *n* (*pl* **women** ['wɪmɪn]) женщина

wonder ['wʌndə] **1.** *n* удивление; **no ~ ; small ~** неудивительно **2.** *v* 1) удивляться 2) интересоваться

wood [wʊd] *n* лес; роща

wool [wʊl] *n* шерсть

work [wɜ:k] **1.** *n* работа **2.** *v* работать; **~ out** разрабатывать

worry ['wʌpɪ] *v* беспокоить(ся)

worth [wɜ:θ] *a* *predic* стоящий

worthwhile [ˌwɜ:θ'waɪl] *a* стоящий

wound [waʊnd] **1.** *n* 1) рана 2) обида, оскорбление **2.** *v* 1) ранить 2) причинить боль

write [raɪt] *v* (**wrote, written**) писать

wrong [rʊŋ] *a* неправильный

X x

X-ray ['eksreɪ] **1.** *n* (*обыкн. pl*) рентгеновы лучи; *attr* рентгеновский **2.** *v* исследовать рентгеновыми лучами

Y y

yard [jɑ:d] *n* двор

yawn [jɔ:n] **1.** *n* зевота **2.** *v* зевать

yet [jet] *adv* еще; все еще

young [jʌŋ] *a* молодой, юный

youngster ['jʌŋstə] *n* юнец

yours [jɔ:z] *pron poss* (*абсолютная форма*) ваш; твой

yourself [jɔ'self] *pron refl* (*pl* **yourselves**) себя, себе; -ся, -сь

youth [ju:θ] *n* юность; молодость

Z z

zit [zɪt] *n* прыщ

Some personal names

Adams ['ædəmz], John Quincy [ˌdʒɒn 'kwɪnsɪ]
 Annie Wignal [ˌæni 'wɪgnəl]
 Anthony Leanna [ˌæntəni 'li:nə]
 Apache Indian [əˌpætʃi 'ɪndiən]
 Baird [beəd], John Logie [ˌdʒɒn 'ləʊgi]
 Bart Naik [ˌbɑ:t 'neɪk]
 Benz [benz], Karl [kɑ:l]
 Bert Baxter [ˌbɜ:t 'bæksɪtə]
 Biro ['baɪrəʊ], L. [el]
 Bolo ['bəʊləʊ], Yami ['jɑ:mi]
 Cameron ['kæməɾən], James [dʒeɪmz]
 Christiansen ['krɪstʃənsən]
 Clark [klɑ:k], Buddy ['bʌdi]
 Danes [deɪnz], Claire [klaɪə]
 Drew [dru:], Richard ['rɪtʃəd]
 Dunn [dʌn], Douglas ['dɒgləs]
 Estelle Hammersley [ɪˌstel 'hæməzli]
 Flatow ['flætəʊ], Sheryl ['ʃerɪl]
 Ford [fɔ:d], Henry ['henri]
 Gilbreth Carey [ˌgɪlbrəθ 'keəri], Ernestine
 [ˌɜ:nɪ'sti:n]
 Gilbreth ['gɪlbrəθ], Frank Bunker [ˌfræŋk
 'bʌŋkə]
 Harvey Aiston [ˌhɑ:vi 'aɪstn]
 Hayes [heɪz], Helen ['helən]
 Haynes ['heɪnɪs], Betsy ['betʃi]
 Hedfords ['hedfɔ:dz], Bo [bəʊ]
 Hewitt ['hju:ɪt], Karen ['kæərən]
 Hinton ['hɪntən], Nigel ['naɪdʒl]
 Hughes ['hju:z], Bamard [bə'mɑ:d]
 Hutton ['hʌtn], Timothy ['tɪməθi]
 Irene Scott [ˌaɪri:n 'skɒt]
 James Hutchinson [ˌdʒeɪmz 'hʌtʃɪnsn]
 John McCarthy [ˌdʒɒn mə'kɑ:θi]
 Kapur ['keɪpə], Steve [stɪv]
 Lauren ['lə:rən]
 Louis ['lu:ɪ]
 Lucas ['lu:kəs], Craig [kreɪg]
 Luhrmann ['lu:rmən], Baz [bæz]
 Lumière ['lu:miə]
 Machiavelli [ˌmækiə'veli], Niccolo ['nikələʊ]
 MacQueen [mə'kwɪn], Bob [bɒb]
 Magorian [mə'gɔ:riən], Michelle [mɪ'ʃel]
 Morita ['mɔ:ri:tə], Akito [eɪ'ki:təʊ]

Napoleon [nə'pəʊliən]
 Niepce [njeɪps], Nicéphore [nɪse'fɔ:r]
 Parker ['pɑ:kə], Mary-Louise ['meəri lu:'i:z]
 Rhett Butler [ˌret 'bʌtlə]
 Rou [rəʊ]
 Samuel ['sæmjʊəl], F.B. [ˌef 'bi:]
 Scarlet O'Hara [ˌskɑ:lɪt əʊ'hɑ:rə]
 Spielberg ['spi:lɜ:ɡ], Steven ['sti:vɪn]
 Verdi ['veɪdi], Giuseppe [dʒu'zɛpi]
 Vic Nairn [ˌvɪk 'neən]
 Wright [raɪt], Orville ['ɔ:vɪl]
 Wright [raɪt], Wilbur ['wɪlbə]

Some geographical names

Amur [ə'mʊə], the
 Appalachian [ˌæpə'leɪtʃiən] Mountains, the
 Arafura [ˌærə'fʊərə] Sea, the
 Barents ['bærənts], the
 Bass Strait [ˌbæs 'streɪt], the
 Bering ['beərɪŋ] Sea, the
 Berlin [bɜ:'lɪn]
 Birmingham ['bɜ:mɪŋəm]
 Caucasus ['kɔ:kəsəs], the
 Cheviot ['tʃi:vɪət], the
 Chicago [ʃɪ'kɑ:gəʊ]
 Chukchee ['tʃʊktʃi:], the
 Colorado [ˌkɒlə'rɑ:dəʊ], the
 Cordilleras [ˌkɔ:dɪl'jeərəz], the
 Dover ['dəʊvə]
 Elbrus ['elbrʊs]
 Equator [ɪ'kwetə], the
 Flinders ['flɪndəz] Range, the
 Folkestone ['fɒkstən]
 Gondwanaland [ɡɒn'dwɑ:nələnd]
 Grand Canyon [ˌgrænd 'kænjən]
 Hamersley Range [ˌhæməzli 'reɪndʒ], the
 Hawaii [hə'waɪ]
 Hebrides ['hebrədi:z], the
 Iowa ['aɪəʊ]
 Japan [dʒə'pæn]
 Lake Erie [ˌleɪk 'ɪəri]
 Lake Windermere [ˌleɪk 'wɪndəmiə]
 Mexico ['meksɪkəʊ]
 Mt. McKinley [ˌmaʊnt mə'kɪnli]
 Murray ['mʌri], the

New Hampshire [ˌnjuː ˈhæmpʃə]
 Newton [ˈnjuːtɪn]
 Niagara Falls [naɪˌæɡərə ˈfɔːlz], the
 Normandy [ˈnɔːmændɪ]
 North Dvina [ˌnɔːθ dviˈnɑː], the
 Norwich [ˈnɔːrɪdʒ]
 Onega [ɒˈneɪɡə], the
 Orkney [ˈɔːkni], the
 Pennine [ˈpenaɪn], the
 Pennsylvania [ˌpenslˈveɪniə]
 Philadelphia [ˌfɪləˈdelfiə]
 Rhode Island [ˈrəʊd aɪlənd]
 Romford [ˈrɒmfɔːd]
 San Francisco [ˌsæn frənˈsɪskəʊ]
 Scarborough [ˈskɑːbrəʊ]
 Severn [ˈsevn], the
 Shetland [ˈʃetlənd], the
 Siberia [saɪˈbɪəriə]
 Snowdon [ˈsnəʊdn]
 Snowdonia [snəʊˈdəʊniə]
 Staffordshire [ˈstæfədʃə]
 St. Petersburg [sent ˈpiːtəzɜːg]
 Switzerland [ˈswɪtsələnd]
 Texas [ˈteksəs]

Thames [temz], the
 Timor [ˈtiːmə], the
 Urals [ˈjʊərəlz], the
 Virginia [vəˈdʒɪniə]
 Windsor [ˈwɪnzə]
 Wisconsin [wɪˈskɒnsɪn]
 Wyoming [waɪˈɒmɪŋ]
 Yukon [ˈjuːkɒn]

Some other names

Berkeley Repertory [ˌbɜːkli ˈrepətɪri]
 Britannica [brɪˈtænɪkə]
 Doc Martens [ˌdɒk ˈmɑːtɪnz]
 Ericsson [ˈerɪksən]
 Eureka Filtraire [juˈri:kə filt,riə]
 Ivy Swallow [ˌaɪvi ˈswɒləʊ]
 Levi's [ˈliːvaɪz]
 Nestlé [ˈnesl]
 Prelude to a Kiss [ˌpreljʊːd tu ə ˈkɪs]
 Surgeon [ˈsɜːdʒn], the
 Tiergarten Park [ˌtɪəɡɑːtn ˈpɑːk]
 UB40 [ˌjuː biː ˈfɔːti]

Unit 1

1. Different Landscapes – Different Countries

Ex. 2. 4)

a) Australia is located south of Asia, between the Pacific and the Indian Oceans. It is a vast continent, made up of mainland Australia and of the island of Tasmania to the south. The Australian continent is washed in the north by the Timor and Arafura Seas and the Torres Strait, in the east by the Tasman and Coral Seas, and the South Pacific Ocean, and in the south by the Bass Strait and the Indian Ocean. Australia is the flattest of the continents. Its most important chain is the Great Dividing Range running down most of the east coast. Other mountains include the Kimberley and Hamersley Ranges in Western Australia, and the Flinders Range in South Australia. The centre of the continent is covered by the deserts: the Great Sandy Desert, the Great Victoria Desert, and the Simpson Desert. There are few rivers in Australia. Its best known river is the Murray. The longest is the Darling.

b) Great Britain is the name of the largest island of the British Isles and is made up of England, Scotland and Wales, but it doesn't include Northern Ireland. Geographically, the island of Great Britain is subdivided into two main regions — Lowland Britain and Highland Britain. Lowland Britain comprises southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. The Pennine Chain extends southward from the Cheviot Hills into the Midlands. The chief rivers of Great Britain are: the Severn, the Avon, the Thames and some others. There are many lakes in Great Britain. The coasts of England are washed by the North Sea, the Irish Sea, the English Channel and the Strait of Dover. Scotland includes the Hebrides off the west coast, and the Orkney and Shetland Islands off the north coast. It is bounded by the North Sea in the east. The Highlands of Scotland are among the oldest mountains in the world. Most of the population of Scotland is concentrated in the Lowlands. Here on the Clyde, is Glasgow, Scotland's biggest city. Wales is a highland country of old, hard rocks. North Wales is a country of mountains and deep valleys. South Wales is a land of high hills and wide valleys. The pride of Wales in scenery is Snowdonia, a region of high mountains. Snowdon is the highest mountain in England and Wales.

c) The USA covers 9,372,614 square kilometres. It is washed by the Atlantic Ocean in the east and by the Pacific Ocean in the west. It stretches from Canada in the north to Mexico, the Gulf of Mexico, and the Gulf of California in the south. The USA is divided into three areas: the Eastern area — highland, where the Appalachian Mountains are situated, the Central area — plain, and the Western area which is mountainous and includes the Cordilleras and the Rocky Mountains. The northeastern part of the USA is the region of the five Great Lakes. The St. Lawrence River joins the water of the five lakes to the Atlantic Ocean. In the west of the USA there is another lake called the Great Salt Lake. The main rivers of the USA are the Mississippi, the Missouri, the Yukon, the Colorado, the Columbia, the St. Lawrence, and the Hudson.

Ex. 3. 1)

Russia is washed in the north by the Arctic Ocean and its seas: the Barents, Chukchee, East Siberian, Kara, Laptev and White Seas, in the south by the Black, Azov, and Caspian Seas; in the east by the Bering Sea, the Sea of Japan, and Okhotsk Sea; in the west by the Baltic Sea. The size of Russia is hard to imagine. A flight from Moscow to Magadan takes eight hours. Russia is a land of long rivers and large lakes. Among the world's longest rivers rank the North Dvina, the three mighty Siberian rivers: the Ob, Lena and Yenisei, and the Amur. The largest of all Russia's rivers is the Volga. The three largest lakes in Russia are Baikal in South-Eastern Siberia and Ladoga and Onega in Northern Russia. The relief of

Russia is mostly flat. It's located on two plains: the Great Russian Plain and the Western Siberian Plain. There are three main mountain ranges in Russia. The Caucasus stretch from the Black Sea to the Caspian Sea. The highest mountain is Mount Elbrus. The Urals extend from the Arctic Ocean to the steppes. They divide the European and Asian parts of Russia.

Unit 2

1. Parliamentary Democracy. How Does It Work?

Ex. 3. 8)

Britain is a parliamentary democracy with a constitutional monarch. Queen Elizabeth II is the head of state, but she has no real power. In law the queen is the head of the executive branch and a part of the legislative branch but in fact her role is mostly ceremonial. She acts on the advice of her ministers.

In Britain it is Parliament that has the power. Parliament makes laws. It is made up of the House of Lords and the House of Commons. The members of the House of Lords are permanent – mostly lords and people who have been made lords for life. The Lords can revise and even delay bills. They have real influence in politics. The Commons have much more real power. The members of the Commons are elected by the people. They control the executive branch and discuss most important political problems.

The largest party in the Commons forms the government and its leader becomes Prime Minister. The people do not elect the Prime Minister directly. Officially Parliament appoints Prime Minister. The Prime Minister chooses the Cabinet and non-cabinet ministers. They are all collectively responsible for the government, the executive branch, and individually responsible for their departments.

2. How Much Power Does the US President Have?

Ex. 1. 4)

The United States of America is a presidential republic. So, the President is the head of state there. But the President is elected directly by the people and he is not a member of the American Parliament, Congress.

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives.

There are 100 senators, two for each state. The House has 435 members, the number of Representatives from each state depends on its population. Congress makes all laws and each house of Congress can introduce a new project. Each can vote against the project passed by the other. If both houses agree and the President signs it, the project becomes law.

The President and his Administration represent the executive branch of the federal government. The Administration includes the Secretaries, who are heads of the executive departments. Each department is responsible for a specific area. The President appoints the Secretaries but the Senate must approve his appointments.

The legislative and the executive branches of government are involved in the system of checks and balances.

3. What Political System Does Russia Belong To?

Ex. 1. 8)

The Russian Federation (Russia) is a presidential republic. The President is the head of state and is elected directly by the people. In fact he has much power. The President can even dissolve the Duma if it doesn't agree with his suggestions three times running. The

President has his Administration but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The Federal Assembly represents the legislative branch of power. It is made up of two houses: the Federation Council and the Duma which make laws. The President can veto laws passed by the Federal Assembly but the Federal Assembly can pass over the President's veto by a two-thirds majority.

The Federal Government represents the executive branch of power. The President appoints its head, the Chairman of the Government, but the Duma must approve his appointment.

The Supreme Court represents the judicial branch of power.

The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional.

5. Who'd Have Thought It?

Ex. 3. 2)

The Moscow courtyard has changed very much since Polenov painted it in 1878. Only the church that is in the background remains. The church gave its name to the by-street, Spassopeskovsky. Today the residence of the US Ambassador is on the by-street near the church, that's why Americans call the residence Spasso House.

Moscow established diplomatic contacts with many countries in the 16th century. When foreigners arrived in Moscow they saw that it was larger than London, Florence and Prague.

Unit 3

2. Why Do Teens Join the Group?

Ex. 3. 3)

Anthony: It seems to the kids that the parents are always saying NO! That everything about us, our hair, our music, our clothes, the way we talk, our heroes, our dreams, all are considered bad by the generation who can't stop patting itself on the back over how democratic and liberal it is.

Dick: I think the inspiration to form a youth culture comes out of a combination of fashion, style and music. And that often it's the particularity of the music, which then gathers a group and then extends and develops.

Roger: You want to know when you're 14, 15, 16, 17, you want to know who you are and try out all sorts of options. The way you look, or the way you dress will tell you and everybody else something about the person you need to be.

Tracy: In many ways the elder generation cannot understand the younger, because so much has increased in complexity. Besides the youth always tends to change the world.

Angela: You're unsure of where you're going. Some people know exactly where they're going but most teenagers don't have an idea, and it's a way of, kind of, having something that they can say they belong to and that they are a 'whatever'.

Unit 4

2. Are You of Age?

Ex. 2

Frank: I'm lucky. I can leave school and join the army next year. That's the life for a real man.

Stacey: Money. That's what my worries are all about. I don't have enough to cover my expenses. I'm old enough to have a part-time job. And I can even leave school now and work full-time. But my parents want me to get an education first.

Denis: If you ask me, the worst thing is that I can't still get a driving licence. They say I'm not old enough yet. But I am old enough to pay full ticket on transport. And I have my own passport.

3. Young People – Old Problems?

Ex. 2

— Hello, everyone. With me in the studio today I have a guest. Melanie Stewart is a social worker and deals with young people who have drinking problems. Mass media reports show that a lot of teenagers suffer drinking problems. Is this really true?

— I'm afraid so. The recent surveys really show that alcohol cases are increasing.

— How awful. But there must be some reasons for that.

— Well, teenagers experiment with alcohol for a variety of reasons. First, a lot of them associate drinking with adulthood. Curiosity can be one of the motives for teens' first try of alcohol. And most teens told me that nobody had ever warned them of the dangers of regular drinking. Actually, parents don't pay much attention to what their children do. And the most powerful influence on young people are their mates. A lot of teens said that they had had their first glass of alcohol at a friend's party.

— Do you see any way to help them?

— A lot of young alcoholics are sent to special hospitals for the treatment. But sometimes — without any success. The teenager's attitude is very important too. First, I think there should be much more information about the danger of alcohol provided by mass media, schools. Teachers and parents can help a lot. Young people must have the feeling that somebody cares for them.

— Thank you for coming. And I would like to say to all teenagers. Remember, we care for you.

Reading Section

Ex. 3. 4)

LOVE is a wonderful thing
Though it's sad.
LOVE makes you happy
And goes to your head.
LOVE keeps you lively
When others are down.
LOVE keeps you smiling
No trace of a frown.

LOVE keeps you warm
On a cold winter's night.
LOVE makes you daydream
Makes things seem alright.
LOVE seems for ever.
LOVE never ends.
Until those dreaded words
Let's still be friends.

5. Anything to Complain About?

Ex. 2

a) — Oh, Jane! Detention again?!.. It just won't do!

— Oh, Mum. It's not fair! I didn't even get a chance to tell my side of the story. The teacher just wrote a detention and that was that!

b) — I hope you're enjoying your stay with us, Mr Baillie?

— Yes, very much. But I'm sorry, I'm afraid the TV in my room doesn't work well. Could you ask someone to have a look at it, please?

— Well, sure. Is there anything else?

— No, thanks.

c) — Yes, sir?

— I wish to complain about these shoes. I bought them yesterday.

Ex. 6. 2)

a) — It's really unfair I'm not allowed to go out after 9 p.m. A lot of my friends don't have any curfew at all.

— I'm sure I can understand how you feel. But you know it's too late and dangerous to go after 9 o'clock. And I'm afraid when you go out so late.

b) — I'm fed up with the way my Mom always grumbles about what I wear and what I do. Actually, I can't wait till I live alone.

— Oh, come on! It isn't that bad. At least you don't need to think about what to eat and where to live.

Ex. 7. 1)

c) — I'm sorry to say this, but I have problems with my son. He really never listens to me and wears those terrible clothes.

Unit 5

1. What Benefits Do People Receive?

Ex. 2. 2)

In Great Britain some categories of people are entitled to financial help. The benefit paid to retired people is the **state pension** or **retirement pension**, to which women are entitled to at the age of 60 and men at 65. 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**).

Women who leave work to have a baby receive **maternity pay** from their employer. Women who do not qualify for this, for example, the self-employed, receive a **maternity allowance** from the government.

A woman whose husband dies before he retires, receives a **widow's pension** if she is aged 45 or over. If she has children, she receives a **widowed mother's pension**.

Some people are entitled to neither pension nor unemployment benefits (because they haven't previously worked for long enough or because they have been unemployed for a long time). These people can apply for **income support** and if they have no significant savings, they will receive it.

Child benefit is a small weekly payment for each child, usually paid directly to mothers. Other examples are housing benefit (distributed by the local authority, to help with the rent payments), sickness benefit, and death grants (to cover funeral expenses).

Family credit is for working families on modest incomes. **Income support** is for those without work and with low financial resources.

There is also a **mobility allowance** available to the disabled to pay for transport or to buy a special vehicle. **Invalidity pension** is paid to a person who is unable to work after a sickness period.

Ex. 3. 2)

The elderly are provided with 48 per cent of financial help.

Long-term sick and disabled people are entitled to 19 per cent.

18 per cent is/are available to families on modest and low incomes.

11 per cent are paid to the unemployed.

Short-term sick people receive 2 per cent.

Two per cent go to widows and to some other categories of people.

Unit 6

1. What Do You Know About Cinema?

Ex. 1. 2)

Although the greatest cinema empire is Hollywood, the inventors of the cinema were the French, not Americans. The Lumière brothers invented the first film projector and motion-picture camera in 1895. That year on the 28th of December they demonstrated the first three-minute film *Arrival of the Train*. In that film, a train came towards the camera. People ran out of the cinema, thinking it was a real train.

Ex. 4. 2)

The spreading of cinematography in Russia started with the demonstration of the Lumière brothers' film in May 1896 in St. Petersburg and Moscow and later in Nizhni Novgorod. The film making industry developed mainly in St. Petersburg and in Moscow and its development is firmly connected with the name of A. Khanzhonkov, who founded the first film studios. In the '20s the stars of silent films were V. Kholodnaya, V. Polonski, V. Mashkov and others. The most popular genres of Russian films were historic films and screen versions of famous novels, such as *Aelita* by A. Tolstoi, and *Quiet Flows the Don* by M. Sholokhov. The first sound films simultaneously appeared in three countries, the USSR, USA, and Germany at the end of the 1920s. In October 1929 the first sound cinema house started its work. The greatest attention was paid to films for children. One of the most famous directors is A. Rou, the creator of fairy tales. And another famous actor and director whose name is inseparably linked with children's films is R. Bykov. Several generations of children enjoy his films *Attention! The Tortoise*, and *Aibolit 66*. The names of N. Mikhalkov, A. Konchalovski and A. Tarkovski are known all over the world as creators of unforgettable, realistic pieces of art.

3. What a Marvellous Play It Was!

Ex. 3

- 1) I like the musical.
- I enjoyed myself very much.
- I did enjoy myself.
- The actors played magnificently.
- They did play magnificently.
- Tommy Tune is an excellent choreographer.
- He is an excellent choreographer and director.
- I do like the musical.
- The music was marvellous.
- It did put me in a good mood.

Ex. 4. 1)

- What a wonderful play!
- How dreadful it was!
- What a marvellous play we saw!
- What a nuisance!
- How magnificent!
- What splendid costumes!
- How extraordinary!

5. How Did You Feel About ...?

Ex. 2. 1)

— Did you find that enjoyable? As for me, I did. I'm very keen on action films. I'm absolutely crazy about Sylvester Stallone. He is extremely fantastic. Why are you keeping silence? You liked it, didn't you?

— It was rubbish. I can't work up any enthusiasm for action films. And Stallone is not one of my favourite actor. There's nobody I like less.

Ex. 2. 7)

1) *Two friends are speaking:*

- Can I ask what your reactions were to the play?
- I must say I am not too fond of theatre.

2) *Two film critics are discussing a new film:*

- How did the film grab you?
- I can't say it appeals to me very much.

3) *A discussion in a club:*

- Did you find the film enjoyable?
- It was rubbish!

Unit 7

2. It's the Thing You Need!

Ex. 1. 3)

Do you want to keep the house clean? Now, with Powerpack from Moulinex it's no problem. It's super light, super compact with a powerful 1300 watt motor. Today I would not use anything else. In fact, it's easy for everyone to use. Now cleaning the home is a real pleasure. There is nothing like Powerpack.

6. What Would You Like to Invent?

Ex. 1

I'm Lean Coodman. I'd invent a lot of servants for myself. I'd get them to do all the things that I don't like doing such as tidying up my room and making my meals and snacks.

I'm Tom Coquest. I would like to create a substance that would make all trees grow back in a year. Imagine how much of a difference it would make to the environment. I want to help our planet.

I'm Matilda Strachan. I'd invent something that would make people fly. Not an aeroplane, though, but something more bird-like with feathers that would allow you to glide in the sky.

Unit 1**1. Listening Comprehension**

1. the first 2. 1872 3. more than two million 4. 330 5. the Grand Canyon 6. 100,000

2. Reading Comprehension

1) C

- 2) 1. — false; 2. — true; 3. — false; 4. — false; 5. — false; 6. — false

3. Use of English (Grammar/Vocabulary)

- 1) 1. When is it open?
2. Could you tell me, how long it will last, please?
3. Could you tell me, which bus goes to Central Park, please?
4. How much does it cost?
5. Could you tell me, where I could have it?
6. Where can I have a snack?

Возможны другие грамматически правильно оформленные предложения, подходящие по смыслу.

- 2) 1. — politeness; 2. — friendly; 3. — confident; 4. — patient; 5. — hospitality

5. Cultural Awareness

1. — Australia; 2. — the USA; 3. — Australia; 4. — Russia; 5. — Australia; 6. — the UK;
7. — the USA; 8. — the UK; 9. — Russia; 10. — the UK; 11. — the UK

Unit 2**1. Listening Comprehension**

1. — false; 2. — true; 3. — true; 4. — true; 5. — false; 6. — true; 7. — false; 8. — true;
9. — false; 10. — true

2. Reading Comprehension

1. — B; 2. — B; 3. — A; 4. — B; 5. — A

5. Use of English (Grammar/Vocabulary)

1. — C; 2. — B; 3. — C; 4. — A; 5. — A; 6. — B; 7. — C; 8. — A; 9. — C; 10. — C

6. Cultural Awareness

1. — b); 2. — a); 3. — b); 4. — c); 5. — c); 6. — b); 7. — a); 8. — b)

Unit 3**1. Listening Comprehension**

1. — B; 2. — E; 3. — A; 4. — D; 5. — F

2. Reading Comprehension

1. — B; 2. — C; 3. — A; 4. — E; 5. — F

3. Use of English (Grammar/Vocabulary)

- 1) 1. — C; 2. — D; 3. — A; 4. — B; 5. — C; 6. — A; 7. — A; 8. — B; 9. — C; 10. — C; 11. — D
 2) 1. — B; 2. — D; 3. — C; 4. — A; 5. — D; 6. — A; 7. — D; 8. — A

6. Cultural Awareness

1. — A; 2. — C; 3. — B; 4. — F; 5. — H; 6. — I; 7. — E; 8. — D

Unit 4

1. Listening Comprehension

	Susan	Alex	Robert
1. At what age did she/he leave home?	15	16	15
2. Where does she/he work now?	supermarket	—	publishing company
3. Where does she/he live now?	bedsitter	homeless	flat

2. Reading Comprehension

- 1) 1. — b); 2. — c); 3. — c); 4. — c)
 2) a) — trendy; b) — chubby; c) — snotty; d) — weird; e) — rag

4. Cultural Awareness

- 1) 1. — true; 2. — true; 3. — true; 4. — false; 5. — true; 6. — true; 7. — false

5. Use of English (Grammar/Vocabulary)

- 1) 1. — importance; 2. — violence; 3. — protect; 4. — complain; 5. — aggressiveness; 6. — addiction
 2) 1. — c); 2. — c); 3. — b); 4. — c); 5. — b); 6. — c)

Unit 5

1. Listening Comprehension

1. — c); 2. — b); 3. — b)

2. Reading Comprehension

- 1) a) 1. — a); 2. — b); 3. — b); 4. — c)
 b) 1; 2; 5; 7
 c) 1; 3; 4
 2) 1. — B; 2. — A; 3. — C

3. Use of English (Grammar/Vocabulary)

- 1) 1. — c) while 2. — a) Although 3. — b) despite
 4. — a) because 5. — c) While 6. — b) because
- 2) 1) employment; 2) provided; 3) workers; 4) reduced; 5) pensions; 6) dependent; 7) insurance

6. Cultural Awareness

1. — a) a Welfare State;
 2. — a) the National Health Service, National Insurance, Social Security;
 3. — b) the dole;
 4. — c) BUPA;
 5. — b) teeth and eyes;
 6. — c) 19

Unit 6

1. Listening Comprehension

- 1) 1. — G; 2. — B; 3. — E; 4. — D;
 2) 1. — C; 2. — B; 3. — A; 4. — C

2. Reading Comprehension

- 1) a) B, D, C, A b) 1. — C; 2. — A; 3. — B; 4. — D; 5. — C; 6. — B, D
 2) 1. — F; 2. — A; 3. — E; 4. — D; 5. — B

3. Use of English (Grammar/Vocabulary)

- 1) 1. What a touching play!/How touching!
 2. How wise the creators are!/What wise creators!
 3. How true to life it is!
 4. What an outstanding playwright Craig Lucas is!
 5. How funny it is!
 6. What a great success the play is!
 7. How funny it was!/What a funny play!
 8. What a romantic story!/How romantic it is!
 9. What fantastic actors!
 10. What a magnificent performance it was!/How magnificent!
- 2) 1. My friend does hate operetta. 6. I do prefer staying at home.
 2. I did enjoy the performance. 7. Louis does love action films.
 3. It WAS funny. 8. I do find it exciting.
 4. It did make me cry. 9. I have already seen this film.
 5. It IS extraordinary. 10. We did love fairy tales when we were younger.
- 3) 1. — historical, 2. — frightful, 3. — sensational,
 4. — mysterious, 5. — absolutely, 6. — exciting,
 7. — lousy

6. Cultural Awareness

1. MGM, Paramount, 20th Century Fox, Columbia Pictures, Warner Brothers, Universal.
2. Arrival of a Train.
3. The Theatre.
4. G, PG, PG-13, R, NC-17.
5. Melodrama, western, comedy, historical films, adventure films.

Unit 7

1. Listening Comprehension

- 1) 1. — true; 2. — false; 3. — false; 4. — true; 5. — false
- 2) 1. — D; 2. — B; 3. — E; 4. — C

2. Reading Comprehension

- 1) Picture A
Captions: a – red paste, b – a short hollow pipe, c – white paste.
- 2) 1. — false; 2. — false; 3. — true; 4. — true; 5. — true
- 3) 1. — C; 2. — E; 3. — A; 4. — B

3. Use of English (Grammar/Vocabulary)

- 1) 1. — B; 2. — B; 3. — A; 4. — D; 5. — B; 6. — C; 7. — B; 8. — C; 9. — C; 10. — D; 11. — B; 12. — B; 13. — D
- 2) 1. — invaluable 2. — Internet 3. — various 4. — cordless 5. — microwave 6. — sewing 7. — canned 8. — frozen 9. — electronically

6. Cultural Awareness

- 1) 1. — B, E; 2. — C, F; 3. — A, D
- 2)

Inventions	Inventors	Countries	Years
diesel	The BBC	Japan	1939
helicopter	Nestlé	Switzerland	1955
telegraph	O.K. Christiansen	Germany	1939
Lego bricks	S.F.B. Morse	The USA	1837
digital stereo sound system	R. Diesel	Russia	1975
Instant coffee	I. Sykorsky	Great Britain	1990
video cassette recorder	Sony	Denmark	1892

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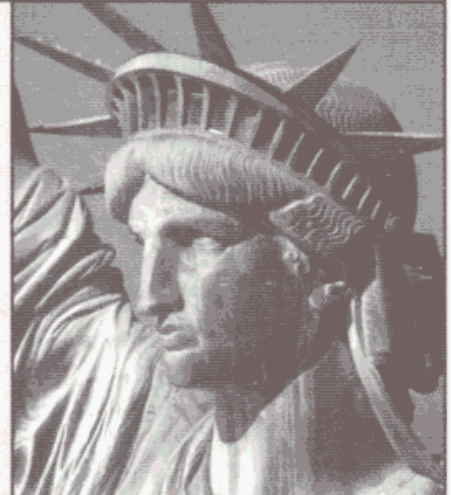


Unit 1

How Different
the World Is!

Unit 2

Western
Democracies.
Are They
Democratic?

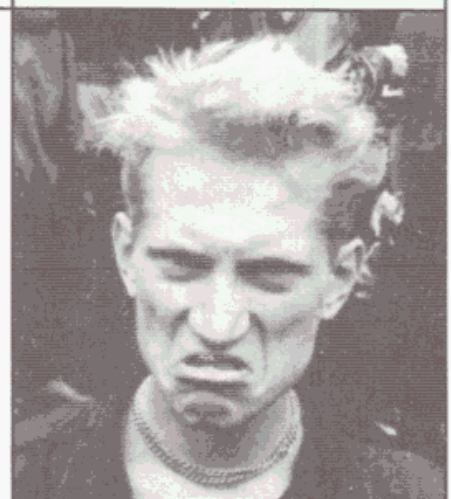


Unit 3

What Is
Hot with
the Young
Generation?

Unit 4

Is It Easy
to Be Young?



Unit 5

Is the
System of
Social Welfare
Fair?



Unit 7

Inventions
That
Shook
the World



Unit 6

What
Helps You
to Enjoy
Yourselfes?



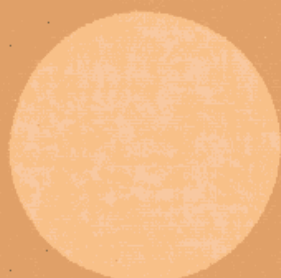
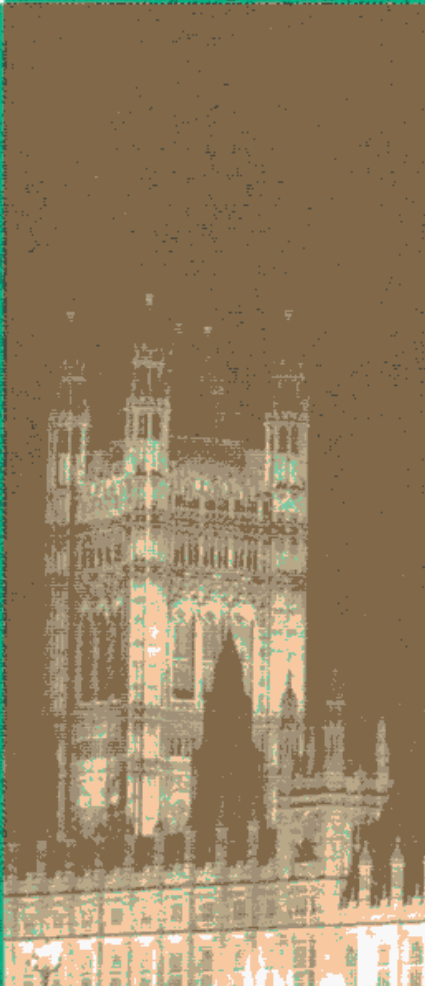
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