

K. Kaufman M. Kaufman

# Happy English.ru



9

класс

**READING RULES  
AND  
PRONUNCIATION  
SYMBOLS**

[u:] moon

[eə] air

[ɔ:] ball

[i:] tree

[ɜ:] her

[ʊ] bush, pull

[ɔ:] port, four

[i:] tea

[eə] there

[ʊ] book

[aʊə] tower

[ɑ:] dance,  
answer

[eɪ] name

[g] go

[ʃ] she

[kw] queen

[r] write

[æ] bag

[h] hen

[ɑ:] car

[s] face

[ɜ:] work

[i:] me

[k] kite

[tʃ] bench

[aɪ] kind, night,  
child

[ɔ:] walk

[e] pen

[l] lamp

[dʒ] page  
bridge

[i:] see

[ɪə] hear

[aɪ] five

[m] man

[k] black

[ɜ:] turn

[n] know

[ɪ] tin

[n] nine

[əʃ] famous

[ɜ:] girl

[eɪ] mail

[əʊ] nose

[p] pencil

[eɪ] say, they

[ɔ:] water

[ɔ:] autumn

[ɒ] dog

[r] rose

[θ] thin

[w] why

[ʃn] station

[ju:] cute

[s] son

[ð] this

[ʌ] come, son,  
love, mother

[ɑ:] after

[ʌ] bus

[t] ten

[ŋ] song

[h] who

[ʒ] measure

[aɪ] my

[v] very

[i] happy

[eɪ] day

[ɑ:] father

[j] yes

[w] wizard

[aʊ] house,  
town

[f] phone

[ɔ:] daughter

[b] bed

[z] zoo

[əʊ] blow

[ɑ:] class, past,  
ask

[ju:] few

[d] dad

[aʊə] our

[ɔɪ] boy

[eɪ] they

[tʃ] future

[f] film

[ə] driver,  
actor

[ɪə] here

[eə] air

[e] head

К. И. Кауфман, М. Ю. Кауфман

# Английский язык

## Счастливый английский.ru/ Happy English.ru

Учебник английского языка  
для 9 класса  
общеобразовательных учреждений



2007

**УМК "Счастливы́й английски́й.py" / "Happy English.ru"  
для 9 класса включает следующие компоненты:**

- учебник с текстами для домашнего чтения по истории США
- книгу для учителя
- рабочие тетради
- аудиокассеты

По вопросам приобретения книг следует обращаться в издательство  
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e-mail: pochta@titul.ru (книга почтой), umk@titul.ru (оптовые покупатели).

**Условные обозначения:**



упражнения,  
выполняемые в классе



слушайте аудиокассету



работа в парах



работа в группах, игра



домашнее задание

**К. И. Кауфман, М. Ю. Кауфман**

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Учебно-методический комплект "Счастливы́й английски́й.py" / "Happy English.ru" для 9-го класса продолжает линию учебников "Happy English.ru" для 5–11-х классов, предназначенных для учащихся основной и средней (полной) общеобразовательной школы.

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

ББК 81.2Англ-922

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## 1

## Hello America!

## Lesson 1

## Welcome to New York

Hello everybody!

This year Misha and his friends Rob and Mark MacWizard are going to spend some time in America. Together with them you'll learn a lot about life in this country, its history and its traditions. Before we start, let's see how much you already know about America.

1 Choose the right answers and complete the sentences.

- The official name of America is
  - the USA or the US
  - the USSR
  - the UK
- The capital of America is
  - New York
  - Boston
  - Washington, DC
- America was discovered by
  - Vasco da Gama
  - Ferdinand Magellan
  - Christopher Columbus
- The Native Americans were
  - Indians
  - Celts
  - Mexicans
- American money is
  - euros and cents
  - dollars and cents
  - pounds and pennies
- In America the official language(s) is / are
  - English
  - English and French
  - English and German

2 Read the rubric America in focus and check some of your answers.



## America in focus

**The USA** — The official name of America is the USA (the United States of America) or the US (the United States). The country consists of fifty states. New York (NY) is in the state of New York. It is the largest city in the country, but it's not the capital. The capital of the USA is Washington, DC.

They speak English in America, so people from America and the UK can understand each other. There are some differences, however.

- **Same thing, different name**

BrE	AmE
flat	apartment
shop	store
bank note	bill

- **Pronunciation**

BrE	AmE
hot [hɒt]	hot [hɑ:t]
tune [tju:n]	tune [tu:n]
news [nju:z]	news [nu:z]
ask [ɑ:sk]	ask [æsk]
bath [bɑ:θ]	bath [bæθ]
last [lɑ:st]	last [læst]
mother ['mʌðə]	mother [mʌðər]

- **Spelling**

BrE	AmE
centre	center
favourite	favorite
colour	color
metre	meter
theatre	theater
traveller	traveler

- 3 Listen to the conversation and write what Misha, Rob and Mark associate America with.
- 4 What do you associate America with? What do you think foreigners associate Russia with?

5 Misha and his friends, Rob and Mark MacWizard, have arrived. Their friend, Emily Wilson, and her family are meeting them. Read the text of the conversation and answer the questions:

1. Where does the conversation take place?
2. Which city have the friends arrived in?
3. Who is British? American? Russian?
4. Was the flight long?
5. How did the boys spend their time on the plane?
6. How many people are in Emily's family?

Emily: Hello, guys. I'm so happy to see you again. Mom, Dad these are our British relatives, Rob and Mark MacWizard. They are the smartest guys I know.

Mr and Mrs Wilson: It's great to meet you, guys. How are you?

Emily: And this is Misha. He's from Russia and he's my best friend.

Mr and Mrs Wilson: It's nice to meet you, Misha.

Misha: Nice to meet you, Mr Wilson and Mrs Wilson.

Mr Wilson: Oh, please just call us Diana and Martin.

Misha: OK, Martin.

Mr Wilson: That's better.

Mrs Wilson: How was your flight, boys? Are you tired?

Mark: It was fine, thank you. A bit long, but we had a great time.

Rob: Yes, we had a very nice breakfast and lunch.

Misha: And I watched two films during the flight.

Mr Wilson: I'm glad to hear that, but let's go. Everyone is waiting to see you.

Rob: Everyone?

Mr Wilson: Oh, yes. The rest of the family is waiting for you outside. All our brothers, sisters and cousins. There are thirteen of them. They've been asking about our new relatives from Britain.

Mark: What a big family!

Emily: Actually, there are more of us, but not everybody could come to the airport today. You'll meet the whole family the day after tomorrow. We're organizing a big family party.







Rob: Are we going to meet the whole family?  
 Mrs Wilson: Oh, no, don't worry. My terrible cousin Terry, who did all those awful things to you, isn't going to be there. He's in prison now.  
 Emily: Let's forget about the past. You're in the USA now and you're going to see one of the greatest cities on the planet — New York!

6 Read the transcriptions of the words. Listen to the conversation and underline the words which are pronounced in American English.

[ˈbrʌðəz], [ˈsɪstəz], [θɜːr'ti:n], [mɑːr], [ˈæftə], [ˈpɑːrti],  
 [ˈtɛrɪbəl], [tɜːrɪn], [fɔːr'get], [mɑːm], [mɑːrk], [smɑːrtɛst],  
 [ɑːr] [kɑːrɪz], ['ʌvə]



Употребление артикля с существительными *bed, church, college, university, hospital, prison, school*

В случае если эти существительные имеют значение конкретного места, здания или учреждения, они употребляются с артиклем по общим правилам употребления исчисляемых существительных.

В случае если эти существительные обозначают процессы, которые в них происходят, артикль с этими существительными не употребляется. Например: *bed* (сон, болезнь), *hospital* (лечение), *school* (учеба), *prison* (лишение свободы), *church* (церковная служба).

to go to school  
 to be at school  
 to leave school  
 to go to bed  
 to be in bed

to be in hospital / at the hospital  
 to go to college  
 to be in prison  
 to go to church

Сравните:

*I have missed a lot of classes this month. My parents have to go to the school.* — Я пропустил много занятий в этом месяце. Моих родителей вызывают в школу. (Родители не учатся, а должны пойти в здание школы для разговора.)

*Kathy is at school now. Call back later.* — Кэти в школе сейчас. (Она там учится.) Позвоните позже.

*Don't sit on the bed.* — Не сидите на кровати. (Речь идет о мебели.)

*My sister is still in bed. Should I wake her up?* — Моя сестра все еще спит. (Речь идет не о месте, а о деятельности: она спит.) Разбудить ее?

Which places in America have you heard of and would like to visit?  
 Write 2–3 sentences.

- 7 Some of the Wilsons didn't come to the airport. Diana is telling Misha and his friends about her relatives. Choose the right sentence to complete the idea.

**Model:** Emily's grandmother Olga was in church.

- a) She never misses a Sunday service. (воскресная служба)  
b) She works there.

*Emily's grandmother, Olga, was in church. She never misses a Sunday service.*

- Emily's cousin, Lucy, was at the school.  
a) She is in Grade Six.    b) She wanted to talk about her son's marks.
- Diana's father, Kenneth, was at the hospital.  
a) He's ill.    b) He visited a friend.
- Emily's uncle, Terry, was in prison.  
a) He went there to visit a friend.    b) He's there because he did horrible things.
- Emily's youngest sister was in bed.  
a) She was sleeping.    b) She was sitting.

- 8 Put in the article if necessary.

- I live near ... church. ... church is very old.
- Mr Smith is at ... hospital now. He wants to talk to his son's doctor.
- You should come to ... school, Mrs Brown. We need to talk about your daughter.
- The robber was caught and went to ... prison.
- She was sitting on ... bed reading a book.
- My friend is lucky. She doesn't have to get up early because she lives near ... school.

## Homework

- A Who made a mistake / misunderstood? Find the mistakes or misunderstandings in the conversations and correct them.

a) **Model:** A: Mary couldn't come to the party. She was in hospital.

B: Oh, poor thing. What happened?

A: Nothing. She's a doctor.

*A made a mistake. He should say: She was at the hospital.*

b) A: My mother is in the college today.

B: It's never too late to study.

A: Oh, no. She's a teacher there.

c) A: Jack is in prison.

B: What an interesting job!

A: I'm afraid you don't understand...

- d) A: Liz will have to go to school tomorrow...  
 B: Do you have classes in the evening?  
 A: No, Liz is my aunt. She wants to speak to my teachers.

**B Put in the necessary article and translate the sentences into Russian.**

- I don't take a bus to get to ... school because I live near ... school.
- Where's Wendy?  
 — She is ... hospital. She's ill.  
 — How long has she been there?  
 — She's been ... hospital for a month now. Let's go to ... hospital and visit her.
- Normally she goes to ... bed late, that's why I was very surprised when I saw her in ... bed at 8 o'clock.
- Where shall we meet? Let's meet near ... church.

**C What are the people in the pictures saying? Complete the dialogues.**

It's very nice to meet you, Mr Brown.



①

It was long, so I'm a bit tired.



②



③

I missed you so much!

- D Which places in America have you heard of and would like to visit?  
 Write 2–3 sentences.**

1 As you work on this lesson try to find as many Americanisms in spelling or vocabulary as you can.

2 Listen to the words and expressions and repeat them after the speaker. Try to find

- the names of places in New York.
- the names of New York's main attractions.
- the name of the river in New York.

to do some sightseeing — осматривать достопримечательности

Let's do Manhattan. — Давайте осматривим Манхэттен.

to do smth instead of smth — делать что-либо вместо чего-либо

to stand for smth — обозначать что-либо

a masterpiece — шедевр

an impression [im'preʃn] — впечатление

Manhattan [mæn'hætɪn] — Манхэттен

Brooklyn [brʊklɪn] — Бруклин

Queens [kwɪnz] — Куинз

Statens Island [stætɪn 'aɪlənd] — Статен-Айленд

the Bronx [brɒŋks] — Бронкс

the Hudson ['hʌdsən] — Гудзон

Central Park — Центральный парк

the Empire State Building [empraɪə(r) 'steɪt,bɪldɪŋ] — Эмпайр-стейт-билдинг

the Rockefeller Center ['rɒkəfələ(r)] — Рокфеллеровский центр

the Guggenheim Museum ['gʊgənhaɪm mjuzi:əm] — Музей Гуггенхайма

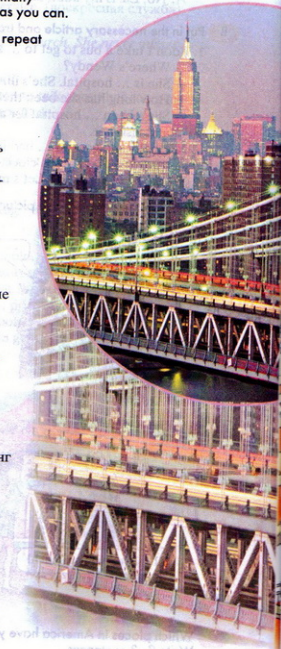
a skyscraper — небоскреб

a borough ['bʌrə] — район

a ferry — паром

a flier — рекламный проспект

to give somebody a treat — побаловать кого-либо



- 3 Misha, Rob Mark and Emily are planning their first day in New York. Listen to the conversation, read the text of it and say what places they are planning to visit. (Find three English translations for the Russian word: достопримечательность.)

Emily: What would you like to do today, guys?

Misha: I'd like to see New York's most famous sights: the Empire State Building, and the Chrysler and the Pan American buildings.

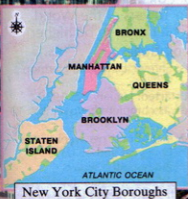
Rob: I agree with you. Skyscrapers are really interesting. Let's go for a walk and do some sightseeing.

Mark: And I'd like to see Central Park.

Emily: Well, we don't have too much time. Let's do the main part of Manhattan today. It has a lot of attractions and you'll be able to get a good first impression. If we don't have enough time for Central Park, we'll do it tomorrow.

Rob: What's Manhattan?

Mark: Come on, Rob. Don't you know? New York is on the Hudson River and consists of five boroughs: Manhattan, Brooklyn, Queens, Staten Island and the Bronx. I've read about them.



Emily: You're right, Mark. We should see them all, but Manhattan is the heart of our city, so let's start with it. I've got some fliers about some places of interest. Let's take a look.

- 4 Emily's friends are looking at the fliers. Look through the fliers and answer the questions.

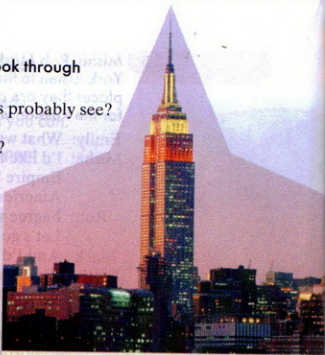
1. What places of interest will the friends probably see?
2. How are they going to travel?
3. What theatre will they probably go to?



"There are many apples on the tree, but only one Big Apple". The old saying is very true when we talk about New York – America's Big Apple. We can offer you a cheap, fast and easy way to see it all. Buy a MetroCard at any subway station and the key to the city is in your hands.

MetroCards can be bought on a pay-per-ride basis (\$1.50 per ride) or an unlimited ride basis. With pay-per-ride, you get 11 rides for the price of ten. These tickets can be used by groups of up to four people.

With unlimited ride MetroCards, you can get a 30-day card for \$63, a 7-day card for \$17, or a one-day Fun Pass for only \$7. These tickets are not transferable.



Find the Big Apple's mega star — **The Empire State Building**, which became the tallest skyscraper in New York on September 11, 2001 (the Twin Towers of the World Trade Center used to be higher).

#### FACTS AND FIGURES

**Architects:** Shreve, Lamb and Harmon Associates

**The work started:** January 22, 1930

**The work was completed:** November 13, 1930

**The speed:** 4 1/2 floors per week

**Total time:** One year and 45 days including Sundays and holidays

**Cost:** \$40,948,900 (including land)

**Total height:** 443.2 meters to top of the lightning rod

**Floors:** 103

**Steps:** 1,860 from street level to 102nd floor

**Weight:** 365,000 tons

#### ADMISSION PRICES AT THE BUILDING

ESB audio tour	\$6.00
Adult (18–61)	\$14.00
Youth (12–17)	\$13.00
Child (6–11)	\$9.00
Seniors (62+)	\$13.00
Military in uniform	Free
Toddlers (5 or younger)	Free

# CHICAGO

THE MUSICAL

## CHICAGO

The hit which was born on Broadway!  
The name on everybody's lips is... Chicago! This fantastic musical is still the biggest hit in town. Thousands of people come to Broadway to see this great show. That's because there's nothing like Chicago live — the atmosphere is electric and the tears are real.  
Chicago is Broadway at its best. So come on! Don't miss the fun!

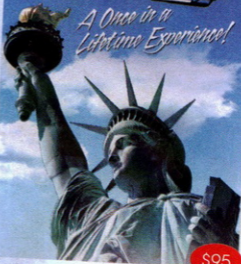
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## SIGHTSEEING TOURS with LIBERTY HELICOPTERS



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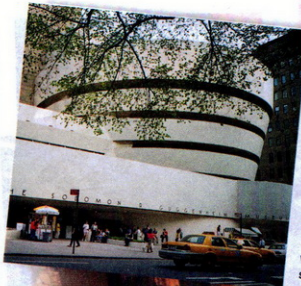


\$95

The millions of immigrants who had to come to America by sea were welcomed by a very tall woman. She was wearing a robe and her right arm was holding a torch high in the air. The woman is still there looking out to sea. She is **the Statue of Liberty**, one of the most famous symbols of America. Would you like to see her close enough to almost touch her? Give yourself a treat and book our helicopter tour now.

Our flight also includes Midtown, which gives you a perfect opportunity to get a bird's eye view of Manhattan's famous skyscrapers:

**The Empire State Building, the Chrysler and the Pan Am buildings (10-13 minutes)**



### THE SOLOMON R. GUGGENHEIM MUSEUM

Even if you're not interested in modern art, you shouldn't miss a chance to visit one of the world's most extravagant museums. Named the Solomon R. Guggenheim Museum in honor of its founder, the museum is in fact better known for its amazing building, which was opened in 1959 and immediately became the focus of critics. It was designed by a famous architect, Frank Lloyd Wright, who broke all the old standard rules and came up with a totally new concept of style. Come and see this architectural masterpiece, which has not lost its ability to excite and surprise.



Discover the story behind the creation of the Rockefeller Center! Find out all about the times when the building was being built. Listen to the fascinating stories about the Rockefeller Center Christmas trees, which are the largest and the most beautiful in New York. The Rockefeller Center guide will lead you through our buildings and gardens that make up this "city within a city".







Употребление артикля с географическими названиями и названиями городских объектов

Обратите внимание: на картах названия, как правило, даются без артикля.

The	No article	
theaters / cinemas	streets	cathedrals
museums	roads	islands
picture galleries	parks	continents
monuments	squares	countries
hotels	avenues	states (штаты)
restaurants	subway stations	cities
oceans / seas / rivers	companies	towns
	airlines	villages
	churches	



9



8



6



7



3



4



5

2



1

5 Write the names of the attractions and places you see in the photos.

6 Look through the MetroCard flier and answer the questions.

1. What ticket should friends buy for their day out in New York?
2. How much money will the friends have to spend on the subway?  
(Use the map for help.)

7 Look through the Empire State Building flier and say if the following information is true, false or not mentioned.

1. ESB stands for the Empire State Building.
2. The Empire State Building is the tallest building in the world.
3. It took less than two years to build it.
4. The Twin Towers of the World Trade Center were destroyed by terrorists.
5. The Twin Towers of the World Trade Center used to be the tallest buildings in New York.
6. The tickets for Emily, Misha, Rob and Mark will cost \$36.

8 Look through the Ambassador Theater flier and choose the right answer.

1. In this flier "Chicago" is
  - a) a city in America.
  - b) a name of the musical.
  - c) a name of the theater.
2. In this flier "Broadway" means
  - a) a very big street.
  - b) the main street in New York.
  - c) the home of the most famous American shows and musicals.

9 Look through the fliers of the helicopter flights, the Guggenheim Museum and the Rockefeller Center. Which of the sights...

1. was designed by the famous architect Frank Lloyd Wright?
2. was built by Rockefeller?
3. used to welcome millions of immigrants?
4. is famous for the largest Christmas tree in New York?
5. contains a collection of modern art?
6. looks out on the sea?

10 Which places of interest in New York would you like to visit? Why?

11 Try to guess: Which sights did the friends actually visit? What did they decide not to do? Why?

12 Listen to the speaker and check your answers.

## Homework

A Imagine that your friend has visited New York. Write ten questions about the city that you would like to ask him / her.

- B** Use the information from the fliers, fill in the gaps and complete the notes. Be careful with the articles.

New York is on the ... River. Another name for New York is ...  
It consists of five boroughs: ... The heart of New York is ... It has a lot of ...

One of them is the Empire State Building. It is the tallest ... in New York but only since ... One of New York's most famous museums is ... It's famous for its building, which was designed by ... Those who are interested in theater will be able to enjoy different musicals and shows on ... The fastest way to see New York is by ... You need to buy a ... and it will take you all over the city.

- C** Let's describe sights and buildings. Start this year's vocabulary. Learn to put useful words into groups. Copy the scheme and fill it in with words from the fliers.

Verbs	Sights	Descriptions
to design	attraction	famous
to visit	building	
	theater	

## Lesson 4

## Streets and avenues



### Количественные и порядковые числительные (Cardinal and ordinal numerals)

- 1** Copy the table into your exercise books and fill in the gaps in the table with ordinal numerals.

Количественные числительные Cardinal numerals		Порядковые числительные Ordinal numerals
1 — one	21 — twenty-one	
2 — two	22 — twenty-two	
3 — three	23 — twenty-three	
4 — four	30 — thirty	
5 — five	40 — forty	
6 — six	50 — fifty	
12 — twelve	100 — a / one hundred	
13 — thirteen	345 — three hundred and forty-five	
14 — fourteen		
20 — twenty		

### Writing and reading dates

In BrE they write "2 July / 2nd July / July 2". They say the "second of July" or "July the second".

In AmE they write "July 2nd / July 2". They say "July second".

Dates are sometimes written as numbers, for example, 3/10. In BrE this means the third of October. In AmE it means the tenth of March.

- 2 Play a game. Write down some dates in numbers. Then read them to your partner in any order you choose. Your partner should match the dates with the descriptions from the game.

**Model:** A: *the 21st of October*

B: *Is that your birthday?*

A: *Yes, it is.*

?	The number of people in your class today	?	The date today	?	Your birthday
?	The number of your flat	?	The date of Christmas Day	?	The day of your favourite public holiday
?	The first day of the year	?	The happiest day of your life	?	Your mother's birthday

- 3 Rob and Mark are writing a letter to their sister Rosy. Read the text for detail and be ready to work with the map. Try to guess what the letters NY in the address stand for. On what date are the friends writing the letter? Explain your answers.

25 East 181st Street Apartment 8G  
New York NY 10033

5 / 8 / 2006

Dear Rosy,

We thought you'd like a real letter from America instead of an e-mail. We started it the way Americans do too.

Our first days in New York have been very busy, so this letter will be short.





May this year is very warm so on our first day we walked a lot. Emily was our guide, but it's difficult to get lost in New York. It has a very clever system of streets and avenues. Streets run east to west across the island and are often called **cross-streets**, while avenues run north to south down the island.

First, we took the subway to the city centre. Most of the subway stations have the same names as the streets. We got off at Penn Station and walked to the Empire State Building.

There was a long queue to get to the top and after that we also wasted some time on an expensive attraction called Skyride (on the 2nd floor of the Empire State Building). The advert made the ride look like fun, but the ride itself was just a short film about New York. When we finally left the Empire State Building, we didn't have much time. We had a quick look at Rockefeller Center and some other famous skyscrapers and took the subway to Whitehall Street. From there we caught the ferry to Staten Island to see the Statue of Liberty.

In the evening we went to Broadway and saw one of the most famous musicals, *Chicago*. Did you know that Broadway isn't just one of the longest avenues in Manhattan? It is also famous for the small area near Times Square where Broadway crosses Seventh Avenue. This is the home of many Broadway theatres. This part of Broadway is also known as "the Great White Way" and is always full of tourists.

On the way home we got off the subway to have a look at the Guggenheim Museum. We didn't go inside, but the building is really worth seeing! The next day we had a rest and spent a lazy day in Central Park, which is so huge that we nearly got lost.

Love from all of us,  
Rob and Mark



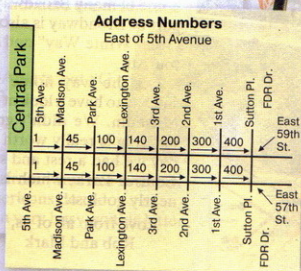
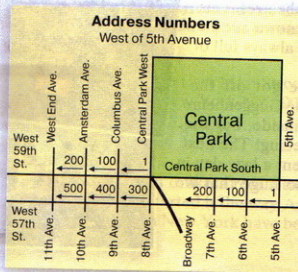
- 4 Say if the following information is true, false or not mentioned. If there is no information, try to guess. Explain your answers.


1. Mark and Rob are very excited about their first days in New York.
2. It's easy to find your way in New York.
3. Avenues run north to south.
4. Streets run parallel to the Hudson River.
5. All New York streets have numbers instead of names.
6. It doesn't take long to visit the Empire State Building.
7. Mark and Rob have been inside the Empire State Building.
8. Mark and Rob have been inside Rockefeller Center.
9. Mark and Rob have not been inside the Guggenheim Museum.
10. Broadway is famous because it's the longest avenue in New York.
11. There are streets called Broadway in many American cities.
12. Central Park isn't very big.

## America in focus

**Streets and avenues** — To find a place, it is very important to know the nearest cross-street and avenue to the address. This will help you decide which bus or subway line to use, and it gives you an idea of how far away a restaurant or a shop is. For example, if you tell a New Yorker that you need to get to somewhere on 48th Street between — 11th and 12th Avenue, he or she will be able to tell you the way easily.

**East and west street addresses** — **Fifth Avenue** divides Manhattan Street addresses into east and west. Avenues between the Hudson River and Fifth Avenue are west of Fifth Avenue; other avenues are east of Fifth Avenue. That means that every street has two sides: east and west, and you can often find two buildings with the same number in the same street. For example: 1 West 8th Street and 1 East 8th Street.





**Street addresses increase by 100 for each numbered avenue as you move away from Fifth Avenue.** It's very easy to go west of Fifth Avenue towards the Hudson River. Street addresses from 1 to 99 are between Fifth Avenue and Sixth Avenue, and 100 to 200, between 6th and 7th Avenue, etc. If you want to go east, it's a bit more difficult because some avenues have names as well as numbers: Madison, Park, and Lexington. Street addresses 1 to 44 are between Fifth Avenue and Madison Avenue, 45 to 99 — between Madison Avenue and Park Avenue.

- 5** Try to answer these questions. Use the information from *America in focus*.

**Model:** Where is 145 West 10th Street? — *It's between 6th and 7th Avenue.*

1. Where is 49 West 44th Street?
2. Where is 49 East 44th Street?
3. Where is 435 East 16th Street?
4. Is there an address 700 West 42nd Street in Manhattan? Why? / Why not?
5. Is there an address 1000 East 39th Street in Manhattan? Why? / Why not?
6. Does Emily live far from the center of Manhattan if her address is 25 East 181 Street?

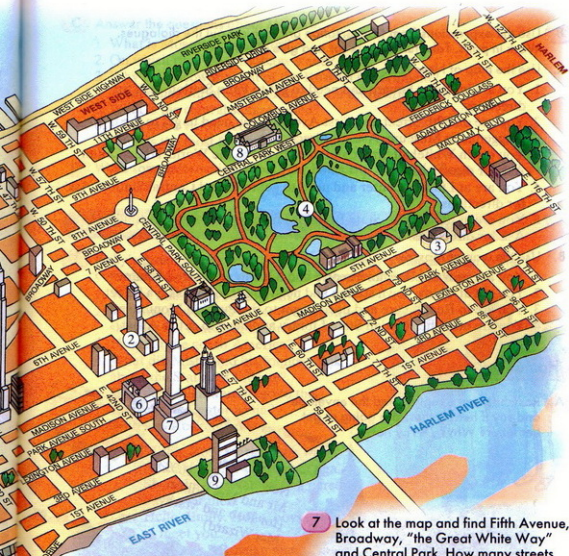


6 Look at the map and draw the route that Emily and her friends took. Use the information from Ex. 3.

1. The Empire State Building
2. The Rockefeller Center
3. The Guggenheim Museum
4. Central Park
5. The Statue of Liberty
6. Central Station
7. The Chrysler Building
8. The American Museum of Natural History
9. The UN Headquarters
10. The World Trade Center







- 7 Look at the map and find Fifth Avenue, Broadway, "the Great White Way" and Central Park. How many streets cross Central Park?

### Conversation bricks

#### Asking and explaining the way

Can (Could) you tell me where... is?  
 Excuse me, how do I get to...?  
 Turn left (right)...  
 On the left (right) side...  
 It's opposite the...

It's between the... and the...  
 It's on the corner...  
 Go up (down) the ST...  
 Go straight on...  
 Go past...  
 Keep going until you see...

- 8 Use the expressions from *Conversation bricks* to act out the dialogues. Work in pairs. Take turns to ask for and give directions.

A. Use the map of New York.

1. You are in Times Square and need to get to Penn Station. Ask for directions.
2. You are on 59th Street and First Avenue. You need to get to the Guggenheim Museum. Ask for directions.
3. You are in Whitehall Street and need to get to the World Trade Center. Ask for directions.
4. You are at Lincoln Center and need to get to Grand Central Station. Ask for directions.
5. You are at the Empire State Building and want to get to Central Park. Ask for directions.

B. Use the map of Moscow.

1. You are near the Bolshoi Theatre and need to get to Red Square.
2. You are at China Town station and need to get to Tverskaya Street.
3. You are in Red Square and need to get to the Pushkin Monument.
4. You are near the Russian State Library and need to get to Arbat.

### Homework

- A Rosy has sent a reply. Read the envelope and say if her brothers are going to get her letter? Why? / Why not?



- B Translate the sentences into English.

1. Нью-Йорк расположен на реке Гудзон.
2. Манхэттен — один из пяти районов Нью-Йорка.
3. Они поехали на Статен-Айленд, чтобы посмотреть на статую Свободы.
4. Эмпайр-стейт-билдинг — самый высокий небоскреб Нью-Йорка.
5. Их дом находится к западу от Пятой авеню.
6. На Бродвее много известных театров.

**C** Answer the questions about Moscow.

1. What is Moscow famous for?
2. On which river does Moscow stand?
3. Why is Moscow the seat of the Russian government?
4. What other important institutions are there in Moscow?
5. What is the central square called?
6. What can a visitor see there?
7. What is the most famous theatre called?

**D** Write some information about your home city / town / village.

**Lesson 5**

**"I believe in liberty and happiness"**

**1** Emily's grandmother Olga comes to meet Emily's friends. Listen to the conversation, read the text of it and then answer the questions.

1. Where does Olga come from?
2. Why are there tears in her eyes when she sees the Statue of Liberty?
3. How did she get to America?
4. What did Misha and his friends think about the Statue of Liberty?
5. Why does Olga want to go to the Rockefeller Center again?
6. Who was Rockefeller?

Emily: Misha, Rob, Mark. Look who's coming! It's my grandma, Olga. She's the most interesting person I have ever met.

Olga: Hello, Emily. Hello, boys. It's nice to meet you.

Misha: You have a Russian name. That's interesting.

Olga: I am Russian. My parents came to America many many years ago and brought me with them. I was only a little girl, but I remember the first thing I saw in America from on board the ship.

Rob: It was the Statue of Liberty, wasn't it?

Olga: Yes, it was. Every time I see it I get tears in my eyes. But you've seen it yourselves, haven't you? What do you think?

Misha: Well, to be honest... it looks great, but...

Mark: Yes, it's one of those big American symbols which nobody believes in any more.



Rob: Everything we saw in New York is about money: all of those skyscrapers, built by rich people and big corporations. And there are still so many poor people in the streets... Is that liberty?

Olga: Well, there must be some place you haven't been to yet in the city. I could go with you and show you something that you haven't seen.

Rob: What's that?

Olga: How about the Rockefeller Center?

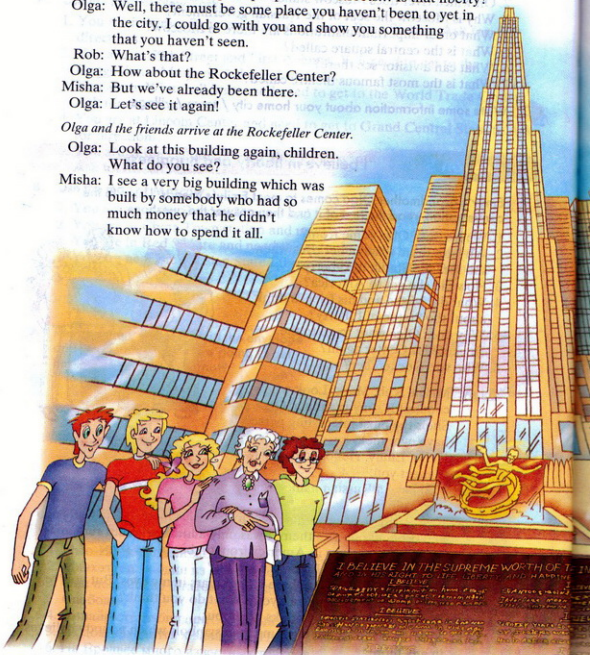
Misha: But we've already been there.

Olga: Let's see it again!

*Olga and the friends arrive at the Rockefeller Center.*

Olga: Look at this building again, children. What do you see?

Misha: I see a very big building which was built by somebody who had so much money that he didn't know how to spend it all.



- Rob: ...or somebody who got a lot of money from the government.
- Mark: The Rockefellers were rich aristocrats, right?
- Olga: John D. Rockefeller II was a rich aristocrat, that's true, but he didn't just believe in money, he believed in people too. When he decided to build this building during the Great Depression, he got no help from the government. So he used his own money to do it. Rockefeller was quite an interesting man. Would you like to know more about him? Let's go and read his own words on that sign in front of the building.

## America in focus

**The Great Depression** — a global economic depression, which in America lasted from 1929 to 1940.

### How to build words?

#### 2 К каким частям речи принадлежат данные слова?

1. obligation, declaration
2. fulfilment, agreement
3. replay, restructure
4. responsibility, opportunity
5. fruitless, useless
6. reading, living
7. ability, dignity

#### Суффиксы существительных **-ness, -ship, -dom, -hood**

Для обозначения отвлеченных существительных используются суффиксы:

**-ness, -dom** — они образуют существительные от прилагательных: *happy* — *happiness* (счастливый — счастье), *free* — *freedom* (свободный — свобода) и

**-ship, -hood** — они образуют существительные от других существительных: *child* — *childhood* (ребенок — детство), *friend* — *friendship* (друг — дружба).

#### 3 От каких слов образованы данные слова?

- membership, brotherhood, wisdom, neighbourhood, freedom, kindness, weakness, dictatorship, motherhood, usefulness, stardom

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

*human values* — человеческие ценности

*worth* [wɜ:θ] — эд. ценность

*to imply* [im'plai] — подразумевать, предполагать

*a duty* — обязанность

*a right* — право

*to owe* [əʊ] — быть должным

*to make a living* — зарабатывать на жизнь

*justice* ['dʒʌstɪs] — справедливость

*to endure* [in'dʒʊə] — эд. соблюдать

*a bond* — обязательство

*will* — воля

*to triumph* — восторжествовать

*might* [maɪt] — сила

*a possession* — владение

*sacredness of smth* — нерушимость чего-либо

*fulfilment* — эд. самореализация

*dignity of labor* — величие труда

*usefulness* — польза

*a responsibility* — ответственность

*an opportunity* — возможность

*an obligation* — долг

*fundamental* — основополагающий

*wealth* [welθ] — богатство


*a servant* — слуга

*a master* — хозяин

5 Listen to the text and say what human values Rockefeller believed in.

1. I believe in the supreme worth of the individual and in his right to life, liberty, and happiness.
2. I believe that every right implies a responsibility; every opportunity — an obligation; every possession — a duty.
3. I believe that the law was made for man and not man for the law; that government is the servant of the people and not their master.
4. I believe in the dignity of labor, whether with head or hand; that the world owes no man a living but that it, owes every man an opportunity to make a living.
5. I believe that truth and justice are fundamental to an enduring social order.
6. I believe in the sacredness of a promise, that a man's word should be as good as his bond; that character — not wealth or power or position — is of supreme worth.
7. I believe in an all-wise and all-loving God, named by whatever name. The individual's highest fulfilment, greatest happiness, and widest usefulness are found in living in harmony with His will.
8. I believe that love is the greatest thing in the world; that it alone can overcome hate; that right can and will triumph over might.



- 
- 6 Match Rockefeller's words with the following ideas. Sometimes there is more than one correct answer.

- a Everybody has the right to be happy.
- b People should keep their promises and never break them.
- c Presidents and ministers must work for the people.
- d Your religion doesn't matter; but it's important to believe in God..
- e Love is the most powerful thing in the world.
- f The most important thing is living in harmony with God.
- g Every society should be fair.
- h People are more important than presidents and ministers.
- i Everybody has the right to work.
- j Money shouldn't be given to people, but people should have the chance to earn it.
- k Someone in a higher position has to work a lot.
- l Someone who has a lot of money should do more for other people.
- m It's more important to be a good person than to be successful.

- 7 Speak about the human values Rockefeller believed in. Choose suitable words and make any necessary changes using the suffixes if you have to.

**Model:** free – Rockefeller believed in freedom.

weak – not suitable

free, weak, member, wise, brother, kind, labor, cold, friend, dictator, love, to govern, money, happy, success, equal

- 8 Match some Russian sayings with Rockefeller's words.

1. Не место красит человека, а человек место.
2. Всякий труд почетен.

### Homework

- A Translate Rockefeller's words into Russian.

- 1 Listen to the conversation and read the text of it. What kind of restaurant does Olga want to go to? Find the best explanation for the word *posh*.

- a) expensive  
b) elegant and fashionable  
c) fast food

Olga: And now, let's have lunch. Are you guys hungry?

Rob: Oh, yes. I like American hamburgers. They're great.

Misha: And I'd like some borscht and pickled cucumbers. I know it's probably not possible, but I miss Russian food so much.

Olga: I'll take you to a very popular place that's visited by every famous person who comes to New York.

Mark: Oh, please don't take us to a posh restaurant. I'm sure it'll be expensive.

Olga: Mind your manners, boys. Never argue with grandma Olga. Just follow me and remember: New York has something for everybody.

- 2 Listen to the words and expressions which are used to describe restaurants and repeat them after the speaker.

noisy, top quality, atmospheric, posh, expensive, friendly, popular, fast food, cosy, cheap, crowded, elegant, simple

- 3 Olga and the friends arrive at the restaurant. Look at the pictures and say what kind of restaurant the Carnegie Deli is.







- 4 What do you think? Support your ideas with facts from the pictures.
1. What are the people whose pictures you can see on the walls?
  2. What does the word “deli” mean?
  3. What is the short word for “hamburger”?
  4. What is the girl in the picture eating?
  5. Is the “deli” a Russian restaurant?
  6. What kind of food can you get in this restaurant?
  7. Will Misha, Mark and Rob find something that each of them likes in the deli?
  8. Will someone who lives in 59th Street have to pay for delivery?

- 5 Look through the extracts from the menu and find as many Russian words and dishes as you can.

#### CARNEGIE BLINTZES

Our own fresh blintzes with  
CHEESE • STRAWBERRY • CHERRY

- Enjoy the “Great White Way” with sour cream or “Big Apple” sauce

Also popular

- Boiled pirogen with sour cream
- Potato pancakes with apple or sour cream

#### SPOTLIGHT ON SANDWICHES

THE WOODY ALLEN

*A lot of corned beef plus a lot of pastrami*

- New York’s best corned beef
- Hot pastrami
- Roast beef
- Turkey
- Salami

#### I LOVE MY BURGER

CARNEGIE’S FAMOUS HAMBURGER

- With cheese
- With tomato
- With onion
- With bacon

## Menu

### SOUPS

- 1 OUR DELICIOUS HOMEMADE CHICKEN SOUP  
(maybe not therapeutic... but it can't hurt)
  - with golden noodles
  - with fresh rice
  - with real homemade kasha
- 2 FROM RUSSIA, WITH SOUR CREAM  
HOT OR COLD BORSCHT
- 3 AND TODAY JUST FOR YOU  
Our delicious specially made soup



## America in focus

**Deli** — Until the late 19th century, delicatessens were mainly owned by Germans, and later by Jews, too, who went into the business. The word itself comes from German and means delicacies, but it is used not only to describe the shop that sells the food, but also the products sold in the shop.

**Corned beef** — In the 19th century butcher shops which sold meat closed every weekend. Butchers had to keep the unsold meat fresh for two days. There were no refrigerators at that time, so some butchers had the clever idea covering meat with salt. The grains of salt were called “corn” in England, so the meat got the name “corned beef”.

**Pastrami (бастурма)** is a kind of corned beef. The word “pastrami” came from Turkey. Originally it was “pastyрма”, which means “being pressed” in Turkish.

- 6 Read the expressions. Which of these things are advantages and which of them are disadvantages in a restaurant? Translate the expressions and use a dictionary if necessary.

long lines, New York atmosphere, big portions, delicious food, you share the table with strangers, you can't share your portion with friends, free pickled cucumbers, not enough seats, quick service, homemade soups, when you finish your food you have to leave quickly, fresh food, international food, high prices, huge sandwiches

- 7 People who visited the Carnegie Deli wrote their opinions on the walls. Listen to the opinions and say:

1. Which opinion is 100% positive?
2. Which opinion is 100% negative?

- 8 Read the opinions and answer the questions.

- What are the main advantages of the Carnegie Deli?
- What are the main disadvantages of the Carnegie Deli?

1. Try the cheese blintzes with sour cream for breakfast. Enjoy the pastrami and corned beef sandwiches for lunch. They're what the Carnegie Deli is known for and they are quite fantastic. You will not get a bad meal here.



2. This deli has great blintzes, but it also has amazing sandwiches. So when I come here, it's so hard to decide. The portions are really huge but they don't like it when people share food, so you have to order something that you can eat all by yourself. I like desserts, so I usually order blintzes. I'd recommend this deli as a real New York experience, but there are some disadvantages too. You share a table with strangers and you can't sit for too long. When you finish your food, you have to get up quickly and leave.



3. I came here on my first visit to NYC and I don't think I'll come again. The sandwiches are huge, big enough for two people, but expensive. Thirteen dollars for a sandwich is just too much! I was going to try a piece of cheesecake but the dessert portions are also too big. Oh, and it was very noisy too.

4. The Carnegie Deli is an important New York attraction. Huge sandwiches and the New York atmosphere let you know you're in the Big Apple. It's popular too. When we tried to get there at 3:30 we had to stay in line for 20 minutes before we got seats. I was surprised: the place wasn't big enough for all the people who wanted to eat there. They gave us a free plate of pickled cucumbers, which were fantastic. The service was very quick and friendly. I'd love to come again!



Употребление артикля с существительными  
*breakfast, lunch, tea, dinner*

Как правило, эти существительные употребляются без артикля.

*Breakfast in this hotel is from 7 a.m. till 10 a.m.*

Если перед этими существительными есть описательное определение, употребляется неопределенный артикль.

*You can have a good dinner there.*

Если имеется лимитирующее определение, то употребляется определенный артикль.

*I'll never forget the dinner we had in that little cafe in Chelyabinsk.* — Я никогда не забуду ужин в том маленьком кафе в Челябинске.

9 Найдите и подчеркните в предложениях лимитирующие определения.

1. The breakfast she gave us was fantastic.
2. The man who is looking at us is my uncle.
3. It was a nice little village in the north of Russia.
4. The book I have been reading is on the table.
5. She is a very polite woman.
6. People who live in America eat a lot of burgers.

10 Fill in the gaps. Use *the, a* or *no article*.

1. ... dinner is served.
2. I never have ... breakfast. I'm not hungry in the morning.
3. ... dinner we had in that cafe was disgusting.
4. Let's have ... lunch in the garden.
5. It was ... best dinner I've ever had.
6. I wasn't hungry because I had had ... big lunch.

Homework

- A Misha is telling his friends about some of his favourite Russian dishes. Match the dish with the description. Get ready to describe Russian dishes to your friends in the next lesson.



beef Stroganov



borscht



karavay



blinis



shashlik (kebab)



pelmenis

без артикаля.  
 ьтельное определение.  
 ьвляется определен-  
 Chelyabinsk. — Я никогда  
 ьщие определения.



beef Stroganov



borscht



karavay



shashlik (kebap)



blinis



pelmenis

1. The recipe was invented in a St Petersburg cooking competition in the 1890s. It won the first prize and was named after the Stroganov family, whom the cook was working for. This dish traditionally consists of beef, onions, mushrooms and sour cream.
2. The dish originates from the Caucasus. No picnic or outdoor party can do without this wonderful dish. It's meat marinated in herbs, onions and wine. Then the meat is put on skewers and cooked on an open fire.
3. It's a really delicious, small round bread. Bread used to be the most important food in Russia, and no dish was eaten without it. That's why bread is still so important to people in Russia. They used to decorate it with leaves and flowers.
4. Traditionally, mothers-in-law bake these for their sons-in-law at Easter, and they also used to be made for poor people and pilgrims. They should be thin, brown, and round and look like little suns. They are usually eaten with sour cream, jam, cheese and black or red caviar.
5. These are a favourite Russian dish. They are made of dough and meat and then they can be frozen and kept in the fridge for a long time. They are served with butter, sour cream, vinegar or tomato ketchup. You can buy them in the shops too, but the ones you buy can't be compared with the real homemade version.
6. It's one of the most popular dishes in Russia. The recipe — was created at the end of the 18th century. It's a kind of soup, which got its name from its main ingredient — beetroot. Nowadays it's made with cabbage, potatoes, carrots, tomatoes and meat. On hot summer days it's even better with no meat in it, just vegetables, fresh cucumbers, eggs, onions and greens.

**B** Выпишите из текста упражнения 8 все прилагательные с положительным значением.

- Imagine that you have just spent a couple of days in New York. Write about your first impressions. Use the plan to help you. You can also use the material from this unit.



### Beginning

Give some basic information

- Name of the city
- Its size
- Its position in the country
- The atmosphere

### Details

Write about the most interesting sights.

Use the words and expressions:

The most fascinating part of the city is...

The most interesting building is...

It was a fantastic experience to...

I was greatly impressed by...

The most amazing place was...

What is worth / not worth visiting?

Use the words and expressions:

Personally, I think that...

In my opinion it's...

I'd like to see / visit...

To my mind...

For me...

...is really worth seeing.

Don't waste your time on...



### Part I

- 1 Listen to the words or

*The New World* —

*to sail off* — отплыть

*the unknown* — не-

*to bury* [ˈberi] — хоронить

*fierce* [fiəs] — свирепый

*a prophecy* [ˈprɒfisi]

— пророчество

*tolerant* [ˈtɒlərənt] —

терпимый

*an exception* [ɪkˈsepʃən]

— исключение

*to be seasick* — стра-

дать морской болезнью

*peculiar* [pɪˈkjuːliə]

— странный

*Saints and Strangers*

— Чужаки

- 2 Read Robin MacWi

6 September 1620

PLYMOUTH HARBOR

**M**y unknown friend,  
Today I'm leaving  
and going to the New World  
into the unknown territory.  
I finished. I don't know  
to me. Will I die of the cold  
cold waters of the Atlantic?  
live in America? I must  
me: if I die, the merchant  
to write this diary.  
write it for you, my friend.

My name is Robin MacWiliam,  
member of the ancient  
Many centuries ago

## Part I

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

*The New World* — Новый Свет

*to sail off* — отплыть

*the unknown* — неизвестность

*to bury* ['beri] — хоронить

*fierce* [fiəs] — свирепый

*a prophecy* ['prɒfisi] — предсказание

*tolerant* ['tɒlərənt] — относящийся терпимо

*an exception* [ɪk'seɪʃən] — исключение

*to be seasick* — страдать морской болезнью

*peculiar* [pɪ'kju:liə] — особенный

*Saints and Strangers* — Святые и Чужаки

*industrious* [ɪn'dɑ:striəs] — трудолюбивый

*to worship* ['wɜ:ʃɪp] — поклоняться

*rough (weather)* [rʌf] — ненастная

(погода)

*a beam* — мачта

*originally* — первоначально

*Cape Cod* — п-ов Кейп-Код

*a harbor* ['hɑ:bə] — гавань

*safely* — благополучно

*a settlement* — поселение

*truly* ['tru:li] — действительно

*the Mayflower Compact* — Соглашение на Мэйфлауэре

*an anchor* ['æŋkə] — якорь

*to survive* [sə'vaɪv] — выжить

- 2 Read Robin MacWizard's diary at home and then answer the questions.

6 September 1620

PLYMOUTH HARBOR, ENGLAND

My unknown friend,

Today I'm leaving my country forever and going to the New World. I'm sailing off into the unknown because all my work here is finished. I don't know what is going to happen to me. Will I die on the way and be buried in the cold waters of the Atlantic or will I be killed by the fierce tribes which live in America? I'm not afraid of that, there is only one thing that scares me: if I die, the memory of my family will be lost forever. So I have decided to write this diary. I hope that one day somebody will read it. That's why I write it for you, my unknown friend.

My name is Robin MacWizard. I come from Scotland, and I'm the last member of the ancient MacWizard clan that used to be big and powerful. Many centuries ago a prophecy was made that one day a Scottish king



would rule both Scotland and England. The duty of my clan was to help the Scottish king get to the English throne. The prophecy came true in 1603 when the Scottish king, James, got the crown of England.

How it happened is another story, but my family played an important role in it. King James promised everybody who supported him that he would become a kind and tolerant king and would grant people religious freedom. But when James finally became the King of England, he changed his mind. Anybody who disagreed with the official church or the king was burned at the stake. Unfortunately, our family was no exception.

When I was away, King James's soldiers broke into my castle and took my wife and two children away. I spent years looking for them everywhere, and finally I found the grave of my dear wife, Mary. But I didn't find any graves for my children, so I still hope that they're alive and well.

11 September

#### ON THE MAYFLOWER

My dear friend,  
I've been very busy these days, as most of the passengers on board the ship are seasick and need help.

But let me tell you more about the ship and its 120 passengers. The ship's called the Mayflower. She's not very big but was thought to be strong enough to cross the Atlantic. The passengers on the ship are a really unusual group of people. Most of them left home for a very important reason: religion. They call themselves the Saints of the Holy Discipline, or just Saints.

The Saints do not believe in the Church of Rome, the Pope or the power of the king over other people. They think that God is in people's hearts, not in a church. You may say there is nothing so bad about these beliefs, but in 1620 when James was king, people couldn't choose their religion.



The Saints  
just want to v  
World they w  
take their wiv

The Saints  
with us for di  
of a better lif  
save their live  
started a poe

*The New W  
The weathe  
But we left  
Some for r*

19 September  
ON THE MA

We've be  
passen  
names. I've a  
believe that  
later in their



of my clan was to help  
they came true in 1603  
England.  
played an important role  
rted him that he would  
ople religious freedom.  
d. he changed his mind.  
the king was burned at  
ion.  
into my castle and took  
g for them everywhere.  
y. But I didn't find any  
live and well.



The Saints are a well educated, industrious, peace-loving people. They just want to worship God in their own way. They dream that in the New World they will be free to do what they want. This dream has made them take their wives and their children to start this dangerous journey.

The Saints call the other passengers “strangers”. The Strangers have come with us for different reasons: some hope to get rich, some want the chance of a better life and some, like me, are just running away from Britain to save their lives. So I, Robin MacWizard, am definitely a Stranger. I’ve even started a poem about our group. Here is the beginning:

*The New World promised us freedom and changes,  
The weather was rough and the sea was cold,  
But we left our homes, both Saints and Strangers,  
Some for religion and some for gold.*

19 September  
ON THE MAYFLOWER

We’ve been at sea for two weeks now. I’m getting to know the other passengers on board the ship. The Saints give their children interesting names. I’ve already met Remember, Love and Patience. I think the Saints believe that these names will help their children have the same qualities later in their lives. Well, we’ll see.

15 October

## MAYFLOWER

**M**y dear friend,  
We have been through (испытали) a lot this month. There was a horrible storm, and the main beam cracked. The ship was in real danger. At first nobody knew what to do, but then our clever Captain Jones had an idea of how to fix the problem and we went on.

The weather is awful. We've had nothing but (кроме) fog for days. People get wet through and have no chance to dry their clothes. The food is not very good, so a lot of passengers are getting ill. Even the people who are not ill yet are getting weaker. They're starting to think about all the dangers of the New World.

I sometimes get worried, too. The Mayflower left England too late in the year. Originally we were supposed to leave in summer and arrive in America in the warm autumn months. But it's already October and we still have a long way to go. What will happen to us when we arrive in winter? There'll be no houses there, no food, no help...

7 November

## ON THE MAYFLOWER

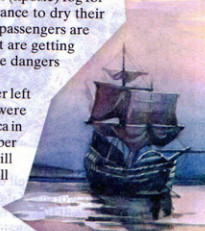
**I**t has been nearly nine weeks since we left and originally we hoped to cross the sea in six weeks. Captain Jones and his officers have started looking for birds, plants, trees or other signs that we are close to land, but they haven't seen anything yet. The health of the passengers on board is getting worse every day. William Button, the young servant of Doctor Samuel Fuller, died and we buried him at sea — 43 degrees North — 2,835 miles from England. That's where his grave is.

9 November

## ON THE MAYFLOWER

**A**t last we saw land. There is joy on every face. To remember this day I have written the second part of my poem. Here it is:

*With storms and disease, we faced many dangers,  
Our families died, but we didn't stop,  
And we reached the New World, both Saints and Strangers,  
Soldiers of fortune and pilgrims of hope.*



Before we land  
should have men  
really be called  
happens on the

I thought he m  
it to him. Here i  
anymore. Althou  
our Lord loves u  
that's the name w  
I didn't feel upse  
the poem. I hope

*We will love th  
We will fight f  
And we'll stay  
Brothers and*



10 November

## CAPE COD HA

**T**he Mayflow  
just beginni  
which is not a ve  
and the land is  
running out. A  
even thinking o

...all was so help  
...the world  
...freedom  
...the mind  
...the fog for  
...dry their  
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e) fog for  
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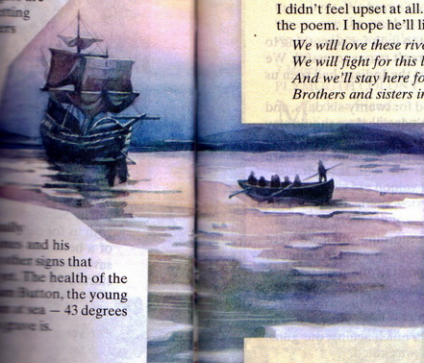
...and his  
...signs that  
...The health of the  
...Button, the young  
...at sea — 43 degrees  
...is.

...remember this day

Before we landed, I decided to show the poem to William Bradford. I should have mentioned him before in this diary. He's the Saints' leader, a man of great intelligence and kindness. Out of all his friends, he could really be called a "saint". He's keeping a detailed record of everything that happens on the Mayflower.

I thought he might like to copy my little poem into his journal, so I showed it to him. Here is what he said, "We are not just Saints or just Strangers anymore. Although we have our differences, we are all God's children, and our Lord loves us all equally. So now together we are God's pilgrims and that's the name we shall all be called." When I heard these kind, wise words, I didn't feel upset at all. Bradford was right, so today I wrote the ending of the poem. I hope he'll like it when I show it to him:

*We will love these rivers and mountain ranges,  
We will fight for this land to our last breath,  
And we'll stay here forever, both Saints and Strangers,  
Brothers and sisters in life and death.*



10 November  
CAPE COD HARBOR

**T**he Mayflower brought us to the New World safely, but our troubles are just beginning. The crew made a mistake, so we landed in Cape Cod, which is not a very suitable place for a settlement. It's winter and very cold, and the land is covered with ice. Our supplies of food and fresh water are running out. A lot of people are unhappy and even angry, and some are even thinking of a revolt.

11 November

#### CAPE COD HARBOR

**M**aster Bradford is a truly great man. Today he had the idea that all of us, Saints and Strangers, should choose a governor and agree to obey him and the laws we agree on. Most of us liked the idea and signed an agreement which we called the Mayflower Compact. Then we voted and chose John Carver for governor. I personally voted for Bradford, but Carver is a good choice too.

6 December

#### CAPE COD HARBOR

**S**ome of the men went on expeditions on shore to look for something to eat and to find some fresh water, but we weren't very successful. We came across an Indian village, but it was clear that the Indians had seen us and had left the village before we arrived.

The Mayflower has been at anchor at Cape Cod for twenty-six days, and most of the Pilgrims are still on board. We still can't decide if we should stay here or look for a more suitable place to build our village. The conditions on the ship are very bad and more people are getting ill and could die. There are only one hundred and one of us left now.

8 December

#### CAPE COD HARBOR

**T**he Indians finally showed themselves. In the morning when we were returning from one of our expeditions, some arrows shot out from one of the trees and hit us. We were caught at the worst possible moment because some of us were tired and had put down our guns a few yards away. We ran for our guns and fought back. There were twenty of us against forty Indians, who were fit and strong and fought really bravely. However, the Indians had only bows and arrows and couldn't do much against our guns. We won that first battle and, fortunately, nobody was killed.

When we reached the ship, we finally decided to leave Cape Cod and sail to Plymouth.

18 December

#### PLYMOUTH HARBOR

**A**fter nearly two months in the new land we decided to go on shore and build our first village. This place is a lot better than Cape Cod. We found a lot of trees, different herbs and berries, and we hoped to find animals to hunt.

25 December

#### PLYMOUTH HARBOR

**M**y dear friends,  
On Christmas we celebrate because that day was born to the Saints, we stay in our houses. By the next day we had still made very little progress. The weather was terrible and we lost many more lives. We have to stay here if we can see the smoke from our ships. We hope they won't find us.

3 March

#### PLYMOUTH COLONY

**M**y dear friends,  
I'm sorry I haven't written to you for so long. It has been the worst of times for us to the New World. But there is hope now and we are hoping to survive. Our main goal is to attack at any time.

4 The Mayflower



25 December  
PLYMOUTH HARBOR

**M**y dear friend,  
On Christmas Day, which we didn't celebrate because this day isn't important to the Saints, we started to build the first houses. By the next couple of days we had still made very little progress, as the weather was terrible. The icy rain and extreme cold continued to take more lives. We haven't met any Indians yet, but far away in the distance we can see the smoke of their fires. The Indians are not far away, but we hope they won't leave their warm wigwams until spring.

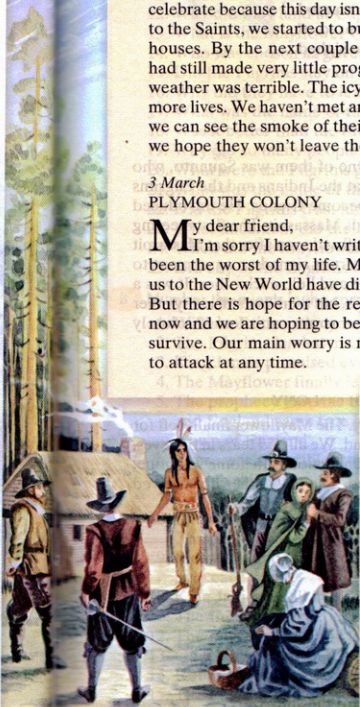
3 March  
PLYMOUTH COLONY

**M**y dear friend,  
I'm sorry I haven't written for so long. The last two months have been the worst of my life. More than half the people who came with us to the New World have died. They were killed by cold and disease. But there is hope for the rest of us. The weather is getting warmer now and we are hoping to be able to plant some crops soon, so we can survive. Our main worry is now the Indians. We are expecting them to attack at any time.

16 March  
PLYMOUTH COLONY

**A** most amazing thing has happened. Earlier today, I suddenly heard some cries and shouts, and when I ran to where they were coming from, I saw an Indian coming towards our village. He walked up to us, then he smiled and said "welcome" in English.

He didn't speak English very well, but he told us more about himself. His name is Samoset, and he is not an enemy. He learned English from some English fishermen who used to come to fish in these waters.



When he heard about us, he decided to come and offer us some help.

He doesn't belong to any local tribe, but he has friends here. He especially recommended one of his friends called Squanto. He said that Squanto's English was really good. We wanted to trust Samoset, but we were also scared of him. He could be an Indian spy, so we sighed with relief when he finally left.

22 March

### PLYMOUTH COLONY

Samoset came back with some friends. One of them was Squanto, who is a really amazing person. He told us that the Indians and the Pilgrims should finally get to know each other and become friends. He introduced us to the chief of the local tribe, whose name is Massasoit. The first meeting

went very well and soon after that Massasoit and our governor signed an agreement to live in peace and help each other. It was a great joy to us, but there are still many other tribes around so we can't feel absolutely safe.

1 April

### PLYMOUTH COLONY

Asad day. The Mayflower finally left for England. We all had tears in our eyes, as the last connection with home was gone,

but none of us wanted to go back to England. The few of us who survived the winter didn't want to give up now that we had Squanto's help.



### Homework

#### A Answer the questions.

1. Who wrote the diary?
2. Why did Robin decide to write a diary?
3. Why is the diary addressed to an unknown friend?
4. How many passengers were there on board the ship?
5. What was the name of the ship?

6. Who were the Sa...
7. Why did they de...
8. When did they s...
9. Who was the lea...
10. Was he a rema...
11. Where did they...
12. Why did they la...
13. What is the May...
14. Who was chosen...
15. Did the Pilgrims...
16. Why did they ha...
17. What was the na...
18. Was it better th...
19. Why did so many...
20. What were the P...
21. What was the na...
22. Did the Pilgrims...
23. What document...
24. When did the M...
25. Did any of the P...

#### B Number the events in

1. William Button...
2. The Pilgrims lan...
3. King James prom...
4. The Mayflower r...
5. The prophecy th...
6. There was a hor...
7. The Pilgrims me...
8. The Pilgrims sig...
9. Massasoit and th...
10. King James let a...
11. The Indians atta...
12. The Pilgrims lef...
13. On 9 November...
14. Robin left Engla...
15. The Pilgrims car...

- Who were the Saints and who were the Strangers?
- Why did they decide to leave England?
- When did they see land?
- Who was the leader of the Saints?
- Was he a remarkable man?
- Where did they land?
- Why did they land at Cape Cod?
- What is the Mayflower Compact?
- Who was chosen as governor?
- Did the Pilgrims stay on board or did they go on shore? Why?
- Why did they have to leave Cape Cod?
- What was the name of the place where they found their new home?
- Was it better than the first place? Why? / Why not?
- Why did so many people die?
- What were the Pilgrims going to do to survive?
- What was the name of the first Indian they met and talked to?
- Did the Pilgrims trust him?
- What document did the Pilgrims' governor and the Indians sign?
- When did the Mayflower leave for England?
- Did any of the Pilgrims want to go back? Why? / Why not?

**B** Number the events in the correct order.

- William Button, the young servant of Doctor Samuel Fuller died.
- The Pilgrims landed in Cape Cod.
- King James promised everybody who supported him religious freedom.
- The Mayflower finally left for England.
- The prophecy that one day the Scottish king would rule both Scotland and England came true in 1603 when the Scottish king, James, got the crown of England.
- There was a horrible storm, and the main beam cracked, and the ship was in real danger.
- The Pilgrims met Samoset.
- The Pilgrims signed an agreement which they called "The Mayflower Compact".
- Massasoit and the governor signed an agreement to live in peace and help each other.
- King James let all his old supporters down.
- The Indians attacked the Pilgrims, but the Pilgrims won.
- The Pilgrims left Cape Cod and sailed to Plymouth.
- On 9 November 1620 the Pilgrims saw land.
- Robin left England on 6 September 1620.
- The Pilgrims came across an Indian village, but nobody was there.

## Your active vocabulary

to do some sightseeing  
 a skyscraper  
 to do smth instead of smth  
 to stand for smth  
 a masterpiece  
 an impression  
 Manhattan  
 Brooklyn  
 Queens  
 Staten Island  
 the Bronx  
 the Hudson River  
 Central Park  
 the Empire State Building  
 Rockefeller Center  
 the Guggenheim Museum  
 to go to school  
 to be at school  
 to leave school  
 to go to bed  
 to be in bed  
 to go to college  
 to be in hospital / at the hospital  
 to be in prison  
 to go to church

## Asking and explaining the way

Can (Could) you tell me where... is?  
 Excuse me, how do I get to...?  
 Turn left (right)...  
 On the left (right) side...  
 It's opposite the...  
 It's between the... and the...  
 It's on the corner...  
 Go up (down) the street...  
 Go straight on...  
 Go past...  
 Keep going until you see...

# 2

## Lesson 1

- 1 Listen to the word  
 ridiculous [ri'di:kjə]  
 to come into fashion  
 to be / go out of fashion  
 to be fashionable  
 to stand out — вы  
 to care about something  
 походить с чем-то  
 к чему-то не относится  
 to make up one's mind  
 ставить мнение  
 casual clothes —  
 одежда  
 fancy — изысканная  
 the last — последнее  
 (meeting etc)  
 the latest — самое  
 (news, magazine)  
 Calvin Klein [kæ  
 Кельвин Кляйн  
 Ralph Lauren [ræ  
 Ральф Лорен

- 2 Listen to the dialogue  
 going? Who likes  
 shopping?  
 Emily: Today we  
 shopping  
 Misha: That's great!  
 Rob: What a great  
 Mark: Oh, Emily!  
 Rob: But, Mark,  
 Mark: What's wrong  
 for travel?  
 Emily: To tell you



## 2

## Do good clothes open all doors?

## Lesson 1

## What's in?

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

ridiculous [rɪ'dɪkjʊləs] — смехотворный

to come into fashion — стать модным

to be / go out of fashion — выйти из моды

to be fashionable — быть модным

to stand out — выделяться

to care about something — беспокоиться о чем-либо, быть

к чему-то равнодушным

to make up one's mind — эд. составить мнение

casual clothes — повседневная

одежда

fancy — изысканный

the last — последний (train,

meeting etc)

the latest — самый свежий

(news, magazine)

Calvin Klein [kælvin 'klaɪn] —

Кельвин Кляйн

Ralph Lauren [rælf 'ləʊrən] —

Ральф Лорен

## Conversation bricks

**What do you think about shopping?  
Give your opinion. Use the words  
and expressions.**

It's a waste of time.

It's a lot of fun.

I'd recommend it to anybody.

I'm a shopaholic.

I can shop till I drop.

I'm sorry for people who...

It's not really my thing.

It's my favourite pastime.

It cheers me up.

It bores me to death.

- 2 Listen to the dialogue and answer the questions: *Where are the friends going? Who likes the idea of shopping? Who doesn't?*

- 3 Read the dialogue for detail to be able to answer the questions in Ex 4.

Emily: Today we should go shopping, guys. New York is famous for its shopping. It'd be a pity to miss the opportunity.

Misha: That's great!

Rob: What a good idea!

Mark: Oh, Emily, please let me stay at home. I can't stand shopping.

Rob: But, Mark, you really need some new clothes.

Mark: What's wrong with my jeans, T-shirts and trainers? They're OK for travelling.

Emily: To tell you the truth, they are a little out of fashion.

**Mark:** I don't care about fashion. I prefer casual clothes, I feel more comfortable in them.

**Misha:** But those who don't care about fashion miss on a lot of fun. I like to look round the shops and find something original that doesn't cost too much. Clothes show my individuality.

**Emily:** Well, I think it's better to buy clothes that are in at the moment. I don't like to stand out. My hobby is buying things in the sales. Most of my clothes come from discount stores that sell designer clothes, so they don't cost that much. My favourite jeans are Calvin Klein, and they only cost \$10. It was a real bargain.

**Rob:** You can call me a snob if you like, but I think clothes are a status thing. "Clothes make the man" they say and I agree. People make up their minds about you when they look at your clothes, so my clothes have to be the latest fashion.

Ralph Lauren is one of my favourite designers. His shirts and jackets are very expensive. Look at this jacket, for example. Isn't it smart?

**Emily:** Yes, I think it's very elegant. You could wear it to any nice party or fancy restaurant.

**Rob:** Thank you, Emily. So when are we leaving?

**Emily:** In a second. Before we go, I'd like to look through the latest magazines. It's so easy to make a mistake with fashion...

**Mark:** I still think it's ridiculous to care about clothes so much. I believe in the old saying "Never judge a book by its cover."



**4** Answer the questions. (More than one answer can be correct.) Support your answers with facts from the dialogue.

1. Who likes to wear expensive clothes?
2. Who doesn't like to pay a lot of money for clothes?
3. Who doesn't care about clothes?
4. Who likes to buy things in the sales?
5. Who wears only expensive clothes?
6. Who doesn't buy expensive clothes?

**5** Look through again and:

a) find out the words and ex-

- a bargain
- discount
- to be a status
- a snob
- to buy things
- "Clothes make the man"

b) find the synonyms

- unusual
- practical
- fashionable
- to be in fashion

c) find the opposites

- to go out
- casual clothes
- I don't like
- "Never judge a book by its cover."



...es, I feel more

...on a lot of fun. I like to  
...inal that doesn't cost

...in at the moment.  
...things in the sales. Most  
...sell designer clothes, so  
...are Calvin Klein, and

...clothes are a status  
...agree. People make up  
...clothes, so my clothes

...His shirts and jackets  
...mple. Isn't it smart?  
...to any nice party or



...ore than one  
...Support your  
...from the dialogue.  
...expensive clothes?  
...pay a lot of money

...bout clothes?  
...things in the sales?  
...expensive clothes?  
...expensive clothes?

- 5 Look through the dialogue again and:

a) find out the meaning of the words and expressions

- a bargain
- discount stores
- to be a status thing
- a snob
- to buy things in the sales
- "Clothes make the man"

b) find the synonyms for:

- unusual, extravagant
- practical
- fashionable and elegant
- to be in fashion

c) find the opposite of:

- to go out of fashion
- casual clothes
- I don't like to stand out.
- "Never judge a book by its cover."



## How to build words?

Суффиксы прилагательных  
-ful, -able / -ible, -al

Для образования прилагательных от существительных и глаголов используются суффиксы:

-ful	beauty — beautiful
-able / -ible	rely — reliable
-al	culture — cultural

- 6 Translate the adjectives into Russian. How were they formed? Look in the dictionary if necessary. Which of the words can be used to describe clothes?

Model: readable = the verb to read + suffix -able

useful, wonderful, enjoyable, hopeful, helpful, political, musical, fashionable, peaceful, comfortable, natural, sensible, changeable, successful, meaningful, colourful, suitable, tasteful

- 7 Form the adjectives from the nouns in brackets. Complete the sentences.

1. This blouse is very ... (fashion)
2. I like ... clothes. (comfort)
3. These jeans are not very ... (practice)
4. What a ... (beauty) dress! (beauty)
5. I like ... sweaters. (colour)

- 8 Try to remember how the friends choose their clothes and what's important to them.

Model: Emily buys things that are in fashion. — Because she doesn't like to stand out.

1. Rob wears designer clothes.
2. Emily wears clothes that are fashionable.
3. Misha likes to wear original clothes.
4. Mark doesn't care about clothes.
5. Mark wears casual clothes.



**Прямая речь**  
 ском языке перед  
 или предложение  
 речи запятой. Пр  
 прямой речи став

Tom tells his frie  
 "Who are you?"  
 "They have kno  
 "My parents," s

**Косвенная речь**  
 ставляет собой пр  
 Косвенная речь  
 отделяется.

Tom tells his frie  
 что он работает

Правила перевода

Утверждения

say to me  
 + втор

Сюю that мож  
 He says to Lena  
 "Я вижу со ст  
 He says to Lena  
 He tells Lena th  
 видится со свои  
 He tells them, "  
 He tells them th  
 He says (that) h  
 При переводе  
 согласно требо  
 He tells Lena, "  
 со своими друз  
 He tells Lena th  
 видится со свои

9 Look at the factors that are important for teenagers when they buy clothes. Which of them were mentioned in the dialogue?

- |                                  |  |
|----------------------------------|--|
| 1. price                         | 7. friends' advice                                   |
| 2. comfort                       | 8. other people's style (famous people, role models) |
| 3. fashion in your class (group) | 9. individuality                                     |
| 4. fashion magazines             | 10. status   |
| 5. adverts on TV                 |  |
| 6. parents' advice               |  |

10 Choose the three factors that are important to you. Explain your choices.

Homework

A Match the words with the definitions.

- Something you buy really cheaply.
- Somebody who thinks that he is better than other people.
- Something unusual.
- Something that's OK for the situation.
- When shops reduce their prices.
- Comfortable clothes that you wear in informal situations.
- Expensive and elegant clothes.

- a) snob
- b) bargain
- c) suitable
- d) original
- e) in the sales
- f) casual clothes
- g) fancy clothes

B Fill in the gaps with the words *last* or *latest*.

- When did you see him ... ?
- I couldn't hear the ... news.
- I didn't forget our ... conversation.
- This dress is the ... fashion.
- Have you read the ... book by Marina?
- It was the ... train for today. There won't be any more trains until tomorrow.

C Translate the sentences into English.

- Я не люблю выделяться.
- Я покупаю вещи на распродажах.
- Эта рубашка очень дорогая, но немодная.
- Это платье — крик моды.
- Мне нет дела до моды, я ношу удобные вещи.
- Его одежда и модная, и практичная.
- Эти туфли красивые, но непрактичные. Они белые.
- "Что сейчас модно?" — "Яркие пуловеры и клещи".
- Последний поезд только что ушел.



## Прямая и косвенная речь / Direct and reported speech

**Прямая речь** — это речь, переданная дословно, без изменений. В английском языке перед прямой речью, в середине ее или после нее стоят слова или предложение, вводящие прямую речь, которые отделяются от прямой речи запятой. Прямая речь заключается в кавычки. Знаки препинания в прямой речи ставятся внутри кавычек.

*Tom tells his friend, "I work in London."*

*"Who are you?" she cried. "What do you want?"*

*"They have known each other for years," James said.*

*"My parents," she said, "are on holiday."*

**Косвенная речь** — это способ передачи чужой речи. Косвенная речь представляет собой придаточное предложение, которому предшествует главное. Косвенная речь в английском языке в кавычки не ставится и запятой не отделяется.

*Tom tells his friend that he works in London.* — Том говорит своему другу, что он работает в Лондоне.

## Правила перевода прямой речи в косвенную

## Перевод утверждений в косвенную речь

**Утверждения** переводятся в косвенную речь следующим образом:

say to smb / tell smb + that + подлежащее + сказуемое +  
+ второстепенные члены предложения

Союз **that** можно не употреблять.

*He says to Lena, "I see my friends every day."* — Он говорит Лене:

"Я вижу со своими друзьями каждый день".

*He says to Lena that he sees his friends every day.* **Or**

*He tells Lena that he sees his friends every day.* — Он говорит Лене, что он видит со своими друзьями каждый день.

*He tells them, "I can help you."* — Он говорит им: "Я могу помочь вам".

*He tells them that he can help them.* **Or**

*He says (that) he can help them.* — Он говорит им, что он может им помочь.

При переводе из прямой речи в косвенную местоимения изменяются согласно требованиям логики.

*He tells Lena, "I see my friends every day."* — Он говорит Лене: "Я вижу со своими друзьями каждый день".

*He tells Lena that he sees his friends every day.* — Он говорит Лене, что он видит со своими друзьями каждый день.

- 1 Remember who said these words, and report them according to the model.

**Model:** "We should go shopping, guys." — Emily says that they should go shopping.

1. "I don't care about fashion."
2. "I can't stand shopping."
3. "You really need some new clothes."
4. "My jeans and sweaters are suitable for travelling."
5. "Your clothes are a little out of fashion."
6. "Clothes must show my individuality."
7. "I always wear designer clothes."
8. "Most of my clothes come from discount stores that sell designer clothes, so they don't cost that much."
9. "I don't like to stand out."
10. "I like to look round in the shops and find something original."
11. "Clothes are a status thing."
12. "I prefer clothes that I feel comfortable in."
13. "My favourite jeans are Calvin Klein."
14. "I like casual clothes."

- 2 Give your opinion. Agree or disagree with the characters of the book. (See Ex. 1.)

**Model:** Mark says that he doesn't care about fashion. — Neither do I.  
Emily says that she likes shopping. — So do I.

- 3 Do you care about clothes? What kind of clothes do you like to wear? Ask each other questions and write down the answers. Report your friends' answers to the class.

**Model:** Kate says that she doesn't like expensive clothes.

- 4 Look through the song and try to guess: Whose favourite clothes are a Burberry coat, old worn jeans, waterproof jackets, high heels, big, baggy T-shirts, stylish blue jeans, warm, comfy sweaters, Gucci sunglasses?

- 5 Listen to the song, then read the lyrics.  
Match each part of the song with the singer.

- Rob
- Mark
- Emily



Glamorous dresses  
Jackets that go with  
Sandals and high heels  
These are my favourite

Clothes will change  
Clothes will change  
Just let me wear what I want  
And then I'll be

Big, baggy T-shirts  
Trainers and raincoats  
Caps and a rucksack  
Just let me stay

Clothes will change  
Clothes will change  
Just let me wear what I want  
And then I'll be

A Burberry coat  
Calvin Klein baggy jeans  
Elegant trousers  
Don't laugh at

Clothes will change  
Clothes will change  
Just let me wear what I want  
And then I'll be

arding  
er that

at sell

like to  
wers.

Glamorous dresses and colourful blouses,  
Jackets that go with a skirt or with trousers,  
Sandals and high heels and tight flared jeans  
These are my favourite, favourite things.

Clothes will come in, clothes will go out,  
Clothes will change with time.  
Just let me wear what I feel good about,  
And then I'll be doing just fine.

Big, baggy T-shirts and warm, comfy sweaters,  
Trainers and raincoats and waterproof jackets,  
Caps and a rucksack, and some old worn jeans,  
Just let me stay in my favourite things.

Clothes will come in, clothes will go out,  
Clothes will change with time.  
Just let me wear what I feel good about  
And then I'll be doing just fine.

A Burberry coat and a shirt from Cerutti,  
Calvin Klein bag and sunglasses from Gucci,  
Elegant trousers and stylish blue jeans  
Don't laugh at me, I'm in love with these things.

Clothes will come in, clothes will go out,  
Clothes will change with time.  
Just let me wear what I feel good about  
And then I'll be doing just fine.



### English in focus

**Cerutti, Gucci, Burberry** — are famous designer labels.

**6** Match the adjectives with their translations.  
What's the full form of the adjective "comfy"?

- |               |                      |
|---------------|----------------------|
| 1. glamorous  | a) поношенный        |
| 2. colourful  | b) расклеванный      |
| 3. tight      | c) цветной, пестрый  |
| 4. flared     | d) мешковатый        |
| 5. baggy      | e) стильный          |
| 6. waterproof | f) роскошный         |
| 7. worn       | g) водоотталкивающий |
| 8. stylish    | h) облегающий        |

- 7 Are these statements true, false or is there no information? Support your answers with the sentences from the song.

**Model:** Emily likes baggy jeans. — *False. Emily says that she likes tight flared jeans.*

1. Rob likes to wear comfy clothes.
2. Mark is happy if he can wear his old trainers.
3. Emily doesn't feel comfortable when she wears high heels.
4. Rob never wears jeans.
5. Emily hates designer clothes.
6. Rob always buys expensive clothes.
7. Expensive clothes are always in fashion.
8. Mark doesn't like expensive clothes.
9. Mark likes his worn jeans.

- 8 Work in groups. Discuss these statements. Do you agree with them? Explain why / why not.

**Model:** Fashionable girls shouldn't wear trainers this autumn. — *We agree with this, but Tanya says that it's a pity, because trainers are very practical.*

1. Waterproof jackets are in fashion this year.
2. Worn jeans are out of fashion.
3. Sandals are out and high heels are in.
4. Tight clothes are not very popular this year.
5. T-shirts for men never go out of fashion.
6. Fancy clothes aren't very popular with teenagers this year.
7. This year girls should wear flared jeans.

### Verb activator

#### Say, tell

**to say** — сказать, говорить

*She says that she doesn't like tea.* — Она говорит, что не любит чай.

**to tell** — 1) рассказывать, сообщать 2) велеть

*She told John that she had seen his friend.* — Она рассказала Джону, что видела его друга.

*I told them to come.* — Я велел им прийти.

Сравните:

**to say something to somebody** — сказать что-либо кому-либо

**to tell somebody something** — сказать кому-либо что-либо

#### Expressions with tell

- to tell the truth / a lie — сказать правду / неправду  
to tell a story — рассказать историю  
to tell the time — сказать который час

- 9 Fill in the gaps

1. He ... that he
2. Please ... me
3. Don't ... that
4. Could you
5. Who ... you

### Homework

- A Write your own ...  
to fashion mag

- B Уже известный  
является против  
useful — useless.

К каким из этих  
суффикса -less  
colourful, awful

- C Прилагательные  
образуют анто  
comfortable —

Rewrite the sent

1. I hope this va
2. This dress is
- for the party.
3. I never wear
4. This sweater

- C Change the sent  
them into Russia

**Model:** He says  
to go sh

1. Mary tells her
2. He says that
3. The shop assi
4. She tells her
5. She says that
6. Helen says th
7. He tells his fr
8. She says that
9. Ann tells Jan



port your

tight flared jeans.

them? Explain

— We agree  
are very



9 Fill in the gaps with **say** or **tell**.

1. He ... that he's a doctor.
2. Please ... me the truth.
3. Don't ... that you haven't done it.
4. Could you ... me the time?
5. Who ... you that?
6. I can't ... you that.
7. ... them to open the window.
8. Let's go and ... good bye to our neighbours.

**Homework**

A Write your own list of things, that are in or out of fashion at the moment. Refer to fashion magazines, TV programmes and other sources of information.

B Уже известный вам суффикс **-less** имеет значение отсутствия качества и является противоположным по значению суффиксу **-ful**.  
*useful — useless* (полезный — бесполезный)

К каким из этих прилагательных можно подобрать антоним с помощью суффикса **-less**?  
*colourful, awful, meaningful, beautiful, careful, wonderful, helpful, tasteful*

B Прилагательные, заканчивающиеся на **-able / -ible**, как правило, образуют антонимы с помощью отрицательного префикса **-un**.  
*comfortable — uncomfortable* (удобный — неудобный)

Rewrite the sentences, use prefix **-un**.

1. I hope this vase is not breakable. I'm going to put it in my bag. — I hope it's...
2. This dress is not suitable for the party. — This dress would be... for the party.
3. I never wear shoes that are not comfortable. — I never wear... shoes.
4. This sweater is not fashionable, but I still like it. — This sweater is...

C Change the sentences from reported into direct speech and translate them into Russian.

**Model:** He says that he doesn't like to go shopping. — *He says, "I don't like to go shopping."*

1. Mary tells her friends to leave quickly because her mum is very angry with her.
2. He says that he doesn't need any fashionable clothes.
3. The shop assistant tells her that she has to wear socks to try the shoes on.
4. She tells her friend that her clothes are out of fashion.
5. She says that she doesn't like to stand out.
6. Helen says that she is having a great time in Spain.
7. He tells his friends that he doesn't care about fashion.
8. She says that she prefers casual clothes.
9. Ann tells Jane that she likes casual clothes.

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

a loose T-shirt — свободно сидящая футболка

to influence smb / smth ['ɪnfluəns] — влиять на кого-то / на что-то

to dye one's hair — красить волосы

to put a label on smb — эд. наклеивать ярлык на кого-либо

to be labelled — эд. быть причисленным к определенной группе подростков

Nike [naɪk] — Найк

a hooded top ['hʊdɪd] — куртка с капюшоном

jewellery ['dʒuːəlri] — ювелирные изделия

fake — поддельный

make-up — грим

- 2 Mark is explaining his attitude to clothes. Look at the pictures and try to guess which four groups of people Mark is talking about? Read the text and match the pictures with the names of the groups. Explain your choices with the facts from the text.

*Model: Number 1 is a... He's wearing...*

I often ask myself, "Why do people pay so much attention to image?" But I have no answer.

A lot of my friends dress in order to be a part of a group; they choose a hairstyle to fit an image. Why do they do that?

Before Rob and I went to public school in Yorkshire we went to an ordinary comprehensive school in London. All the pupils there were labelled and put into groups: they weren't just Marys, Johns or Kates, but grungers, goths, preppies or townies. Every new pupil who came had to join one of the groups and got labelled forever. A lot of the names for the groups came from the music people listened to: grunge, rock, punk, or pop music.

If you listened to grunge music, you had to follow the grunger style. Grungers had skateboards, and they wore baggy jeans, with baggy, hooded tops, loose T-shirts and silver or black metal jewellery or chains.

And if you listened to gothic punk, you were labelled a goth, or someone who liked the darker side of things. Goths wore black clothes, and both girls and boys used black and white make-up and dyed their hair black. The teachers didn't like them at all.



speaker.

TO-TO



"They worship Satan and listen to awful music," they used to warn us. But they were wrong; a lot of goths were actually very nice, interesting people.

The goths' enemies were the townies, or "the children of the street," as they liked to be called. Their uniform included: fake "gold" jewellery, fake Adidas or Nike trousers with white socks and baseball caps. They talked to each other in a "yeah, ah'm cool, ah'm cool" manner and a lot of them smoked because "it's alright, innit?"

Rob and I were labelled preppies because we came from a rich family, wore shirts instead of T-shirts, and trousers instead of jeans. Some people were jealous of us, and some people liked us; but I didn't want to be labelled. I just wanted to be myself, listen to the music I liked and live my own life.

My father says that it's bad when people put a label on you. Very true, but I think it's even worse when you put a label on yourself and let it influence your tastes, interests and your lifestyle.

I always try to be myself and hope that other people will respect me for that.

**3 Find examples of direct and reported speech in the text (Ex. 2).**

**4 Are these statements true or false?**

1. Mark says that everybody in his London school was labelled.
2. Mark thinks that it is good to be part of a group.
3. Mark thinks that it is bad to be labelled.
4. Mark explains that people join groups and wear unusual clothes because they don't want to stand out.
5. Mark thinks that people shouldn't put labels on each other.
6. Mark hopes that other people will respect him because he is a preppy.

- 5 Find in the text: a) the verbs for the nouns *dye, influence, label*; b) the adjective for the noun *fake*. Make a list of verbs and adjectives formed in the same way.
- 6 Answer the questions. Talk about yourself, a friend or someone you have heard about.

**Model:** Have you ever had any problems because you wore unusual clothes? — *I personally have never had any problems because I wore unusual clothes, but one of my friends who listens to heavy metal and wears chains had some problems with his parents.*

1. What are your interests?
  2. What kind of music do you listen to?
  3. Is it necessary to wear unusual clothes to show what your interests are?
  4. Have you ever had any problems because you wore unusual clothes?
  5. Have you ever had any problems because you chose to be alone and didn't want to join a group?
  6. Is there a particular group in your school or your neighbourhood you want to join? Why?
- 7 Discussion. Do you think people who wear unusual clothes and make-up do so because they want to be a part of a group or because they want to stand out and show their individuality? Give your own examples or ones from your friends' experience.

### Homework

#### A Tell your friend that...

1. you don't pay much attention to image.
2. your friend has chosen a hairstyle to fit an image.
3. all the pupils in Rob's school were labelled and put into groups.
4. your brother has influenced your tastes, interests and your lifestyle.
5. your sister doesn't want to be under any label.
6. you like to wear casual clothes.
7. your friend's sister is a shopaholic.
8. you don't like to stand out.
9. her brother wears baggy jeans, with baggy, hooded tops, loose T-shirts and silver chains.
10. goths wear black gothic clothes, use black and white make-up and dye their hair black.
11. townies wear fake "gold" jewellery, fake Adidas or Nike trousers with white socks and baseball caps.

#### B Write about what teenagers wear in your school and neighbourhood.



### Перевод проч

Если в прямой  
в косвенную р

- ставятся слов
- либо) или то t
- глагол в косв

to ask smb to o

The teacher say  
говорит ученика

The teacher ask  
учеников откры

to tell smb to d

to order smb to

The policeman  
говорит грабите

The policeman  
грабителю подн

to ask smb not

Betty says to he  
"Не беспокой м

Betty asks her s  
to tell smb not

The mother say  
сыну: "Не выс

The mother tel  
не высовыватьс

#### 1 Say the sentenc

1. Kate says to
2. The mother
3. Peggy says to
4. The custome
5. Mary says to



## Перевод просьб и приказаний из прямой речи в косвенную

Если в прямой речи содержится просьба или приказание, то при переводе в **косвенную речь** перед ней:

- ставятся слова автора, содержащие глаголы **to ask smb** (просить кого-либо) или **to tell smb** (велеть кому-либо);
- глагол в косвенной речи ставится в форме инфинитива.

## Вежливая просьба сделать что-либо

**to ask smb to do smth** — просить кого-либо сделать что-либо  
*The teacher says to the pupils, "Open your books at page 27, please."* — Учитель говорит ученикам: "Откройте, пожалуйста, книги на стр. 27".

*The teacher asks her pupils to open their books at page 27.* — Учитель просит учеников открыть книги на стр. 27.

## Приказание сделать что-либо

**to tell smb to do smth** — велеть кому-то сделать что-то  
**to order smb to do smth** — приказывать кому-либо сделать что-либо  
*The policeman says to the robber, "Put your hands up!"* — Полицейский говорит грабителю: "Руки вверх!"

*The policeman tells the robber to put his hands up.* — Полицейский велит грабителю поднять руки вверх.

## Запрет делать что-либо

**to ask smb not to do smth** — просить кого-либо не делать чего-либо  
*Betty says to her son, "Don't disturb me, please."* — Бетти говорит сыну: "Не беспокоь меня, пожалуйста".

*Betty asks her son not to disturb her.* — Бетти просит сына не беспокоить ее.  
**to tell smb not to do smth** — велеть кому-либо не делать чего-либо  
*The mother says to her son, "Don't lean out of the window."* — Мама говорит сыну: "Не высовывайся из окна".

*The mother tells her son not to lean out of the window.* — Мама велит сыну не высовываться из окна.

## 1 Say the sentences using reported speech.

1. Kate says to her brother, "Don't touch my things."
2. The mother says to her son, "Don't watch this film."
3. Peggy says to her sister, "Please tell me the truth."
4. The customer says to the shop assistant, "Please show me the fitting room."
5. Mary says to her brother, "Don't make so much noise, please."

- 2 Misha was in a clothes shop when he met a woman.

Listen to the dialogue and say

- what the woman's name is.
- how Misha knows her.
- why she needs Misha's help.

- 3 Read the conversation for detail.

Misha: Hello. Are you Angela V.?

Angela V.: Yes, that's me.

Misha: I just love your songs! Could you give me your autograph?

Angela V.: Sure. Here you are.

Misha: Thank you, bye!

Angela V.: Wait a second. Please, don't go! Where do you come from?

Misha: I'm from Russia.

Angela V.: Your English is very good. Could you help me do some shopping here? I don't speak English very well.

Misha: Of course. It'd be a pleasure.

Angela V.: Fine. Could you get me three shop assistants and tell me how to say these sentences in English?

Angela V.: Покажите мне, где примерочная.

Misha: Show me where the fitting room is.

Angela V.: Принесите мне все красные платья восьмого размера, которые у вас есть.

Misha: Bring me all the size 8 red dresses that you have.

Angela V.: Помогите мне примерить эти туфли.

Misha: Help me try these shoes on.

Angela V.: Приготовьтесь долго ждать.

Misha: Be ready to wait for a long time.

Angela V.: Соглашайтесь со всем, что я говорю.

Misha: Agree with everything that I say.

Angela V.: Не входите, если я не зову.

Misha: Don't come if I don't call.

Angela V.: Потопрапливайтесь!

Misha: Hurry up!

Angela V.: Oh, I can't remember all these phrases! Could you talk to the shop assistant for me?

- 4 Report the requests from the dialogue according to the model.

"Could you give me your autograph?" — Misha asked Angela to give him her autograph.



- 5 What will Misha do according to the model?

Model: Help you!

- 6 Do you think Misha should be polite? Choose the correct answer.

Model: Miss you!  
Miss you!  
You!

- 7 Two hours later... and telling the shop assistant... in the correct order.



1



5

- I think I look nice!
- Don't be rude!
- Bring me all the red dresses!
- This colour is nice!
- Could you help me?
- Could I have your autograph?
- Surprise! Surprise!



me do some  
well.  
and tell me how  
размера,

you talk to the  
Angela to give him

- 5 What will Misha have to say to the shop assistants? Change the sentences according to the model.

**Model:** Help me try these shoes on. — *Misha will tell the shop assistants to help Angela try the shoes on.*

- 6 Do you think the shop assistants will listen to Misha? Why? / Why not? How should Misha speak to the shop assistants to make Angela's instructions more polite? Choose the correct version and rewrite the sentences from the dialogue.

**Model:** Miss Angela is telling you to bring her all the size 8 red dresses that you have in the shop. Or  
Miss Angela is asking you to bring her all the size 8 red dresses that you have in the shop.

- 7 Two hours later Misha finally left the shop. Now he is talking to Emily and Rob and telling them what happened to him. Listen to the story and put the pictures in the correct order. Match the pictures with the mini-dialogues.



- a) I think I look nice in this. — Yes, you look great.  
b) Don't be rude! Please leave the shop. — Oh, no. I'm sorry. Please, let me stay.  
c) Bring me all the size 8 red dresses that you have in the shop. — Yes, of course.  
d) This colour is more suitable, don't you think? — But they are all red, madam.  
e) Could you help me do some shopping? — Of course. It'd be a pleasure.  
f) Could I have your autograph? — Sure.  
g) Surprise! Surprise! — I don't believe it!

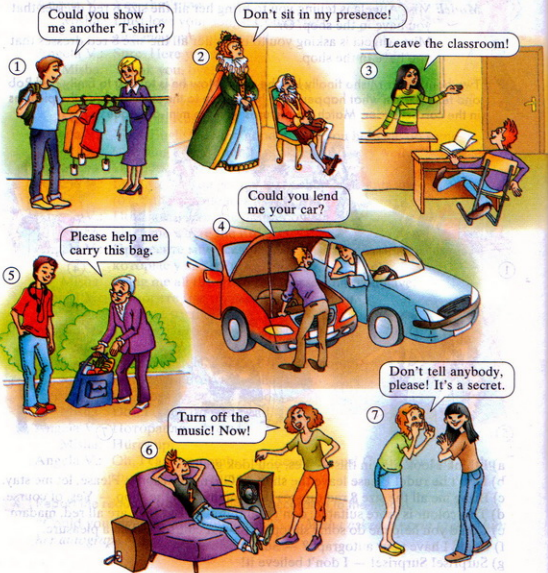
## Homework

- A** Use the pictures from Ex. 7 and write the main events of the story.

*Model: Misha asks Angela for her autograph.*

- B** Write what the people in the pictures are saying.

*Model: The man is asking the shop assistant to show him the T-shirt.*



## Lessons 6, 7

- 1** Listen to the phrases: the shop assistant

2 Does it

3 Is it my colour?

4 Does this skirt go with this blouse?

5 It suits you.

6 Do you need another size?

7 It's too big on me.

8 Would you like to try it on?

9 I'll take it.

10 Sure, it's no problem.

- 2** Match the expressions.

1. Сколько это?
2. У вас есть эта модель?
3. Я посмотрю.
4. Могу я заплатить?
5. Я просто спрошу.
6. Где примерка?
7. Вам понадобится?
8. Какой у вас размер?
9. Как (на мне)?
10. Это мой цвет?
11. Это подходит?



## Lessons 6, 7 What size are you?

- 1 Listen to the phrases and repeat them after the speaker. Who says these phrases: the shop assistant or the customer?

2 Does it fit?

1 Can I help you?

What size are you? 21

3 Is it my colour?

Where's the fitting room? 20

4 Does this skirt go with this blouse?

What make do you prefer? 19

5 It suits you.

How will you pay? 18

6 Do you need another size?

How much is it? 17

7 It's too big on me.

I'm just looking, thanks. 16

8 Would you like to try it on?

Can I pay by card? 15

9 I'll take it.

I'll have a look. 14

10 Sure, it's no problem.

Do you have these jeans in a larger (smaller) size? 13

11 It's a bit small.

Do you like it? 12

- 2 Match the expressions from Ex. 1 with their translations.

- |  |                                      |
|--|--------------------------------------|
| 1. Сколько это стоит?                      | 12. Вам идет.                        |
| 2. У вас есть эти джинсы большего размера? | 13. Принести другой размер?          |
| 3. Я посмотрю.                             | 14. Вам велико?                      |
| 4. Могу я заплатить карточкой?             | 15. Хотите померить?                 |
| 5. Я просто смотрю, спасибо.               | 16. Какую фирму Вы предпочитаете?    |
| 6. Где примерочная?                        | 17. Я это беру.                      |
| 7. Вам помочь?                             | 18. Конечно.                         |
| 8. Какой у Вас размер?                     | 19. Как Вы будете платить?           |
| 9. Как (на мне) сидит (вещь)?              | 20. Сколько это стоит?               |
| 10. Это мой цвет?                          | 21. Эта юбка подходит к этой блузке? |
| 11. Это подходит к этой сумке?             |                                      |

- 3 Work in pairs. Make up as many mini-dialogues as you can with these sentences. You can use some sentences more than once.

**Model:** Customer: *Do you have these jeans in a larger size?*

Shop assistant: *I'll have a look.*



### Перевод вопросительных предложений в косвенную речь

Если в предложении в прямой речи содержится вопрос, то в косвенной речи в **вопросительных предложениях** употребляется прямой порядок слов.

Напомним, что прямой порядок слов встречается в утвердительных и отрицательных предложениях, когда глагол-сказуемое или вспомогательный глагол следует за подлежащим.

*He likes coffee.*

*They didn't play football yesterday.*

**Обратный порядок слов** встречается в вопросительных предложениях, когда глагол-сказуемое или вспомогательный глагол стоит перед подлежащим.

*Where did they go? Where are they?*

*Mary asks, "What is Liz doing?"* — Мэри спрашивает: "Что делает Лиз?"

*Mary asks what Liz is doing.* — Мэри спрашивает, что делает Лиз.

*He asks, "Where did Tom go?"* — Он спрашивает: "Куда пошел Том?"

*He asks where Tom went.* — Он спрашивает, куда пошел Том.

- 4 Найдите в упр. 1 предложения, в которых встречается:

а) прямой порядок слов б) обратный порядок слов



### Специальные вопросы

В **специальных вопросах** в косвенной речи после вопросительного слова следует прямой порядок слов.

*She asks John, "Where does Tom go every week?"* — Она спрашивает Джона:

"Куда ходит Том каждую неделю?"

*She asks John where Tom goes every week.* — Она спрашивает Джона, куда ходит Том каждую неделю.

В **вопросе к подлежащему** в косвенной речи порядок слов не меняется.

*He asks, "Who likes pop music?"* — Он спрашивает: "Кто любит поп-музыку?"

*He asks who likes pop music.* — Он спрашивает, кто любит поп-музыку.

**Общий вопрос в косвенной речи** вводится союзами *if / whether*

*He asks Mark, "Did you see the film yesterday?"* — Он спрашивает Марка: "Ты видел фильм вчера?"

*He asks Ma*  
дел ли он

*He asks the*

те по-французски

*He asks the*

они по-французски

Ответы на

лежащего и в

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*Ann asks he*

Анна спраши

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**Разделитель**

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Jack asks if

Мэри его сест

- 5 Say the phro

**Model:** Cust

if it's

- 6 Emily, Misha

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**Model:** In R

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2. Stores in A

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4. Some Eng

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Emily: We c

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Misha: In R

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*He asks Mark if he saw the film yesterday.* — Он спрашивает Марка, видел ли он фильм вчера.

*He asks them, "Do you speak French?"* — Он спрашивает их: "Вы говорите по-французски?"

*He asks them whether they speak French.* — Он спрашивает их, говорят ли они по-французски.

Ответы на общие вопросы передаются в косвенной речи с помощью подлежащего и вспомогательного глагола.

*"Did Jim phone yesterday?" Ann asks her mum. "No," Mum says.* — "Джим звонил вчера?" — спрашивает маму Анна. "Нет", — говорит мама.

*Ann asks her mum if Jim phoned yesterday and Mum says that he didn't.* — Анна спрашивает маму, звонил ли Джим вчера, и мама говорит, что он не звонил.

**Разделительные вопросы** передаются в косвенной речи так же, как общие.

*"Mary saw my sister on Sunday, didn't she?" Jack asks.* — "Мэри видела мою сестру в воскресенье, не так ли?" — спрашивает Джек.

*Jack asks if Mary saw his sister on Sunday.* — Джек спрашивает, видела ли Мэри его сестру в воскресенье.

**5 Say the phrases of Ex. 1 in reported speech.**

*Model: Customer: "Is it my colour?" — The customer asks the shop assistant if it's his colour.*

**6 Emily, Misha and Rob are at the shopping mall. Read the statements and say if they are true, false or there's no information. Support your answers with what they say in the dialogue.**

*Model: In Russia there are no big malls. — False.*

*Misha says that in Russia they have big malls, too.*

1. Some shops in Russia close at night.
2. Stores in America close at night.
3. Most English shops close at around 6 p.m.
4. Some English shops are open at weekends.

Rob: Wow, this place is really huge!  
Emily: We call it a mall. There are more than a hundred stores in it!

Misha: In Russia we have some malls too.  
The biggest ones are in Moscow. You can spend the whole day there and they are open at night too.



Rob: I'd love to do some shopping at night. But shops in England normally close at around 6 p.m.

Emily: Our stores close really late and they are open at the weekends too.

Rob: Let's hurry up then! We'll need the whole day to see all the shops. I'd like to start with that shoe shop over there. There are sale signs in the windows.

- 7 Read the dialogue for detail and say what happened to Rob. Try to guess why he had a problem.

### In a shoe shop

Shop assistant: Can I help you?

Rob: Yes, please. I'd like a pair of trainers.

Shop assistant: What make do you prefer?

Rob: Have you got Nike trainers?

Shop assistant: Sure. What colour would you like?

Rob: White, please.

Shop assistant: And what size are you?

Rob: Six and a half.

Shop assistant: Here you are.

Emily: They look nice, Rob. Try them on!

Shop assistant: How do they feel?

Rob: Awful! They're too small.

Shop assistant: But they're your size.

Rob: What's wrong with my feet? Have they grown in a week?

Emily: Don't panic, Rob. I know what it is.



- 8 Listen to the dialogue and check your answers.

- 9 Retell the dialogue of Ex. 7 using reported speech.

- 10 Let's play and talk. Use the information below for your own conversations.

a) **Student A:** You are Rob. Your information is on this page.

**Student B:** You are a shop assistant. Your information is on page 79.

b) **Student A:** You are a shop assistant. Your information is on page 79.

**Student B:** You are Misha. Your information is on this page.

#### Information for Rob:

- Say that you would like to buy some presents for your family.
- Say that you are from the UK.
- Say that first of all you'd like to buy a sweater for your mother.
- Say that she is a size 12.
- Say that it's a British size.
- Ask what American size you need.

### Homework

- A Write the c

1. what size
2. if he / sh
3. if he / sh
4. if his / he
5. which cl
6. where he
7. if he / sh
8. who help

England

weekends too.  
all the shops.  
are sale signs

Try to guess why



- Say that you'd like to buy a funny T-shirt for your sister Rosy.
- Say that she is a size 10.
- Say that it's a British size.
- Ask what American size you need.
- Say that your father would like a pair of trainers.
- Say that he's a size 8.
- Say that it's a British size.
- Ask what American size you need.

#### Information for Misha:

- Say that you would like to buy some presents for your family.
- Say that you are from Russia.
- Say that you'd like to buy a blouse for your mother.
- Say that she is a size 48.
- Say that it's a Russian size.
- Ask what American size you need.
- Say that you'd like to buy a cool top for your sister Masha.
- Say that she is a size 42.
- Say that it's a Russian size.
- Ask what American size you need.
- Say that your grandfather would like a jacket.
- Say that he's a size 54.
- Say that it's a Russian size.
- Ask what American size you need.
- Say that your father would like a pullover.
- Say that he is a size 50.
- Say that it's a Russian size.
- Ask what American size you need.

#### Homework

**A** Write the complete form of these questions. Work in pairs and ask in class...

1. what size shoes he/she is.
2. if he / she likes to stand out.
3. if he / she cares about fashion.
4. if his / her clothes were bought in the sales.
5. which clothes he/ she prefers.
6. where he / she buys clothes.
7. if he / she reads fashion magazines.
8. who helps him / her to choose clothes.

- B** Emily is trying some clothes on. Her family is helping. Which reactions are negative / positive? What do you think of her clothes?

They don't really suit you.

They're brilliant.

If you buy them, I'll never let you go shopping alone again.

You look awful. Where did you find those?

How much are they?



What do you think?



The top is not too bad.

- C** Write about how everybody reacts.

*Model: Emily's little brother says that her clothes are very colourful.*

- C** Make up two dialogues from these phrases.

1. My Russian size is 41.
2. What size do you wear?
3. I'd like to buy a jacket for my brother.
4. Thanks a lot.
5. His Russian size is 44.
6. OK. Your US size is 8. Here you are.
7. How do they feel?
8. OK, no problem. The US size is 34.
9. May I try them on?
10. Sure.
11. OK let me have a look.
12. We do, but they're another make.
13. I'd like to buy a pair of trainers.
14. What size is he?
15. I'm afraid they're too big. Do you have a smaller size?

- D** Read the answers reported.
- Model:*

## Your

1. SHARON: I am wearing undergarments with it. Please...
2. KASSIA: I have never got very good at anything, nothing...
3. ERICA: I watered the coat tree...
4. INGRID: I designed it and I'm quite young...
5. DIANA: My hair would be...



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- D** Read the column from a teenage fashion magazine. Match the questions with the answers. Write a short version of the question and make dialogues using reported speech.

**Model:** JESSIE FROM BOSTON: I have a job interview tomorrow. I really need this job and I'm very nervous. It's a fancy restaurant where I'd like to work. What should I wear?

TINA GLAM: Wear something you feel comfortable in.

*Jessie from Boston asks what she should wear for a job interview and Tina advises her to wear something that she feels comfortable in.*

## Your fashion questions answered by Tina Glam!

1. SHARON FROM NEW YORK: Hello! I have a pink jacket and I am wearing dark blue jeans. I don't know what top to wear under my jacket. I used to wear a lot of green and black with it, but I don't want to wear the same thing this time. Please help.
2. KASSIE FROM WASHINGTON: I am 15 years old, and I have a short body and long legs. Sometimes I get very upset, because I think with my body type nothing looks good. Do you have any tips for me?
3. ERICA FROM DENVER: Hi! I'm looking for a stylish waterproof jacket. I want to wear it instead of my usual coat this spring. Where would be the best place to buy it?
4. INGRID FROM CHICAGO: I am 16 and I want to be a clothes designer when I grow up. I already have some drawings and I make a lot of clothes for my friends and family. My question is, "How can I start a career while I'm still so young?" Thanks.
5. DIANA FROM LOS ANGELES: My friends tell me I should dye my hair. My natural colour is light brown? What colour would be best for me?



1. **TINA GLAM:** Try to contact FIT — Fashion Institute of Technology in New York City!
2. **TINA GLAM:** A big department store like Macy's may have something for you.
3. **TINA GLAM:** Try a darker colour if it suits your personality better.
4. **TINA GLAM:** Short skirts will look just great on you!
5. **TINA GLAM:** You can try a white or a red top!

## Part II

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

the more ... the less — чем больше, тем меньше  
 to be horrified ['hɔːrfʌd] — быть в ужасе  
 sacred ['seɪkrɪd] — священный  
 catastrophe [kə'tæstrəfi] — катастрофа  
 in the meantime — тем временем  
 to exaggerate [ɪg'zædʒəreɪt] — преувеличивать  
 distant — отдаленный

- 2 Read Robin MacWizard's diary and answer the questions.

Why did Squanto surprise Robin?

1. What did Christopher Columbus discover?
2. What happened after Columbus's discovery?
3. What happened to Squanto's tribe?
4. Why couldn't Squanto leave the treasure in the cave?
5. Why did Robin write that the future of the New World was in his hands?
6. What do you think the treasure was?
7. What did Robin decide to do with the treasure?
8. How did the Pilgrims give thanks to God for good harvest?
9. Where did Robin hide the treasure?
10. Did he leave any clues for his friends to find the treasure?

15 April

## PLYMOUTH COLONY

The most important thing now is to make sure we have enough to eat over the next year. If we plant seeds now, we'll be able to harvest the crops and we'll be fine in the coming winter. We're learning a lot from Squanto, who is helping us with everything. We all understand how many mistakes we'd been making before we met him and how important his friendship is.



20 June

## PLYMOUTH COLONY

Squanto is the most important member of our family now. He has helped us many times. "He is an extraordinary man," says one of our men. "He has a great knowledge of the land and the future of our time." We are all very happy. But Squanto is still a Pilgrim. He is on earth.

22 June

## PLYMOUTH COLONY

We are all very happy. We have a simple life here. We have a good harvest. This is a good world. I am very happy.





21 April

PLYMOUTH COLONY

**O**ur governor died today. I'm too sad to write. We hoped so much that there wouldn't be any more deaths.

27 April

PLYMOUTH COLONY

**W**illiam Bradford was elected as our new governor. What a good choice!

1 May

PLYMOUTH COLONY

**S**quanto and I are becoming good friends. When he has time, he sits down with his long pipe and tells me about his adventures.

20 June

PLYMOUTH COLONY

**S**quanto continues to surprise me. Today he spotted the ring that I always wear on my chest. It is our old family ring, which has been in our clan since ancient times. "I have always known that you were not an ordinary man," he exclaimed. "You come from a family of great wizards. I've been expecting you for a long time." When I asked him to explain what he meant, he just laughed. But Squanto is right. Everything he said about me is true, but how on earth did he find out?

22 June

PLYMOUTH COLONY

**W**hen I came to the New World, I had hoped that here I'd be able to have a new start, that I could forget my past and enjoy a simple life like everybody else. How naive I was! Today everything has changed. Squanto told me his story and shared his secret with me. This secret will be with me forever, and there isn't a single soul in the world I can tell. At the moment I can't say anything even to you, my unknown friend. Not now, not before I decide what to do.



23 June

## PLYMOUTH COLONY

I still haven't decided, but I think I should write down Squanto's story. If you, my friend, ever read this diary, I want you to understand me, so I'll write as much as I can.

### Squanto's Story

"I have seen a lot in my life. Ever since I was a child, there have been white men around. They came from faraway lands on big ships. They always fascinated me because they were so different from us. I made friends with some of the sailors and acted as their guide and translator. Our chief didn't like what I did, he didn't trust white men, but I was sure that there was no reason for us to fight them. One of my new friends, Captain John Smith, was a good, honest man. We shared the same ideas, and when he went back to England, he took me with him. We both thought it would be very important for the English to see what Indians were like so that our nations could find out more about each other. After a short stay in England, I decided to go back to my land. I went on the ship of another English captain, who had promised to get me home safely. But instead of keeping his word, he sold me into slavery, to the Spanish. Luckily, I was bought by monks. They taught me to read and write. Sometimes the monks told me stories about great people and their great deeds."

"Take, for example, Christopher Columbus," they used to say. "This great man crossed the ocean in search of a new way to India and in 1492 discovered a new continent; the continent where you come from. Isn't it wonderful? He brought back a lot of gold and made Spain richer and more powerful."

"My teachers were kind, but I didn't agree with them. In fact, the more I learned about white men's civilization, the less I liked it. In my opinion, it was greed and nothing more that led Columbus across the ocean. When I read some books, I was horrified: after Columbus thousands of greedy Spanish went to my continent and destroyed the ancient civilizations of the Incas, the Aztecs and the Maya. The Spanish were looking for gold and this cost the lives of thousands of Indians. After some years in Spain, I finally had a chance to go home. When I got there, to my



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horror, I found out that all my tribe had died out. Diseases brought by white men had killed them. I was the only one left.

Then I remembered about the greatest treasure of my tribe. The treasure was sacred to us all: our tribe had kept it for thousands of years. It used to be hidden in a cave deep in the forest, but this place was not a big secret. I went to the forest and found the treasure in its usual place. Then I sat down and started to think. I didn't know what to do next.

I couldn't leave the treasure there and I didn't dare destroy it. After all, I had found out about the white men. I understood that if they found the treasure it would be a catastrophe. Not only the Indians, but the continent and all its mountains, rivers, forests and even the animals would be in danger. I decided to stay near the graves of my tribe and guard the treasure myself. When your ships came, I watched you for a long time. I know that the Pilgrims are not bad people, they are better than a lot of other white men. I felt sorry for them and decided to help. When I met you, Robin, my first feeling was that you were different from the other Pilgrims. I trusted you more than anybody else, I wanted to talk to you, and then... I saw your ring. I recognized it. The same ring is engraved on the stone wall, near where the treasure lies. You are the man I have been expecting all these years. Forgive me for this, but now the destiny of the treasure and the whole New World is in your hands."

I found Squanto's story very interesting, but it didn't worry me. I thought he was exaggerating the importance of his treasure. So I let him take me to the sacred cave in the forest where he showed me the treasure. At first, I felt surprised when I saw the very ordinary thing that was hidden in the stone wall, but very soon even without Squanto's help I understood what it really was. The danger of this ordinary-looking thing was so big that even in my secret diary I don't dare write another word to describe it. Then I thought what might happen if somebody found it. At that moment I felt sorry that I had gone to the New World at all. Suddenly England with all its dangers seemed a cosy, attractive place, but it was too late. Squanto had told me the truth: the future of the New World lay in my hands.

1 September

#### PLYMOUTH COLONY

It's been more than a month since I became the guard for the treasure. All this time Squanto and I have been thinking about a good hiding place for it. I think we should simply destroy it, as it will always be a danger, but Squanto doesn't agree. He thinks that in the distant future people will become better and wiser. They will be able to use the treasure properly, and it will bring them much good.

2 September

#### PLYMOUTH COLONY

Finally, we found the answer. The idea came unexpectedly. Squanto and I were talking about the treasure as usual when Squanto said, "It's a bit strange, Robin. You and I both know that you come from a family of great wizards, but you can't do anything useful." "Like what?" I asked. "Like healing people, making things invisible, moving mountains, predicting the future..." Squanto went on, but I wasn't listening any more. I already knew what to do. "You're quite right," I sighed. "I'm not a very useful wizard. I can't even predict the future, but... I can get there." "How can you do that?" he whispered. "It doesn't matter how, but I can," I said. "That would be ideal for us. I'll go to some distant future and hide the treasure there so nobody before that time will have a chance to find it." And that's exactly what you wanted, isn't it? "Yes," Squanto smiled, "it's very good."

10 October

#### PLYMOUTH COLONY

My dear friend,  
It's been a long time since I wrote to you last. I've been on different expeditions, hunted in the woods and visited some Indian villages. Life in Plymouth settlement is getting better. The people worked hard and got a great harvest this year. Now they are sure that this winter every family will have enough food. I'm getting ready for my journey to the future. I have done it once before and I had hoped I would never have to do it again. I'll probably have to stay in the future forever, but I don't see what else I can do.

11 October

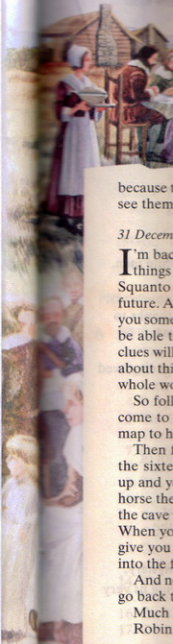
#### PLYMOUTH COLONY

Governor Bradford had a great idea. He said that because the New World had been so kind to us and the harvest is so good we should celebrate and give thanks to God and to the Indians who have been helping us. So we are getting ready for the day they are calling Thanksgiving, and Squanto has been sent to invite Massasoit and his tribe.

16 October 1621

#### PLYMOUTH COLONY

The celebrations went on for three days. Our women cooked corn and turkeys, the huge birds that live here. The Indians brought some of their own food, and we all had a very good time. I'm feeling awfully sad



because  
see them

31 Decem

I'm bac  
things  
Squanto  
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the cave  
When yo  
give you  
into the f

And n  
go back t  
Much  
Robin



because today I'm leaving the Pilgrims. I hope I'll be able to come back and see them again, but I'm trying not to hope for too much.

31 December 1622

I'm back and I'm alive. I had to spend all this time in the future and the things that I saw there didn't make me happy. But I gave my word to Squanto and I had to keep my promise: I left the treasure in the distant future. And now as I promised I'll tell you, my friend, how to find it. I'll give you some clues which nobody in the next three hundred and fifty years will be able to understand. However, for people in the future after that these clues will be clear and easy. I'm sure, my friend, you will make no mistake about this unique place, which in your time will become famous across the whole world.

So follow me and walk the road of stars, then come to the hills that shine with gold. Here is a map to help you if you have any trouble.

Then find the place where the first, the third, the sixteenth and the twenty-sixth meet. Look up and you'll see a huge white horse. Under this horse there is a deep cave. Follow the pictures on the cave wall and they'll lead you to the treasure.

When you find it, it will be for you to decide what you'll do with it. I can't give you any advice. I can only pray that the treasure is found a long way into the future and that when it happens, no harm will be done.

And now I'll have to say good luck and goodbye. My journey is over. I'll go back to my friends, the Pilgrims, and help them as much as I can.

Much love and always your friend,

Robin MacWizard



On 16 October 1621 the Pilgrims at the

**3** Look through the text and choose the right answer. Sometimes more than one answer can be correct.

- The most important thing on 15 April was
  - to elect the governor.
  - not to die.
  - to take care of the future harvest.
- Squanto liked white men because
  - they taught him English.
  - they were different from Indians.
  - they gave him food.
- Squanto came to England
  - to stay there.
  - to show what the Indians were like.
  - to sign an agreement.
- Columbus's discovery of America
  - made Spain richer.
  - destroyed the ancient civilizations.
  - caused the death of thousands of Indians.
- Squanto's tribe had died out because
  - they had nothing to eat.
  - of the diseases brought by white men.
  - white men killed them.
- The Pilgrims decided to celebrate Thanksgiving
  - because Governor Bradford offered to do it.
  - to give thanks to God and to the Indians.
  - they had gathered a good harvest.
- Squanto told Robin about the treasure because
  - Robin was very clever.
  - he recognized the ring that was engraved on the wall of the cave.
  - Robin knew his language.
- What do you think was hidden in the cave?
  - gold
  - a map
  - a spaceship
  - an atomic bomb
- Try to predict: The treasure was very dangerous because
  - it could destroy the world.
  - it could be the cause of a lot of diseases.
  - it could be the reason for nuclear war.
- Robin decided to go to the future
  - because he hoped that in 350 years people would be better.
  - to hide the treasure.
  - to see what they would do with the treasure.

**4** Read the conversation and find out how friends solved Robin's mystery.

Rob: That's interesting. Our friend Robin thought he was giving us very clear instructions, but I don't understand anything.

Misha: Neither do I.

Mark: The road of stars? I think I've heard of it.

Rob: I think it's some of his old magic mysteries. Probably a sign of the Zodiac or something like that.

Mark:

Misha:

Emily:

Mark:

Emily:

Misha:

Rob:

Mark:

## Homework

**A** Fill in the

- The
2. Kin
3. Kin
4. Peo
5. The
6. The
7. On
8. The
9. The
10. ... v
11. Bra
12. On
13. On
- and
14. The
15. On
16. On
17. On
- in p
18. On
19. On

Mark: You may be right, but don't forget: Robin wrote his clues for the people of the future so that everything that he described should be very clear to us.

Misha: Yeah, Robin had a very strange idea about simple clues. What do the words: *the first, the third, the sixteenth and the twenty-sixth?* People? Places? Zodiac signs?

Emily: Forget these star signs! They are here just to mislead. It's very simple: the first, the third, the sixteenth and the twenty-sixth are American presidents.

Mark: What are their names?

Emily: I'm not sure, but we can look it up. So now we just have to read all about them and find out where they met.

Misha: I like the idea. It's clear and easy as Robin promised.

Rob: OK. So let's each of us take one president and find out everything about him.

Mark: That should work. Then we'll easily find the place where they all met. Let's get started!

## Homework

**A** Fill in the gaps with the facts from both parts of the stories.

1. The Scottish king, James, got the crown of England in ...
2. King James had promised everybody who supported him religious ...
3. King James ... all his old supporters.
4. People couldn't ... their religion.
5. The Saints believed that God was in ..., not in a church.
6. The Saints wanted ... God in their own way.
7. On 6 September ... the Saints decided to leave England.
8. There were ... passengers on board the ship.
9. The ship was called ...
10. ... was the leader of the Saints.
11. Bradford came up with the idea to call the Saints and the Strangers ...
12. On 9 November 1620 the Pilgrims landed in ...
13. On 11 November the Pilgrims ... "the Mayflower Compact"  
and chose ...
14. The governor's name was ...
15. On 8 December ... attacked the Pilgrims, but the Pilgrims won.
16. On 8 December ... the Pilgrims left Cape Cod and sailed to ...
17. On 22 March 1621 Massasoit and the Pilgrims' governor signed ... to live in peace and help each other.
18. On 1 April 1621 the Mayflower finally left for ...
19. On 16 October 1621 the Pilgrims and the Indians celebrated ...

- B** 1) Read the names of some of the holidays that are celebrated in America nowadays. Which of them was started by the Pilgrims? Why do you think so?



Christmas  
25 December



Thanksgiving  
The fourth Thursday  
of November



St Patrick's Day  
17 March



Valentine's Day  
14 February

- 2) Write about any holiday from part 1. Use the questions to help you.

1. What's the holiday called?
2. When is it celebrated?
3. What is celebrated on this day?
4. What's the history of this holiday?
5. What do people do on this day?
6. Is there any special food that they eat? If yes, what is it?

- C** Briefly tell the Pilgrims' story. Use the statements from the previous exercise to help you.

#### Information

- Ask what
- Ask what
- Ask what
- Ask if it's
- Say what he / she

#### Women's sh

USA
4
5
6
7
8
9

#### Women's cl

Russia
UK
USA
Italy
Germany

#### Men's jacks

Russia
Europa
USA
UK



in America  
 you think so?



Patrick's Day  
 March

### Information for a shop assistant:

- Ask what the customer would like to buy.
- Ask who the clothes are for.
- Ask what country he / she comes from.
- Ask what size the person is.
- Ask if it's an American size or a size from another country.
- Say what American size the person is and give the customer what he / she wants.

#### Women's shoes

USA	UK	Europe
4	2½	35
5	3½	37
6	4½	38
7	5½	39
8	6½	40
9	7½	42

#### Men's shoes

USA	UK	Europe
7	5½	39
8	6½	41
9	7½	42
10	8½	43
11	9½	45
12	10½	46
13	11½	47

#### Women's clothes

Russia	40	42	44	46	48	50	52	54	56
UK	6	8	10	12	14	16	18	20	22
USA	4	6	8	10	12	14	16	18	20
Italy	38	40	42	44	46	48	50	52	54
Germany	32	34	36	38	40	42	44	46	48

#### Men's jackets, T-shirts, sweaters, suits

Russia	44	46	48	50	52	54	56	58
Europa	44	46	48	50	52	54	56	58
USA	34	36	38	40	42	44	46	48
UK	34	36	38	40	42	44	46	48

## Your active vocabulary

ridiculous  
to come into fashion  
to be / go out of fashion  
to be fashionable  
to stand out  
to buy things in the sales

to care about something  
to make up one's mind  
casual clothes  
the latest  
the latest  
a bargain  
a discount store  
to be a status thing  
a snob  
to be in the sales  
unusual  
extravagant  
practical  
elegant

glamorous  
colourful  
tight  
flared  
baggy  
waterproof  
worn  
stylish  
a loose T-shirt  
to influence smb / smth

to dye one's hair  
to put a label on smb  
to be labelled

Can I help you?  
What size are you?  
Is it my colour?  
Does this skirt go with this  
blouse?

It suits you.  
Do you need another size?  
It's too big on me.  
Would you like to try it on?  
What make do you prefer?  
I'll take it.  
Sure, it's no problem.  
How will you pay?  
It's a bit small.  
Do you like it?  
How much is it?

Do you have these jeans in  
a larger (smaller) size?

I'll have a look.  
Can I pay by card?  
I'm just looking, thanks.  
Where is the fitting room?  
Does it fit?  
to tell the truth / a lie  
to tell a story  
to tell the time

# 3

## Lesson 1



### Согласование Sequence of t

Согласование  
ного предложе  
Если глагол-  
прошедшего вр  
(в основном изт  
времени.

*She asked wh*  
делает в ее ком  
*He said that h*  
друга.

- Если дейст  
с действием гла  
ляется в Past Si  
*He said that t*  
играют в футб  
*She said that*  
тает газету.

- Если дейст  
главного, то гла  
**Perfect.**

*He said that T*  
звонил вчера /

- Если дейст  
отношению к д  
предложения у  
ческий справоч

*He said that h*

## 3

## Good health is above wealth

## Lesson 1

## Sequence of tenses


**Согласование времен в английском языке /  
Sequence of tenses**

Согласование времен — это зависимость времени глагола придаточного предложения от времени глагола главного предложения.

Если глагол-сказуемое главного предложения стоит в одной из форм прошедшего времени — то глагол-сказуемое придаточного предложения (в основном изъяснительного) тоже стоит в одной из форм прошедшего времени.

*She asked what he was doing in her room.* — Она спросила, что он делает в ее комнате.

*He said that he knew my friend.* — Он сказал, что он знает моего друга.

• Если действие придаточного предложения происходит **одновременно** с действием главного, то глагол придаточного предложения употребляется в **Past Simple** или **Past Progressive**.

*He said that they played football on Sundays.* — Он сказал, что они играют в футбол по воскресеньям.

*She said that he was reading a newspaper.* — Она сказала, что он читает газету.

• Если действие придаточного предложения **предшествует** действию главного, то глагол придаточного предложения употребляется в **Past Perfect**.

*He said that Tom had phoned the day before.* — Он сказал, что Том звонил вчера / накануне.

• Если действие придаточного предложения является **будущим** по отношению к действию главного предложения, то глагол придаточного предложения употребляется в форме **Future-in-the Past** (см. Грамматический справочник).

*He said that he would help him.* — Он сказал, что поможет ему.

Таблица изменений формы глаголов при переводе прямой речи в косвенную

Прямая речь / Direct speech	Косвенная речь / Reported speech
<b>Present Simple</b> My friend said, "I want to go to England."	<b>Past Simple</b> My friend said that he wanted to go to England.
<b>Present Progressive</b> He said, "She is playing tennis now."	<b>Past Progressive</b> He said that she was playing tennis then.
<b>Present Perfect</b> He said, "You haven't told us the truth."	<b>Past Perfect</b> He said that she hadn't told them the truth.
<b>Present Perfect Progressive</b> She said, "I have been working all morning."	<b>Past Perfect Progressive</b> She said that she had been working all morning.
<b>Past Simple</b> He said, "Tom phoned yesterday."	<b>Past Perfect</b> He said that Tom had phoned the day before.
<b>Future Simple</b> He said, "It will rain tomorrow."	<b>Future-in-the Past</b> He said that it would rain the next day.
<b>Past Progressive</b> He said, "She was watering the flowers."	<b>Past Progressive</b> He said that she was watering the flowers.
<b>Past Perfect</b> He said, "She had painted the wall."	<b>Past Perfect</b> He said that she had painted the wall.

Таблица изменений указательных местоимений и наречий при переводе прямой речи в косвенную

Прямая речь	Косвенная речь
<b>now</b> (сейчас)	<b>then</b> (тогда)
<b>here</b> (здесь)	<b>there</b> (там)
<b>this, these</b> (это, этот, эти)	<b>that / those</b> (то, тот, те)
<b>today</b> (сегодня)	<b>that day</b> (в этот день)
<b>tomorrow</b> (завтра)	<b>the next day</b> (the following day) (на следующий день)
<b>yesterday</b> (вчера)	<b>the day before</b>
<b>next week / year</b> (на следующей неделе / в следующем году)	<b>the following week / year</b> (на следующей неделе / в следующем году)
<b>last week</b> (на прошлой неделе)	<b>the week before</b> (за неделю до)

She said, "I  
She said that  
ла его накануне  
В русском яз  
на русский яз  
той форме, в  
He said, "I k  
He said that  
He said, "I k  
He said that  
She said, "T  
She said that

1 Match the se

- "They w
- "I'll try
- "Yester
- "I had w
- "Have y
- "Have y
- "It's rain
- "I often
- "What i
- "Come
- "Don't

- He said t
- He said t
- He said t
- He said t
- He asked
- He said t
- The mot
- He asked
- She advis
- He asked
- He said t

*She said, "I saw him yesterday."* — Она сказала: "Я видела его вчера".  
*She said that she had seen him the day before.* — Она сказала, что она видела его накануне.

В русском языке нет правила **согласования времен**, поэтому при переводе на русский язык в придаточном предложении глагол может оставаться в той форме, в которой он стоял в прямой речи.

*He said, "I know Mary."* — Он сказал: "Я знаю Мэри".

*He said that he knew Mary.* — Он сказал, что он знает Мэри.

*He said, "I knew Mary."* — Он сказал: "Я знал Мэри".

*He said that he had known Mary.* — Он сказал, что он знал Мэри когда-то.

*She said, "They are having dinner."* — Она сказала: "Они обедают".

*She said that they were having dinner.* — Она сказала, что они обедают.

**1 Match the sentences in direct speech with reported speech.**

- "They were playing football at 5 o'clock last week."
- "I'll try to phone you tomorrow."
- "Yesterday it was very cold."
- "I had written a letter before you phoned me."
- "Have you been to St Petersburg?"
- "Have you been crying?"
- "It's raining again!"
- "I often watch TV in the evening."
- "What is she doing now?"
- "Come home by 11 p.m."
- "Don't lend money to strangers, Anna."

- He said that he would try to phone me the next day.
- He said that he often watched TV in the evening.
- He said that they were playing football at 5 o'clock the week before.
- He said that it was raining again.
- He asked what she was doing then.
- He said that he had written a letter before I phoned him.
- The mother told her daughter to come home by 11 p.m.
- He asked me if I had been to St Petersburg before.
- She advised Anna not to lend money to strangers.
- He asked me if I had been crying.
- He said that it had been very cold the day before.

- 2 Write the missing form on condition that the verb introducing direct speech is in the Past Simple. Напишите недостающую глагольную форму при условии, что глагол, вводящий косвенную речь, стоит в Past Simple.

**Model:**

Direct speech	Reported speech
didn't see	hadn't seen

Direct speech	Reported speech
	would become
will buy	
	had broken
am thinking	
	forgot
cannot	
	had fallen
has been working	
	had been walking
is raining	
	had been
cooks	

Direct speech	Reported speech
	had been doing
	had made
grows	
doesn't read	
hasn't brought	
	thought
won't drive	
	could
didn't give	
	had to
were running	

- 3 Change the sentences into reported speech.

**Model:** He asked, "Where does Tom live?" — *He asked where Tom lived.*

- "Where did you find it?"
- "How will they get there?"
- "He didn't know the truth."
- "Will she come tomorrow?"
- "What were they doing?"
- "When will they meet?"
- "Does he play golf?"
- "Why did they come?"
- "How long have you been waiting?"
- "Did she see him?"

- 4 Translate the sentences into Russian.

- He asked me if I had been in the new theatre.
- He said that he was in the theatre at the moment.
- She told me that she didn't like dresses.
- She told me that her mother hadn't liked dresses.
- We were told that she was ill.

## Homework

- A Yesterday met her friend. Rewrite the sentences in reported speech.

**Model:**

I like you new blouse.



ct speech is in  
и услови ,

6. She said that she was cleaning her room.
7. Lena thought that she would be back early.
8. They told me that they had been watching a film since four o'clock.
9. They told me that they were watching a film.
10. They were asked where they lived.
11. She didn't know why he had left.

5 Translate the sentences from Russian into English.

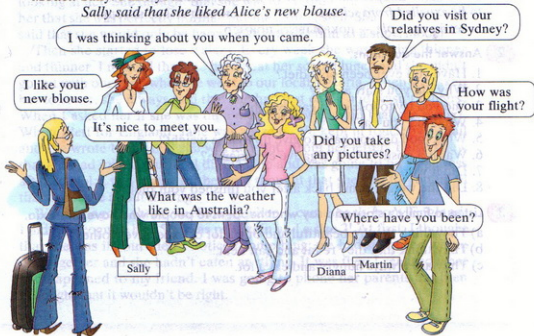
1. Она спросила, где они были вчера.
2. Он сказал нам, что уже видел этот фильм.
3. Он обещал ей, что позвонит на следующей неделе.
4. Она попросила меня написать письмо ее брату.
5. Она не советовала мне приглашать его на день рождения.
6. Их спросили, знают ли они этого писателя.
7. Мы не знали, когда она придет.

Homework

- A Yesterday Emily's aunt, Alice, came back from holiday in Australia and met her relatives and friends. Here's what they said when they saw her. Rewrite the sentences in reported speech.

Model: Sally: I like your new blouse.

Sally said that she liked Alice's new blouse.



om lived.

en waiting?"

**B** Translate the sentences into Russian.

1. She didn't know where he was.
2. Andrew asked Wendy if she had heard the news.
3. We were glad that they were coming.
4. She told them not to phone her brother.
5. She asked why the girl was crying.
6. She couldn't remember what she had done the day before.
7. She asked the shop assistant if that dress was in fashion.

**Lessons 2, 3**

**What happened to Jane?**

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

- to diet — соблюдать диету
- to come out — обнаруживаться, становиться известным
- to feel guilty — чувствовать себя виноватым
- to have excess weight — иметь избыточный вес
- to gain weight — прибавлять в весе
- to lose weight — терять в весе
- to have low / high self-esteem — иметь низкую / высокую самооценку
- to tell on somebody — выдавать кого-либо
- anorexia* — анорексия (болезненное отсутствие аппетита)
- to be expelled from school* — быть исключенным из школы
- to set an example* — показывать пример

**2** Answer the questions.

1. Have you ever been on a diet?
2. Why did you start a diet?
3. Did you try to lose or to gain weight?
4. What did you eat?
5. What food did you have to give up to lose weight?
6. Was it a positive or a negative experience?
7. Did it work?
8. Did the weight come back after you finished your diet?

**3** Listen to Emily's story and say what happens to people who have anorexia.

- a) They think they're beautiful and buy a lot of expensive clothes.
- b) They think that they're fat and can't eat.
- c) They are always hungry and eat a lot.

**4** Read the

1. People
2. Film
3. All d
4. You

Misha:  
Emily:

Rob:  
Emily:

Rob:  
Emily:

**M**y fr  
Sor  
days she  
she hated

Last ye  
had gaine  
got upset  
looking a  
her that s  
said that

Then s  
and thin  
go out wi  
her to co  
When I  
When I  
and she  
that she  
after sch  
that nons

We m  
I didn't r  
that she  
day toge  
had happ  
I thought



4 Read the conversation and try to understand its main idea.

1. People with excess weight have problems with self-esteem.
2. Film stars and models set a bad example.
3. All diets are bad for you.
4. You must take care of yourself and not diet too much.

Misha: What's wrong, Emily? Where are you going?

Emily: My friend Jane's parents have just phoned and said that she has been taken to hospital.

Rob: But what's happened to her? Do they know?

Emily: They don't, but I do. And I feel so guilty because I didn't tell her parents earlier.

Rob: But what is it?

Emily: OK. I think I'll have to tell you.

**M**y friend Jane has always had low self-esteem. Sometimes she was unhappy with her eyes; other days she didn't like her nose. Once she told me that she hated herself, but I just laughed.

Last year things started to get worse because Jane had gained a bit of weight. It wasn't a lot but she got upset because she thought that everybody was looking at her. She thought that she was fat. I told her that she was perfectly normal, but she didn't listen. She said that she would only be happy if she was as thin as a supermodel.

Then she started to lose weight. Every week she was getting thinner and thinner. I noticed that she didn't eat her school lunch and she didn't go out with our gang when we went to our local pizzeria. When we asked her to come, she always said that she had just eaten and wasn't hungry. When I asked her if she was on a diet, she always said that she wasn't. When I left for England, Jane was a size 6. We kept in touch by e-mail and she wrote to me that she was all right. From her letters I also knew that she had joined our local drama club and was going to be an actress after school. I was happy for her and thought that she had forgotten all that nonsense about dieting.

We met again three weeks ago when I came back from England. I didn't recognise her. She was pale, thin and a size 2! At first, I thought that she was ill, but then I noticed something: we had spent the whole day together and she hadn't eaten anything. It was then I realized what had happened to my friend. I was going to phone her parents but then I thought that it wouldn't be right.



Misha: I understand. You felt that you'd let your friend down if you told on her.

Emily: Yes, that's what I thought.

Mark: How could you be so stupid, Emily? Do you remember the girl from our school, who was expelled last year?

Emily: Yes, I remember. It was Kate Ferguson. But why was she expelled?

Mark: She had the same problem as your friend Jane. She thought that she was fat and started dieting. In the end she got very thin but she still thought that she was fat and couldn't eat at all. It's a disease called anorexia. It's very dangerous and a lot of young people die from it.

Emily: But why was she expelled?

Mark: The teacher found out that she had been setting a bad example. Other girls also decided to start dieting and stopped eating. Fortunately, they hadn't become ill by the time it all came out.

Emily: That's awful. What should I do now?

Misha: I think we should phone her parents and tell them the truth if it's not too late.

**5** Complete the sentences with the information from the text.

**Model:** Emily was worried because her friend Jane's parents had phoned and said... — *Emily was worried because her friend Jane's parents had phoned and said that she had been taken to hospital.*

1. Emily knew that Jane had very low self-esteem because once Jane had told her...
2. Jane got upset because she thought...
3. When the girls invited Jane to the pizzeria, she always said...
4. When Emily asked Jane..., Jane always replied...
5. When Emily was in England, Jane wrote to her that...
6. When Emily read those letters, she thought that...
7. Emily realized that Jane... when they met again.

**6** Who said these words? Observe the sequence of tenses in your answers.

**Model:** "I feel guilty." — *Emily said to her friends that she felt guilty.*  
"What's wrong?" — *Mark asked what was wrong.*

1. "When I left for England, Jane was a size 6."
2. "We should phone her parents and tell them the truth."
3. "Why was she expelled?"
4. "I'll only be happy if I'm as thin as a supermodel."
5. "I hate myself."
6. "Are you on a diet?"
7. "Do you remember the girl from our school, who was expelled last year?"
8. "We kept in touch by e-mail."

**7** Work in  
them to

**Model:**

1. Die
2. What
3. Did
4. Why
5. Was
6. Did
7. Do y

**8** Has a f  
Did you  
about it

Homewo

English

Emily  
make her  
Every jok  
which pro  
Take the  
Patient  
Doctor  
In this

**A** Read th  
Who w

O  
young  
The  
The yo  
should

- 7 Work in groups. Discuss Emily's behaviour. Answer the questions and report them to the class.

**Model:** *Our group decided that Emily had made a mistake when she didn't tell Jane's parents...*

1. Did Emily understand that her friend had a problem?
2. What were the signs of the problem?
3. Did Emily tell Jane's parents or school teachers?
4. Why did she behave like that?
5. Was Emily a good friend to Jane?
6. Did Emily make a mistake or was she right to act the way she did?
7. Do you agree with Emily's idea of friendship?

- 8 Has a friend of yours ever been in trouble? What was the problem? Did you tell anybody? Was it a good decision or were you sorry about it later? Write 5–10 sentences.

## Homework

### English in focus

Emily and her friends are going to the hospital to visit Jane. They want to make her laugh and are getting all of the best jokes they know ready to tell. Every joke has a punch line which is usually the final word or sentence. The which produces a sudden, funny effect and makes people laugh.

Take this joke, for example:

Patient: Doctor! You've got to help me! Nobody ever listens to me.

No one ever pays any attention to what I have to say.

Doctor: Next, please!

In this joke the sentence "Next, please!" is the punch line.

- A Read the joke and answer the questions: What's the punch line of the joke? Who was the man talking to? Retell the joke in reported speech.

#### A father and his baby

One Sunday some visitors to Hyde Park, who were sitting on benches quietly enjoying their sandwiches, were suddenly surprised by a strange young man.

The young man was pushing a pram. The baby in the pram was crying loudly. The young man stopped and said softly, "You should take it easy, Tom. You should control yourself, Tom."



The baby calmed down for a minute but then it started to cry again. The young man stopped, took out a little toy out of the bag, gave the toy to the child and said, "You should take it easy, Tom. You should control yourself, Tom."

They went on, but soon the child started to cry again. The young man stopped, took some chocolate out of his bag and gave it to the baby. "Don't worry, Tom. It's OK, Tom. You'll be all right, Tom," he said. But the baby didn't calm down. It just cried louder and louder.

An old woman who had been watching the man came up to him and smiled. "You're a great father," she said. "You know how to talk to your baby, in a nice, quiet voice." Then she looked into the pram and asked, "What's wrong with you, Tom? Why are you crying?"

The father looked at the woman strangely and said, "The baby is a girl. Her name's Sabrina. Tom is my name."

**B** Read the next joke and answer the questions.

1. What's the punch line of the joke?
2. Why didn't Aesop answer the man's question when the man asked it the first time?
3. Who was the man talking to?

**Aesop and the traveller**

Aesop, a Greek philosopher, was famous for his jokes. One day Aesop was out for a walk when he saw a man. The man was lost. The man greeted Aesop and asked him, "How long will it take me to get to the town?" "Go," said Aesop. The traveler didn't understand the reply. "I know that I have to go," he said and repeated his question, but Aesop's reply was the same. "Go," he said again very politely.

The traveller went away. "The man is mad," he decided. After the traveller had gone some distance, Aesop shouted after him, "You'll get to the town in two hours."

The traveller came back to Aesop and asked: "Why didn't you tell me that before?" "I didn't tell you because I didn't know how fast you could walk," Aesop replied.



**C** Retell the joke.

1 Listen to the Match the

1. physici
2. to burn
3. conven
4. a balan
5. fast foo
6. to cont
7. to cont

2 Match the Sometime

1. weight
2. exercis
3. calorie
4. conven

3 Answer th

1. How ca
2. What p
3. Give e
4. Is ther
- Do yo
5. Are th
- popula

4 Emily and conferen

Doctor Br the follow

Model: I

1. "Not
2. "Eve
3. "Am
- in fro
4. "Exc
5. "Fats
6. "A b
7. "A lo

## Lesson 4

## How can you burn calories?

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

Match the expressions with their translations.

1. physical activity

2. to burn calories

3. convenience food

4. a balanced diet

5. fast food restaurants

6. to contain energy

7. to contain fat

b) полуфабрикаты

a) сжигать калории

c) сбалансированная диета

d) физическая активность

e) содержать энергию

f) содержать жир

g) рестораны быстрого обслуживания

- 2 Match the verbs with the nouns and find common word combinations.

Sometimes more than one combination is possible.

1. weight

a) to have

2. exercises

b) to lose

3. calories

c) to burn

4. convenience food

d) to do

- 3 Answer the questions.

1. How can you burn calories?

2. What physical activity do you do every day?

3. Give examples of a balanced diet. What should a person eat?

4. Is there much convenience food in the shops in your city / town / village?  
Do you like it? Do you think it tastes good?

5. Are there any fast food restaurants in your city / town / village? Are they popular? Do you like the food there?

- 4 Emily and her friends have come to visit Jane. The hospital is holding a conference on healthy lifestyles. A government health advisor, Debora Bulmer, Doctor Bernard Foam and John Small, a fitness coach, are taking part. Read the following statements. Which of them do you agree / disagree with?

**Model:** I think it's true that everybody should do exercise three times a week.

1. "Not every diet is good for you."

2. "Everybody should do exercise three times a week."

3. "American children eat too much fast food and spend a lot of time in front of the TV."

4. "Excess weight can lead to health problems."

5. "Fats are an important part of everybody's diet."

6. "A balanced diet is a very important thing."

7. "A lot of American children are overweight."

8. "Twenty years ago American children didn't spend so much time in front of the TV."
9. "Physical activity is good for your health."
10. "The government should spend money on new sports clubs for children."
11. "Teenagers should eat at least four pieces of fruit and four servings of vegetables every day."
12. "Eating a lot of meat is good for you."
13. "We must do our best to tell children about a balanced diet and open free sports clubs."
14. "When I was a child, we didn't have convenience food."
15. "Swimming and jogging burn a lot of calories."
16. "You lose weight if you burn fewer calories than you take in."

5. Учитывая профессию людей, принимающих участие в пресс-конференции, попытайтесь предположить, кому принадлежат высказывания из упр. 4. Обсудите свои ответы.

*Model:* "Excess weight can lead to health problems." — *I think the doctor said that excess weight can lead to health problems.*

6. Listen to the conference and check your answers.

7. Fill in the gaps with say or tell. Do you agree with these statements?

1. Listen to your parents when they ... you that you should eat more fruit.
2. You shouldn't ... anything about meat to vegetarians.
3. It's OK to ... people that they should lose weight.
4. Somebody who ... that he doesn't need exercise is lazy.
5. To ... you the truth convenience food is not always healthy.
6. It's not a good idea to ... everybody that you are on a diet.

## Homework

- A. Translate the following statements into Russian.

1. She asked Andrew to come to her house at 6.30 that evening.
2. He told us he had never been there before.
3. John asked Peter if he could help him.
4. We asked Mary where she had been.
5. She told Martin she would be able to meet him at 7.30.
6. He said that Moscow is one of the most beautiful capitals in the world.
7. She told her son to tell the truth.
8. He said that he had to help his brother's family.
9. The mother asked her son what he was doing.

- B. Change the sentences from Ex. A into direct speech.

- C. Find the ...
1. Balance
  2. To count
  3. Healthy
  4. Physical
  5. To weigh
  6. Slow, fast

- D. Fill in the ...
1. — Why spec  
— You  
— I do
  2. — I'm  
— The  
— Oh,  
— True  
som

## Lessons

1. Choose the ...
1. I'd like
  2. We all
  3. Have (
  4. I need
  - of orat

2. Complete fewer / less
1. Kate
  2. If you
  3. This y
  4. How
  5. Woul
  6. This y
  7. Don't
  8. Peop
  9. How
  10. We d

**C Find the odd one out.**

1. Balanced, healthy, casual, strict, vegetarian — DIET
2. To count, to burn, to eat, to diet — CALORIES
3. Healthy, excess, exciting, unhealthy — LIFESTYLE
4. Physical, every day, calorie, morning — ACTIVITIES
5. To watch, to exercise, to lose, to gain, to control — WEIGHT
6. Slow, fast, vegetarian, disgusting, delicious, restaurant — FOOD

**D Fill in the gaps to complete the sentences.**

1. — Why are you eating so much? — I'm ... a diet? — What? — Yes, it's a special diet for very thin people. I'm trying to ... some weight.  
— You're lucky. Everybody wants to ... weight.  
— I don't agree with you.
2. — I'm ... Let's have something to eat quickly!  
— There's a McDonald's round the corner.  
— Oh, no. I don't like ... food. It's ... for your health.  
— True, McDonald's is not for somebody who counts ... Let's go somewhere else.

**Lessons 5, 6**

**"An apple a day keeps the doctor away"**

**1 Choose the correct word and complete the sentences.**

1. I'd like (some / a) cheese.
2. We all eat (some / an) apple every day.
3. Have (some / a) water. It's good for you.
4. I need (some / a) meat, (some / a) potatoes and (some / a) bottle of orange juice.

**2 Complete the sentences with (a) few / a (little) / much / many / a lot / fewer / less / more.**

1. Kate eats a kilo of sweets a day. It's too...
2. If you want to lose weight, you should do... exercise.
3. This yoghurt has... calories than that one, so this yoghurt is healthier.
4. How... calories will I burn if I go for a walk?
5. Would you like some cheese? Just... I'm not hungry, but I'd like to try it.
6. This year we have ... of apples. I think we should make jams and juice.
7. Don't put so... salt in your soup. You need very ... salt every day
8. People who eat fruit and vegetables have... problems with their health.
9. How... water should I drink every day?
10. We don't have... carrots. Next time you should buy...

### Употребление артикля с названиями веществ

Неисчисляемые существительные, обозначающие названия веществ, употребляются без артикля, если в предложении это вещество только называется.

*I don't like milk.* — Я не люблю молоко.

Артикль **the** с названиями веществ употребляется, если речь идет о конкретном веществе, находящемся в поле зрения говорящего.

*The meat they were eating was tasty.* — Мясо, которое они ели, было вкусным.

### 3 Fill in the gaps with the article *the* when necessary.

1. He said that there was ... butter, ... sugar, ... salt, and ... water in the cake.
2. "I've never seen ... snow," he said.
3. ... snow round our house was dirty.
4. My friend doesn't eat ... meat.
5. Children should drink ... milk in the morning.
6. At what temperature does ... ice melt?
7. Pass me ... salt, please. There isn't enough salt in ... soup.

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

1. grains (bread, pasta)
2. vegetables (potatoes, tomatoes)
3. fruit (oranges, strawberries)
4. meat (beef, pork)
5. fish
6. dairy products (milk, cheese, yoghurt)
7. fat and sugar
8. to skip meals
9. to feel full
10. soda
11. at least
12. bad breath

a) овощи

b) фрукты

d) рыба

c) молочные продукты

e) плохой запах изо рта

f) жиры и сахар

g) зерновые

h) по крайней мере

i) испытывать ощущение сытости

j) мясо

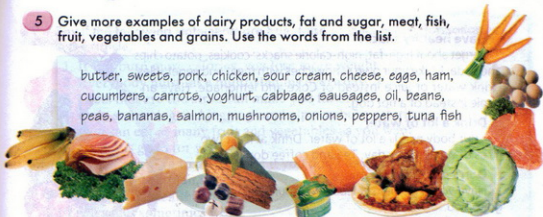
k) пропускать еду

l) газированные напитки





- 5 Give more examples of dairy products, fat and sugar, meat, fish, fruit, vegetables and grains. Use the words from the list.



- 6 Work in groups. What would you like to know about eating better and a healthy lifestyle? Prepare some questions.

- 7 Emily and her friends want to know more about a healthy lifestyle. They asked Mr Small and Mr Faam some questions. Read the questions and try to answer them.

1. "Are juices really so good for me?"
2. "Do any of the weight-loss pills that are advertised actually work?"
3. "I hate physical activity, but I still want to lose a bit of weight. What should I do?"
4. "What activities burn calories?"
5. "How can I lose a lot of weight really fast?"
6. "Do I have to take multivitamins every day?"
7. "What do you mean by a "serving"?"

- 8 Read the article on a healthy lifestyle and check your answers to Ex. 7. Which of your own questions were answered?

a) Physical activity is very important for a healthy lifestyle, and it's difficult to be fit if you don't do any. However, it's always better to do some exercise than none at all. Here are some simple tips for you.

#### Eat smaller portions

You don't have to give up all your favourite food, but you'll have to eat less bread, sugar and fat. Take a smaller plate and put less food on it. But don't skip meals. It won't do you any good. Don't eat less fruit and vegetables. They are always good for you.

#### Concentrate on your food

Don't read or watch TV when you eat. Put your knife and fork down and chew your food slowly and carefully. You'll feel full sooner and won't eat so much.

### Have healthy snacks

Forget about high-fat, high-calorie snacks: cookies, potato chips and soda. Make your own sandwiches with meat and vegetables. Drink water or juice instead of Coke and lemonade. Have an apple instead of a hot dog.

### Drink a lot of water

Your body needs a lot of water. Drink at least two litres of water every day. Tea and coffee don't count!

### Don't eat after 7 p.m.

Have your last meal at least two hours before you go to bed.

- b)** There are hundreds of adverts for wonder pills and magic drinks which promise to make you thin, but do they actually work? The answer is no. Most of them aren't safe either. If you take them, you can sometimes be putting your health in danger. They can cause headaches, high blood pressure and many other problems.
- c)** There is no magic diet plan to help you become thin. Anybody who promises you that is telling you a lie. You can go on a very strict diet of fewer than 600 calories a day for a week or two and lose weight, but you won't be happy with the result. A diet like this will leave you feeling weak and give you headaches, bad breath and bad skin. When you finish it, the weight will come back quickly. You could even gain some excess weight. As a result you'll look and feel miserable.
- d)** It's not necessary to diet if you eat properly and make sure you have a lot of vegetables and fruit every day. But if you live in a region where it's difficult to get them, you should take multivitamins.
- e)** Not all of them are. Some juices contain a lot of sugar, which is bad for your teeth. When you buy juice read the information on the box. There must be no added sugar in it. As an alternative just have an apple or a carrot. They are better for you than any juice.
- f)** Everything you do – smiling, talking, reading – burns calories. But if you want to be fit, you'll have to do more. Do some exercise in the morning or in the afternoon every day: ride a bicycle, go swimming or jogging, wash the floors in your home or walk the dog. Everything counts!
- g)** A serving is a small portion of food.  
one serving of grains = one slice of bread or one spoonful of rice, cereal or pasta  
one serving of fruit = one piece of any fruit  
one serving of vegetables = one potato, two spoonfuls of corn  
one serving of dairy products = one yoghurt, one piece of cheese  
one serving of meat / fish = one small piece of meat or fish



9 Say if the fact is true or false in the article.

1. If you burn more calories than you eat, you will lose weight.
2. Everybody who is thin is healthy.
3. Diets should be very strict.
4. Only water counts as a drink.
5. You can lose weight by drinking coffee.
6. Coffee is a healthy drink.
7. You don't need to eat after 7 p.m.
8. Fruit is better than juice.
9. Carrots are better than apples.
10. Diet pills are safe.

10 Work in pairs.

Look at the picture and discuss the partner how you would solve the problem.

Model: A: I would talk to the partner.

B: I would talk to the partner.



Activity	Calories burned 10 minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	



9 Say if the following statements are true, false or there is no information in the article.

1. If you burn more calories, you lose more weight.
2. Everybody must take multivitamins every day.
3. Diets that are too strict can make you fatter.
4. Only swimming and jogging can help you burn calories.
5. You can eat as many fruit and vegetables as you want.
6. Coffee is good for you.
7. You don't have to do exercise if you don't eat too much.
8. Fruit is better than juice.
9. Carrots are healthier than apples.
10. Diet pills sometimes work.

10 Work in pairs. Information for A

Look at the activities. Think about the correct word for each of them. Ask your partner how many calories each activity burns and fill in the table.

**Model:** A: How many calories does an hour of reading burn?

B: It burns ten calories.



Activity	Calories burned for 10 minutes of activity
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	



Activity	Calories burned for 10 minutes of activity
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	

### Information for B

Answer your partner's questions. The information is on this page.

**Model:** A: How many calories does an hour of reading burn?

B: It burns ten calories.



Activity	Calories burned for 10 minutes of activity
1.	10
2.	38
3.	35
4.	22
5.	32
6.	30
7.	10
8.	10
9.	15
10.	26
11.	26



Activity	Calories burned for 10 minutes of activity
12.	12
13.	56
14.	146
15.	90
16.	42
17.	43
18.	58
19.	35
20.	69
21.	98
22.	40

- 11** Are you eating the right food? How many servings a day of these things do you eat? Fill in the table with the information about yourself.

Types of food	What you eat in a day	A balanced diet
Meat / Fish		
Grains		
Fruit		
Vegetables		
Dairy products		
Fat and sugar		

- 12** a) Listen and write.

Milk, ...  
Fruit ...  
Meat, ...  
Bread ...  
Fat an ...  
Vegeta ...

- b) Analyze the conversation.

### Talking

It's OK ...  
It's deli ...  
I can't ...  
It's disa ...  
It's not ...  
I'm all ...

### Model:

### Homework

- A** Read with Jane. R

I'm the ...  
child ...  
them. ...  
"I se ...  
"Yes ...  
"Co ...  
healthy ...  
"Sur ...  
sugar o ...  
At th ...  
first on ...



Calories burned for 10 minutes of activity
12
56
146
90
42
43
58
35
69
98
40

- 12 a) Listen to the speaker and find out how many servings of these things you should eat. Fill in the table.

Milk, yoghurt, cheese	
Fruit	
Meat, fish, eggs	
Bread, cereal, pasta, rice	
Fat and sugar	
Vegetables	

- b) Analyse your results. Use the following phrases and expressions.

### Conversation bricks

#### Talking about food

It's OK.	I'm a vegetarian.
It's delicious.	It's good for me.
I can't stand it.	I should eat more...
It's disgusting.	That's too much.
It's not enough.	I'll have to be more careful with...
I'm allergic to...	I can gain weight if I eat too much...

**Model:** *I should eat three servings a day of dairy products, but I don't. It's OK because I'm actually allergic to them.*

### Homework

- A Read what happened in the hospital when Emily and her friends were visiting Jane. Retell the story. Use reported speech.

In the room where Mr Small, Dr Foam and Mrs Bulmer were talking to the children, there were some really old people. Mr Small went up to one of them.

"I see that you're a very old man," he said.

"Yes, I am. I'm 90," the old man replied.

"Could you give the children here some advice about a balanced diet and a healthy lifestyle?" Mr Small asked.

"Sure. Follow my example. Don't smoke, don't drink, don't eat too much sugar or fat and drink lots of water."

At that moment Dr Foam found another old man, who looked older than the first one. He was sitting in a wheelchair, but his eyes were merry and bright.

"How old are you, sir?" Dr Foam asked.  
 "I'm ninety-five," the man replied.  
 "Can you tell us why you have lived so long?" Doctor Foam asked.  
 "It's easy. I always do exercise, and I don't smoke or drink. I spend a lot of time in the open air and I'm a vegetarian." Just then Mrs Bulmer decided to join in the conversation. She saw a very, very old man in the corner of the room. He had no teeth or hair and he couldn't see or hear very well, so she had to come very close to him. The children followed her.  
 "May I ask you a couple of questions, sir," she shouted.  
 "Yes," the old man whispered.  
 "Why have you lived so long, sir?" Mrs Bulmer asked.  
 "I don't know," the man replied.  
 "Tell us about your lifestyle," Mrs Bulmer continued.  
 "OK, then. I smoke thirty cigarettes a day and drink a bottle of whisky every day. Sometimes I also have two bottles of beer. I never eat vegetables or fruit and I live on chocolate and cakes."  
 "How old are you, sir?" Mr Bulmer exclaimed.  
 "I'm forty," the "old" man replied.

**B** Fill in the gaps with the article *the* when necessary.

- "Is there enough ... sugar in ... tea?" he said.
- ... coffee she made was tasteless.
- There was ... butter in the cake.
- There was no ... meat or ... fish in ... soup.
- I drink ... coffee without ... milk.
- ... juice I was drinking was very cold.

## Lesson 7

## Don't forget your medical insurance

Когда вы рассказываете о чем-либо в косвенной речи, обращайтесь внимание на глаголы, вводящие косвенную речь. Необходимо использовать различные глаголы, употребляя их в соответствии с контекстом.

**Глаголы, вводящие утвердительные предложения в косвенную речь**

**to admit** — признавать

*She said, "I am wrong."* — Она сказала: "Я неправa".

*She admitted that she was wrong.* — Она признала, что она неправa.

**to complain** — жаловаться

*She said, "Unfortunately, I've gained weight."* *She complained that she had gained weight.* — Она пожаловалась, что набрала в весе.

to decid  
 He said...  
 ходить с  
 to expl  
 Emily s  
 at you." E  
 that every  
 расстраи  
 to repl  
 Jeff aske  
 Jeff aske  
 Билла, з  
 to warn  
 The doct  
 doctor wa  
 Доктор  
 это не пр  
 to info  
 John's te  
 John's te  
 school."  
 был иск  
 to advi  
 The doct  
 The doct  
 Сэбби е  
 Некот  
 косвенн  
 • to a  
 с ке  
 • to a  
 что  
 • to a  
 шен  
 Alex said  
 "Я не по  
 Alex refu  
 Kate tol  
 "Хорош  
 Kate agr

**to decide** — решать

*He said, "I won't go with you." He decided not to go with them.* — Он решил не ходить с ними.

**to explain to smb that** — объяснять кому-то, что-то

*Emily said to Jane, "You get upset because you think that everybody is looking at you." Emily explained to Jane that she got upset because she thought that everybody was looking at her.* — Эмили объяснила Джейн, что она расстраивается, потому что думает, что все смотрят на нее.

**to reply** — отвечать

*Jeff asked Bill, "Do you know this man?" Bill said, "No, I don't."*

*Jeff asked Bill if he knew that man. Bill replied that he didn't.* — Джеф спросил Билла, знает ли он этого человека. Билл ответил, что не знает.

**to warn** — предупреждать

*The doctor said to Molly, "Don't skip meals. It won't do you any good." The doctor warned Molly not to skip meals because it wouldn't do her any good.* — Доктор предупредил Молли, чтобы она не пренебрегала едой, потому что это не принесет ей никакой пользы.

**to inform** — информировать

*John's teacher wrote to his parents, "Your son has been expelled from school." John's teacher informed his parents that their son had been expelled from school.* — Учитель Джона проинформировал его родителей, что их сын был исключен из школы.

**to advise** — рекомендовать

*The doctor said to Sabby, "You'll have to eat less bread and sugar."*

*The doctor advised Sabby to eat less bread and sugar.* — Доктор посоветовал Сэбби есть меньше хлеба и сахара.

Некоторые предложения целесообразнее не переводить дословно в косвенную речь, а передавать их смысл с помощью следующих глаголов.

- **to agree / disagree with somebody** — соглашаться / не соглашаться с кем-либо
- **to agree / refuse to do something** — соглашаться / отказываться делать что-либо
- **to accept (an offer, an invitation)** — принимать (предложение, приглашение)

*Alex said to his friend, "I won't go with you."* — Алекс сказал другу:

"Я не пойду с тобой".

*Alex refused to go with his friend.* — Алекс отказался пойти с другом.

*Kate told her friend, "OK. Let's invite Jane."* — Кэйт сказала подруге:

"Хорошо. Давай пригласим Джейн".

*Kate agreed to invite Jane.* — Кэйт согласилась пригласить Джейн.

- 1 Express the same idea using reported speech and the verbs in brackets.

**Model:** "I have a headache," the boy said. (complain) — *The boy complained that he had a headache.*

1. The doctor said, "You shouldn't go out today." (warn)
2. "Your son has had two detentions this week," the teacher told the boy's mother. (inform)
3. "I'll go home," the boy told himself. (decide)
4. "Yes, this dress is very nice," the mother told her daughter. (agree)
5. "I won't do it again," said the girl. (promise)
6. "Kate started the fight," Peter told his teacher. (complain)
7. My brother said, "I won't answer this question." (refuse)
8. "It was my mistake," the manager said. (admit)
9. "Phone your friend Robert," the mother told her son. (advise)
10. The father said to his daughter, "I agree with you." (agree)
11. Melanie wrote to Ann, "I'll come to your birthday party." (accept)

- 2 Emily and her friends were leaving the hospital when they saw Olga, Emily's grandmother. Read the dialogue and answer the questions.

1. What has happened?
2. Who refused to take the friends to the hospital?
3. Did the friends agree with the decision?
4. Who went to the hospital?

Olga: What are you doing here, guys?

Emily: We've been visiting my friend Jane. And what about you, Grandma?

Olga: Oh, one of the doctors, whom I've known for ages, has just phoned me and asked for help.

Mark: What has happened?

Olga: A Russian lady and her son came to the hospital this morning. The boy is very ill, but he and his mother can't explain anything. I have come to translate for them.

Misha: I can help too.

Rob: We'll all go.

Olga: Thank you, but I don't think it's a good idea. I can't take all of you with me.

Emily: Grandma is right. Let Misha go with her and we'll wait here.



- 3 The tourist  
the mean

- 4 Read the

- 1 Lena and  
in Americ



3





- 3 The tourists from Russia told Misha their story. Look at the pictures and guess the meaning of the words.



- 4 Read the story and find out what happened to Kolya.

- 1 Lena and her son Kolya had been sightseeing in America until one morning...



What's wrong with you?



I can't stand up.  
I'm feeling weak.

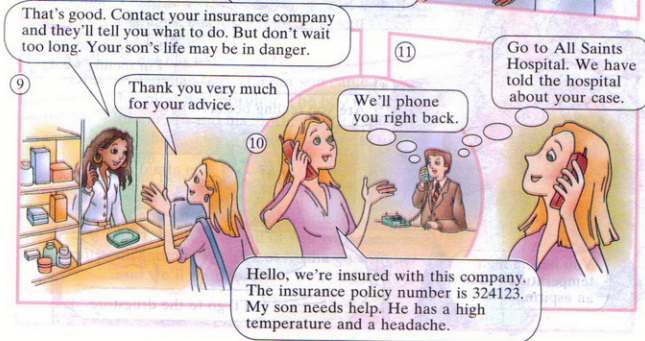
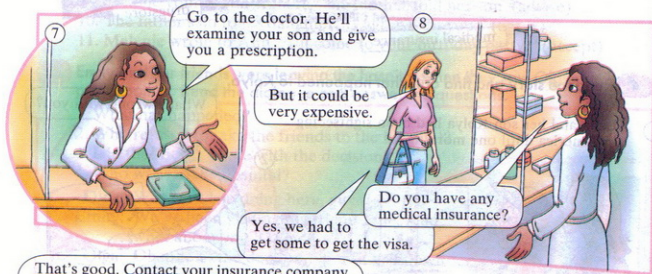
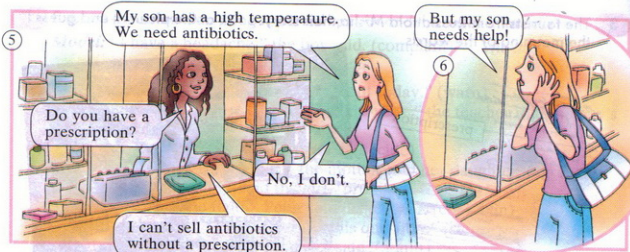


You have a high temperature! Take an aspirin.

4 Are you feeling better?

I'm afraid not.

I'll go to the drugstore.



5 Mishra is being hospitalized. Try list on page

6 Listen to the version on

7 Read about and then write

Model: The repl very

1. He added for two da
2. The docto and a nas goodbye
3. The shop warned L spray cost have eno her to pho
4. The insur medicine
5. In the en good idea Kolya ag



8 What have

1. In Ameri
2. In Ameri
3. Tourists a foreign
4. People sh
5. In Ameri



to All Saints  
hospital. We have  
the hospital  
at your case.



5 Misha is helping the tourists from Russia tell their story to the doctors in the hospital. Try to write the story in reported speech. Use the verbs from the list on page 100.

6 Listen to the story and check your version of it. In most cases more than one version can be correct.

7 Read about what happened at the doctor's office and then write dialogues for the pictures.

I have a headache and I'm feeling very weak.

Where does it hurt?

**Model:** The doctor asked Kolya where it hurt. Kolya replied that he had a headache and was feeling very weak.

1. He added that the boy would have to stay in bed for two days and take some medicine.
2. The doctor gave Lena a prescription for antibiotics and a nasal spray. Then the Russian tourists said goodbye and went to the drugstore.
3. The shop assistant took the prescription and warned Lena that the antibiotics and the nasal spray cost \$180. Lena exclaimed that she didn't have enough money, but the shop assistant advised her to phone the insurance company again.
4. The insurance company agreed to pay for the medicine and Lena thanked them for that.
5. In the end Lena decided that it had been a very good idea to get some medical insurance. Kolya agreed.



1



2



3



4



5

8 What have you learned from this lesson? Are these statements true or false?

1. In America you can't buy any medicine without a prescription.
2. In America buying medicine without a prescription is more expensive.
3. Tourists should get medical insurance only if they need it to get a visa for a foreign country.
4. People should get medical insurance because it will help them if they get ill.
5. In America medicine is more expensive than in Russia.

## Homework

- A** Read the story and rewrite it in reported speech. Answer why the first manager couldn't insure the man's life.

### Honesty

A young man went into an insurance office. He wanted to get some life insurance. The manager of the company said to him "We'll have to ask you a couple of questions."

"That's OK," the young man answered. "I'm happy to answer your questions."

"Did your parents have any illnesses?"

"Yes, actually. My mother was very unhealthy when she was a child, and she had problems with her health all her life."

"And was your father healthy?" the manager asked.

"Not really, he had heart problems."

"I'm sorry to hear that," the manager said quietly. "How old were they when they died?"

"Oh, they were still very young. My mother was thirty-five and my father was forty."

The manager sighed. "I'm sorry, sir," he said, "but I can't give you any life insurance."

When the man was leaving the office, another manager came up to him. "You mustn't be so honest with people," he smiled. "Next time use your imagination and make something up."

The young man went to another insurance company. The manager immediately asked him "Did your parents have any illnesses?" and "How old were they when they died?" But this time the young man was ready with an answer.

"My mother was very keen on sports. She died when she was ninety because she fell off her bike. My father was ninety-nine and died while he was playing football. He had missed the ball and was very upset about it."

The manager gave a big smile. "We must give you some life insurance right away, sir!" he said.

- B** Be ready to retell the story.
- C** Turn the following sentences into reported speech. Use *ask*, *advise*, *agree*, *refuse*, *complain*, *promise*.
- "Don't phone Liz now," he said.
  - "Will you help me?" she asked. "Never," he said.



### D Translat

- Нам о
- Он о
- Мы п
- Прод
- Она
- Она
- Они
- Она
- Друз

### Lesson

#### 1 Listen to

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3. "Would you like some juice?" Bill asked. "Yes, please," Lisa said.
4. "May I give you some advice?" he said to the woman.
5. "I have a toothache," the girl cried.
6. "Of course I'll lend you the money," her brother said to her.
7. "I'll do my best to come back by 10 o'clock," Wendy said to her mother.

**D** Translate the sentences into English.

1. Нам предложили помощь.
2. Он отказался идти на вечеринку.
3. Мы посоветовали им позвонить врачу.
4. Продавец отказался продать лекарство без рецепта.
5. Она обещала послать телеграмму вечером.
6. Она согласилась встретить его.
7. Они не приняли нашего приглашения.
8. Она пожаловалась, что у сына высокая температура.
9. Друзья не советовали ей ехать в Египет летом.

**Lessons 8, 9**

**George Washington and Thomas Jefferson**

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

*to make smb pay taxes* — заставить кого-либо платить налоги  
*to afford to do smth* — позволять себе делать что-либо  
*to boycott* — бойкотировать  
"No taxation without representation" — "Нет налогам без представительства"  
*deadline* — крайний срок  
*to climb smth* — взбираться куда-либо  
*to empty smth* — высыпать что-либо  
*Bostonians* — жители Бостона  
*Boston Tea Party* — "Бостонское чаепитие"  
*to separate* — отделять  
*to retire* — уходить на пенсию  
*an estate* — поместье

*Mount Vernon* — Маунт-Вернон  
*to break out* — разразиться  
*to take part in smth* — участвовать в чем-либо  
*badly trained* — плохо обученный  
*experienced* — опытный  
*an effort* — усилие  
*in vain* — напрасно  
*although* — хотя  
*authority* — авторитет  
*to ignore smb / smth* — игнорировать кого-либо / что-либо  
*to preside* — председательствовать  
*to work out* — разрабатывать  
*completely* — совершенно  
*to set up smth* — основывать что-либо

- 2 Emily's friends asked her mother to tell them everything she knows about George Washington. Read the text and do the task of Ex. 3.

### Washington

George Washington was the first President of the USA. He was born on 22 February 1732 into the family of a rich Virginia landowner. In his early twenties, Washington took part in the war which the British Empire was fighting against France for the new territories in America. This was later called the French and Indian War. Washington fought bravely, but he didn't stay in the British army. He was very unhappy about how badly the American officers were being treated by the British generals.

In 1765 the British government decided to make the Americans pay taxes, but they forgot about the independent spirit of the colonists, whose ancestors had travelled across the ocean to find liberty and independence. Although the tax wasn't high and the colonists could afford to pay it easily, they were angry when they heard about the new law. The colonies were not even represented in the British Parliament, so nobody asked their opinion about the new taxes. The Americans then decided to boycott British goods. "No taxation without representation" were the words repeated by all the Americans.

So a war between Great Britain and its American colonies was about to start, but nobody could ever imagine that it would all begin over tea.

It happened in 1773 when British ships loaded with tea and guarded by warships came into Boston Harbour. The tea had to be unloaded and the tax on it had to be paid by midnight on December 16, 1773. The Bostonians



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decided that they were not going to accept the tea and were not going to pay the tax on it. At night, just before the deadline, the colonists dressed as Indians quietly climbed up into the ships. They opened the boxes of tea and emptied them all into the harbour. They called this the Boston Tea Party, and it became the first in a line of events that led America to separate finally from the British Empire.

At that time Washington, who had retired from the army, was enjoying a peaceful life as a landowner on his family's estate near Mount Vernon. But this peaceful life didn't last long because the Revolutionary War with Great Britain broke out soon after the Boston Tea Party. As a leader of Virginia's opposition to British colonial policies, Washington took an active part in the First and the Second Continental Congresses in 1774 and 1775-1776. At that time the Congress was a kind of American government which consisted of delegates from all of the thirteen colonies. The Second Congress chose Washington as head of the colonists' army. Washington found himself with a force of 14,000 badly trained men, who had no discipline and quickly lost their morale when things went wrong. But their leader didn't lose hope; he decided to train his army and took advice from more experienced generals. His efforts were not in vain; in 1781 America won a six-year-long war and in 1783 peace with Great Britain was signed.



Although the victory made George Washington a national hero, he dreamed about getting back to his farm in Mount Vernon. However, his authority was badly needed again when the young country was faced with new problems after the war. The independent states disagreed on many questions, and wanted to have their own laws and make their own decisions. The Congress was so weak that it was ignored both at home and abroad. It was clear that America needed a stronger central government.

In 1787 Congress asked each state to send delegates to a "constitutional convention" to discuss the situation. Washington presided over the convention, and the delegates worked out a completely new system of government. They called this system the Constitution of the United States. In 1789 when it came to choosing the head of state, everybody voted for Washington.

As the first President, Washington had to make a lot of important decisions for the first time. Washington set up a lot of political institutions, decided

on where to have the American capital, which was given his name, and ordered the building of the White House, the home of all American presidents ever since. For all the great things that he did Americans call him “the Father of our Country”.



**3** Correct the mistakes in Washington’s biography.

1. 22 February 1732 – Washington was born into a very poor family.
2. 1765 – The British government decided to make the Americans pay taxes.
3. 1773 – Washington took part in the Boston Tea Party.
4. 1774 – Washington represented the state of Virginia in the First Continental Congress.
5. 1774 – Washington was chosen to be the head of the British army.
6. 1775–1776 – Washington lead a peaceful life on his estate.
7. 1781 – America won the war against Spain.
8. 1983 – Peace with Great Britain was signed.
9. 1787 – Washington took part in a “constitutional convention”.
10. 1789 – Washington was elected President of the USA.

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

Thomas Jefferson [tɒməs ˈdʒefənsən] – Томас Джефферсон  
 court [kɔ:t] – суд  
 an alliance [əˈlaɪəns] – союз  
 a figure [ˈfɪɡə] – цифра  
 to lock up – запереть  
 a study – кабинет

Thomas Jefferson came from a very good family and Mary. He was the first elected president respected for his time Jefferson until 1774.

But as you know Thomas Jefferson it happen? the mother of the 1775 he was in Congress.

In 1776 it was possible Jefferson British king who are good Jefferson w

Jefferson a good writ 17 days. In





5 Read the text and be ready to answer the questions of Ex. 6.

### Jefferson

Thomas Jefferson was born in Virginia, on 13 April 1743. His father, Peter Jefferson, and his mother, Jane Randolph, both came from the most respected Virginian families. Young Thomas had a very good education, and he read law in the College of William and Mary. He was 25 when he was elected to the House of Burgesses, the first elected legislative assembly in the New World. Jefferson was greatly respected for his writing talent, though he was never a good speaker. At the same time Jefferson started a successful career as a professional lawyer and practised until 1774, when the courts were closed by the American Revolution.

But as you may know this was not the end of his political career; much later Thomas Jefferson was to become the third President of the USA. How did it happen? Let me tell you. From the beginning of the American War with the mother country, Jefferson stood with the most radical of the patriots. In 1775 he was chosen as a delegate from Virginia to the Second Continental Congress.

In 1776 the Congress decided that no further alliance with Great Britain was possible, and America had to become an independent country. Thomas Jefferson was chosen to write the official document which would inform the British king and the world about the decision of the Congress. Those of you who are good with figures have probably already realized that at that time Jefferson was only thirty-three years old.

Jefferson locked himself up in his study and started to write. He was always a good writer and soon the draft of the document was ready. It took him only 17 days. In this document Jefferson expressed the ideas of freedom which

were very dear to him. He wrote that all men have the same rights. Regardless of birth, wealth, or status everybody had the right to life, freedom and happiness. He also thought that the government is the servant, not the master, of human beings and that governments were created by people in order to protect their rights.

The Congress read Jefferson's document and, after some changes were made, it was signed by all the delegates from the thirteen colonies on July 4, 1776. The document was called the Declaration of Independence. That's how it started...



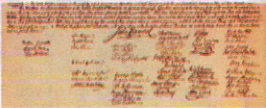
## THE DECLARATION OF INDEPENDENCE

*The unanimous Declaration of the thirteen united States of America*

IN CONGRESS, JULY 4, 1776.

### The unanimous Declaration of the thirteen united States of America.

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the people of the earth a new and separate station, with which they wish to be reckoned, they should first declare the reasons which justify them.



“We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

The Declaration of Independence became one of the most important documents for America because it declared American independence from Great Britain and actually started its history as a nation. In memory of this every year Americans celebrate July 4 as Independence Day.

The Declaration made Jefferson extremely popular, but he wanted to spend more time with his family and try to do more for his own state, so he left Congress and returned to Virginia, where three years later he was chosen as governor. All in all, Jefferson served the state of Virginia and his country for more than forty years. He was a US minister to France, Secretary of State under George Washington, Vice-President, and then President of the United States from 1801 to 1809. Jefferson doubled the size of his country when he bought the huge territory of Louisiana from France.



The inscription on Jefferson's tombstone, which he wrote himself, doesn't say anything about all of this. It reads that Thomas Jefferson was “author of the Declaration of American Independence, author of the State of Virginia for religious freedom, and Father of the University of Virginia” and, as Jefferson wanted it, “not a word more.”

a study - kabuier

6 Answer

1. What
2. How
3. Why
4. Who was
5. What
6. What

7 Match

- Independence
- All r
  - Gov
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8 Read th

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and an

1. Are
- and
2. Who
3. What
4. Why

Misha

Emily

Mark

Emily

Misha

Mark

**6 Answer the questions.**

1. What is the Declaration of Independence?
2. How long did it take Jefferson to write it?
3. When was the Declaration of Independence signed?
4. What was Washington doing when the Declaration of Independence was signed?
5. What posts did Jefferson occupy during his lifetime?
6. What was Jefferson himself proud of?

**7 Match Jefferson's ideas with the exact words from the Declaration of Independence.**

- All men have the same rights.
- Governments are created by people in order to protect their rights.
- Regardless of birth, wealth, or status everybody has the right for life, freedom and happiness.
- The government is the servant, not the master, of human beings.

**8 Read through the texts about Jefferson and Washington and find the paragraphs which describe the same events.**

**9 Read what the friends are talking about in the conversation and answer the questions.**

1. Are the friends going to look for information about Abraham Lincoln and Theodore Roosevelt?
2. Where do the friends hope to find the treasure?
3. What did the friends decide to do?
4. Who was against the plan? Why?

Misha: That's a lot of information. And so far we've only learnt about Washington and Jefferson.

Emily: I don't think that Robin MacWizard knew very much about them himself.

Mark: I agree with you. We must find a simpler answer.

Emily: What did you say? Of course! How could I be so stupid? There's a very simple answer. All the presidents lived in Washington in their official residence, which is called the White House.

Misha: You're right! I heard that every American president has lived there. We must go to Washington.

Mark: I'm not so sure about that. In his note Robin only wrote about four presidents, not about ALL of them.



- Rob: Don't be such a bore, Mark. We have to check every idea.
- Emily: And look. Now the meaning of the picture is clear: there is a big letter "W" written here. It means Washington or the White House. I'm sure we're on the right track.
- Misha: Yes, but Washington isn't just round the corner.
- Emily: It's not so far away. If Grandma Olga agrees to take us by car, we should be there in less than six hours. I'll go and talk to her and you pack your things, guys. We should hurry up.

## Homework

### A Choose the correct answer.

- The Boston Tea Party is
  - a party that the British king organised for his American friends.
  - a welcome party that the Bostonians organised for some important British politicians.
  - the night when the Bostonians threw boxes of tea in the water as protest against British taxes.
- The War of Independence was the war between
  - the Americans and Indians.
  - the Americans and Great Britain.
  - the Americans and Great Britain on one side and France on the other.
- The reason for the war was that
  - the Americans wanted to get new territories.
  - the Americans didn't want to pay taxes.
  - the black slaves in America wanted freedom.
- The Constitution is
  - the document which made America an independent country.
  - the document which describes how the American government should function.
  - the name of a new American capital.
- The Declaration of Independence is
  - the document which made America a democratic country.
  - the document which made George Washington the President of the USA.
  - the document in which the USA declared their independence from Great Britain.

**B** Read the text about Thomas Jefferson again and write his short biography. Use extra information sources if you want to.

**C** Write a short biography of any famous Russian politician or tsar. Use any source of information that is available to you.

to diet

to come  
to feel gu  
to have e  
to gain w  
to lose w  
to have l  
self-es

physical  
to burn o  
conveni  
balanced  
fast food  
to conta  
to conta  
to do ex

### Your active vocabulary

to diet

to come out

to feel guilty

to have excess weight

to gain weight

to lose weight

to have low / high  
self-esteem

physical activity

to burn calories

convenience food

balanced diet

fast food restaurant

to contain energy

to contain fat

to do exercise

to skip meals

to feel full

soda

It's OK.

It's delicious.

I can't stand it.

It's disgusting.

It's not enough.

I'm allergic to...

I'm a vegetarian.

It's good for me.

I should eat more...

That's too much.

I'll have to be more  
careful with...

I can gain weight if  
I eat too much of...

to admit

to complain

to explain

to reply

to warn

to add

to exclaim

prescription

medical insurance

drugstore

## 4

## Do your parents understand you?

## Lessons 1, 2

## One day they'll be proud of me



## Сложное дополнение / Complex object

Сложное дополнение — это конструкция, выполняющая в предложении функцию члена предложения — дополнения. Сложное дополнение состоит из существительного в именительном падеже или местоимения в объектном падеже, за которыми следует инфинитив.

Существительное / Местоимение + инфинитив

Существительное или местоимение выражает лицо, которое совершает действие, выраженное инфинитивом.

В предложении "His mother wants Peter to help her in the garden." **дополнением** к глаголу *want* является сочетание Peter to help, состоящее из существительного *Peter* и инфинитива *to help*.

His mother wants him to help her in the garden. (Сложное дополнение состоит из местоимения *him* и инфинитива *to help*.)

На русский язык **сложное дополнение** переводится придаточными изъяснительными предложениями, которые вводятся союзами *что, чтобы, как*.

*His mother wants Peter to help her in the garden.* — Мама хочет, чтобы Питер помог ей в саду.

Местоимение в объектном падеже переводится на русский язык местоимением в именительном падеже.

*I want him to translate this text.* — Я хочу, чтобы он перевел этот текст.

**Сложное дополнение употребляется после глаголов, выражающих желание:**

- **to want** — *I want you to learn English.* — Я хочу, чтобы ты изучал английский.
- **to expect** — *I expect her to come on time.* — Я ожидаю (надеюсь), что она придет вовремя.
- **to like** в сочетании с **would** — *He would like us to read this book.* — Он хотел бы, чтобы мы прочитали эту книгу.

## 1 Translate the sentences into Russian.

1. We expect them to come at 5 o'clock.
2. Mike doesn't want Helen to explain anything.
3. I didn't want my sister to phone him.

## 2

Express

1. I w
2. Th
3. Th
4. Sh
5. To
6. Ou
7. I d
8. I d

## 3

Make

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2. he
3. no
4. the
5. ou
6. he
7. a g
8. ou

## 4

Listen

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to ob  
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- Mum would like me to become a doctor.
- My friends don't want my sister to go out with us.
- Do they expect him to arrive soon?
- What do you want us to do?
- I would like you not to invite Boris to the party.

**2 Express the same idea using the complex object.**

- I want (he) to be my friend.
- They would like (we) to learn English.
- They expected (she) to arrive at 6 p.m.
- She doesn't want (her daughter) to come home late.
- Tom expects (I) to write a letter every week.
- Our parents want (we) to be friends.
- I'd like (you) to offer him help.
- I don't want (she) to read the letter.

**3 Make your own sentences from the words below. Then translate them into Russian.**

- want / me / to pay by card / shop assistant
- her mother / Alice / to try a dress on / would like
- not to come so late / her parents / want / Ann
- they / Jack / to invite them to their house / expect
- our teacher / us / expect / to make a report
- her brother / Jane / to start dieting / not want
- a guide / her / to pay attention to the picture / would like
- our parents / my sister / expect / to go to university

**4 Listen to the words and expressions and repeat them after the speaker. Which of these expressions are considered typical expressions used by teenagers?**

- |   |   |
|---|---|
| to pay attention to smb / smth —<br>обращать внимание на кого-<br>либо / что-либо | to nag smb — пилить кого-либо<br>to drive smb mad — сводить кого-<br>либо с ума |
| to behave [br'heiv] — вести себя<br>behaviour [br'heivjə] — поведение             | to do chores [tʃɔ:s] — делать ра-<br>боту по дому                               |
| to obey smb / smth — слушаться<br>кого-либо, выполнять что-либо                   | relationship [rɪ'leɪʃənʃɪp] — взаи-<br>моотношения                              |
| to embarrass smb [ɪm'bærəs] —<br>приводить кого-либо в заме-<br>шательство        | pocket money — карманные<br>деньги  |
| to treat smb like a child — относить-<br>ся к кому-либо, как к ребенку            | No matter how much I object. —<br>Как бы я не возражал.                         |
| to grow up — вырастать, стано-<br>виться взрослым                                 | I couldn't care less. — Мне все<br>равно.                                       |
| to get mad with smb — сердиться<br>на кого-либо                                   | They don't understand a thing. —<br>Они ничего не понимают.                     |

- 5 Use the phrases from the list and say:
1. What do parents want their children to do?
  2. What don't parents want their children to do?

**Model:** *Parents usually want their children to behave well.*

1. What do children want their parents to do?
2. What don't children want their parents to do?

**Model:** *Children want their parents to give them more pocket money.*

- 6 a) Read the list of problems that teenagers may have with their parents.  
b) Emily's younger brother, John, has similar problems with their parents. He has written a song about it and is singing it to Misha, Mark and Rob. Listen to the song and tick all the problems that John mentions.

1. Parents make their children do chores.
2. Parents nag their children.
3. Parents don't give their children any pocket money.
4. Parents control their children.
5. Parents let their children down.
6. Parents don't understand their children.
7. Parents don't respect their children.
8. Parents don't trust their children.
9. Parents check that their children have done their homework.
10. Parents don't let their children decide who they should be.
11. Parents hate their children's girlfriends / boyfriends.
12. Parents don't like their children's friends.
13. Parents always want to know what's going on in their children's life.
14. Parents don't like their children's music.
15. Parents don't pay attention to their children.
16. Parents punish their children for everything.

- 7 Read the song and answer the questions.

1. What problems does John have with his parents?
2. What is John fed up with?
3. What problems do John's parents have with him?
4. Does John understand his own faults?
5. What things does John say are the most important in his relationship with his parents?



## Homework

- A Express so  
Use the w

**Model:** Jo

1. John w
2. John w
3. John's
4. John's
5. John r





Well my parents are fine, I can't complain,  
But there are things that they'll have to explain.  
They can't stand my music, my clothes and my mates,  
And they nag me for days if I come home late.

But when I say that I've grown up and need my space,  
They don't listen. They just make a clever face.  
They control me no matter how much I object.  
They don't understand a thing about respect.

My parents are choosing who I should be,  
But why don't they leave the decision to me?  
They never forget to say what they expect,  
But what about friendship, trust and respect?

And then they talk about my future and success,  
I don't listen because I couldn't care less.  
I upset them because I always disobey,  
But I hope they will be proud of me one day

I'm quite cool, my parents shouldn't complain,  
But there are things that I'll have to explain.  
I get on their nerves and I drive them mad,  
So now is the time to say sorry for that.

But then they talk about my future and success,  
I don't listen because I couldn't care less.  
I upset them because I always disobey,  
But I hope they will be proud of me one day.



## Homework

- A Express some of the ideas from the song in your own words.  
Use the words and phrases.

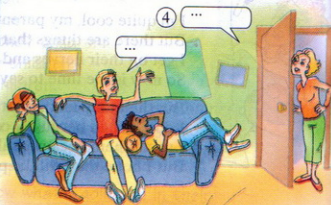
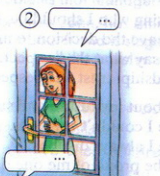
**Model:** John admits that his parents are cool, but he would like them to explain some things.

1. John would like his parents / wants them / expects his parents ...
2. John wouldn't like his parents / doesn't want his parents / doesn't expect his parents ...
3. John's parents would like him / want him / expect him / make him / let him ...
4. John's parents wouldn't like him / don't want him / don't expect him / don't let him ...
5. John refuses / hopes / admits / complains / agrees / thinks

- B** What are the people in the pictures saying to each other? Use the following phrases to write short dialogues.

**Parents:**

1. You're driving me mad!
2. I'd like you to go to university when you finish school!
3. Why have you locked the door again?
4. That music is getting on my nerves.
5. Have you done all your chores?



**Children:**

- a) Can't I decide for myself?
- b) Please don't nag me, Mum.
- c) Will you give me some pocket money this week?
- d) But we need to have some fun!
- e) Leave me alone. I need my space.

- C** What problems do you have with your parents?



Употребляйте  
to make

После  
She ma  
комнату  
Don't  
приходи

**1** Translato

1. Don
2. She
3. I let
4. You
5. The
6. "Wil
7. She

**2** Use the

1. We
2. She
3. The
4. Who
5. I wo
6. Don

**3** Translato

1. Mo
2. He
3. Or
4. Of
5. Hi
6. Po
7. Я
8. Я
9. Ce
10. Be



Употребление сложного дополнения после глаголов  
to make (заставлять) и to let (позволять)

После этих глаголов инфинитив употребляется без частицы *to*.

*She makes her son clean his room every day.* — Она заставляет сына убирать комнату каждый день.

*Don't let your daughter come home late.* — Не позволяйте Вашей дочери приходить поздно.

**1** Translate the sentences into Russian.

1. Don't let him come to our house again.
2. She made her son tell the truth.
3. I let her talk for about ten minutes.
4. You can't make me obey you!
5. The father didn't let his son drive his car.
6. "Will you let me say something now?" I asked.
7. She made him promise to come back.

**2** Use the complex object with or without *to*.

1. We expect you... come to his birthday.
2. She made him... promise to give the picture to her.
3. The teacher wanted me... read this book.
4. Who made your brother... do it?
5. I wouldn't like my friends... see me now.
6. Don't let them... upset you so much.

**3** Translate the sentences into English.

1. Мои родители хотят, чтобы я стал врачом.
2. Нина хочет, чтобы сын ее слушался.
3. Они не хотели, чтобы он узнал об этом.
4. Она не позволяет дочери приходить домой поздно.
5. Никто не заставлял его делать это.
6. Позвольте мне задать вопрос.
7. Я ожидала, что они придут сегодня.
8. Лиз хотела, чтобы Майк встретил ее.
9. Сергей хотел, чтобы его друзья поняли его.
10. Вы хотите, чтобы я позвонил ей?

- 4 Listen to the conversation of Ex. 5 and say what's happened to John. Choose from the following.

1. John can't go out because his parents are very strict. They don't respect his freedom and they make him stay at home.
2. John used to go out a lot, but he can't now because he didn't warn his parents that he would be late, so they don't trust him anymore.
3. John can go to the disco only if he does all the chores and helps his parents do some housework.

- 5 Read the conversation for detail.

Mark: What happened here yesterday? Your brother John and your parents aren't talking to each other.

Emily: John wanted to go to the disco again.

Rob: What's wrong with that?

Emily: It's a long story. John is going to be fifteen this year and our parents used to let him go to the disco with his friends. Everything was OK until a month ago: John always came back on time and everybody was happy. A month ago John went to the disco as usual and promised to be home at ten o'clock. When he didn't come at ten, our parents expected him to phone and tell them what was going on, but he didn't phone. That night he came home at midnight and our parents were very upset. After that night they warned John not to do it again and our parents let him go back to the disco. But then he was late again and once again he didn't phone. A couple of days later John's teacher asked our parents to come to the school. He told Mom and Dad that John had been getting a lot of bad marks in the last few months. Our parents wanted John to explain everything and asked him a lot of questions, but he refused to answer them. Since then our parents haven't let him go out, and every Friday when his friends go to the disco and have fun, he has to stay at home and watch TV.

Rob: That's really not fair!

Misha: They make a fifteen-year-old stay at home! They don't have much respect for him!

Mark: I don't agree with you. John's parents trusted him and he let them down. It's his own fault.



- 6 Who is

1. They
2. They
3. They
4. He
5. They
6. Since

- 7 Reread

- 8 What d  
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experie

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2. John  
a) Jo  
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3. Joh  
a) he  
last
4. Joh  
a) he  
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resp

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our parents

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midnight and

John

disco. But

A couple



6 Who is saying these words? Replace the pronouns with the correct speakers.

1. They used to let him go to the disco with his friends.
2. They expected him to phone and warn them that he would be late.
3. They let him go to the disco again.
4. He told them that that John had been getting a lot of bad marks in the last few months.
5. They wanted him to explain his behaviour.
6. Since then our parents haven't let him go out.

7 Reread the conversation and find all the sentences with the complex object.

8 What do you think? Choose the correct answers. Discuss and support your position with sentences from the dialogue in Ex. 5 and from your own experience.

1. John's parents and John aren't talking to each other because
  - a) his parents are angry with John.
  - b) his parents didn't let John go to the disco.
  - c) his parents don't understand John.
2. John's parents were upset because
  - a) John came home late.
  - b) John went to the disco.
  - c) John hadn't phoned.
3. John's parents don't let John go to the disco anymore because
  - a) he has come home late twice.
  - b) he had been getting bad marks in the last few months.
  - c) they can't trust him anymore.
4. John doesn't want to explain anything because
  - a) he thinks that his parents won't understand him.
  - b) he thinks that his parents won't like his explanation.
  - c) he thinks that his parents don't respect him.

### How to build words

What are the most important things for you in your relationship with your parents?

Form the necessary nouns from these words. Use the suffixes: **-ship, -ness, -ment, -hood, -ing, -dom, -ment** or conversion.

friend, wise, happy, trust, kind, understand, help, love, free, fair, agree, close, forgive, polite

## Verb activator

### The verbs *to make* and *to do*

**9 Match the expressions with the translations.**

Which two expressions have the same meaning?

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. to make up one's mind    | a) делать доклад            |
| 2. to make progress         | b) делать успехи            |
| 3. to make friends          | c) зарабатывать деньги      |
| 4. to make a report         | d) подружиться              |
| 5. to make noise            | e) шуметь                   |
| 6. to make a decision       | f) принять решение          |
| 7. to make money            | g) сделать ошибку           |
| 8. to make a mistake        | h) принять решение          |
| 9. to do somebody a favour  | i) делать кому-то одолжение |
| 10. to do a course          | j) учиться                  |
| 11. to do housework, chores | k) готовить                 |
| 12. to do homework          | l) делать работу по дому    |
| 13. to do sports            | m) делать домашнюю работу   |
| 14. to do some shopping     | n) заниматься спортом       |
| 15. to do some cooking      | o) делать покупки           |

**10 Fill in the gaps. Use the correct form of *make* or *do*.**

- I'm busy. Tomorrow I'm going to ... a report.
- Why are you ... so much noise? What's the matter?
- What does she ...? She is a doctor.
- Kate must ... up her mind quickly. The train is leaving.
- Do you ... any sports? Yes, I ... aerobics. And you?
- Have you ... your homework? — Not yet.
- Could you ... me a favour and ... the shopping for me?
- I have ... the same mistake again. Mom is going to nag me for a week!

**11 Translate the sentences from Russian into English.**

- Почему Вы решили помочь им?
- “Чем он занимается?” — “Он программист”.
- “Вы можете оказать мне услугу?” — “Да, конечно”.
- Он заставил свою дочь сделать домашнюю работу.
- Никто не мог заставить ее заниматься спортом.
- Если он не будет делать домашнюю работу, он делает много ошибок в тексте.
- Если вы хотите много зарабатывать, вы должны много работать.
- Он делает успехи в математике.
- Мне бы хотелось, чтобы Вы сделали доклад на эту тему.

## Homework

**A Answer**

- When
- John
- What
- didn't
- What

**B Translate**

- Make
- One
- Read
- One
- One
- Has
- One
- Mar

**C Write s**

change

**Model**

- I, w
- he, v
- he, r
- they
- we, t

**D Complete**

- She
- He
- I alw
- Who
- Jeff
- Fina
- Will
- Has

## Homework

### A Answer the questions about the dialogue from Ex. 5.

1. Where did John use to go with his friends?
2. John used to come back on time, didn't he?
3. What did his parents expect him to do when he didn't come back on time?
4. What did John's teacher tell his parents?
5. What did John's parents expect him to do?



### B Translate the sentences into English.

1. Мне не хотелось бы, чтобы его родители узнали об этом.
2. Они ожидали, что он позвонит.
3. Родители хотят, чтобы их сын приходил домой вовремя.
4. Она заставила сына принять аспирин.
5. Она заставила свою подругу сказать правду.
6. Наши друзья хотят, чтобы мы пошли в кино с ними.
7. Она не ожидала, что они приедут во вторник.
8. Мэри не хотела бы, чтобы ее дочь похудела.

### C Write sentences with the words below. Use the complex object and make any changes necessary. More than one version is possible.

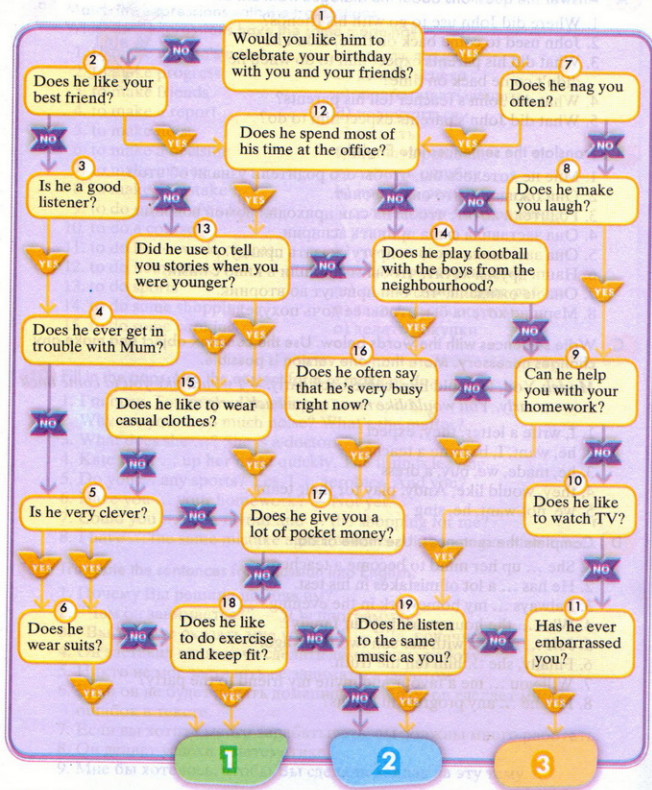
**Model:** You, I, would like, come back early. — *I would like you to come back early. You would like me to come back early.*

1. I, write a letter, they, expect
2. he, want, I, become a teacher
3. he, made, we, buy, a dress
4. they, would like, Andy, play for their team
5. we, not want, he, sing

### D Complete the sentences. Use *make* or *do*.

1. She ... up her mind to become a teacher.
2. He has ... a lot of mistakes in his test.
3. I always ... my homework in the evening.
4. Who ... the housework in your family?
5. Jeff ... friends with her son two years ago.
6. Finally, she ... him tell the truth.
7. Will you ... me a favour and invite my friend to the party?
8. Has he ... any progress in Maths?

- E** Follow the flow chart and find out more about your relationship with your father. Is he like Carlson who lives on the roof, Gena the crocodile or Matroskin the cat? See your results on page 134.





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

to be fed up with smb / smth — быть сытым по горло кем-либо / чем-либо

to lecture smb [ˈlektʃə] — читать нотации кому-либо

to be a loser [ˈlʊzə] — быть неудачником

to be cool with smth — воспринимать что-либо спокойно

to reach a compromise — достигнуть компромисса

to be grateful / ungrateful to smb for smth — быть благодарным кому-либо за что-либо

to deserve smth — заслуживать чего-либо

It occurred to me. — Мне пришло в голову.

- 2 Express the same idea in a different way. Use the expressions below.

to be fed up with smb, to lecture smb, to reach a compromise, to leave smb alone, to pay attention to smb, It didn't occur to me, to embarrass, to be mad with smb, to do chores

- Some boys at school are ignoring me.
- I never thought about it before.
- My parents often nag me about my friends.
- We talked about it but we couldn't agree.
- My sister's behaviour made me feel uncomfortable.
- My parents are very angry because I was late again.
- I want my parents to leave me alone.
- I don't want to do any housework. It's a waste of time.
- I've had enough of my older brother.

- 3 John has written about his problem to his favourite magazine. They published his letter, but they didn't answer it. The magazine wanted the readers to answer John's letter. Read through the letters in Ex. 4 and find John's. What does he do on Fridays?

- 4 Now read the other teenagers' letters in detail. What do teenagers complain about? Give each letter a suitable heading.

1. I'm fed up with my parents. They always tell me what to do but they never listen to me. All they want to know is whether I've done my homework and chores. When I want to talk to them, Mom tells me to go and ask Dad, and Dad tells me to go and ask Mom. They give me enough pocket money and buy me nice clothes, but I'd like them to pay me more attention. They're never there for me. Help!

2. My parents control my life. When I make a new friend, they want me to bring him or her to our flat straightaway. If I want to go to a party, they lecture me for days about how I should behave and when I should come home. Even if I promise to come home by nine, they still phone me every hour to check where I am. They embarrass me in front of my friends. When my phone rings, my friends know exactly who it is and call me a mommy's boy. What should I do? I don't want to disobey my parents, but maybe I should? How do I explain to my parents that I'm fifteen, and they shouldn't treat me like a child?

3. My parents want me to go to university and make a lot of money. They have a strict plan, which I have to follow. They make me stay at home and study all the time. At weekends my friends go to clubs or to the shops, but I can't go out. I have to study. When I try to tell my parents that I'd like to spend some time with my friends, they refuse to listen. They say that all my friends are losers. I understand that they want the best for me but they have to understand: I want to live my own life and make my own choices. They expect me to earn a lot of money, but there's more to life than that, isn't there?

4. My mom is normally cool with most of the things that I do. She understands that I need my own space. She has nothing against make-up and she likes all my friends. Last month I introduced my boyfriend to her and she was great. My boyfriend was really impressed. The only problem I have with her is when I want to come home late. All my friends go to clubs and stay out until ten thirty, but I have to be home by nine o'clock, so I miss all the fun. If I'm ten minutes late, she gets mad with me and nags me for days after that. What can I do?

5. All of my friends get a lot of pocket money and spend it on anything they want. But my parents are against pocket money. They buy me fashionable clothes and other things that I need, but they refuse to give me any money. The situation is very embarrassing.

So I decided to earn my own money. I found an evening job, but my parents were against it. They said I had to study and do sports after school and not work in the evening. That's fine, but I'm nearly fifteen and I'd like to be more independent. So I started work in our local McDonald's. I worked on Friday evenings and told my parents that I'd been at the disco. Everything went fine until one day I came home late.

One of the  
job for him  
either. My  
Unfortunat  
was late a  
me out an

5 Sometimes b  
to the same  
them with th

a) I try to re  
some thin  
I have to  
streets an  
any more  
kidnappin  
I try to ta

b) We think  
very activ  
are busy  
he should  
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c) Our son i  
hard if he  
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our son is  
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One of the other workers at the restaurant was ill and I had to do his job for him. I was very busy with the customers, so I couldn't phone either. My parents were very angry, but I promised not to be late again. Unfortunately, on the Friday after that something happened again, so I was late again. Now my parents are very angry with me. They don't let me out any more. What should I do?

**5** Sometimes both teenagers and their parents send letters about their problems to the same magazines. Read through the letters from the parents and match them with the letters from their children.

a) I try to respect my daughter's views, tastes and friends, but there are some things that I can't agree with her about. If she leaves the house, I have to know where she is and when she'll be back home. In my time, streets and parks used to be safe places, but nowadays they aren't any more. The newspapers and TV are full of terrible stories about kidnapping. So every time my daughter comes home late, I worry. I try to talk to her about it, but she doesn't understand.

b) We think our son is angry with us. We're both working and have a very active lifestyle. We spend a lot of time at work and sometimes we are busy at weekends too. Our son is very important to us. We think he should grow up to be independent, so sometimes we leave him to make his own decisions. Of course, we do everything for him and always buy him what he wants, but he looks always unhappy. We don't know what to do.

c) Our son is very clever but he's not ambitious enough. He has to work hard if he wants to get a good education and have a successful career, but instead he wastes his time with his friends who couldn't care less about studies and school. All they want is to enjoy themselves and have fun. It's obvious that they will never achieve anything in life, but our son is different.

Since the day he was born, we've given him all our attention. We wanted him to have a better life and achieve more than we have.

All these years we have been saving money to pay for him to go to university and we think he should be grateful for that.

d) Our son is the centre of our life and we try to do things together with him. We trust our son, but he's so young and he doesn't have any experience about life. We try to give him advice about how to behave and how to make friends, but he reacts negatively to this.

He says that all his friends laugh at him because we phone him so often on his mobile phone, but it's important for us to know where our son is. It drives us mad when we think about what could happen to him. We also think it's nice to let our son know that we think and worry about him.

- 6 Parents and their teenage children often use different words and expressions when they talk about the same things. Use the parents' and the teenagers' letters to fill in the table.

Children	Parents
	Our son is angry with us.
They're never there for me.	
My parents control my life.	We try to do things together with him.
They lecture me for days about how I should behave.	
They embarrass me in front of my friends.	
My parents want me to go to university and make a lot of money.	
	All they want is to enjoy themselves and have fun.
They say that all my friends are losers.	
	I try to respect my daughter's views, tastes and friends.
	There are some things that I can't agree with her about.
She gets mad with me.	
She nags me for days after that.	

- 7 Compare the pairs of letters again and write a summary of each problem. Use the complex object.

*Model: In the first letter the boy wants his parents to pay more attention to him. The parents want the boy to grow up to be independent.*

- 8 Answer (See

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- 8 Answer the questions about John's letter and analyse the conflicts. (See Ex. 4, Lesson 1).

1. Do you think the parents know about their teenager's problems?
2. Do you think the teenager knows about the parents' problems?
3. Is a compromise possible?
4. What kind of compromise would you suggest?
5. Can the parents change their behaviour? What should they do?
6. Can the teenager change his / her behaviour? What should he / she do?

### Conversation bricks

#### Don't burn your bridges

Don't just expect your parents to understand you. If they don't, it could be your fault. It's very important to learn to communicate effectively. Here are some phrases that we often use in arguments.

- 9 Listen to the expressions and repeat them after the speaker. Discuss which phrases would help to build bridges in a conversation? Which phrases would burn bridges?

- |  |  |
|--|--|
| 1. "You don't need to know about that."                                | 14. "You never..."   |
| 2. "What do you think about it?"                                       | 15. "It didn't occur to me."   |
| 3. "Would you like to talk about it?"                                  | 16. "Please explain it to me again."                                     |
| 4. "I'm fed up with..."  | 17. "Go and ask your father / mother."                                   |
| 5. "You always say that!"  | 18. "What I'm saying is very important to me."                           |
| 6. "That's a good question."   | 19. "You're telling lies."   |
| 7. "I couldn't care less!"   | 20. "I deserve it because..."  |
| 8. "Thank you for saying that."  | 21. "You'll understand that when you're older."                          |
| 9. "Why are you asking me that?"                                       | 22. "That's none of your business."                                      |
| 10. "I can understand that, but..."                                    | 23. "When you do / say that, it really upsets me / makes me feel angry." |
| 11. Go and clean your room. We need to talk about something important. | 24. "I think I have overreacted."  |
| 12. "If you say that again, I'll..."                                   |  |
| 13. "Your feelings are important to me."                               |  |

**10** John has decided to talk to his parents. Listen to the first conversation. Did they reach a compromise? Why? / Why not?

**11** Read the second conversation and answer the questions.

1. Did they reach a compromise?
2. What was the compromise?
3. What bridge builders did John and his parents use?
4. Did they use any bridge burners? Did it ruin everything? Why? / Why not?
5. How should one react to bridge burners? How shouldn't one react to bridge burners?



Mom: Why don't we just sit down and talk?

Dad: OK. That's a good idea. I think I've overreacted. So what was it about the pocket money then?

John: Well, let me start by saying that this is very important to me. I have to admit that I lied to you because I didn't know what to do.

Dad: What happened?

John: You didn't give me any pocket money and you didn't let me have a job either. So I decided to find myself a part-time job. All this time I've been working in McDonald's, and on Fridays they always have a lot of customers. That's why I was late.

Mom: But that's awful. Working in McDonald's is a waste of time!

John: Mom, please. It really upsets me when you say that.

Mom: You're right. I'm sorry. But why did you do that?

John: Because I wanted to have my own money.

Dad: But we buy everything you need. What haven't you got?

John: I didn't want to ask you for money every time I needed something.

Dad: I understand that, but we've never refused to give it to you.

John: Yes, but I wanted to be more independent. It's important for me to make my own decisions and plan how I'll spend my money.

Dad: That didn't occur to me before.

Mom: Your feelings are very important to us, but what about school? You've had a lot of bad marks in the last couple of months.

Dad: Yes, it's really not good enough.

John: Please give me a second chance I really deserve it. I've never had bad marks before... you know that.

Dad: I think we can reach a compromise. You can work three evenings a week – on Friday, Saturday and Sunday. What do you think?

John: That's great, Dad! And I will get better marks. I promise.

Homewor

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## Homework

**A** a) Sometimes people get upset with each other not because of the words, but because of the meaning behind the words. Read the phrases and answer the questions.

1. Which of the phrases do you hear from your parents most?
2. Do you agree with the meaning of the phrases?
3. If you don't, what do they mean when your parents say them?

What parents say	What they really mean

1. Are you going to wear that for your grandma's birthday party? — We're not letting you leave this room in those clothes!
2. How was your day today? — Did you do anything bad today?
3. Go and clean your room. — We need to talk about something important.
4. Have you done your homework yet? — When you are not busy with anything, it gets on our nerves.
5. Who's the boy (girl) who phoned you? — We'd like to meet him (her), and talk to his (her) parents before you go out together.
6. Your friend Kate is really nice. — I can't stand your friend Mary.
7. We got a call from the school today. — Are the teachers going to complain about you again?
8. Will your friends' parents be at home? — Do you really expect us to go to sleep before you're back home?
9. Whose turn is it to do the dishes? — It's your turn to do the dishes.
10. How much did you pay for that?! — You'll get no pocket money this week. You'll understand when you're older. — We don't know how to explain this to you.
11. We expect you to get good marks in your exams. — You should study for your exams instead of having fun with your friends.
12. Do you really think that suits you? — We think it looks awful.
13. Do you think money grows on trees? — Get a part-time job.
14. Shouldn't your school report be here by now? — Where have you hidden it?
15. Be nice to your little sister (brother). — One more fight and we'll go crazy.
16. We know that you're a good boy / girl and would never do anything bad. — We don't trust you at all.

**b) Write your own pairs of phrases from your own family or your friend's family.**



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- B** Fill in the gaps in the conversation with your own phrases. You can also use phrases from the *Conversation bricks*.

Girl: Mom, I'd like to talk to you about the party tomorrow.  
Mom: I think we've already discussed that and the answer is "No".  
Girl: ...  
Mom: What makes you think that you deserve to go?  
Girl: ...  
Mom: Well, that's all very nice, but I've already told you that you can't go this week. If you behave yourself, I'll let you go next time.  
Girl: ...  
Mom: Well, I really don't know. Go and ask your father then.  
Girl: ...  
Mom: ... You'll understand when you're older.

- C** Write about any problem that you or one of your friends / relatives had with their parents. How was the problem solved?

### 1 Gena the crocodile

He looks very strict and cold. He wears suits and always does everything perfectly. He doesn't understand you very well. If you like something, he doesn't; he can't stand some of your friends and they're afraid of him. He always wants you to achieve more and get better marks. Secretly, he's proud of you and will do anything for you. Sometimes you feel like you come from different planets, but one day you'll find out that he is your most reliable friend and you're not so different.

### 2 Matroskin the cat

Your father has both feet on the ground. He sometimes doesn't have enough time for you, but when he does, you always do something interesting and fun together. He knows how to do a lot of useful things and is always glad to show you. Just listen to his advice and you'll never get into trouble. He always knows what to do and you can feel safe with him by your side.

### 3 Carlson who lives on the roof

Deep inside your father is still a boy who is always ready for adventure. He has a lively imagination and knows hundreds of different games. All your friends think he's great. He always has a lot of interesting and exciting ideas, and he is often the first to break the rules. He sometimes gets into trouble, but with a friend like you he doesn't have to worry. So don't get upset if sometimes he flies away and you have to wait by the window. He'll always come back.

## Your results

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Misha:  
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Mark:

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Olga:  
Misha:

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Olga:



## Lesson 7

## The Battle of Gettysburg

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

a cemetery ['semitri] — кладбище

the Battle of Gettysburg ['getizbz:ɡ] — битва при Геттисберге

cotton — хлопок

slavery — рабство

inhuman — бесчеловечный

to abolish — отменять, уничтожать

to break away from smth — отделяться от чего-либо

the Confederacy — конфедерация

to honour the memory — чтить память

to perish — исчезать, предавать забвению

a Confederate — конфедерат

inaugural address [i'nɔ:ɡjərəl] — речь при вступлении в должность

## 2 Read the conversation for detail and tick the correct answer.

On the way to Washington the friends are going to visit:

- a field
- a battlefield
- a monument
- a cemetery
- all of the above

## On the way to Washington

Misha: Wow, what's that?

Rob: Look, there's somebody standing in that field over there.

Mark: Wait! Those aren't people! They're monuments!

Rob: Monuments in the middle of a field? That's strange!

Rosy: It's not just an ordinary field. It used to be a battlefield and now it's a cemetery and a monument.

Mark: A monument to what?

Olga: To the Battle of Gettysburg.

Misha: I know, I know. But was it one of the battles in the War of Independence?

Olga: No, this was another war, the Civil War, in which Americans fought against each other.

Mark: Oh, please, tell us more about it.

Olga: Let's stop here and see this place, and I'll tell you the story.



3 Read the story and learn more about the American Civil War.

By 1861 (that was the year the war started) there were already thirty-four states in the Union. All the states were different from each other and developed in different ways. The Northern states built factories and plants, and they also had a bigger population. The Southern states grew crops, which they then sold to Europe. The Southerners had huge cotton fields, where black slaves worked. There were about three and a half million slaves in the Southern states.

As you know, although it was written in the Declaration of Independence that all men are created equal, these words were not true for the slaves. They lived in terrible conditions and had to work day and night. Even some Southerners understood that slavery was inhuman, but without it they were afraid their whole way of life would be destroyed.

The Northerners were strongly against slavery; a lot of them helped slaves escape from their owners. They also tried to pass new laws to abolish slavery. This idea became more and more popular, which didn't suit many people in the South. The Southern states felt that their own country was against them, and they started to think of breaking away from the United States.

When the time for the next elections came, it was clear that the most important question would be slavery. There were four candidates, but a Northerner called Abraham Lincoln won the election. In his inaugural address Lincoln warned the Southerners that they shouldn't destroy the union of the states, but they didn't listen. In February 1861 eleven Southern states formed their own union, which was called the Confederacy, but Abraham Lincoln wouldn't let them split up the country. And so the Civil War began.



The North (their army was called the Union Army) was actually more powerful than the South: as you remember, they had more men, and their factories produced weapons and supplied the Northern army with everything it needed.

But the Confederacy had one big advantage: they didn't have to invade the North, they just had to protect their own land and homes. At that time a lot of people thought that it would be possible. So at first, the



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Confederacy had more luck; their men were better trained and fought with more spirit. Just as in the Revolutionary War, Americans from the South were once again fighting for their independence. The Union soldiers were getting tired. After they lost some important battles, the anti-slavery idea wasn't enough to inspire them any more. The Southerners felt that just one more big victory would be enough to win the war.



It was all decided here in Gettysburg in June 1863. The three-day battle was terrible and took the lives of more than fifty thousand men. On the fourth day, the Confederate commander, General Lee, had to admit that he had lost the battle.

After the battle, the American President, Abraham Lincoln, came to Gettysburg to honour the memory of those who had died there. He made a speech there, which later became famous as "The Gettysburg Address". In that speech Lincoln told his countrymen that it was for them to make sure "that the dead shall not have died in vain and that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth." Two years later the Confederacy finally surrendered to the Union. As a result of the war, slavery was abolished and the United States of America was one country again.

12. What is the Smithsonian Institution famous for?

**4 Complete the sentences.**

1. The American Civil War was the war between... and...
2. The ... states had slaves.
3. The war started in... and ended with the victory of...
4. One of the most important battles took place near...
5. The President at that time was... He was from...
6. As a result of the war, ... was abolished.

**Homework**

**A Fill in the table.**

	<b>The North</b>	<b>The South</b>
Name during the war	The Union	
Attitude towards slavery		
Attitude towards the United States	wanted to preserve the union.	
Reason for fighting		wanted to protect their independence, their land and their homes.
Advantages of their position		
Disadvantages of their position		

**B Write a short report about the events in Russia. Use the following questions to guide you.**

1. Was there a civil war in Russia?
2. When did it happen?
3. Who fought against whom?
4. What was the cause of the war?
5. Do you remember any names of the war leaders?
6. When did the war end?
7. Who won?
8. What happened after the war? Did the country change? Did the political system change? Were these changes good or bad?

**1 Listen**

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- f) is a
- g) is t

**3 Read**

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12. W

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

as — поскольку	in advance [əd'vɑ:ns] — заранее
District of Columbia [dɪ'strɪkt əv kə'lʌmbɪə] — округ Колумбия	to realise — осознать
the Supreme Court [su:'prɪm 'kɔ:t] — Верховный суд	to resemble — напоминать
a lawn [lɔ:n] — лужайка	to surround [sə'raʊnd] — окружать
a level ['levəl] — уровень	picturesque [pɪktʃə'resk] — живописный
the Senate ['sentɪ] — сенат	to inscribe — начертать
the House of Representatives [ˌhaʊs əv 'reprɪzəntətɪvz] — палата представителей	a temple — храм
a cornerstone — угловой камень	for sure — наверняка
	California [kælɪ'fɔ:niə] — Калифорния

## 2 Match the places / names with the short descriptions. Use your own knowledge when you can.

3. the Smithsonian [smiθ'səʊniən] Institution

1. the Potomac [pə'təʊmæk]

2. Congress ['kɒŋɡres]

4. the Washington Monument

- a) is the home of the President and his family.  
 b) is a group of museums.  
 c) is the federal agency that investigates criminal matters.  
 d) is a river.  
 e) is the place where laws are passed.  
 f) is a monument to the first President of the USA.  
 g) is the President's wife.
5. the White House  
 6. the First Lady  
 7. the FBI

## 3 Read the text and answer the questions.

1. What do the letters D.C. in the name of Washington, the city, stand for?
2. What state is Washington in?
3. The city stands on the Potomac river, doesn't it?
4. Is Washington or New York the capital of the country?
5. What about Washington surprised the friends?
6. Why is the level of pollution quite low in Washington?
7. In what building are the laws passed?
8. What is the address of the White House?
9. Did George Washington live in the White House?
10. Is there a monument to Lincoln in Washington?
11. What does the Jefferson Memorial look like?
12. What is the Smithsonian Institution famous for?

Olga: Welcome to Washington, D.C. (1), my friends. The city stands on the Potomac River (2) and is bordered by the state of Maryland to the north and Virginia to the south.

Misha: So what state are we in now?

Olga: We're not in a state, Misha, but in the District of Columbia. That's what the letters DC in the name of the city stand for. As Washington is the capital of the country, it's not in any state in the United States. That's logical, isn't it?

Misha: But why?

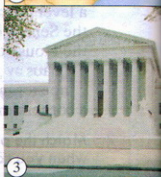
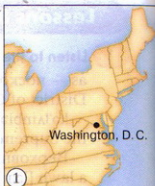
Olga: Washington is the home of all the government institutions for the whole country: Congress, the White House, the Supreme Court (3). All the foreign embassies are here too.

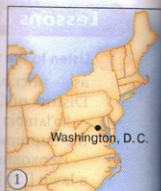
Emily: I think you're right, Grandma.

Mark: Look, everyone, the city is so beautiful! It doesn't look like a capital city at all.

Olga: Yes, there's a lot of green here, so many parks and lawns. Wait until this evening when the whole city turns into a big fitness club. Everywhere people will be jogging (4), playing football or volleyball, or riding their bikes. The climate is not too severe here, although it can be too warm in the summer. Sometimes they even advise children not to go outside. Because government is the city's only industry, the level of pollution can be quite low, especially in the cooler months.

Misha: That's really interesting! It's so different from Moscow, where we don't have nice weather very often.





**Rob:** It's different from London too. In our capital city the level of pollution is so high that it's really horrible for people who go jogging in the streets.

**Olga:** OK. I need your attention now, my friends. This isn't just another park we're passing. It's Capitol Hill, and the white building up there is the Capitol (5), where laws are passed. The Capitol has housed chambers of the Senate and the House of Representatives (6) for almost two centuries. The cornerstone of this impressive building was laid by George Washington himself. If you want to see it from the inside, we can go on a tour round.

**Emily:** Oh, no, thanks. We don't have very much time here, so I think we'd prefer to see the White House first.

**Olga:** Well, let's leave the car here then. The place we're looking for is world famous. It's the White House, 1600 Pennsylvania Avenue NW, Washington, DC 20500. So if you want to write to the American President, now you know the address. Here we are. Look (7), isn't it beautiful?

**Mark:** It's not as big as I thought it would be. Let's hurry! We want to go in.

**Olga:** I'm sorry, my dear, but there are no regular tours of the White House. If you really want to go inside, you have to plan the whole thing well in advance and buy special tickets.

**Emily:** Oh... I didn't know. But why?

**Olga:** Because the President and the First Lady live here. It's their home and they need some peace and quiet. Did you know that all the Presidents of the United States have lived here (8)?

**Rob:** Yes, we did.

**Olga:** There is one exception, however: George Washington never lived in the White House. It was finished after his death.

**Misha:** Oh, we didn't realise that. We were wrong all along. This isn't the meeting place of our four presidents.

**Mark:** At least we know that there's no hidden treasure here, so we don't need to go in. Are there any other places in Washington that are connected with the presidents?

**Olga:** Sure, there are lots of them. For example, look at this four-sided stone structure which looks like an Egyptian obelisk (9). It honours the "Father of our Country",

General, and the first President of the United States – George Washington.

Mark: And does it have any connection with Thomas Jefferson?

Olga: I'm afraid not. But you can see the Jefferson Memorial in Washington too (10). It's quite a long walk from here, but we can go there if you want to. It's a very picturesque place, surrounded by cherry trees. You can see extracts from Jefferson's most famous works on the walls of the Memorial (11).

Mark: That's interesting. And when was it built?

Olga: It was dedicated on the 200th anniversary of Jefferson's birth, so it was opened in 1943.

Rob: Oh, and what about President Lincoln?

Olga: There's the Lincoln Memorial (12), with a huge statue of Lincoln in the middle (13). I personally find it the most beautiful. The Memorial looks like a Greek temple, and it has 36 columns, one for each state at the time of Lincoln's death. It's a very important symbol, because Lincoln spent his whole life trying to keep the country united.

Emily: Yes, we remember the story of the war between the North and the South. Let's go and have a look at that memorial.

Olga: And after that we could visit some museums. Washington takes pride in its world-class museums at the Smithsonian Institution. There is something for everyone: The Smithsonian National Air and Space Museum, the Smithsonian Natural History Museum, the Smithsonian American History Museum and many more. The museums are free and fun to visit, with a lot of guided tours and different activities.

Rob: I also heard that we could visit the FBI building (14)?

Olga: Well, yes, parts of it. If you're a fan of spy stories, you'll enjoy the FBI's demonstration of spy equipment and real-life stories about finding criminals and fighting terrorism.



4 Match the information



5 Match the information



a

1. You from Lincoln
2. The of Louisiana
3. It tak of the prehi





- 4 Match the attractions with the photos. Support your answers with information from the text.



- 5 Match the names of Smithsonian museums and the descriptions of their collections.



a



b



c

1. You can see full-size trains and tractors, a collection of inaugural dresses from the First Ladies, the American flag, a teddy bear, Abraham Lincoln's top hat.
2. There are a lot of space rockets and a lunar landing module. It also has the original airplane used by the Wright Brothers and "the Spirit of St. Louis", the first plane to cross the Atlantic, which Charles Lindbergh flew from New York to Paris.
3. It takes great pride in its collection of minerals and precious stones. One of these is the world-famous Hope Diamond. There are also displays of prehistoric animals and their bones.

- 6 Read the conversation and answer the questions.

1. Where are the friends going now?
2. Where do they decide to go after that?
3. What makes them sure that they are on the right track now?

### On the way back

Emily: Well, we have to admit we were wrong. Washington isn't the place where Robin MacWizard hid the treasure.

Mark: Or maybe it is. We can't know for sure until we've solved the mystery of ALL the clues that he left.

Rob: Yes, we've forgotten about the picture with the stars. But I remember Mark had an idea about it.

Mark: I only said that I had heard about the road of stars. I think it's somewhere in California.

Emily: Wait a minute! I know what you're talking about. It's in Los Angeles. We must go to California.

Misha: But it has nothing to do with our four presidents. We're going to make another mistake. And what about the hills?

Emily: Oh, now I remember. There are hills there too, in Hollywood.

Mark: But do they "sparkle with gold"?

Emily: Of course! Don't you know the nickname for the state of California?

Mark: No, I don't.

Emily: It's called "the Golden State", because a lot of gold was discovered there in 1848.



- B Write about and give a...

### Your active v...

to pay atten  
to behave  
behaviour  
to obey smb  
to embarrass

to grow up  
pocket mon  
to get mad  
to nag smb  
to drive sm  
to do chore  
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to make up  
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to make a

### Homework

- A Say if these statements are true, false or there is no information. Then correct the mistakes. If there's no information in the text, try to find out more.

1. Washington stands on the River Thames.
2. Washington isn't in any state.
3. DC stands for the District of Columbia.
4. Washington is named after the second President of the USA.
5. The District of Columbia is named after Christopher Columbus.
6. The Capitol is the tallest building in Washington.
7. In the evening Washington can look like an outdoor fitness club.



- 1600 Pennsylvania Avenue NW, Washington, DC 20500 is the address of every American president.
- It's not possible for an ordinary person to go inside the White House.
- The Jefferson Memorial can be seen from the White House.
- The Washington Monument was brought from Egypt.
- The FBI building is in New York.
- Some foreign embassies are in Washington and some are in Los Angeles.

**B** Write about the capital of Russia. Include any museum or memorial you like and give a description.

### Your active vocabulary

to pay attention to smb / smth  
to behave  
behaviour  
to obey smb / smth  
to embarrass smb

to grow up  
pocket money  
to get mad with smb  
to nag smb  
to drive smb mad  
to do chores  
relationship  
to make up one's mind  
to make progress  
to make friends  
to make a report  
to make noise  
to make a decision  
to make money  
to make a mistake

to do smb a favour  
to do a course  
to do housework, chores  
to do homework  
to do sports  
to do some shopping  
to do some cooking  
to be fed up with smb / smth  
to lecture smb  
to be a loser  
to be cool with smth  
to reach a compromise  
to be grateful / ungrateful  
to smb for smth  
to deserve smth  
It occurred to me.

## 5

## Going down Hollywood Boulevard...

## Lessons 1, 2

## Welcome to Los Angeles

NEW

## Словосочетания:

to be likely — вероятно

to be certain — конечно

to be unlikely — маловероятно

to be sure — несомненно

Предложения, в которых употребляются эти словосочетания, переводятся на русский язык следующим образом:

*They are likely to go to school by bus.* — Они, вероятно, поедут в школу на автобусе.

*He is sure to return soon.* — Он, несомненно, скоро вернется.

*She is unlikely to arrive tomorrow.* — Маловероятно, что она придет завтра.

*They are certain to invite you to the party.* — Конечно, они пригласят вас на вечеринку.

После этих словосочетаний употребляется инфинитив, который часто выражает действие, относящееся к будущему времени.

- 1 Оцените вероятность того, что эти действия произойдут в вашей жизни, и составьте собственные высказывания по образцу.

*Model:* Guests — to come to you at night

*Guests are unlikely to come to me at night.*

Mother — to buy you a birthday present

Best friend — to phone you after a big quarrel

Father — to make you wash hands before dinner

Younger brother — to ask you about school

Younger sister — to play with your old toys

English teacher — to speak French

Your grandfather — to help you with Mathematics

- 2 Write about your plans for this school term. Use the structures.

to be likely to do something, to be unlikely to do something, to be certain to do something, to be sure to do something

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

Los Angeles — Лос-Анджелес

Hollywood and Highland — Голливуд

Beverly Hills — Беверли-Хиллз

и Хайлэнд

Malibu — Малибу

Rodeo Drive — Родо-Драйв

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movie — (A  
the suburbs  
a celebrity  
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a musician  
Academy A  
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*Model:* Wh

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A:

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1. Where a  
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2. Who are  
a) actors  
3. What are  
a) visit f  
c) see so  
4. What are  
a) find t

- 5 Emily, Mish  
friends on

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a) music gr

b) actress

c) film dire

Mann's Chinese Theater — “Китай-  
ский театр Манна”  
the Egyptian Theater — Египетский  
театр  
movie — (AmE) фильм  
the suburbs — окрестности  
a celebrity [sɪˈlebrɪti] — знамени-  
тость  
show business (show biz) — шоу-  
бизнес  
a film director — режиссер  
a camera operator — оператор  
a musician — *эд.* композитор  
Academy Awards — премии Акаде-  
мии / премии Оскар

a film studio — киностудия  
to take place — происходить  
to suffer — страдать  
to struggle — бороться  
to do smth in vain — делать что-  
либо напрасно  
fame — слава, известность  
velvet ropes — бархатные  
канаты  
a sidewalk — тротуар  
to step — *эд.* наступать  
concrete [ˈkɒŋkri:t] — асфальт  
to install — устанавливать  
fragile [ˈfrædʒaɪl] — *эд.* хрупкий  
hard — *эд.* суровый

- 4 Look at the words in Ex. 3 again and choose all possible answers for the questions.

**Model:** Why are the friends going to this place?

a) to make new friends    b) to find the treasure    c) to do some sightseeing

**A:** I think answers a) and c) are correct. Of course, the friends are looking for the treasure but they also want to do some sightseeing.

**B:** I agree with you, but I think answer b) is correct too. They would like to make new friends too.

- Where are the friends going to be in this unit?  
a) in California    b) in Los Angeles    c) in Hollywood
- Who are they likely to see in this place?  
a) actors and actresses    b) film directors    c) famous politicians
- What are they likely to do?  
a) visit famous film studios    b) take part in an international conference  
c) see some new films
- What are the friends unlikely to do?  
a) find the treasure    b) swim in the ocean    c) do some shopping

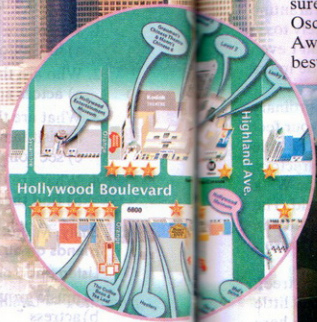
- 5 Emily, Misha, Rob and Mark are in Los Angeles. Their guide Jack took the friends on an excursion round the city.

Listen and /or look through the text and find the names of a famous

- |                  |                            |
|------------------|----------------------------|
| a) music group   | d) film director and actor |
| b) actress       | e) actress and singer      |
| c) film director |                            |

6 Choose the best translation for the following:

- These are star factories.
  - Это фабрики, принадлежащие звездам.
  - Это фабрики, выпускающие звезды.
  - Это звездные фабрики.
- You may have more luck.
  - Возможно, вам больше повезет.
  - Вам обязательно повезет.
  - Вы можете стать удачливым.
- This is the most important event in show biz:  
Oscar Night.
  - Это самое важное событие, шоу и бизнес — ночь Оскаров.
  - Это самое важное событие в мире шоу-бизнеса — церемония вручения Оскаров.
  - Самое важное событие в мире шоу-бизнеса — это церемония вручения Оскаров.
- You'll be surprised to find out that the "red carpet" area that leads to the Kodak Theater actually goes through a huge shopping mall called Hollywood and Highland.
  - Вы будете удивлены, когда обнаружите, что "красный ковер", который ведет к театру "Кодак", на самом деле проходит через огромный торговый центр под названием "Голливуд и Хайленд".
  - Вы будете удивлены, когда обнаружите, что "красный ковер", который ведет к театру "Кодак", на самом деле проходит через аллею под названием "Голливуд на возвышенности".
  - Вы будете удивлены, когда обнаружите, что "красный ковер", который фотографируют "кодаком", на самом деле проходит через огромный торговый центр под названием "Голливуд на возвышенности".
- They pay no attention to the stars in concrete.
  - Они не обращают внимания на конкретные звезды.
  - Они платят невниманием конкретным звездам.
  - Они не обращают внимания на звезды на асфальте.



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7 Read the text for detail.

## Welcome to Los Angeles

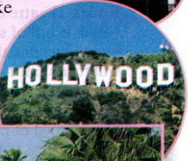
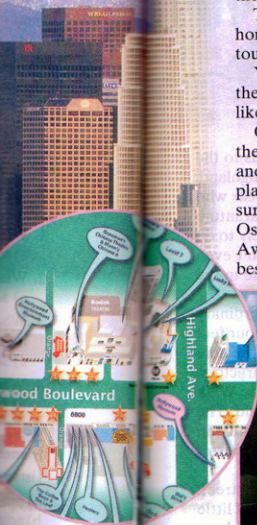
Welcome to Los Angeles, also called LA. It's the second largest American city. LA is famous for one of its suburbs, Hollywood, which is the capital of world movie production. The biggest and most successful film studios — Disney, Universal, Fox, Warner Bros, Paramount, Columbia, MGM — are here. These are star factories. A lot of famous stars have been through the gates of these studios.

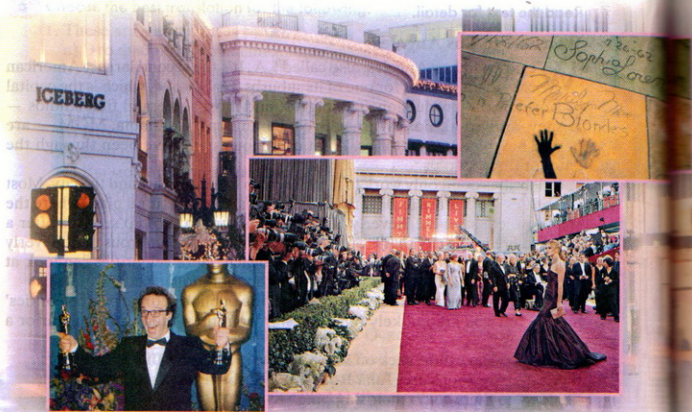
Celebrities don't only work in LA, they also live in and around the city. Most celebrities' homes are in Beverly Hills, an area near LA. It's a place where the stars can feel safe: the Beverly Hills police is sure to turn up seconds after a call. If there is one city that is even more beautiful and glamorous than Beverly Hills, it's Malibu, known for its beautiful beach. Here celebrities can look at the ocean from the windows of their multi-million-dollar homes.

The stars' addresses are not a secret, and the public can drive past celebrities' homes, but you are unlikely to spot a star from the window of your car or a tourist bus.

You may have more luck on Rodeo Drive in Beverly Hills where the expensive shops are. Julia Roberts or Barbara Streisand are likely to go there to do their shopping.

Or try Hollywood Boulevard, with its world-famous movie theaters like Mann's Chinese Theater, the Egyptian Theater and the 3,300-seat Kodak Theater, where the Oscars take place. Every year, usually in February, celebrities are sure to come for the most important event in show biz: Oscar Night. On that day the prestigious Academy Awards, called "Oscars", are presented for the year's best achievements in the film world.





You'll be surprised to find out that the "red carpet" area that leads to the Kodak Theatre is actually a huge shopping mall called Hollywood and Highland, which is full of shops and restaurants. This place attracts a lot of tourists who like to imagine that star directors like Stephen Spielberg or Quentin Tarantino will turn up for a cup of coffee just before the Oscars. They are unlikely to do so, because on the big day all the shops are closed and the public can't even go in. But you're certain to see your favourite star if you stand outside in the huge crowd of people waiting behind the velvet ropes.

If you missed the Oscars, you're unlikely to see any celebrities on an ordinary day, but don't leave Hollywood Boulevard in a hurry. Look down at your feet and you'll see bronze stars set in the sidewalk. Look closer and you'll be able to read the names of the people who made Hollywood famous: film directors, producers, camera operators, actors and actresses, and musicians. It's the Walk of Fame, the most unusual monument to talent and success in the world. The tradition started in the late 1950s and now there are more than 2,500 stars in the sidewalk. Every year twenty new celebrities get their stars, but a star isn't cheap. It costs about \$40,000 to install and look after one.

If you don't look down, Hollywood Boulevard looks like an ordinary street. There are no architectural masterpieces, it's not very clean and it's full of little souvenir shops. In the evening teenagers often come to sing and dance here. They pay no attention to the tourists and the stars in concrete.





There is a pop song called "Celluloid Heroes" that I always remember when I walk along Hollywood Boulevard. The song was written by a group called the Kinks.

Everybody's a dreamer and everybody's a star  
And everybody's in movies, it doesn't matter who you are  
There are stars in every city  
In every house and on every street  
And if you walk down Hollywood Boulevard  
Their names are written in concrete.

Don't step on Greta Garbo as you walk down the Boulevard  
She looks so weak and fragile that's why she tried to be so hard  
But they turned her into a princess  
And they sat her on a throne  
But she turned her back on stardom  
Because she wanted to be alone.

You can see all the stars as you walk down Hollywood Boulevard  
Some that you recognize, some that you've hardly even heard of  
People who worked and suffered and struggled for fame  
Some who succeeded and some who suffered in vain.

- 8 Do the Hollywood Quiz and find out how much you've learned about Hollywood.

### Hollywood Quiz

- Hollywood is
  - a suburb of Los Angeles.
  - a city in California.
  - the name of a film studio.
- Hollywood is
  - the capital of the USA.
  - a world famous resort.
  - the capital of world movie production.
- Disney, Universal, Fox, Warner Bros, Paramount, Columbia and MGM are the names of
  - the most successful companies in the world.
  - famous people.
  - the largest film studios.
- An Oscar is
  - a man's name.
  - the name of a famous film award.
  - the name of a famous actor.
- Most Hollywood stars live
  - in New York.
  - in or near Los Angeles.
  - in Hollywood.

6. Beverly Hills is famous for  
 a) its architecture. b) the celebrity homes found there.  
 c) its shops and restaurants.
7. Hollywood Boulevard is famous for  
 a) its shops and restaurants. b) its movie theaters. c) its film studios.
8. The place where you can see a lot of stars is called  
 a) the Walk of Fame. b) the Great White Way. c) the red carpet.

9 Write questions for these answers.

1. It's famous for Hollywood.
2. This abbreviation stands for Los Angeles.
3. The biggest film studios are called Disney, Universal, Fox, Warner Bros, Paramount, Columbia and MGM.
4. They live in Beverly Hills or Malibu.
5. Malibu is on a beach on the Pacific Ocean.
6. You're most likely to spot celebrities in the shops on Rodeo Drive.
7. No, they aren't. You can find their addresses in any tourist guide.
8. It's famous for its movie theatres.
9. The Kodak Theater is.
10. There are a lot of shops and restaurants there.
11. Because people like to think that they're likely to meet a star there.
12. You'll have to stand in a big crowd behind the velvet ropes.
13. The Walk of Fame is in Hollywood Boulevard.
14. It's the world's most unusual monument to talent and success.
15. It costs about \$40,000.

- 10 Look through the text "Welcome to Los Angeles" and find the sentences with a similar meaning if there are some.

**Model:** The Malibu police may come late. — *There are no sentences with the similar meaning in the text.*

1. There's no chance of spotting a star from the window of your car or a tourist bus.
2. Julia Roberts or Barbara Streisand may go there to do their shopping.
3. Famous actors never go out of their homes.
4. That's a fantasy, because on the big day all the shops are closed, and the public can't go in.
5. You'll have a chance to see your favourite star if you stand outside in the huge crowd of people waiting behind the velvet ropes.
6. Even if you go to Hollywood and Highland, you won't see any celebrities.
7. On an ordinary day you probably won't see any celebrities.
8. The police will definitely arrive quickly.
9. You are unlikely to find out the addresses of any stars.

- 11 Read the Find the

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- 12 Is "Cellu What is

- 13 Work in fame? A Report

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- ...?
- ...?

- 11 Read the extract from the song "Celluloid Heroes". Find the sentences which prove or contradict the following statements.

1. All the people are actors.
2. You can't become a star if you're not in the movies.
3. Everybody wants to be the best.
4. Greta Garbo had a very strong character.
5. The most important thing for Greta Garbo was to be a famous star.
6. The celebrities who get a star on Hollywood Boulevard will never be forgotten.
7. You can struggle for fame, but nobody will remember you after you die.
8. You can be a star no matter what you do.
9. Fame doesn't matter, it's more important to be happy.
10. You have to work and suffer a lot to become famous.

- 12 Is "Celluloid Heroes" a happy or a sad song? Explain your point of view. What is the message of the song?

- 13 Work in groups. Discuss the following: What do you think about success and fame? Are they a guarantee of happiness? Would you like to be famous? Report your conclusions to the class.

### Homework

- A Write your own questions for the following statements.

1. Hollywood is called the biggest star factory in the world because the biggest and most successful film studios are there.

...? — Hollywood is.

...? — Because the biggest and most successful film studios are there.

2. Oscar Night is the most important event in show biz.

...? — Yes, it is.

...? — Oscar Night is.

3. If you visit Malibu, you may see some famous stars.

...? — In Malibu.

...? — Some famous stars.

4. In Los Angeles you are unlikely to have bad weather.

...? — bad weather.

...? — in Los Angeles.

...? — You are unlikely to have bad weather in Los Angeles.

- B** Look at the pictures of the places that are mentioned in the text and write the names. Explain why you would like to visit them.



- C** Substitute the underlined words and expressions with the following words and expressions. Make changes if necessary.

- to take place, an event, to be famous, suburbs, celebrities, in vain
1. She'd like to be popular.
2. My best friend worked hard, but all his work didn't bring him anything.
3. My mother likes to read about famous people.
4. This part of Moscow used to be a village just ten years ago.
5. The ceremony will be in the Bolshoi Theatre on May 25.
6. Tell me what happened in the last series.

**1** Listen to

1. what
2. where
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**2** Read the

a prem  
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Emily

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Mark

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**3** Read the

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## Lessons 3, 4

## What's on today?



### 1 Listen to the conversation and say

1. what the friends are going to do.
2. whether they will be able to do it.
3. why / why not they will be able to do it.
4. what the place is famous for.

### 2 Read the conversation and find out the meaning of the words from the context.

a premiere to advertise [ˈædvətaɪz] a cast  
the tickets are sold out to star What's on?

Emily: It would be a pity to be in LA and not to go to a movie theater. Let's go to Mann's Chinese Theater. You told us that it's famous for its premieres.

Jack: Yes, let's see what's on today.

Misha: Oh, look today is the premiere of "The Big Day". I'd really like to see that.

Mark: Yes, it's been advertised everywhere, on TV, on the radio, in the newspapers and magazines.

Jack: I'm afraid the tickets are sold out. It's very difficult to get tickets to the premiere.

Rob: That surprises me. Why is that?

Jack: You're in Hollywood, remember. And this is the famous Mann's Chinese Theater. It's really well-known for its movie premieres, and the footprints and handprints of the celebrities who have visited it.

Emily: Will the celebrities come too?

Jack: Yes, normally the stars in the cast turn up for the premiere. That's why this place is so popular.

Emily: I see.

Misha: Excuse me, I didn't understand what you've just said.

Emily: The stars are the actors who play the main parts. You can also say that these actors starred in the movie. The cast is all of the actors who took part in the movie.

### 3 Read the English words for describing films and match them with the Russian translations.

1. a thriller ['θrɪlə]

2. an adventure film [əd'ventʃə fɪlm]

3. a documentary

4. a blockbuster ['blɒk,bɔːstə]

5. a cult film

6. a drama ['drɑːmə]

г) драма

п) культовый фильм

q) приключенческий фильм

е) документальный фильм

с) блокбастер

б) триллер

7. a historical film
8. a fantasy film
9. a horror film
10. a science fiction film
11. an animated film / cartoon
12. a war film
13. a western
14. a children's film
15. a soap opera
16. a comedy
17. a classic
18. a musical
19. an action film
20. a romance

t) боевик

d) мыльная опера (сериал)

a) мюзикл

f) мультфильм

o) классический фильм

m) фильм о любви

k) фильм ужасов

i) вестерн

p) исторический фильм

l) фэнтези

s) фильм для детей

г) фантастика

h) фильм о войне

j) комедия

### 100% American

**Blockbuster** — this term was first used during World War II, and was a name for a very large bomb. It was formed from the words for a city block and bust, a verb meaning "to break". A blockbuster was a bomb large enough to destroy a city block. After the war this term started to be used to describe an important, popular and successful film or book.

**Western** — a typical American film genre. The setting is usually on the American frontier during the second half of the 19th century (1865–1900). The characters in these films are usually cowboys and Indians.

4. Listen to the speaker and check you answers.

Types of films	Other words which are used to describe films

5. a) Match the words used to describe films with the definitions.  
 b) Use them to say what kind of films you like / dislike and why.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. boring</li> <li>2. funny</li> <li>3. moving</li> <li>4. thrilling</li> <li>5. superb</li> <li>6. awful</li> </ol> | <ol style="list-style-type: none"> <li>a) there's lots of fighting and blood</li> <li>b) fantastic</li> <li>c) very exciting</li> <li>d) makes you fall asleep</li> <li>e) terrible</li> <li>f) makes you laugh</li> <li>g) very emotional and sad</li> </ol> |
|---|---|

6. Jack took  
 Movie  
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 c) who



### DreamW

an animate  
 Andrew Adams  
 Computer-animat  
 Mike Myers, Eddie  
 Joh

Once upon a time  
 but she had a terr  
 only be broken b  
 locked up in a ca  
 fire-breathing dr  
 tried to free her,  
 the dragon. The  
 the top of a tall t  
 love's first kiss.

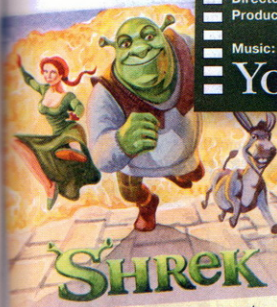
- 6 Jack takes Emily and her friends to the Egyptian Movie Theater. Today there are a lot of old movies on. Look through the advertisements for the movies and say:

- what's on today.
- what genre each film belongs to.
- who stars in each film.

**WARNER BROTHERS PRESENTS:**

- Director: Nora Ephron
- Producers: Lauren Shuler-Donner
- Nora Ephron
- Music: John Fenton

**You've Got M@il**



**DreamWorks presents**

an animated film directed by Andrew Adamson and Vicky Jenson.

Computer-animated characters voiced by Mike Myers, Eddie Murphy, Cameron Diaz, John Lithgow

Once upon a time there was a lovely princess, but she had a terrible curse on her, which could only be broken by love's first kiss. She was locked up in a castle guarded by a terrible, fire-breathing dragon. Many brave knights tried to free her, but none of them could beat the dragon. The princess waited in a room at the top of a tall tower for her true love and true love's first kiss.

**Home Alone 20th Century Fox**



presents a film directed by Chris Columbus.

Written and produced by John Hughes.

Music by John Williams.

Starring: Macaulay Culkin as Kevin, Joe Pesci as Harry and Daniel Stern as Marv.



**Shakespeare in Love**

Viola:

- Shakespeare: Philip Henslowe:
- Lord Wessex: Ned Alleyn:
- Queen Elizabeth: Judi Dench

- Gwyneth Paltrow
- Joseph Fiennes
- Geoffrey Rush
- Colin Firth
- Ben Affleck
- Judi Dench

Directed by John Madden.

Studio: Miramax Home Entertainment

- 7 In groups. Have you seen any of the movies that are on at the Egyptian Movie Theater today?

a) If yes, write down what the movies are about. Write 5–7 sentences.  
b) If not, which of them would you like to see? Why?

- 8 Listen to the film summaries. Match the titles with the summaries. Answer the questions about each film.



1. Where does the story take place?
2. Who is the main character of the story?
3. What does Viola want to be?
4. Why can't she fulfil her dream?

## Shakespeare in Love

## SHREK



1. Who is Shrek?
2. Why does he decide to help Lord Farquard?
3. What does Lord Fraquard want Shrek to do?
4. What is the name of the princess saved by Shrek?

1. What is the name of the main character of the film "Home Alone?"
2. When does the story take place?
3. Why is the boy in danger?

## HOME ALONE



## You've Got M@il

1. What does Kathleen Kelly do?
2. What does Joe Fox do?
3. Are Joe and Kelly friends or enemies?
4. How did Joe and Kelly fall in love with each other?



- 9 Jack and I read it an

Emily: I'

Rob: O

Mark: U

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Rob: If

Mark: B

Misha: Y

Jack: L

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Mark: B

Jack: W

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B: You a

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- 9 Jack and his friends are deciding which film to see. Listen to the conversation, read it and say which film suits all of them.

Emily: I'd like to see a romance. Let's go to "Shakespeare in Love".

Rob: Oh, no. It's boring.

Mark: How can you tell if you haven't seen it? It's funny and there's a love story in it so it's a kind of romantic comedy.

Rob: If you want a comedy, let's see "Home Alone".

Mark: But it's so old! I've seen it ten times already.

Misha: Yes, it'll be a waste of time.

Jack: Let's see "Shrek" then. It's really worth seeing: it's about love, it's funny, and the music is great.

Mark: But it's an animated film for kids. I can't stand animated films.

Jack: Well, you'll have to make up your minds quickly... The films are about to start.

- 10 Let's play and talk. Work in pairs. Use the information below for your own conversations.

A: You are a customer in a video shop. Your information is on this page.

B: You are a shop assistant. Some extra information for you is on page 161.

**A** Ask the shop assistant to recommend a film for you to watch. Answer his / her questions about your tastes. Listen to his / her advice. Ask him / her what the film is about, who the film director is and who starred in it. Make up your mind and choose a film.

**B** Offer to help the customer. Ask him / her what kind of films he / she likes. Advise him / her to buy one of the four films that you have on special offer at the moment (use the information below to help you). You could also advise the customer to buy another film (not the films on his / her list). Answer his / her questions about the film.

### Homework

- A Match the definitions with the words with expressions, you've learned in this unit.
1. The person who makes a film.
  2. All the actors in the film.
  3. The first time the film is demonstrated.
  4. The person who is rich and famous.
  5. A sad and emotional film.
  6. No tickets left.

**B** Complete the sentences with the suitable words and expressions.

1. The scene is... in the 1960s in New York.
2. The film is... a little boy who leaves his home to find his father.
3. I recommend this film. There are cowboys and Indians in it. Actually it's a...
4. At first Mary and Jack hate each other but then they fall...
5. It's a brilliant romance. Greta Garbo... in it.
6. I'd like to know what's... today?
7. Let's go to the... and see the latest...

**C** a) What kind of films are these Russian films? Who stars in them? Which of them could be called a blockbuster or a cult film?



b) Which of these films do / don't you like? Why? Write 4–5 sentences.

**D** Write a short review of any Russian film that you like.

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and  
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### Information for B

1. Shrek is a green ogre (a kind of monster) who hates everyone and just wants everybody to leave him alone. His peaceful life changes when evil Lord Farquard (Lithgow) sends all the fairy folk to live near Shrek's home. The evil lord has an ambition to become a king, and to do that he needs a real princess. He chooses Princess Fiona, but she is guarded by a dragon. So Lord Farquard needs somebody to save the princess for him. When Shrek turns up in Farquard's castle and asks the lord for some peace and quiet, they make an agreement. Lord Farquard will do what Shrek wants, if Shrek brings him the princess. Shrek saves Princess Fiona from the dragon, but his adventures are only beginning. Shrek, Princess Fiona and their friend, a talking donkey, are going to learn a lot about friendship, life and love.
2. The owner of a large bookstore chain, Joe Fox (Tom Hanks), wants to buy a small local bookstore and close it, but the owner of the bookstore Kathleen Kelly (Meg Ryan) wants to keep her store. At the same time they are writing each other letters over the Internet without knowing who either of them is. In real life they can't stand each other, but over the Internet they fall in love. He finds out who she is, but she doesn't know this. Will Kathleen be able to see that the man who has ruined her business is really the love of her life? Will he understand that there are more important things in life than money and success?
3. Eight-year-old Kevin McAllister (Macaulay Culkin) is left at home by his family when they go on a Christmas holiday to Paris. At first the boy seems to enjoy the situation, but then he finds out that he is in danger. Two robbers, Harry and Marv, decide to break into the house. Will Kevin be able to defend his home?
4. The scene is set in London in the late 16th century. Young playwright William Shakespeare is writing a new play, called "Romeo and Ethel, the Pirate's Daughter". Beautiful Viola, who comes from a rich family, is a great fan of Shakespeare's plays. Viola's father is going to marry his daughter to cold-hearted Lord Wessex, but she dreams of being an actress. Women can't go on the stage, and all female roles are played by men. Viola dresses up as a boy and goes to the theatre. She gets a role in the new play, and soon she and William fall in love.

1 Would you like to be successful in your career? Do you have a plan for how to do it? What is important to be successful?

- |                                    |                     |
|------------------------------------|---------------------|
| a) talent                          | e) self-confidence  |
| b) a lot of experience             | f) a lot of luck    |
| c) rich parents                    | g) high self-esteem |
| d) a lot of patience and hard work | h) good looks       |

2 Misha and his friends are talking to their guide Jack. Listen to the conversation and answer the question: *What do these words and expressions mean in this conversation?*

- to be a loser
  - быть неудачником
  - потеряться
  - быть потерянным
- to have good connections
  - иметь контакты
  - иметь хорошие связи
  - знакомиться
- to be discovered
  - быть открытым
  - быть обнаруженным
  - быть найденным
- to be a promising actor
  - обещать быть актером
  - быть многообещающим актером
  - обещать понапрасну

3 Read the conversation and answer the questions.

- Where does Jack come from?
- Why is Jack sad?
- What does he want to achieve?
- Why does Jack call himself a loser?
- What does Emily think is important to be successful?
- What does Jack think is important to be successful?

Misha: That song about "celluloid heroes" is actually very sad, Jack.

Jack: You're right. Hollywood Boulevard always makes me sad.

Rob: But why?

Jack: It reminds me that all my dreams are unrealistic, and I'll never achieve anything.

Rob: And what would you like to achieve?

Jack: Oh, it's a typical Hollywood story. Two years ago I left my parents' little farm in Texas and came to L.A. In my home town everybody said that I was good-looking and good at acting. When I came to L.A., I was full of ambition. I was sure that very soon somebody would notice me and give me a part in a movie. But nothing happened. I've been working as a tour guide for two years now, and nobody has asked me to be in a movie yet. So here I am, a typical Hollywood loser.

Emily:

Jack:

Mark:

Jack:

Mark:

Jack:

4 Misha famous him. Tr



lion cage



cashier at D Doughnuts

Emily: Oh, don't give up so easily, Jack. Hard work and a bit of talent are the only things that matter. And, of course, you have to believe in yourself.

Jack: Yes, I used to think so too, but in fact what you need are good connections and a lot of luck.

Mark: But think about people like Walt Disney, Sylvester Stallone, Sharon Stone, Sean Connery or Jack Nicholson. They had no connections, but they became legends.

Jack: They are the lucky exceptions. And besides, they were still quite young when they were discovered. I'm already twenty-five, and nowadays stars start their careers very early. Take Macaulay Culkin, for example.

Mark: You're not quite right, Jack. An early start doesn't guarantee success. Macaulay Culkin was a very promising child actor when he was in "Home Alone", but now that he's grown up, he doesn't get any more roles.

Jack: You may be right, but I should probably think of another career. I can't work as a tour guide all my life.

- 4 Misha doesn't know anything about how these famous stars started their careers, so Jack is telling him. Try to match the star with his / her first job.

## HIRING!



lion cage cleaner



MacDonald's server



ambulance driver



cashier at Dunkin Doughnuts



mail sorter



concierge



1. Madonna
2. Jack Nicholson
3. Sylvester Stallone
4. Stephen King
5. Sharon Stone
6. Walt Disney

- 5 Listen to the speaker, check your answers and find out a bit more about famous stars. Write the answers down and add information about what the people do now.

*Model: Walt Disney had been an ambulance driver before he became the founder of the Disney studios.*

### Conversation bricks

#### Generalising

Many people think that... — многие думают, что

Everybody says that... — все говорят, что

We all know that... — мы все знаем, что

usually — обычно

in general — в общем

#### Specifying

But what about...? — А как насчет...?

But don't forget... — Но не забывайте...

Very true, but... — Очень справедливо, но...

But in fact... — Но на самом деле...

But actually... — Но в действительности...

And besides... — И к тому же...

OK, but... — Да, но...

In reality... — В действительности...

The exception is... — Исключение составляет...

- 6 Discuss these ideas. Use expressions from the Conversation bricks in Ex. 5. Give examples from the text or think of your own examples.

If you start your career early, you're likely to be successful.

If you don't get a good education, you're unlikely to achieve anything.

If you work really hard, you're sure to be successful.

Good connections and a good education won't help without a bit of luck.

### Homework

- A Fill in the gaps in the conversation.

*Model: ...Pugacheva is a famous singer. — Everybody knows that Pugacheva is a famous singer.*

- ...the life of a celebrity is happy and carefree, ...a lot of them suffer from depression.
- ...you need to have very good connections if you want to achieve anything. ...our famous sports star Evgeniy Plushenko? He achieved everything by hard work.

- ...people with high self-esteem are good at anything they do.— ... my brother is very ambitious, but he hasn't made a successful career. ...he doesn't understand what he's doing wrong.
- ...once you're discovered, you'll be getting more and more roles. ...one hit doesn't make a star.

**B** Translate the sentences into English.

- Если ты будешь много работать, то обязательно добьешься успеха.
- Мне понадобится немного везения.
- Хорошее образование поможет тебе получить интересную работу.
- Не считай себя неудачником, попробай сделать это еще раз.
- Его брат — многообещающий ученый.
- Вряд ли моя подруга чего-либо добьется. У нее очень низкая самооценка.
- Если вы хотите стать актером, вам нужно верить в себя.

## Lesson 6

## The secret of success

- 1** Emily, Misha, Rob and Mark want to help Jack. They remembered a story which should give him hope. Listen to the story, read it and answer the questions.

- Where does the woman come from?
- What jobs did the woman do?
- Try to guess what the woman is famous for now.



She was born in Chepstow (in South Wales) in 1965. Her favourite subjects at school were English and foreign languages. She wrote her first book when she was five. It was about a rabbit and his friends. But nobody took her hobby seriously. When she grew up, she went to university to study French, and later became a secretary. It didn't take her long to understand that the job was not for her. During boring meetings the young secretary thought about interesting plots for her stories and wasn't able to concentrate on her work.

When she was 26, she left her job and moved to Portugal to teach English there. But she never forgot her hobby. Sometimes she worked in the evenings, so she had enough time to write her books during the day. In Portugal she met her future husband and they got married. In 1993 her daughter was born. Soon after that she and her Portuguese husband got divorced and she returned to the UK.

She and her daughter Jessica lived in a one-bedroom flat in Edinburgh. One of her friends lent her some money to help her, however, she was unemployed and money was still a big problem. At that time she was writing a book, looking after her daughter, taking care of their little flat and studying to be an English teacher. The flat where they lived was often cold because she couldn't pay for heating, so she used to take her daughter and go to different cafes in the city. It was warm there and she could write while her daughter was asleep next to her.

In 1997 she sold her first book to a publisher, who bought it for \$4,000.

2 Say whether the statements are true, false or whether there's no information in the text.

1. She was born in England.
2. She has always been interested in the arts.
3. Her first story was about a little fox.
4. She was trained to be a writer.
5. She wasn't a very good secretary.
6. She wrote French to Portuguese children.
7. Her marriage wasn't happy and she left her husband.
8. She had a very good time in Edinburgh.
9. She wrote her book in cafes and restaurants because she was keen on coffee and cakes.
10. Her name was Jessica.
11. She didn't become a very famous writer but she sold one of her books.

3 Look through the titles of the magazine articles about her and answer the questions.

1. What is her real name?
2. Did she become very successful?
3. What made her popular?
4. What is the name of her most famous character?
5. What are the titles of her books?

Millions visit Rowling's  
new website

Book 6 "Harry Potter and the Half-Blood Prince" was in the shops in July 2005

"USA Today": J. K. Rowling on "Harry Potter and The Prisoner of Azkaban" film

"Harry Potter and the Prisoner of Azkaban is probably my best book," says Joanne Kathleen Rowling

"The Times" calls Rowling one of the "most important" people in the world



## *J. K. Rowling meets the Queen of England*

Rowling wins award for "Harry Potter and the Order of the Phoenix"

Rowling is one of the most powerful women in Hollywood

"Harry Potter and the Chamber of Secrets" is published in the USA

The happiest day for all children and their parents. Harry Potter is back in "The Goblet of Fire"

The first Harry Potter book, "Harry Potter and the Philosopher's Stone", breaks all records

Loan from friend helped J. K. Rowling make magic

"Сказка о Гарри Поттере похожа на все другие сказки и отлична от всех. Мальчик-сирота учится быть сильным с теми, кто считает его слабаком, и великодушным с теми, кто зависит от его воли. Это сказка о правде и долге человека оставаться человеком даже в волшебном мире".

Независимая газета 17.02.2000

**4** Say whether the statements are true, false or whether there's no information in the newspaper headlines. Support your ideas with the facts from newspapers.

1. J. K. Rowling met the Queen of England.
2. J. K. Rowling became a millionaire.
3. J. K. has her own site on the Internet.
4. J. K. Rowling lives in a castle.
5. There are Hollywood films made from her books.
6. Rowling is the most successful writer in the world.
7. In some American towns they burn Rowling's books because they are about wizards and witches.
8. The first book in the series is "Harry Potter and the Goblet of Fire".
9. Grown-ups like her books as much as children.
10. Any book by Rowling is sure to be successful.
11. Rowling herself likes one of her books more than the others.
12. Some children find Rowling's books boring.
13. Rowling told the world about the friend who had helped her with money.

## Homework

- A** Here are some facts about Joanne Kathleen Rowling. Fill in the gaps with *make* or *do*. Use the negative form if necessary.
1. J. K. Rowling... a French course when she was young.
  2. J. K. Rowling... a mistake when she became a secretary.
  3. In Portugal Rowling... a lot of progress with her writing.
  4. What did she... in Portugal? — She taught English.
  5. In Portugal J. K. Rowling... sports.
  6. In Edinburgh J. K. Rowling... all the housework herself.
  7. When J. K. Rowling needed money, one of her friends... her a favour.
  8. Rowling... a lot of money with her books.
  9. Nowadays J. K. Rowling... a lot of writing.
  10. J. K. Rowling... friends all over the world thanks to Harry Potter.
- B** Get ready for your next lesson. Read and translate the text on pages 169–171.

## Lesson 7

### What is the book / film about?

- 1** Listen to the words and repeat them.

The Philosopher's Stone [fɪ'lɒsəfəz stəʊn] — “Философский камень”

The Goblet of Fire [gɒblət əv faɪə] — “Кубок огня”

The Chamber of Secrets [tʃeɪmbə(r)] — “Тайная комната”

The Order of the Phoenix [ˈɔ:də(r) əv fɪniks] — “Орден Феникса”

half-blood prince — принц-полукровка

spell — заклинание

wand — волшебная палочка

broomstick — метла

orphan [ˈɔ:fən] — сирота

scar — шрам

accident [ˈæksɪdənt] — несчастный случай

invisible — невидимый

copper — медь

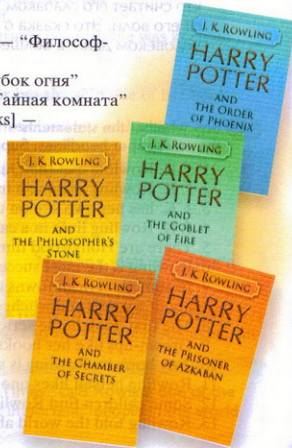
goblin — гоблин

immortal — бессмертный

muggle — магл (неволшебник)

evil [ɪvəl] — злой

cunning — хитрый



2 Listen

- a) Ha
- b) Ho
- c) Ha
- d) Ha
- e) Ha
- f) Mu

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2 Listen to the story, read it and match the paragraphs with the titles.

- Harry's unhappy childhood
- Hogwarts School, its rules and traditions
- Harry Potter becomes a hero
- Harry's first year at Hogwarts
- Harry Potter is the most famous wizard in the world
- Muggles and wizards

Misha: I've heard a lot about Harry Potter, but I haven't read the books or seen the films. Could you tell me what the film is about?

Mark: There are actually five films. They're based on J. K. Rowling's books "Harry Potter and the Philosopher's Stone", "Harry Potter and the Chamber of Secrets," "Harry Potter and the Prisoner of Azkaban," "Harry Potter and the Goblet of Fire" and "Harry Potter and the Order of Phoenix." You'd be able to understand any of them if you know the plot of the first one. So let me start with that.

1. Harry Potter is an orphan. His parents, Lily and James Potter, were killed when he was a year old. Their killer was the dark wizard Lord Voldemort. Voldemort tried to kill Harry as well, but something happened and Voldemort's attack didn't kill him. Instead, Lord Voldemort was hurt himself. Harry got a scar on his forehead and Voldemort disappeared. At that time Voldemort was the most powerful wizard, and everybody was afraid of him. Other wizards didn't want to say his name and called him "You-Know-Who". When he disappeared, the whole wizard world celebrated, and Harry became a hero.

2. But Harry had to have a normal childhood, so he went to live with the family of his mother's sister: the Dursleys. Aunt Petunia and Uncle Vernon hated the wizards and were terribly afraid of them. They made Harry's life very unhappy. He lived in a small cupboard, didn't get enough food and never heard a kind word from his relatives. His cousin Dudley bullied Harry and beat him up. But worst of all, Harry didn't know anything about his parents. Aunt Petunia told him only that his parents had been killed in a car accident.

That all changed when a letter arrived one day inviting Harry to study at Hogwarts School of Wizardry. On his eleventh birthday Harry got the most wonderful present: he found out that he was a wizard and was really famous. The whole wizard world knew that Harry had made the evil Lord Voldemort go away.

3. Harry had to learn a lot about being a wizard. Wizards live near ordinary people, but they protect themselves and their world carefully. An ordinary person is called a muggle (anybody who can't do magic). Magic can't be done in front of muggles, and most of the wizards live inside magical areas that are invisible to muggles.

They have their own shopping street called Diagon Alley, where wizards buy their broomsticks, cauldrons, wands and books of spells. They have their cafes and pubs, where they eat magic food and drink magic alcohol. They have their own banks, where goblins look after their magic money: knuts made of copper, sickles made of silver and galleons made of gold.

4. Harry goes to Hogwarts School. Hogwarts is a boarding school and Harry spends the whole year there. With its high towers, secret chambers, talking portraits and moving stairs, it is a very special place. No muggle can see it and muggle technology doesn't even work there. Hogwarts teachers are very good wizards and the most powerful of them is the headmaster, Albus Dumbledore. He is the only wizard who wasn't afraid of Lord Voldemort. In fact, Lord Voldemort studied at Hogwarts himself and was Dumbledore's student. When children come to the school, a magic hat, which can see into the heart of every child, sends them to different school houses. There are four houses in the school. Children who have a brave, true heart go to Gryffindor. Those who are kind and hard-working go to Hufflepuff. Anyone who is intelligent and loves to learn goes to Ravenclaw, and someone who is cunning and always gets what he wants goes to Slytherin. A lot of dark wizards came from Slytherin.

All the people from one house live and study together. Each house has its own head (the main teacher), sports team and leaders. People from one house aren't always good friends with people from other houses. The houses compete with each other and at the end of the year the best house wins the school cup. If somebody is late or is rude to a teacher, they lose points for their house. There are the usual school punishments too: sometimes students get detention or have to do lines.

5. During his first year at school Harry studies magic subjects and makes friends and enemies. His best friends are Hermione Granger and Ron Weasley. Harry is happy with his new life: every day he finds that he has more and more talents. He is clever, a very good student and

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2. Harry
3. Lord V
4. Lord V
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10. ....

also good at sport. He plays Quidditch, the magic wizard sport that is played in the air on broomsticks. With Harry's help, his house wins some very important games. But Harry's adventures aren't over: the evil "You Know Who" isn't dead. He is trying to come back to the world, and he isn't alone. Somebody at Hogwarts is helping him. A very important magic object, the Philosopher's Stone, is hidden at Hogwarts. With the help of this stone anybody can produce the Elixir of Life which makes the drinker immortal. If Voldemort gets the Philosopher's Stone, he will come back forever. Voldemort's secret friend is trying to get to the stone.

Harry and his friends think that they know the name of their enemy.

6. The first film was a successful debut of young British actors: Daniel Radcliffe as Harry Potter, Emma Watson as Hermione and Rupert Grint as Ron Weasley. However, all the actors and actresses who played the roles of the adults are well-known stars.

3 Read part 1 for detail and put the events in the correct order.

1. Harry became a hero.
2. Harry lived with his parents, Lily and James.
3. Lord Voldemort disappeared.
4. Lord Voldemort tried to kill Harry.
5. Lord Voldemort killed Harry's parents.

4 Read part 2 for detail and say *what Harry's childhood was like*.  
Talk about all the problems he had.

5 Read part 3. Fill in the gaps and complete the sentences.

1. There are wizards and there are...
2. ...carefully protect their world from muggles.
3. The wizards' main shopping street is called...
4. There they can buy...
5. The wizards keep their money in...
6. The magic money is called...
7. The most valuable money is... because it's made of...
8. The wizards' school is called...
9. The headmaster's name is...
10. ...used to study at Hogwarts too.

- 6 Read part 4 and match the names of the school houses with their symbols. Explain your opinion.



- 7 Which houses will these people go to?

1 I'm bossy.

2 I'm modest.

3 I'm ambitious and always get what I want.

4 I work hard, but I don't always win.

5 I love books most of all.

6 My friends are very important to me. I'd never let them down.

7 My friends are good fun, but they don't matter.

8 I'm not afraid of anything. If somebody needs a hand, I'll be there.

- 8 Which houses could Misha, Rob, Mark and Emily go to? Why?

- 9 What things are the same at Hogwarts and at English schools?

**Model:** *Hogwarts is a boarding school and there are boarding schools in England.*

- 10 Find similarities and differences between Hogwarts and your own school.

- 11 Read part 5 and answer the questions.

1. Who were Harry's best friends?
2. How is Quidditch played?
3. Why is the book called "Harry Potter and the Philosopher's Stone"?
4. How could the "philosopher's stone" be used?
5. Why did Voldemort need the stone?

## Homework

- A** Get ready for a film project: write a review of your favourite film. Illustrate it with pictures and photos.

## Lesson

- 1 Tell your history.

- ▶ After your club to...

- 2 Each re... to help...

1. Was...
2. Did i...
3. Is it b...
4. Do y...

## Lesson

- 1 Listen to treasure...

- 2 Read th...

- Jack:  
Emily:  
Jack:  
Emily:  
Jack:

- Rob:  
Jack:  
Misha:  
Jack:

- Emily:  
Mark:  
Misha:  
Mark:

- Jack:  
Mark:



## Lesson 8

### Project "Start a film review club"

- 1 Tell your classmates about your favourite film, the plot, actors, director and history. Illustrate your story with pictures and photos.
- ▶ After you finish your presentation, leave your review for the members of the club to read and assess.
- 2 Each review is assessed by the members of the club. Use these questions to help you.
  1. Was the review interesting or boring?
  2. Did it make people who haven't seen the film want to watch it?
  3. Is it helpful for someone who hasn't seen the film yet?
  4. Do you agree with the review (if you have seen the film)?

I love books most of all.

5



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## Lesson 9

### The history of the American flag

- 1 Listen to the conversation and say if the friends are going to find the treasure in California.
- 2 Read the conversation for detail.

Jack: What would you like to do today, my friends?

Emily: Let's go to "the hills that shine with gold".

Jack: What do you mean?

Emily: I mean the Hollywood Hills.

Jack: But what do you want to see there? The famous Hollywood sign is much better seen from a distance and there's really nothing else there. There are only houses...

Rob: But what about the white horse? Is there a white horse there?

Jack: No, I've never heard about anything like that.

Misha: But there are sure to be some secret caves in the hills.

Jack: Not that I know of. You see there are so many houses in this area, so there aren't so many secret places left.

Emily: Oh, no. So we've travelled so far in vain.

Mark: I told you before we left, but nobody wanted to listen.

Misha: Has anybody got any more ideas?

Mark: No, I think that's it. We're not clever enough to solve Robin MacWizard's mystery.

Jack: What is it you're talking about?

Mark: Let's tell him, everyone. It's not important anymore.

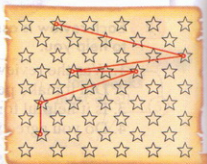
im. Illustrate it

Rob: A long time ago my ancestor hid a treasure somewhere. He left us some clues because he wanted it to be found one day, but we don't understand them. I think that we didn't manage to understand the clues because we don't know American history well enough.

Jack: Maybe I can help you. If you want to tell me the clues.

Rob: Sure. Here they are:

"Follow me and walk the road of stars, then go to the hills that shine with gold. Here's a map to help you if you have any trouble. Then find the place where the first, the third, the sixteenth and the twenty-sixth met. Look up and you'll see a huge white horse. Under this horse there is a deep cave. Follow the pictures on the wall, and they will lead you to the treasure."



Jack: But it's very simple. I'm surprised you haven't noticed it yourselves!

Misha: What is it?

Jack: Look at the stars. Don't they remind you of anything?

Emily: Let me think... Well, I didn't notice it before! These are the stars from the American flag!

Mark: Wow! Now I see it too. But why are they connected in such a strange way?

Jack: Let me tell you about the history of our flag and then you'll be able to answer your question yourself.

**3** Read the story about the American flag and say if the following statements are true, false or whether there's no information in the text.

1. The first American flag was created by the Pilgrims.
2. The first American flag was designed by the author of the Declaration of Independence.
3. George Washington designed the first flag.
4. The story about Betsy Ross cannot be proved, but a lot of people believe it.
5. There were thirteen stars and thirteen stripes on the original US flag.
6. The stars and stripes used to symbolize the first thirteen states.
7. More stars and stripes used to be added to the flag when more states joined the Union.
8. Nowadays there are fifty stars and thirty-seven stripes on the flag.
9. The stripes on the flag stand for all the states that the USA consists of today.
10. If another state joins the USA one day, another star will be added to the flag.





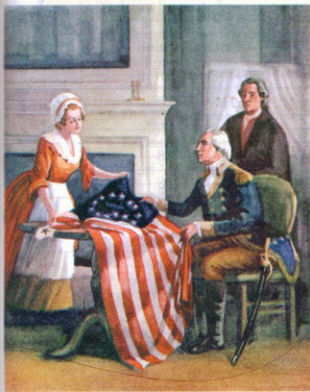
## The history of the American flag

At the time of the Revolution, America needed its own flag to lead the soldiers into battle. The American flag was created even before the Declaration of Independence was signed. There is a story about it. Historians say that there are no facts to prove it, but people still believe it.

According to a popular story, the first American flag was made by Betsy Ross, a seamstress from Philadelphia. She did some sewing for George Washington, who at the time was the leader of the Continental Army. One day Washington and two other representatives from the Continental Congress came to Betsy Ross's shop and asked her to have a look at the drawing of the American flag. It had been designed by George Washington himself. He decided to have thirteen stars and thirteen stripes on the flag to symbolize the thirteen states of America. Betsy Ross made the flag and soon it became the most popular national symbol. It was approved by the Continental Congress on June 14, 1777, and now on this day every year Americans celebrate Flag Day.

"But there are more than thirteen stars on the modern US flag," you may say and you'd be right.

After the first thirteen colonies signed the Declaration of Independence and formed the Union, more colonies joined. In 1791 and 1792 Vermont and Kentucky were admitted to the Union, so two more stars and two more stripes were added to the flag. As the Union grew, however, it became clear that the flag was becoming too big. In the end, it was decided to add a star for every new state, but to keep the number of stripes unchanged. So there will always be thirteen stripes on the American flag to commemorate the original thirteen colonies that started the Union. The last new star, bringing the total to 50, was added in 1960 after Hawaii became a state.



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flag.

Misha: Now I understand. When Robin went to hide the treasure, he had to cross a lot of states, so he simply showed us his route.

Mark: Yes, he started in the second state, then he went to the seventeenth... But wait. How do we know which state is which?

Jack: Oh, that's easy. I don't remember exactly, but we can always find this information on the Internet.

- 4 Use the drawing of the flag and the information that the friends found and show Robin MacWizard's route on the map.

State	Entered Union
1. Delaware ['deləweə]	Dec. 7, 1787
2. Pennsylvania [ˌpensə'lveɪniə]	Dec. 12, 1787
3. New Jersey [ˌnju: 'dʒɜ:zi]	Dec. 18, 1787
4. Georgia [ˌdʒɑ:ʒə]	Jan. 2, 1788
5. Connecticut [kə'netɪkət]	Jan. 9, 1788
6. Massachusetts [ˌmæsə'tʃʊzɪts]	Feb. 6, 1788
7. Maryland [ˌmæriˈlænd]	Apr. 28, 1788
8. South Carolina [ˌsauθ kærə'lainə]	May 23, 1788
9. New Hampshire [ˌnju: 'hæm(p)ʃɪr]	June 21, 1788
10. Virginia [və'dʒɪniə]	June 25, 1788
11. New York [ˌnju: 'jɔ:k]	July 26, 1788
12. North Carolina [ˌnɔ:θ kærə'lainə]	Nov. 21, 1789
13. Rhode Island [ˌrəʊd aɪlənd]	May 29, 1790
14. Vermont [və'mɒnt]	Mar. 4, 1791
15. Kentucky [kən'tʌki]	June 1, 1792
16. Tennessee [ˌtenə'si:]	June 1, 1796
17. Ohio [əʊ'haɪə]	Mar. 1, 1803
18. Louisiana [ˌlu:izjə'neɪ]	Apr. 30, 1812
19. Indiana [ˌɪndi'æneɪ]	Dec. 11, 1816
20. Mississippi [ˌmɪsɪ'sɪpi]	Dec. 10, 1817
21. Illinois [ˌɪlɪ'nɔɪ]	Dec. 3, 1818
22. Alabama [ˌælə'bæmə]	Dec. 14, 1819
23. Maine [meɪn]	Mar. 15, 1820

24. Missouri [mɪ'sɔ:ri]
25. Arkansas [ˌɑ:knsən]
26. Michigan [ˌmɪtʃɪ'ɡæn]
27. Florida [ˌflɒrɪ'də]
28. Texas [ˌteks]
29. Iowa [ˌaɪəw]
30. Wisconsin [ˌwɪzən'sɪn]
31. California [ˌkælɪ'fɔ:nɪə]
32. Minnesota [ˌmɪnɪ'sɔ:tə]
33. Oregon [ˌɔ:ri'ɡæn]
34. Kansas [ˌkæn'sɑ:]
35. West Virginia [ˌwest vɜ:rdʒɪ'nɪə]
36. Nevada [ˌnevədə]
37. Nebraska [ˌnebrə'skə]
38. Colorado [ˌkɒlə'rə'do]
39. North Dakota [ˌnɔ:θ dɑ:kə'tə]
40. South Dakota [ˌsaʊθ dɑ:kə'tə]
41. Montana [ˌmɒntə'nə]
42. Washington [ˌwæʃɪŋ'tən]
43. Idaho [ˌaɪ'dəʊ]
44. Wyoming [ˌwɪjəmɪŋ]
45. Utah [ˌju:tə]
46. Oklahoma [ˌɒklə'hɑ:mə]
47. New Mexico [ˌnju: meksɪ'ko]
48. Arizona [ˌærɪzə'nə]
49. Alaska [ˌælə'skə]
50. Hawaii [haɪ'aɪ]

- 5 Look at the map.

- In which state...
- Where did he...
- How many s...

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 we can always find

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- c. 7, 1787
- c. 12, 1787
- c. 18, 1787
- c. 2, 1788
- c. 9, 1788
- c. 6, 1788
- c. 28, 1788
- c. 23, 1788
- c. 21, 1788
- c. 25, 1788
- c. 26, 1788
- c. 21, 1789
- c. 29, 1790
- c. 4, 1791
- c. 1, 1792
- c. 1, 1796
- c. 1, 1803
- c. 30, 1812
- c. 11, 1816
- c. 10, 1817
- c. 3, 1818
- c. 14, 1819
- c. 15, 1820

24. Missouri [mə'suəri]	Aug. 10, 1821
25. Arkansas [ˈɑːkənsɔː]	June 15, 1836
26. Michigan ['mɪʃɪɡən]	Jan. 26, 1837
27. Florida ['flɒrɪdə]	Mar. 3, 1845
28. Texas ['teksəs]	Dec. 29, 1845
29. Iowa ['aɪəwə]	Dec. 28, 1846
30. Wisconsin [wɪ'skɒnsɪn]	May 29, 1848
31. California [ˌkælɪ'fɔːniə]	Sept. 9, 1850
32. Minnesota [ˌmɪnɪ'səʊtə]	May 11, 1858
33. Oregon ['ɒrɪɡən]	Feb. 14, 1859
34. Kansas ['kænzəs]	Jan. 29, 1861
35. West Virginia [ˌwest və'dʒɪniə]	June 20, 1863
36. Nevada [nɪ'vædə]	Oct. 31, 1864
37. Nebraska [nɪ'bɹæskə]	Mar. 1, 1867
38. Colorado [ˌkɒlə'rædəʊ]	Aug. 1, 1876
39. North Dakota [ˌnɔːθ də'kəʊtə]	Nov. 2, 1889
40. South Dakota [ˌsaʊθ də'kəʊtə]	Nov. 2, 1889
41. Montana [mɒn'tæːnə]	Nov. 8, 1889
42. Washington ['wɒʃɪŋtən]	Nov. 11, 1889
43. Idaho [aɪ'dəʊəʊ]	July 3, 1890
44. Wyoming [waɪ'ɒmɪŋ]	July 10, 1890
45. Utah ['juːtɑː]	Jan. 4, 1896
46. Oklahoma [ˌɒklə'həʊmə]	Nov. 16, 1907
47. New Mexico [ˌnjuː 'meksɪkəʊ]	Jan. 6, 1912
48. Arizona [ˌærɪ'zəʊniə]	Feb. 14, 1912
49. Alaska [ə'leskə]	Jan. 3, 1959
50. Hawaii [ha'veaɪ]	Aug. 21, 1959

**5** Look at the map on pages 178–179 and answer the questions.

1. In which state did Robin start his journey?
2. Where did he stop and hide the treasure?
3. How many stars were there on the flag in 1825?

# United States of America



# United States of America



**6** Look at the map and answer the questions.

1. Which state was named after an American president?
2. Which states border on Canada?
3. Which states do you think are the coldest?
4. Which states would you like to visit on your summer holidays?
5. What is closer to Europe: California or South Carolina?
6. Did the Pilgrims land on the east or the west coast in 1620?
7. Which coast has more states?

**Homework**

**A** Read for detail.

Jack: Yes, look, it's clear. Now we know the name of the state.

Misha: But South Dakota's a big state. Where exactly is the treasure hidden?

Jack: Don't forget about the rest of the clues. You've worked out most of them correctly.

Mark: So in South Dakota we must find the mountains where gold was found...

Jack: Correct.

Misha: And then we must find the place where the first, the third, the sixteenth and the twenty-sixth American presidents met.

Jack: Yes! And don't worry. You can't miss it. This place is really famous and... rather big.

Emily: Let's go together, Jack. We'll share the treasure with you. It'd only be fair after all your help.

Jack: Thank you, but I can't. It's your treasure and your adventure. You have to do it yourselves, and I have to stay here and sort out my life.

Misha: Thanks for everything. We'll write to you about what happens.

Jack: OK, bye. I'll be looking forward to hearing from you.

- B** Try to be the first to guess where exactly in South Dakota the treasure is hidden. Use any sources of information that are available to you.



## Your active vocabulary

to be likely  
to be unlikely  
to be certain  
to be sure  
Los Angeles  
Beverly Hills  
Malibu  
Hollywood and Highland  
Rodeo Drive  
Mann's Chinese Theater  
The Egyptian Theater  
movie  
suburbs  
a celebrity  
show business (show biz)  
a film director  
a camera operator  
a musician  
an Academy Award  
a film studio  
to take place  
to suffer  
to struggle  
to do smth in vain  
fame

a premiere  
the tickets are sold out  
to advertise  
to star  
a cast  
What's on?  
a thriller  
an adventure film  
a documentary  
a blockbuster  
a cult film  
a drama

a historical film  
a fantasy film  
a horror film  
science fiction  
an animated film / cartoon  
a war film  
a Western  
a children's film  
a soap opera  
a comedy  
a classic  
a musical  
an action film  
a romance

boring  
funny  
violent  
moving  
thrilling  
superb

awful

Many people think that...  
Everybody says that...  
We all know that...  
usually  
in general

But what about...?  
But don't forget...  
Very true, but...  
But in fact...  
But actually...  
And besides...  
OK, but...  
In reality...  
The exception is...

holidays?  
a?  
1620?



with you. It'd only  
ar adventure. You  
and sort out my life.  
what happens.  
the treasure is  
to you.

## 6

## What are you going to do in summer?

## Lessons 1, 2

## What does a ranger do?



Использование Present Simple вместо Future Simple в английских придаточных предложениях времени и условия

В английских придаточных предложениях **времени** и **условия** для выражения будущих действий употребляется **Present Simple**, а не **Future Simple**.

• Английские придаточные предложения **времени** присоединяются к главному предложению с помощью союзов **when** (когда), **till / until** (до тех пор, пока), **as soon as** (как только), **after** (после того как).

*He will send an e-mail as soon as he gets the parcel.* — Он отправит сообщение (когда?), как только получит посылку.

*When they arrive, I'll phone you.* — Когда они придут, я вам позвоню.

*I'll wait till he comes back.* — Я подожду до тех пор, пока он не вернется.

*We'll watch TV after we do our homework.* — Мы будем смотреть телевизор после того, как сделаем уроки.

• Английские придаточные предложения условия присоединяются к главному предложению с помощью союзов **if** (если), **unless** (если не).

*If he asks, she'll tell him the truth.* — Если он спросит, она скажет ему правду.

*I won't be able to do anything unless he agrees to help.* — Я не смогу ничего сделать, если он не согласится помочь.

Обратите внимание, что союз **unless** имеет отрицательное значение, поэтому в сложноподчиненном предложении больше не нужно отрицания.

Придаточное предложение может стоять как после главного предложения, так и перед ним. Если придаточное предложение стоит перед главным предложением, оно отделяется запятой.

*We'll go to the theatre if my friend phones me.*

*If my friend phones me, we'll go to the theatre.*

1 Translate the sentences into Russian. Explain the use of tenses.

- I'll explain everything after he leaves the room.
- She'll buy a new dress as soon as she loses some weight.
- If your mother treats you like a child, you'll never learn how to make your own decisions.
- I'll wait till he comes back.

- He won't...
- Alice will...
- They will...
- He will...

2 Match the...

- They'll...
- He'll p...
- I'll wa...
- Even if...

3 Write the...

- If I (fin...
- She (no...
- He (pa...
- They (...
- Grann...

4 Listen to th...

the words a job? Gu...



- to give
- to deliv
- to help
- to be a
- to wor
- to be a
- to mak



5. He won't achieve anything unless he learns to work harder.
6. Alice will study English until she is able to understand her pen friend's letters.
7. They won't be able to help Jane unless she asks them to.
8. He won't stop until he finds out the truth.

**2 Match the parts of the sentences.**

- |                          |  |
|--------------------------|--|
| 1. They'll have a picnic | a) unless it rains.                    |
| 2. He'll phone us        | b) nobody will listen to him.          |
| 3. I'll wait             | c) if we don't answer his letter.      |
| 4. Even if he complains, | d) till my friend tells me what to do. |

**3 Write the verbs in brackets in the correct tense.**

1. If I (find out) something about him, I (phone) you.
2. She (not know) anything unless you (tell) her yourself.
3. He (pass the test) if you (help) him.
4. They (be) at home when the match (start).
5. Granny (be happy) if I (go) to the country with her tomorrow.

**4 Listen to the words and expressions and repeat them after the speaker. Match the words with the pictures of jobs. Which of the expressions doesn't describe a job? Guess the meaning of the expression or translate it using a dictionary.**



- to give out advertising fliers
- to deliver the post
- to help children catch up with their studies
- to be a babysitter
- to work as a waiter
- to be a ranger
- to make website home pages

5. Listen to the conversation and say what a summer job is. What's the difference between a summer job and a permanent job?

6. Read the conversation for detail and answer the questions.

1. Which of the jobs from Ex. 4 is Misha not going to do?

2. What does Emily want to do?

3. Why will Misha be green with envy?

4. What does a ranger do?

Emily: What are you thinking about, Misha? You look a bit sad.

Misha: I am sad. Soon we'll find the treasure and then our adventure will be over.

Emily: Yes, that's true, unless Jack made a mistake about South Dakota. You know how easy it is to make a mistake with all these clues and mysteries.

Misha: No, I have a feeling that this time it will be there.

Emily: Anyway, what will you do when you go back to Russia?

Misha: I've thought about it a lot. First of all I'll spend some time with my family. I really miss them all. Then I'll go to see all my friends and catch up with all the news. The only thing is I don't know if they'll be there for summer. Then I'll probably think of getting a summer job. I hope it won't be too late to find something for this summer.

Emily: What would you like to do?

Misha: Well, I can do lots of things: give out advertising fliers, deliver the post, work as a waiter in a local cafe or be a babysitter. Then maybe I'll be able to take a job that uses my qualifications: helping children catch up with their studies (in English and Maths, for example) or making website home pages for people who need them. But it'll take a lot of time to find a job like that.

Emily: Hmmm, you don't sound very enthusiastic. I think you have to be really motivated to get a good job, even if it's just a summer job, not a permanent job.

Misha: And what about you? Unless I've got it wrong, you know all about summer jobs. Have you found a good one for yourself?

Emily: Well, actually it's a secret. I don't want anybody to know until I get a reply from them.

Misha: Oh, please tell me now. We probably won't have a chance to talk about it after we find the treasure.

Emily: Well, I guess I can tell you. I'd like to be a ranger in one of California's national parks.

Misha: What does a ranger do?

Emily: All sorts of things. They look after animals and plants, lead excursions, organise seminars for visitors, and sometimes even save people's lives.

Misha: H

d

Emily: N

p

r

s

b

7. Найдите  
придаточ-  
на русски

8. Complete  
the Present

Model: W

1. The f

2. When

3. Misha

4. Misha

5. It will

6. If som

7. Emily

8. Emily

9. Emily

10. If the

11. When

9. Tell the cl  
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Model: I

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Homework

A Put the ve

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2. He (no

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3. They (v

Misha: Hmmm, you don't really think you'll be that lucky, do you? Is it dangerous to work in a national park then?

Emily: Now I can see that you don't know anything about the national parks in California. Working there is a real adventure. I'm just not sure if they take teenagers. Let me tell you what rangers do. You'll be green with envy.

7 Найдите в диалоге предложения, где союз *if* используется для введения придаточных изъяснительных предложений. Переведите эти предложения на русский язык.

8 Complete the sentences with facts from the dialogue. Pay attention to the way the Present Simple and the Future Simple are used.

**Model:** When the friends find the treasure, their adventure will be over.

1. The friends will find the treasure if...
2. When Misha goes back to Russia,...
3. Misha will visit his friends if...
4. Misha will try to get a summer job if...
5. It will take Misha a lot of time if...
6. If someone wants to find a good job,...
7. Emily won't tell anybody about her summer job until...
8. Emily and Misha only have time to talk about everything until...
9. Emily could save somebody's life if...
10. If the California national parks give jobs to teenagers,...
11. When Emily tells Misha about California's national parks,...

9 Tell the class about your plans for next summer in two or three sentences. Use these ideas for help if you have to.

**Model:** If I have enough time, I'll catch up with my school work. I hope it's not too late. My best friend promised to help me.

to go to summer camp, to catch up with school work, to go to the country, to find a summer job, to make a bit of pocket money, to work to help the family, to go hiking, to go to the seaside, to do nothing, to watch TV all day, to do sports, to read books, to find time for one's hobby

### Homework

A Put the verbs in the correct tense form.

1. If he (have) a toothache, he (go) to the dentist.
2. He (not go) to university unless he (work) hard.
3. They (wait) until he (come back).
4. She (not go) to the park if it (rain).
5. I (give) you the book if I (find) it.
6. You (have to) take a taxi if you (miss) the bus.

**B** Write questions about the underlined words.

1. They'll go to the disco if it rains.
2. She'll find out a lot about the subject when she reads this book.
3. She'll lose weight when she goes on a diet.
4. If she has time, she'll work as a babysitter.
5. You'll burn calories if you do sports.

**C** Translate the sentences into English.

1. Если вы будете знать английский язык хорошо, вы сможете найти хорошую работу.
2. Если мальчики найдут сокровища, их приключение закончится.
3. Что будет делать Миша, когда вернется в Россию?
4. Если в моем городе откроется ресторан, я попробую найти там работу.
5. Ты умрешь от зависти, когда я расскажу тебе о своих планах на лето.
6. Летом он будет работать официантом, если его возьмут.
7. Если Эмили не поедет в летний лагерь, она будет помогать лесникам.
8. Ты будешь раздавать рекламные объявления, пока не найдешь работу лучше.

**Lessons 3, 4**

**It would be nice to have a summer job**



**Сослагательное наклонение / Subjunctive mood**

В английском языке существует три типа сложноподчиненных предложений с придаточными условий. Вы уже знакомы с придаточными условными предложениями I типа. В них содержится указание на реальное, выполнимое условие.

*She'll go to the party if Mike invites her.* — Она пойдет на вечеринку, если Майк пригласит ее.

**Сослагательное наклонение (The Subjunctive mood)** используется в **условных предложениях II типа (Conditionals type 2)**. В этих предложениях содержится указание на нереальное условие, по причине которого осуществление действия главного предложения проблематично или невозможно. В таких предложениях действия могли бы произойти в **настоящем или будущем**, но это маловероятно. В главном предложении употребляется **Future-in-the Past**, в придаточном **Past Simple**.

*She would go to the party if Mike invited her.* — Она пошла бы на вечеринку, если бы Майк пригласил ее. (Это все еще возможно, поскольку вечеринка еще не состоялась, но это маловероятно.)

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**1** Transl

1. She
2. She
3. If w
4. He'
5. If I
6. If I
7. If I

**2** Answ

1. Wh
2. Wh
3. Wo
4. Wo
5. Wh
6. Wh
7. Wh

Обратите внимание! Сокращенная форма **would = 'd**  
*I'd help you today if I had time.*

Глагол **to be** в условных предложениях II типа имеет форму **were**.

*If I were older, I would work as a ranger.* — Если бы я был старше, я бы работал лесником.

*If I were you I'd spend this money on books.* — На твоём месте я потратил бы эти деньги на книги.

Наклонение	Тип условного предложения	Время, к которому относится высказывание	Главное предложение
изъявительное	I тип Придаточное предложение содержит реальное, выполнимое условие	настоящее будущее	<b>I will give her the document</b>
сослагательное	II тип Придаточное предложение содержит нереальное или трудновыполнимое условие	настоящее будущее	<b>I would give her the document</b>

**1** Translate the sentences into Russian.

1. She'd pass her exams next month if she worked hard.
2. She'd be happy if her friend phoned her tomorrow.
3. If we were in America, we'd go to see Washington.
4. He'd work as a waiter next summer if they took him.
5. If I knew his email, I'd send him a birthday greeting.
6. If I were you, I'd apologise.
7. If I were able to swim, we could go canoeing.

**2** Answer the questions.

1. What would you do if you won the lottery?
2. What famous person would you like to meet if you had the chance?
3. Would you go to America if you had a friend there?
4. Would you lend money to your friend if you had some?
5. What country would you visit if you could choose any country?
6. What questions would you ask if you met a real fortune teller?
7. What would you be able to do if you lived in 2150?

- 3 Look at the people in the pictures and give them some advice.  
Start with: *If I were you...*

**Model:** *If I were you, I'd have a break.* — На твоём месте я бы передохнул.



1 have a break

2 not swim here

4 not go down this slope

3 do some revision

5 go home now

6 lose some weight

7 not spend too much money on clothes

8 not stay up so long

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

to apply for a job — подавать заявление о приеме на работу

to offer smb smth — предложить кому-либо что-либо

to charge smb for smth — брать плату с кого-либо за что-либо

to require smth — требовать что-либо

to hire smb — нанимать кого-либо на работу

a requirement — требование

a skill — умение

patience — терпение

a strong point — эд. сильная сторона

an amusement park — парк с аттракционами

to mind — возражать

yard work — работа во дворе / в саду

an attitude — отношение

When in

Choose

Does th

To ha

I don't

- 5 Read th  
their imp  
the last

1. How

2. Wh

3. Sho

4. Wh

5. How

6. How

7. How

8. Wh

9. Is th

10. Do

11. Wil

12. Wil

13. Wil

14. Wil

15. Wh

16. Wil

- 6 Look th  
jobs if a

- 7 Emily sh  
teenage

"It v

"If c

"If c

I'd be

Does

around

## When in Rome


Choose the phrase which best describes the idea.

Does this ring a bell? — Does it wake you up? Does it sound familiar?

Does it sound exciting?

To have green fingers — to be beautiful / to be lazy / to be good at gardening

I don't have a clue. — I don't know. / I have no key. / I'm not interested.



4 not go down this slope



5 not stay up so long

5 Read the list of possible questions about summer jobs. Rate them according to their importance for you. Explain the first five positions in your rating. Explain the last position in your rating.

1. How should I look for a job?
2. Where can I find information about the job?
3. Should I advertise my services?
4. What kind of jobs are there for me to do?
5. Will the job be interesting?
6. How much will I earn?
7. How much should I charge?
8. When should I apply for the job?
9. Is there a minimum age requirement?
10. Does this job require any special skills?
11. Will I learn anything new at this job?
12. Will I be able to meet new people?
13. Will I be able to travel?
14. Will I still have any free time?
15. What are the working hours?
16. Will I need permission from my parents?

6 Look through the text and find out which of your questions about summer jobs it answers.

7 Emily showed Misha an article with advice on summer jobs for American teenagers. Listen to the text and read it for detail.

"It would be nice to have a job this summer."

"If I had more time, I'd definitely look for a job."

"If only they could give me something interesting to do, I'd be happy to try a job out." "If I were older..."

Does this ring a bell? If you want to find a summer job, don't just sit around and dream. If you want to get results, get up and get moving. You'll

be surprised how many options there are. But you won't know about them if you don't make the effort.

Your first step should be to look for adverts in the local papers. Then try to talk to your neighbours, relatives or anybody else who will listen to you.

So what are the options you can try?

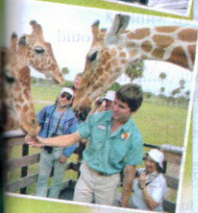
- **Working at a cafe or a restaurant.** This will suit someone who wants to earn as much money as possible. Hot summer days are usually a very busy time for cafes and bistros, so they'll probably want all the help they can get. But you have to bear in mind that it's not an easy job. You have to be physically fit and work well under stress if you think a job like this is for you. Your attitude is also a factor. If you think to yourself "I hate this job" as you wash the dishes or clear the tables, you won't get much from it. But if you think positive, you could learn a lot about the restaurant business and later this knowledge could be useful when you start a business of your own.
- **Babysitting.** This is a traditional job for teenagers to do. If you are responsible and love kids, then this is the job for you. There will always be a family with busy working parents who'll be more than happy to give you a job to help out over the summer. Your help will be even more welcome if you can do something useful with the children: teach them music or languages or do sports with them.
- **Yard work or cutting the grass.** There will always be people who'll be glad to pay you for looking after their yard. A lot of things in the garden need attention in summer, and not everybody who has a garden is born with green fingers. Fresh air and lots of physical activity is an extra advantage.
- **Dog walking.** "I'd have a dog, if I weren't so busy." You sometimes hear people say that, but not everybody is so responsible. A lot of people who have pets don't have enough time to walk them properly and often feel guilty about it. You can get



- 8 Find in the real world an unreal condition.
- 9 Which advantage does your city (town) have? Which of them do they not have?
- 10 Imagine the world without a certain thing. What are the consequences? What specific changes would you see if you were in charge?

Model: I can't...





quite a lot of clients if you just stick an advert up on the bus stop near your house. Summer is the time when people want to go on holiday. If your parents don't mind, you can also offer to look after a dog or a cat for a couple of weeks until the owners come back from holiday.

- **Teaching people how to use computers or the Internet.** It's probably hard for you to imagine what it is like to live without a computer. You'd feel completely cut off if you switched off your computer even for a day. Well, you'll probably be surprised to know that there are a lot of people who don't have a clue about how to use one. They'd like to be able to, but they're scared. You may be able to help those people if you're very good at using a computer, and patience is your strong point.
- **Working at an amusement park.** Most of these places are only open in the summer, but they hire hundreds of people. Going on free rides, having a lot of fun and getting to know lots of new people are all guaranteed.
- **Working at a summer camp, national park or a holiday resort.** If you have a friendly and outgoing personality and if you like to travel, this is the job for you. The only problem is that jobs like this are really popular, so you'll need to apply early and hope that you'll be selected.

8 Find in the text the sentences that contain real conditions  
unreal conditions

9 Which advice given in the text can be used in your city (town, village)? Why? / Why not?  
Which of the jobs mentioned in the text would you not charge for but do them as a favour instead?

10 Imagine that you want to find a job. What special skills do you have?  
What are your strong points?  
What special skills do you not have now but you would have if you were older?

*Model: I can play the piano. If I were older, I'd be able to drive a car.*

- 11 Continue the sentences with words and expressions from the active vocabulary in these lessons.

**Model:** I thought you and she used to work together. Her name is Helen Brown. ...? — *I thought you and she used to work together. Her name is Helen Brown. Does this ring a bell?*

- I'd really like to get his job. — So why don't you ... it?
- What are you good at? — I think foreign languages are my...
- I can't take this job. They... a lot of special skills that I don't have.
- I won't invite this babysitter again. She's too expensive.  
— How much did she...?
- My uncle... a job, but I'm not sure about it. I'll have to get up at six o'clock in the morning.
- Are there any special... for this job?  
— No, they'll take anybody.
- It was your decision to... this young girl. Why did you do it? She doesn't have any...  
— But she's nice and has a lot of... Besides she really needed a job.
- I don't like gardening. — Well, not everybody is born with...
- If I got a summer job, I'd find something fun and exciting. An... would be a nice place to work.
- Why did you decide to apply for this job? You... about computers!
- You'll need permission if you want to go camping with us. I hope your parents....

- 12 Read some of the Russian labour laws for teenagers in the table.

a) Listen to the information about American laws for the same age group and put the information in the right column.

	Russia	USA
Summer	4 hours a day, 6 days a week; or 4.8 hours a day, 5 days a week	
School year	2.5 hours a day	

b) Listen to the information again and answer the questions.

- Which age group are the laws for?
  - Why are the restrictions imposed?
  - How late can American teenagers work during the school year?
- 13 Compare Russian and American labour laws for teenagers.  
Say 3–4 sentences.

## Homework

- A Look at the...  
you wan...

**Model:**

- The p...  
have t...
- You n...  
you w...
- You n...  
4. You n...  
5. You n...

- B Translate  
more sen...

- Если  
комп...
- Если  
в инт...
- Если  
бы в...
- Если  
сдал

- C Somethin...  
were the...

a) Write...

**Model:**

- no sch...  
ability...  
ability...  
discos...  
ability...

b) Write...

**Model:**

## Homework

- A** Look at the reasons why you may not get a job. Write sentences about the job you want to do according to the model.

**Model:** You may not be old enough. — *If I were older, I'd be able to work as a sales assistant.*

1. The place you want to work may be a long way away and you may not have reliable transport.
2. You may not have enough time or a regular enough schedule for the job you want.
3. You may not be able to find a job which interests you.
4. You may need a degree.
5. You may not have the special skills required for the job.

- B** Translate the sentences into English. Continue the story with two or three more sentences.

1. Если бы летом он заработал достаточно денег, он купил бы компьютер.
2. Если бы он купил компьютер, он мог бы искать информацию в интернете.
3. Если бы он мог искать информацию в интернете, он получил бы всю необходимую информацию по физике и математике.
4. Если бы он имел всю необходимую информацию, он бы хорошо сдал экзамены и поступил бы в институт.

- C** Sometimes when you are angry with your parents, you might think that if you were them, your life would be so much easier and more interesting.

a) Write about five good things that would happen to you if you were your mother (father). Use the words and expressions or your own ideas.

**Model:** *If I were my mother, I'd be able to eat whatever I like.*

no school      no exams      no control

ability to spend money on anything you want

ability to travel      ability to go to restaurants

discos and other exciting places      ability to drive

ability to make important decisions

- b) Write about the new responsibilities you would have.

**Model:** *If I were my father, I'd have to work for more than eight hours a day.*

## How to build words

**Суффикс прилагательных -ive**

Суффикс прилагательных **-ive** используется для образования прилагательных от существительных и глаголов.

*to inform — informative, effect — effective*

- 1 a) Look through the adverts in Ex. 3. Find the adjectives that were formed from these words.

to create, to compete, to act, to attract, to imagine, expense

b) Translate the adjectives into Russian.

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

a ride assistant — сопровождающий во время поездок верхом

a roller coaster — русские горки

an office clerk — работник офиса

a lifeguard — телохранитель

a dishwasher — работник на посудомоечной машине

a fully costumed character — костюмированный персонаж

employment [ɪm'plɔɪmənt] — работа по найму

staff — зд. обслуживающий персонал

hospitable — гостеприимный

outgoing — общительный

a waterfall — водопад

a glacier [ˈglæsiə] — ледник

a meadow [ˈmeɪdəʊ] — луг

brehtaking ['breθˌteɪkɪŋ] — поразительный

- 3 Read the adverts for detail.

## We're looking for a dishwasher

### What's the job like?

You'll have to operate a dishwasher safely and efficiently. You must follow hygiene rules and keep the work area clean and well-organised. There may be some occasional lifting. You may also have to help other kitchen staff if asked.



#### You are:

- Hard-working
- Have some ex
- Able to work instructions.
- Flexible and p
- Various times
- A positive att

**Minimum Ag**  
**Special Skills**  
**Drivers Licen**

## Would you like to see what it's like to be a cook?

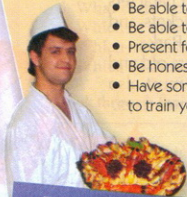
### You'll have to:

- Prepare salads, snacks, desserts and soups using our special recipes.
- Be able to work with expensive kitchen equipment.
- Be able to follow detailed instructions.
- Present food in an attractive way.
- Be honest, reliable and creative.
- Have some previous experience, but we'll be happy to train you.

**Minimum Age:** 16

**Special Skills Required:** No

**Drivers License Required:** No



## We have a Job For You



**Big Buffalo Amusement Park** needs active young people for all kinds of jobs: ride assistants, office clerks, gift shop sales assistants and lifeguards. We offer you a chance to work at a lively and friendly place. Improve your leadership qualities and communication skills, while you spend an unforgettable summer with us. Get ready to work in a highly competitive team. At least one foreign language is a must.

### You are:

- Hard-working and reliable.
- Have some experience in kitchen work.
- Able to work well in a team and follow instructions.
- Flexible and prepared to work at various times.
- A positive attitude is a must!

**Minimum Age:** 15

**Special Skills Required:** No

**Drivers License Required:** No



## A cool costumed character!

Mega Park is the **Best Amusement Park in the World** with the biggest and best roller coasters.

We are looking for people to work as fully costumed characters to greet guests, give short performances, give out tickets and interact with children in our new Mega Amusement Park.

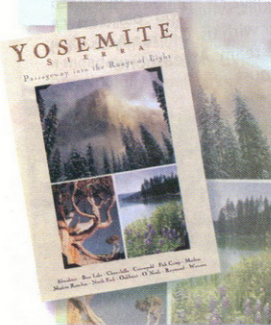
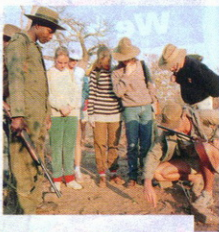
You must be smart and imaginative, at least 15 years old and have some previous experience in performing. You must also be able to work in a heavy costume during hot summer days.

**Special Skills Required:** No  
**Drivers License Required:** No



## Polar Bear National Park

Glaciers, grizzly bears, wolves and North America's highest peak at 20,320 feet – this park has it all. Find yourself in the adventure of your dreams with 6 million acres of inhospitable sub-arctic ecosystem to explore. We need outgoing, creative teenagers to work as junior rangers. Apply only if you enjoy working with people and are ready for lots of physical activity. Knowledge of foreign languages is an advantage.



## Yosemite National Park

Yosemite National Park gives you the chance to enjoy the most breathtaking mountain and valley scenery in the Sierra Nevada. The park has everything: waterfalls, meadows, forests, wild animals, and much more. We have lots of jobs to offer and each one of them is important. Working with us you'll have a chance to enjoy the unique beauty of our park and contribute to preserving its natural resources. Employment with the National Park Service is limited to citizens of the United States, but if you are not a citizen, you may still apply for some voluntary jobs.

- 4 Answer the questions.
1. What would you like to do?
  2. What would you like to study?
  3. What would you like to do in your free time?
  4. What would you like to do in your free time?
  5. What would you like to do in your free time?
  6. Which of these jobs would you like to do?
  7. Which of these jobs would you like to do?
  8. Which of these jobs would you like to do?

- 5 Look through the table.

Place
Dishwasher
Cook
Big Buffalo Park
Costumed character
Polar Bear
Yosemite National Park

- 6 Analyse the text. Which jobs are the most important? Describe a typical day in each job.
- 7 What about the jobs advertised? Write a short advertisement for each job. **Model:** I'm interested in being a... I would like to... I would like to... I would like to...
- 8 Pair work. Talk about the jobs. As if you were a manager, disagree with your partner if you think they haven't noticed something important. **Model:** A: I think... B: Yes, but... A: Yes, but...
- 9 Imagine that you are a manager. What questions would you ask the applicants?



## ional Park

gives you the chance  
aking mountain and  
ra Nevada. The park  
is, meadows, forests,  
ore. We have lots of  
of them is important.  
ve a chance to enjoy  
ark and contribute to  
ources. Employment  
ervice is limited to  
ates, but if you are  
ill apply for some

### 4 Answer the questions.

1. What would you have to do if you worked as a dishwasher?
2. What would you have to do if you worked as a costumed character?
3. What would you have to do if you worked as a ranger?
4. What would you have to do if you worked as a cook?
5. What extra opportunities would each job give you?
6. Which of these jobs do you find the most / the least exciting? Why?
7. Which of these jobs do you find the easiest / the most difficult? Why?
8. Which of these jobs would you like to try? Why?

### 5 Look through the adverts and fill in the table with suitable adjectives.

Place or job	Adjectives which describe the job and the working environment	Adjectives which describe the qualities required
Dishwasher		
Cook		
Big Buffalo Amusement Park		
Costumed character		
Polar Bear National Park		
Yosemite National Park		

### 6 Analyse the table and say which qualities future employers find most important? Describe a typical successful applicant for any summer job.

### 7 What about you? Do you have any of the qualities required for the jobs advertised? Which of them do you not have?

**Model:** *I'm friendly and reliable, but it would be nice if I were more creative.*

### 8 Pair work. Take turns looking at the adverts and comment on each of them as if you wanted to apply for a job. Your partner will have to either agree or disagree with you. (Tip: Look for some special requirements that your friend hasn't noticed.)

**Model:** *A: If I wanted to work as a dishwasher, they'd take me.  
B: But what about the lifting? You won't be able to do that.  
A: You're right. I would be better for this job if I were stronger.*

### 9 Imagine that you are having an interview for a job as a ranger. What questions do you think they would ask you?

10 What would you answer if they asked you these questions?

**Model:** If they asked me what my name is, I'd tell them that my name is...

- |  |  |
|--|--|
| 1. What's your name?                   | 8. Are you fit?                                      |
| 2. How old are you?                    | 9. What are your strong points?                      |
| 3. Where are you from?                 | 10. What are your weak points?                       |
| 4. What are your qualifications?       | 11. How long can you work this summer?               |
| 5. Do you speak any foreign languages? | 12. Would you like to work on your own or in a team? |
| 6. How much would you like to earn?    | 13. Why have you chosen this job?                    |
| 7. Can you drive?                      |  |

**Homework**

**A Match the description with the name of the job.**

- |  |                      |                         |
|--|----------------------|-------------------------|
| a) Someone who looks after a forest or animals in a national park.               | 1. a ranger          | 2. a babysitter         |
| b) Someone who looks after babies.   | 3. a ride assistant  | 4. a cook               |
| c) Someone who prepares food.  | 5. a dishwasher      | 6. a gardener           |
| d) Someone who washes dishes.  | 7. a sales assistant | 8. a costumed character |
| e) Someone who grows flowers and plants.   | 9. a waiter          | 10. a guide             |
| f) Someone whose job is selling things.  |                      |                         |
| g) Someone who serves food and drink in a restaurant.                            |                      |                         |
| h) Someone who shows a place to tourists.  |                      |                         |
| i) Someone who collects people's tickets and takes care of them during the ride. |                      |                         |
| j) Someone who is dressed in a funny costume and plays with children.            |                      |                         |

**B Do the crossword puzzle.**

- Someone who is friendly to visitors. 

--	--	--	--	--	--	--	--	--	--	--	--
- Someone who can be trusted. 

--	--	--	--	--	--	--	--	--	--	--	--
- Someone who can change easily to suit any new situation. 

--	--	--	--	--	--	--	--	--	--	--	--
- Someone who is very imaginative and good at making things. 

--	--	--	--	--	--	--	--	--	--	--	--

- Someone w...
- Someone w... than other...
- Someone w... interesting

**C What is your i... Write 5-7 ser...**

**Lesson 7**



**III тип условн...**

Сослагательн...  
III типа. В усло...  
в прошлом, но в...  
**Perfect-in-the P...  
Perfect.**

*Jim would ha...  
time. — Джим за...  
эту информаци...  
Как вы видит...  
на отличается...  
бы в предложе...  
III типа — в пр...  
II и III типа сун...*

**1 a) Join the two...  
Robin MacWi...  
b) Translate th...  
Model: The b...  
If the**

- Robin did...
- Squanto di...  
Squanto di...
- The future...  
guard of th...
- Robin did...
- The people...



ns?  
that my name is...  
ur strong points?  
ur weak points?  
n you work this

ke to work on your  
eam?  
chosen this job?

2. a babysitter

4. a cook

6. a gardener

10. a guide

5. Someone who is good-looking.
6. Someone who wants to be more successful than other people.
7. Someone who is good at thinking of new, interesting ideas.

- C What is your ideal summer job? What would you like to do and why? Write 5–7 sentences.

## Lesson 7

## An accident in Death Valley



### III тип условных предложений / Conditionals type 3

Сослагательное наклонение также используется в условных предложениях III типа. В условных предложениях III типа действия могли бы произойти в прошлом, но не произошли. В главном предложении употребляется **Future Perfect-in-the Past** (would + have + глагол в III форме) в придаточном **Past Perfect**.

*Jim would have finished his work yesterday if he had got this information in time.* — Джим закончил бы свою работу вчера, если бы он вовремя получил эту информацию.

Как вы видите, перевод на русский язык условных предложений II и III типа отличается лишь тем, что действия, описываемые в них, произошли бы в предложениях II типа в настоящем или в будущем, а в предложениях III типа — в прошлом. Однако английский вариант условных предложений II и III типа существенно отличается глагольными формами.

- 1 a) Join the two sentences to rewrite the main events from Robin MacWizard's diary.  
b) Translate the sentences into Russian.

**Model:** The boys didn't read Robin's diary. The boys didn't meet Emily. —  
*If the boys hadn't met Emily, they wouldn't have read Robin's diary.*

- Robin didn't sail with the Pilgrims. Robin didn't meet Squanto.
- Squanto didn't see the ring that Robin wore on a chain round his neck. Squanto didn't tell Robin about the treasure.
- The future of the world wasn't in Robin's hands. Robin didn't become the guard of the treasure.
- Robin didn't know about the treasure. He didn't go into the future.
- The people in his time were better. Robin gave them the treasure.

2 Match the phrases with suitable reactions.

1. That's good to know. Actually, I need 20 roubles.
  2. I'm afraid there's no chance of that. They're always late.
  3. So you were hungry all day! I'm so sorry to hear that!
  4. I'm glad you liked it. What was it about?
  5. Good idea. I hate boring films.
  6. Why didn't I think of you? Yesterday I phoned all my friends, but none of them was able to help.
- a) I'd lend you some money if you asked me.
  - b) If the film is boring, we won't stay until the end.
  - c) If the train arrived on time, we'd have enough time to have breakfast before our meeting.
  - d) If the train had arrived on time, we would have had enough time to have lunch before our meeting.
  - e) I'd have lent you some money if you had asked me yesterday.
  - f) If the film had been boring, we wouldn't have stayed until the end.

3 Match the words and expressions with the definitions.

- a) a path through the countryside
- b) lack of water in the body
- c) to go for a long walk
- d) illness or collapse caused by doing too much physical activity in hot weather

1. dehydration

2. a trail

3. heatstroke

4. to hike

4 Emily keeps her promise to tell Misha about some of California's national parks. Listen to the story, read it and answer the questions.

1. What's the name of the national park described in the story?
2. What is it famous for?
3. What's dangerous about it?

This happened in one of the hottest places on Earth: Death Valley National Park.

Three friends from France, Martin, Paul and Christian were only a couple of days into their tour of the USA when they decided to visit this world-famous place. They arrived there in the evening and started to plan their adventure. They had bought a guidebook that described the most interesting trails and decided to try some of them. They soon found out, though, that most of the trails were either closed or you had to go with a ranger. If they had come to Death Valley in winter, they'd have been able



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to see more, but in summer most of the routes were too long and dangerous. If they went out hiking now, they could die of heatstroke or dehydration. But one of the friends wasn't so sure. For Martin, the idea of hiking in Golden Canyon seemed very exciting. He didn't want to miss all the fun just because of some warnings in a guidebook.

Martin's friends tried to stop him, but he wouldn't listen. The plan was that he would hike the trail and his friends would wait for him in the car.

It was a hot July day. When Martin left early in the morning, the temperature was already more than 38 °C in the shade, but that didn't seem to worry him. The trail was only a couple of miles long and Martin believed it wouldn't take him more than an hour. He was wrong. Even in cooler winter weather a hike like that would take him about two hours. Martin also thought that he wouldn't need more than a liter of water for this short hike. He was wrong about that too.

Martin's friends were waiting for him in the car. Half an hour after the time they had arranged to meet, Martin still hadn't turned up and they started to worry. Paul wanted to go straight to the rangers and ask for help, but Christian said they should wait a bit longer. They didn't want Martin to come back and find nobody there.

After another half an hour Christian finally agreed with his friend and they went for help. The rangers started a search immediately. By that time the temperature was already over 45 °C. The rangers' plane flew over the valley and soon they saw a body lying on the ground. They recognized Martin from the description given by his friends. When the rangers got to him, he wasn't breathing, but they could still feel a very weak pulse. Only three hours after Martin started his hike he had nearly died. If the rangers had come ten minutes later, they wouldn't have been able to save him.

While Martin was getting better in hospital, the rangers came to visit him and wished him a pleasant stay in America.

**5** Who would say these words: Martin, his friends or the rangers? Mark the phrases as true or false.

1. "If I had listened to my friends, I wouldn't have been in danger."
2. "If we hadn't asked for help, our friend would have died."
3. "If we had waited in the car, nothing would have happened."
4. "If we had warned all the tourists beforehand, we would have been able to save a lot of lives."
5. "If I had gone hiking on a winter day, I would have died."
6. "If we had come just ten minutes later, we wouldn't have been able to help."
7. "If I had taken more water with me, I would have been OK."

## Homework

### A Write the verbs in brackets in the correct tense.

1. If the friends (not to go) in the USA, they (not to visit) Death Valley.
2. If they (come) to Death Valley in winter, they (be able) to see more.
3. If they (go) there, they (can) die of heatstroke.
4. If Martin (take) more than a liter of water, it (help).
5. If the rangers (come) ten minutes later, they (not to be able) to save him.

### B Complete the sentences with the correct facts from history.

to have sixty stars on the American flag, discover America, to put tax on tea, to meet Indians, to become famous as the author of the American Constitution, to go to the New World

1. If Columbus hadn't gone to find a new way to India,...
2. If the English king had been more tolerant, the Protestants,...
3. The Pilgrims wouldn't have learned how to plant crops if,...
4. The War of Independence wouldn't have started,...
5. If Thomas Jefferson hadn't been the US President,...
6. If there were sixty states in America,...

## Lesson 8

## Faces on Mount Rushmore

### 1 Read the conversation and answer the question: What place were the friends looking for?

Emily: It's amazing. Wherever we go we see pictures of four presidents: George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt.

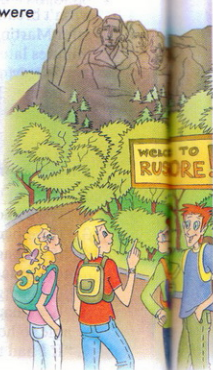
Misha: Yes, now it's clear what Robin meant in his letter.

Rob: It's so simple. Why didn't we think of it before?

Mark: Let's not get too excited. We still haven't found anything and the meeting place of the presidents is just one of the clues. So let's go on one of the excursions to Mount Rushmore and try to find out more.

### America in focus

Foot is a unit of length.  
1 foot = 0.3048 m



### 2 Listen to the

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

*South Dakota* — Южная Дакота  
*to commemorate* — ознаменовывать  
*human spirit* — человеческий дух  
*determination* — решимость  
*a height* — высота  
*to carve* — высекать  
*Mount Rushmore* — гора Рашмор  
*a skyline* — очертания (на фоне неба)  
*dynamite* — динамит

*a layer* — слой  
*to blast* — взрывать  
*to dedicate* — зд. открывать в торжественной обстановке  
*growth* — рост  
*a trust* — концерн  
*a conservationist* — активный боец за охрану природы  
*natural resources* — природные богатства

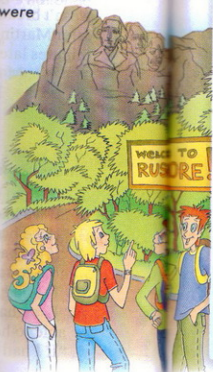
3 Listen to the story and answer the questions.

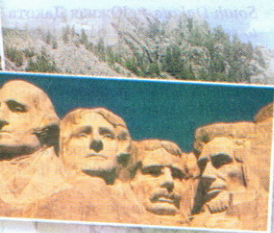
### Faces on Mount Rushmore

The guide: In South Dakota we have a joke: What has 60-foot high faces, eyes 11 feet across, noses 20 feet long, mouths that stretch 18 feet wide, and is visited by two and a half million people a year? Today you'll find out. You're going to see a monument that celebrates the memory of some great people in American history, our most respected presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. But this monument doesn't only commemorate some great people in our history, it is also a monument to the human spirit, determination and hard work, which proves that even the impossible can become possible. "So what's so special about this monument?" you might ask. "What makes people from different parts of America and the world come to this place to see it?" If you've already looked through the fliers or seen the monument on advertising posters, you'll know the answer. The faces of the presidents are carved into a huge granite mountain called Mount Rushmore. Actually, it's probably the largest sculpture in the world and the fact that it was started and completed at a time when people didn't have the kind of powerful tools we have today makes it even more exciting.

It all started in 1923 with Doane Robinson, a South Dakota state historian. His idea was to carve the faces of famous people from the Old West in the mountain. He thought it would attract a lot of tourists, who would come and spend money in the area. Now we know that he was right.

The idea got a lot of support, and government funding was given. Then the sculptor Gutzon Borglum began to search for a suitable place. When he finally found Mount Rushmore, he knew that it was just what he needed. It





was also the highest peak in the area and faced southeast, which meant that it would be well lit for most of the day. Borglum pointed at the mountain and said, "America will march along that skyline." It was the beginning of years of hard work.

On October 4, 1927 the carving began. They used dynamite to take rock from the mountain until there was only a thin layer of granite left. The rest of it was removed by hand, keeping teams of workers busy until the presidents' faces were absolutely smooth. If the workers made a mistake, they had to blast huge pieces of rock away and start the face all over again.

Finally, on July 4, 1934, Washington's face was dedicated. This great event attracted a lot of visitors. Before the face was shown to the public, it was covered by a huge flag measuring 39 by 70 foot, which greatly impressed the audience. Two years later Thomas Jefferson's head was dedicated, and a year after that Abraham Lincoln's face was dedicated on September 17, 1937, which was the one hundred fiftieth anniversary of the signing of the Constitution. The work was completed in 1941 with the face of another great president, Theodore Roosevelt.

"Why was he chosen among the greatest presidents of the US?" you may ask. In my opinion he deserved it. Theodore Roosevelt did a lot of good for his country. The interests of working people were close to his heart, and he's remembered for his fight against financial monopolies and trusts to help economic growth. But most importantly, he was a conservationist, which means that he placed our unique natural resources under government protection to preserve them for the future. All in all, he set up five national parks, eighteen national monuments, and helped preserve millions of acres of national forest in America.

Now I have some time left to answer your questions if you have any...

#### 4 Why were G Theodore R

### Homework

#### A Answer the

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### Lesson 9

#### 1 Listen to the

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- D. the Nati
- E. Indians
- F. the sculp

#### 2 Listen to the

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- 4 Why were George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt chosen from among America's greatest presidents?

### Homework

- A Answer the questions.

1. What monument were the friends going to see?
2. What is special about the size of the monument?
3. What is the exact height of the monument?
4. What's the monument made of?
5. When was it started and when was it finished?
6. Does the monument commemorate only great people in American history?

### Lesson 9

### The treasure

- 1 Listen to the conversation and match the names with their descriptions.

1. Native Americans

2. Crazy Horse

3. Standing Bear

4. Wounded Knee [wʊndɪd 'ni:]

5. the Black Hills

6. Korczak Ziolkowski [kɔrʒək 'ziɔlkɔvski]

- A. mountains in South Dakota  
B. the Native American chief who ordered the monument to be carved  
C. the place where the final great battle between the Native Americans and European settlers took place  
D. the Native American chief whose statue is carved into the mountain  
E. Indians  
F. the sculptor of the monument

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

*to flood* [flʌd] — устремляться  
*to force* [fɔ:s] — принуждать  
*the Sioux tribe* [su:] — сиу (племя)  
*a buffalo* ['bʌfələʊ] — буйвол  
*a wandering way of life* — кочевой образ жизни

*a prospector* — золотоискатель  
*a massacre* ['mæsəkə] — резня  
*an insult* ['ɪnsʌlt] — оскорбление  
*so far* — пока

- 3 Read the story for detail and check your ideas.

### Crazy Horse

Misha: I have a question, sir. It may sound strange, but I'm sure that I saw another face in another mountain near here.

Guide: Good question. I'm sure you mean another great monument, the monument to Crazy Horse?

Mark: What is this Crazy Horse?

Guide: Not what, but who. Crazy Horse is the name of a great Native American chief. It's a very sad story, but one that should be told.

Long ago when the European settlers hadn't yet arrived, the area was populated by Native Americans from the Sioux tribe. They led a simple, peaceful life and hunted buffalo for food. The Sioux believed in the power of nature and worshipped their gods the way their parents and grandparents had done for thousand and thousand of years. For them, the Black Hills were a very sacred area.

When the Europeans came, things started to change. They killed more buffalo than the Sioux had ever done and soon the Indians didn't have enough food to eat. Across the country the Europeans took all the good land and moved the Native American tribes into "reservations". These were areas of dry land that the Europeans didn't want. In the reservations the Indians had to give up their wandering way of life.

At first the Sioux seemed to be luckier than other tribes: the Black Hills area wasn't very attractive to the Europeans, so in the Treaty of 1868 the US government promised that territory to the Sioux forever. However, the promise wasn't kept for long; very soon gold was found in the Black Hills, and thousands of prospectors flooded into the area. The US government forced the Sioux to leave their land.

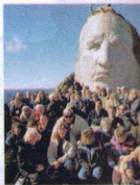
That left the Indians with no choice: they started a war against the occupiers. Crazy Horse was a Sioux chief who led his tribe in the war. To his people he was a real hero: brave, handsome and fair. He earned their respect not only by his skill in battle but also by his determination to preserve their traditional way of life and culture. But the Sioux were defeated in the war. In fact, their defeat at the Battle of Wounded Knee in 1890 was the last major defeat of Native Americans by white men on this continent. It was more of a massacre than a battle. Hundreds of unarmed Sioux women, children and men were shot and killed by US troops.

So you can imagine that when white men came into the Black Hills in 1927 and dynamited the faces of the four presidents into the sacred Black

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Sioux Chief Sta-  
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South Dakota.

Rob: Excuse  
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Guide: I'm n-  
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- 4 Look at the picture of the Crazy Horse Monument.



- 5 Look through the pictures and put the events in order.

1. The monument was built.
2. White men came to the Black Hills.
3. Crazy Horse led his people in a war.
4. A South Dakota man carved the statue.
5. The Sioux were defeated.
6. The Sioux were forced to leave their territory.

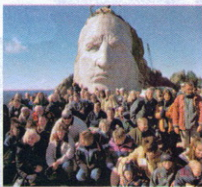


Hills, it was a deep insult to the Sioux, who still lived in the area. In 1939 Sioux Chief Standing Bear decided to create a Native American memorial in the Black Hills. He asked the sculptor Korczak Ziolkowski to carve a huge statue of Crazy Horse into another mountain in the Black Hills. There was no government funding for this project, so the sculptor used his own money to buy a big piece of the mountain. When the sculptor died, his family went on with the project. So far only Crazy Horse's face is ready but when the whole statue is completed, it will be much bigger than any of the Mount Rushmore faces. On top of the mountain there will be the huge figure of a Native American rider on a white horse, who even after his death guards the sacred hills of South Dakota, the area which the Sioux still consider their own.

Rob: Excuse me, sir. Just one quick question. Is there a cave under the Crazy Horse Monument?

Guide: I'm not sure about that, but it's possible. There are a lot of caves in the mountains. The gold miners stopped digging there after it became more difficult to find gold in the caves.

- 4 Look at the pictures and choose the one that looks closest to what the Crazy Horse Monument will look like when it's completed.



- 5 Look through the texts "Faces on Mount Rushmore" and "Crazy Horse" and put the events in the correct order.

1. The monument to the presidents was dedicated.
2. White men came to South Dakota.
3. Korczak Ziolkowski started working on the monument to Crazy Horse.
4. A South Dakota state historian, Doane Robinson, came up with the idea to carve the faces of famous people from the Old West in the mountain.
5. The Sioux were defeated at the battle of Wounded Knee.
6. The Sioux enjoyed a peaceful, wandering way of life in the South Dakota territory.

7. The Native American tribes were moved to reservations.
8. Gold was found in the Black Hills.
9. The Sioux revolted.
10. The George Washington face was dedicated.

**6 Answer the questions.**

1. What kind of land was given for the reservations?
2. Why did the US government break its treaty with the Sioux?
3. What did the white prospectors come for?
4. Who was Crazy Horse?
5. What was he respected for?
6. Who won the war between the Sioux and the US government?
7. What happened in 1923?
8. Why was the Mount Rushmore Monument a great insult to the Sioux?
9. What did a Sioux chief do to commemorate the memory of his people?
10. Is the Crazy Horse monument completed?

**Homework**

**A Read the end of the story.**

**At night**

Misha: Be careful! Don't fall!

Emily: What we're doing is mad! Are you sure there's a cave here at all?

Misha: I'm sure I saw one when we went on the excursion today. And I don't believe that Robin would lead us into trouble.

Emily: Well, if going to prison isn't enough trouble for you...

Misha: What are you talking about? What does prison have to do with it?

Mark: Well, you heard the guide today, Misha, didn't you? This mountain belongs to the sculptor's family. It's private land. We have no right to be here.

Rob: Oh, stop it. I've found the cave. Follow me.

Misha: Look! It's easy to see! Here's a drawing of the ring. I'm surprised nobody has found it before.

Mark: It's because we know what to look for. And here are the signs. Let's dig here.





### Five minutes later

- Misha: Shsh! I heard a strange sound. We've hit something.  
 Mark: Help me get it out. It's heavy.  
 Emily: Oh, look, it's only an old fireproof safe.  
 Misha: What did you expect? Some kind of ancient gold box?  
 Emily: Yes, something like that.  
 Mark: But it makes sense. Robin was in the 20th century and he used the best container he could find to protect the treasure. Let's open it.  
 Rob: What is it? Looks like an old animal skin!  
 Mark: Let me see. I think that was used instead of paper in olden times.  
 Rob: What? We've done all this work, travelled to the other side of the world and even risked our lives just for a piece of sheepskin?  
 Misha: Wait. Let's see what's written here.  
 Emily: It's a map!



- Mark: Yes, I think it's a map of America. And it's decorated with very small precious stones.  
 Emily: That's more interesting!  
 Mark: That's very interesting. Look! Here in the corner is an explanation, written by Robin. OK. Gold sand on the map means that there's gold in that area, diamonds mean that diamonds can be found there...  
 Misha: That's amazing. In our hands we have a map of all the natural resources in North America!  
 Rob: Now I understand why it had to be hidden. If it had been found in 1620, the whole continent would have been destroyed by greedy people.  
 Misha: Yes, look what happened here when gold was discovered!  
 Emily: But is it safe to use the map now?  
 Mark: I'm not an expert, but as far as I can see a lot of these places haven't been discovered yet. I can see some minerals that we don't even know about yet. For example, do you know what delirium is?

Emily: I'm scared. What shall we do with the map?

Mark: We could give it to some scientists.

Rob: But can we be sure that they'll use this knowledge to do some good?

Mark: What are you suggesting?

Misha: I think the world isn't ready to learn the secrets of this map yet. Let's just leave it here and pass the knowledge on to our children.

Rob: I agree with you. People haven't changed that much. There are still wars and violence, and people still kill each other for money. Let's wait until the world is better.

Mark: We may have to wait for a long time, hundreds of years. Let's hope there'll still be MacWizards then.

- B** Get ready for a discussion in class. What would you do if you found a map of all the natural resources in your country?

### Your active vocabulary

to give out advertising fliers  
to deliver post  
to help children catch up with their studies  
to be a babysitter  
to work as a waiter  
to be a ranger  
to make website home pages  
to apply for a job  
to charge smb for smth  
to require smth  
to hire smb / smth  
a requirement  
a skill  
to offer smb smth  
an attitude  
yard work  
patience

a strong point  
to mind  
an amusement park  
creative  
informative  
active  
attractive  
competitive  
imaginative  
a ride assistant  
a roller coaster  
an office clerk  
a lifeguard hospitable  
outgoing  
a dishwasher  
a costumed character  
employment  
staff

The Noun (Имя)  
Падеж .....  
The Article (Артикль)  
The Adjective (Прилагательное)  
The Adverb (Частица)  
The Pronoun (Личное местоимение)  
Притяжательное местоимение  
Местоимения  
Местоимения anybody, someone, everybody, someone, someone, someone  
Местоимения  
Местоимения  
The Numeral (Числительное)  
Количественные  
Порядковые  
Чтение дат ..  
The Verb (Глагол)  
The Present Simple (Глагол to be)  
Конструкция  
The Past Simple (Глагол to be)  
The Present Perfect (Глагол to be)  
The Past Perfect (Глагол to be)  
The Future Simple (Глагол to be)  
The Future Perfect (Глагол to be)  
The Present Participle (Глагол to be)  
The Past Participle (Глагол to be)  
The Modal Verbs (Модальные глаголы)  
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## The Noun (Имя существительное)

В предложении имена существительные чаще всего выполняют функцию подлежащего, дополнения, обстоятельства.

*Nina is my friend.* (*Nina* — подлежащее)

*I saw a girl in the street.* (*a girl* — дополнение)

*He wasn't at school yesterday.* (*at school* — обстоятельство места)

Существительные, которые имеют форму единственного и форму множественного числа, называются **исчисляемыми**: *a book — two books, a mug — a lot of mugs*.

Существительные, которые имеют только одну форму, называются **неисчисляемыми**. К таким относятся:

- названия веществ: *butter, sugar, milk, bread, gold*;
- абстрактные существительные: *time, friendship, kindness*.

**Форма множественного числа имен существительных** образуется с помощью окончания **-s** или **-es**, которое прибавляется к основе единственного числа.

Окончание **-s** читается как [z] после звонких согласных и гласных:

*a pen — pens* [z].

После глухих согласных окончание **-s** читается как [s]: *a mop — mops* [s].

После **s, ss, x, sh, ch** окончание **-es** читается как [ɪz]: *a bench — benches* [ɪz].

**Окончание -es во множественном числе имеют:**

a) существительные, которые оканчиваются в единственном числе на **s, ss, x, sh, ch**: *a fax — faxes* [ɪz], *a bus — buses* [ɪz], *a bush — bushes* [ɪz], *a glass — glasses, a coach — coaches*;

b) существительные, которые оканчиваются в единственном числе на **o**: *hero — heroes*.

Но: *photo — photos, piano — pianos, zero — zeros*;

c) существительные, которые оканчиваются в единственном числе на **y**, перед которой стоит согласная. Буква **y** при этом меняется на **i**: *city — cities*;

d) некоторые существительные, оканчивающиеся в единственном числе на **f** или **fe**. Буква **f** при этом меняется на **v**: *shelf — shelves, wife — wives*.

Запомните имена существительные, которые образуют форму множественного числа не по общему правилу:

Единственное число	Множественное число
man — <i>мужчина</i>	men — <i>мужчины</i>
woman — <i>женщина</i>	women — <i>женщины</i>
tooth — <i>зуб</i>	teeth — <i>зубы</i>
child — <i>ребенок</i>	children — <i>дети</i>
foot — <i>ступня</i>	feet — <i>ступни</i>

Существительные **advice** (совет, советы), **knowledge** (знание, знания), **information** (информация), **money** (деньги), **hair** (волосы) в английском языке

не являются нечисляемыми, заменяются местоимениями и используются с глаголами.

*Thank you for your advice.* Они являются существительными.

*Where is the map?*

Существительные, которые имеют форму единственного и форму множественного числа, называются **исчисляемыми**.

*What's the new book?*

Существительные, которые имеют только одну форму, называются **неисчисляемыми**.

Существительные, которые имеют только одну форму, называются **неисчисляемыми**.

**Общий падеж** существительных не имеет особого значения в словаре.

Существительные, которые имеют только одну форму, называются **неисчисляемыми**.

**The Possessive Case**

**Притяжательный падеж**

• что-либо принадлежащее кому-либо

• какие отношения существуют между предметом и владельцем

Нины; *Mark's book*

Формы притяжательного падежа образуются с помощью окончания **'s** или **'** и **my** или **mine**.

Чтобы образовать притяжательный падеж, к существительному прибавляют **'s** или **'** и **my** или **mine**.

*The girls' room*

a) После звонких согласных и гласных прибавляют **'s**.

b) После глухих согласных прибавляют **'** и **s**.

c) После **s, ss, x, sh, ch** прибавляют **'s**.

*Bob's*

• Иногда притяжательный падеж образуется с помощью **of** и **my** или **mine**.

*a photo of my friend*

ке являются неисчисляемыми. Они не имеют формы множественного числа, заменяются местоимением третьего лица единственного числа (it) и согласуются с глаголами третьего лица единственного числа.

— *Thank you for all your advice. It always helps me.* — Спасибо за все Ваши советы. Они всегда мне помогают.

— *Where is the money? I put it on the table.* — Где деньги? Я положил их на стол.  
Существительное **news** (новость, новости) является неисчисляемым существительным единственного числа и согласуется с глаголами третьего лица единственного числа.

— *What's the news?* — Какие новости?

### Падеж

Существительные в английском языке имеют два падежа — общий и притяжательный.

**Общий падеж** имеют все существительные. В этом падеже у существительных нет особого окончания. Это форма, в которой существительное дается в слове.

### The Possessive Case (Притяжательный падеж имен существительных)

**Притяжательный падеж** используется для того, чтобы показать:

- что что-либо принадлежит кому-либо: *Bob's book* — книга Боба
- какие отношения связывают двух или более людей: *Nina's* — сестра Нины; *Mark and Rob's mother* — мама Марка и Роба

Форму притяжательного падежа имеют в основном одушевленные существительные, обозначающие живое существо, которому принадлежит предмет, качество или признак. Существительное в единственном числе образует притяжательный падеж с помощью окончания **-s**, перед которым стоит апостроф (') — *my sister's dress* — платье моей сестры.

Чтобы образовать притяжательный падеж, к существительному во множественном числе добавляется только **апостроф**:

*The girls' room* — комната девочек.

- а) После звонких согласных и гласных окончание **s** читается как [z]: *Tom's, dog's*.
- б) После глухих согласных окончание **s** читается как [s]: *Pat's, Mark's*.
- в) После шипящих и свистящих согласных окончание **s** читается как [ɪz]: *Boss's*.

• Иногда принадлежность чего-либо лицу, выраженному данным существительным, можно также выразить, поставив перед существительным в общем падеже предлог **of**:

*a photo of my friend* — фото моего друга

## The Article (Артикль)

### Общие сведения

Артикль **a** употребляется в основном перед исчисляемыми существительными в единственном числе.

Артикль **a** употребляется в следующих случаях:

- когда какое-либо лицо или предмет называется впервые:  
*Suddenly he saw a boy.* — Неожиданно он увидел мальчика.
- когда существительное является частью составного именного сказуемого:  
*He is a doctor.* — Он врач.

Перед исчисляемыми существительными в единственном числе, если они начинаются с гласной, неопределенный артикль имеет форму **an**:

*She gave me an apple.* — Она дала мне яблоко.

Определенный артикль **the** может употребляться с любыми существительными в необходимых контекстах.

Артикль **the** употребляется, когда речь идет о лице / предмете, которые упоминались ранее:

*I've bought a new book. The book is interesting.*

Артикль **the** употребляется с названиями:

- сторон света — *the South*
- рек — *the Volga*
- морей — *the Black Sea*
- океанов — *the Atlantic Ocean*
- каналов — *the English Channel*
- пустынь — *the Sahara*
- горных цепей — *the Alps*
- стран, содержащих слова *states, kingdom, federation* —  
*the United States, the United Kingdom, the Russian Federation*
- театров — *the Bolshoi Theatre*
- музеев — *the Hermitage*
- галерей — *the Tretyakov Gallery*
- гостиниц — *the Ambassador Hotel*
- газет — *the Times*

Артикль **the** употребляется:

- перед существительными, обозначающими уникальные объекты —  
*the sun, the sky, the Parthenon, the world*
- перед названиями музыкальных инструментов в таких сочетаниях, как  
*to play the guitar..., to play the piano...*
- перед фамилиями и национальностями, когда имеется в виду вся семья —  
*the Inins, the MacWizards, the English, the Americans, the Russians*
- перед исчисляемыми существительными в единственном числе, когда существительное является представителем целого класса предметов:

*The giraffe is*

*животное на*

**Без артикля**

- континентов
- стран — *France*
- городов — *London*
- деревень — *the village*
- регионов — *the region*
- отдельных о...
- отдельных п...
- отдельных п...
- отдельных у...
- таких плане...

**Без артикля**

ном числе, ког

*She likes roses*

*Horses are cl*

Имя прилага

мета и отвеча

*a nice house*

Английские

пени сравнен

из одного или

ной степени пр

**-est.**

Положительн

long (длинн

clever (умны

narrow (узк

Если прила

или **-est** букв

Положительн

nice (прият



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

**Без артикля** употребляются названия:

- континентов — *Africa* и т. п.
- стран — *France* и т. п.
- городов — *London* и т. п.
- деревень — *Strelkovka* и т. п.
- регионов — *Kaluga Region* и т. п.
- отдельных островов — *Sakhalin*
- отдельных горных вершин — *Elbrus*
- отдельных площадей — *Trafalgar Square*
- отдельных парков — *Hyde Park*
- отдельных улиц — *Baker Street*
- таких планет, как — *Mars, Venus, Jupiter*

**Без артикля** употребляются исчисляемые существительные во множественном числе, когда они являются представителями целого класса предметов:  
*She likes roses.* — Она любит розы.

*Horses are clever animals.* — Лошади — умные животные.

## The Adjective (Имя прилагательное)

Имя прилагательное — это часть речи, которая обозначает признак предмета и отвечает на вопрос *какой?*

*a nice house* — красивый дом

### Степени сравнения прилагательных

Английские прилагательные имеют **сравнительную** и **превосходную** степени сравнения. К прилагательным в положительной степени, состоящим из одного или двух слогов, оканчивающихся на **-y**, **-ow**, **-er**, в сравнительной степени прибавляется суффикс **-er**, а в превосходной степени — суффикс **-est**.

Положительная степень	Сравнительная степень	Превосходная степень
long (длинный)	longer (длиннее)	longest (самый длинный)
clever (умный)	cleverer (умнее)	cleverest (самый умный)
narrow (узкий)	narrower (уже)	narrowest (самый узкий)

Если прилагательное оканчивается на **-e**, то при прибавлении суффикса **-er** или **-est** буква **e** отбрасывается.

Положительная степень	Сравнительная степень	Превосходная степень
nice (приятный)	nicer (приятнее)	nicest (самый приятный)

В прилагательных, оканчивающихся на ударный слог с кратким гласным, при прибавлении суффикса **-er** или **-est** конечная согласная удваивается.

Положительная степень	Сравнительная степень	Превосходная степень
fat ( <i>толстый</i> )	fatter ( <i>толще</i> )	fattest ( <i>самый толстый</i> )

Если прилагательное оканчивается на **-y**, которой предшествует согласная, то при прибавлении суффикса **-er** или **-est** буква **y** меняется на **i**.

Положительная степень	Сравнительная степень	Превосходная степень
happy ( <i>счастливый</i> )	happier ( <i>счастливее</i> )	happiest ( <i>самый счастливый</i> )

**Запомните прилагательные, которые образуют степени сравнения не по правилу.**

Положительная степень	Сравнительная степень	Превосходная степень
good ( <i>хороший</i> )	better ( <i>лучше</i> )	best ( <i>самый лучший</i> )
bad ( <i>плохой</i> )	worse ( <i>хуже</i> )	worst ( <i>самый плохой</i> )
far ( <i>дальний, далекий</i> )	farther ( <i>более дальний</i> ) further ( <i>дальнейший</i> )	farthest ( <i>самый дальний</i> ) furthest ( <i>самый далекий</i> )
much / many ( <i>много</i> )	more ( <i>больше</i> )	most ( <i>больше всего</i> )

Большинство прилагательных, состоящих из двух и более слогов, образуют степени сравнения с помощью слов **more**, **most**, **less** и **least**, которые ставятся перед прилагательными в положительной степени.

Положительная степень	Сравнительная степень	Превосходная степень
beautiful ( <i>красивый</i> )	more beautiful ( <i>более красивый, красивее</i> )	most beautiful ( <i>самый красивый</i> )
interesting ( <i>интересный</i> )	less interesting ( <i>менее интересный</i> )	least interesting ( <i>наименее интересный</i> )

Качества предметов, действий и явлений можно также сравнивать:

- с помощью слова **than** (*чем*):  
*Tom's flat is bigger than Misha's.* — Квартира Тома больше, чем квартира Миши.  
*It's warmer today than yesterday.* — Сегодня теплее, чем вчера.
- с помощью союзов **as... as** (*такой же, как*) и **not as... as** (*не такой, как*):  
*This book is as interesting as that one.* — Эта книга такая же интересная, как та.  
*This book is not as interesting as that one.* — Эта книга не такая интересная, как та.

Наречия раз  
• наречия вре  
• наречия час  
• наречия м  
• наречия обр

Наречия обр  
сuffixa -ly: sad

Если прилаг  
при добавлен  
*happily* (*счаст*

Большинств  
образа дейст  
рые они образ  
*carefully; slowl*

Только неб  
щью **-er, -est**:

К наречиям  
а в превосход

**Запомните**  
well (*хорош*  
badly (*плох*  
much / man  
little (*мало*)  
far (*далеко*),  
further — fu

Местоимен  
ствительного

*I have a sou*  
юрный б

Местоимен  
**неопределен**

Если личн  
лежащего, то  
предложения

Имените  
кт

I я

## The Adverb (Наречие)

Наречия разделяются на подклассы:

- наречия времени (когда?): **now, then, yesterday**;
- наречия частотности (как часто?): **often, never, ever, sometimes**;
- наречия места и направления (где? куда?): **here, there, inside, abroad**;
- наречия образа действия (как?): **quickly, loudly, suddenly**.

Наречия образа действия образуются от прилагательных с помощью суффикса **-ly**: *sad (грустный) — sadly (грустно)*.

Если прилагательное оканчивается на букву у, а перед ней стоит согласная, то при добавлении суффикса **-ly** конечная у меняется на i: *happy (счастливый) — happily (счастливо)*.

Большинство наречий являются неизменяемыми словами, но ряд наречий образа действия имеют формы **сравнительной и превосходной** степени, которые они образуют с помощью **more** и **most**: *carefully — more carefully — most carefully; slowly — more slowly, most slowly*.

Только небольшое количество наречий образуют степени сравнения с помощью **-er, -est**: *fast (быстро) — faster — fastest, early (рано) — earlier — earliest*.

К наречиям образа действия в сравнительной степени прибавляется **more**, а в превосходной **most**: *carefully — more carefully — most carefully*.

**Запомните наречия, которые образуют степени сравнения не по правилу.**

*well (хорошо) — better — best*  
*badly (плохо) — worse — worst*  
*much / many (много) — more — most*  
*little (мало) — less — least*  
*far (далеко) — farther — farthest*  
*further — furthest*

## The Pronoun (Местоимение)

Местоимение — это часть речи, которая употребляется вместо имени существительного или имени прилагательного.

*I have a cousin. He's a programmer. His mother is my aunt.* — У меня есть двоюродный брат. Он — программист. Его мама — моя тетья.

Местоимения делятся на несколько подгрупп: **личные, притяжательные, неопределенные, возвратные**.

Если личные местоимения употребляются в предложении в качестве подлежащего, то они стоят в именительном падеже. Если они употребляются в предложении в качестве дополнения, то они стоят в объектном падеже.

### Склонение английских личных местоимений

Именительный падеж кто? что?		Объектный падеж кого? что? кому? чему? кем? чем? о ком? о чем?	
I	я	me	меня, мне, мной, (обо) мне

Именительный падеж <i>кто? что?</i>		Объектный падеж <i>кого? что? кому? чему? кем? чем? о ком? о чем?</i>	
you	ты (Вы)	you	вас, вам, вами, (о) вас
he	он	him	его, ему, им, (о) нем
she	она	her	ее, ей, ею, (о) ней
it	оно, он, она ( <i>неодуш.</i> )	it	ее, ей, ею, (о) ней, его, ему, им, (о) нем
we	мы	us	нас, нам, нами, (о) нас
you	вы	you	вас, вам, вами, (о) вас
they	они	them	их, им, ими, (о) них

### Притяжательные местоимения

Притяжательные местоимения имеют две формы — основную и абсолютную. Притяжательные местоимения в основной форме служат определением к существительным и ставятся перед ними:

**my book** — моя книга, **his friends** — его друзья.

Притяжательные местоимения в абсолютной форме заменяют существительные, поэтому существительные после них не употребляются.

**My flat is bigger than yours.** — Моя квартира больше, чем ваша.

Основная форма притяжательных местоимений	Абсолютная форма притяжательных местоимений
This is <b>my</b> book.	The book is <b>mine</b> .
This is <b>your</b> book.	The book is <b>yours</b> .
This is <b>his</b> book.	The book is <b>his</b> .
This is <b>her</b> book.	The book is <b>hers</b> .
This is <b>our</b> house.	The house is <b>ours</b> .
This is <b>your</b> house.	The house is <b>yours</b> .
This is <b>their</b> house.	The house is <b>theirs</b> .

### Местоимения **some, any, no**

Местоимение **some** означает *несколько, какое-то количество* и употребляется в утвердительных предложениях.

**I have some friends.** — У меня есть друзья.

**There is some coffee in my cup.** — В чашке есть кофе.

В вопросительных и отрицательных предложениях употребляется местоимение **any**, которое означает *сколько-нибудь, какой-нибудь*.

**Do they have any books?** — У них есть книги?

**Do you have a pen?**  
**I don't have a pen.**  
**We don't have a pen.**  
**No** означает *нет*.  
**He has no time.**  
**There is no sun.**

**somebody**

Эти местоимения имеют ту же грамматику, что и **somebody**.

Утвердительные предложения

**somebody** *кто-то*

**something** *что-то*

**somewhere** *где-то*

С местоимениями **some, any, no** употребляются глаголы **is, are**.

**There is some coffee.**

**There is some coffee.**

**Is there any coffee?**

**Is there any coffee?**

**There is no coffee.**

**There is no coffee.**

При наличии местоимений **some, any, no** существительные отпадают.

**Nobody knows.**

**She has nothing.**

**I can't find her.**

**Much** (много)

**I don't eat much.**

**Do you have much?**

**Many** (много)

**We don't need many.**

**Do you have many?**

Как правило, местоимения **some, any, no** используются в утвердительных предложениях.

Местоимения **some, any, no** используются в отрицательных предложениях.

*Do you have any coffee?* — У вас есть кофе?  
*I don't have any friends.* — У меня нет друзей.  
*We don't have any coffee.* — У нас нет кофе.  
**No** означает *никакой* и употребляется в отрицательных предложениях.  
*He has no time at all.* — У него совсем нет времени.  
*There is no sugar in the tea.* — В чае нет сахара.

Местоимения **something, nothing, anything, somebody, nobody, anybody, somewhere, anywhere, nowhere**

Эти местоимения образованы от местоимений **some, no, any** и подчиняются тем же грамматическим правилам.

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
somebody <i>кто-то</i>	anybody <i>кто-нибудь</i>	nobody <i>никто</i>
something <i>что-то</i>	anything <i>что-нибудь</i>	nothing <i>ничего</i>
somewhere <i>где-то</i>	anywhere <i>где-нибудь</i>	nowhere <i>нигде</i>

С местоимениями **something, nothing, anything, somebody, nobody, anybody** употребляются глаголы 3 лица единственного числа.

*There is somebody in the room.* — В комнате кто-то есть.  
*There is something on the table.* — На столе что-то есть.  
*Is there anybody in the room?* — В комнате кто-то есть?  
*Is there anything on the table?* — На столе что-то есть?  
*There is nobody in the room.* — В комнате никого нет.  
*There is nothing on the table.* — На столе ничего нет.

При наличии в предложении местоимений **nothing, nobody, nowhere** дополнительных отрицаний не требуется.

*Nobody knows him.* — Никто его не знает.  
*She has nothing in her bag.* — У нее в сумке ничего нет.  
*I can't find him. He is nowhere.* — Я не могу его найти. Его нигде нет.

Местоимения **much, many, a lot of**

**Much** (*много*) употребляется с неисчисляемыми существительными.  
*I don't eat much butter.* — Я не ем много масла.  
*Do you have much time to read?* — У вас много времени, чтобы читать?  
**Many** (*много*) употребляется с исчисляемыми существительными.  
*We don't need many apples.* — Нам не нужно много яблок.  
*Do you have many friends?* — У вас много друзей?

Как правило, **much** и **many** употребляются в вопросительных и отрицательных предложениях.

**A lot of** (*много*) употребляется как с исчисляемыми, так и с неисчисляемыми существительными.

*She has a lot of time.* — У нее много времени.

*We don't need a lot of apples.* — Нам не нужно много яблок.

*Do you have a lot of friends?* — У вас много друзей?

#### Местоимения *few, little*

**Little** (*мало*) употребляется с неисчисляемыми существительными.

*There is very little snow this winter.* — Этой зимой очень мало снега.

**Few** (*мало*) употребляется с исчисляемыми существительными.

*There are few houses in that street.* — На той улице мало домов.

### The Numeral (Имя числительное)

Имя числительное — это часть речи, которая обозначает количество предметов, число, а также порядок предметов при счете. Имена числительные в английском языке делятся на количественные и порядковые.

#### Количественные числительные

Количественные числительные от 1 до 12 — простые. Они не имеют специальных окончаний.

Количественные числительные от 13 до 19 оканчиваются на **-teen**:  
*six + -teen = sixteen.*

В словах, оканчивающихся на **-teen**, два ударения — *sixteen* [sɪks'ti:n].

Количественные числительные, обозначающие десятки, оканчиваются на **-ty**: *six + -ty = sixty.*

В словах, оканчивающихся на **-ty**, ударение падает на первый слог — *sixty* ['sɪksti].

1 — one	11 — eleven	20 — twenty
2 — two	12 — twelve	30 — thirty
3 — three	13 — thirteen	40 — forty
4 — four	14 — fourteen	50 — fifty
5 — five	15 — fifteen	60 — sixty
6 — six	16 — sixteen	70 — seventy
7 — seven	17 — seventeen	80 — eighty
8 — eight	18 — eighteen	90 — ninety
9 — nine	19 — nineteen	100 — one hundred
10 — ten		2,000 — two thousand
		3,000,000 — three million

Количественные числительные от 21 до 99, состоящие из десятков и единиц, пишутся через дефис: *29 — twenty-nine, 45 — forty-five.*

Между словами десятков и единиц  
*465 — four hundred and sixty-five*  
*3,892 — three thousand eight hundred and ninety-two*  
Порядковые числительные

Порядковые числительные с пом...

Даты в англи...  
*7 April — седьмого апреля*  
Перед датой...  
*Мой день рождения*  
Дата произно...  
В датах год ч...  
*в 1675 году* —  
Круглые даты...  
*в 1600 году* —  
Начиная с тр...  
*В 2001 году* —

Между словами **hundred, thousand, million** и следующими за ними названиями десятков и единиц при произнесении ставится слово **and**:

465 — *four hundred and sixty-five*;

3,892 — *three thousand eight hundred and ninety-two*.

Разряды многозначных чисел отделяются друг от друга запятой.

#### Порядковые числительные

Порядковые числительные от 4 до 20 образуются от количественных числительных с помощью суффикса **-th**.

1-й — first	11-й — eleventh
2-й — second	12-й — twelfth
3-й — third	13-й — thirteenth
4-й — fourth	14-й — fourteenth
5-й — fifth	15-й — fifteenth
6-й — sixth	16-й — sixteenth
7-й — seventh	17-й — seventeenth
8-й — eighth	18-й — eighteenth
9-й — ninth	19-й — nineteenth
10-й — tenth	20-й — twentieth

#### Чтение дат

Даты в английском языке пишутся следующим образом:

*7 April — седьмое апреля*. Произносится: *the seventh of April*.

Перед датой употребляется предлог **on**.

*Мой день рождения 7 апреля*. — *My birthday is on 7th April*.

Дата произносится — *on the seventh of April*.

В датах год читается следующим образом:

*в 1675 году — in sixteen seventy-five*.

Круглые даты произносятся следующим образом:

*в 1600 году — in sixteen hundred*.

Начиная с третьего тысячелетия даты произносятся следующим образом:

*В 2001 году. — In the year two thousand and one*.

## The Verb (Глагол)

Глагол — это часть речи, которая обозначает действие и отвечает на вопросы *что делать? что сделать?*

### Образование повелительного наклонения

Утвердительная форма повелительного наклонения совпадает с неопределенной формой глагола (без частицы **to**).

*Listen!* — Послушайте!

Отрицательная форма образуется с помощью вспомогательного глагола **do** и отрицания **not**.

*Don't cry.* — Не плачь.

## The Present Simple Tense

### Употребление Present Simple Tense

Present Simple Tense употребляется для выражения действий, которые происходят:

- регулярно:  
*He plays tennis every day.* — Он играет в теннис каждый день.
- в соответствии с графиком или расписанием:  
*The train arrives at 6 o'clock.* — Поезд прибывает в 6 часов.
- для обозначения будущего действия в придаточных предложениях времени и условия:  
*I'll phone him if I have time.* — Я позвоню ему, если у меня будет время.

### Образование Present Simple Tense

Present Simple Tense образуется с помощью основного глагола в I форме:  
*They play football every day.* — Они играют в футбол каждый день.

### Спряжение глаголов в Present Simple Tense

I	meet	we	} meet
you	meet	you	
he / she / it	meets	they	

### Образование утвердительных, отрицательных и вопросительных предложений

- Утвердительное предложение (УП)

**УП** = Подлежащее + основной глагол в I форме + второстепенные члены предложения.

*You drink milk every morning.* — Вы пьете молоко каждое утро.

*Mike drinks milk every morning.* — Майк пьет молоко каждое утро.

- Отрицательное предложение (ОП)  
Для образования отрицательного предложения используется отрицательная форма глагола.

Обратите внимание:

**ОП** = Подлежащее + второстепенные члены предложения + глагол в отрицательной форме.

*You don't drink milk every morning.*  
*Mike doesn't drink milk every morning.*

- Общий вопросительный предложение (ОВ)  
Для образования общего вопроса используется глагол в вопросительной форме.

**ОВ** = Вопросительное слово + подлежащее + глагол в вопросительной форме + второстепенные члены предложения.

*Do you drink milk every morning?*  
*Yes, I do.* — Да, я пью.  
*Does Mike drink milk every morning?*  
*Yes, he does.* — Да, Майк пьет.

- Альтернативное предложение (АВ)  
Альтернативные предложения строятся с помощью союзных слов **either...or** и **neither...nor**. В таких предложениях используются глаголы в утвердительной или отрицательной форме, но только слова **either** и **neither**.

**АВ** = **either...or** / **neither...nor** + подлежащее + глагол в утвердительной или отрицательной форме + второстепенные члены предложения.

*Do you drink milk every morning or every afternoon?*  
*Does Mike drink milk every morning or every afternoon?*

- Специальное предложение (СВ)  
Специальные предложения строятся с помощью вопросительных слов **who**, **what**, **where**, **when**, **how**, **why**, **how often**, **how long**, **how far**, **how many**, **how much**.

**СВ** = Вопросительное слово + подлежащее + глагол в утвердительной или отрицательной форме + второстепенные члены предложения.

- Вопросительное предложение (ВП)  
Вопросительные предложения строятся с помощью вопросительных слов **who**, **what**, **where**, **when**, **how**, **why**, **how often**, **how long**, **how far**, **how many**, **how much**.

**ВП** = Вопросительное слово + подлежащее + глагол в утвердительной или отрицательной форме + второстепенные члены предложения.

В вопросе глагол всегда стоит в утвердительной форме.  
*Who drinks milk every morning?*  
*You do.* — Вы пьете.



- **Отрицательное предложение (ОП)**

Для образования отрицательных предложений используется вспомогательный глагол **do**, который имеет форму **does** в 3 лице единственного числа, и отрицательная частица **not**.

Обратите внимание! **do not = don't, does not = doesn't**

**ОП** = Подлежащее + don't / doesn't + основной глагол в I форме + второстепенные члены предложения.

*You don't drink tea every morning.* — Вы не пьете чай каждое утро.

*Mike doesn't drink tea every morning.* — Майк не пьет чай каждое утро.

- **Общий вопрос (ОВ)**

Для образования вопросительных предложений используется вспомогательный глагол **do**, который имеет форму **does** в 3 лице единственного числа.

**ОВ** = Do / Does + подлежащее + основной глагол в I форме + второстепенные члены предложения?

*Do you drink milk every morning?* — Вы пьете молоко каждое утро?

*Yes, I do.* — Да.

*Does Mike drink milk every morning?* — Майк пьет молоко каждое утро?

*Yes, he does.* — Да.

- **Альтернативный вопрос (АВ)**

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

**АВ** = **ОВ** + **or** + **ОВ**?

*Do you drink milk or (do you drink) tea every morning?* — Вы или они пьют молоко каждое утро?

*Does Mike drink milk or (does Mike drink) tea every morning?* — Майк пьет молоко или чай каждое утро?

- **Специальный вопрос (СВ)**

**СВ** = Вопросительное слово + **ОВ**?

*What do you drink every morning?* — Что вы пьете каждое утро?

*What does Mike do?* — Что делает Майк?

- **Вопрос к подлежащему (ВП)**

**ВП** = Who / What + основной глагол в 3 лице ед. ч. + второстепенные члены предложения?

В вопросе к подлежащему сохраняется прямой порядок слов, а основной глагол всегда употребляется в 3 лице единственного числа.

*Who drinks milk every morning?* — Кто пьет молоко каждое утро?

*You do.* — Вы.

• **Разделительный вопрос**

*You drink milk every morning, don't you?* — Вы пьете молоко каждое утро, не так ли?

*Yes, I do.* — Да, пью.

*Mike doesn't drink milk every morning, does he?* — Майк не пьет молоко каждое утро, не так ли?

*Yes, he does.* — Нет, пьет.

Окончание **-s** в английских глаголах читается как [z] после гласных и звонких согласных: *read — reads, play — plays, live — lives.*

Окончание **-s** читается как [s] после глухих согласных: *work — works.*

К глаголам, которые оканчиваются на **s, ss, sh, ch, x**, прибавляется окончание **-es**, которое читается как [iz]: *teach — teaches, wash — washes, press — presses, fix — fixes.*

К глаголам, которые оканчиваются на **o**, прибавляется окончание **-es**, которое читается как [z]: *goes [gəʊz], does [dʌz].*

Если глагол оканчивается на **y**, которая стоит после согласной, то к глаголу прибавляется окончание **-es**. Буква **y** меняется на **i**: *fly — flies.*

**Глагол to be в Present Simple Tense**

Глагол **to be** (*быть, находиться, являться*) в Present Simple Tense имеет формы: **am, is, are.**

*I am a pupil.* — Я ученик.

*He is at school.* — Он в школе.

*They are my friends.* — Они мои друзья.

**Спряжение глагола to be в Present Simple Tense**

Единственное число		Множественное число	
I	am (I'm)	we	are (we're)
you	are (you're)	you	are (you're)
he / she / it	is (he's, she's, it's)	they	are (they're)

**Образование утвердительных, отрицательных и вопросительных предложений**

• **Утвердительное предложение**

*He is my friend.* — Он мой друг.

*They are at home.* — Они дома.

Обратите внимание! **is 's, are 're**

*He's my friend.*

*They're at home.*

• **Отрицательное предложение**

Для образования

**to be** вспомогательный

*He is not my friend.*

*They are not at home.*

Обратите внимание!

*He isn't my friend.*

*They aren't at home.*

• **Общий вопрос**

*Are they in the room?*

• **Специальный вопрос**

*Where are they?*

• **Вопрос к подлежащему**

В вопросе к подлежащему

3 лица единственного

*Who is at home?*

*What is in the room?*

• **Разделительный вопрос**

*Tom is from London, isn't he?*

*Yes, he is.* — Да, он из Лондона.

Чтобы сообщить о наличии или отсутствии чего-либо, используется конструкция:

*There is a book on the table.*

*There are girls in the class.*

*There is a man in the room.*

Вопросительная форма этой конструкции используется по правилу употребления:

*Is there a book on the table?*

*Are there girls in the class?*

*Is there a man in the room?*

*Is there a book on the table?*

*Are there girls in the class?*

*There isn't a book on the table.*

*There is no man in the room.*

*What is there on the table?*

Порядок слов в предложении:

• **Отрицательное предложение**

Для образования отрицательных и вопросительных предложений глаголу **to be** вспомогательный глагол не требуется.

*He is not my friend.* — Он не мой друг.

*They are not in the shop.* — Они не в магазине.

Обратите внимание! **is not = isn't, are not = aren't**

*He isn't my friend.* — Он не мой друг.

*They aren't in the shop.* — Они не в магазине.

• **Общий вопрос**

*Are they in the shop?* — Они в магазине? — *No, they are not.* — Нет.

• **Специальный вопрос**

*Where are they?* — Где они?

• **Вопрос к подлежащему**

В вопросе к подлежащему глагол **to be** всегда употребляется в форме 3 лица единственного числа (**is**).

*Who is at home?* — Кто дома? — *They are.* — Они.

*What is in the bag?* — Что в портфеле? — *It's a book.* — Книга.

• **Разделительный вопрос**

*Tom is from London, isn't he?* — Том из Лондона, не так ли?

*Yes, he is.* — Да, он из Лондона.

**Конструкция *There is / There are***

Чтобы сообщить о наличии какого-либо лица / предмета в каком-либо месте, используется конструкция **There is / There are**:

*There is a book on the table.* — На столе книга.

*There are girls on the bench.* — На скамейке девочки.

*There is a mouse in the kitchen.* — На кухнемышь.

Вопросительные и отрицательные предложения образуются по общему правилу употребления глагола **to be** в Present Simple.

**Образование общих вопросов**

*Is there a book on the table?* — *Yes, there is.*

*Are there four books on the table?* — *No, there aren't.*

**Образование отрицательных предложений**

*There isn't computer in his room.*

*There is no computer in his room.* — В его комнате нет компьютера.

**Образование вопросительных предложений**

*What is there on the table?* — Что находится на столе?

Порядок слов в вопросах, начинающихся с **How many, How much**, следующий:

*How many books are there on the table?* — Сколько книг на столе?

*How much sugar is there in this cup of tea?* — Сколько сахара в этой чашке чая?

## The Past Simple Tense

### Употребление Past Simple Tense

Past Simple употребляется для выражения:

- действий, которые происходили в прошлом обычно, часто, всегда:  
*He usually came home late.* — Он обычно приходил домой поздно.
- единичных действий, которые происходили в прошлом:  
*We saw an interesting film last week.* — Мы смотрели интересный фильм на прошлой неделе.
- последовательных действий, которые происходили в прошлом:  
*I bought two tickets, met my friend and we went to the theatre.* — Я купил два билета, встретился с другом, и мы пошли в театр.

### Образование Past Simple Tense

Past Simple образуется с помощью окончания **-ed**, прибавляемого к I форме правильных глаголов (*work — worked*), или II формы неправильных глаголов (*go — went*).

Глаголы в Past Simple имеют одну и ту же форму во всех лицах и числах.

### Спряжение глаголов в Past Simple Tense

I	} watched	
you		
he / she / it		
we		met
you		
they		

### Чтение окончания **-ed**

Если глагол оканчивается на гласную или звонкую согласную, окончание **-ed** читается как [d]: *open — opened*.

Если глагол оканчивается на глухую согласную, окончание **-ed** читается как [t]: *ask — asked*.

Если глагол оканчивается на буквы **t** или **d**, окончание **-ed** читается как [ɪd]: *want — wanted*.

Если глагол оканчивается на букву **y**, а перед ней стоит согласная, то при добавлении **-ed** буква **y** меняется на **i**: *study — studied*.

Если глагол оканчивается на согласную, которой предшествует ударная гласная в закрытом слоге, то такая согласная удваивается: *stop — stopped*.

### • Утвердите

УП = По-второсте

*Misha saw* — Миша видел  
месяце.

### • Отрицате

Для образ-  
ний глагол

ОП = По-второсте

*Misha did* — Миша делал  
шлой неде-

Обратит

### • Общий во

Для образ-  
ний глагол

ОВ = Ди-второсте

*Did Misha* — Видел ли Миша  
месяце? —

### • Альтерна

АВ = О-

Альтерна-  
ных союзом

только слов

*Did Misha* — Видел ли Миша  
Миша вид-

### • Специаль

СВ = Во-

*When did* — Когда делал

### • Вопрос к

ВП = W-члены п

*Who saw* — Кто видел  
*Misha did* — Миша делал

Образование утвердительных,  
отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + основной глагол во II форме +  
второстепенные члены предложения.

*Misha saw my friend last month.* — Миша видел моего друга в прошлом месяце.

• Отрицательное предложение (ОП)

Для образования отрицательных предложений используется вспомогательный глагол **did** и отрицательная частица **not**.

ОП = Подлежащее + **did not** + основной глагол в I форме +  
второстепенные члены предложения.

*Misha did not see my friend last week.* — Миша не видел моего друга на прошлой неделе.

Обратите внимание! **did not = didn't**

• Общий вопрос (ОВ)

Для образования вопросительных предложений используется вспомогательный глагол **did**.

ОВ = **Did** + подлежащее + основной глагол в I форме +  
второстепенные члены предложения?

*Did Misha see his friend last month?* — Миша видел своего друга в прошлом месяце? — *Yes, he did.* — Да.

• Альтернативный вопрос (АВ)

АВ = ОВ + **or** + ОВ?

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

*Did Misha see my friend last month or (did he see my friend) last week?* — Миша видел моего друга в прошлом месяце или на прошлой неделе?

• Специальный вопрос (СВ)

СВ = Вопросительное слово + ОВ?

*When did Misha see my friend?* — Когда Миша видел моего друга?

• Вопрос к подлежащему (ВП)

ВП = **Who** + основной глагол во II форме + второстепенные  
члены предложения?

*Who saw my friend last month?* — Кто видел моего друга в прошлом месяце? — *Misha did.* — Миша.

• **Разделительный вопрос**

*Misha didn't see my friend last month, did he?* — Миша не видел моего друга в прошлом месяце, не так ли? — *Yes, he did.* — Нет, видел.

**Глагол to be в Past Simple Tense**

Глагол **to be** в Past Simple Tense имеет форму **was** в единственном числе и **were** во множественном числе.

**Спряжение глагола to be в Past Simple Tense**

I	} was	we	} were
you		you	
he / she / it		they	

**Образование утвердительных, отрицательных и вопросительных предложений**

• **Утвердительное предложение**

*They were at home.* — Они были дома.

• **Отрицательное предложение**

Для образования отрицательных предложений к глаголам **was** и **were** добавляется отрицательная частица **not**.

*He was not at home at 6 p.m.* — Его не было дома в шесть часов.

*They were not in the park.* — Они не были в парке.

Обратите внимание! **was not = wasn't, were not = weren't**

*He wasn't at home at 6 p.m.*

*They weren't in the park.*

• **Общий вопрос**

Для образования вопросительных предложений глаголам **was** и **were** вспомогательный глагол не требуется.

*Were they in the park?* — Они были в парке?

*No, they weren't.* — Нет.

• **Альтернативный вопрос**

*Were they at home or in the park?* -- Они были дома или в парке?

• **Специальный вопрос**

*Where were they?* — Где они были?

• **Вопрос к подлежащему**

*Who was at home?* — Кто был дома?

*They were.* — Они.

• **Разделительный вопрос**

*They were at home, weren't they?* — Они были дома, не так ли?

*Yes, they were.* — Да.

Present Prog  
исходят:

- в точно ук  
*She is readin*
- в более дли  
*They are mo*
- для выраже  
щем:  
*I am leav*  
Present Prog  
to remembe  
to know —  
to like — нр  
to need — н  
to forget —  
to be — бы

Present Prog  
am / is / are + o

Если глагол  
*give — giving.*  
Конечная о  
стоящая в зак  
Если буква  
Буквосочет

## The Present Progressive Tense

### Употребление Present Progressive Tense

Present Progressive употребляется для выражения действий, которые происходят:

- в точно указанный момент в настоящем:  
*She is reading the book now.* — Сейчас она читает книгу.
- в более длительный период в настоящем:  
*They are moving to a new flat.* — Они переезжают в новую квартиру.
- для выражения запланированных действий, которые произойдут в будущем:  
*I am leaving tomorrow.* — Я уезжаю завтра.

Present Progressive не употребляется со следующими глаголами:

to remember — помнить	to hate — ненавидеть
to know — знать	to hear — слышать
to like — нравиться	to want — хотеть
to need — нуждаться	to think — (в значении) полагать
to forget — забывать	to believe — верить
to be — быть, находиться	to understand — понимать

### Образование Present Progressive Tense

Present Progressive Tense образуется с помощью вспомогательных глаголов **am / is / are** + основной глагол в I форме + окончание **-ing**.

#### При прибавлении окончания **-ing**

Если глагол оканчивается на **-e**, то она отбрасывается: *take* — *taking*,  
*give* — *giving*.

Конечная согласная удваивается, если ей предшествует ударная гласная, стоящая в закрытом слоге: *cut* — *cutting*, *begin* — *beginning*.

Если буква **l** является конечной, она удваивается: *travel* — *travelling*.

Буквосочетание **ie** меняется на **y**: *die* — *dying*, *tie* — *tying*, *lie* — *lying*.

### Спряжение глаголов в Present Progressive Tense

I	am	} working	} are working
you	are		
he	is		
she	is		
it	is		
we		} are working	
you			
they			

Образование утвердительных,  
отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + am / is / are + основной глагол + -ing +  
второстепенные члены предложения.

*He is speaking to Jane now.* — Сейчас он разговаривает с Джейн.

• Отрицательное предложение (ОП)

ОП = Подлежащее + am / is / are + not + основной глагол + -ing +  
второстепенные члены предложения.

*He is not speaking to Sabby now.* — Она сейчас не разговаривает с Сэбби.

• Общий вопрос (ОВ)

ОВ = Am / Is / Are + подлежащее + основной глагол + -ing +  
второстепенные члены предложения?

*Is he speaking to Jane now?* — Он сейчас разговаривает с Джейн? —  
*Yes, he is.* — Да.

• Альтернативный вопрос (АВ)

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

*Is he speaking to Jane or (is he speaking) to Sabby now?* — Он сейчас разговаривает с Джейн или с Сэбби?

• Специальный вопрос (СВ)

СВ = Вопросительное слово + ОВ?

*What is he doing?* — Что он делает?

• Вопрос к подлежащему (ВП)

ВП = Who / What + is + основной глагол + -ing +  
второстепенные члены предложения?

*Who is speaking to Jane now?* — Кто сейчас разговаривает с Джейн? —  
*He is.* — Он.

• Разделительный вопрос

*He is speaking to Jane now, isn't he?* — *Yes, he is.*

Сейчас он разговаривает с Джейн, не так ли?

*I know this man.* — Я знаю этого человека.

Past Progre  
происходи  
в прошлом

a) точным

*Linda was*

Линда сме

b) прошед

*Linda was*

когда при

Past Progre

to remem

to like —

to forget

to be — G

to hate —

Past Progre  
was / were +

I w  
You w  
He w  
She w  
It w

• Утвердит

УП = I  
второс

*They wer*

Шотланд



## The Past Progressive Tense

### Употребление Past Progressive Tense

Past Progressive Tense употребляется для выражения действий, которые происходили в точно указанный момент времени в прошлом. Момент времени в прошлом может быть выражен:

a) точным указанием времени, когда происходило действие:

*Linda was watching TV at 10 o'clock yesterday.* — Вчера в десять вечера Линда смотрела телевизор.

b) прошедшим действием, выраженным глаголом в Past Simple:

*Linda was watching TV when her friends came.* — Линда смотрела телевизор, когда пришли ее друзья.

Past Progressive не употребляется со следующими глаголами:

to remember — помнить

to know — знать

to like — нравиться

to hear — слышать

to need — нуждаться

to want — хотеть

to forget — забывать

to think — (в значении) полагать

to be — быть, находиться

to believe — верить

to hate — ненавидеть

to understand — понимать

### Образование Past Progressive Tense

Past Progressive Tense образуется с помощью вспомогательных глаголов **was / were** + основной глагол в I форме + окончание **-ing**.

### Спряжение глаголов в Past Progressive Tense

I was	} working when he came.	We	} were working when he came.
You were		You	
He was		They	
She was			
It was			

### Образование утвердительных, отрицательных и вопросительных предложений

#### • Утвердительное предложение (УП)

УП = Подлежащее + was / were + основной глагол + -ing + второстепенные члены предложения.

*They were flying over Scotland at 6 p.m. yesterday.* — Они пролетали над Шотландией вчера в шесть часов вечера.

• **Отрицательное предложение (ОП)**

**ОП** = Подлежащее + was / were + not + основной глагол + -ing + второстепенные члены предложения.

*They weren't flying over England at 6 p.m. yesterday.* — Вчера в шесть вечера они не пролетали над Англией.

• **Общий вопрос (ОВ)**

**ОВ** = Was / Were + подлежащее + основной глагол + -ing + второстепенные члены предложения?

*Were they flying over Scotland at 6 p.m. yesterday?* — Они пролетали над Шотландией вчера в шесть вечера?

*Yes, they were.* — Да.

• **Альтернативный вопрос (АВ)**

**АВ** = ОВ + or + ОВ?

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

*Were they flying over Scotland or (were they flying) over England at 6 p.m. yesterday?* — Они пролетали над Шотландией или над Англией вчера в шесть часов вечера?

• **Специальный вопрос (СВ)**

**СВ** = Вопросительное слово + ОВ?

*What were they doing at 6 p.m. yesterday?* — Что они делали вчера в шесть вечера?

• **Вопрос к подлежащему (ВП)**

**ВП** = Who / What + was + основной глагол + -ing + второстепенные члены предложения?

*Who was flying over Scotland at 6 p.m. yesterday?* — Кто пролетал над Шотландией вчера в шесть часов вечера?

*They were.* — Они.

• **Разделительный вопрос**

*They were flying over Scotland at 6 p.m. yesterday, weren't they?* — Они пролетали над Шотландией вчера в шесть часов вечера, не так ли?

*Yes, they were.* — Да.

Глаголы в форме  
для предсказания  
*You'll make new  
ющем году.  
I think Granny  
дельник.*

*Maybe he'll pho  
I hope she'll sing  
One day we'll m  
I'll phone later.  
He'll come back*

• для выражения  
*A: What are you  
B: I'm cleaning  
A: I'll help you.*

Future Simple  
tomorrow — за  
next week — на  
next month — в  
next year — в с  
next time — в с  
in a day — чере

Future Simple  
I formed основно

Сокращенная  
В сокращенно  
вердительных пр  
полная форма —

## Употребление Future Simple

Глаголы в форме Future Simple употребляются:

- для предсказания будущих событий:  
*You'll make new friends next year.* — У тебя появятся новые друзья в следующем году.  
*I think Granny will come on Monday.* — Я думаю, бабушка придет в понедельник.  
*Maybe he'll phone tomorrow.* — Может быть, он позвонит завтра.  
*I hope she'll sing tonight.* — Я надеюсь, она будет петь сегодня вечером.  
*One day we'll meet again.* — Когда-нибудь мы встретимся снова.  
*I'll phone later.* — Я позвоню позже.  
*He'll come back soon.* — Он скоро вернется.
- для выражения обещаний и решений, принятых в момент речи:  
 A: *What are you doing?* — Что ты делаешь?  
 B: *I'm cleaning the floor.* — Я мою пол.  
 A: *I'll help you.* — Я помогу тебе.

Future Simple употребляется с такими обозначениями времени, как:

tomorrow — завтра	in a minute — через минуту
next week — на следующей неделе	in an hour — через час
next month — в следующем месяце	in two weeks — через две недели
next year — в следующем году	in five years — через пять лет
next time — в следующий раз	in the future — в будущем
in a day — через день	

Future Simple образуется с помощью вспомогательного глагола **will** и I формы основного глагола.

## Спряжение глаголов во Future Simple

I	} will ('ll) see, be
you	
he / she / it	
we	} will ('ll) see, be
you	
they	

Сокращенная форма от **will** — **'ll**

В сокращенной форме глагол **will** ('ll) может употребляться только в утвердительных предложениях. В вопросительных предложениях используется полная форма — **will**.

Образование утвердительных,  
отрицательных и вопросительных предложений

• Утвердительное предложение

**УП** = Подлежащее + will + основной глагол в I форме +  
второстепенные члены предложения.

*He will write a letter next week.* — Он напишет письмо на следующей неделе.

*He will be at home tomorrow.* — Он будет дома завтра.

*He'll write a letter next week.*

*He'll be at home tomorrow.*

• Отрицательное предложение (ОП)

**ОП** = Подлежащее + won't + основной глагол в I форме +  
второстепенные члены предложения.

*He will not write a letter tomorrow.* — Он не напишет письмо завтра.

*She will not be at home tomorrow.* — Ее не будет дома завтра.

Обратите внимание! **will not** = **won't**

*He won't write a letter next week.*

*He won't be at home tomorrow.*

• Общий вопрос (ОВ)

**ОВ** = Will + подлежащее + основной глагол в I форме +  
второстепенные члены предложения?

*Will he write a letter next week?* — Он напишет письмо на следующей неделе?

*Yes, he will.* — Да.

*Will he be at home tomorrow?* — Он будет дома завтра?

*Yes, he will.* — Да.

• Альтернативный вопрос (АВ)

**АВ** = ОВ + or + ОВ?

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

*Will he write a letter tomorrow or (will he write a letter) next week?* — Он напишет письмо завтра или на следующей неделе?

*Will she be at home or (will she be) in the hospital at 9 o'clock?* — Она будет дома или в больнице в 9 часов?

• Специальный вопрос (СВ)

**СВ** = Вопросительное слово + ОВ?

*When will he write a letter?* — Когда он напишет письмо?

*When will he be at home?* — Когда он будет дома?

• **Вопрос к подлежащему**  
*Who will write a letter next week?*

*Who will be at home tomorrow?*

*Who will write a letter next week?*

*Who will be at home tomorrow?*

• **Разделительное предложение**

*He will not write a letter tomorrow.*

*He will not be at home tomorrow.*

*No, he won't write a letter next week.*

*No, he won't be at home tomorrow.*

*Yes, he will write a letter next week.*

*Yes, he will be at home tomorrow.*

The Future-  
представляются

The Future-

**would** и основ

*She hoped he*

скоро верне

Present Perf

изошло (заве

видим сейчас

связано с на

*Where is you*

*Go to your de*

Важно то,

*I've cut my*

а сейчас у м

Present Perf

ворящего вая

*I'm cold. S*

окно.

Present Perf

**already** — уж

*последнее вре*

*He has just*

• **Вопрос к подлежащему**

*Who will write a letter next week?* — Кто напишет письмо на следующей неделе?

*He will.* — Он.

*Who will be at home tomorrow?* — Кто будет дома завтра?

*He will.* — Он.

• **Разделительный вопрос**

*He will not write a letter tomorrow, will he?* — Он не напишет письмо завтра, не так ли?

*No, he won't.* — Нет, не напишет.

*He will not be at home tomorrow, will he?* — Его не будет дома завтра, не так ли?

*Yes, he will.* — Нет, будет.

### The Future-in-the Past

The Future-in-the Past употребляется для выражения действий, которые представляются будущими с точки зрения прошлого.

The Future-in-the Past образуется с помощью вспомогательного глагола **would** и основного глагола в I форме.

*She hoped her husband would come back soon.* — Она надеялась, что ее муж скоро вернется.

### The Present Perfect Tense

#### Употребление Present Perfect Tense

Present Perfect Tense употребляется для выражения действия, которое произошло (завершилось) до настоящего момента, но результат этого действия видим сейчас, то есть своим результатом действие, совершенное в прошлом, связано с настоящим временем.

*Where is your money?* — *I have lost it.*

*Где твои деньги?* — *Я их потерял.* (Деньги пропали раньше, неважно когда. Важно то, что у меня их нет сейчас.)

*I've cut my finger. I can't write.* — Я порезал палец. (Палец я порезал раньше, а сейчас у меня есть след от пореза.) Я не могу писать.

Present Perfect может употребляться без указания времени, поскольку для говорящего важно не время совершения действия, а сам факт его совершения.

*I'm cold. Somebody has opened the window.* — Я замерз. Кто-то открыл окно.

Present Perfect часто употребляется с наречиями: **just** — *только что*; **already** — *уже*; **yet** — *еще*; **ever** — *когда-нибудь*; **never** — *никогда*; **lately** — *за последнее время*.

*He has just phoned.* — Он только что позвонил.

Наречие **yet** употребляется в вопросительных и отрицательных предложениях.

*Have you spoken to her yet?* — Ты уже с ней разговаривал?

*I haven't seen him yet.* — Я еще его не видел.

Наречие **ever** употребляется в вопросительных предложениях, **never** — в отрицательных.

Место этих наречий между **have (has)** и основным глаголом.

*I have never played golf.* — Я никогда не играл в гольф.

*Have you ever been to New York?* — Вы когда-нибудь бывали в Нью-Йорке?

Present Perfect может употребляться с обстоятельствами, обозначающими еще не истекший период времени:

*today* — сегодня, *this year* — в этом году

*I haven't seen her today.* — Я не видел ее сегодня.

### Образование Present Perfect Tense

Present Perfect Tense образуется с помощью вспомогательного глагола **have / has** и III формы основного глагола.

*I have already seen this film.* — Я уже видел этот фильм.

Сокращенная форма от **have** — **'ve**, от **has** — **'s**

**I have = I've, he has = he's**

### Спряжение глаголов в Present Perfect Tense

I	have	}	written	}	been	
you	have					
he	has					
she	has					
it	has					
			we	have	}	been
			you	have		
			they	have		

### Образование утвердительных, отрицательных и вопросительных предложений

#### • Утвердительное предложение (УП)

**УП** = Подлежащее + have / has + основной глагол в III форме + второстепенные члены предложения.

*She has seen this film.* — Она посмотрела этот фильм.

*They have been to London this year.* — Они побывали в Лондоне в этом году.

#### • Отрицательное предложение (ОП)

**ОП** = Подлежащее + have / has + not + основной глагол в III форме + второстепенные члены предложения.

*He hasn't seen this film.* — Он не посмотрел этот фильм.

*She hasn't*

году.

Обрати

- **Общий во**  
**ОВ = Ha**  
второст

*Has she see*

*Have they*

году?

*Yes, they h*

- **Альтернат**

**AB = OI**

Альтернат  
ных союзом

только слов

*Has she see*

да этот фи

*Have they*

побывали

- **Вопрос к**

**ВП = W**

второст

*Who has se*

*She has.* —

*Who has b*

- **Специаль**

**СВ = Vo**

*What has s*

*Where hav*

- **Разделите**

*She has see*

не так ли?

*Yes, she ha*

*They have*

в этом го

*Yes, they h*

*She hasn't been to London this year.* — Она не побывала в Лондоне в этом году.

Обратите внимание! **have not = haven't, has not = hasn't**

• **Общий вопрос (OB)**

**OB = Have / Has + подлежащее + основной глагол в III форме + второстепенные члены предложения?**

*Has she seen this film?* — Она посмотрела этот фильм.

*Have they been to London this year?* — Они побывали в Лондоне в этом году?

*Yes, they have.* — Да.

• **Альтернативный вопрос (AB)**

**AB = OB + or + OB?**

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

*Has she seen this film or has her sister seen it?* — Она или ее сестра посмотрела этот фильм?

*Have they been to London or (have they been) to Washington this year?* — Они побывали в Лондоне или в Вашингтоне в этом году?

• **Вопрос к подлежащему (BP)**

**BP = Who / What + has + основной глагол в III форме + второстепенные члены предложения?**

*Who has seen this film?* — Кто посмотрел этот фильм?

*She has.* — Она.

*Who has been to London this year?* — *They have.*

• **Специальный вопрос (CB)**

**CB = Вопросительное слово + OB?**

*What has she seen?* — Что она посмотрела?

*Where have they been this year?* — Где они побывали в этом году?

• **Разделительный вопрос**

*She has seen this film, hasn't she?* — Она посмотрела этот фильм, не так ли?

*Yes, she has.* — Да.

*They have been to London this year, haven't they?* — Они побывали в Лондоне в этом году, не так ли?

*Yes, they have.* — Да.

## Present Perfect Progressive

### Употребление Present Perfect Progressive

Present Perfect Progressive употребляется для выражения длящегося действия, которое началось в прошлом, все еще продолжается в настоящее время и определенным образом подводит итог продолжительности этого действия.

*I have been reading this book for a week.* — Я читаю эту книгу в течение недели.

В предложениях с Present Perfect Progressive, как правило, указывается период времени, в течение которого происходит действие. Период времени может быть выражен:

- обстоятельствами времени типа: **all my life, all these years, lately** (в последнее время):

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

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

*Lena and Sveta have already been talking on the phone for half an hour.* —

Лена и Света разговаривают по телефону уже полчаса.

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

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

*Jane gave me this cassette on Monday. I have been listening to it since then.* —

Джейн дала мне кассету в понедельник. С тех пор я ее слушаю.

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

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

**Present Perfect Progressive не употребляется:**

- с глаголами, которые не употребляются во временах группы Progressive:

to believe — верить	to hear — слышать
to remember — помнить	to need — нуждаться
to want — хотеть	to hate — ненавидеть
to understand — понимать	to be — быть
to know — знать	to like — нравиться
to forget — забыть	to have — иметь

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

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

Present Perfect Progressive употребляется для выражения длящегося действия, которое началось в прошлом, все еще продолжается в настоящее время и определенным образом подводит итог продолжительности этого действия.

*You look tired.*

*I have been working hard.*

Present Perfect Progressive употребляется для выражения длящегося действия, которое началось в прошлом, все еще продолжается в настоящее время и определенным образом подводит итог продолжительности этого действия.

Утвердительная форма

UP = Под  
в I форме

*Jeff and Emily have been playing tennis.*

Отрицательная форма

OP = Под  
в I форме

*Jeff and Emily have not been playing tennis.*

Общий вопрос

OB = Have  
в I форме

*Has Jeff been playing tennis?*

Альтернативная форма

AB = OB

Альтернативная форма вопроса

*Has Emily been playing tennis for three hours?*

Вопрос к подлежащему

WP = Who  
второстепенный

*Who has been playing tennis?*



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

*You look tired.* — Ты выглядишь усталой.

*I have been working on a report.* — Я работала над докладом.

### Образование Present Perfect Progressive

Present Perfect Progressive образуется с помощью вспомогательного глагола **to be** в форме Present Perfect и основного глагола с окончанием **-ing**.

have been / has been + основной глагол в I форме + -ing

#### • Утвердительное предложение (УП)

УП = Подлежащее + have been / has been + основной глагол в I форме + -ing.

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

#### • Отрицательное предложение (ОП)

ОП = Подлежащее + have not been / has not been + основной глагол в I форме + -ing + второстепенные члены предложения.

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

#### • Общий вопрос (ОБ)

ОБ = Have / Has + подлежащее + been + основной глагол в I форме + -ing + второстепенные члены предложения?

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

#### • Альтернативный вопрос (АВ)

АВ = ОБ + or + ОБ?

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

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

#### • Вопрос к подлежащему (ВП)

ВП = Who / What + has been + основной глагол в I форме + -ing + второстепенные члены предложения?

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

• **Специальный вопрос (СВ)**

СП = Вопросительное слово + **Об?**

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

• **Разделительный вопрос**

*Jeff and Emily haven't been playing tennis for four hours, have they? — No, they haven't.*

**The Past Perfect Tense**

**Употребление Past Perfect Tense**

Глагол в форме Past Perfect Tense выражает действие, которое завершилось до определенного момента или другого действия в прошлом.

*They had finished the work by 6 o'clock yesterday.* — Они закончили работу вчера к 6 часам.

*Misha had helped Robin before he met Rob.* — Миша помог Робину прежде, чем он познакомился с Робом.

Обратите внимание! Past Perfect Tense употребляется для выражения предшествования. Если описываются действия, которые следовали друг за другом, употребляется Past Simple.

Сравните:

*She did some shopping, came home and cooked dinner.* — Она сделала покупки, пришла домой и приготовила ужин.

*Before she cooked dinner, she had done some shopping.* — Прежде чем она приготовила ужин, она сделала покупки.

**Образование Past Perfect Tense**

Past Perfect Tense образуется с помощью вспомогательного глагола **had** и III формы основного глагола.

**Спряжение глаголов в Past Perfect Tense**

I	} had written	we	} had written
you		you	
she		they	
it			

• **Утвердительный**

УП = Подл + второстепе

*He had read the book as he looked at the picture.*

Обратите внимание!  
*I had = I'd, he had = he'd*

*He'd read the book as he looked at the picture.*

• **Отрицательный**

ОП = Подл + второстепе

*She had not read the book as she looked at the picture.*

Обратите внимание!  
*She hadn't read the book as she looked at the picture.*

• **Общий вопрос**

Об = Had + второстепе

*Had he read the book as he looked at the picture?*

*Yes, he had.*

• **Альтернативный**

АВ = Об +

Альтернативный союз **or** (или) ставится только между двумя предложениями.

*Had he read the book or had he looked at the picture?*

или нет до того, как он посмотрел на картину.

• **Вопрос к подлежащему**

ВП = Who + второстепе

*Who had read the book as he looked at the picture?*

*He had.* — Он прочитал книгу, когда посмотрел на картину.

Образование утвердительных,  
отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + had + основной глагол в III форме + второстепенные члены предложения.

*He had read the book before he saw the film.* — Он прочитал книгу до того, как посмотрел фильм.

Обратите внимание! **had = 'd**

**I had = I'd, he had = he'd**

*He'd read the book before he saw the film.*

• Отрицательное предложение (ОП)

ОП = Подлежащее + had + not + основной глагол в III форме + второстепенные члены предложения.

*She had not read the book before she saw the film.* — Она не прочитала книгу до того, как посмотрела фильм.

Обратите внимание! **had not = hadn't**

*She hadn't read the book before she saw the film.*

• Общий вопрос (ОВ)

ОВ = Had + подлежащее + основной глагол в III форме + второстепенные члены предложения?

*Had he read the book before he saw the film?* — Он прочитал книгу до того, как посмотрел фильм?

*Yes, he had.* — Да.

• Альтернативный вопрос (АВ)

АВ = ОВ + or + ОВ?

Альтернативный вопрос представляет из себя два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается и сохраняются только слова, содержащие альтернативу.

*Had he read the book or not before he saw the film?* — Он прочитал книгу или нет до того, как посмотрел фильм?

• Вопрос к подлежащему (ВП)

ВП = Who / What + had + основной глагол в III форме + второстепенные члены предложения?

*Who had read the book before?* — Кто прежде прочитал книгу?

*He had.* — Он.

• **Специальный вопрос**

**СВ** = Вопросительное слово + **ОВ**?

*What had he done before he saw the film?* — Что он сделал до того, как посмотрел фильм?

• **Разделительный вопрос**

*He had read the book before he saw the film, hadn't he?* — Он прочитал книгу до того, как посмотрел фильм, не так ли?

*Yes, he had.* — Да.

**Модальные глаголы**

В английском языке есть глаголы, выражающие не действие, а отношение к действию. Они называются модальными. К модальным глаголам относятся глаголы **can**, **must**, **should**, **may**. Они обозначают возможность, способность, вероятность, необходимость совершения действия, выраженного смысловым глаголом.

*He can play tennis.* — Он может играть в теннис.

*You must help him.* — Ты должен ему помочь.

*She should eat more vegetables.* — Ей следует есть больше овощей.

*They needn't come tomorrow.* — Им не надо приходить завтра.

Модальные глаголы не имеют всех форм, которые имеют другие глаголы.

Инфинитив, следующий за этими глаголами, употребляется без частицы **to**.

В 3 лице единственного числа настоящего времени модальные глаголы не имеют окончания **-s**.

**can**

Модальный глагол **can** выражает умение, способность совершить действие.

*He can swim.* — Он умеет плавать.

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

Модальный глагол **can** имеет два времени: настоящее и прошедшее — форма **can** для всех лиц единственного и множественного числа настоящего времени и форма **could** для всех лиц единственного и множественного числа прошедшего времени.

Вопросительная форма образуется без вспомогательного глагола, причем модальный глагол ставится перед подлежащим.

*Can he play tennis?* — Он может играть в теннис?

*Yes, he can. / No, he can't.*

Отрицательная форма образуется с помощью частицы **not**, которая ставится непосредственно после модального глагола.

*She cannot (can't) swim.* — Она не может плавать.

Для выра-  
восочетани  
разных врем  
*He is able*  
*He was ab*  
пяти лет.  
*He'll be ab*  
на следуюк

Глагол **п**

• просьбу р  
*May I use*  
ным теле  
*Please, do*  
*Certainly.*  
*No, I'm a*  
Разрешен  
предложен  
*You may*  
в 10 часо  
• предполо  
*It may rai*  
Глагол **п**  
жениях.  
Модальн  
**may** для все  
и форма **mi**  
шего време  
Вопроси  
модальн  
*May I hel*  
Отрицат  
непосредст  
*You may*

Для выражения способности совершить действие также употребляется словосочетание **to be able to** (быть в состоянии). Это сочетание употребляется в разных временах.

*He is able to translate the text.* — Он может перевести текст.

*He was able to read at the age of five.* — Он мог читать в возрасте пяти лет.

*He'll be able to translate the text next week.* — Он сможет перевести текст на следующей неделе.

Present Simple	Past Simple	Future Simple
can	could	—
am is are	was were	will be able to

### may

Глагол **may** выражает:

- просьбу разрешить что-либо сделать.

*May I use your mobile phone?* — Можно я воспользуюсь Вашим мобильным телефоном?

*Please, do.* (Пожалуйста.)

*Certainly.* (Да, конечно.)

*No, I'm afraid you can't.* (Боюсь, что нет.)

Разрешение что-либо сделать выражается глаголом **may** в утвердительном предложении.

*You may phone me at 10 p.m.* — Ты можешь (я разрешаю) позвонить мне в 10 часов.

- предположение, основанное на неуверенности.

*It may rain.* — Возможно, будет дождь.

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

Модальный глагол **may** имеет два времени: настоящее и прошедшее — форма **may** для всех лиц единственного и множественного числа настоящего времени и форма **might** для всех лиц единственного и множественного числа прошедшего времени.

Вопросительная форма образуется без вспомогательного глагола, причем модальный глагол ставится перед подлежащим.

*May I help you?* — Можно я Вам помогу?

Отрицательная форма образуется с помощью частицы **not**, которая ставится непосредственно после модального глагола.

*You may not be able to come.* — Вам нельзя приходить.

Значение разрешения или запрещения может также передаваться словосочетанием **to be allowed to**.

*They will not be allowed to work at night.* — Им не разрешат работать ночью.

Present Simple	Past Simple	Future Simple
may	might	
to be allowed to	was were } allowed to	will be allowed to

### must

Глагол **must** может выражать:

- обязанность, долг, необходимость (с точки зрения говорящего)  
*I must learn English. It will help me in the future.* — Я должен изучать английский. Это поможет мне в будущем. (Я сам так думаю.)
- В этом значении **must** употребляется в утвердительных и вопросительных предложениях.

- приказ

*You must speak to him now.* — Вы должны поговорить с ним сейчас.

- запрещение

*You mustn't leave this room.* — Вы не должны покидать эту комнату.

В этом значении **must** употребляется в отрицательных предложениях.

Модальный глагол **must** имеет одну неизменяемую форму, которая употребляется в настоящем времени.

*We must tell her the truth.* — Мы должны сказать ей правду.

Вопросительная форма образуется без вспомогательного глагола, причем модальный глагол ставится перед подлежащим.

*Must I answer his questions?* — Я должен отвечать на его вопросы?

Отрицательная форма образуется с помощью частицы **not**, которая ставится непосредственно после модального глагола.

*You mustn't drive too fast.* — Вы не должны вести машину слишком быстро.

**Needn't** означает — нет необходимости делать что-то.

Если задается вопрос о необходимости сделать что-то, используется **must**. В отрицательном ответе используется **needn't**.

*Must I phone him right now?* — Я должен позвонить ему прямо сейчас?

*No, you needn't.* — Нет, не надо.

Глагол **have to** действия в силу

*School starts at*

в 8 часов. Мы

*Yesterday I went*

шлось лечь по

*Tomorrow I will*

другу.

Вопросительн

помощью вспом

*Does he have to*

Он должен вс

*You don't have*

текст.

Вопросительн

мощью вспомо

*He didn't have*

*Did she have to*

Ей пришлось

P

Модальный гла  
мендацию.

*You should re*

Модальный гла  
ребьяется в наст

*You should be*

Вопросительн

модальный гла

*Should I phon*

Отрицательна

непосредственн

*You shouldn't*

## have to

Глагол **have to** употребляется, когда речь идет о необходимости совершения действия в силу определенных обстоятельств.

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

*Yesterday I went to bed late. I **had to** finish my composition.* — Вчера мне пришлось лечь поздно. Я должен был дописать сочинение.

*Tomorrow I **will have to** help my friend.* — Завтра мне придется помочь другу.

Вопросительные и отрицательные предложения с **have to** образуются с помощью вспомогательного глагола **do**.

*Does he have to get up early?* — Yes, he does.

Он должен вставать рано? — Да.

*You don't have to translate this text.* — Вы не должны переводить этот текст.

Вопросительные и отрицательные предложения с **had to** образуются с помощью вспомогательного глагола **did**.

*He didn't have to meet her.* — Ему не пришлось встречать ее.

*Did she have to help him?* — Yes, she did.

Ей пришлось помочь ему? — Да.

Present Simple	Past Simple	Future Simple
must		
have to	had to	will have to

## should

Модальный глагол **should** выражает желательность действия, совет, рекомендацию.

*You should read this book.* — Тебе следует прочитать эту книгу.

Модальный глагол **should** имеет одну неизменяемую форму, которая употребляется в настоящем времени.

*You should help this man.* — Тебе следует помочь этому человеку.

Вопросительная форма образуется без вспомогательного глагола, причем модальный глагол ставится перед подлежащим.

*Should I phone her?* — Мне следует ей позвонить?

Отрицательная форма образуется с помощью частицы **not**, которая ставится непосредственно после модального глагола.

*You shouldn't tell her everything.* — Тебе не следует говорить ей все.

## Страдательный залог (The Passive voice)

Залог — это форма глагола, которая показывает, сам предмет или лицо производит действие (действительный залог) или действие производится над предметом или лицом (страдательный залог).

**Действительный залог (The Active voice):** *Kate sent a letter last week.* — Катя послала письмо на прошлой неделе.

**Страдательный залог (The Passive voice):** *The letter was sent by Kate last week.* — Письмо было послано Катей на прошлой неделе.

В страдательном залоге часто не упоминается, кем или с помощью чего было совершено действие, но если такая информация нужна, то используются предлоги **by** (кем) или **with** (с помощью чего).

*The job was done by Ann.* — Работа была сделана Аней.

*The letter was written with a pen.* — Письмо было написано ручкой.

### Образование форм страдательного залога

Страдательный залог образуется с помощью вспомогательного глагола **to be** в соответствующем времени и третьей формы глагола.

to be + III форма глагола

### Формы глагола в страдательном залоге

<b>Present Simple</b>	A lot of books <b>are printed</b> every year.	Много книг <b>печатается</b> каждый год.
<b>Past Simple</b>	This book <b>was printed</b> in 1905.	Эта книга <b>была напечатана</b> в 1905 году.
<b>Future Simple</b>	This book <b>will be printed</b> next year.	Эта книга <b>будет напечатана</b> в следующем году.
<b>Present Progressive</b>	Page 10 <b>is being printed</b> at the moment.	Страница 10 <b>печатается</b> в данный момент.
<b>Past Progressive</b>	When the author phoned, his book <b>was being printed</b> .	Когда автор позвонил, его книга <b>печаталась</b> .
<b>Present Perfect</b>	This book <b>has already been reprinted</b> twice this year.	Эта книга <b>уже напечатана</b> в этом году дважды.
<b>Past Perfect</b>	This document <b>had been printed</b> before the police arrived.	Этот документ <b>был напечатан</b> до того, как прибыла полиция.

Образование вопросительных и отрицательных предложений в страдательном залоге

Отрицательное предложение	Специальный вопрос	Общий вопрос	Утвердительное предложение
That room is not decorated.	When is the room decorated?	Is the room cleaned every day?	The room is cleaned every day.
Present			



Образование вопросительных и отрицательных предложений  
в страдательном залоге

	Утвердительное предложение	Общий вопрос	Специальный вопрос	Отрицательное предложение
<b>Present Simple</b>	The room is <b>cleaned</b> every day. — Комнату моют каждый день.	Is the room <b>cleaned</b> every day?	When is the room <b>cleaned</b> ?	That room is <b>not cleaned</b> every day.
<b>Past Simple</b>	The first computer was <b>invented</b> by Charles Babbage in 1823. — Первый компьютер был изобретен Чарльзом Бэббиджем в 1823 году.	Was the first computer <b>invented</b> by Charles Babbage in 1823?	Who was the first computer <b>invented</b> by?	The Internet was <b>not invented</b> by Charles Babbage.
<b>Future Simple</b>	The students <b>will be tested</b> in May. — Студенты будут экзаменованы в мае.	<b>Will</b> the students <b>be tested</b> in May?	When <b>will</b> the students <b>be tested</b> ?	The students <b>will not be tested</b> in May.
<b>Present Progressive</b>	The dog is <b>being walked</b> now. — Собаку сейчас выгуливают.	Is the dog <b>being walked</b> now?	What is <b>being done</b> now?	The dog is <b>not being walked</b> now.
<b>Past Progressive</b>	The problem was <b>being discussed</b> when he phoned. — Проблема обсуждалась, когда он позвонил.	Was the problem <b>being discussed</b> when he phoned?	When was the problem <b>being discussed</b> ?	The problem was <b>not being discussed</b> when he phoned.
<b>Present Perfect</b>	The work has <b>just been finished</b> . — Работа только что закончена.	Has the work <b>just been finished</b> ?	What has <b>just been finished</b> ?	The work has <b>not been finished</b> yet.
<b>Past Perfect</b>	The robber <b>had been caught</b> before the police arrived. — Работника поймали до того, как приехала полиция.	<b>Had</b> the robber <b>been caught</b> before the police arrived?	Who <b>had been caught</b> before the police arrived?	The robber <b>had not been caught</b> before the police arrived.

## Vocabulary

**noun** (*n*) — существительное  
**verb** (*v*) — глагол  
**adjective** (*adj*) — прилагательное  
**pronoun** (*pron*) — местоимение  
**conjunction** (*conj*) — союз  
**adverb** (*adv*) — наречие  
**prefix** (*pref*) — приставка  
**suffix** (*suff*) — суффикс  
**preposition** (*prep*) — предлог

### A

abbreviation [əbrɪvi'eɪʃən] *n* — сокращение  
 abolish [ə'bɒlɪʃ] *v* — отменять  
 absolutely [æbsə'lʊtli] *adv* — абсолютно  
 academy [ə'kædəmi] *n* — академия  
 accept [ək'sept] *v* — принимать  
 accident [æksɪdənt] *n* — несчастный случай  
 according to [ə'kɔ:dɪŋ] *prep* — согласно  
 achieve [ə'ʃi:v] *v* — достигать, добиваться  
 across [ə'krɒs] *prep* — через  
 actress [æktɪs] *n* — актриса  
 admission [əd'mɪʃən] *n* — вход  
 admit [əd'mɪt] *v* — признавать  
 advantage [əd'vɑ:ntɪdʒ] *n* — преимущество  
 advertise [æd'vɑ:təɪz] *v* — рекламировать  
 advisor [əd'vaɪzə] *n* — советник  
 aerobic [əə'reubɪks] *n* — аэробика  
 afford [ə'fɔ:d] *v* — позволять себе  
 airplane [eə'pleɪn] *n* — самолет  
 alcohol [æl'kɒhɒl] *n* — алкоголь  
 alliance [ə'laɪəns] *n* — союз  
 amazing [ə'meɪzɪŋ] *adj* — удивительный  
 ambassador [æm'bæsədə] *n* — посол  
 ambition [æm'bɪʃən] *n* — желание, мечта  
 ambulance [æm'bju:ləns] *n* — машина скорой помощи  
 Americanism [ə'merɪkənɪzəm] *n* — американизм  
 among [ə'mʌŋ] *prep* — среди  
 amusement [ə'mju:zmənt] *n* — развлечение  
 amusing [ə'mju:zɪŋ] *adj* — забавный  
 anchor [æŋkə] *n* — якорь

animated film [æ'nɪmeɪtɪd] — мультфильм  
 anniversary [æ'nɪv:zəri] *n* — годовщина  
 anorexia [æ'nɔ:reksɪə] *n* — анорексия (отсутствие аппетита)  
 anorexic [æ'nɔ:reksɪk] *n* — человек, страдающий отсутствием аппетита  
 antibiotic [æntɪ'bɪɔ:tɪk] *n* — антибиотик  
 apartment [ə'pɑ:tmənt] *n* — квартира  
 apologize [ə'pɒlədʒaɪz] *v* — извиняться  
 applicant [æplɪkənt] *n* — претендент  
 architectural [ˌɑ:kɪ'tektʃərəl] *adj* — архитектурный  
 architecture [ˌɑ:kɪ'tektʃə] *n* — архитектура  
 Arctic [ˈɑ:kɪk] *adj* — арктический  
 assess [ə'ses] *v* — оценивать  
 atomic [ə'tɒmɪk] *adj* — атомный  
 attitude [ˈætɪtju:d] *n* — отношение  
 authority [ə'θɔ:ntɪ] *n* — власть (полномочие)  
 autograph [ˌɔ:təgrɑ:f] *n* — автограф  
 avenue [æ'vɛnju:] *n* — авеню  
 Aztec [æ'ztek] *n* — ацтек

### B

babysit ['beɪbɪsɪt] *v* — присматривать за чужими детьми  
 balanced [ˌbælənst] *adj* — сбалансированный  
 bargain ['bɑ:gɪn] *n* — выгодная покупка  
 base [beɪs] *v* — основывать  
 baseball ['beɪsbɔ:l] *n* — бейсбол  
 basic [beɪsɪk] *adj* — основной  
 basis [beɪsɪs] *n* — основание  
 be on holiday ['hɒlədeɪ] — быть в отпуске  
 beach [bi:tʃ] *n* — пляж  
 beam [bi:m] *n* — луч  
 bean [bi:n] *n* — боб  
 beer [biə] *n* — пиво  
 behave [br'heɪv] *v* — вести себя  
 behavior [br'hɛvɪə] *n* — поведение  
 belief [br'li:f] *n* — вера, верование  
 besides [br'saɪdz] *prep* — кроме того  
 bistro ['bɪstrɔ:] *n* — бистро  
 blockbuster ['blɒk,bɔ:stə] *n* — боевик  
 blouse [blaʊz] *n* — блуза

bond [bɒnd] *n* —  
 bonus ['bɒnəs] *n* —  
 booklet ['bʊkɪt] *n* —  
 bookstore ['bʊkstɔ:reɪ] *n* —  
 border ['bɔ:də] *n* —  
 borough ['bɜ:grəʊ] *n* —  
 Нью-Йорка  
 Bostonian [bɒs'tɔ:niən] *n* —  
 тона  
 boulevard ['bu:ləvɑ:] *n* —  
 boycott ['boɪkɒt] *n* —  
 breakable ['breɪkəbəl] *n* —  
 breath [breθ] *n* —  
 breathtaking ['breθtəkiŋ] *n* —  
 ющий дух  
 Broadway [brɔ:dvɔ:ɪ] *n* —  
 Bronx [brɒŋks] *n* —  
 bronze [brɒnz] *adj* —  
 Brooklyn ['brʊklɪn] *n* —  
 broomstick ['brʊmstɪk] *n* —  
 brotherhood ['brʌðərhʊd] *n* —  
 buffalo [bʌfələʊ] *n* —  
 burger ['bɜ:gə] *n* —  
 butcher ['bʊtʃə] *n* —

### C

cabbage ['kæbɪdʒ] *n* —  
 cabin ['kæbɪn] *n* —  
 café ['kæfeɪ] *n* —  
 calorie ['kæləri] *n* —  
 cameraman ['kæmərəmən] *n* —  
 candidate [kændɪdət] *n* —  
 candy ['kændɪ] *n* —  
 canoeing [kə'nu:ɪŋ] *n* —  
 cape [keɪp] *n* —  
 Capitol ['kæpɪtəl] *n* —  
 cardinal ['kɑ:dɪnəl] *n* —  
 cartoon [kɑ:tun] *n* —  
 фильм  
 cashier [keʃɪə] *n* —  
 cast [kɑ:st] *n* —  
 casual ['kæʒuəl] *adj* —  
 одержде  
 caviar ['kæviə] *n* —  
 celluloid [seljuloɪd] *n* —  
 cereal ['sɪəriəl] *n* —  
 championship ['tʃæmpɪənʃɪp] *n* —  
 ство

cotton [kɒtn] *n* — хлопок  
countryman [ˈkʌntri:mən] *n* — соотечественник

crack [kræk] *v* — трескаться, ломаться  
creative [kri'eɪtɪv] *adj* — творческий  
crew [kru:] *n* — команда  
crocodile [ˈkrɒkədaɪl] *n* — крокодил  
crowded [ˈkraʊdɪd] *adj* — переполненный  
cult [kʌlt] *adj* — культовый  
cupping [ˈkʌnpɪŋ] *adj* — хитрый  
cushboard [ˈkʌbəd] *n* — буфет

## D

dairy [ˈdeəri] *adj* — молочный  
dare [deə] *v* — сметь  
deadline [ˈdedlaɪn] *n* — крайний срок  
debut [ˈdeɪbjʊt] *n* — дебют  
decade [ˈdekeɪd] *n* — десятилетие  
dedicate [ˈdedɪkeɪt] *v* — посвящать  
definitely [ˈdefɪnɪtli] *adv* — определенно  
definition [ˌdefɪˈnɪʃn] *n* — определение  
delegate [ˈdelɪɡeɪt] *n* — делегат  
delivery [dɪlɪvəri] *n* — доставка  
demonstrate [ˌdɛməˈnɛstrɪt] *v* — демонстрировать  
densely [ˈdensli] *adv* — плотно  
depression [dɪˈpreʃn] *n* — депрессия  
desert [ˈdezət] *n* — пустыня  
designer [dɪˈzaɪnə] *n* — дизайнер  
dictator [dɪk'teɪtə] *n* — диктатор  
dictatorship [dɪk'teɪtəʃɪp] *n* — диктатура  
dignity [ˈdɪɡnɪti] *n* — достоинство  
disadvantage [ˌdɪsədˌvɑ:ntɪdʒ] *n* — недостаток  
discipline [ˈdɪsɪplɪn] *n* — дисциплина  
discrimination [ˌdɪskrɪmɪˈneɪʃn] *n* — дискриминация  
dishwasher [ˈdɪʃwɒʃə] *n* — посудомоечная машина  
disobey [ˌdɪsəˈbeɪ] *v* — не повиноваться, не слушаться  
display [dɪˈspleɪ] *n* — выставка  
distant [ˈdɪstənt] *adj* — отдаленный  
distressed [dɪˈstrest] *adj* — обеспокоенный  
district [ˈdɪstrɪkt] *n* — район  
documentary [ˌdɒkjʊˈmentəri] *adj* — документальный фильм  
donkey [ˈdɒŋki] *n* — осел  
dozen [ˈdɒzn] *n* — дюжина

draft [draʊt] *n* — проект  
dramatize [ˈdræmətaɪz] *v* — инсценировать  
drawing [ˈdraɪŋ] *n* — рисунок  
dreadful [ˈdredfl] *adj* — ужасный  
dustbin [ˈdʌstbɪn] *n* — мусорный ящик  
dye [daɪ] *v* — окрашивать

## E

eastern [ˈi:stn] *adj* — восточный  
eatable [ˈɪtəbl] *adj* — съедобный  
economic [ˌi:kəˈnɒmɪk] *adj* — экономический  
ecosystem [ˌi:kəʊˈsɪstəm] *n* — экосистема  
effect [ɪˈfekt] *n* — эффект  
effective [ɪˈfektɪv] *adj* — эффективный  
effort [ˈefət] *n* — усилие  
elixir [ˈɪlɪksə] *n* — эликсир  
embarrass [ɪmˈbærəs] *v* — приводить в замешательство, смущать  
employer [ɪmˈplɔɪə] *n* — работодатель  
employment [ɪmˈplɔɪmənt] *n* — работа по найму  
energy [ˈenədʒi] *n* — энергия  
engrave [ɪnˈɡreɪv] *v* — высекать  
enjoyable [ɪnˈdʒɔɪəbl] *adj* — приятный  
enthusiastic [ɪnˌθju:zɪˈæstɪk] *adj* — оптимистичный  
envy [ˈenvɪ] *n* — зависть, ревность  
estate [ɪˈsteɪt] *n* — поместье  
etc [etˈsetərə] — и т. д.  
evident [ˈeɪvɪdənt] *adj* — очевидный  
exact [ɪɡˈzækt] *adj* — точный  
exaggerate [ɪɡˈzædʒəreɪt] *v* — преувеличивать  
experience [ɪkˈspɪəriəns] *n* — опыт  
experienced [ɪkˈspɪəriənst] *adj* — опытный  
extravagant [ɪkˈstrævəɡənt] *adj* — экстравагантный  
extreme [ɪkˈstri:m] *adj* — чрезвычайный

## F

factor [ˈfæktə] *n* — фактор  
fake [feɪk] *adj* — поддельный  
fame [feɪm] *n* — известность  
familiar [fəˈmɪliə] *adj* — знакомый  
fascinate [ˈfæsɪneɪt] *v* — приводить в восхищение  
favour [ˈfeɪvə] *n* — одолжение

FBI [ˌef bi: ˈɑɪ] —  
fierce [fɪəs] *adj* —  
fireproof [ˈfaɪəpruːf] —  
fitting room [ˈfɪtɪŋ ru:m] —  
fizzy [ˈfɪzi] *adj* —  
flared [ˈfleəd] —  
flexible [ˈfleksɪbl] —  
footprint [ˈfʊtprɪnt] —  
fortune [ˈfɔ:rtʃn] —  
Founding Father —  
основатель  
fragile [ˈfrædʒaɪl] —  
frontier [ˈfrʌntɪə] —  
frozen [ˈfrəʊzn] —  
fruitless [ˈfru:tles] —  
fulfilment [ˈfʊlflɪmənt] —  
fully [ˈfʊli] *adv* —  
function [ˈfʌŋkʃn] —  
fundamental [ˌfʌndəˈmentəl] —  
ментальный  
furious [ˈfjuəriəs]

## G

gain (weight) [ɡeɪn] —  
гэе)  
gas [ɡæs] *n* —  
general [dʒenərəl] —  
gifted [ˈɡɪftɪd] *adj* —  
girlfriend [ˈɡɜ:lfrend] —  
glacier [ˈɡleɪsɪə] —  
glamorous [ˈɡlə:mərəs] —  
glasses [ˈɡlɑ:sɪz] —  
goods [ɡʊdz] —  
Goth [ɡɒθ] —  
Gothic [ˈɡɒθɪk] —  
governmental [ˌɡʌvənməntəl] —  
государственный  
governor [ˈɡʌvənə] —  
grade [ɡreɪd] *n* —  
grain [ɡreɪn] *n* —  
grateful [ˈɡreɪtfl] —  
greatly [ˈɡreɪtli] —  
grunger [ˈɡrʌŋdʒ] —  
guarantee [ɡəˈrɑ:nti] —  
тия, 2. гаран  
guided tour [ɡaɪdɪd tu:ə] —  
гидом  
gun [ɡʌn] *n* —

industrious [ɪn'dʌstriəs] *adj* — трудолюбивый

infinitive [ɪn'fɪnɪtɪv] *n* — инфинитив

influence [ɪnfluəns] *v* — влиять

informative [ɪn'fɔ:mətɪv] *adj* — информативный

inhuman [ɪn'hju:mən] *adj* — жестокий

inscribe [ɪn'skraɪb] *v* — высечь (на камне)

inspire [ɪn'spaɪə] *v* — вдохновлять

install [ɪn'stɔ:l] *v* — устанавливать

instead [ɪn'sted] *adv* — вместо

institute [ɪn'stɪtju:t] *v* — учреждать

institution [ɪn'stɪ'tju:ʃn] *n* — учреждение

insurance [ɪn'ʃʊərəns] *n* — страхование

insure [ɪn'ʃʊə] *v* — страховать

interact [ɪntər'ækt] *v* — взаимодействовать

invisible [ɪn'vɪzɪbl] *adj* — невидимый

## J

jargon [dʒɑ:gən] *n* — жаргон

journal [dʒɜ:nl] *n* — журнал

justice [dʒʌstɪs] *n* — правосудие, справедливость

## K

kid [kɪd] *n* — ребенок

kidnapping [kɪdnæpɪŋ] *n* — похищение людей

kindness [kaindnəs] *n* — доброта

## L

label [leɪbl] *n* — ярлык

lack [læk] *n* — недостаток

lamb [læm] *n* — баранина

landing [lændɪŋ] *n* — высадка, приземление

lawn [lɔ:n] *n* — лужайка

lawyer [lɔ:ɪ] *n* — адвокат

lead [li:d] *v* — вести за собой

leadership [li:dəʃɪp] *n* — лидерство

license [lɪsəns] *n* — лицензия, разрешение

lifeguard [laɪfgɑ:d] *n* — телохранитель, спасатель

lightning rod [laɪtnɪŋ,rɒd] *n* — молниеотвод

loaded [lɔ:əd] *adj* — нагруженный

lorry [lɒri] *n* — грузовик

loser [lɔ:zə] *n* — неудачник

loss [lɒs] *n* — потеря

lunar [lʊnə] *adj* — лунный

## M

mailman [meɪlmæn] *n* — почтальон

mall [mɔ:l] *n* — торговый центр

marinated [mærineɪtɪd] *adj* — маринованный

masterpiece [mɑ:stəpi:s] *n* — шедевр

matter [mætə] *n* — вопрос, причина, дело

Maya [maɪə] — майя (племя)

meadow [meɪdəʊ] *n* — луг

meaningful [mi:nɪŋfʊl] *adj* — значимый

meantime [mi:ntaɪm] *adv* — тем временем

meanwhile [mi:nwaɪl] *adv* — тем временем

medical [medɪkəl] *adj* — медицинский

membership [membəʃɪp] *n* — членство

memorial [mə'mɔ:riəl] *n* — мемориал

metal [metl] *n* — металл

midtown [mɪdtaʊn] *n* — центр города

mind [maɪnd] 1. *n*, 2. *v* — 1. мнение,

2. обращать внимание

miserable [mɪzərəbl] *adj* — несчастный

Mizz [mɪz] — "Миз", название журнала

module [mɒdju:l] *n* — модуль

mom [mɒm] *n* — мама

mommy [mɒmi] *n* — мамочка

motivated [mɔ:təveɪtɪd] *adj* — мотивированный

mountain [maʊntɪn] *n* — гора

musician [mju:zɪʃn] *n* — музыкант

mystery [mɪstəri] *n* — тайна

## N

nag [næg] *v* — пилить (действовать на нервы)

naive [naɪv] *adj* — наивный

neighbourhood [neɪbəhʊd] *n* — окрестность

nerve [nɜ:v] *n* — нерв

noodle [nu:dl] *n* — лапша

nuclear [nju:kliə] *adj* — ядерный

numeral [nju:mərəl] *n* — цифра

## O

obelisk [ɒbəlɪsk] *n* — обелиск

obey [əu'beɪ] *v* — подчиняться

object [ɒb'dʒɪkt] *n* — объект

obligation [ɒblɪ'geɪʃn] *n* — обязанность

obvious [ɒ'bvɪəs] *adj* — очевидный

occasionally [ɒ'keɪʃənəlɪ] *adv* — иногда

occur [ɒ'kjʊə] *v* — происходить

ogre [ɔ:ɡr] *n* — огр

oil [ɔɪl] *n* — нефть

operate [ɒpə'reɪt] *v* — работать

opportunity [ɒpə'tju:nəti] *n* — возможность

organization [ɔ:ɡə'nɪzəʃn] *n* — организация

originate [ɔ'rɪdʒɪneɪt] *v* — происходить

outgoing [aʊt'ɡɔ:ɪŋ] *adj* — открытый

overcome [əʊvə'kʌm] *v* — преодолевать

overreact [əʊvə'reɪkt] *v* — переувеличивать

overweight [əʊvə'weɪt] *n* — избыточный вес

owe [əʊ] *v* — owing

## P

Pacific Ocean [pə'sɪfɪk] *n* — Тихий океан

pancake ['pæŋkə] *n* — блинчик

paper ['peɪpə] *n* — бумага

parallel [pə'relə] *n* — параллель

participate [pɑ:tsɪ'peɪt] *v* — участвовать

passenger [pæ'sɛndʒə] *n* — пассажир

pasta ['pæstə] *n* — макаронные изделия

pastrami [pə'stræmi] *n* — пастром

patience [peɪʃəns] *n* — терпение

patriot [pə'triət] *n* — патриот

pavement [pə'veɪmənt] *n* — тротуар

peak [pi:k] *n* — гора

peak [pɪ:k] *n* — пик

pearl [pɜ:l] *n* — жемчужина

peculiar [pɪ'kjʊ:liə] *n* — особенность

peculiar [pɪ'kjʊ:liə] *n* — особенность

per day [pə'deɪ] *n* — в день

perform [pə'fɔ:m] *v* — исполнять

performance [pə'fɔ:məns] *n* — исполнение

perfume [pə'fju:m] *n* — парфюм

## O

- obelisk ['ɒbəlɪsk] *n* — обелиск  
 obey [əʊbeɪ] *v* — повиноваться, слушаться  
 object ['ɒbjekt] *v* — возражать  
 obligation ['ɒblɪ'geɪʃn] *n* — обязательство  
 obvious ['ɒvɪʃəs] *adj* — очевидный  
 occasionally [ə'keɪʒənəlɪ] *adv* — иногда  
 occupy ['ɒkjʊpaɪ] *v* — занимать  
 occur [ə'kɜː] *v* — происходить  
 ogre ['ɔːɡr] *n* — людоед  
 oil [ɔɪl] *n* — нефть  
 operate ['ɒpəreɪt] *v* — работать  
 opportunity [ˌɒpə'tjuːnɪti] *n* — возможность  
 organization [ˌɔːɡənə'zeɪʃn] *n* — организация  
 originate [ˌɔːrɪ'dʒɪneɪt] *v* — происходить  
 outgoing [ˌaʊt'ɡəʊɪŋ] *adj* — общительный  
 overcome [ˌəʊvə'kʌm] *v* — преодолевать  
 overreact [ˌəʊvə'reɪkt] *v* — горячиться  
 overweight [ˌəʊvə'weɪt] *n* — избыточный вес  
 owe [əʊ] *v* — задолжать

## P

- Pacific Ocean [pə'sɪfɪk əʊɪn] — Тихий океан  
 pancake ['pænkɛk] *n* — блин  
 paper ['peɪpə] *n* — бумага, газета  
 parallel ['pærəlel] *adj* — параллельный  
 participate [pɑː'tɪsɪpeɪt] *v* — участвовать  
 passenger ['pæsɪŋdʒə] *n* — пассажир  
 pasta ['pæstə] *n* — макароны, спагетти  
 pastрами [pɑː'strɑːmi] *n* — багеттура  
 patience ['peɪʃəns] *n* — терпение  
 patriot ['pætriət] *n* — патриот  
 pavement ['peɪvmənt] *n* — тротуар  
 pea [piː] *n* — горошина  
 peak [piːk] *n* — пик  
 pearl [pɜːl] *n* — жемчуг  
 peculiar [pɪ'kjʊliə] *adj* — специфический, особенный  
 per day [pə 'deɪ] — в день  
 perform [pə'fɔːm] *v* — представлять  
 performance [pə'fɔːməns] *n* — представление  
 perfume [pɜː'fjuːm] *n* — духи

- perish ['perɪʃ] *v* — исчезать, предавать забвению  
 per ride [pə 'raɪd] — за поездку  
 personality [ˌpɜːsə'neɪlɪti] *n* — индивидуальность  
 petrol ['petrəl] *n* — бензин  
 pickled ['pɪkld] *adj* — засоленный  
 picnic ['pɪknɪk] *n* — пикник  
 picturesque [ˌpɪktʃə'resk] *adj* — живописный  
 pink [pɪŋk] *adj* — розовый  
 play [pleɪ] *n* — игра, пьеса  
 pocket ['pɒkɪt] *n* — карман  
 polar [pə'ləʊə] *adj* — полярный  
 pollution [pə'ljuːʃn] *n* — загрязнение  
 porridge ['pɒrɪdʒ] *n* — овсянка  
 portion ['pɔːʃn] *n* — часть  
 Portugal [pə'ɒtʃuɡəl] — Португалия  
 Portuguese [pə'ɒtʃu'ɡiːz] — португалец  
 posh [pɒʃ] *adj* — шикарный  
 Potomac [pə'ɒtəmeɪk] — Потомак, река  
 practical ['præktɪkl] *adj* — практический  
 gram [græm] *n* — детская коляска  
 precious ['preʃəs] *adj* — драгоценный  
 prehistoric [ˌpriːhɪ'stɔːk] *adj* — доисторический  
 prescription [prɪ'skrɪpʃn] *n* — рецепт от врача  
 preserve [prɪ'zɜːv] *v* — сохранять  
 press [pres] *v* — давить, прессовать  
 pressure ['preʃə] *n* — давление  
 prestigious [pre'stɪʃəs] *adj* — престижный  
 pride [praɪd] *n* — гордость  
 product ['prɒdʌkt] *n* — изделие  
 production [prə'dʌkʃn] *n* — производство  
 progress [prə'ɒɡres] *n* — продвижение (прогресс)  
 properly ['prɒpəli] *adv* — должным образом  
 protest ['prəʊtest] *v* — протестовать  
 psychologist [saɪ'kɒlədʒɪst] *n* — психолог  
 pullover [pʊl'əʊvə] *n* — пуловер  
 punk [pʌŋk] *n* — панк  
 pursue [pə'sjuːt] *n* — стремление

## Q

- qualify ['kwɒlɪfaɪ] *v* — квалифицировать  
 queue [kjuː] *n* — очередь

## R

- radical ['rædɪkəl] *adj* — радикальный  
 raincoat ['reɪnkəʊt] *n* — плащ  
 ranger ['reɪnʒə] *n* — лесник, смотритель  
 rather ['rɑːðə] *adv* — довольно  
 rating ['reɪtɪŋ] *n* — оценка  
 realize ['rɪəlaɪz] *v* — осознать, понимать  
 record ['rekɔːd] *n* — отчет, запись, рекорд  
 reduce ['rɪdjuːs] *v* — уменьшать  
 refuse [rɪ'fjuːz] *v* — отказываться(ся)  
 regardless ['rɪ'gɑːdləs] *adv* — независимо  
 relationship [rɪ'leɪʃnʃɪp] *n* — отношения  
 remarkable [rɪ'mɑːkəbəl] *adj* → замечательный  
 representation [ˌreprɪzen'teɪʃn] *n* — представительство  
 representative [ˌreprɪ'zentatɪv] *n* — представитель  
 require [rɪ'kwaɪə] *v* — требовать  
 resemble [rɪ'zeɪmbəl] *v* — напоминать  
 residence ['rezɪdəns] *n* — место жительства, резиденция  
 resort [rɪ'zɔːt] *n* — курорт  
 resource [rɪ'zɔːs] *n* — ресурс  
 restriction [rɪ'strɪkʃn] *n* — ограничение  
 retire [rɪ'taɪə] *v* — уходить от дел, выйти на пенсию  
 review [rɪ'vjuː] *n* — обзор  
 revolution [ˌrevə'lju˃n] *n* — революция  
 robe [rəʊb] *n* — свободная одежда  
 rock [rɒk] *n* — скала  
 rocket ['rɒkɪt] *n* — ракета  
 rocky ['rɒki] *adj* — скалистый  
 rope [rəʊp] *n* — канат  
 rough [rʌʃ] *adj* — ненастный  
 rubber ['rʌbər] *adj* — резиновый

## S

- sacredness ['seɪkrɪdnəs] *n* — святость  
 sadness ['sædnəs] *n* — печаль, грусть  
 safely ['seɪfli] *adv* — благополучно  
 sailor ['seɪlə] *n* — моряк  
 sale [seɪl] *n* — продажа  
 salmon ['sælməŋ] *n* — лосось  
 scene [siːn] *n* — сцена, место действия  
 scenery ['sɪnəri] *n* — пейзаж

- schedule ['ʃedjuːl] *n* — график  
 scheme [skiːm] *n* — схема  
 seamstress ['siːmstrɪs] *n* — швея  
 seasick ['siːsɪk] *adj* — страдающий морской болезнью  
 secure [sɪ'kʊə] *v* — обеспечивать  
 seed [siːd] *n* — семя  
 self-esteem [self 'iːstɪm] *n* — самооценка  
 seminar ['semɪnɑː] *n* — семинар  
 sensible ['sensɪbəl] *adj* — разумный  
 separation [ˌsepə'reɪʃn] *n* — отделение  
 serial ['sɪəriəl] *n* — серия  
 series ['sɪəriːz] *n* — серия  
 serving ['sɜːvɪŋ] *n* — порция  
 settlement ['setlmənt] *n* — поселение  
 shopaholic [ˌʃɒpə'hɒlɪk] *n* — любитель ходить по магазинам  
 showbiz [ˌʃəʊbɪz] *n* — шоу-бизнес  
 sis [sɪs] (*сокр.*) *n* — сестра  
 skateboard [ˌsketɪbɔːd] *n* — роликовая доска  
 skewer [ˌskjuːə] *n* — шампур  
 skip [skɪp] *v* — пропускать  
 Skyride ['skaɪraɪd] — скайрайд, название аттракциона  
 skyscraper ['skaɪskreɪpə] *n* — небоскреб  
 slavery ['sleɪvəri] *n* — рабство  
 slice [slaɪs] *n* — кусок  
 smart [smɑːt] *adj* — шикарный, умный  
 sneakers ['sniːkəz] *n* — кроссовки  
 snob [snɒb] *n* — сноб  
 soap opera ['səʊp ɒpərə] *n* — мыльная опера (сериал)  
 society [sə'saɪti] *n* — общество  
 softly ['sɒftli] *adv* — мягко  
 sorter [ˈsɔːtə] *n* — сортировщик  
 soul [səʊl] *n* — душа  
 sour [saʊə] *adj* — кислый  
 southern ['sʌðən] *adj* — южный  
 southerner ['sʌðənə] *n* — южанин  
 souvenir [suːvə'nɪə] *n* — сувенир  
 specially [speʃəli] *adv* — особенно, специально  
 spoonful [spuːnful] *n* — полная ложка  
 spotlight ['spɒtlaɪt] *n* — центр внимания  
 spy [spaɪ] *n* — шпион  
 stake [steɪk] *n* — столб, к которому привязывали сжигаемых  
 standard ['stændəd] *n* — стандарт

- stardom ['stɑːdəm]  
 starter ['stɑːtə] *n*  
 stern [stɜːn] *adj*  
 store [stɔː] *n* — магазин  
 strawberry ['strɔːbrɪ]  
 stripe [straɪp]  
 strongly ['strɒŋli]  
 structure ['strʌktʃ]  
 struggle [strʌɡ]  
 studio ['stjuːdiəʊ]  
 stylish ['staɪlɪʃ] *adj*  
 suburb ['sʌbəːb]  
 subway ['sʌbweɪ]  
 succeed [sək'siːd]  
 success [sək'ses]  
 suffer ['sʌfə] *v* — страдать  
 supply [sə'plai] *v* — снабжать  
 supreme [suː'priːm]  
 surrender [sə'rendə]  
 surround [sə'raʊnd]  
 symbolise ['sɪmbəlaɪz]

## T

- tasteful ['teɪstfʊl]  
 tasteless ['teɪstləs]  
 taxation [tæk'seɪʃn]  
 terrorism ['terərɪzəm]  
 terrorist [ˌterərɪ'st]  
 thanksgiving [ˌθæŋksgɪvɪŋ]  
 therapeutic [ˌθerə'pyuːtɪk]  
 tight [taɪt] *adj* — тесный  
 tolerant [ˌtɒlərənt]  
 терпимо  
 tombstone [tʊm'stoʊn]  
 плита  
 ton [tʌn] *n* — тонна  
 totally [ˌtəʊtəli] *adv* — полностью  
 tractor [ˈtræktə]  
 transferable [ˌtrænzfə'reɪbəl]  
 быть передаваемым

stardom ['stɑ:dəm] *n* — слава  
strongly ['strɒŋli] *adv* — настоятельно  
structure ['strʌktʃə] *n* — структура  
struggle ['strʌgl] *n* — борьба  
studio ['stju:diəʊ] *n* — студия  
stylish ['stɑ:liʃ] *adj* — эlegantный  
suburb ['sʌb:z:b] *n* — предместье  
subway ['sʌbweɪ] *n* — подземка  
succeed ['sʌk'si:d] *v* — преуспеть  
success ['sʌk'ses] *n* — успех  
suffer ['sʌfə] *v* — страдать  
supply ['sʌplai] *v* — снабжать  
supreme ['su:pri:m] *adj* — высший  
surrender [sə'rendə] *v* — сдаваться  
surround [sə'raʊnd] *v* — окружать  
symbolise ['sɪmbəlaɪz] *v* — символизировать

## T

tasteful ['teɪstfəl] *adj* — сделанный со вкусом, вкусный  
tasteless ['teɪstləs] *adj* — безвкусный  
taxation [tæk'seɪʃn] *n* — налогообложение  
terrorism ['terərizm] *n* — терроризм  
terrorist ['terərist] *n* — террорист  
thanksgiving [θæŋks'gɪvɪŋ] *n* — благодарение  
therapeutic [θə'repjʊtɪk] *adj* — терапевтический  
tight [taɪt] *adj* — обтягивающий  
tolerant ['tɒlərənt] *adj* — относящийся терпимо  
tombstone ['tʊmstəʊn] *n* — надгробная плита  
ton [tʌn] *n* — тонна  
totally ['təʊtli] *adv* — совершенно  
tractor ['træktə] *n* — трактор  
transferable [trænz'fɜ:əbl] *adj* — могущий быть переданным

transportation [træns'pɔ:teɪʃn] *n* — транспортровка  
triumph [traɪəmf] *n* — триумф  
truly [tru:li] *adv* — действительно  
tune [tju:n] *n* — мелодия  
twin [twɪn] *n* — близнец

## U

unity [ju:nɪti] *n* — единство  
unknown [ʌn'nəʊn] *adj* — неизвестный  
unlikely [ʌn'laɪkli] *adv* — вряд ли  
unlimited [ʌn'lɪmɪtɪd] *adj* — неограниченный  
unloaded [ʌn'ləʊdɪd] *adj* — разгруженный  
unreal [ʌn'reəl] *adj* — нереальный  
unrealistic [ʌn'reəlɪstɪk] *adj* — нереалистичный  
usage [ju:sɪdʒ] *n* — использование

## V

valuable [væljuəbl] *adj* — ценный  
various ['veəriəs] *adj* — различный  
vase [vɑ:z] *n* — ваза  
velvet [velvɪt] *n* — бархат  
verify [verɪfaɪ] *v* — проверять  
via [viə] *prep* — через  
vice [vaɪs] *prefix* — вице  
view [vju:] *n* — вид  
vinegar ['vɪnɪgə] *n* — уксус  
vitamin [vɪtəˈmɪn] *n* — витамин  
volleyball ['vɒlibɔ:l] *n* — волейбол  
voluntary [vɒlɪntəri] *adj* — добровольный

## W

waitress ['weɪtrɪs] *n* — официантка  
warship ['wɔ:ʃɪp] *n* — военный корабль  
Washington [wɒʃɪŋtən] — Вашингтон  
waterfall ['wɔ:təfɔ:l] *n* — водопад  
waterproof ['wɔ:təpru:f] *adj* — водонепроницаемый  
weakness [wi:kni:s] *n* — слабость  
weight [weɪt] *n* — вес

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Happy English.ru

Учебник английского языка  
для 9 класса общеобразовательных учреждений

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## List of irregular verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was, were	been	keep	kept	kept
beat	beat	beaten	know	knew	known
become	became	become	leave	left	left
begin	began	begun	let	let	let
bite	bit	bitten	lie	lay	lain
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	send	sent	sent
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
hang	hung	hung	throw	threw	thrown
have	had	had	understand	understood	understood
hear	heard	heard	wake	woke	woken
hide	hid	hidden	wear	wore	worn
hit	hit	hit	win	won	won
hold	held	held	write	wrote	written

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