Условные обозначения

— задание с использованием аудиозаписи
— задание для подготовки к экзамену
(State final assessment)

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Учебник написан на основе принципов коммуникативно ориентированного обучения иноязычным языкам в контексте диалога культур. Объем знаний, умений и навыков в области иноязычного языка соответствует требованиям ФГОС. В учебнике значительно расширен и усилён материал, предназначенный для развития каждого из видов речевой деятельности.
Учебник построен на описательном изложении в виде тематических модулей.

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Unit 10
Shakespeare's Land

LET US REVIEW

1. Listen to the recording, 37, and put down the right ending: -ty or -teen.
   - fifteen... reptiles
   - six... reasons
   - seven... pigeons
   - thirty... insects
   - four... mammals
   - eight... species
   - nine... habitats
   - forty... creatures

2. Look at the dates, read them and check yourselves with the help of 38.
   - 1831; 1900; 1979; 1501; 1997; 1804; 1016; 1700; 1222; 1915; 2000.

3. Match the definitions with the words they describe.
   - to win a victory in a war
   - making a feeling of pity
   - to get in contact with something or somebody
   - a king or a queen
   - a sign of royal power worn on the head
   - to be a king or a queen
   - the place where one lives
   - to bring to memory
   - to defeat
   - to touch
   - a crown
   - to remind
   - a monarch
   - a residence
   - touching
   - to reign

4. Look at the pictures and say what places or what people they remind you of.
   Example: The Statue of Liberty reminds me of New York.

5. Use the table and speak about the four English monarchs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth</th>
<th>Marriage</th>
<th>Death</th>
</tr>
</thead>
</table>
| Henry VIII | Greenwich Palace ['gru:nθ pəlɪs'], 1491 | 1) Catherine of Aragon ['keθərIN ov 'ərəgon]  
   2) Anne Boleyn ['æn 'bɒli:n]  
   3) Jane Seymour ['dʒi:n 'siːmɔːr]  
   4) Anne of Cleves ['æn ov 'kliːvz]  
   5) Catherine Howard ['keθərIN həʊəd]  
   6) Catherine Parr ['keθərIN pɔː] | 1547 |
5. Мы хотели, чтобы вам было удобно. 6. Ей не хотелось бушки. 7. Я не ожидал, что они вернутся, чтобы мы дали её советы. 8. Я не думал, что поменяты, чтобы они разменили дороги нынешний (it's a long way). 9. Мои родители не хотели рано: дорога дальняя (it's a long way). 10. Я не хочу, чтобы она продала (make) эту ошибку ещё раз.

10 a) Read and guess what the underlined words mean.

1. He makes gloves. He is a glove-maker ['glov,meɪkə].
2. Their company [ˈkʌmpəni] was not big. There were four of them.
3. The Royal Shakespeare Company is well-known all over the world.
4. Young people from 13 to 19 years old are called teenagers [ˈtɛnɪdʒərz].
5. He has not done anything criminal [ˈkrɪmɪnl]. He is not a criminal. Prison is a place for punishing criminals. He is the country's most wanted criminal.

b) Look these words up to make sure that you have guessed right.

11 Read the words, look them up and study the word combinations and sentences to know how to use them.

a twin [twaɪn] (n): a twin sister, a twin brother. My brother and I look so alike that people often think we are twins. These twins are as alike as two peas.

a deer [diə] (n): one deer, three deer, many deer. The deer is a grass-eating animal that can run very fast. People say that deer are gentle and kind animals. Do you know that there is a famous Disney film about a deer called Bambi?

to please [prɪzl] (v): to please sb, as you please. This is a picture of your favorite person. Stop crying like a baby, act your age.

pleased [plɪzd]: to be pleased with/about sth, to feel/look pleased.

Are you pleased with your new car? I am pleased to see you, Ann. Do you know why John looks so pleased?

stupid [ˈstjʊdɪp]: more stupid, the most stupid (adj): a stupid person, a stupid idea, to be stupid, to look stupid, it is stupid of you. What a stupid question to ask! It was stupid of you to put that funny hat on!

a thief [θiːf] — thieves [θiːvz] (n): a car thief, jewel thieves. A thief has taken my bike. I think I know the thief who has stolen Mrs Richard's bag.

to scream [skrɪm] (v): to scream for help, to scream loudly. People usually scream when they are in pain or very frightened. She screamed when she saw a snake. "Get out of here!" I screamed.

wicked [ˈwɪkɪd] (adj): a wicked witch, a wicked stepmother, a wicked man, it is wicked of you. She played the part of the wicked witch in the school performance. It was wicked of Jane to tell my secret to the whole class.

clock-maker

clock-tone

clock-maker
dressmaker
coffee maker

11 a law [lɔː] (n): to be against the law, to break the law, to make a law, the laws of nature. If you break the law, you must expect to be punished. Parking here is against the law. The British Parliament makes laws for the country.

a bank [bæŋk] (n): the bank of the river, the left/right bank, a grassy bank, a high/low bank. The town is on high banks on both sides of the river. I got out of the boat onto the bank.

to earn [ɪrn] (v): to earn money, to earn 400 dollars a week, to earn one's living. To earn means to get money for doing work. Working at school she earned 800 pounds a month. What do you do to earn your living?

a top [tɒp] (n): at the top of the page, on the top of the box, at the top of the mountain, under the top of one's voice, at the top of the list. The mountain tops were hidden in mist. Her name is at the top of the page. He is always at the top of the class. He got angry and shouted at the top of his voice.

for a while [wɛəl]: I can't answer your question now, let me think for a while.

12 Guess the meanings of these words and check yourselves. See the vocabulary at the end of the Student's Book.

1 a most wanted criminal — преступник, которого полиция хочет арестовать
2 a pea [piː] — горошина
3 jewel thieves [ˈdʒuːəlθiːvz] — хищники бриллиантов
4 blind [blaɪnd] — cла́бы
Complete the sentences. Use the words from ex. 10, ex. 11.

1. A boy or a girl between the ages of 13 and 19 is a .... 2. A big animal with long horns is called a .... 3. If someone acts or speaks foolishly (like a fool) we say that he or she is .... 4. Two people born to one mother at the same time are .... 5. A river is a .... 6. A person who takes big things belonging to other people (who steals) is a .... 7. If you cry at the top of your voice you .... 8. Poets write ....

Say how they earn their living.

Example: A pilot flies a plane. A dressmaker makes dresses.

1. A pilot .... makes dresses.
2. .... makes dresses.
3. A baker .... writes for a newspaper.
4. .... sells vegetables and fruit.
5. A doctor .... writes novels, stories.
6. A teacher .... plays in a theatre.
7. .... makes shoes.
8. A glove-maker .... plays professional football.

Say:

1) when your parents last looked pleased; 2) why teachers often ask their pupils “Act your age!”; 3) which of your friends comes to meet you at the exact time you expect him; 4) what people are called twins; 5) what questions you think are stupid; 6) what you usually do to please your mother; 7) what fairy tales about wicked witches you remember.

Look at the picture of a theatre hall. What are the Russian equivalents for the words in the picture?

a) Look at the picture of a theatre hall. What are the Russian equivalents for the words in the picture?

b) Listen to the dialogue, 39, read it artistically and then learn it by heart.

Alice: Are there any seats for Saturday night? 
Box-office clerk: There isn’t a performance on Saturday.

Make up your own dialogues replacing the underlined words.

LET US READ

Before you read the text think and say what you know about William Shakespeare. Do you know:

— when and where he lived?
— what he did to earn his living?
— if he had a family?

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1 in the stalls [stælz] — в партере
2 in the dress circle [dres 'sikl] — в басмачке (первый круг)
3 in the gallery [ɡeIəl] — на галере
4 in the boxes ['boxz] — в ложах

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1 a box-office clerk [boks 'ɔfis 'kler] — театральный кассир
Complete the sentences. Use the words from ex. 10, ex. 11.

1. A boy or a girl between the ages of 13 and 19 is a ....
2. A big wild animal with long horns is called a ....
3. If someone acts or speaks foolishly (like a fool) we say that he or she is ....
4. Two people born to one mother at the same time are ....
5. A river is a big stream of water between two ....
6. A person who takes things belonging to other people (who steals) is a ....
7. If you cry at the top of your voice you ....
8. Poets write ....

Say how they earn their living.

*Example:* A pilot flies a plane. A dressmaker makes dresses.

1. A pilot ........ makes dresses.
2. ........ ........ makes dresses.
3. A baker ........ writes for a newspaper.
4. ........ ........ sells vegetables and fruit.
5. A doctor ........ writes novels, stories.
6. A teacher ........ plays in a theatre.
7. A glove-maker ........ makes shoes.
8. ........ plays professional football.

Say:

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Make up your own dialogues replacing the underlined words.

**LET US READ**

**Before you read the text think and say what you know about William Shakespeare. Do you know:**

— when and where he lived?
— what he did to earn his living?
— if he had a family?

1 in the stalls [stælz] — в партере
2 in the dress circle [drêsˈsɜkəl] — в бельэтаже (первый ярус)
3 in the gallery [ɡæləri] — на галере́ в е
4 in the boxes [ˈbɒksɪz] — в ложах
— why he became famous?
— what monarch reigned in the country in those times?
— when and where he died?

If you don’t know all the answers, read the text and find them.

On April 23, 1564 a son, William, was born to John and Mary Shakespeare in Stratford-upon-Avon. His mother was the daughter of a farmer. His father was a glove maker. William went to a grammar school in Stratford and had quite a good education. There he learned to love reading.

While still a teenager, William married Anne Hathaway, a farmer’s daughter some years older than himself. We don’t know how he earned his living during these early years, perhaps he helped his father in the family business. During these years his three children were born: Susannah [suz'zen], the eldest, then twins — a son, Hamnet [hamnæt] (not Hamlet [hæmlæt]), and another girl, Judith [dʒuθıd].

In 1587 Shakespeare went to work in London, leaving Anne and the children at home. We don’t know exactly why he did it. Some people say that the reason was his love of poetry and theatre. But there is another story which says that he had to run away from law because he killed some deer belonging to a rich man.

In London Shakespeare began to act and to write plays and soon became an important member of a well-known acting company. Most of his plays were performed in the new Globe Theatre built on the bank of the River Thames. In 1613 he stopped writing and went to live in Stratford where he died in 1616.

Four hundred years later his plays are still acted — not only in England but in the whole world.

THE ACTORS COME TO TOWN (from the book “William Shakespeare” by Jennifer Basset)

The story is told by Will Shakespeare’s friend, Toby [ˈtɔbɪ].

40. Will married Anne Hathaway in November and she came to live in Henley [ˈhenli] Street. John Shakespeare was pleased that his oldest son was married but I don’t think Will’s mother wanted him to marry so young: Will was only eighteen.

Susannah was born the next year. All babies look the same to me but Will was very pleased with her.

“Look, Toby, she’s got my eyes,” he said happily. “She’s going to be as beautiful as the Queen of Egypt and as clever as King Solomon.”

“Oh yes!” I said. “All parents talk like that about their children.” I knew Will’s wife Anne didn’t like me. To her, I was one of Will’s wild friends who got him into trouble. She came from a very serious, puritan¹ family. A lot of church-going and no singing or dancing. But Will and I still went around together when we could.

Soon there was another baby on the way² and one evening in February 1585 I hurried round to Henley Street to hear the news. Will’s sister, Joan, opened the door, and then Will came running down the stairs.

“It’s two of them!” he said. “Twins! A girl and a boy. Isn’t that wonderful!” Will called the twins Hamnet and Judith. John Shakespeare was very pleased to have his first grandson and everyone was happy. For a while.

Will was still reading and writing but he had changed. He was twenty-three now and he was not happy with his life.


“Yes, but how?” I asked. “You’ve got a family — three young children, remember.”

He didn’t answer.

In the summer months companies of players often came to small towns and in 1587 five different companies came to Stratford. Will and I always went to see the plays. Will loved to talk to the actors and to listen to all their stories of London.

The Queen’s Men came to Stratford in June and we went to see the play. I don’t remember what it was. I know that I laughed a lot, and that Will said it was a stupid play with not a word of poetry in it.

“Why don’t you write a play yourself?” I asked him.

“Write a play?” he laughed. “Anne will never speak to me again.”

I didn’t say anything and Will looked at me and laughed again. It happened a few months later. I walked into the Shakespeares’ kitchen one evening and there was Anne with a red, angry face, shouting at the top of her voice.

“How can you do this to me? And what about the children?” Then she saw me and stopped.

Will was sitting at the table and looked pleased to see me. “I’ve told Anne,” he said quietly, “that I’m going to live in London. I want to be an actor and to write plays if I can.”

“Plays!” screamed Anne. “Acting! Actors are dirty, wicked people! They’re all thieves and criminals! They drink all day and they never go to church ...”

“Don’t be stupid, Anne. You know that’s not true. Listen. I’ll come home when I can but I must go to London. I can’t do anything in Stratford.” He looked at me across the room. “Are you coming with me, Toby?”

“How soon shall we start?” I asked.⁵

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¹ puritan — пуританский
² soon there was another baby on the way — они ждали ещё одного ребёнка
Say if it is true or false.
1. Shakespeare was born in the 16th century. 2. Shakespeare’s father was a clock-maker. 3. William was poorly educated, but loved reading. 4. William Shakespeare had twin daughters. 5. In 1587 Shakespeare went to work in London. 6. William Shakespeare wrote plays for the new Globe Theatre. 7. William Shakespeare never acted on the stage. 8. Shakespeare lived in Stratford the last three years of his life. 9. Shakespeare died writing his last play. 10. Plays by Shakespeare are acted only in Britain.

Get ready with test reading of Toby’s story (ex. 18, 40).

Read the last part of the text (ex. 18) beginning with the words “The Queen’s Men came to Stratford in June” in reported speech.

**LET US TALK**

Speak about Shakespeare’s married life in Stratford before he left for London.

a) This is a list of some of Shakespeare’s great plays. Guess which of them are tragedies and which are comedies. Find out what these plays are called in Russian.

| 1593 “The Comedy of Errors”  
| 1595 “Romeo and Juliet”  
| 1596 “A Midsummer Night’s Dream”  
| 1597 “The Merchant of Venice”  
| 1599 “Julius Caesar”  
| 1600 “As You Like It”  
| 1600 “Twelfth Night”  
| 1601 “Hamlet”  
| 1603 “All’s Well That Ends Well”  
| 1604 “Othello”  
| 1606 “King Lear”  
| 1606 “Macbeth” |

b) Have you heard about any of these plays or read them or seen them at the theatre? Tell your friends about them.

Shakespeare was born and spent a great part of his life in Stratford-upon-Avon. Look at the pictures of Stratford, use the information about the places you see in them and act as a guide. Let your friends be a group of tourists visiting Stratford. Work in small groups.

1 an error [ərə] — ошибка
2 a merchant [′merʃənt] — купец
This is the place where the house in which Shakespeare died used to be. It was a big house bought by William Shakespeare for his family when he was still in London. Here he spent the last years of his life. Unfortunately, the house was destroyed.

This is the Holy Trinity Church¹ where Shakespeare was buried. Visitors coming to Stratford admire the beauty of the church and honour his memory. It’s interesting that he died on his birthday, 23 April, 1616.

Another memorial to William Shakespeare is the Royal Shakespeare Theatre. The present building was constructed in 1932. The first building was opened on Shakespeare’s birthday in 1879 and destroyed by fire in 1926.

The bronze statue of Shakespeare, presented to Stratford by Lord Ronald Sutterland Gower [ˈgaʊə] in 1888. Shakespeare’s figure is high above the ground, and on the ground there are small figures of Shakespeare’s famous characters.

¹ the Holy Trinity Church [dəˈhɔli ˈtrɪnə tiˈʃənt] — церковь Святой Троицы

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**LET US WRITE**

25 Do ex. 7, ex. 8, ex. 9, ex. 13, ex. 14 in writing.

26 Use to where necessary.

1. — We’re going ... read one of Shakespeare’s plays in school. I think the teacher said “Hamlet” or “Omelette” — I’m not sure. — She certainly wants you ... read “Hamlet”.
2. Let us ... visit Stratford on 23 April, that’s the day when Shakespeare was born.
3. — I expect you ... finish reading “Romeo and Juliet” by the end of January. — I don’t think I will be able ... finish the play so early.
4. — Don’t forget ... visit Anne Hathaway’s cottage when you come to Stratford. — I would love ..., but I’m not sure we’ll have time ... do it.
5. — I can’t read Shakespeare in the original. — Nobody expects you ... do it. But you should ... read at least some of his plays in Modern English.

27 a) Look at the words again and get ready to write a spelling quiz on them. Ask your parent, relative or friend to dictate the words to you in Russian. Practise writing them in English.

   a glove-maker, a company, a teenager, a criminal, poetry, a twin, a deer, to please, pleased, stupid, a thief/thieves, to scream, wicked, wickedly, exact, exactly, to act, a law, a bank, to earn, a top, for a while

b) Write the quiz. How many words did you write correctly? Are you pleased with your result?

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**LET US LISTEN AND DISCUSS**

28 a) Make sure you know this word:

to wave [weɪv] — махать

b) Listen to the recording, § 41, and say “true”, “false” or “not stated”.

1. Kevin lived in a small village on the bank of a river.
2. Kevin’s uncle lived in the country.
3. Uncle Ronald's full name was Mr Ronald Smith.
4. Kevin could write beautiful poetry.
5. Uncle Ronald didn't know anybody in his village.
6. Uncle Ronald was a kind man and loved animals.
7. Uncle Ronald was friendly and waved to everybody they met during their drives.

29 Ask Kevin 5 questions about his stay in the country.

30 This is an outline of the story. Develop each of its items.
1. Kevin's life in the city and what he felt about it.
2. Kevin's stay with his uncle and the way he spent his time there.
3. Uncle Ronald's idea of how to make everybody happy.

Unit 11

Consolidation Two

LET US REVIEW

1 Say what you remember about:
- the Lake District
- Land's End
- Hadrian's Wall
- Oxford
- Brighton
- Heathrow Airport
- the County of Kent
- Oliver Cromwell
- Stratford-upon-Avon

2 Imagine that you are going to meet Prince William, Queen Elizabeth's grandson. Prepare 8-10 questions that you would like to ask him.

3 How well do you know London? Give names to the places in these pictures.

4 Say where in London you can:
- watch the changing of the Guard.
- see the Crown Jewels.
- feed the pigeons.
- see a very large clock at the top of a tower.
- listen to concerts of classical music.
- listen to a speaker talking to the public.
- do some shopping.
- see collections of English and European pictures.

5 Work in pairs. Read the questions and let your partner answer them. Don't forget to change over.
1. What famous politicians do you know?
2. What city is Alexander Pushkin's birthplace?
3. What do you think is the most famous university in Russia?
4. How can you prove that Russia is a country of lowlands and highlands?
5. What theatre in Moscow is built in the shape of a star?
6. What is St. Petersburg famous for?
7. What's the most touching film you have ever seen?
Complete the dialogue. Compare your version with the version of the recording. Give it a title. Act the dialogue out, 42.

Ben: Well, Alice, did you enjoy the play?
Alice: ....
Ben: I think it was wonderful. I like Shakespeare’s plays. I’ve always wanted to see “Romeo and Juliet” in Stratford.
Alice: ....
Ben: Oh, yes. The actors were really good, especially the actress playing Juliet.
Alice: How did you like the Shakespeare Memorial Theatre? It’s the biggest I’ve ever seen.
Ben: Yes, it’s huge. I’m glad our seats were ....
Alice: Now I understand why we have come to Stratford all the way from London. I enjoyed every minute of the play.
Ben: So ... I. Just wait, tomorrow we are going to visit the house in Henley Street.
Alice: ....
Ben: Don’t you know? It’s ....
Alice: Really? Did Shakespeare live all his life in the same house?
Ben: Not quite. ....
Alice: I didn’t know that. Did Shakespeare have a large family?
Ben: ....
Alice: I’d like to know more about William Shakespeare and see all his plays in the theatre.

Describe the pictures using the words.

a) a ceremony, an avenue, a procession, a royal coach, a monarch residence, a crown, at the exact time, a politician, to rule the country

Role-play the situation.

a) You are taking part in a TV programme “My Discovery of England”. Everyone is asked to speak about the place in England that he/she has discovered for himself/herself.

The list of characters:
1. The host or hostess of the programme. He begins and finishes the programme making it interesting, talking to guests, asking them questions. Remember: the programme should move fast.

1 a royal coach [rəʊl 'kɔtʃ] — королевская карета
1 a host [həust]/hostess [həstɪs] of the programme — ведущий передачи
2. A group of Russians who have just come back from England (they have been to different parts of the country).
3. A journalist who has written a lot of articles about the royal family.
4. An actress who is going to play in a historical film about William Shakespeare.
5. A geographer who is working on a book about the British Isles.
6. An archaeologist interested in the problem of Romans in Britain.

b) Imagine you are taking part in a British TV programme “My Discovery of Russia”. What places in Russia will you describe?

LET US READ

Read the text and say: a) what you think about the tradition described in it; b) if Russian people have such a tradition.

GREETINGS CARDS

To know a country we should know its traditions. Sending greetings cards is one of them. Greetings cards are very popular in Britain.

The most common kinds of greetings cards are birthday cards, congratulations cards, sympathy cards, get-well cards, and cards for special days.

Birthday cards. There are special family birthday cards for mothers, fathers, sisters, and brothers. There are cards which are special for friends, teachers, and other people. Children’s cards often have a large number on them showing how old the children are. Cards for adults have pictures of flowers or scenery, or humorous cartoons.

1 sympathy ['sɪmpəθi] cards — открытки, предназначенные для выражения чувства или соболезнования

Congratulations cards. These greetings cards are used for such things as the birth of a baby, a wedding¹ or an anniversary.² You can even buy a congratulations card for a person who gets a new house or a new job!

Sympathy cards are sent when someone dies. You should send the card to the person you know best in the family. The sympathy card means “I’m sorry.”

Get-well cards. If a friend is sick, at home or in hospital, you can send a get-well card. A get-well card means “I hope you will feel better soon”.

Special occasion cards are sent to family and friends on some of the special days during the year; for example, on Christmas, Valentine’s Day, Easter, Mother’s Day, Father’s Day, Halloween. On 14 February some children give valentines to each other in their classes in school. Teenagers and grown-ups sometimes send valentines to their girlfriends, boyfriends, husbands or wives.

1 a wedding ['weddɪŋ] — свадьба
2 an anniversary ['ænɪvərəsɪ] — юбилей, торжество

LET US TALK

Answer the questions to see if you understood the text well.

1. What are five different kinds of greetings cards?
2. What kind of cards do people buy most often?
3. Are there different kinds of birthday cards?
4. What are congratulations cards used for?
5. When do you send a sympathy card?
6. What does a get-well card mean?
7. Can you name some special occasion cards?
8. What kind of special occasion cards is most popular with young children?

Say what kind of greetings card British people send when:

1) someone they know is getting married;
2) someone they know is in hospital;
3) it’s February 14th;
4) it’s December 25th;
5) someone they know has flu and has to stay in bed for a week;
6) some people they know have been married for 20 years today;
7) someone they know has a baby;
8) someone they know has died;
9) someone they know is 13 years old today;
10) someone they know has got a new flat.
12 a) Read the text on the postcard and say who wrote the postcard, to whom and why.

Dear Mary and John,
This is a short note to thank you for the wonderful time you have given me. I have seen so much of your lovely city, you have looked after me so well, but most of all you have made me one of your family.

With love to you both from your friend
Greta

b) Say if you think it is a good idea to send such cards to people to thank them for their kindness, help and hospitality. Why?

13 Speak about the tradition of sending postcards in Russia. Say:
- when Russian people send postcards;
- to whom they send such cards;
- what traditional cards are like;
- if the greetings cards have changed;
- where you can buy such cards;
- if they send cards to people who are ill;
- if you like to send or to get greetings cards;
- if you always buy cards or make them yourself.

14 LET US WRITE

Postcards are usually short. Write a postcard to your friend about the place that impressed you most in England.

1 hospitality [ˈhɒspɪteləti] — гостеприимство

15 Here are some greetings cards for you to write. The lines on them are all mixed up. Rewrite the lines to have greetings cards you can send to your friends.

Happy Birthday!
The happiest you've known
So I hope this one proves to be
A birthday is a special day,
A day that's all your own.

Good Luck!
In everything you do
A little card to wish "Good luck",
In the years ahead of you
Bringing you every happiness.

Goodbye and Happiness Always!
The best of good wishes go with you, too.
But wherever you go —
Sorry to hear that you are leaving,
Whatever you do.
Unit 12

Holidays

LET US LISTEN AND DISCUSS

a) Make sure you know these words:

to prefer [prɪˈfɜːr] (preferred, preferred) — предпочитать
nearby [ˈnɪəbə] — поблизости

b) Listen to the recording, 43, and answer these questions.
1. Why did Jim become a thief? 2. What people worked for him? 3. Why did Jim have to explain to them exactly what they should do? 4. What information did Jim get one day? 5. Why did Jim send one of his people to the house? 6. What did he see through the window? 7. Why did he tell Jim that they were going to rob was the wrong family?

Tell the story of “The Wrong Family” to your friends.

SUMMING UP TWO

1. What new things did you learn from Units 7—11?
2. Which topics did you find interesting and useful to discuss? What did you enjoy doing most of all?
3. What did you practise doing in English? Which of these are you good at? What are your weak points?

PROJECT WORK 1

1. Work on your own or in small groups and prepare a presentation on the fourth part of Great Britain — Northern Ireland.

Some of the interesting points may be the country’s: 1) symbol; 2) population; 3) geography; 4) famous person or people; 5) capital and big cities; 6) interesting fact or facts.

2. Present your material in class. Make your presentation as attractive as possible. Decide whose story was better than the others and why.

Where can you get your information? Ask your teacher and parents and try:

- your home library
- your school library
- www.britannika.com
- www.wikipedia.org
- www.encyclopedia.ru

LET US REVIEW

1. Answer these questions, then listen to the recording to check your answers, 44.


LET US READ AND LEARN

2. Listen to the traditional Christmas song “Jingle, Bells!”, 45, then sing it.

1 “Jingle, Bells!” — «Звоните, бубенчики!»
Chorus:
Jingle, bells! Jingle, bells!
Jingle all the way!
Oh what fun it is to ride
In a one-horse open sleigh. ¹

I
Dashing through the snow
In a one-horse open sleigh,
O'er the fields we go,
Laughing all the way.

II
Bells, on bobtail² ring,
Making spirits bright.³
What fun it is to ride and sing
A sleighing song tonight.

Chorus.

A CHRISTMAS CAROL
(after Ch. Dickens)

Have you ever heard about Christmas carols?⁴ They are religious songs sung at Christmas. At Christmas time groups of people sing carols, both indoors and outdoors. They usually collect money for homeless and poor people. Sometimes carol singers, especially children, go along the streets from house to house, singing in front of each house and asking for money. But there is a Christmas carol which is not a song or a hymn [himm], it is a story told more than a century and a half ago by one of the most wonderful storytellers in the world — Charles Dickens, the famous English writer.

Part I

Once upon a time, old Ebenezer Scrooge [ebnɪˈzeər ˈskrʊɡ] was busy in his office. It was Christmas Eve. The weather was cold and foggy.
The door of Scrooge's office was opened so that he could keep an eye on his clerk,⁵ Cratchit [ˈkræʃɪt], who was writing letters. Scrooge paid him less than a pound a week. That was not half enough for Cratchit's large family. Scrooge did not like to spend his money, that is why the fire in his office was very small and Bob Cratchit's hands were so cold that he could hardly write.
Suddenly a young and cheerful² voice cried, "Merry Christmas, uncle! God save you!" It was Scrooge's nephew.
"Humbug!"³ said Scrooge, using his favourite word. "Merry Christmas! You have no right to be merry.⁴ You are poor." Scrooge was telling the truth: his nephew was poor, but he was a happy man because he was married to a woman whom he loved. Scrooge could not understand that. He thought that love was even sillier than a Merry Christmas. Scrooge's nephew wanted to invite his uncle to have Christmas dinner with him and his young wife, but Scrooge

¹ a one-horse open sleigh [ˈʌnərˌhɔːs ˈəʊpən ˈsleɪ] — открытая, запряжённая одной лошадью сани
² a bobtail [ˈbɒbteɪl] — лошадка с коротким подстриженным хвостом
³ making spirits bright — поднимая настроение
⁴ a carol [ˈkærəl] — рождественская песнь, гимн
¹ clerk [klɜːk] — служащий
² cheerful [ˈʃʊərl] — радостный
³ humbug [ˈhʌmbug] — чушь
⁴ merry [ˈmɛri] — весёлый
did not want to hear about it and the young man left, wishing his uncle and Cratchit a Merry Christmas again.

Five minutes later Scrooge had two more visitors with papers in their hands. They were collecting money for poor people and told Scrooge that thousands of people were in need of the simplest things, even food and clothes. This time Scrooge got really angry and refused to give money for charity. He said that the place for poor people was in prison or the workhouse. Seeing that it was useless to say anything more, the two men left.

It grew colder and colder outside. The fog and darkness thickened so that the ancient church tower was hardly seen. A boy sang a Christmas carol outside the front door of Scrooge’s office.

Scrooge got even angrier. He picked up a big ruler and opened the door so quickly that the frightened small singer ran away as fast as he could.

**Part II**

At last it was time to shut up the office. The next day was the twenty-fifth of December and the office had to be closed for Christmas Day. As soon as Scrooge walked out, Bob Cratchit closed the office and ran home. He didn’t put on a coat as he didn’t have one. He ran home to play Christmas games with his children.

Scrooge took his melancholy dinner in his melancholy tavern and read several new papers and went home to bed. His house was old and dark and for nobody lived in it but Scrooge.

He was sitting alone before his small fire when he heard his doorbell ring. Then the heavy door of Scrooge’s room opened and Scrooge saw a ghost. Scrooge recognised him at once: it was the ghost of Marley [mal], his partner, who had died several years before. Marley’s Ghost was wearing a long and heavy chain, Scrooge became very frightened. “Why do you trouble me?” he asked the ghost. Marley’s Ghost explained that he had been very selfish when he was alive. He had been interested only in money and had not cared about people outside his office. Now he had no rest and no peace.

“I wear the chain I made in life link by link. Do you know, Ebenezer Scrooge, the weight and length of the chain you wear yourself? I am here tonight to tell you that you still have a chance and hope not to go my way. Tonight you will see Three Spirits.”

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1 for charity [ˈʃɛrəti] — на благотворительные цели
2 melancholy ['meɪnləkəli] — грустный, унылый
3 a chain [tʃeɪn] — цепь
4 alive — живой
5 link by link — звено за звеном
6 a spirit — дух

---

The first will come tomorrow at one in the morning.” With these words the Ghost walked to the window and disappeared into the dark night. And Scrooge went straight to bed, without undressing, and fell asleep at once.

On the next day Ebenezer Scrooge had three visitors — the Ghost of Christmas Past, the Ghost of Christmas Present and the Ghost of Christmas Yet to Come. With the first Ghost Scrooge travelled to the past and remembered how lonely and unhappy he was once long ago when he was a schoolboy. He remembered his kind sister who brought him home from school on Christmas Eve many years ago and they were together and had the merriest time in the world. His sister had a large and kind heart, but she was not very strong and died soon after she had a child — Scrooge’s nephew.

The Ghost of Christmas Present changed Scrooge’s home completely. He hung the walls with evergreens: holly, mistletoe and ivy. He made a bright fire in the fireplace, filled the room with turkeys, geese, meat, pies, puddings, cakes and fruit. Then the Ghost took Scrooge to Bob Cratchit’s poor house. Bob, his wife and their six children were at home. They could not see Scrooge but he could see and hear everything. The smallest boy called Tiny Tim was a very weak child and it was clear that he would not live long. Mrs Cratchit cut up the goose and then brought the pudding in. There was not enough food for such a large family, but nobody noticed that. Everybody said to Mrs Cratchit how much they loved the goose and the pudding.

“A Merry Christmas to us all, my dears,” Bob Cratchit said, “God bless us!”

“A Merry Christmas!” said Tiny Tim.

“God bless us, everyone,” said everyone.

Suddenly Scrooge heard his own name.

“Let’s drink to Mr Scrooge who gave us this dinner,” Bob Cratchit said. “Long life to him! A Merry Christmas and a Happy New Year!”

They were not a rich family; they were not well-dressed; their shoes were cheap. But they were happy, grateful and pleased with one another.

The Ghost showed Scrooge his nephew’s home too. There Scrooge’s nephew was talking to his wife. They were talking about him.

“He is a funny old man,” said his nephew, “and he isn’t very pleasant either. His money is of no use to him. He can’t do any good with it. I can’t be angry with him. I am sorry for him. I’d like to drink to his health. A Merry Christmas and a Happy New Year to the Old Man!”

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1 an evergreen — вечнозелёное растение
2 mistletoe [ˈmɪstləʊ] — омелра
3 ivy [ˈaɪvɪ] — плющ
4 God bless us! — Да хранит нас Господь!
The Ghost disappeared and Scrooge saw the Ghost of Christmas Yet to Come, the Ghost of the Future. This Ghost was very silent, he just took Scrooge to the centre of London, not far from his office. The Spirit showed him a group of businessmen, and Scrooge came up to them to listen to their talk. They were also talking about him. The Ghost showed him a grave with his name, Ebenezer Scrooge, on it. There were no flowers there. Nobody came to remember him. “No, Spirit! Oh no, no!” he cried upon his knees. “I am not the man I was. Good Spirit, I’ll start a new life! I will keep Christmas in my heart all the year. I will live in the Past, the Present and the Future. I will always remember this lesson!”

Suddenly the Ghost disappeared and Scrooge was in his room again. Scrooge felt very happy: the time before him was his own. “A Merry Christmas to everybody! A Happy New Year to all the world!” said Scrooge.

Ebenezer Scrooge kept his word: the very first thing he did was to send a huge turkey to Bob Cratchit’s house. Then he put on his best clothes and got out into the street.

He smiled at everyone he met. He met the gentleman who had walked into his office the day before asking for money for the poor. Scrooge gave him a lot of money. “My dear sir,” said the gentleman, shaking hands with him, “I don’t know what to say to such kindness.”

In the afternoon Scrooge went to his nephew’s house. And that was wonderful. He felt at home in 5 minutes. Everybody was as happy as could be.

**Epilogue**

Scrooge did it all and much more. And to Tiny Tim, who did not die, he was a second father. He became as good a friend, as good a master, as good a man, as the good old city knew.

Ghosts did not visit him anymore, and people said that he knew how to keep Christmas better than anybody else. And so, as Tiny Tim said, God bless us, everyone!

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4. **Put the sentences in the right order.**

*Part I*

1. Marley’s Ghost was wearing a long and heavy chain. 2. Suddenly, a young and cheerful voice cried, “Merry Christmas, uncle!” 3. As soon as Scrooge walked out, Bob Cratchit closed the office and ran home. 4. “I wear the chain I made in life link by link.” 5. Scrooge went straight to bed, and fell asleep at once. 6. He was sitting alone before his small fire when he heard his doorbell ring. 7. It was Christmas Eve.

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5. **Say “true,” “false” or “not stated”**.

1. At the beginning of the story Ebenezer Scrooge was a nice and kind man, always ready to help people. 2. Scrooge had a wife and six children. 3. It all happened on Christmas Eve. 4. Bob Cratchit got three pounds a week. 5. The small singer came to the door of Scrooge’s office to ask for some money. 6. Scrooge learned his lesson and changed completely. 7. Scrooge gave Bob’s family a Christmas tree as a present. 8. Scrooge’s nephew was not at home when Scrooge came to visit him. 9. The story has a happy ending.

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6. **Describe these places adding as many details as you would like.**

1. London at Christmas (in the times of Charles Dickens). 2. Mr. Scrooge’s office. 3. Mr. Scrooge’s house before the Ghost of Present visited it. 4. Mr. Scrooge’s house during his visit. 5. Bob Cratchit’s house.

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7. **Imagine the three ghosts and describe them.**

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8. **Describe the best New Year party you’ve ever had. Don’t forget to write an outline of your story.**

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9. **Draw a picture of one of the ghosts (one you like/dislike most) and write 5—10 sentences about it.**

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10. **Write a short story about Tiny Tim.**
3) the top of the hill, a bank of the river, exactly, a glove-maker, a twin;
4) a deer, pleased, for a while, to scream at the top of one’s voice, to earn the girl’s love.¹

Remember the forms of these verbs in Past Simple and say what Peter did for a while yesterday.

Example: Peter woke up, lay in bed for a while and then got up.
To lie in bed, to draw pictures, to look for pens and pencils, to build up a toy castle, to keep silent, to learn a poem by heart, to make supper, to ride a bike, to write poetry, to read a novel, to stand on one’s head, to speak on the phone, to swim in the lake.

Nick has a large family. His father is a builder, his mother is a cook, his uncle is a bus driver, his aunt is a dressmaker, his Granny is a shop assistant at the baker’s, his granddad is a journalist. Nick’s elder sister is a ballet dancer. Nick himself is an actor. Say how they all earn their living.

Example: Nick earns his living by acting in a theatre.

3) to earn the girl’s love — завоевать любовь девушки

b) Open the brackets and make the dialogue complete.

AN INTERVIEW WITH THE HEADMASTER

Interviewer: Excuse me, may I (ask) you a few questions?
Headmaster: All right. Go ahead.²
Interviewer: Can you (speak) English?
Headmaster: I’m afraid my English is not very good, but I’d like all the pupils of the school (speak) good English.
Interviewer: What were your favourite subjects and what subjects did you not (like) at school?
Headmaster: Do you expect me (name) all the subjects?
Interviewer: Oh, no. We would like you (mention) only a few.
Headmaster: I liked French, literature and economics. I didn’t like maths and physics.
Interviewer: What did you want (be) when you were a boy, and what did your parents want you (become)!
Headmaster: I wanted (become) a teacher. And so did my parents as both of them were teachers.

² Go ahead. — ид. Ну что же, давайте. (разг.)
Look through the "Interview with the Headmaster" (ex. 6). Imagine you have read it in your school newspaper. Tell your friends who haven’t read the newspaper about the interview.

Work in pairs. Make up your own interview with a school headmaster and find out:
- what he/she would like his/her students to know and/or to do;
- where he/she would like them to travel;
- why he/she would like them to visit these places;
- what he/she wouldn’t like them to do;
- what books he/she expects his/her students to read;
- what languages he/she expects them to learn;
- what kind of people he/she wants his/her students to become.

Express the same in English.
1. Тереза хочет, чтобы близнецы помогали ей по дому. 2. Учитель не ожидал, что его ученики так подяют поэзию. 3. «Я не хочу, чтобы ты кричал во всё горло», — сказала мама сыну. 4. Мы бы хотели, чтобы вы немного (некоторое время) попугали на берег реки. 5. Никто не ожидает того, что подростки будут зарабатывать себе на жизнь. 6. Мне бы не хотелось, чтобы ты читал криминальные рассказы. 7. Родители У. Шекспира хотели, чтобы он стал перчаточником. 8. Ты действительно ожидаешь, что в нашем лесу скоро будет много оленей? 9. Я не хочу, чтобы ты друзьял с этим противным мальчишкой. 10. Я ожидаю, что ты будешь поступать по своему усмотрению (as you please).

**LET US READ AND LEARN**

### FOCUS

**to make sb + Adj (happy, sad, etc.)**

“I’ll make you happy,” he said.
The Christmas present made the boy pleased.
Fresh air and a lot of exercise made the child healthy.
The long walk made the old man tired.

Complete the sentences. Use to let, to make, to be allowed, to be made.

1. Your brother’s trousers look terrible. You should ... him clean them.
2. I didn’t want to do the room. My father ... me help him.
3. I can’t come. My parents won’t ... me.
4. Why do you always ... your children do whatever they like?
5. We ... to write Exercise Five in class.
6. The children ... to take part in the show.

### FOCUS

**to**

I want you to go there.
We expect them to arrive at five.
Tom would like me to visit Scotland.
We were allowed to play outside.
The girl was made to tell the truth.

See Reference Grammar, part 2, p.159—160
12 Insert to where necessary.
1. Let me ... join you.
2. He is always allowed ... do as he pleases.
3. We expected the tourists ... move fast for a while.
4. The sea voyage made the boy ... feel pleased.
5. I wouldn’t like her ... scream so loudly.
6. She never expected John ... look stupid.
7. What exactly was Tim made ... repeat?

13 Express the same in English.
1. Нам разрешили посетить королевский дворец.
2. Том Кенти (Kent) заставили управлять Англией, хотя он не был королём.
3. «Я заставлю тебя помнить это!» — закричала женщина.
4. Мы хотим, чтобы вы сделали именно то, о чём мы вас просим.
5. Я не ожидала, что он знает поэзию так хорошо.
6. Детям хотелось, чтобы родители почитали им книгу о пиратах.
7. «Я заставлю тебя рассказать мне правду!» — закричала Надя изо всех сил.

14 a) Read and guess what the underlined words mean.
1. The boy was looking through the window and couldn’t concentrate [kənˈsentrət] on the work.
2. There is a great contrast [ˈkɒntrəst] between life in the country and life in the city.
3. On May 9 there is usually a military [ˈmjuːlətəri] parade in Moscow.

You already know the adjective busy and you can easily understand such a sentence: “I’m very busy tonight, I have a lot of things to do”. But what does busy mean in these word combinations?

4. a busy street/square (there is a lot of traffic there);
   a busy town (full of work and activity)?

b) Look these words up to make sure that you have guessed right.

15 Read the words, look them up and study the word combinations and sentences to know how to use them.

trade [treɪd] (n, uncount.): international trade, foreign trade, a centre of trade, a trade centre, the development of trade with Europe. Trade is the process of buying, selling or exchanging goods between countries.

a grave [ɡreɪv] (n): the writer’s grave. Amy wants to see Shakespeare’s grave.

a rock [rɒk] (n): a high rock, to look at the rock, to take pictures of the rock. Do you see that rock over there? Holmes looked at the rocks below.

devotion [dɪˈvɒjn] (n): devotion to the family, devotion to one’s friends, devotion to one’s parents. You can easily see their devotion to their children.

to bury [ˈbɜːri], buried, buried (v): to be buried. He was buried in the churchyard. To bury is to put a dead body into a grave. Where is your granny buried?

to hang [hæŋ], hung, hung (v): to hang curtains, to hang a picture. Hang your coat on the hook.

1 prosperous [ˈprɒspərəs] (adj): a prosperous farmer (lawyer), a prosperous family, a prosperous city. A person who is prosperous is wealthy and successful.

picturesque [ˈpɪktʃərkw] (adj): picturesque scenery, a picturesque valley, a picturesque village. The Lake District is one of the most picturesque places in the North of England, isn’t it?

modest [ˈmɒdɪst] (adj): a modest house, a modest flat, a modest person, a modest dress. The young actress is very modest about her success. My uncle has got a lot of medals but he is too modest to wear them.

smart [smɑːt] (adj): 1) (Br. English “pleasant to look at”) a smart dress, a smart blouse, to look smart, to wear smart clothes. You look so smart in that new shirt. When did they buy their new car? 2) (especially Am. English “clever, quick”) a smart boy, a smart servant, a smart answer, a smart child. If he is as smart as he says, why have they caught him?

to strike [strʌk], struck, struck (v): 1) to strike (on) the table, to strike somebody, to strike one’s enemy, to strike a blow. Who struck the first blow? George struck his enemy in the face. 2) (about a clock) to strike ten. It has just struck twelve. Listen! Is the clock striking? His hour has struck. 3) to be struck, to strike sb as clever (unusual, important). When Linda came to Edinburgh, she was immediately struck by romantic beauty of the city. How does it strike you?

striking [strəkn] (adj): That was a striking thing to happen! The most striking character in “Alice in Wonderland” is the Queen.

to be lined with something: a street lined with trees, a road lined with modern houses.

14 Complete these sentences with so ... that. Choose an adjective from the box.

Example: Peter is ... he can’t stand on his feet. (tired)
   Peter is so tired that he can’t stand on his feet.

striking, modest, picturesque, prosperous, smart, busy, high

1 a hook [huk] — крючок
2 to strike a blow [bliəʊ] — нанести удар
1. Alice's dress was ... we all admired it.
2. The contrast between the two brothers was ... we couldn't believe it.
3. The traffic in High Street is ... I never let my son cross it alone.
4. You don't know her: she is ... she'll never speak about her success.
5. The rock was ... we couldn't climb it.
6. The scene in front of us was ... we stood for a few moments admiring it and then took a few pictures.
7. The city of Venice was ... many people came to trade there.

17 Write the degrees of comparison of these adjectives.
Example: smart — smarter — (the) smartest;
prosperous — more prosperous — (the) most prosperous.
Busy, prosperous, picturesque, modest, smart, striking, fragile, exciting, attractive, touching, stupid, wicked.

18 Say:
1) where William Shakespeare was buried;
2) what streets are usually lined with;
3) which country is more prosperous — the USA or Greece;
4) when you prefer to wear your smartest clothes;
5) what city in Russia you can call especially picturesque;
6) how often the Kremlin clock strikes.

19 Add as many words as you can to each line.
1. Devotion to your mother...
2. Prosperous country...
3. Picturesque valley...
4. Smart answer...
5. Striking idea...
6. Street lined with houses...

20 Express the same in English.
1. Мало людей знают, где находится могила Пушкина. 2. Пушкин был похоронен в Святогорском монастыре (Svyatogorsky Monastery [swˈjatɔgɔrskɪ]). 3. Какая поразительная женщина! Она знает шесть иностранных языков. 4. Не надейся это нарицательное плачевное в школу.
5. Во время нашего путешествия мы видели множество огромных гор и живописных долин. 6. Я не могу назвать этот город привлекающим: в нём слишком много бедных людей. 7. В противоположность своей старшей сестре она всегда носит скромную одежду.
8. Какая преданность! 9. Мы хотим повесить ваши рисунки в классе перед новогодним вечером. 10. Замок стоял на вершине скалы и казался огромным и угрожающим.

21 a) Read the title of the poem. What do you think it is about?
b) Listen to the poem “My Heart’s in the Highlands”, @ 46, and read it. Was your guess right? Learn it by heart.

MY HEART’S IN THE HIGHLANDS
(R. Burns)

My heart’s in the Highlands, my heart is not here,
My heart’s in the Highlands a-chasing the deer,
A-chasing the wild deer and following the roe —
My heart’s in the Highlands, wherever I go!
Farewell to the Highlands, farewell to the North,
The birthplace of valour, the country of worth!
Wherever I wander, wherever I rove,
The hills of the Highlands for ever I love.
Farewell to the mountains high cover’d with snow,
Farewell to the straths and green valleys below,
Farewell to the forests and wild-hanging woods,
Farewell to the torrents and long-pouring floods!
My heart’s in the Highlands, my heart is not here,
My heart’s in the Highlands a-chasing the deer,
A-chasing the wild deer and following the roe —
My heart’s in the Highlands, wherever I go!

22 Listen to the song “My Bonnie Lies Over the Ocean”, @ 47, and sing along.

One of the most famous Scottish songs, known all over the world is “My Bonnie Lies Over the Ocean”. It is a song about Prince Charles Edward Stewart who was known as Bonnie Prince Charlie because he was young and good-looking (“bonnie” means “good-looking”). He was also Scotland’s national hero who fought against the English in the 18th century but Charlie’s army was defeated.

1 a-chasing [ətˈkɛʃɪŋ] — в погоне
2 a roe [rəʊ] — косуля
3 farewell [fəˈwel] — прощайте
4 valour [ˈvælə] — доблесть
5 worth [wɜːθ] — достоинство
6 to wander [ˈwɔndə] — бродить
7 a strath [stræθ] — широкая горная долина
8 a torrent [ˈtɜrənt] — горный поток
9 long-pouring [ˈlɔŋpuːrɪŋ] — больши, мощный
10 flood [flʌd] — эп. река (обычно произносится как [flʌd])
Learn to read the proper names, 48.

Highlands [hælandz], Lowlands [ləuəlandz], Glasgow [ˈglæzɡəʊ], Edinburgh [ˈɛdməbər], Athens [əˈθɛnz], Athens of the North, Holyrood [ˈhɒlɪrʊd] Palace (House), Princes [ˈprɪnzɪz] Street, Sir Walter Scott [sər ˈwɔlət ˈskɔt], the Clyde [kəlɪd], 1 the Clyde Valley, the Royal Mile, the Cannongate [ˈkeɪnənɡeɪt], the Scott Monument [sət ˈskɔt ˈmʌnɪʃmənt].

Before reading the text say what you know about Scotland. See if you can answer these.

1. Where is Scotland situated?
2. What is its capital?
3. What other big cities in Scotland can you name?
4. What is the national symbol of the country?
5. Who is its patron saint?
6. What is Scotland washed by?
7. What rivers in Scotland do you know?
8. What else do you know about Scotland?

If you don’t know the answers to some of the questions read the text (ex. 25) and find them.

Read the text and explain its title.

SCOTLAND THE BEAUTIFUL

He who has not seen Scotland does not really know Great Britain.

49. Scotland is a country in the United Kingdom to the north of England. Its symbol is a thistle, its patron saint is St. Andrew. The country is divided into Highlands and Lowlands. Most of the industry is concentrated in Lowlands, in the Clyde Valley. Glasgow is its largest and busiest town, Edinburgh is its capital. Glasgow and Edinburgh are the two great centres of Scotland. There is only 45 miles between them, and it will take you about an hour to get from Glasgow to Edinburgh by train, but the cities are very different.

Glasgow is the heart of industry. It is a centre of business and trade. It is very busy, prosperous, dirty in some parts and smart in others, it is beautiful and ugly with its large port and busy streets. Edinburgh is rather cold but attractive, very proud but friendly and has a great past. Edinburgh is known as the Athens of the North. It is an ancient city and if you walk around it, you can feel history at every step. Practically every building has a tale to tell. The most interesting parts of the city are the Old Town and the New Town. The Old Town lies between the Castle and Holyrood Palace. The Castle hangs over the city like some Disney cartoon — but it is real. The Castle, in fact, is older than the city.

No one can say exactly when the first settlers came to live on the huge rock that stands high above Edinburgh. Later they built a castle that used to be a fortress and then a royal palace. It looks good in any weather but at night when it is floodlit 1 it looks just like a castle in a fairy tale. It is not surprising that the Castle attracts a lot of tourists.

The Edinburgh military tattoo 2 takes place every August and September and is known throughout the world. For 90 minutes on five or six nights a week, 600 people perform in the square in front of the Castle. The performers play military music and march to it. At the same time as the tattoo, you can go to the famous Edinburgh festival. The festival started in 1947. Every year the best performances from all over the world can be seen in Edinburgh. 5

A line of streets, which runs from the Castle to Holyrood House, is called the Royal Mile. Holyrood House is a big royal palace which is the resi-

1 floodlit [ˈfλʌdlɪt] — подсвеченый, освещённый огнями  
2 tattoo [ˈtætu] — an outdoor military show with music, usually at night
The Old Town is a striking contrast to the New Town with its white and beautiful streets lined with trees. Princes Street is the most beautiful street of the New Town. It has a lot of gardens on one side and it is also Edinburgh’s popular shopping centre. Princes Street is connected with the name of the famous writer, Sir Walter Scott. A monument 200 feet high rises among green trees. They call it a poem of stone. It is the Scott Monument. Inside it there is a marble statue of the writer and his favourite dog.

Princes Street lies between the New Town and the Old Town. The modern town is on the lower side, the old one — on the higher. They look at each other across the valley under Scotland’s blue sky.

### LET US TALK

#### Work in pairs. Imagine that one of you is a visitor to Edinburgh. He or she wants to get some information about the city. Your partner answers the questions. Find out:

- if Edinburgh is a young or ancient city;
- what the two most interesting parts of the city are;
- if the Castle is older than the city of Edinburgh;
- where exactly the Castle is situated;
- whose monument tourists can see in Princes Street;
- what palace is the residence of the Queen.

#### Complete the dialogue, give it a title. In pairs act it out playing the parts of Mike and Duncan.

**Mike:** Excuse me, I don’t think we’ve met before. I’m Mike Crawford from London.

**Duncan:**...

**Mike:** Edinburgh? I’ve never been to Scotland, but I’d love to go there some day. Is Edinburgh bigger than London?

**Duncan:**...

**Mike:** If everything you say is true it must be a great place to live! When I’m in Edinburgh, what should I see first?

**Duncan:**...

**Mike:** That will take me several days, I’m sure. And what’s the best place to buy souvenirs?

**Duncan:**...

**Mike:** Princes Street. I must remember that. When is the best time to come to Edinburgh?

**Duncan:**...

**Mike:** The military tattoo? What is it? What a strange name!

**Duncan:**...

**Mike:** Thank you. I’ll talk to Dad and ask him if we can go to Scotland instead of Spain next August.

### Imagine that one of your classmates has not read the text “Scotland the Beautiful”. Tell him or her everything you know about Glasgow and Edinburgh.
with its white and beautiful streets lined with trees. Princes Street is the most beautiful street of the New Town. It has a lot of gardens on one side and it is also Edinburgh’s popular shopping centre. Princes Street is connected with the name of the famous writer, Sir Walter Scott. A monument 200 feet high rises among green trees. They call it a poem of stone. It is the Scott Monument. Inside it there is a marble statue of the writer and his favourite dog. 

Princes Street lies between the New Town and the Old Town. The modern town is on the lower side, the old one — on the higher. They look at each other across the valley under Scotland’s blue sky.

3. What big river flows across the country?
4. What are the two largest and busiest cities in Scotland?
5. The cities are far from each other, aren’t they?
6. Which of the two cities has a large port?
7. Which of the two cities has got a longer history?

**LET US TALK**

**Work in pairs. Imagine that one of you is a visitor to Edinburgh. He or she wants to get some information about the city. Your partner answers the questions. Find out:**

— if Edinburgh is a young or ancient city;
— what the two most interesting parts of the city are;
— if the Castle is older than the city of Edinburgh;
— where exactly the Castle is situated;
— whose monument tourists can see in Princes Street;
— what palace is the residence of the Queen.

**Complete the dialogue, give it a title. In pairs act it out playing the parts of Mike and Duncan.**

Mike: Excuse me, I don’t think we’ve met before. I’m Mike Crawford from London.

Duncan: ...

Mike: Edinburgh? I’ve never been to Scotland, but I’d love to go there some day. Is Edinburgh bigger than London?

Duncan: ...

Mike: If everything you say is true it must be a great place to live! When I’m in Edinburgh, what should I see first?

Duncan: ...

Mike: That will take me several days, I’m sure. And what’s the best place to buy souvenirs?

Duncan: ...

Mike: Princes Street. I must remember that. When is the best time to come to Edinburgh?

Duncan: ...

Mike: The military tattoo? What is it? What a strange name!

Duncan: ...

Mike: Thank you. I’ll talk to Dad and ask him if we can go to Scotland instead of Spain next August.

**Imagine that one of your classmates has not read the text “Scotland the Beautiful”. Tell him or her everything you know about Glasgow and Edinburgh.”**

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1. marble ['maːbl] — мраморный; мрамор
Study the map of Edinburgh and decide which places you would like to see. Explain your choice to your classmates, say which way you would like to choose and why.

**LET US WRITE**

Do ex. 4, ex. 9, ex. 13, ex. 17, ex. 20 in writing.

Your elder brother is a travel agent, but his English is not very good. At the same time you are very good at English. Help your brother to write short notes about Edinburgh, inviting tourists to visit this city. Make it as attractive as possible.

a) Look at the words again and get ready to write a spelling quiz on them. Ask your parent, relative or friend to dictate the words to you in Russian. Practise writing them in English.

- to concentrate
- a contrast
- military
- busy
- trade
- a grave
- a rock
- devotion
- to bury
- to hang
- prosperous
- picturesque
- modest
- smart
- to strike
- striking

b) Write the quiz. How many words did you write correctly? Are you pleased with your result?

**LET US LISTEN AND DISCUSS**

a) Make sure you know these words and expressions.

- to camp [kemp] — быть в походе, останавливаться на ночлег
- to put up a tent — поставить палатку

b) Listen to the recording, 50, and say whose words they are:

1. “Here’s some money. Go to the village and buy some meat.”
2. “I’m so tired. You go.”
3. “Here’s the meat. Could you please cook it?”
4. “I’d like you to go and get some water.”
5. “I don’t want to get my clothes dirty.”
6. “The meal is ready, come and eat it.”
7. “I don’t like to say “No” all the time.”

**Describe Jim and Tim. What were they like?**

**Say which of the two friends**

- was hard-working
- was lazy
- found a picturesque place at the foot of a rock
- was tired
- went to the village
- bought some meat and bread
- made a fire
- cooked the meat
- cut the bread
- got the water
- got the meal ready
- didn’t like to say “No” all the time

You can answer “I don’t know”.

**Tell the story on the part of Jim and on the part of Tim.**

**Unit 14**

**Wales**

**LET US REVIEW**

1. Ask questions using:

- to climb the rock
- a modest person
- striking news
- picturesque scenery
- to be buried
- a smart student
- a smart dress
- to develop trade
- prosperous countries
- great devotion
2. Look through the list of words and group them into four categories. First read out the verbs, then the nouns, adjectives and adverbs.

Twin, wickedly, bank, please, strike, act, picturesque, prosperous, trade, scream, bury, rock, grave, exactly, modest, striking, hang, stupid, deer, earn, smart, devotion, concentrate, busy, military, thief.

3. Say what or who can be:
1) prosperous; 2) picturesque; 3) wicked; 4) busy; 5) pleased; 6) stupid; 7) striking; 8) smart.

Example: Farmers can be prosperous.
Companies can be prosperous.
Cities can be prosperous.

4. Say what people want (would like)/don't want (wouldn't like) Jimmy to do.

Example: Mr Stones wants Jimmy to stop screaming at the top of his voice.

Stop screaming at the top of your voice!

1. Mr Stones

Include all the boys on the list!

2. Jimmy's sister

3. Jimmy's friend

4. Jimmy's mother

5. Jimmy's teacher

6. Andrew

7. Jimmy's granny

Don't eat so fast.

Remind me of the football match.

8. Jimmy's father

5. Complete the table.

Example: My mother let me go to the cinema. — I was allowed to go to the cinema.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The professor <strong>made</strong> us set to work.</td>
<td>1. —</td>
</tr>
<tr>
<td>2. —</td>
<td>2. The children <strong>were not allowed</strong> to take part in the procession.</td>
</tr>
<tr>
<td>3. —</td>
<td>3. He <strong>was made</strong> to solve the problem immediately.</td>
</tr>
<tr>
<td>4. My friend's mother <strong>didn't let</strong> him buy a collection of beautiful stones.</td>
<td>4. —</td>
</tr>
<tr>
<td>5. The doctor <strong>made</strong> the nurse <strong>test</strong> the patient's blood pressure again.</td>
<td>5. —</td>
</tr>
<tr>
<td>6. —</td>
<td>6. Most of European governments <strong>were made</strong> to stop nuclear tests.</td>
</tr>
<tr>
<td>7. Our chemistry teacher <strong>doesn't let</strong> us mix these two gases.</td>
<td>7. —</td>
</tr>
</tbody>
</table>
Paraphrase using the construction have got to do something.

1. Ann has to run. 2. Billy has to play the piano every evening. 3. We don't have to wake him so early. 4. Where do you have to go? 5. They don't have to learn Welsh. 6. I have to phone Phil.

Phrasal Verb to look

1. to look at — посмотреть на
   Don’t look at me so angrily!
2. to look for — искать
   I am looking for my glasses and I can’t find them.
3. to look through — просмотреть, быстро прочитать
   Look through the newspaper and tell me about the most important sports matches.
4. to look after — ухаживать за
   Who looks after your cat when you go away?
5. to look up (in) — посмотреть (в каком-то источнике)
   If you don’t know the word, look it up in the dictionary.

Write for, up (in), at, after, through after the verb to look in each sentence.

1. People like to look ... animals at the zoo. 2. She took a pencil out of the pocket and looked around ... some paper. 3. Will you look ... my garden while I’m away? 4. They will look ... the projects...
and choose the best. 5. If you don’t know the word, you should look it ... in the dictionary. 6. Where have you been? I’ve been looking ... you all over. 7. Where is little Ann? Who is looking ... the baby?

**FOCUS**

**Complex Object**

<table>
<thead>
<tr>
<th>Subject</th>
<th>see</th>
<th>watch</th>
<th>notice</th>
<th>hear</th>
<th>do/doing sth</th>
</tr>
</thead>
<tbody>
<tr>
<td>the boys</td>
<td>the girl</td>
<td>me</td>
<td>us</td>
<td>him</td>
<td>her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>them</td>
</tr>
</tbody>
</table>

I saw Mother cook/cooking a pie.
We did not notice them come/coming in.
Did you hear Nick sing/singing at the party?
Mr Brown felt the little girl touch his hand.

1. We did not notice them come back.
2. Mother watched the children playing.
3. Who saw Mr Smith swim across the river?
4. I didn’t hear you come in.
5. She suddenly felt someone touch her on the shoulder.
6. Can you hear a child crying?

See Reference Grammar, part 2, p.160

**Work in pairs. Ask your friend if he/she has ever seen, watched, noticed or heard the following.**

**Example:**
— Have you ever seen a hunter shoot an animal?
— No, I haven’t. Have you?
— Yes, I have.

1) a hunter shoot an animal;
2) a squirrel climb up a tree;
3) a hare run across the field;
4) a kitten play with a mouse;
5) an elephant carry people;
6) a horse winning a race;
7) a monkey reading a book;
8) a bear dancing;
9) a deer eat green grass;
10) a pigeon sing.

**Express the same in English.**

1. Я никогда не слышал, как эта девочка смеется. Я никогда не видел, как она плачет. 2. Мы не заметили, как он вышел из класса. 3. Бетти любила наблюдать, как жёлтые листы падают с деревьев. 4. Все любят слушать, как поёт Майкл Джексон. 5. Я чувствовал, как что-то горячее коснулось моей ноги. 6. Ты когда-нибудь видел, как взлетает солнце? 7. Маленький принц каждый день наблюдая за тем, как садится солнце. 8. Мама с гордостью наблюдала, как её дочь играла на пианино. 9. Ты любишь смотреть, как она танцует? 10. Я много раз слышала, как она читает книгу своим маленькими детям.

**a) Read and guess what the underlined words mean.**

1. Masha has lost her passport [ˈpɑːspɔːt]. She can’t find it anywhere.
2. The president of the company has a lot of visitors [ˈvɪzɪtəz].
3. A party of climbers [ˈklaɪməz] was on its way to Everest [ˈɛvərɪst].

**b) Look these words up to make sure that you have guessed right.**

**Read the words, look them up and then study the word combinations and sentences to know how to use them.**

**to enter** [ɪnˈtəː]: to enter a room, to enter a house, to enter a building. Please enter the house by the back door. He stopped for a second before he entered the room. Knock before you enter.

**to enter college, to enter university**: My elder brother is going to enter university next year. Is it difficult to enter Moscow State University?
agriculture [ˌəgrəˈkʌltʃər] (n. no plural): Agriculture is farming which means growing things and keeping animals. What do you know about agriculture in Britain?

agricultural [ˌəgrəˈkʌltʃərəl] (adj): agricultural workers, an agricultural land, an agricultural country, agricultural products. There is a lot of agricultural land in the southeast of England.

to argue [əˈɡɔːr] (v): to argue with somebody about something. Don't argue with your teacher about the things you don't understand. Stop arguing with me, do as I say.

an argument [əˈɡɔːmənt] (n): a long argument, a strong argument, an argument about something. After a long argument we decided where to go on holiday. There should be no arguments between friends.

to injure [ɪnˈdʒər] (v): to injure people, to injure animals, to injure one's hand (foot, etc). Jack fell from the tree and injured his back.

to be injured, to be badly injured, to be injured in an accident: Two people were killed and seven were injured when the car hit the bus.

injured: an injured person, an injured animal. The injured man was taken to hospital.

to rescue [rɪˈskjuː] (v): to rescue a person, to rescue an animal, to rescue a bird. He jumped into the river and rescued the child who couldn't swim.

rescue (n): to come to someone's rescue, to go to someone's rescue. The child was alone in the burning house but the firemen came to his rescue.

Rescue Service: The Mountain Rescue Service has to go out to help the climbers who need them.

to serve [sɜːv] (v): to serve in the army. Did he serve in the army for two years? It serves you (her, him) right. It serves her right that she feels sick — she has eaten too much.

a service (n): government service, hotel service. The food in the restaurant was good but the service was poor. Has the town got a good bus service?

at one's service: I'm at your service if you need me.

brief [brɪf] (adj): a brief letter, a brief talk, a brief look, a brief holiday, a brief visit. We had a brief holiday last year, we spent only a week in the Crimea.

in brief — in a few words: Tell me the story in brief.

a cathedral [ˈkæθədrəl] (n): a beautiful cathedral, to admire the cathedral. — What is a cathedral, Mummy? — It is a big and important church, dear. — What cathedrals do you know in London? — The most famous is St. Paul's Cathedral in the City.

fluent [ˈfljuənt] (adj): to be fluent in English (French, etc.), to speak fluent Russian (Italian, etc). If a person speaks fluent English, he can speak the language easily and correctly.

fluently (adv): The boy could speak two languages fluently.
Choose the right preposition: on or in.
1. Susie is finishing her book ... the culture of ancient Romans.
2. Could I look through your notes ... the agriculture of the region?
3. When do you have classes ... the English Literature?
4. What mark did Henry get ... PE last term?
5. When are you having your final exam ... Latin?
6. Have you ever read any articles ... geography?
7. Tell me Nick's mark ... music.

Listen to the recording, 51, and read the proverb, then learn it by heart.

HE WHO KNOWS
He who knows not, and knows not that he knows not, is a fool; shun him.
He who knows not, and knows that he knows not, is a child; teach him.
He who knows, and knows not that he knows, is asleep. Wake him.
He who knows, and knows that he knows, is wise. Follow him. (a Persian² proverb)

Read the dialogue and give it a title, 52.

Ann: Hi, Susie, haven’t seen you for a long time! What have you been doing? Where have you been hiding?
Susie: I've been working on my talk about Wales for the last week and spent many hours in the library.
Ann: Wales? What can be interesting about that part of Britain? No big cities, no picturesque scenery, no interesting facts on the history of the country.

1 to shun [ʃaʊn] — избегать, остерегаться
2 Persian [ˈpɜːrəsi] — персидский

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Susie: Aren’t there? You can’t imagine, Ann, how wrong you are here. The book I’m reading says: “Though visitors don’t need passports to cross the border from England into Wales, they soon realize that they are entering a country with its own geography, culture, traditions and language.”
Ann: What do you mean? Don’t the Welsh speak English?
Susie: They do. But the Welsh language is spoken widely, especially in the north of the country and it is still the first language for many people. By the way English is taught side by side with Welsh in schools.
Ann: Is Welsh different from English?
Susie: Very much so. Welsh is one of the Celtic languages, like Scottish and Irish Gaelic.² Even if your English is fluent you won’t be able to understand Welsh.
Ann: Interesting. And what about the cities? I hear³ that Wales is agricultural, there are few cities there, and they are rather small and unimportant.
Susie: Let’s not argue, but look it up in the book I’m reading. I know at least one big city in Wales. It’s Cardiff, the capital and the main port.

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¹ Celtic [ˈkɛltɪk] — кельтский
² Gaelic [ˈgeɪlik] — гэльский
³ I hear — Я слышал(а)
Ann (looking through the book): You are right. It says: “Cardiff is an industrial city, which also has a castle, a cathedral, a university. There are other big towns in Wales too, Swansea and Newport among them.” OK. But what about the scenery, the history, the culture?

Susie: The west coast, Mid Wales and North Wales are wild and beautiful. Wales has high mountains including Snowdon, the second highest mountain in Britain.

Ann: I have always thought that Wales is a land of green fields, forests and farms.

Susie: And you have been right. But it is also a land of mountains and valleys, streams and waterfalls. In North Wales you can follow mountain paths for miles and miles.

Ann: Tell me a few words about Mount Snowdon.

Susie: Got interested? OK. In summer, when the sun is shining, Snowdon looks very peaceful and beautiful. A little train runs to the top and the walk is not at all hard. But in winter the mountains can become very dangerous.

Ann: But do people climb the mountains in winter?

Susie: They do, but every year climbers get lost in bad weather or fall and injure themselves. When this happens, the Mountain Rescue Service has to go out to look for the climbers.

Ann: I see. And what about Welsh traditions and the history of the country?

Susie: Sorry, Ann. I’ve got to run. Here are my notes. I made them during the lecture by Mr. Roger Davis, a visiting professor from Wales. If you’re really interested, you can look through my notes. They are all on Welsh traditions and culture. Though they are very brief you can find them useful.

1. “I spent many hours in the library.”
2. “Don’t the Welsh speak English?”

These are the notes Ann made after her talk with Susie. Was Ann attentive? Did she remember everything right? Read Ann’s notes and correct them if necessary.

Wales — an industrial country. No big cities, except Cardiff, its capital. You need a passport to travel from England to Wales. The Welsh speak two languages (English and Welsh), especially in the south. English is taught in schools, Welsh is not, though the two languages are very much alike. The English can easily understand Welsh.

Cardiff is an agricultural town. The scenery in Wales is picturesque and wild, especially in the south. There are few mountains, which are rather low and not dangerous. Climbers seldom visit these places. Mount Snowdon, situated in Wales, is the highest mountain in Britain. Wales is a land of valleys, streams and waterfalls.

LET US TALK

Prove that Wales is an interesting place to visit. Speak on:

a) its scenery  b) its cities  c) its language

Imagine that your friend has got a letter from his/her Welsh friend inviting him/her to visit Wales. He is not sure that he would like to go. Prove that Wales is an interesting place to visit. Work in pairs.

Say what you think is the most interesting about Wales. Sum up what you’ve learnt about it. What places there do you find the most attractive?

You are going to give a talk about Wales in your geography class. Get ready with interesting facts about this part of Britain. Don’t forget to mention: its symbol, its saint, its location, its language, its capital.

You are going to give a talk about the place you live in. Make an outline of your story and get ready with some facts about it.
Do ex. 1, ex. 2, ex. 4, ex. 5, ex. 11 in writing.

Look through ex. 18 and write what Ann wanted to know about Wales (10 pieces of information).

Example: Ann wanted to know if climbers went to Snowdon in winter.

Complete the text using the prepositions at, for, through, after, up, in. Was your guess right?

THE SECRET OF GOOD HEALTH AND HAPPINESS

Doctors say that happiness is the secret of good health. This means we all have to look ... ourselves. When we lose some things we shouldn't get angry but just look ... them trying to find them. If we don't understand some words people use, we should look them ... the encyclopaedias and we shouldn't get angry either. We should also remember that praise is good for us too. Look your friend and say how wonderful he is. Then he will believe he is wonderful. Look ... your little sister's copybook and say she is a good child. She will certainly be one. So remember, if we want to be happy and healthy, we need people around us who keep telling us how wonderful we are.

This is a traditional Welsh story. a) Open the brackets to make it complete. b) Give the story a title. c) Expand the story in writing to make it more interesting.

This story is (set) in Wales in the Middle Ages. There was a prince whose name (be) Llewellyn [lu'elin]. He (live) in the valley. He (have) a baby son. He also (have) a dog called Gelert. One day the prince (go) hunting. He (leave) the dog (look) after the baby. Some wolves (come) out of a wood. They (run) to the cottage. The dog (see) the wolves and (hide) the baby. Then he (run) outside and (fight) the wolves. He (kill) two but was wounded. He was tired and (lie) down to sleep. The prince (return). He (see) the dog all in blood. He (notice) that his son's bed was empty. He (take) his sword and (kill) the dog while it (sleep). Then he (hear) the baby (cry) and (find) him. Through the window he (see) the two dead wolves. Then he (understand). He (carry) the dog to the top of a hill and buried it. He (collect) a lot of stones to mark the grave. You can still (see) it today at Bedgelert.

a passport, a visitor, a climber, to enter (to enter college), agriculture, agricultural, to argue, an argument, to injure (to be injured), to rescue, rescue, Rescue Service, to serve, a service, at one's service, brief, in brief, a cathedral, fluent, fluently, a stream, a path

Let us LISTEN AND DISCUSS

a) Make sure you know this expression:
weak point [wik 'point] — слабое место, слабость

b) Listen to the recording, ♫ 53, and explain the title of the story.

Listen to the story “Three Answers” again and complete these sentences.
1. Ed was a ... and worked for a ....
2. He wrote about his travels in his ....
3. Ed had one weak point: he liked to ... very much.
4. Stupid people sometimes said ... things.
5. Once a man said something which Ed couldn't ....
6. “There are always three answers to every question: ....”

Tell the story “Three Answers” on the part of Ed.

PROJECT WORK 2

1. Work in small groups and prepare a presentation on England, Wales or Scotland.

Some of the interesting points may be the country’s: 1) symbol; 2) population; 3) geography; 4) famous person or people; 5) capital and big cities; 6) interesting fact or facts.

2. Present your material in class. Make your presentation as attractive as possible. Decide whose story was better than the others and why.

Where can you get your information? Ask your teacher and parents and try:
• your home library
• your school library
• www.britannica.com
• www.wikipedia.org
• www.encyclopedia.ru

1 an encyclopaedia [ɪn'saɪkləpɪdɪə] — энциклопедия
2 to expand [ɪk'spænd] — расширять
3 a sword [sɔd] — меч
How Much Do We Know About the USA?

You already know some facts about the United States of America and its people. We would like you to remember certain things about the US. So...

**LET US REVIEW**

1. Choose the right item.
   1. Christopher Columbus discovered America in ...
      a) 1402  
      b) 1482  
      c) 1492  
      d) 1392
   2. Christopher Columbus discovered ...
      a) Central America  
      b) South America  
      c) North America  
      d) the United States of America
   3. The first English settlements appeared in ...
      a) North America in the 17th century  
      b) South America in the 17th century  
      c) Central America in the 16th century  
      d) America in the 18th century
   4. The “Mayflower” is ...
      a) the name of a season  
      b) the name of the first English settlement in America  
      c) the name of a flower  
      d) the name of the ship that sailed from Plymouth for the New World in 1620
   5. The first colonists started the tradition of ...
      a) Halloween  
      b) Independence Day  
      c) Thanksgiving Day  
      d) Memorial Day
   6. The first president of the US was ...
      a) George Washington  
      b) Abraham Lincoln  
      c) Jeffrey Jefferson  
      d) Bill Clinton
   7. The capital of the US is ...
      a) Washington, D.C.  
      b) Washington  
      c) New York  
      d) Philadelphia
   8. There were ... colonies in America in 1773.
      a) 13  
      b) 7  
      c) 21  
      d) 10
   9. Jeans are clothes worn by ...
      a) cowboys in the Wild West  
      b) people all over the world  
      c) Levi Strauss people  
      d) actors in America
   10. The American flag is often called ...
      a) Union Jack  
      b) the Stars and Stripes  
      c) the Red Dragon  
      d) the White Eagle
   11. There are ... stripes on the American flag.
      a) 7  
      b) 6  
      c) 50  
      d) 13
   12. The official national symbol of the USA is ...
      a) the Statue of Liberty  
      b) the eagle  
      c) the turkey  
      d) the “Mayflower”

**Answer the following questions, if necessary consult Lessons 43—52 of your Student’s Book 4 and Lesson 14 of your Reader 4.**

1. What do you remember about the discoverer of America? (Where was he born? Where did he live? What country was he looking for in 1492 when he discovered the new continent?)
2. What do you know about the first English settlements in America and the first English colonists? (When and why did England become interested in America? When did the “Mayflower” sail to America? What did they call the part of America where they set up their first colony? What kind of life did they lead?)
3. There were 13 colonies in America in 1773, weren’t there?
4. Why did people in America fight for their independence from England?
5. How can you characterize the colonists?
6. What big US cities do you know?
7. How many cents are there in a dollar? What are other American coins? How many cents are there in a nickel, a dime and a quarter?
8. What is the name of the US city where Levi Strauss began making special clothes? What clothes were they?
9. What are the colours of the American flag? Why are there 50 stars on the flag? Why are there 13 stripes on it? What do people often call the American flag?
10. The eagle became the official national symbol of the USA in 1782, didn’t it? What symbol is the olive branch? What symbol is the arrows? Where can you see the picture of the eagle with an olive branch and arrows?
11. What do Americans celebrate on the 4th of July?
12. The capital of the USA is Washington, D.C., isn’t it? What do the letters D.C. stand for? Why do people say “Washington, D.C.” when they speak about the US capital?

After doing ex. 1 and ex. 2 decide who in your class knows the country (and its people) best. Let him/her be a visiting professor from New York and ask him:

1) why Washington, D.C. is a special city;
2) what oceans wash the US in the east and in the west;
3) what he/she can tell you about the Statue of Liberty;
4) what he/she can tell you about the American flag;
5) when the story of the “Wild West” began and why people went west;
6) who native Americans are;
7) when and why Americans began to celebrate Thanksgiving Day.

FOCUS

Uncountables

<table>
<thead>
<tr>
<th>money</th>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>weather</td>
</tr>
<tr>
<td>advice</td>
<td>knowledge</td>
</tr>
<tr>
<td>work</td>
<td>progress</td>
</tr>
</tbody>
</table>

Countables in the singular

- It is a poor answer.
- It is an easy job.
- It is such a lovely flower!
- She is such a nice girl!
- What an interesting trip!
- What a dangerous road!

Countables in the plural

- They are short stories.
- They are attractive ideas.
- They are such funny boys.
- What clever animals!

Use the articles a/an where necessary to make the story complete. Retell the story.

MOTHER’S ADVICE

Harry came to his mother one morning and said to her, “No one at my school likes me, Mother. The teachers don’t, and the children don’t. Even the cleaners and the bus drivers hate me.”

“Well, Harry,” his mother answered. “It is such sad news. Perhaps you aren’t very nice to them. If people don’t like person it may not be his fault, but if lot of people don’t, there is usually something wrong with such person and he really needs to change.”

“That’s good advice, Mother,” Harry said. “But I’m old to change. I don’t want to go to school.”

“Don’t be so silly, Harry,” his mother said. “You have to go. You’re quite well, and you still have important things to learn. And besides that, you’re the headmaster of the school.”

LET US READ

Learn to read these proper names, 54.

Kennedy Airport [‘kenedi ‘eikɔ:pist], Hollywood [‘holiwaud], Disneyland [‘dɪznɪ“laʊnd], California [‘kælɪ‘frɔniː], Philadelphia [‘feɪlədʒə], Texas [‘teksəs], Manhattan [‘mænhaen], the Bronx Zoo [‘brɔŋks zʊ], the Metropolitan Museum [‘mætro‘pɒlɪtən], the Niagara Falls [‘naiəgrə ‘faːls].

Read the dialogue, 55, and say what other places in the USA the children could visit besides the places that they are going to see.

A TRIP TO THE USA

Teacher: Hi, everybody! I’ve got some great news for you. At the end of April your group — the winners of “English Learners Contest” — is going to the USA!

Tanya: It’s fantastic!

Misha: Wow!

Volodya: I can’t believe it! It’s too good to be true.

Irina: I knew it! I knew it!

Teacher: Please be quiet. I’m here to tell you all you want to know, but if you make so much noise, I won’t be able to do it.

Volodya: When are we leaving? What places are we going to visit?

1 fault [fɔːlt] — вина
2 a contest [‘kɒntest] — конкурс
**LET US TALK**

**Teacher:** We are starting on the 23rd of April and we are flying from Sheremetyevo to New York, Kennedy Airport.

**Tanya:** How long are we going to stay in New York?

**Teacher:** Only two days, but it's long enough to see the main sights: the Statue of Liberty, Manhattan, the famous skyscrapers, the Metropolitan and the Bronx Zoo.

**Irina:** But New York is in the east and I always wanted to see Hollywood and Disneyland. Are we going to California too?

**Teacher:** Yes, we are, but only at the end of our trip. Between New York and California we'll go to Philadelphia, the birthplace of American democracy, and Washington, D.C.

**Misha:** Just Philadelphia and Washington? Aren't we going to Texas? I've always wanted to meet cowboys or even take part in a rodeo [rœdevəu].

**Tanya:** What's a rodeo, Misha?

**Misha:** Don't you know? It's when cowboys ride wild horses and catch wild horses throwing a lasso [læsu:]. I saw it in a film.

**Volodya:** I'd like to see the Niagara Falls. Could we please go there?

**Teacher:** Sorry, boys, not this time. We've got only ten days and four wonderful places to see. I'm sure you'll love them. But if you win another contest (and we're having it in May) who knows... we may have a chance...

---

Work in pairs. Imagine that one of you knows everything about the trip to the USA (ex. 6) and the other knows very little. Ask questions to find out more.

**Example:** The group of children won the English learners contest.

a) When did the contest take place? — It was in September last year.
b) How many schools took part in it? — Four.
c) Where did the contest take place? — In school 28.

---

1. They are flying from Sheremetyevo to New York, Kennedy Airport.
2. They are going to stay in New York for two days.
3. They won't visit Texas.
4. A rodeo is an exciting show.
5. The Niagara Falls is a wonderful place to visit.

Say what the group of children could see in New York, Philadelphia, Washington, D.C., and California. If necessary, look it up or ask your parents and teachers.

Role-play the dialogue from ex. 6.

---

b) Imagine that you are planning a tour around the world. Say where you are going to go and why. Use the following information.

**Example:** First I'm going to Greece to see the Acropolis [akˈrɔpolis]. Then...

**Egypt** the Great Sphinx and the pyramids [ˈpirəmdz]
**Greece** the place of the first Olympic Games
**Rome** the ancient ruins
**India** elephants
**France** the Eiffel Tower [ˈɛfəl tɔːr]

**c) Choose any places you would like to visit and say why.**

**Example:** I would like to go to Paris to visit the Louvre [ˈluvr(ə)].

---

We are sure that some of you would like to go to the USA. Think of five good reasons why you would like to go there.
Imagine that you are going to visit the USA. What means of transport will you choose:
1) to get to the country;
2) to travel about the country? Why?

Retell the story “Mother’s Advice” from ex. 4 in reported speech.

Let Us Write

Do ex. 1, ex. 3, ex. 4 in writing.

Write a short story about the characters from ex. 6 visiting the USA.

Express the same in English.


Unit 16

Geographical Outlook

Let Us Review

Work in pairs. Interview your partner. Find out:
1) if he/she lives in an agricultural area, where exactly;
2) if he/she has ever argued with his/her parents (teachers), when exactly;
3) if he/she has been injured, when exactly;
4) if he/she has any relatives (friends) at university, when they entered their universities;
5) if he/she can remember a book in which a character rescued a person or an animal and what book it was;
6) if he/she has ever helped injured people or injured animals and where and how it was;
7) when and why he/she writes brief letters, has brief talks or brief holidays;
8) what languages he/she would like to speak fluently.

Complete the situations saying what you’d like other people to do instead of you. Use the example.

Example: I don’t want to speak to Mr Winston. I want .... I don’t want to speak to Mr Winston. I want my Granny to speak to him. I want her to speak to Mr Winston on Monday.

1. I wouldn’t like to enter this college. I would like ....
2. I don’t expect you to finish the job. I expect ....
3. I don’t want to write a letter to John. I want ....
4. I don’t want to look after Nelly’s cat. I expect ....
5. I wouldn’t like to invite Stephen to our party. I would like ....
6. I don’t want to pay for the ticket. I want ....

Read the headlines and match the beginnings of the stories with them.

A. A Brief Answer
B. The Mountain Rescue Service at Work
C. A Surprise
D. Heart Health

1

Mary’s granny was nearly 70 and Mary’s parents wanted to give the old lady a nice birthday present. But their idea of “a nice present” was different from Mary’s. One day they even had a long argument about...

2

Allan Hobbs was a very lazy student at school. Nobody could make him work or be helpful. He fought with other pupils, was rude to the teachers. One day a letter came to Allan’s parents with his school record ...

1 school record — школьная характеристика
John's brother was fast asleep when the telephone rang. He woke up immediately and in less than five minutes he was ready to start. "There will be a lot of injured people in this awful snowfall," he thought looking out of the window.

When Dave Morgan was young, he played a lot of games and he was thin and strong. But when he was forty-five, he began to get fat and slow down. His speech was not as fluent as before, and when he walked rather fast, he felt a sudden pain in his heart. He did not do anything about this for a long time, but finally...

Look at the pictures and ask Mrs Morgan to let these people and animals do what they want.

Example: Let Nelly wash up.

5

Complete the situations saying when and where you saw (heard, watched, noticed) people doing these things.

Example: I saw Alice (to play) with her little kitten....
I saw Alice playing with her little kitten in the yard last Sunday.

1. I noticed Susie (to pass) our school.
2. I heard David (to play) rock music.
3. I watched Chris (to climb) that dangerous hill.
4. I saw Peter (to speak) to Mark.
5. I watched Betty (to put) a white dress on her doll.

6

Express the same in English.

1. Позволь нам остаться с тобой.
2. Мы полагаем, что наши родители вернутся рано.
3. Мне бы хотелось, чтобы ты выпил стакан молока.
4. Я слышала, как кто-то звонил в дверь.
5. Мы наблюдали за тем, как утка плавали в реке.
6. Я хочу, чтобы мой брат поступил в Московский университет.
7. Я заметила, что Николай спит в кресле.
8. Я слышала, как доктор Смит играет на скрипке.
9. Мы полагаем, что скоро придет весна.

LET US READ AND LEARN

FOCUS

The Past Perfect Tense
had + V ed/V3
by 5 o'clock; by Sunday; by that time; by the end of the year; by the second of May
My cousin had left by the first of April.
My father had written the letter by that time.
... when ...; ... after ...; ... before ...

The train had already left when we arrived.
Mother had cleaned the flat before her cousin returned.
After she had cried she felt better.

The students hadn't finished the test when the bell rang.
When we arrived, the train hadn't left yet.

— Had you read the book up to the end before she asked you for it?
— Yes, I had.

See Reference Grammar, part 2, p. 156—157
Ann had lived in London for two years. When she returned to Los Angeles, she understood that many things had changed in her city. Say what had changed.

Example: A new school had appeared near her house.
a new school/to appear
her cousins/to grow up
the streets/to become cleaner
the shops/to get more modern
a lot of Japanese cars/to appear

9a) Read and guess what the underlined words mean.
1. Most of the farmland [ˈfɑːmlænd] in England is in the southeast.
2. Grasslands [ˈgrɑːsləndz] are good for sheep to feed on.
3. There are few wildlands [ˈwɪldləndz] left in Britain. Most of them are in the north. In the USA people can enjoy the beauty of wild America in parks, forests and wildlands.
4. Our great-grandparents [ɡreɪtˈɡrændpɜːrənts] are our grandparents’ parents.
5. A canoe [ˈkɑːnuː] is an Indian boat.
7. Rivers are used as waterways [ˈwɔːtwεɪz].
b) Look these words up in your vocabulary to make sure that you have guessed right.

10 Read the words, look them up and then study the word combinations and sentences to know how to use them.
mighty [ˈmɑːti] (adj): a mighty nation, a mighty army, a mighty king, a mighty empire. The Atlantic is a mighty ocean.
to stretch [stretʃ] (v): to stretch out one’s arm, to stretch the rope, to stretch one’s legs. The forests stretched for miles. The valley stretched away into the distance as far as the eye could see. She got out of bed and stretched. She stretched out his arm to try and get the apple. I decided to stretch my legs after dinner. The wicked children stretched the rope across the path.
a shore [ʃɔːr] (n): a sea shore, shores of a lake, on the shore of the ocean, to walk along the shore. It is difficult to walk on such a rocky shore. She sells seashells on the seashore. We could see some tall trees on the other shore of the lake.
a beach [bi:tʃ] (n): a sandy beach, a beach ball, a beach chair. They went down to the beach for a swim. We sat on the beach and ate our sandwiches. Some of the beaches are badly littered.
a desert [ˈdezərt] (n): The Sahara Desert, a hot desert wind, desert areas, a desert island. Do you know where the Sahara Desert, the Gobi Desert and the Karakum Desert are situated? Robinson Crusoe lived for many years on a desert island.
a chain [ʃiːn] (n): a chain of mountains, a gold chain. She always wears a gold chain round her neck. Could you show the main mountain chains on the map of America?
an attraction [ˈstrækʃn] (n): The Tower of London is a great attraction for tourists. Cinema has little attraction for some people.
a skyscraper [ˈskɔːskrɪpə] (n): a tall skyscraper. New York is a city of skyscrapers. Are there any skyscrapers in Moscow?
a mixture [ˈmɪkstrə] (n): a bottle of cough mixture. I listened to his story with a mixture of surprise and admiration.
to melt [melt] (v): The sun melted the snow. His heart melted when he saw the crying girl. These chocolates really melt in your mouth, a melting pot: America has been a melting pot since its beginnings.

**Match the words with their definitions.**
- a chain
- mighty
- a skyscraper
- great-grandparents
- a melting pot
- a mixture
- to rise
- a desert
- grassland

- a very high building
- different things put together
- to begin
- a number of connected things
- sandy country with little water and few plants
- your grandparents’ parents
- wild, open land covered mainly with grass
- strong, powerful
- a place where there is a mixing of people of different races [resiz] and nationalities

**Describe the picture, use the words:**
- a beach, a sea shore, a mighty river, a chain of mountains, to melt, a valley, a tourist attraction

**Focus**
- banks of the river
- shores of the lake
- of the sea
- of the ocean

**Match the names of areas with the words describing them. Describe one of the areas using the words.**

| Northern Africa | mighty rivers with high banks; endless tall forests; important waterways; wildlands; open lands stretching for miles and miles |
| Siberia | high mountains; mighty waterfalls; rocky mountain peaks; deep valleys and green meadows; a lot of deep lakes with high shores; wild deer |
| the Scottish Highlands | farmlands; flat tulip fields; very few wildlands; a lot of short rivers with low banks; no mountain chains; no deserts; green meadows; corn fields |
| East Anglia | the Sahara Desert; two mountain ranges; bare rocky land; dry climate; the world’s highest temperatures; no true winter season |

**Use the words from ex. 9, ex. 10 to complete the sentences.**

1. Rivers have always been used as important .... 2. A ... is a long, light, narrow boat, first used by American Indians. 3. — What do children usually do on the ...? — Oh, they make sandcastles, lie in the sun, swim and play with big bright balls. 4. This tea is ... of three different sorts. 5. Disneyland is a place full of ... both for children and grown-ups. 6. At what temperature does ice ...? 7. Do you know where the Moskva River ...? 8. From the deck they could see a beautiful cottage on the ... of the sea. 9. There were some rocks on the eastern ... of the lake. 10. The ... was sandy and we often played there in summer. 11. The eagle flew up to the sky on its ... wings.

**Focus**

<table>
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<th>Nouns</th>
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<tbody>
<tr>
<td>millions of stars</td>
</tr>
<tr>
<td>thousands of people</td>
</tr>
<tr>
<td>hundreds of books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>five million dollars</td>
</tr>
<tr>
<td>six thousand cars</td>
</tr>
<tr>
<td>three hundred letters</td>
</tr>
</tbody>
</table>

1. There were hundreds of beautiful flowers in my granny’s garden.
   I would like you to go to the florist’s and buy three hundred roses.

---

1 a melting pot — 1) тигель, ёмкость для плавки металлов; 2) место, где собираются вместе и живут представители различных рас и национальностей

1 bare [beː] — эд. пустой, оголённый
2. She had at least four thousand pupils. Thousands of pupils visit Disneyland every year.
3. Millions of books are collected in the best libraries of the world. "I know five million answers to your question, Daddy," said the young princess.

Express it in English.

a) Миллионы писем, тысячи вопросов, сотни озер, миллионы листв, тысячи улыбок, сотни голосов.
b) Несколько слов, шесть тысяч домов, семь миллионов деревьев, триста ягнят, восемьсот игрушек, три миллиона фунтов, девять тысяч рублей, двести городов.

Listen to the song "This Land Is Your Land", 56, then sing it.

**THIS LAND IS YOUR LAND**
*(words and music by Woody Guthrie)*

I.

This land is your land, this land is my land,
From California to the New York Island,
From the Red-wood forest to the Gulf Stream waters.
This land was made for you and me.
As I went walking that ribbon1 of highway2
I saw above me that endless sky-way,
I saw below me that golden valley,
This land was made for you and me.

---

**LET US READ**

Learn to read these words, 57.

Alaska [ˈælsəka], Hawaii [ˈhæwəi], Florida [ˈflɔrəda], Yosemite [ˈjoʊˌsəmɪtɪ] Valley, Yellowstone [ˈjaʊnstaʊn], the Mississippi [ˈmɪsəsɪpi], the Missouri [ˈmɪzəuri], the Appalachians [ˌæpəˈleɪʃənz], European [jʊərəˈpiːən], China [tʃaɪna], Southeast Asia [ˌsjuːəˈloʊɪst ˈeɪʃɪə], the Caribbean [kærɪˈbiən] Sea, the Grand Canyon [ˈɡrænd kænən], the Colorado [kəˌloʊdən], the Rocky [ˈrɒki] Mountains (Rockies).

1 ribbon [ˈrɪbən] — лента
2 a highway [ˈhæwweɪ] — шоссе, большая дорога

---

Read the text and say what facts mentioned in it you have never heard before.

**COUNTRY AND PEOPLE**
*(after Terry Tomsha and Teresa Cox)*

There are fifty states in the United States of America. Two of these states, Alaska and Hawaii, are not connected to the other states. You can see it on this map. The US is washed by the Pacific Ocean in the west, by the Atlantic Ocean in the east, by the Caribbean Sea and the Gulf of Mexico in the south. In the north are the Great Lakes.

The US is a large country with many natural wonders. It goes from the shores of the Atlantic Ocean to the islands of Hawaii in the Pacific, and from cold, snowy northern Alaska to sunny Florida in the southeast. The US has almost every kind of weather. Also, it has many kinds of land — rocky coasts, dry empty deserts, big rivers, wide plains and grasslands, lakes of all sizes, high mountains, great forests, sunny beaches, lands of endless winter.

More than 300 million people live in the US. But the country is very big, so there is still a lot of open space and natural scenery.
outside the cities. Americans have tried to save many of the most beautiful wild areas of the United States. There are a lot of parks, forests and wildlands where you can enjoy the beauty and power of wild America. The Grand Canyon, Yosemite Valley, and Yellowstone are among the most famous.

58. Many rivers cross the United States. But the greatest is the mighty Mississippi. Native Americans called it "the father of waters". It begins quietly in the north of the country and ends in the Gulf of Mexico, nearly four thousand miles \(^1\) (6400 km) away. On its journey to the sea, the Mississippi travels through several states, and becomes larger and more powerful, it brings water to farmlands. And the Mississippi has been an important waterway since early times when native Americans travelled on the river in canoes. Among other big rivers are the Colorado and the Missouri. The Colorado River rises in the Rocky Mountains or the Rockies that stretch from Alaska down almost to the south of the country. Another big mountain chain is the Appalachians in the east also running from north to south.

The Grand Canyon is one of America's main tourist attractions. It is so big that you must go there yourself to feel its true size and beauty. The Colorado River formed the Grand Canyon over millions of years. Slowly, the river cut down through hard rock. Today the canyon is one mile deep and 200 miles (320 km) long. It's interesting that there are different kinds of plants and animals on opposite sides of the canyon. The south side is dry and desert country. The north side has tall forests. The canyon looks different at different times of day, and in different seasons and weather. At sunrise and sunset the red, gold, brown and orange colours of the rocks are especially clear and bright. In winter the canyon is partly covered with snow. You can walk down into the Grand Canyon, or you can go down on the back of a mule.\(^2\) But be careful to carry enough water because inside the canyon it is very hot — much hotter than at the top.

The United States is a young country. Its written history is only a few hundred years old. It is sometimes, in fact, called the "New World". Over the last four hundred years millions of people have come to start a new life in this "New World".

Americans are not afraid of new ideas. They built the first skyscrapers and they put the first man on the Moon. They like to be modern. They like exciting, modern cities, new houses, and new cars. At the same time, Americans love old things. They like to visit historic houses and museums. They build old pioneer houses and remember the days of the "Wild West". Americans are interested in old traditions, but they are good at making new traditions too.

---

\(^1\) A mile [m\(\text{m}l\)] = 1.6 kilometre
\(^2\) A mule [m\(\text{ju}l\)] — мул

The people of the United States are a mixture of many different nationalities. Every American schoolchild learns that the United States is a big melting pot of countries.

In a melting pot, different metals are melted together to make a new metal. The United States is like a melting pot for people. In the past people from many different European countries came to the US and made one country out of many. In one city you can find people whose parents, grandparents or great-grandparents came from China, Africa, South America, Southeast Asia, and every European country. These different people brought to their new land a wonderful mixture of customs and traditions. The Germans brought Christmas trees. The Irish brought St. Patrick's Day celebrations. The Scots brought Halloween.

---

19 Now you have learnt some more facts about the USA. Could you answer the questions?


20 Make an outline of the text, compare your outlines and choose the best, put it up on the blackboard and try to remember as much as you can on each point.

---

LET US TALK

21 Work in pairs. Ask questions on the points below and answer them.

- the number of people living in the US
- the waters the US is washed by
- the kinds of land the US has
- the size of the Grand Canyon
- the "New World"
- the days of the "Wild West"
- the number of states in the US
- the greatest rivers in the US
- the biggest mountain chains in the US
- the big melting pot
- a mixture of customs and traditions
Look at the map of the US, find the places mentioned in the text and speak about them.

Get ready to speak about the following:
1) the US geographical outlook;  
2) the US scenery and its wild beauty;  
3) the US as a melting pot;  
4) how the US compares with Russia.

Choose the place in the USA you would like to visit and explain to your group why it attracts you. (If you need some extra information, look it up.)

Choose one of the beginnings of ex. 3 and make up a story. Tell your story to the class.

Let Us Write

Do ex. 1, ex. 2, ex. 3, ex. 6, ex. 8, ex. 15 in writing.

Write a letter to your friend. Imagine that you have been to a) the Grand Canyon, b) the Mississippi River. Describe one of these places in your letter.

Express the same in English, use Past Perfect.
1. К концу августа они заработали много денег. 2. К концу года они разбили вражеский флот. 3. Он напомнил мне об этом событии после того, как Джон уехал. 4. Мы сожгли сухие листья до того, как выпал снег. 5. Радуга появилась на небе после того, как дождь прекратился. 6. Она срезала цветы до того, как мы пришли в теплицу. 7. Дodo — вымерший вид птиц. Они исчезли после того, как люди начали на них охотиться. 8. Огонь разрушил здание, прежде чем приехали пожарные. 9. Мисс Марпл разрешила сложную криминальную проблему, прежде чем это смогли сделать полицейские. 10. Маленький Роберт испортил новую игрушку, прежде чем папа объяснил ему, как с ней играть.

a) Look at the words again and get ready to write a spelling quiz on them. Ask your parent, relative or friend to dictate the words to you in Russian. Practise writing them in English.

Farmland, grasslands, wildlands, great-grandparents, a canoe, endless, a waterway, mighty, to rise (rose, risen), to stretch, a shore, a beach, a desert, a chain, an attraction, a skyscraper, a mixture, to melt, a melting pot, the Mississippi, the Missouri, the Colorado, the Appalachians, the Rocky Mountains (the Rockies)

b) Write the quiz. How many words did you write correctly? Are you pleased with your result?

Let Us Listen and Discuss

Listen to the recording, 59, and say whose words they are:
1. “Is it true that I was born on the shores of Lake Michigan?”
2. “Is it true that Mummy was born in Ireland, in a small village on the coast of the Irish Sea?”
3. “It was a very small village then without any attractions…”
4. “Why are you asking me all these questions?”
5. “When Granny told me all those things while I was with her, I couldn’t understand how we had all met…”

Describe the place where a) Dick’s mother was born; b) Dick’s great-grandmother had a farm.

Unit 17

Political Outlook

Let Us Review

Choose one of the two forms.
1. Our school gets … (hundred, hundreds) of letters every year.
2. Five … (hundred, hundreds) new houses were built in our city last year.
3. You can see … (million, millions) of stars in the night sky.
4. Six … (million, millions) tourists visited Rome last summer,
5. Our library has received four ... (thousand, thousands) new books. 6. ... (thousand, thousands) of pupils nowadays try to learn two foreign languages.

2 Answer the following questions using the words and word combinations of ex. 9, ex. 10 (Unit 16).
1. What do you call your grandparents' parents?
2. Do lakes have banks or shores? What about rivers?
3. How do Americans describe themselves as a nation?
4. What is the most famous desert in Africa?
5. What buildings are typical of New York centre?
6. At what temperature does ice melt?
7. Where do rivers usually rise?
8. What adjective can you use to describe the Mississippi and the Volga?
9. What is your favourite attraction in Moscow?
10. What mountain chain separates Europe from Asia?

Try and form compound words. Use the following:
weather, green, scraper, maker, lands, land, sun, maker, farm, shine, sky, house, glove, holiday, storm, rain, man, low, wild

4 Say: a) what these people had done before noon and b) what happened by the end of the day. Use the words below.

<table>
<thead>
<tr>
<th>Before noon</th>
<th>By the end of the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Ann: to write the letter — Ann had written the letter before noon.</td>
<td>Example: the rain: to stop — The rain had stopped by the end of the day.</td>
</tr>
<tr>
<td>Bill: to repair his bicycle</td>
<td>the rainbow: to appear</td>
</tr>
<tr>
<td>Nelly: to do her homework</td>
<td>the play: to end</td>
</tr>
<tr>
<td>Sarah: to dig the garden</td>
<td>the rain: to begin</td>
</tr>
<tr>
<td>Tim: to write a story</td>
<td>the race: to finish</td>
</tr>
<tr>
<td>Polly: to cook dinner</td>
<td>the sky: to clear</td>
</tr>
<tr>
<td>Sam: to clean his room</td>
<td>the concert: to start</td>
</tr>
<tr>
<td>the children: to plant twenty trees</td>
<td>the storm: to stop</td>
</tr>
<tr>
<td>Chris: to lie in the sun</td>
<td>the snow: to start</td>
</tr>
</tbody>
</table>

5 Look at the pictures and say what Nick and Jane had done by six o'clock on Sunday. (The phrases in the word box will help you.)
Example: Nick had washed his bicycle by six o'clock.

Nick
- to wash a bicycle
- to bake a cake
- to do the shopping
- to take the dog for a walk
- to hang a picture
- to rescue a fox
- to watch a film
- to look through the magazine

Jane

6 Report what these people asked or said.
Example: Phil: There were many wildlands in America. — Phil said there had been many wildlands in America.
Ann: Did you see any skyscrapers in New York? — Ann asked if I had seen any skyscrapers in New York.

1. Kitty: What did you find on the beach?
2. Oleg: Where did you see a canoe?
3. Frank: How long did they travel in the Sahara Desert?
4. Alice: How far did the plain stretch?
5. Sam: What do you call the mixture you have prepared?
6. Nick: Were there many people on the bank of the river?
7. Betty: Have you heard anything of the mighty American rivers?

**LET US READ AND LEARN**

**FOCUS**

**Reported Speech**

<table>
<thead>
<tr>
<th>Usually</th>
<th>General truth, facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Indefinite ( \Rightarrow ) Present Indefinite</td>
<td>Present Indefinite ( \Rightarrow ) Present Indefinite</td>
</tr>
<tr>
<td>1. Mother said, “I want a cup of tea.” Mother said that she wanted a cup of tea.</td>
<td>1. The teacher said, “Water boils at 100 degrees Centigrade.” The teacher said that water boils at 100 degrees Centigrade.</td>
</tr>
<tr>
<td>2. Sam said, “I am in Moscow for the first time.” Sam said that he was in Moscow for the first time.</td>
<td>2. Sam said, “Moscow is a beautiful city.” Sam said that Moscow is a beautiful city.</td>
</tr>
</tbody>
</table>

**Exact time in the past**

<table>
<thead>
<tr>
<th>Present Indefinite ( \Rightarrow ) Past Indefinite</th>
<th>1. My friend said, “We met long ago.” My friend said that they had met long before.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Linda said, “My father bought a new car.” Linda said that her father had bought a new car.</td>
<td>2. Linda said, “My father bought a car in 1995.” Linda said that her father bought a car in 1995.</td>
</tr>
</tbody>
</table>

**Express the same in English.**

1. Anna объяснила, что лед тает при температуре 0 градусов.
2. Филипп сказал, что приехал в Россию в июле. 3. Анна добавила, что Филипп любит путешествовать.
4. Сюзанна знала, что Шекспир родился в 1564 году, и сказала об этом друзьям.
5. Роберт спросил, когда умер Лев Толстой.
6. Учитель рассказал нам, что римляне впервые пришли на Британские острова в первом веке до нашей эры.
7. Джон сказал, что он был в России три раза.
8. Мы все знали, что Колумб открыл Америку в 1492 году.
9. Анна хотела знать, где берёт своё начало Волга.
10. Ворис сказал, что никогда не бывал в пустыне.
a) Read and guess what the underlined words mean.

1. The Constitution [kɒnˈstrʌkʃn] is the main law of the country.
2. When people elect their government, they take part in the election [ɪlkʃn].
3. A congress [ˈkɒŋgres] is a large meeting of people coming from different parts of the country. Congressmen and congresswomen are members of the US Congress.
4. The Senate [ˈsenət] is one of the houses in the US Congress. A senator [ˈsenətə] is a member of the law-making senate.
5. All the newspapers that are published in a country are called the Press [preɪs].
6. Religion [ˈrelɪʃn] is believing in God or gods.
7. A helper is someone who helps.
8. The vice-president [ˈvaɪs ˈprɛzɪdənt] in the US is elected together with the president of the country.
9. The Cabinet [ˈkeɪbənt] is a group of important ministers who help a president giving him advice on different problems.
10. I am sure everything will be all right, I can guarantee [ɡarənˈtiː] it.
11. It’s often easy to begin a war but difficult to end it.
12. Slavery [ˈslævəri] is a system by which people (slaves) can be owned by other people.

b) Look these words up to make sure that you have guessed right.

Read the words, look them up and study the word combinations and sentences to know how to use them.

a representative [reprɪˈzentətɪv] (n): an important representative, representatives of the country, people’s representatives. In the group of tourists there were representatives of many cities.

to represent [reprɪˈzent] (v): to represent sb at the conference (meeting, competition). Who is going to represent your class at the competition?

a trunk [trʌŋk] (n): 1. the trunk of a tree. I sat down on a fallen tree trunk. A hole in the trunk of a big tree was a good home for the squirrel and her young. 2. an elephant’s trunk. With the help of its trunk an elephant takes food and water and puts them to its mouth.

a support [ˈsəpɔrt] (n): your friends’ support. Will you help me? I need your support.

to support (v): to support sb in sth. Will you support me in the argument? He said he wanted to go to the zoo but nobody supported him.

to obey [əˈbeɪ] (v): to obey the rules, to obey orders. They obeyed me without a question. Do you always obey your parents?

a term [tɜːm] (n): 1. a school term, a college term. You are going to have a lot of English classes this term. 2. A term is a period of time between two elections when a certain president or a political party is in power.

an amendment [əˈmendmənt] (n): an amendment to the Constitution; to make amendments. Changes in the Constitution are called amendments.

to declare [dɪˈklər] (v): to declare war on a country, to declare the meeting open, to declare one’s loyalty to the country. Germany didn’t declare war on Russia in 1941. Jack was declared the winner of the race. I now declare this meeting open.

a bill [bɪl] (n): 1. a hotel bill, a restaurant bill, an electricity bill. The bill for dinner was over twelve dollars. Last month my family got a large telephone bill.
2. a bill of parliament, the Bill of Rights, to pass a bill, to defeat a bill. The American Congress has just passed a new bill on education. The job of any parliament is to study bills and either pass or defeat them.

a decision [dɪˈʒɪʃn] (n): an important decision, the right decision, the wrong decision, to take/make a decision. I think that I made the wrong decision. It isn’t always easy to make a decision.

to vote [vɔt] (v): to vote for/against something. When you vote, you make your choice or give your opinion by raising your hand or writing on a piece of paper. The people voted “yes” on the referendum [ˌrefəˈrendəm].

a court [kɔːt] (n): the Supreme Court. Silence in court! Her case will be heard in the court.

to judge [dʒuːdʒ] (v): to judge a case, to judge a competition, to judge the dogs at a dog show, as far as I can judge, it’s difficult to judge, judging by... Who will judge the next case? Judging by what everyone says about him, he will win the race.

a judge (n): a court judge, Judge Simpson, a judge at the competitions, a judge of music, a judge of poetry. She is a good judge of character. I’m no judge of music but I know what I like.

a citizen [ˈsɪtɪzn] (n): an American citizen, citizens of Moscow. She is a British citizen but lives in India. When did he become a US citizen?

no matter how (what, where, when, who, why) means that it makes no difference how (what, where, when, who, why). I’ll finish the job, no matter how long it takes. I’ll go there, no matter what you may say.

all in all means taken together. All in all we spent ten days traveling in Italy.

armed forces are the military forces of the country. What can you say about the British armed forces?

1 a case [keɪs] — случай, судебное дело
match the words and their definitions.

11

an amendment a judge a trunk a citizen a term a representative a support a court

a person who settles questions brought before a court
a change to make a rule (law) better
any of three or four periods of time into which a school year is divided
a person who lives in this or that city, state, or country
a person who is chosen to act in place of others
a long round nose of an elephant
a room or building in which law cases can be heard or judged
an active help to get success

13

complete the sentences using these verbs: to support, to declare, to represent, to vote, to judge, to obey.

1. “I came, I saw, I conquered.” Julius Caesar...
2. “Taking a shower in the morning is a very good rule, I’d like you to... it,” father said.
3. My friend Peter is going to... our school at the English Language Competition.
4. We’ll all... for Liza to be President of the English Speaking Club.
5. I think Mary speaks good French, but I don’t speak any French myself, so I can’t really... 6. I’m sure you are right and I promise I’ll... you in the discussion.

14

a) listen to the song “America, the Beautiful” and sing it along, p. 60.

america, the beautiful

(music by samuel ward, words by katherine lee bates)

O beautiful for spacious skies, for amber waves of grain,
For purple mountain majesties above the fruited plain.
America! America! God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

b) try your hand at translating and give your version of the song in russian. discuss your versions with the teacher and choose the best one. these words and word combinations can help you.

spacious — просторный, бескрайний, огромный
amber — янтарный
grain — эд. пшеница
majesty — величие, величественность
fruited — плодородный
to shed (shed, shed) — проливать, осыпать
thee = you, thy = your
to crown — венчать, увенчать, вознаграждать, завершать
grace — милость

1. to conquer [konk] — побеждать, победить
The Congress makes the laws that everybody must obey. The Congress meets in the US Capitol in Washington, D. C. The Congress is divided into two parts, the Senate and the House of Representatives. Every state, no matter how large or small, sends two people to the Senate. These people are called senators. There are one hundred senators in the Senate. A senator’s term is six years. Each state also sends people to the House of Representatives. They are called congressmen or congresswomen. The number of congressmen from each state depends on the number of people who live in the state. The larger states have more congressmen than the smaller states. All in all there are 435 congressmen in the House of Representatives. A representative’s term is two years. The Constitution gives many powers to the Congress. One important power of the Congress is the power to declare war.

The second branch of government is the President and his helpers. They carry out the laws that the Congress makes. The President signs bills and then they become law.

The Vice-president and members of the Cabinet help the President to make decisions. The US President is Commander in Chief of the country’s armed forces. A person who wants to become President must be born in the United States, must be at least 35 years old and must live in the United States for at least 14 years before becoming President. The President’s term is four years and one can be President for one or two terms, but not longer. Americans vote for the President in November of every leap year.  

The third branch of government is the Supreme Court. It is made up of nine judges — the most important judges in the land. They have to make sure that the President and the Congress follow the Constitution. They decide what the Constitution and the laws passed by the Congress mean when there is an argument about their meaning. The judges work in the Supreme Court as long as they live.

Americans are very proud of their Constitution. It was written more than 200 years ago and it is still working! But the people of the United States can change the Constitution. Changes in the Constitution are called amendments. There are 27 amendments to the Constitution. The first ten amendments are called the Bill of Rights. They were made in 1791. The Bill of Rights guarantees to people of the USA such important rights and freedoms as freedom of press, freedom of re-

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1 commander in chief [ˈkɑːməndər ɪn ˈʃɛfl] — главнокомандующий
2 a leap [lɪp] year — високосный год
Look through the text again and complete the sentences using the variants below.

1. The Congress ....
   a) is the US government
   b) wrote the US constitution
   c) makes laws for the country

2. ... has the power to start a war with another country.
   a) the Congress
   b) the President
   c) the Supreme Court

3. Americans are proud of their Constitution because ....
   a) it has some amendments
   b) it is very old but still effective
   c) it gives all the grown-up people the right to vote

Make up an outline of the text and say how much you remember on each of the items.

LET US TALK

Now you have learnt some more facts about the political system of the USA. Could you answer these questions?

LET US WRITE

Do ex. 3, ex. 4, ex. 5, ex. 6, ex. 7, ex. 8 in writing.

Complete these sentences.
1. The US Constitution was written .... 2. ... is Commander in Chief. 3. The judges work in the Supreme Court .... 4. The President’s term is .... 5. There are ... amendments to the US Constitution. 6. The Bill of Rights guarantees to people of the USA such important rights as .... 7. ..., the 26th amendment .... 8. The second branch of government .... 9. The Congress is .... 10. The Congress meets .... 11. There are ... senators in the Senate. 12. The number of congressmen from each state depends on .... 13. ... declare war. 14. The President ... and then they become laws.

23 a) Look at the words again and get ready to write a spelling quiz on them. Ask your parent, relative or friend to dictate the words to you in Russian. Practise writing them in English.

b) Write the quiz. How many words did you write correctly? Are you pleased with your result?

LET US LISTEN AND DISCUSS

a) Make sure you know these expressions:
the airport clerk — служащий аэропорта
VIP — very important person

b) Listen to the recording. Say which of these sentences are not true and correct them.
1. It was always difficult to travel by plane.
2. Many seats are needed for government representatives and army people.
3. Mr Brown is a very important person.
4. Mr Brown wanted to go to Edinburgh to listen to some important lecture.

5. A very important army officer had to fly to Edinburgh on the same day.
6. Mr Brown had to give his seat to the officer.
7. Mr Brown was given another seat on the plane.
8. The important officer arrived in Edinburgh to give a lecture.
9. Mr Brown was late for the lecture.

Answer these questions.
1. Why was it difficult to travel by plane during the Second World War?
2. What was Mr Brown’s job during the war?
3. Why did very few people know how important Mr Brown was?
4. Where did Mr Brown have to fly one day?
5. What for did he have to fly to Edinburgh?
6. Why couldn’t Mr Brown fly to Edinburgh?
7. Why couldn’t the important army officer listen to the lecture when he arrived in Edinburgh?

Tell the story “A Very Important Person” to your friends who haven’t heard it.

Unit 18

American Presidents

LET US REVIEW

1 Remember at least five things about the US political system. Compare them with what the other students have remembered.

Example: The US Congress makes up laws.

2 Complete the sentences using the words and word combinations from the box.

no matter, all in all, election, leap year, decision, Press, religions, representative, trunk, judge (2), amendments, support, citizen
1. Thirty days has September, April, June and November, all the rest have thirty-one, but for February has twenty-eight alone, for all the others have thirty-one. 2. I want all ... that’s the time when February has twenty-nine. 3. I can get, I really need help. 4. He has been a British ... for ... the others have thirty-one. 5. If I haven’t decided anything six pupils ... 6. What’s your ...? I haven’t decided anything six pupils ... 7. ... to this law? 8. ... how much ...? I, I’m afraid. 9. Are there any ...? I, I’m afraid. 10. ... to do this job. 11. What a ..., though it is not a tree? 12. America is often described as a melting pot and people of different ... live there side by side. 12. The head teacher couldn’t be present himself, but he sent his ... to the meeting. 13. It’s difficult to imagine modern life without the ... newspapers, magazines and journals. 14. At a general ..., the people of Britain vote to choose which party will form the government.

The year 1980 was a leap year. Say which of these years were also leap years.

Open the brackets and use the correct forms of the verbs.

1. My friend was sure that Ferdinand Magellan [fədərin də mæˈɡələn] (discovered/had discovered) Australia. But I told him he (is/was) wrong.
2. Our history teacher explained to us that the Revolutionary War in America (took/had taken) place in the 18th century.
3. Betty knew that she (did/had done) everything she could to win the competition.
4. We asked Professor Smith when he (came/had come) to Moscow and how many places of interest he already (saw/had seen).
5. Little John believed that Canada (is/was) in the South of the American Continent.
6. We all wanted to know where in New York the Statue of Liberty (is/was) situated.
7. The children asked what cities in the USA we (saw/had seen).
8. Father told me that I (made/had made) a mistake in my school test.
9. We all knew that Germany (didn’t declare/hadn’t declared) war on the Soviet Union in 1941.
10. He said he always (supported/had supported) me.
11. Not all the pupils knew that the US President (is/was) the Commander in Chief of the country’s armed forces.

Choose the right item.

1. When we got up, the sun ....
   a) already rose  
   b) had already risen
   c) has already risen

2. Many years ago people ....
   a) wore funny clothes  
   b) wear funny clothes
   c) had worn funny clothes

3. I ... home very early yesterday afternoon.
   a) had come  
   b) was coming 
   c) came

4. When we entered the hall, the music ... loudly.
   a) was playing  
   b) played 
   c) had played

5. While my friend ..., I was watching the birds.
   a) fished  
   b) had fished 
   c) was fishing

6. He said I ... up the story myself.
   a) made  
   b) make 
   c) had made

7. My elder brother ..., school 3 years ago.
   a) made  
   b) finished 
   c) had finished

8. Before mother called us, she ..., the table.
   a) set  
   b) was setting 
   c) had set

Complete the sentences opening the brackets.

1. When the bell rang, the children (to run) into the classroom and (to take) their seats. 2. When I opened the door, the lesson (to begin) and the teacher (to explain) something to the class. 3. Before we (to take) the boy to the theatre, he (never to see) a play. 4. I (to clean) the carpet when the dog (to come) and (to shake) himself. 5. By the time we (to arrive) the party (to finish). 6. — What you (to do) when I (to call) you? — I (to cook). 7. When I (to get) to the playground, my friend already (to leave) so I (not to see) him that day. 8. We (to have) a good long holiday after we (to do) all the work.
**Phrasal Verb to take**

1. **to take after** — быть похожим на кого-либо из старших родственников.
   Everybody says that I take after my father, but my little brother Paul takes after our mother.

2. **to take away** — убрать, увести (прочь), увести (прочь)
   If you are not going to eat the cake, take it away.
   Could you take the children away? I don’t think they should see this film.

3. **to take off** — а) снимать (об одежде); б) взлетать (о самолёте, вертолёте)
   Take your coat and hat off, it’s quite warm here.
   When is the time for the aeroplane to take off?

4. **to take back** — отнести на место, вернуть
   Don’t forget to take the books back to the library.
   We made the girl take the dog back to its master.

5. **to take down** — а) снимать; б) записывать (под диктовку)
   I hate this picture on the wall up there and I want to take it down.
   Let’s take the curtain down and wash them.
   Would you like to take my telephone number down?

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**Complete the sentences using the missing words.**

1. He came home, took ... his shoes and changed his clothes. 2. Can I ask you to take this bicycle ... to Peter? 3. I was surprised to see how much the boy took ... his father. 4. We’ve got to take ... all the portraits in the classroom and dust them. 5. I don’t need the magazines anymore, you can take them ... 6. Look, the plane is going to take ... 7. What are all these books doing here? Why don’t you take them ... to the bookcase? 8. There are a few words that I want you to take ... 9. The king ordered them to take the boy ... and punish him.

**Express the same in English.**

1. Можно мне снять свитер? На улице очень тепло. 2. Как только самолёт взлетел, у меня ужасно разболелась голова. 3. Я хочу, чтобы ты записал мой новый адрес. 4. Все дети похожи на своего отца, все они весёлые и работящие. 5. Пожалуйста, отнеси эту книгу соседке, это её книга. 6. Эта карта на стене очень старая. Давай снимем её. 7. Уберите отсюда свои игрушки, пожалуйста.

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**Express the same in a different way.**

*Example:* He has a lot of money. He can buy a car.

He has enough money to buy a car.

1. I like a lot of sugar in my tea. There’s very little sugar in this cup of tea. 2. He had to do three exercises, but as it was time to go to bed he did only two. 3. The gardener wanted to plant five trees. He had only three trees. 4. You eat very little. You should eat more. 5. This house is very big and all the family have their own rooms. 6. The boy is not very strong. He can’t carry this box, it’s too heavy. 7. She knows English rather well and can translate this difficult article.

**Complete the sentences, make them true.**

1. Yesterday I didn’t have enough time .... 2. My room is not big enough to .... 3. We didn’t have enough chairs when .... 4. I’m old enough to .... 5. I have enough money to .... 6. Last Sunday I was lazy enough to .... 7. In this classroom we have/don’t have enough ....

**Express the same in English.**

Достаточно холодно; достаточно хорошо; достаточно хорошей; достаточно мила; достаточно зарабатывать; достаточно чисто; достаточно еды; достаточно трудиться.

**a) Read and guess what the underlined words mean.**

1. “Good evening, ladies [ˈleɪdz] and gentlemen [ˈdʒentlmən]. I am very glad you’ve all come here!”
2. He is an honest man. I admire his honesty [ˈɒnəst].
3. In the USA a militia [ˈmaɪlɪtɪə] is like an army but its members are not professional soldiers.
4. My granny always tells me stories before I go to bed. She is a good storyteller [ˈstɔːrtələ].
5. He got his education in Oxford. He is a very educated man.
6. A major [ˈmeɪdʒə] is an officer of middle rank in the army.
7. A faraway [ˈfərəw] place is one that is far from you. If you live in Russia, America is a faraway country.
8. When people learn to ride a horse, they spend much time on horseback [ˈhaʊsbæk].
9. Will you have a chance [ˈtʃɑns] to visit London?

**b) Look these words up to make sure you have guessed right.**

**Read the words, look them up and then study the word combinations and sentences to know how to use them.**

**private** [ˈprɔvət] (adj): a private room, a private shower, a private garden, a private interview, a private discussion, private thoughts, private plans. Something that is private is for one person only or for a small group of people. I have always wanted to have a private room.

to **shoot** [ʃut], shot, shot (v): to shoot well, to shoot badly, to shoot at something. The men were ready to shoot. He shot at the bird but missed.

to **shoot an arrow**: I shot an arrow into the air.

to **measure** [ˈmeʒə] (v): to measure land, to measure length and width, to measure the room. To measure means to find the size, length and width of things and people. You can measure the length of the box with a ruler. The dressmaker measured lady Ascott.

**a measure** (n): The metre is a measure of length.

to **trust** [trʌst] (v): to trust a person, to trust one’s words, to trust one’s advice. Everybody liked and trusted him. She didn’t trust anybody to look after her child. Do you really trust his advice?

to **respect** [rɪˈspekt] (v): to respect people, to respect somebody’s feelings, to respect somebody’s courage, to respect traditions. If you respect someone, you think well of him and his ideas. Do you respect such people, such politicians?

**respect** (n): “I had a real respect and admiration for him,” she said.

Why do you never show any respect for the lady?

**wisdom** [ˈwɪzdəm] (n): to show a lot of wisdom, a man of wisdom, to speak with wisdom. At least she had the wisdom to keep silent.

**an event** [ˈɛvent] (n): an important event, a possible event, political and cultural events. An event is something that happens. You can’t control the events, can you?

**shy** [ʃai] (adj): a shy girl, a shy smile, a shy look. I’ve always been a bit shy in the company of older people. I don’t know why she was so shy at the party and didn’t speak to anyone.

to **retire** [rɪˈtaɪər] (v): to retire from the company, to retire from farming, to retire at the age of 60. When someone retires, he stops doing his job. When did your granddad retire?

**a crowd** [kraʊd] (n): a big/large crowd, a silent crowd. The court case attracted large crowds. Did she say there are always crowds of holidaymakers on these beaches?

---

**to push** [puʃ] (v): to push a door, to push a person, to push a car. John pushed the door to open it. Why did little Sam have to push his bicycle?

**poverty** [ˈpɔrəti] (n): to live in poverty, to suffer from poverty. There are thousands of people who live in poverty. Did she say she had suffered much from poverty?

**a stepmother** [ˈstepmoðə] (n): A stepmother is the woman who has married your father after your mother died. Did Cinderella’s stepmother look after the girl?

**a stepfather, a stepchild, a stepdaughter, a stepson, a stepbrother, a stepsister**

**to encourage** [ɪnˈkʌrɪdʒ] (v): to encourage pupils, to encourage the group, to encourage sick children. If you encourage someone you tell him that he is doing is good and ask him to continue doing it. Does Miss Brown always encourage her pupils to work hard?

**to borrow** [ˈbɒrəu] (v): to borrow a book from the library, to borrow one’s car, to borrow one’s bicycle, to borrow words from other languages.

1. To borrow means to ask for something that belongs to another person and promise that you will give it back. Could I borrow your car for tomorrow?
2. To borrow words, to borrow ideas. English has borrowed a lot of words from other languages.

---

**Nick has 7 friends. Say why he respects them.**

**Example:** Bob / to look after his little cousins — Nick respects Bob because he looks after his little cousins.

Kitty and Jack / to be friendly and kind — Nick respects Kitty and Jack because they are always friendly and kind.

1. Philip / to be brave
2. Sue / to do everything herself
3. Ann and Polly / to read a lot and to know much
4. Andy and Alan / to be honest
5. Peter / to help birds and animals

**b) Do you have friends you respect? Say why you respect them.**
Say:
1) what people usually borrow;
2) how teachers and parents encourage small children;
3) what can be private;
4) why your holiday often depends on hotel and bus (train) service;
5) where you can usually see crowds of people in summer and in other seasons;
6) when people usually retire from work;
7) what were the most important political events in our country last year;
8) how people can show their wisdom;
9) which characters of your favourite books spent their childhood in poverty;
10) what people usually do to open a door.

Say a few words about the chances you had to do something you wanted to do but didn’t use them. Explain why.
Example: Last week I had a chance to see “Hamlet”, but didn’t (use it) as I had no time (was busy, didn’t have the money, couldn’t buy the tickets, etc.).

Look at the words and say which of these can be shy, can’t be shy, are hardly ever shy.
Example: Generals are hardly ever shy.
girls a look kings queens
boys a book game poets
flowers a chance generals a smile

Mr Brown’s wife died last year. He has a son called Don and a daughter called Alice. In January Mr Brown married Mary. She also has a son John and a daughter called Sara. What is their relationship?
Example: John and Sara are Mr Brown’s stepchildren.

Listen to the poem “The Arrow and the Song”, 64, and read it. Then learn it by heart. What is the main idea of the poem?

THE ARROW AND THE SONG
(by H. W. Longfellow)
I shot an arrow into the air,
It fell to earth, I knew not where;
For so swiftly1 it flew, the sight2
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen3 and strong,
That it can follow the flight of a song?

Long, long afterward,4 in an oak5
I found the arrow still unbroke;
And the song from beginning to end,
I found again in the heart of a friend.

LET US READ

Learn to read these words, 65.
Virginia [ˈvɜːdʒɪnɪə],
Philadelphia [ˌfɪləˈdeɪfɪə],
Mount Vernon [maʊnt ˈvɜːnən],
New York City [ˈnjuː jɔk ˈsɪti],
Kentucky [ˈkentəki],
Indiana [ˌɪndərənə],
Aesop’s Fables [ˈiːzəps ˈfeɪblz],
Robinson Crusoe [ˈroʊbɪnson ˈkrʌsəʊ],
Ford’s Theatre [fɔːrdz ˈθɪətr],
George Washington [ˈdʒɔrʒ ˈwɒʃɪŋtən],
Abraham Lincoln [ˈæbrahəm ˈlɪŋkən],
Abe [æb].

1 swiftly [ˈswɪftli] — быстро
2 sight [sait] — зрение, взгляд
3 keen [kiːn] — острый
4 afterward [aftəwɔd] — потом, позже
5 an oak [ɔʊk] — дуб
Read the text and say why of all the American presidents (and there are more than 40 presidents in American history) George Washington and Abraham Lincoln are especially remembered.

TWO AMERICAN PRESIDENTS

The first US President known to all Americans as “The Father of the Nation” was George Washington. George was born in Virginia into a planter’s family. When the boy was eleven, his father died. The family had a lot of land but not enough money to send George to school in England as rich families used to do at that time. The boy went to a private school and, later, two private teachers taught him to be a soldier and a Virginia gentleman. George learned to ride a horse, to hunt, shoot, sail and swim. Because he was good at arithmetic, he also learned to measure land. The young man went to faraway parts of the country to measure land for those who built their houses there. He spent hours on horseback in all kinds of weather. He learned to sleep out, cook his own meals, and work hard every day. Everyone liked and trusted young George.

George Washington began his career in the service of his country as a major in the Virginia militia and later became Commander in Chief of the Colonial Army during the Revolutionary War. He was among those who wrote the US Constitution in Philadelphia. People respected him for his courage, honesty and wisdom.

After the Revolutionary War Washington wanted to retire and live at Mount Vernon where he had a beautiful house and a big plantation. But he knew that his duty was to serve his country. He hurried off to New York City which was the capital then. On April 30, 1789, before a large crowd Washington promised to “preserve, protect and defend the Constitution of the United States”. This is how George Washington became the first President of the country and served two terms. He refused a third term and in 1797 he retired to Mount Vernon where he died two years later.

Abraham Lincoln was the 16th President of the USA. Like George Washington, he takes a special place in the list of American presidents.

Abe grew up in the Middle West. His first home was a small, one-room house in the woods. His family were pioneers who helped to fight the Indians and push the borders of the United States farther west. The family lived in poverty. His parents moved from Kentucky to Indiana when Abe was 7, and this was his home for 14 years. Thomas Lincoln, Abe’s father, hoped to make a better living there. Soon the mother died. Abe and his sister were lonely until their father married again. Abe’s stepmother encouraged the boy to study. Although he had little chance to go to school, he liked to read. He taught himself by reading the books he could get, such as the Bible, Aesop’s “Fables” and “Robinson Crusoe”. He often walked miles to borrow a book.

Abe grew fast. He learned to do the hard work of the pioneer, such as cut trees and take care of the crops. He usually won in tests of strength with other boys. Everyone liked him and everyone said he was a born storyteller. But no one could say that this shy young man with a quiet voice would become one of the greatest American presidents.

When Abe Lincoln was twenty-one, the family moved to Illinois. From then on, Abe called Illinois his home. For a while he worked in a store. Later he joined the militia and fought in an Indian War. After the war he walked home with an educated young lawyer. This new friend gave Abe advice to study law.

Abraham Lincoln became a lawyer and a politician. Many people brought their problems to him. They began to call him “honest Abe” and trusted him to do what was right and honest. He was also an excellent speaker. He was elected to the House of Representatives in US Congress. In 1861 he became the 16th American President. In the same year the Civil War began, so Lincoln had to lead the country through the four terrible years of war. He wanted the northern and southern states to stay together and he hated slavery.

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1 a planter [ˈplæntə] = a plantation owner
2 a career [ˈkɛəri] = carьера
3 to preserve [prɪˈzɜːv] — сохранять
4 to make a better living — начать жить лучше
5 crops = harvest
6 from then on — с того времени
In 1863 he signed the Emancipation Proclamation, the document that made all the slaves free. This was a great event in the history of the United States. In 1865 the North won the Civil War. Five days after the war ended, President Lincoln was shot in Ford's Theatre, Washington.

22 Answer the questions on the text.

23 Consult the text (ex. 21) and complete the information about the two American presidents.

George Washington
- was the ... American president
- was born into a ... family
- ... teachers
- when a young man he learned to ...
- he took part in the ... War
- he was a professional ...
- people had a lot of respect for him because ...
- people remember him because ...

Abraham Lincoln
- was the ... American president
- was born into a ... family
- ... no teachers
- when a young man he learned to ...
- he took part in the ... War
- he was a professional ...
- people had a lot of respect for him because ...
- people remember him because ...

24 Compare the two presidents and say which of the two:
1) was born into a rich family 2) went to school 3) enjoyed reading 4) took part in the Revolutionary War 5) became a lawyer 6) was shy
7) wrote the US Constitution 8) was called "The Father of the Nation" 9) made the slaves free 10) died in his home 11) was president during a war 12) grew up in the Middle West

25 Work in pairs. Ask each other questions to get more information about a) George Washington; b) Abraham Lincoln. One of you should use the tables below and the other the tables in ex. 30.

a) George Washington

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Born</strong></td>
<td>February 22, 1732</td>
</tr>
<tr>
<td><strong>Birthplace</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Augustine [ə'gæstə] and Mary Ball Washington</td>
</tr>
<tr>
<td><strong>Occupations</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Married</strong></td>
<td>Martha Custies ['kastɪs], 1759</td>
</tr>
<tr>
<td><strong>Age when he became President</strong></td>
<td>57</td>
</tr>
<tr>
<td><strong>Died</strong></td>
<td>?</td>
</tr>
</tbody>
</table>

b) Abraham Lincoln

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Born</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Birthplace</strong></td>
<td>near Hodgenville ['hɒdʒənvɪl]</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Occupations</strong></td>
<td>lawyer</td>
</tr>
<tr>
<td><strong>Married</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Children</strong></td>
<td>four sons</td>
</tr>
<tr>
<td><strong>Age when he became President</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Died</strong></td>
<td>April 15, 1865, age 56</td>
</tr>
</tbody>
</table>

26 Say all you can about a) George Washington; b) Abraham Lincoln. Don't forget to write an outline of your story.

27 What other US presidents do you know? What do you know about them?
a) Match the portraits of American presidents with their names and the information about them.
b) Imagine that someone asked you to tell him/her about one of these presidents. Tell him/her all you can.

A
Born: February 12, 1809.
Died: April 15, 1865.
Occupation: lawyer.
Important event in his term: Civil War.
Interesting fact: the tallest president (6.4 feet = 1.95 metres).
The 16th American president.

B
Born: May 29, 1917.
Died: November 22, 1963.
Occupation: politician, writer.
Important event in his term: Cuban Crisis [kju:ban 'kraisis].
Interesting fact: got a prestigious [prestidʒəs] prize for newspaper writing; was the youngest person ever elected president.
The 35th American president.

C
Born: April 13, 1743.
Died: July 4, 1826.
Occupation: lawyer, inventor.
Important event in his term: Louisiana Area was bought from France.
Interesting fact: had a nickname “Red Fox” (can you guess why?).
The 3rd American president.

D
Born: February 22, 1732.
Died: December 14, 1799.
Occupation: planter, soldier.
Important event in his term: Bill of Rights was written.
Interesting fact: the only president who didn’t live in the White House.
The 1st American president.

E
Born: August, 1946.
Died:
Occupation: university lecturer, lawyer, governor.¹
Important event in his term: a terrorist air attack at the World Trade Centre in New York (September, 2001).
Interesting fact: didn’t want to serve in the Vietnam War; can play the saxophone [sæksəfоʊn].
The 42nd American president.

F
Born: January 30, 1882.
Died: April 12, 1945.
Occupation: lawyer.
Important event in his term: World War II.
Interesting fact: the only president who served 3 terms.
The 32nd American president.

Say if you know the names of the Russian Presidents. Who was the first Soviet President and when? Who was the first Russian President?

See ex. 25.

a) George Washington

<table>
<thead>
<tr>
<th>Born</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace</td>
<td>Bridges Creek, Virginia</td>
</tr>
<tr>
<td>Parents</td>
<td>?</td>
</tr>
<tr>
<td>Occupations</td>
<td>land measurer, soldier, planter</td>
</tr>
<tr>
<td>Married</td>
<td>?</td>
</tr>
</tbody>
</table>

¹ governor [ɡəʊnə] — губернатор
b) Abraham Lincoln

<table>
<thead>
<tr>
<th>Born</th>
<th>February 12, 1809</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace</td>
<td>?</td>
</tr>
<tr>
<td>Parents</td>
<td>Thomas [təməs] and Nancy Hanks Lincoln</td>
</tr>
<tr>
<td>Occupations</td>
<td>?</td>
</tr>
<tr>
<td>Married</td>
<td>Mary Todd, 1842</td>
</tr>
<tr>
<td>Children</td>
<td>?</td>
</tr>
<tr>
<td>Age when he became President</td>
<td>52</td>
</tr>
<tr>
<td>Died</td>
<td>?</td>
</tr>
</tbody>
</table>

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**LET US WRITE**

Do ex. 6, ex. 8, ex. 9, ex. 10 in writing.

Express the same in English.

1. Пётр сказал, что никогда не уважал таких людей. 2. Нелли спросила, когда моя дедушка пойдет на пенсию. 3. Джон хотел знать, робкая ли у меня сестра. 4. Боб сказал мне, что никогда прежде не жил в бедности. 5. Дети сказали отцу, что они доверяют своему новому другу. 6. Дэн попросил меня подтолкнуть велосипед. 7. Она сказала, что всегда пытается приобрести свои учеников. 8. Анна добавила, что проработала в гостиничной литье. 9. Ты помнишь, что я просил тебя не стре (этим словом).
Unit 19

Consolidation Three

LET US TALK

1. Say what you remember about:
   a) the geography of Scotland
   b) the geography of Wales
   c) the US scenery
   d) the US rivers and mountains
   e) the big melting pot
   f) the Revolutionary War
   g) the US Constitution
   h) some of the American presidents

2. Imagine that you are going to meet a US Congressman. Prepare 8—10 questions that you would like to ask him about his country.

3. Work in pairs. Act out the dialogue with the US Congressman for whom you have prepared your questions.

4. How well do you know Scotland? Give names to the sights in the pictures.

5. Give five reasons why you would like to go to Wales.

6. Work in pairs and complete the dialogue, give it a title, then act it out.

   Ludmila: Hi, Dmitry! Where have you been? I haven’t seen you for ages.
   Dmitry: ..., and then ....
   Ludmila: To the United States? Great! Some people are luckier than others. Did you like it there?
   Dmitry: Yes, it was wonderful. Our group visited several big cities in the US.
   Ludmila: ...? Which of them did you like most?
   Dmitry: We went to .... But the most interesting was Washington, D. C.
   Ludmila: Why Washington? I was sure it was not so important as New York.
   Dmitry: Washington, D. C. is very important: ....
   Ludmila: Did you go to the place where the US government works?
   Dmitry: What do you mean by the US government? It is not as easy as you think. ....
   Ludmila: All this is very interesting but I didn’t quite get what they do in the Capitol and in the White House.
   Dmitry: ....
   Ludmila: I hope I’ll have a chance to go to the US some day, see the White House and walk about the Capitol.

7. Comment on this:
   “The USA: one nation, many different people.”
LETS US READ

Read the text and say what you think about American food and drink; if there are any fast food restaurants in the place where you live.

AMERICAN FOOD AND DRINK
(by Terry Tomsha)

68. What is “American” food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese. When people from other countries came to live in the US, they brought different cooking traditions. Some of them opened restaurants. Today Americans enjoy food from all over the world. Over the years some foreign dishes changed a little. Doughnuts were originally from Holland. But doughnuts with a hole in the middle are American. In 1847 a young American boy told his mother that her doughnuts were never cooked in the middle. He cut out the centres and his mother cooked them — and they were very tasty!

Maybe the US is most famous for “fast foods”. The first fast food restaurants served hamburgers, but now they serve other kinds of food too. Inside there is often a “salad bar”, where you can help yourself to as much salad as you want.

Americans eat a lot, and when they go to a restaurant, they don’t expect to be hungry afterwards. Most restaurants will put a lot of food on your plate — sometimes it can be too much. But if you can’t finish it all, don’t worry: they will give you a “doggie bag” and you can take it home.

Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, orange juice and coffee. But at weekends there is more time, and a large late breakfast or early lunch (“brunch”) is often eaten with family or friends.

LETS US WRITE

Open the brackets to complete the text.

A PRESENT FROM CHICAGO

That year the winter in Chicago (to be) very bad. One morning, when railway workers (to come) to the station, they (to see) a lot of snow that (to fall) the night before. The workers (not to know) what to do with it. They (not to see) so much snow. They (can) not leave the snow on the platforms because it (to be) dangerous for passengers.

Suddenly one of the workers (to have) a wonderful idea. The workers (to put) the snow on the freight train and (to send) it south to Texas. The workers (to think) that the snow (to melt) away on the way.

The next day five tons of snow (to arrive) in Oklahoma City. The railway workers in Oklahoma City (to be) very happy when they (to see) what Chicago workers (to send) them. “It’s a wonderful present”

_____1_____ to help yourself to as much salad as you want — взять себе столько салата, сколько хочется

_____2_____ freight [frejt] — груз; грузовой
Answer the following questions.
1. Why did the businessman decide to see his doctor one day? 2. He was a prosperous businessman, wasn’t he? 3. What was the doctor’s decision about his patient’s health? 4. Why didn’t the businessman have any hobbies? 5. Why was it important for him to have some hobbies? 6. What exactly was the doctor’s advice? 7. Did he offer the businessman one or two things? 8. Which of the two did the businessman choose? 9. Do you think the doctor was surprised when he heard how the businessman was relaxing?

Put the sentences in the right order and make an outline of the story.
1. The doctor examined the patient. 2. The businessman worked hard again. 3. The doctor advised his patient to relax and have some hobbies. 4. The businessman came to the doctor. 5. The businessman decided to follow the doctor’s advice. 6. The businessman couldn’t sleep at night.

SUMMING UP THREE
1. What new things did you learn from Units 12—19?
2. Which topics did you find interesting and useful to discuss?
3. What did you enjoy doing most of all?
4. What did you practise doing in English?
5. Which of these are you good at? What are your weak points?

Complete the sentences using the right prepositions.
1. While Mr Johnson was away, his stepdaughter looked ... the farm. 2. The plane took ... , and we saw the view of the mighty ocean and the yellow sandy beach below us. 3. Please look ... this book and say what event in Russian history it describes. 4. — What are you looking ...? — The book that I borrowed from the library. I want to take it .... 5. The teacher asked us to take ... a number of new words. 6. The trunk of the tree was so huge that four people could not take it .... 7. He looked ... the picture of a desert for a long time. Something in that picture attracted him. 8. The boy took ... his father: he was smart and very gentlemanlike.

LET US LISTEN AND DISCUSS

a) Make sure that you know these words:
workaholic [ˈwɜːkəholɪk] — трудоголик, человек, который много трудится и не умеет отдыхать
relax [rɪˈleks] — расслабиться

b) Listen to the recording, 69, and say whose words they are:
1. “Concentrate on pleasant things.”
2. “I don’t have any time for hobbies.”
3. “Why don’t you go to some picturesque place in Scotland?”
4. “Your business is prosperous.”
5. “I’ve already painted fifteen pictures since I saw you.”

present,” they said and (to put) the snow on the children’s playground. Some of the children in Oklahoma City never (to see) snow before!
Complete the sentences using the right form of the verb.
1. Don’t talk to him now, he (thinks/is thinking) of something.
2. I (think/am thinking) you are right: the weather will change very soon. 3. He says he (likes/is liking) my new picture. 4. — Where are the children? — They (plant/are planting) trees in the garden.
5. We all (remember/are remembering) that March 8 is a very special day.
6. She knows that her elder brother (travels/is travelling) in South America now. 7. Look, the rain (begins/is beginning). Let us run for it. 8. Now we (want/are wanting) to have a big party and invite all our friends.

Say what these people were doing at the definite time in the past.

Example: Yesterday at 3 o’clock my mother (to cook) — Yesterday at 3 o’clock my mother was cooking.
1. Yesterday evening at 8 my brother (to do) his lessons. 2. When I came home from school, Kate (to play) with her toys. 3. While I was reading, David (to watch) TV. 4. Before the lesson our teacher (to look) through our exercise books. 5. While the children were sleeping, their parents (to decorate) the New Year tree. 6. When the bell rang, the pupils (to write) down their homework.

Remember and say:
1) what your family were doing yesterday after supper (at about 8 o’clock);
2) what your friends were doing when you came to school in the morning;
3) what your parents and grandparents were doing when you came home from school.
### The Future Continuous Tense
will/shall + be + Ving

<table>
<thead>
<tr>
<th>I, We</th>
<th>shall/will</th>
<th>be playing tennis at 5 o'clock tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He, She, It, You, They</td>
<td>will</td>
<td>-</td>
</tr>
<tr>
<td>I, We</td>
<td>shan’t/won’t</td>
<td>be working in the garden at 5 o'clock tomorrow.</td>
</tr>
<tr>
<td>He, She, It, You, They</td>
<td>won’t</td>
<td>-</td>
</tr>
<tr>
<td>Shall/Will</td>
<td>I/we</td>
<td>be working at 5 o'clock tomorrow?</td>
</tr>
<tr>
<td>Will</td>
<td>he/she/it/you/they</td>
<td>be working at 5 o'clock tomorrow?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes, he/she/it/you/they will.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No, he/she/it/you/they won’t.</td>
</tr>
</tbody>
</table>

I’ll be lying on the beach at this time tomorrow.
My aunt Mary will be flying over the Atlantic Ocean at 12 o'clock on Wednesday.
What time will you be leaving tomorrow?
I’m sure they won’t be playing football in an hour.

*See Reference Grammar, part 2, p.157*

---

5. Open the brackets, use the verbs in the Future Continuous Tense and complete the sentences.

1. When you come to my place, I (to do) my homework. 2. Very soon we (to travel) in the USA. 3. You (to write) your story for the school newspaper after classes? 4. Who (to wait) for the children at the bus stop? 5. My friend (not to play) football tomorrow morning: he will be busy. 6. Mike will be out at 8 o'clock: he (to walk) his dog. 7. Mary (to play) the piano after supper? 8. I know where Father will be at 6 o'clock: he (to drive) home from work.

---

6. Look at the pictures and say what John will/won’t be doing tomorrow afternoon.

**Example:** Tomorrow afternoon John will be lying in the sun. Tomorrow afternoon John won’t be doing his room.

---

7. Express the same in English.

1. В воскресенье я буду готовить праздничный обед. 2. Вечером мы не будем смотреть телевизор, мы будем читать новую книгу. 3. В семь часов мы будем встречать маму на вокзале. 4. Когда вы приедете, они не будут обедать, они будут ждать вас. 5. Завтра

**FOCUS**

at 6 o’clock yesterday
1. I was watching the match on television.
2. Were you working when I phoned you?
3. Nick wasn’t typing his article.

at 6 o’clock tomorrow
1. I will be watching the match on TV.
2. Will you be working when I come?
3. Nick won’t be typing his article.

**Choose the right item.**

1. Tom (wasn’t/won’t be) using his bicycle this evening. You may take it.
2. Be quick! In five minutes granny (was/will be) telling us my favourite tale.
3. Ann looked so beautiful. She (was/will be) wearing a new blue dress.
4. What (will you be/were you) doing after the film? Can you take the dog for a walk?
5. She says probably she (was/will be) having a sea voyage in May next year.
6. (Will you be/Were you) reading when Nick phoned?

**FOCUS**

*Phrasal Verb to give*

1. to give back — отдавать назад, возвращать
   It’s my school bag. Give it back.
   I have read all these books and I want to give them back.

2. to give out — раздавать
   Could you, please, give these exercise books out?
   Now I’d like to give you out some books.

3. to give away — отдавать, дарить
   She has given away all her best books.
   I don’t want to keep this money, I prefer to give it away.

4. to give up — a) отказаться, бросить, перестать заниматься чем-то
   b) отказаться от мысли решить какую-то проблему (сладиться)

**Complete the sentences using the right word: back, out, away, up.**

1. Where is your collection of badges? — Oh, I’ve given it .... I’m not interested in badges anymore.
2. My friend Liza said she would never give ... singing. And I think she is right.
3. I want to ask Mike to give me ... my bicycle; I’d like to ride it after school.
4. Who can help me to give this food ...? I don’t give ... the idea of joining our basketball team. You are one of the best players I’ve ever met.
5. She always gives ... old newspapers and magazines after she has read them. Have you given the books ... to the library yet?
6. My father gave ... skiing after he broke his leg.

**Express the same in English.**

1. Мне можно раздать все эти тарелки и чашки? Помогите мне, пожалуйста. 2. Никогда не расставайтесь с надеждой. 3. — Угадай, какой из двух городов — столица Австралии: Сидней или Канберра? — Не знаю. Я слабо. Скачай мне. 4. За чем ты отдала этот журнал? Я ещё не читала его. 5. Я перестала заниматься танцами (dancing), когда мне было десять лет.

**a) Read and guess what the underlined words mean.**

1. — Can you give me another name for a “car”? — Of course I can.
   A car is the same as an automobile.

2. In this climate we need greenhouses to grow tropical plants.

3. There are many beautiful places on the territory of this country.

4. Agriculture plays the leading role in the economy of this country.

5. The orange, lemon and grapefruit are citrus fruits.
6. ice — icy: Icy winds blew from the north and brought winter with them.
7. general — generally: — Do you go to school by bus? — No, I generally walk.
8. natural — naturally: I knew about the present they had prepared, so, naturally, I wasn’t surprised.
9. near — nearly: Do you know how old he is now? He is nearly 15 years old!

b) Look these words up and make sure you have guessed right.

Read the words, look them up and then study the word combinations and sentences to know how to use them.

a hemisphere [hemiˈsfer] (n): the Northern Hemisphere, the Southern Hemisphere, the Eastern Hemisphere, the Western Hemisphere. A hemisphere is one half of the earth. Russia is situated in the Northern Hemisphere.

wheat [wɪt] (n): a field of wheat, golden wheat. This bread is made from wheat. Wheat is used to make flour and other food.

a peach [pɪʃ] (n): a peach tree, a peach flower, peach jam, peach colour. I’ve bought some wonderful peaches for dinner. Peaches are my favourite fruit. Yesterday Mary was wearing her new peach dress.

an apricot [əˈprɪkɒt] (n): an apricot tree, apricot juice. Apricots look like small peaches. Apricots grow in the south of this country. Have you ever seen apricot trees in bloom? They look fantastic!

a pear [pɛə] (n): a pear tree, a plate full of pears, a green pear, a sweet pear, half a pear. Pears are my favourite fruit. Would you like some pears for dessert?

a berry [ˈberi] (n): berry — berries; to pick up berries, a lot of berries, wild berries. Did you know that a tomato is a berry? There are very few berries in the forest this year: it’s too dry.

a swamp [swɒmp] (n): a cold swamp, a swamp in the forest, a dangerous swamp. Long ago the whole country was forest and swamp. These berries grow in the swamp. A swamp is land which is full of or covered with water.

swampy (adj): a swampy place.

sand [sænd] (n): yellow sand, warm sand, a sandcastle. The little children played in the sand.

sandy (adj): a long sandy beach, sandy hair. The sandy beaches in the South of England are quite famous.

vast [vɑːst] (adj): a vast territory, a vast plain, a vast country. Something that is vast is very large. What is this vast country called? The vast plains stretch for hundreds of miles.

humid [ˈhjuːmɪd] (adj): a humid day, a humid climate, humid air, humid weather. — What’s the weather like today? — It’s hot and humid.

mid. The air is so humid here. Are summers in Moscow very humid?

lonely [ˈlounli] (adj): a lonely girl, a lonely tree, a lonely house in the country. If you are lonely you feel unhappy because you are alone or without friends. You can feel lonely even among friends.

except [ɪkˈskɛpt] (prep): Everyone except John was tired. I know nothing about him except that he lives next door.

only [ˈoʊnli] (adj): the only people, the only person, the only problem. Is she the only person chosen for the job?

to occupy [əˈkʌpɪ] (v): to occupy a town, to occupy the country. The family occupied a little house on the beach. Is the seat occupied? Is the seat free?

inhabit [ɪnˈhæbɪt] (v): to inhabit a country. Many birds inhabit the forest.

inhabited/uninhabited: an uninhabited house, an uninhabited place, an inhabited island, an uninhabited castle, an uninhabited desert. How long has this house been uninhabited?

least [lez] (little — less — least) (adv): the least known continent, the least inhabited area. It happened just when we least expected it.

least of all: No one listened, least of all the children.

Work in pairs. Ask your friend which of these he/she likes better. Let him/her answer. Don’t forget to change over.

Example: apples/pears — Which do you like better — apples or pears? — Pears, I think. They are my favourite.

peaches/apricots;
wild berries/garden berries;
juice/mineral water;
crowded beaches/lonely beaches;
sandy beaches/rocky beaches;
most difficult exercises/least difficult exercises;
dry weather/humid weather

**FOCUS**

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<th>most</th>
<th>least</th>
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<tbody>
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<td>most populated</td>
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<tr>
<td>most important</td>
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<tr>
<td>most developed</td>
<td>least developed</td>
</tr>
<tr>
<td>most discussed</td>
<td>least discussed</td>
</tr>
<tr>
<td>most mentioned</td>
<td>least mentioned</td>
</tr>
</tbody>
</table>

Make up true sentences with the word combinations above.
Match the words with their definitions.

- a swamp: very large
- an apricot: a fruit that looks like a bell
- to inhabit: a plant from which flour is made
- vast: a small soft fruit
- a hemisphere: to populate
- a berry: land filled or covered with water
- humid: a round soft orange or yellow fruit like a peach
- a pear: but smaller
- wheat: with a lot of water (about air and weather)
- one half of the earth

Answer the questions using the words from ex. 12.

1. In what half of the earth is Australia situated?
2. What fruit can be grown in warm climate?
3. What is the climate like in South America near the Amazon River?
4. Where do cranberries usually grow?
5. What fields look golden in August?
6. How can you describe a tree standing alone in the middle of the field?
7. What is the name of the pinky-orange colour?
8. What do little children often build on the sea beach?

Focus

un-known — unknown
educated — uneducated
populated — unpopulated
cooked — uncooked
covered — uncovered
declared — undeclared
spoken — unspoken
comfortable — uncomfortable

in-hospitable — inhospitable
complete — incomplete
dependent — independent
formal — informal
definite — indefinite
expressive — inexpressive

In the table above find the words which go together with these.

Example: dress/party — a formal/an informal dress/party

<table>
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<tr>
<th>address/city/writer/territory</th>
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<tbody>
<tr>
<td>article/time/place</td>
<td>artist/poet/architect</td>
</tr>
<tr>
<td>child/student/population</td>
<td>house/castle/palace</td>
</tr>
<tr>
<td>dinner/lunch/supper</td>
<td>country/man/government/Press</td>
</tr>
<tr>
<td>war/battle/decision</td>
<td>chair/shoes/coat/room</td>
</tr>
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</table>

1 cranberry [krænboʊ] — клюква
2 formal [fɔrməl] — официальный, служебный, вечерний (об одежде); informal [ɪn'fɔrməl] — повседневный, дружеский, неофициальный

Listen to the dialogue, 70, read it and then act it out.

WHAT DO WE KNOW ABOUT AUSTRALIA?

Alex: Have you had a nice evening?
Boris: Yes, I've been watching a documentary film on TV.
Alex: Really? What was it about?
Boris: About the largest island in the world.
Alex: The largest island? Do you mean Australia?
Boris: I do. Though I'm sure that Australia is the biggest island I know that many people think it's a continent.
Alex: Yes. That's what I think: it's the smallest continent on the earth.
Boris: And it is an independent country too.
Alex: I know that. What is its capital? Sydney?
Boris: No. It's Canberra, but Sydney is the largest city in the country.
Alex: Is English the official language?
Boris: Yes, it is, though it is a bit different from the language they speak in the USA and Britain.

Let us read

Learn to read these proper names, 71.

The Indian [ˈɪndɪən] Ocean
the Pacific [ˈpæsɪfɪk] Ocean
the Murray [ˈmaːri] River
the Gibson [ˈɡɪbson] Desert
Europeans [ˌjʊərəˈpiənəz]
Australian [ɒˈstrəliə]
Antarctica [ænˈtɑːtikə]
Sydney [ˈsɪdnɪ]
Canberra [ˌkænəˈbærə]
Melbourne [ˈmɛlbərn]
Darwin [ˈdɑːrwin]
the Great Sandy Desert
the Great Victoria [vɪktəriə] Desert

the Southern Hemisphere
the Australian [ɒˈstreɪliən] Capital Territory
New Zealand [ˈnjuː ˈziːlænd]
New South Wales
Queensland [ˈkwɛnzəlænd]
Brisbane [ˈbrɪzbæn]
Adelaide [ˌædˈleɪd]
Western Australia
Northern Territory
Alice Springs
Tasmania [ˈteɪzmænɪə]

Read the text and say what new things about Australia you have learned from it. Which of the three titles is the best for it?

a) Australian Economy
b) Australian Population
c) The Geography of Australia
While people live among tall office buildings, automobile plants\(^1\) and busy factories, are also situated there.

In the northeast tropical forests cover the coast. In the mountains of the southeast, the snow lies for seven months of the year. Australia is divided into six states and two territories. **New South Wales** is Australia's leading industrial state. Most people live along the east coast, and most of them are in Sydney. Sydney is also the largest city in Australia.

**Victoria** most people live in the south. Melbourne is the capital of the state and the largest city. Sheep and wheat are the main products here. Citrus fruits, grapes, peaches and apricots are grown along the Murray River.

**Queensland** is Australia's second largest state. Brisbane, its capital, is situated on the east coast. Queensland has long beautiful sandy beaches. Its coast is a popular place for holidaymakers. The climate along the east coast is hot and humid. It is the tropical corner of Australia. Bananas and other tropical fruits are grown here. Most of the land in the south is too dry for farming. Some of Australia's most unproductive desert lands occupy the bigger part of the state.

The state of **Western Australia** is dry and inhospitable except the southwestern corner of the state. Nearly all of the state's farms, sheep stations\(^2\) and fruit gardens are situated there. The rest of the state is dry desert land with very few towns or lonely cattle stations.\(^3\)

---

\(^1\) medieval \([\text{med}^{i}v^{i}l]\) — средневековый

\(^2\) whether — if

\(^3\) terra australis incognita (Latin) \([\text{tera australis in}^{k}g^{n}n^{i}t^{a}]\)

---

1. A plant \([\text{plant}]\) — завод
2. Sheep stations — овцеводческие фермы в Австралии
3. Cattle stations — скотоводческие фермы в Австралии
South Australia is the third largest state. Most of South Australia's people, farms and industry are in the southeastern part of the state. Adelaides is the capital and the largest city. Most of South Australia is too dry for farming. Farming very much depends on irrigation and underground water. Wheat and fruit (apricots, pears, peaches, nectarines and grapes) are grown along the lower part of the Murray River.

Tasmania, the island state, is sometimes called the apple isle because it produces most of Australia's apples. Tasmania is also known for its lead and tin. People are also in some areas. Tasmania is often called “the land of striking differences”. Find in the text some facts to prove this.

Northern Territory is the least populated and least developed part of Australia. Crocodiles still live in some of the swamps along the coast. Darwin is its capital and the only large settlement in the north. Alice Springs, generally called Alice, is the only town in the south.

The capital of Australia is Canberra. The city doesn't belong to any state. It is situated on the Australian Capital Territory (ACT), which occupies an area of 2,358 square kilometres.

Say “true”, “false” or “not stated”. Correct the false statements.

1. Australia is the largest continent in the world. 2. Australia is situated in the Southern Hemisphere. 3. Vast areas of desert cover most of Central and Western Australia. 4. Melbourne is the capital of Victoria. 5. The official name of the country is the Commonwealth of Australia. 6. There are 6 states in Australia. 7. Tasmania's an island state. 8. Australia is washed by the waters of three oceans. 9. Most people live in the north of the country. 10. Queensland's beaches are a popular place for holidaymakers.

Answer the following questions.

PERTH

- the major west coast city, over 1,5 mln people;
- the most beautiful Australian city which reminds many Americans of cities in Southern California;
- a sea port.

HOBART

- founded in 1804;
- Australia's oldest city;
- surrounded by a small agricultural area;
- fruit, dairy products, wool — are exported through the city.

BRISBANE

- over 2 mln people;
- the only large Australian city with subtropical climate;
- very beautiful, with a lot of parks and gardens;
- an important export centre exporting wool, meat, wheat, sugar.

ALICE SPRINGS

- one of the most important cities;
- a cattle centre;
- is connected with Adelaide by the railroad line;
- the only town in the south of the Northern Territory.

Choose the place in Australia you would like to visit and explain why.

Imagine that you are having a geography lesson tomorrow. Get ready to speak about Australia. Don't forget to mention:

- the geographical position of the country;
- its main states and territories;
- the main Australian cities;
- the most and least populated areas;
- mountains and rivers in Australia;
- things the country produces.

Imagine that you have to tell an Australian about Russia. Make an outline of your story and speak about your country.

LET US WRITE

Do ex. 2, ex. 3, ex. 5, ex. 7, ex. 10 in writing.

Fill in least or most to make the sentences complete.
1. The eastern coast is the ... populated part of Australia, the centre of the continent is its ... populated part. 2. I don't think it is the ... important problem of all discussed today. I believe it is one part of Australia if we speak of its industry. 3. The Northern Territory is the ... developed is one of the ... often mentioned political documents when people water and air pollution are the ... often discussed problems at all meetings of different ecological clubs and societies.

Write eight sentences with these word combinations.
An uncomfortable chair, an incomplete story, an unknown land, an independent country, an informal party, an unbuilt cottage, an unpopulated territory, an inhospitable place.

Complete the sentences using Future Simple or Future Progressive.
1. — What you (to do) tomorrow afternoon at about 6 o'clock? — Nothing special. — Why? — I (to tell) you later. 2. I know that at the party everybody (to dance, to laugh and to enjoy themselves). 3. — What a huge pile of books! — I (to help) you to take them to the library. 4. Australia (to be) the first country they are going to visit.

a) Look at the words again and get ready to write a spelling quiz on them. Ask your parent, relative or friend to dictate the words to you in Russian. Practise writing them in English.

b) Write the quiz. How many words did you write correctly? Are you pleased with your result?

LET US LISTEN AND DISCUSS

a) Make sure that you know these words and word combinations:
- a funfair ['fanfa] — парк аттракционов
- eager ['eəgə] — желающий, стремящийся к чему-либо
- a ride [raid] — аттракцион
- a roller coaster ['rɔlə 'kəʊsta] — аттракцион «Американские горки»
b) Listen to the recording, 73, and complete the sentences.
1. Mrs Harris decided to take her children to .... 2. First Mr Harris ... to go, but at last he had to agree. 3. The family went to the park in .... 4. The territory of the park was .... 5. Mr Harris enjoyed the funfair more .... 6. He ate a lot of .... 7. Mrs Harris and the children looked .... 8. Mrs Harris was tired after .... 9. "He's worse than a small child because ...."

35 Pretend that you are talking to Mr Harris and ask him at least 5 questions about the funfair.

36 Speak about the visit to the funfair on the part of:
1) Mr Harris; 2) Mrs Harris; 3) one of the children.

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Unit 21

Climate and Wildlife

LET US REVIEW

1 Say what you will be doing tomorrow at:

| 7 o'clock a.m. | 4 o'clock p.m. |
| 10 o'clock a.m. | 7 o'clock p.m. |
| in the afternoon | 11 o'clock p.m. |

2 Think and say what your relatives will be doing when you come home from school.

Example: When I come home from school, my little sister will be playing with her new doll.

3 Look at the pictures and say what Mary's relatives will be doing when she arrives at work.

Example: When Mary arrives at work, her granny will be getting up.

4 Mr Wilson is flying to Sydney, Australia. It's a very long way. Say what Mr Wilson will be doing during his flight.

Example: the passengers occupy their seats/to read — When the passengers occupy their seats, Mr Wilson will be reading.

1. the plane takes off/to play a computer game
2. lunch is brought/to talk to the passenger next to him
3. the "no smoking" notice appears/to sleep
4. the video is turned on/to watch a film
5. the plane starts landing/to look through the window

5 Use the verbs in brackets (in Present Indefinite, Present Continuous, Future Indefinite or Future Continuous) to complete the sentences. (In some cases more than one tense is possible.)

1. I'll phone you when I (to arrive) in Moscow. 2. Come at seven: we (to have) dinner and you (to be able) to join us. 3. What you (to do) when you (to arrive) at the hotel? 4. If mother (to come) home early, we (to go) to the cinema together. 5. You (to see) us when we (to climb) that hill over there. 6. Who (to play) football tomorrow? 7. You (to look) at me when I (to dance) on the stage? 8. When you (to tell) me what I should do with these books?
6. Look at the pictures and name the fruits. Say which of them are citrus fruits.

1. [Image of a pear]
2. [Image of an apple]
3. [Image of an apricot]
4. [Image of a lemon]
5. [Image of an orange]
6. [Image of a plum]
7. [Image of black grapes]
8. [Image of strawberries]
9. [Image of an orange]

7. Complete the sentences with the words from the box. In some sentences you can use more than one.

when
if
before
as soon as

1. She won’t come to the party ... you don’t invite her.
2. We’ll go on holiday ... father comes back from his business trip.
3. ... my brother comes home from school, we’ll be watching a new video film.
4. I always do my lessons ... I go for a walk.
5. ... spring comes, the snow starts melting and we see the first flowers and young grass.
6. It’s very difficult to survive in a foreign country ... you don’t know its language.
7. People can’t be happy ... they don’t learn to keep their environment clean and healthy.
8. ... I saw him, I understood that he was in shock and unhappy.

8. a) Make adjectives from these nouns. Say what they mean and use them in sentences of your own.

*Example:* ice — icy (ледяной, льдистый, покрытый льдом):
Be careful, the roads are icy this morning.

sand — sandy
swamp — swampy
water — watery
wind — windy
cloud — cloudy
snow — snowy
grass — grassy
rain — rainy
salt — salty
sugar — sugary
sun — sunny
mist — misty

b) Find antonyms to these words and use them in sentences of your own.

*Example:* hospitable — inhospitable: We were very much surprised that the people who met us were inhospitable and unfriendly.

inhabited — uninhabited
occupied — unoccupied
dependent — independent
covered — uncovered
populated — unpopulated
comfortable — uncomfortable
known — unknown

Express the same in English.
1. Учитель спросил меня, кто населяет территорию этой огромной страны. 2. Цитрусовые деревья обычно растут в тропическом климате, верно? 3. Он хотел узнать, где в Англии вырастают пшеница. 4. Это побережье известно своими обширными пляжами, где гостеприимные страны, кроме Британии и США, ты знаешь? 5. Из всех фруктов я люблю груши, они с нажимают пушечного клинка. 6. Какие-нибудь континенты расположены в Северном полушарии? 7. На которые из этих стран ты можешь назвать?

LET US READ AND LEARN

**Word Order**

- 1. Obstoyatel'stvo vremeni
- 2. Podlezhashchee sказуемое
- 3. Dopolezhenie
- 4. Obstoyatel'stvo mesta
- 5. Obstoyatel'stvo vremeni

**Every morning**

1. Nick has lunch
2. in the kitchen
3. every morning

1. Ann borrowed
2. some books
3. from the library
4. yesterday

1. Nelly has been
2. in London
3. since June
4. tomorrow

1. We'll be flying
2. over the ocean
3. tomorrow
4. morning
Put the words in the right order to make sentences.

1. today/have got/people/a lot of environmental problems.
2. has met/a lot of friends/she/since August.
3. I/hedges/have never seen/in Australia.
4. in London/Mike/in 1990/was born.
5. attract/the Niagara Falls/a lot of tourists/every summer.

a) before the main verb:

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<th>generally</th>
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<td>ever</td>
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</tbody>
</table>

Nelly often comes home late.
She sometimes feels sad and unhappy.
They have just arrived.
We all live in Moscow.
They both know English.
They don’t often go shopping.
Have you both been to Italy?
Isn’t still raining?
Do you also ride home on a bike?
We have never seen dodos.

b) after the verb “to be”:

<table>
<thead>
<tr>
<th>подлежащее</th>
<th>“to be” (am, is, are, was, were)</th>
</tr>
</thead>
<tbody>
<tr>
<td>often</td>
<td>usually</td>
</tr>
<tr>
<td>always</td>
<td>generally</td>
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<td>never</td>
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<td>ever</td>
<td>already</td>
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<td>just</td>
<td>still</td>
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<tr>
<td>all</td>
<td>both</td>
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<tr>
<td>also</td>
<td></td>
</tr>
</tbody>
</table>

She is always on time.
We were not usually late.
Are they all so independent?
Bill is also ill.
Are they both doctors?

Complete the sentences using the missing words: up, out, off.

1. She is a very strange girl, I can’t make her .... 2. The boy gave the letter to Sherlock Holmes and made .... 3. I don’t like it when young girls make themselves .... 4. Do you know what wonderful poem Ted made ... for Christmas? 5. Please make it ... with your brother. You both look so unhappy. 6. I don’t believe you. You’ve made it all .... 7. Don’t make .... I’ve got something to tell you. 8. Let’s make him ... as a pirate, dress him in a pirate costume and ask him to sing a loud pirate song.

Express the same in English.

1. Мы очень скоро помирились и отправились гулять вместе. 2. Он всегда сам сочиняет песни, а потом сам исполняет их. 3. Ты не помогешь мне? Я не могу разобрать без очков, что здесь написано. 4. Она очень молодая. Будет трудно загримировать её под старуху. 5. Ты упал так быстро, что я не смог попроситься с тобой. 6. Что он сказал? Я ничего не понял.
14 a) Read and guess what the underlined word means.
The animals that are now on the earth came from primitive forms.

b) Look the word up to make sure you have guessed right.

15 Read the words, look them up and then study the word combinations and sentences to know how to use them.

extraordinary [ɪkˈstrɔːrdɪnəri] (adj): an extraordinary life, an extraordinary success. Something which is very unusual is extraordinary. This is the most extraordinary book I’ve ever read.

extremely [ɪkˈstrɔːmli] (adv): extremely well, extremely important, extremely serious. He has always been an extremely serious man.

to surf [sɜːf] (v): to go surfing. If you surf, you ride towards the shore on the top of a big wave standing or lying on a surfboard.

Where is the best place to go surfing?

to lay [leɪ] — laid — laying (v): to lay the baby on a bed, to lay the pillow on a sofa. If you lay something somewhere, you put it there carefully. She laid her hand on his shoulder.

lay the table: I always help mother to lay the table before dinner.

lay eggs: Do only birds lay eggs? — Not only. So do reptiles.

to grow up (v): If you tell someone to grow up, you tell him/her to stop behaving in a silly or childish way. They grew up in the early days of television.

grown-up (adj): grown-up children.

a grown-up (n): The boys stood laughing while the grown-ups watched them. I saw a grown-up enter the room.

to resemble [rɪˈzembl] (v): to resemble your father, to resemble a situation. Both you and your father resemble uncle Jack. Does the cottage resemble the place where you lived last summer?

a bush [bʌʃ] (n): 1. a rose bush, a low bush. A bush is a low plant which is smaller than a tree.

2. the bush. The bush is the wild, uncultivated area of Australia. I went for a walk in the bush.

bushy (adj): a bushy tail, bushy hair — very thick hair.

to beat about the bush: Stop beating about the bush, tell me exactly what you want.

curious [ˈkjʊərɪəs] (adj): to be curious to know, a curious child, curious children. Someone who is curious is interested in things and wants to know more about them. Are you curious to know how that old clock works?

graceful [ɡreɪʃfl] (adj): a graceful dancer, a graceful figure. Tigers are very graceful animals. I have never seen anybody who is as graceful as Margaret.

to notice [ˈnəʊtɪs] (v): to notice a man, to notice a change in somebody. Suddenly Ralph noticed that it was raining hard. Did you notice a fat man sitting at the front?

a notice (n): In the hall there was a notice which said “Visitors welcome at any time.”

suitable [ˈsjuːtəbl] (adj): suitable men, a suitable flat, to be suitable for something. Do you think she is suitable for the job? Such flats are not suitable for large families.

to escape [ˈeskeɪp] (v): to escape from the police, to escape from prison. Even if he can escape, where will he go?

constant [ˈkɒnsənt] (adj): constant success, constant pains, a constant companion. David says he suffers from constant pains in the stomach.

16 Divide the words in three categories (N; V; Adj) and make up your own sentences with them. (Some words can fit both categories.)

Extraordinary, primitive, bush, bushy, graceful, notice, surf, grow up, resemble, escape, suit, suitable, constant.

17 Say:
1) what extraordinary things you know;
2) where people can surf;
3) who lays the table in your family;
4) which of your relatives you resemble;
5) what animals have bushy tails;
6) what people are called curious;
7) if it is good to be curious;
8) what animals can be called graceful;
9) where people can escape from;
10) names of what bushes you know.

18 Look at the pictures and say which clothes are suitable for:

- school
- a picnic
- skiing
- a PE lesson
- a seaside holiday
- a formal party

- suitable, skis, a picnic
- graceful, a seaside holiday
- very thick, a PE lesson
- to resemble, a formal party
- to notice, a picnic
Match the words in the two columns.

to surf

to notice

to lay

to resemble

to escape

to beat

the difference

about the bush

something that you saw before

on the waves

eggs

from prison

LET US READ

Listen to the recording, 74, and learn to read the names of these animals and plant:

a kangaroo [kæŋɡˈruː] — кенгуру

a platypus [ˈplatɨpəs] or a duckbill [ˈdʌkbiːl] — утконос

an emu [ˈɛmjuː] — эму

an echidna [ˈɛtʃɪdna] or a spiny anteater [ˈspɪnɪˌeɪntɛər] — ехидна, или колючий муравьед

a rat [ræt] — крыса

a koala [koʊˈuəla] — коала

an eucalyptus [juːkəˈlɪptəs] — эвкалипт

a dingo [ˈdɪŋgoʊ] — дикая собака динго

a kookaburra [ˈkʊkəbəra] (a laughing jackass) — зимородок-хохотун

a lyrebird [ˈlaɪrbrɪd] — лирохвост

a cockatoo [ˈkɒkətu] — кокаду (австралийский попугай)

a buffalo [ˈbʌfləu] — буйвол

a rabbit [ˈræbit] — кролик

Read the text and complete it with the phrases a–f. One phrase you don’t need to use. Say why Australia is an extraordinary country.

a) shoot thousands of them
b) about the size of a large dog
c) swim and surf in the ocean
d) lives in the water
e) has a bushy tail
f) cmu and the kangaroo

THE MOST EXTRAORDINARY COUNTRY TO EXPLORE

Sometimes Australia is called “the upside down world”. Can you guess why? Because Australia lies in the Southern Hemisphere, where winter comes in July and summer begins in December. During the Christmas holidays people often sunbathe on the beach or 1)

Australia is the hottest place in the Southern Hemisphere. In July the usual temperatures are from 12° to 20°C. In January the temperatures are from 20° to 30°C above zero or higher.

Most parts of Australia do not receive enough rain. Only one sixth of the continent — a belt of land along the north, east and south coasts — is comfortably humid. This narrow belt of land is the place where summers are warm and sunny and winters are mild.

Most of the dry land is uninhabited, which explains Australia’s small population — about 23 million people (compare: the UK population is about 63 million people).

1 upside down [ˈʌpsaid ˈdaun] — перевёрнутый вверх тормашками
It is interesting to notice that though most of the territory is too dry or too hot Australia has an extraordinary collection of birds and animals. Many of them are found only there. Early explorers were so surprised by their beauty and size that they described the continent as the land where birds "ran instead of flying and animals hopped" instead of running.

Australia is the home of two of the world's most primitive mammals—the duckbill or platypus and the echidna or spiny anteater. They are the only mammals that lay eggs. The kangaroo is perhaps the best known of Australia's animals. There are more than 40 different kinds of kangaroos in Australia, in many different colours and sizes.

The big red kangaroo and the grey kangaroo may be as tall as a grown-up man. Some kangaroos are 3 feet high. The smallest kangaroo is the rat kangaroo. Another well-known Australia's animal is the koala that resembles a teddy bear. It spends most of its life in eucalyptus trees and eats only the leaves of these trees.

Among other animals found in Australia is the dingo, a wild dog which is yellowish brown and 4 feet long. The emu, Australia's largest bird, is also one of the largest in the world. It cannot fly but is a good runner. Another curious bird is the kookaburra that is often called the "laughing jackass". The bushy country rings with its laughter. Australians like this bird so much that they even made up a song about it:

Kookaburra sits on an old gum tree.
Merry, merry king of the bush is he.
Laugh, Kookaburra, laugh, Kookaburra,
Happy your life must be.

Other Australian birds are graceful lyrebirds, brilliantly coloured parrots and the great white cockatoo.

Two animals were brought to the country by the Europeans and have become wild in Australia. These are the buffalo, brought from India, and the European rabbit. Buffaloes were brought to the north coast as work animals early in the 19th century. They escaped and multiplied and now inhabit the swampy river valleys around Darwin. Each year hunters 5

Rabbits were brought more than 100 years ago. There are now so many of them in Australia that sheep farmers have constant wars against the rabbits because they destroy so much grass.

1. to hop — подпрыгивать, передвигаться скачками
2. the bushy country [bozi kantri] — лесистая местность в Австралии
No matter how far from Europe Australia can be, many people who are fond of travelling would like to visit this land because it is such an extraordinary place to explore!

22 Say if these statements are “true” or “false”.
1. The hottest season in Australia is summer. 2. All parts of Australia receive enough rain. 3. Australia’s population is larger than the population of the UK. 4. No mammals lay eggs. 5. There are many different kinds of kangaroos — big and small. 6. The koala looks like a nice soft teddy bear. 7. The name of Australia’s wild dog is ‘bingo’. 8. The buffalo was brought to Australia from India.

23 Remember the text (ex. 21) and complete the sentences.
1. Sometimes Australia is called .... 2. In Australia winter comes in ... and summer begins in .... 3. During the Christmas holidays people .... 4. Australia is the hottest place .... 5. Only one sixth of the continent is comfortably .... 6. ... which explains Australia’s small population. 7. Australia has an extraordinary collection of .... 8. Early explorers described Australia as the land where birds ... and animals ....

24 LET US TALK
Work in pairs. Ask and answer questions about Australia.
Example: the upside down world / Why ...? — Why is Australia often called the upside down world? — It is called like that because it is situated in the Southern Hemisphere; the hottest season is winter ...
1. found only in Australia / What animals ...? 2. lay eggs / What mammals ...? 3. kinds of kangaroos / How many ...? 4. a teddy bear / What animal ...? 5. brought from India / What’s the name of the animal ...? 6. become wild / How ...? 7. constant wars against the rabbits / Why ...? 8. an extraordinary place to explore / Why ...?

25 Imagine that you have just come back from Australia. Talk to your friends about your impressions of the country.

26 You have read two texts about Australia. They give you some important information but not everything you may want to know. Work in groups and make up a list of things you would like to find out about Australia. At home every pupil should try to find out about these things. Share your information in class.

27 Say why Australia can be a good example of a country where people broke the ecological balance and are suffering from it. What should people remember for it not to happen again?

28 Compare the wild animals of Russia and Australia. Are there any animals you can find in both countries?

29 LET US WRITE
Do ex. 4, ex. 9, ex. 10, ex. 11, ex. 13 in writing.

30 Express the same in English.
1. В моей семье взрослые никогда не курят. Мой дедушка и бабушка недавно вышли на пенсию. 3. На острове Тасмания часто идут дожди? 4. Вчера у меня была возможность (шанс) покататься верхом на лошади в парке. 5. Приемные дети господина Брауна никогда не жили в бедности. 6. Они оба полны мудрости и доброты. 7. Мне иногда бывает грустно по вечерам. 8. Иногда по утрам мой брат ест слишком много.

31 Imagine that you have a chance to visit Australia. Write what places you would like to visit (see) and why.

32 a) Look at the words again and get ready to write a spelling quiz on them. Ask your parent, relative or friend to dictate the words to you in Russian. Practise writing them in English.

primitive, extraordinary, extremely, to surf, to lay (laid, laid), to lay the table, to lay eggs, to grow up (a grown-up), to resemble, a bush, bushy, curious, graceful, to notice, suitable, to escape, constant

b) Write the quiz. How many words did you write correctly? Are you pleased with your result?

33 LET US LISTEN AND DISCUSS
Listen to the recording, 76, and answer the questions.
1. What was the old gentleman’s job before he retired? 2. What did he do in his free time? 3. Why did he go to the park? 4. What did
he notice in the park one day? 5. What kind of competition were
win?

34 Retell the text on the part of:
1) the old gentleman; 2) one of the boys; 3) the cat.

Unit 22

Consolidation Four

LET US TALK

1 Look at the pictures and name the animals.
Example: Number one is an emu.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

2 a) Imagine that you are going to meet an Australian writer. Prepare 8–10 questions that you would like to ask him about his
country.
b) Work in pairs. Act out the dialogue with the writer for whom
you have prepared your questions. Then answer his/her questions
about Russia.

3 Give five reasons why you would like to go to Australia.

4 Comment on this:
Australia is the land where birds run instead of flying and animals
hop instead of running.

5 a) Complete the dialogue putting the sentences from the box in
their right places. Give the dialogue a title. Listen to the record-
ing, 77, and check your version.

— Your English is very good.
— Wonderful. That’s very kind of you.
— No. I live in Canberra. I’m here to visit my granny.
— Two weeks ago. I’ve been here since May 5.
— Oh, please. Could you hold my bag while I’m taking this pic-
ture?
— You’re welcome.

Ralph: Can I help you?
Masha: ...
Ralph: Certainly. It’s not at all heavy.
Masha: OK. I’ve done it. Thanks for your help. Sydney looks great
in this light. Thank you again.
Ralph: ...
Masha: ...
Ralph: Are you from Sydney?
Masha: No, I’m from Russia.
Ralph: Russia? When did you come here?
Masha: ...
Ralph: ...
Masha: Thanks. I am learning English at school. I hope that after
my stay in Australia I’ll speak English better.
Ralph: Do you find it difficult to understand Australian English?
Masha: Quite. The accent is a little bit unusual. Though I understand nearly everything. And you? Do you live here?
Ralph: ... And what is Russia like?

b) Act out the conversation and continue it.

Find the right place for the words in brackets.

1. Mary has been an extremely polite girl. (always) 2. — Where is your mother? — She’s gone out. (just) 3. Nick resembles my uncle George. (often) 4. Is it raining? (still) 5. They were late for the English class. (generally) 6. My aunt doesn’t eat out. (usually) 7. What do you have for breakfast? (new) 8. My elder brother is ill. (never) 9. They stay at the same hotel every summer. (also) 10. I’ve got two cousins. We live in Moscow. (all)

a) Look at the pairs of verbs and remember what they mean.

<table>
<thead>
<tr>
<th>to take off</th>
<th>to make off</th>
</tr>
</thead>
<tbody>
<tr>
<td>to take away</td>
<td>to give away</td>
</tr>
<tr>
<td>to take back</td>
<td>to give back</td>
</tr>
<tr>
<td>to give up</td>
<td>to make up</td>
</tr>
</tbody>
</table>

b) Make the right choice and complete these sentences with the verbs given above.

1. Bill, ... off your hat when you enter the room. 2. He asked me to ... him back the money I had borrowed. 3. Don’t forget to ... the bike back to Helen. You have been keeping it too long! 4. I think you should ... up the idea of going there. It’s too dangerous. 5. Hurry up! The plane is ... off in half an hour. 6. If you are not going to ... the salad, I’ll ... it away. 7. The story Nick ... up was the best. 8. He took a gun and ... off. 9. If you are not going to ... stamps anymore, ... your collection away to your little brother. 10. If you can’t do this crossword at once, don’t ... up, try it again!

Say “true”, “false” or “not stated”.

1. English has got a lot of borrowed words.
2. Some words came to English from Holland.
3. There are no Russian borrowings in English.
4. Sometimes names of people or places are used to make new words.
5. The word atlas came from Italy.
6. There are 550 words in Webster’s Third New International Dictionary.
7. People usually use about 3,500 words when they talk.
8. MP stands for “a member of Parliament”.
9. VIP stands for “a very important person”.

LET US WRITE

a) 1. Я видела, как Анна накрыла на стол. 2. Мы наблюдали, как дети заплывали сёрфингом. 3. Я хочу, чтобы ты нашла подходящее место на берегу. 4. Не ходи вокруг да около. Я ожидаю, что ты всё мне объяснишь. 5. Позволь мне посетить Австралию, папочка.

WORDS WE USE

1. atlas [ə'tlæs] — атлас
2. Slavic [slɑvik] — славянский
3. UNESCO [ju'nek梭kəu] — ЮНЕСКО, организация при ООН по вопросам образования, науки и культуры

People can also make new words by using the names of people or places or the characters in stories. The word atlas has that name because long ago on a famous collection of maps, there was a picture of the Greek god Atlas holding up the world.

People can make words by cutting big ones down into small ones. When you say a mechanical person is a robot, you are using a cut-down form of robotnik, which means worker in several Slavic languages. Nowadays people often say doc instead of doctor; phone instead of telephone; fridge — instead of refrigerator.

You cut down long word combinations or sentences and make them into short words by joining together the first letters of each word. UNESCO comes from the United Nations Educational, Scientific and Cultural Organization. MP stands for a member of Parliament, USA — for the United States of America.

One of the most complete dictionaries of the English language is Webster’s Third New International Dictionary. It has more than 700,000 words. No person knows all of them, but most grown-ups are able to understand about 35,000 words. In fact, people use only about one-tenth of the words they understand.

Express the same in English.

1. Я видела, как Анна накрыла на стол. 2. Мы наблюдали, как дети заплывали сёрфингом. 3. Я хочу, чтобы ты нашла подходящее место на берегу. 4. Не ходи вокруг да около. Я ожидаю, что ты всё мне объяснишь. 5. Позволь мне посетить Австралию, папочка.
Yesterday Mrs Nelson and her two sons, Bob and Sam, were going to Sydney by bus. It was very noisy in the bus and the boys didn’t often hear what their mother was saying. All the way they asked each other one and the same question: “What did she say?” These are the things that Mrs Nelson said or asked. Report them.

1. “Did you hear anything of that mysterious Mr Hyde?”
2. “Have you read May’s periodicals?”
3. “Yesterday I received a lot of mail.”
4. “We shall go to the opera house in two days.”
5. “When did you send a telegram to your uncle Peter?”
6. “When we arrive in Sydney, we will take a taxi.”
7. “I am sure your granny will get over the pain in her leg.”
8. “Your cousin is nearly sixteen.”

**LET US LISTEN AND DISCUSS**

a) Make sure that you know these words and word combinations:

don’t speak too soon — не торопись с выводами
the Alps [ælps] — Альпы
a rucksack [rʌksæk] — рюкзак

b) Listen to the recording, 79, and say whose words they are:

1. “Sitting on a chair for eight hours every day is not very good for your health.”
2. “The map is flat and the mountains are not.”
3. “I am going to America in August.”
4. “Can I borrow your rucksack?”

**13 Answer the questions.**

1. What did Jack do at work? 2. What did he like to do during his summer holidays? 3. Whom did he visit one day? 4. What did Jack want to borrow from Nick? 5. How did Nick explain that Jack couldn’t walk from one place to another in one day?

**14 Tell the story to your friends on Nick’s part.**

**SUMMING UP FOUR**

1. What new things did you learn from Units 20—22?
2. Which topics did you find interesting and useful to discuss?
3. What did you enjoy doing most of all?
4. What did you practise doing in English?
5. Which of these are you good at? What are your weak points?

**PROJECT WORK 3**

1. Work in small groups and prepare a presentation on the USA or Australia. Some of the interesting points may be the country’s: 1) symbol; 2) population; 3) geography; 4) famous person or people; 5) capital and big cities; 6) interesting fact or facts.

2. Present your material in class. Make your presentation as attractive as possible. Decide whose story was better than the others and why.

Where can you get your information? Ask your teacher and parents and try:

- your home library
- your school library
- www.britannica.com
- www.encyclopedia.ru
ГЛАГОЛ (THE VERB)

§ 1. Глагол в английском языке обладает большим количеством форм, обозначающих грамматическую категорию времени. Глагольные формы указывают не только на то, когда происходит действие в прошлом, настоящем или будущем, но также свидетельствуют о некоторых особенностях протекания действия.

Так, неопределённые времена (simple tenses) говорят о том, что мы имеем дело с обычным, постоянно повторяющимся действием (We often play football in the schoolyard). Эта же глагольная форма используется для описания законов природы, общезвестных истин, бессонных фактов. (In autumn days will be shorter than in summer.)

Продолженные времена (progressive/continuous tenses), как правило, обозначают действия, протекающие в определённый момент или определённый период времени. (John is talking at the moment. Colin was not listening to me then.)

Перфектные или совершенные времена (perfect tenses) описывают законченные, завершившиеся к моменту речи действия. (Tim has become a champion this season. I had lived there 3 years by 2000.) Кроме того, принято различать совершенные продолженные времена (perfect continuous tenses). Они описывают действия, которые длились определённое время в прошлом и продолжаются в момент речи. (She has been staying here for a week.) Таких образов, английский глагол может обладать следующими формами: 1) simple, 2) progressive/continuous, 3) perfect, 4) perfect continuous.

Однако любое действие может протекать в настоящем, прошлом и будущем. Поэтому в целом классификация глагольных форм в активном залоге может быть представлена следующим образом:

<table>
<thead>
<tr>
<th>Настоящее</th>
<th>Прошедшее</th>
<th>Будущее</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>past simple</td>
<td>future simple</td>
</tr>
<tr>
<td>present progressive</td>
<td>past progressive</td>
<td>future progressive</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect</td>
<td>future perfect</td>
</tr>
<tr>
<td>present perfect continuous</td>
<td>past perfect continuous</td>
<td>future perfect continuous</td>
</tr>
</tbody>
</table>

С помощью простых формул, где буква V обозначает глагол, можно проследить, как образуются данные глагольные формы.

<table>
<thead>
<tr>
<th>Simple</th>
<th>V/V-s</th>
<th>V-ed</th>
<th>will/shall + V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive</td>
<td>to be (am/is/are) + Ving</td>
<td>to be (was/were) + Ving</td>
<td>to be (shall be/will be) + Ving</td>
</tr>
<tr>
<td>Perfect</td>
<td>have/has + V₃</td>
<td>had + V₉</td>
<td>shall/will + have + V₃</td>
</tr>
<tr>
<td>Perfect continuous</td>
<td>have/has + been + Ving</td>
<td>had + been + Ving</td>
<td>shall/will + have + been + Ving</td>
</tr>
</tbody>
</table>

Если посмотреть на вышеприведённые формулы внимательно, можно вывести некоторые закономерности. Например, для образования будущих времён всегда используются вспомогательные глаголы shall и will, а для образования продолженных времён — глагол to be в нужном форме и смысловой глагол с окончанием -ing.

§ 2. Не менее важно понять, что глагольные формы отличаются друг от друга. Например, различие между present progressive и past progressive (настоящим продолженным и прошедшим продолженным) заключается в форме глагола to be. Для настоящего времени — am, is, are; для прошедшего — was, were. Сравни:

We are playing a new game now.

We were playing a new game then.

Первая из двух форм означает, что протекающее в настоящий момент или настоящий период времени, вторая обозначает действие в какой-то момент в прошлом.

§ 3. The present perfect tense (настоящее совершенное время) характеризуется двумя видами: present perfect resultative и present perfect durative. Present perfect resultative используется для обозначения действия, завершившегося в прошлом, но связанного с настоящим через результат. При этом говорящему не важно, когда происходило данное действие, важен лишь его результат и связь с настоящим. (I have lost my key. I can't open the door. She hasn't come home yet, we can't begin.)

В тексте на present perfect resultative указывают такие слова и словосочетания, как just, already, yet, never, ever, today, this month, this year, this morning и т.д. Время present perfect не используется, если в тексте есть указание на то, когда и где происходило действие. В этих случаях пользуются глагольной формой в past simple.
Present perfect durative, вторая разновидность настоящего совершенного времени, используется для обозначения действия, которое началось в прошлом и продолжается в момент речи. (I have had these gloves for two years.) Данная глагольная форма используется с тенями глаголами, которые в своем основном значении не имеют продолженной формы: to be, to have, to know. Очень часто данная глагольная форма встречается в предложениях с предлогами since (с определённого времени) и for (в течение определённого времени). При этом на русский язык подобные предложения переводятся при помощи глагола в настоящем времени.

John has been in Moscow since last Sunday. (Джон находится в Москве с прошлого воскресенья.)

We have known truth for a long time. (Мы уже давно знаем правду.)

Кроме рассмотренного выше случая, форма present perfect durative служит для описания действия, которое началось в прошлом, продолжалось какое-то время в прошлом и только что закончилось. (We have lived in this town for 5 years. (Мы прожили в этом городе 5 лет, но больше не живём.)

§ 4. По своему смыслу форма глагола в present perfect durative весьма близка к глагольной форме present perfect continuous. Однако present perfect durative подчеркивает законченность действия, а present perfect continuous — его продолжительность. Сравните:

We have played 3 games this season. (В этом сезоне мы сыграли три игры.)

We have been playing football since 4 o’clock. (Мы играем в футбол с четырёх часов.)

Вопросительные предложения в форме present perfect continuous образуются с помощью изменения порядка слов в предложении и соответствующей вопросительной интонации. При этом вспомогательный глагол have или has выносится на первое место и ставится перед подлежащим:

Has he really been doing lessons for an hour?

В специальном вопросе предложение начинается с вопросительного слова или слов:

How long have you been cooking?

В отрицательных предложениях к вспомогательному глаголу добавляется отрицание not (n’t):

They haven’t been talking to each other for years.

§ 5. Грамматическая форма past perfect образуется с помощью вспомогательного глагола had и третьей формы смыслового глагола: had + V3.

My friend said he had seen the new film.

Вопросительные предложения образуются с помощью изменения порядка слов, при котором вспомогательный глагол had ставится перед подлежащим, а отрицательные предложения — с помощью прибавления к нему отрицания not (n’t).

Had the teacher answered your question?

They hadn’t told us the truth.

Past perfect часто используется в предложениях с предлогом by (к какому-либо времени) и в предложениях с придаточными времени, вводимыми словами when, before, after, если речь идет о прошлом:

I had done the work by evening.

She had already told us the news when the working day began.

Had they learned the words before the test?

After we had read the book, we began to understand the material better.

§ 6. Грамматическое время future continuous служит для обозначения действия, которое будет происходить в определённый момент будущего. Образуется future continuous с помощью вспомогательного глагола to be в будущем времени и причастия первого (ing-form) смыслового глагола: shall/will be + Ving:

I think I will be shopping in the afternoon.

We shall be finishing the work at five.

Вопросительные предложения образуются путём изменения порядка слов, когда вспомогательный глагол will (shall) ставится перед подлежащим, а отрицательные — с помощью добавления к нему слова not — will/shall not или won’t/shan’t.

Will your friend be staying at the hotel next week?

I’m afraid I won’t be travelling with you.

§ 7. Страдательный залог (passive voice) — это такая глагольная форма, которая указывает на то, что действие происходит над каким-либо предметом. Для образования форм страдательного залога используется глагол to be в нужной форме и причастие второго основного глагола. Общая формула страдательного залога выглядит так: to be + V3. В этой формуле V3 остается всегда неизменяемой частью, а меняется только глагол to be:

It is done. It was done. It will be done.

The house was built on the bank of a river. (Дом построен на берегу реки.)
§ 8. Для образования формы future indefinite passive использу- 
ется глагол to be в будущем времени и третья форма смыслового 
глагола (participle II): shall/will be + V₃.

We shall be driven to school this morning.

New stories will be told tomorrow.

В вопросительных предложениях вспомогательный глагол will 
shall) ставится перед подлежащим, в отрицательных к нему до-
бавляется отрицание not — will not/shall not или won’t/shan’t.

Shall I be given any help?
When will the book be bought?
The film won’t be shown tonight.

§ 9. Глаголы в страдательном залоге часто сочетаются с модаль-
ными глаголами или их эквивалентами. При этом глагол to be 
после модальных глаголов используется без частицы to и не из-
меняется по лицам и числам.

must (not) + be + V₃ shoul(d) (not) + be + V₃

may (not) + be + V₃

These exercises must be done today.

В вопросительных предложениях модальные глаголы ставятся 
перед подлежащим, в отрицательных предложениях к ним при-
бавляется отрицание not:

Can the work be finished later?

These vegetables shouldn’t be boiled.

§ 10. Модальный глагол must имеет в качестве эквивалента 
структуру have/hass to (do something), другими словами, они име-
ют приблизительно одинаковое значение. Сравним:

I must help my little sister.

I have to help my little sister.

Sue has to work hard.

Важно заметить, что вопросительные и отрицательные предложения с 
have to строятся с помощью вспомогательного глагола do/does.

Does Sue have to work?

Sue doesn’t have to work hard.

Современном английском языке структура have got/has got to 
do something имеет то же значение, что и have/has to do something.

Sam has got to do a lot of shopping.

В вопросительных предложениях в этом случае глагол have/has 
ставится перед подлежащим, а в отрицательных предложениях к 
нему добавляется отрицание not (n’t).

Have the children got to get up early?

My brother hasn’t got to learn English.

Структуры have to и have got to означают необходимость сделать 
что-то в связи с определёнными обстоятельствами, как правило 
не зависящими от человека, который должен выполнить действие.

§ 11. В английском языке различают два вида причастий — 
Participle I (Придаточное первое) и Participle II (Придаточное второе). 
Participle I образуется с помощью прибавления окончания 
ing к основе глагола, а Participle II представляет собой третью 
форму глагола. У правильных глаголов она образуется с помощью 
окончания -ed, а у неправильных глаголов — это одна из форм, 
которую следует запомнить. Participle II несёт в себе значение 
пассивности (страдательного) и завершённости действия. Сравни:

falling snow — падающий снег
boiling water — кипящая вода

Oba причастия могут использоваться в предложениях в качестве 
определений:

Which is the winning team?

We looked at the gathering clouds.

We were surprised to see the opened windows of the old house.

I thought about my lost papers.

§ 12. Конструкция complex object (сложное дополнение). Данная 
конструкция состоит из имени существительного в обем падеже 
или местоимения в объективном падеже (me, him, her, them, you, it) и 
глагола в неопределенной форме (с частицей to или без нее) 
или причастия первого.

I want Jim (him) to help me. (Я хочу, чтобы Джим мне помог.)

Don saw the children (them) playing in the yard. (Дон видел, 
как дети играли во дворе.)

Who can make them go away? (Кто может заставить их уйти?)

Complex object употребляется после трёх групп глаголов.

1) Первая группа включает такие глаголы, как to tell, to ask, to 
want, to expect, структуру would like, после которых в конструк-
ции сложного дополнения используется неопределённая форма 
глагола с частицей to.
Jane asks them to come later.
We'd like you to play with us.
Nobody expected me to come on time.

2) Вторая группа — это такие глаголы зрительного, слухового и чувственного восприятия — to see, to watch, to notice, to hear, to feel. После них в структуре сложного дополнения используются либо инфинитив глагола без частицы to, либо причастие первое.

Everyone saw the car stop. (Все видели, что машина остановилась. Остановилась — глагол совершенного вида.)

I heard the children (them) singing their favourite song. (Я услышал, как дети пели свою любимую песню. Пели — глагол невоиненного вида.)

3) Третья группа глаголов включает глаголы to let и to make, после которых в конструкции complex object используетя неопределенная форма глагола без частиц to.

Our teacher makes us learn English words.

My mum let them stay with us. Однако в пассивных структурах с глаголом make частица to всегда используется, а глагол to let в страдательном залоге не используется совсем. Вместо него употребляют глагол to allow.

They were made to stop fighting.

My brother was allowed to choose a new pet.

§ 13. Reported/indirect speech (косвенная речь) передаёт содержание того, что было кем-то сказано. При переводе предложений из прямой речи в косвенную соблюдаются определенные правила согласования времен. Например, если в главном предложении используется прошедшее время, то в придаточном настоящего времени также менийется на прошедшее, а будущее — на будущее в прошедшем.

We knew that Kate was right.

They thought that the train had arrived.

Everyone believed that the story would have a happy ending.

Однако в двух случаях правило согласования времен в языке не соблюдается.

1) Если речь идет об общенизвестных истинах или фактах.

Did you know that the earth moves around the sun? Somebody told me that penguins don't fly.

2) Если указывается точное время того или иного события.

Everyone in my class knew that Gagarin became the first man in space on 12 April, 1961.

<table>
<thead>
<tr>
<th>adj</th>
<th>adjective</th>
<th>прилагательное</th>
</tr>
</thead>
<tbody>
<tr>
<td>adv</td>
<td>adverb</td>
<td>наречие</td>
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<tr>
<td>conj</td>
<td>conjunction</td>
<td>союз</td>
</tr>
<tr>
<td>n</td>
<td>noun</td>
<td>существительное</td>
</tr>
<tr>
<td>pl</td>
<td>plural</td>
<td>множественное число</td>
</tr>
</tbody>
</table>

| prep | preposition | предлог |
| pron | pronoun | местоимение |
| sb | somebody | что-то |
| sth | something | что-то |
| v | verb | глагол |

| all [ɔl] | pron весь |
| all in all [ɔl ɪn ˈɔl] | в целом |
| allow [əˈlaʊ] | позволять |
| be allowed to do sth | разрешать делать что-л. |
| already [əˈredi] | уже |
| amendment 17 [əˌmendmənt] | поправка (к конституции) |
| America [əˈmeɪrɪkə] | Америка |
| Central America Центральная Америка |
| North America Северная Америка |
| South America Южная Америка |
| American [əˈmerɪkən] | американский |
| among [əˈmʌŋ] | среди, между |
| amount [əˈmaʊnt] | количество |
| ancient [eɪˈsɪnt] | древний |
| anorak [eɪˈnɔræk] | теплая куртка с капюшоном |
| answer [ˈɑːntər] | ответ; v отвечать |
| Antarctic [æntəˈtækɪk] | Антарктика |
| antechamber [ənˈtektʃəmər] | коридор |
| appear [əˈpɪər] | появляться |
| applaud [əˈplɔud] | аплодировать |
| applause [əˈplɔʊs] | аплодисменты |
| apricot [əˈprɪkɒt] | абрикос |
| Arctic Ocean, the [eɪˈrɪkt] | Северный Ледовитый океан |
| area [ˈɛriə] | площадь, пространство |
| argue 14 [əˈrɪɡ] | спорить |
| argument 14 [əˈrɪgəm] | спор |
| aristocrat [əˈrɪstrət] | аристократ |
| armed forces [əm ˈfɔːrs] | вооружённые силы |
| arrival [əˈrɪvl] | прибытие |
| arrive at/in [əˈrɪv] | прибывать в |

| abbey [ˈeɪbi] | аббатство |
| above [əˈboʊ] | над |
| above zero | выше нуля |
| accept [əkˈsept] | принять |
| to accept the invitation | приглашение |
| according [əˈkɔːrdɪŋ] | согласно, соответственно |
| accident [əˈkəndənt] | происшествие, несчастный случай |
| across [əˈkrɔs] | 1. adv через 2. prep через |
| act 10 [ekt] | действовать |
| action [ˈeɪʃn] | действие |
| activity [əˈktɪvəti] | деятельность, активность |
| add [ed] | добавлять, прибавлять |
| admire 8 [əˈmaɪd] | восхищаться |
| advice [ədvɪs] | совет |
| advise [ədvai] | советовать |
| afraid [əfraid] | испуганный |
| to be afraid of sb/sth | бояться кого-то/что-то |
| Africa [əˈfrikə] | Африка |
| African [əˈfrikən] | африканский |
| after [əˈfʌt] | после |
| agree [əˈɡri] | соглашаться |
| agricultural 14 | [əˈɡrɪkʌltrəl] | сельскохозяйственный |
| agriculture [əˈɡrɪkʌltr] | сельское хозяйство |
| air mail | [eɪˈmɛl] | авиапочта |
| Alaska [əˈlæskə] | Аляска |
| alien [əˈlɪdʒn] | чужестранец, иноземец; инопланетянин |
baker [ˈbeɪkər] булочник at the baker's в булочном
bank 10 [bæŋk] берег (реки)
bar [bɑːr] кусок, брусок
a bar of chocolate плитка шокола-
da, шоколадный батончик
barometer 1 [ˈbɑːrəmɛtər] барометр
basic [ˈbæsɪk] основной, главный
basic course основной курс
battle [ˈbætl] битва, сражение
beach 16 [biːtʃ] берег, море
beauty [ˈbeɪtɪ] красота, красавица
bee [bi] пчела
belong to sb/sth [bɛŋ] принадлежать
below [bɛləʊ] adv внизу, ниже
Berlin [ˈbɛrlɪn] Берлин
berry (pi berries) 20 [bɛri] ягода
besides [bɛzədz] adv кроме того
between [bɪˈtwɛn] adv между
bill 17 [blɪ] счёт 2, законопроект
birthplace [ˈbɜːθplɑːs] место рождения
place of birth места рождения
date of birth дата рождения
bathroom [ˈbɑːθrʊm] ванная комната
bit of (a) 5 [bit] немного, чуть-чуть
a little bit немного
bitter [ˈbɪtər] горький
bitter adv остро
It's bitter cold! Ужасно холодно!
blossom [ˈblɒsəm] цвет, цветок
to be in blossom быть в цвету
blow [bləʊ] дуть
blow [bləʊ] сдувать
board [bɔːd] борт
on board the ship на борту корабля
boat [bɔːt] лодка, корабль
to go boating кататься на лодке
bonfire [ˈbɔːnfaɪə] большой костер

bony [ˈbɒnɪ] красный
book [bʊk] к книге; v бронировать, заказывать
boring [ˈbɔːrɪŋ] скучный
borrow 18 [ˈboʊr] v. занимать, брать
на время 2, заниматься (с людьми)
both [bɔːθ] оба
bottle [ˈbɒtl] бутылка
bowl [bəʊl] миска, глубокая тарелка
branch [brɑːnt] ветка, ветвь
brave [breɪv] храбрый
bravery [ˈbreɪvəri] храбрость
break [briːk] (broke; broken) ломать, сломать
to break a law нарушать закон
breathe [briːθ] дышать
breathe in/out вдыхать/выдыхать
breeze [briːz] легкий ветерок, бриз
brief 14 [briːf] краткий, сжатый
bright [braɪt] яркий
brush up [bɾʌʃ ʌp] освежать в памяти
bucket [ˈbʌkt] ведро
buffalo 21 [ˈbʌfləʊ] буйвол
burn [bɜːrn] (burnt; burnt) гореть
bury [bɜːri] (buried) хоронить
bus 21 [bʌs] транспорт, автобус
but 21 [bʌt] 1. куст 2. лесистая местность Австралии
to beat about the bush ходить вокруг дикаря
bushy 21 [bʌʃi] 1. покрытый кустарником ствол 2. шумный
busy 17 [ˈbɪzi] 1. занятой 2. оживленный
a busy street 13 оживленная улица
a busy town многолюдный, шумный
butcher [ˈbʌtʃər] мясник
at the butcher's в мясном магазине (отдел)

cabinet 17 [ˈkeɪbənt] кабинет министров
California [kəˈleɪfərniə] Калифорния
calm 1 [kæm] тихий, спокойный
can 5 [kæn] н консервная банка; v консервировать
Canada [ˈkænədə] Канада
canal [ˈkeɪnəl] канал
Canberra [ˈkeɪnbərə] Канберра
canoe 16 [ˈkəʊnəʊ] н каноэ
capital [ˈkæpɪtəl] столица
cardboard 3 [ˈkɑːrdbɔːrd] картон
care [kɑːr] забота
to take care of sb/sth заботиться
— за кем-л. / чем-л.
careful [ˈkɑːfl] осторожный, внимательный, тщательный
carefully [ˈkærfəli] осторожно, внимательно, тщательно
careless [ˈkɛrlɪs] бесчесный, неосторожный
carelessly [ˈkɛrlɪsli] неосторожно
carry [ˈkærri] нести
carry mail перевозить почту
castle [ˈkæsəl] замок
cathedral 14 [ˈkæθədrəl] собор
cause 4 [kɔːz] быть причиной, вызывать
cauvanner [kɔːvənə] караул
Celtic [ˈsɛltɪk] кельтский
celebrate [ˈsɛlbrəteɪt] праздновать
celebration [ˈsɛlbrəteɪʃn] празднование
century [ˈsɛntəri] век
ceremony 9 [sɛrəməni] церемония
certain [ˈsɛrtən] определенный, некий
— certain [ˈsɛrtən] adv конечно
chain 16 [tʃeɪn] цепь, цепочка
chance 18 [tʃɑːns] шанс
change [tʃeɪndʒ] 1 (на) меняться 2. менять
changeable 1 [tʃeɪndʒəbl] изменчивый, переменчивый
classic 9 [ˈklæsɪk] классический
clear 5 [kliər] ясный; v чистить, очищать
climactic 9 [ˈklɪmætɪk] кумулятивный
climate [ˈklaɪmət] климат
climatic 2 [ˈklaɪmətɪk] климатический
climb [klaɪm] залезать, выбраться
climber 14 [ˈklaɪmə] альпинист

close [kluːs] закрывать
cloud [kluːd] облако
clockmaker [ˈklɒkmɛkə] часовщик
coast 2 [kɔːst] побережье
cockatoo 21 [ˈkɔktuː] каскад
coffee [ˈkɒfi] кофе
coffee maker 10 [ˈkɒfmɛkə] кофемашина
coin [kɔɪn] монета
colonist [ˈkəʊlənɪst] колонист, житель
colonial [ˈkəʊlənɪəl] колониальный
colour [ˈkʌlər] цвет
— coloured [ˈkʌləd] раскрашенный, цветной
— colourful [ˈkʌləfʊl] красочный, яркий
comfortable [kəmˈfɔːrtable] удобный
common [ˈkɒmən] обычный
— common [ˈkɒmən] обычно
least/most/commonly used наиболее или наиболее часто используемое
company [ˈkʌmpəni] компания
compare [kəmˈpleɪ] сравнивать, сравнивать
compass [ˈkʌmpəs] компас
complete [kəmˈpliːt] закончить
compound [ˈkɒmpaʊnd] сложное слово
— compound 13 [kəmˈpɑːnd] сосредоточен
conference [kənˈfɛrəns] конференция
congress 17 [ˈkɒŋgrəs] конгресс, съезд
— congressman 17 [kənˈɡrəmən] конгрессмен
— congresswoman 17 [kənˈɡrəʊzmən] женщина-конгрессмен
connect [kəˈnekt] соединять, связывать
— conservative [kənˈsɜːrvətɪv] консервативный
consist of (of) [kənˈsɪst ɔv] состоять из
— consonant [kənˈsɔːnənt] согласная
constant 21 [ˈkɒnstənt] постоянный
constitution 17 [kənˈstɪtʃən] конституция
consult [kənˈsʌlt] консультировать
— consult 17 [kənˈsʌlt] континент
— continental [kənˈtɪnentl] относящийся к материкам
— continue [kənˈtɪnju] продолжать
contrast 13 [kənˈtrɑːst] контраст, противоположность
— control 9 [kənˈtrəʊl] контроль
— convenient [kənˈvɪnɪənt] удобный
— conversation [kənˈveɪʒən] беседа
— cook [kʊk] готовить
— cool [kʊl] прохладный, свежий
— cooperate 5 [kəʊərəˈpɔːt] сотрудничать
— correspondence [kərˈsɒrəns] соответствующий
Gaelic [盖尔克] гэлгий (язык)
gallery [盖尔瑞] 1. галерея 2, балкон, галерея
gas [盖兹] газ
general [盖内尔] генерал
generally 20 [盖内拉] обычно, как правило
gentleman [gentlmn] джентльмен
germany [german] Германия
getty [盖蒂] получать, доставать
get down 20 [盖特] утирать, исчезать
get ready 15 [盖特] приготовиться
get together 20 [盖特] собираться
ghost [盖斯] призрак, привидение
giant 20 [盖恩特] n великан; adj гигантский
give [给] (give, given) давать
give away 20 [给] отдавать, дарить
give back 20 [给] возвращать
give a call to sb звонить кому-л.
give out 20 [给] доставить; бросить, пестрать заниматься 2, сдатьться
global 20 [global] мировой, всемирный
glove-maker 10 [盖夫,мейкер] перчаточник
go [给] (went, gone) идти, ехать
to go in for sports заниматься спортом
to go on telling sth продолжать рассказывать что-л.
graceful 20 [graceful] грациозный, изящный
grass [grass] трава
great-grandparents 16 [greit 'grand pi:red 'grand pi:red] прарабушка и праробушка
greenhouse 2 [grinhaus] теплица, парник
greenhouse effect 2 [grinhaus efekt] парниковый эффект
greetings [gretins] приветствие
greetings card 20 [gretins kard] поздравительная открытка
grocer [groser] бакалейщик
at the grocer's in the бакалейном отделе
grow [гроу] (grew; grown) расти
grow up 21 [гроу 'اپ] расти, увеличиваться
grow-up 21 [гроуп] взрослый гарантийный 
guess [盖斯] догадываться
H
habit 3 [habet] среда обитания
Halloween 20 [хэллоуин] хэллоуин. Для всех святых
hang [хэн] (hung; hung) вешать
hardly [hardli] ad с трудом, почти
hastily 10 [эс тэля] ad очень резко, почти никогда
harm [харм] вред
to do (a lot of) harm причинять (много) вреда
harvest [харвест] урожай, сбор урожая
hate [хэйт] ненависть, о ненавидеть
haughty [хэути] надменный, высокомерный
have/have got [хэв] (has/has got [хэв]
have to have got to go to has to go to 20 sth 14 иметь необходимость сделать что-то
headline [хэдлайн] заголовок
hear [хир] (heard; heard) слышать
heat 2 [heat] жара
hedge 8 [хед] живая изгородь
helper 17 [хелпер] помощник
hemisphere [hemi' spaiz] полушарие
hide [хайд] (hid; hidden) прятаться, скрываться
high [хай] высокий; ad высокий
highlands 8 [хайлэндз] горы, горная, высокогорная местность
hill [хил] холм
hole [хол] (held; held) держать
hole [хол] nор; яма
holiday [houl'di:] 1. праздник 2. каникулы, отпуск
holidaymaker 8 [houl'di:meikə] турист, отдыхающий
holy [holi] (holy'di:) святой
honesty 18 [honesti] честность
honey [хани] мед
Hoorah! 5 [hура] Ура!!!
hope [хоп] надежда
hope [хоп] надеяться
horn [хорн] рог, рожок
horror [хорор] ужас
horse [хорс] лошадь
horseback [хорсбек] спиной лошади
on horseback верхом
huge [hju:z] огромный, гигантский
human 2 [хумэн] n человек; adj человеческий
humble [хабл] скромный, застенчивый, робкий
humid 20 [ху́мид] влажный
humorist [hу́морист] юморист
hundred [hundred] сто
hurt [hа:rt] (hurt; hurt) 1. болеть 2. причинять боль
ice [айс] лед
iceland [айсланд] Исландия
icey 20 [айкси] ледяной
imagination [имаджинэйшн] воображение
imagine [имэджин] представить, вообразить
immediately 15 [имедиэти] немедленно
impossible [implezим] невозможный
include [инклуд] включать
incomplete [инкомплит] неполный
indefinite [индефинит] неопределенный
independence [индепэнденс] независимость
Independent [индейпендент] независимый
India [ Чтэда] Индия
Indian Ocean, the [айленд охэй, Ѳэч] Индийский океан
industrial [индустриал] промышленный
independence [индустри] промышленность
inexpressive [инэкспресив] невыразительный
influence 2 [инфлюэнс] n влияние;
to have an influence on sb оказывать влияние на кто-л.
informal [информа] неофициальный
information [инфо маун] сведения
inhabit 20 [инхабит] населять
inhabited 20 [инхабитед] населенный
inhospitable [инхопзипитабил] негостеприимный
injure 14 [инджор] ранить, испортировать
injured 14 [инджиоед] раненый, пострадавший
insect 3 [инсект] насекомое
instead 20 [инстид] ad вместо чого-л.
international 5 [интэрнашионал] международный
interval [интервал] интервал
invent [инвент] изобретать
invitation [инвайтейшн] приглашение
invite [инвайт] приглашать
Irish [ирис] ирландский
Irregular [ирегул] неправильный
Italy [иллия] Италия
J
jacket [жэкет] куртка, жакет
jeans [жэйнз] джинсы
job [жоб] работа
joke [жоук] шутка
journey [жорни] путешествие
to go on a journey отправиться в путешествие
judge 17 [джудж] в эксперт, знаток, судья, в суде, решать
just [жаст] ad только что 2. как раз

kangaroo 21 [кэнтеру] кенгуру
keep [кип] (kept; kept) держать, сохранять
killed 20 [килд] погиб
kill [кил] убивать
king [кинг] король
kingdom [кингдом] королевство
knife [найф] нож (нож), нож (нож)
knock [нок] стучать
knowledge [нолеж] знание, знания
koala 21 [кокал] коала
kookaburra 21 [кокабурра] зооморфоз

L
lady 18 [леди] леди, дама
lake [лейк] озеро
land [ленд] земля, суша; в приставать к берегу, применяться
language [лендж] язык
last [лест] (last; last) последний; в длительное
late [леit] поздний

to be late (for) опаздывать (на)

lately [леитлеı] недавно, за последнее

laugh (at) [лэу] смеяться (вид)

law 10 [лэу] законы

lawmaker [лэу,мэйкə] законодатель

law [лэу] закон

lawyer [лэуэя] адвокат

lay 21 [лей] накрывать на стол

to lay eggs откладывать яйца

to lay the table накрывать на стол

lazy [лэзи] ленивый

lead [лед] вести, руководить

least 17 [лис] наименьший

least evil наименьшее зло

least [леист] наименьший

lecture [лек] лекция

leek [ли] лук-порей

legend [ледид] легенда

length [ленд] длина

lengthen [ленчэн] удлинять

Leonard [лэнъёэд] Леонардо

let [лет] позволить

let sb do sth позволить кому-то делать что-л.

liberty [лайбиди] свобода

Liberty Island остров Свобода

The Statue of Liberty Статуя Свободы

liche 1 [ли] дразнить, облизывать

lie 1 [лай] лежать

lie 2 [лай] лгать

to tell a lie говорить неправду

to tell a lie лгать, говорить неправду

life [лайф] (pl lives [лайвз]) жизнь (жизнь)

line [лайн] 1. линия 2. направление

(a transporete); в образовать

(by being lined) (with 13) быть образованным (чел.)

lip [лип] губа

list [лист] список

litter [литер] мусор

loaf [лоуф] (pl loaves [ловз]) буханка

a loaf of bread буханка хлеба

local [локаул] местный, ближайший к дому

logical [логоэл] логический

lonely 20 [лэйл] одинокий

look 14 [луук] смотреть, выглядеть

to look after присматривать

to look around оглядываться

to look at смотреть на

to look for искать

to look like выглядеть (как что-л. или что-л.)

to look through просматривать

to look up in sth посмотреть члн. (в словаре)

lord [лорд] земель

The House of Lords зал земель

(a британском парламенте)

Los Angeles [лос-энджелэз] Лос-Анджелес

lose [лос] терять

to be (get) lost потерять, заблудиться

lowlands 8 [лэуолэндз] низменности

lucky 3 [лэчки] удачный, удачливый

lung [лунг] легкое

lynx [линкс] рысь

lyrebird [лайрбэйд] лирохвост

magic [мэджик] волшебный

mail [меил] почта

mainland [меинлэнд] материк

majesty [мэджести] величие

His Majesty! Его/Ее величество!

major [мэйор] главный

make [mek] (made; made) 21 делать, выполнять

be made of/from быть сделанным

to make sb do sth заставлять что-л. делать что-л.

make off быстро уйти, убежать

make out разобраться, понять с трудом

make up составлять

mammal 3 (мелекопитающее

mark [мэйк] оценка

married [мэритэд] женатый, замужняя

be/get married to sb состоять в браке, стать в браке с кем-л.

marry [марри] жениться (на ком-то), выйти замуж (за кого-то)

material [маатер] материал

determinate [дэтеинитив] определен

no matter how 17 независимо как

meadow 8 [мэдоу] луг

meaning [минин] значение

means (of transport) [минз] средства (перевозки)

measure 18 [мер] мера, единица измерения; мерить, мерить

medicine [медсайн] 1. медицина (мерсис.) 2. лекарство (искусств.)

melt 16 [мэлт] таять, растаять

melting pot 1. тигель, 2. место, где собираются и сжигаются вместе предметы различных рас и культурных национальностей

member [мэмбə] член

memorial [мэминэл] мемориал

memory [мэмəри] память

merry [мэри] весёлый

mess 5 (мес) беспорядок, путаница

message [мэйзидз] устное сообщение

metal [метал] металл

mighty 16 [майти] мощный

mid [маид] середина

military 13 [мили] военный

militia [милитиа] милиция

million [миллион] миллион

millionaire [миллионэра] миллионер

mineral [минерал] минерал

ministry [министерство] министерство

miss sb (mix) 1. скучать по кому-л.

2. пропустить, опоздать

Miss [мис] мисс (незамужняя женщина)

Mississippi, the [мисисипи] Миссисипи (река)

mist 1 [мист] туман, дымка

misty 1 [мисти] туманный

mix [микс] смешать, смешивать

mixture 16 [микстчэ] 1. смесь 2. министерство

modest 13 [модест] скромный

moment [монмент] мгновение

monarch 9 [монарх] монарх

monument to sb посвящение кому-л.

motherland [мэйтлэнд] родина, отчество

mother tongue [мэйт-тон] родной язык

mountain [моунтн] гора

Mr [мэд] мистер, господин

Mrs [мэйз] миссис, госпожа (замужняя женщина)

Ms [эз] госпожа

museum [мьюзэм] музей

music [майзик] музыка

musician [маусикжин] а/музыкальный; а музыкальный философ

mysterious [мистэриос] таинственный

mystery [мистри] тайна

narrator [нарэтор] рассказчик

nasty [настси] отвратительный

nation [нейшн] нация

national [нейшнэл] национальный

nationality [нейшнэлти] национальность

native [нейтив]ад коренной, родной; в коренной

natural [нейтурал] естественный

naturally 20 [нейчуэл] естественно

nature [нэйчер] природа

nearly 20 [нейли] почти

necessary [нэскезери] необходимый

neighbour [нэбэйз] сосед

nephew [нэфув] племянник

New York [нуэй йорк] Нью-Йорк

New Zealand [нью-зеланд] Новая Зеландия

nickel [никл] монета в пять центов

nickname [найкими] прозвище

nod [nds] нод; кивать головой

noise [ноис] шум

noisy [ноиси] шумный

normal [нормэл] нормальный

north [нарт] север

northeast [нартест] северо-восток

northwest [нартвест] северо-запад

note [нот] заметка

nothing [нотнг] ничто, ничего

notice 21 [нотис] объявление; в заметке

nowadays [ноуэйдз] в настоящее время

nuclear 4 [нуклэар] ядерный

nuclear weapons 4 [нуклэар вуэаплз] ядерное оружие

number 17 [нэмбэ] 1. число 2. количества

oak [оук] дуб

ocean 17 [оучин] океан

obligation [оближейшн] обязательство

occasionally [эскэймоулти] время от времени

occupation [эшкоукейшн] занятие, профессия

occupy 20 [оккупеи] занимать (место)

ocean [оучин] океан

offend 14 [офэнд] обижать

offer [офер] предлагать

office [офиц] офис, учреждение, кабинет

official 9 [эфчел] официальный; государственный

oil [оил] нефть, моторное масло 2. нефть

only [онли] только

the only 20 единственный

opera [оупэра] опера
sandy 20 [sentdi] песчаный
San Francisco [sæn frənˈsɪskəʊ] Сан-Франциско
savannah n. 3 [səˈvænə] саванна
save (s) [sv] 1. спасение; 2. экономить, откладывать
scenery 8 [ˈsɛnəri] ландшафт
science [ˈsaɪəns] наука
scientist [saiˈentɪst] учёный
Scotland [ˈskɔldənt] Шотландия
scream [skriːm] громко кричать
screen [skriːn] экран
sculpture [ˈskʌlptʃər] скульптура
seaside [ˈsiːsайд] побережье, море
at the seaside на побережье
at to go to the seaside поехать на побережье
seem [siːm] казаться
seldom [ˈsɛldəm] adv. редко
selfish [ˈsɛlfɪʃ] эгоистичный
senate [ˈsɛnət] сенат
senator [ˈsɛnətɔr] сенатор
sense [sens] чувство
a sense of humour чувство юмора
sentence [ˈsentəntʃ] предложение
separate [ˈsɛrəpət] отделять
serious [ˈsɪriəs] серьёзный
seriously [ˈsɛriəsli] серьёзно
seriously [ˈsɛriəsli] серьёзно
serve [sərv] 1. обслуживать
service [ˈsɛrvis] служба; обслуживание
set [set] (set; set) 1. настраивать (на стойку) 2. садиться (на сиденье) 3. размещать
at to set to work приступить за работу
shamrock [ˈʃæmrəʊk] клевер
shape 8 [ʃeɪp] форма
shave [ʃeɪv] бриться
shock 5 [ʃoʊk] шок
at to be shocked быть шокированным
shoe [ʃu] обувь
shoemaker [ˈʃuːməkə] башмак, сапожник
shoot [ʃu] (shot; shot) стрелять, вести огонь
shore 16 [ʃɔr] берег (моря, озера)
shortage 4 [ˈʃɔːtɪdʒ] нехватка, недостаток
show 1 [ʃəʊ] 1. душ; 2. тело
at to show показывать, демонстрировать
shy [ʃaɪ] стеснительный, скромный
Siberia [səˈbɪrə] Сибирь
sick [sɪk] больной
side [saɪd] сторона 2. бок
sign [sain] знак; подписать
silk [sɪlk] шёлк
single [ˈsɪŋɡəl] одинокий
single (ticket) [ˈsɪŋɡəl tɪkɪt] билет в одном направлении
sitting room [ˈsɪtɪŋ rʊm] гостиная
situated [ˈsɪtʃʊətɪd] расположенный
be to be situated располагаться
situation [ˌsɪtjuˈeɪʃən] ситуация
skin [skɪn] кожа, шкура
skirt [skɜːt] юбка
skyscraper [ˈskɔskræpər] небоскрёб
slave [slæv] раб
slavery 17 [ˈslɛrvri] рабство
sleep [slɛp] (slept; slept) 1. спать
at to sleep in/out спать в доме/на улице
slice [slaɪs] тонкий кусочек, ломтик
slice [slaɪs] тонкий кусочек, ломтик
slice [slaɪs] тонкий кусочек, ломтик
smart [smɑːt] 1. умный 2. нарядный
smell [smel] запах; v. обонять
smell [smel] запах
smell [smel] запах
smell [smel] запах
snow [snəʊ] снег; v. идти (о снеге)
It often snows here. Здесь часто идёт снег.
It is snowing hard. Идёт сильный снег.
snowdrop [ˈsnɔdrɔp] подснежник
society 5 [səˈsaɪəti] общество
soft [sɒft] мягкий
soft drink [ˈsɒft drɪŋk] безалкогольный напиток
soldier [ˈsɔldʒər] солдат
solve [sɔlv] решить
solve [sɔlv] решить
southeast [ˈsuːtnoʊθ] юго-восток
southwest [ˈsʌtnˌwesət] юго-запад
spaceShip [ˈspeɪsʃɪp] космический корабль
Spain [spæn] Испания
Spanish [ˈspænɪʃ] испанский
species [ˈspiːsɪs] 1. вид (видов) 2. биологический вид (видов)
spider [ˈspʌdər] паук
spoil [spɔɪl] испортировать
spoon [spʊn] ложка
spy [spai] шпион
square [skwɔːr] площадь; adj. квадратный
in the square на площади
stage [steɪdʒ] сцена; v. ставить спектакль на сцене
on the stage на сцене
staircase 20 [ˈsteɪrkeɪs] лестница
stall [stɔl] лот
in the stalls в партере
start [stɔrt] начать; v. начинать
state [steɪt] 1. штат; 2. государство
statement [steɪˈmeɪnt] утверждение
statue [ˈstætju] статуя
stay (s) [steɪ] оставаться
at to stay at a hotel оставаться в отеле
at to stay in/out оставаться внутри/вне
at to stay with sb оставаться с кем-то
stepbrother 18 [ˈstepbɹəðə] брат по отцу
stepchild 18 [ˈstepfɑːld] приёмный ребёнок
stepdaughter 18 [ˈstepfɑːdɔːθə] дочь по отцу
stepfather 18 [ˈstepfɑːðə] отец по отцу
stepmother 18 [ˈstepməðə] мачеха
stepson 18 [ˈstepson] приёмный сын
stop [stɔp] остановка; v. останавливаться
store [stɔːr] магазин (большой)
storm [stɔːrm] шторм, буря
a storm of applause пикап аплодисментов
story [ˈstɔːri] история, рассказ
storyteller 18 [ˈstɔːrɪtɛlər] рассказчик
strange [strænd] странный, незнакомый
straw [strɔː] солома; adj. полосатый
stream [strɛm] поток
strength [strent] сила
strength [strent] укрепление
strength [strent] усилие, укрепление
stretch 16 [striːtʃ] растягивать, растягивать
strike [strɪk] (struck, stricken) 13 1. бить, ударять; наносить удар 2. be (о часах) 3. поражать
to strike a blow нанести удар
at to be struck be бить поражёным, быть поражённым
striking 13 [strɪkɪŋ] упорядоченный, поразительный
strip 1 [strɪp] полоса
student [ˈstʌdɪnt] студент, ученик
student 10 [ˈstʌdɪnt] подросток
team [tiːm] команда
teenager 10 [ˈtiːnɪdʒə] подросток
tech 3 [tɛk] техника
temperature [ˈtempərərəti] температура
term 5, 17 [tɜːm] срок, учебный семестр, курс
territory 20 [ˈterətri] территория
test 4 [tɛst] испытание, тест; v. испытывать, проводить испытания
Thames, the [θeɪmz] Темза
thistle [ˈθɪzl] колючий, ёлочный
thought [θɔːt] мысль
thousand [ˈθəʊsand] тысяча
throne 9 [θraʊn] трон, престол
throw 9 [θraʊ] бросать; бросить
tide 7 [taɪd] волна, прилив
tide 7 [taɪd] акватория, прилив
time 9 [taɪm] консервная банка
a tin of meat банка мясных консервов
toast [təʊst] зажарить
tongue [tʌŋ] язычок
tongue [tʌŋ] язык
tongue-twister challenge [ˈtʌŋ twɪstər ˈkæləndʒ] попробуй произнести сковородку
tonight [ˈtaʊnɪ] сегодня вечером
top 10 [tɔp] вершина
at at the top of sth на верхнем конце; at the top of one’s voice изо всех сил, громко
topic [tæp] тема
touch 9 [tʌtʃ] трогать
touching 9 [ˈtʌtʃɪŋ] трогательный
tourism [ˈtɔːrizəm] туризм
tourist [ˈtɔːrɪst] турист
trade 13 [trɛd] торговля
tradition [ˈtrædɪʃən] традиция
traditional [ˈtrædɪʃənl] традиционный
traffic [ˈtræfɪk] движение (уличное)
transport [ˈtɜːrɪspɔrt] транспорт
trip [trɪp] поездка, короткое путешествие
tropical 20 [tɹɪpəˈlædʒɪk] тропический
trouble [ˈtruːbl] неприятность; упрекнуть
troublesome [ˈtruːbləməʊz] проконфу
trunk 17 [trʌŋk] 1. ствол, ствол 2. хобот
trust 18 [trʌst] доверять
T-shirt [ˈtʃɜːrtʃ] футболка
turtle [ˈtɜːtl] черепаха (морская)
twin [twɪn] близнец
type [taɪp] печатать

U
ultraviolet 4 [ʌlˈtrævəriəl] adj ультрафиолетовый; n ультрафиолет
ultraviolet radiation ультрафиолетовое излучение
unbuilt [ʌnˈbɪlt] неостроевой
uncomfortable [ʌnˈkʌmfətəbl] неудобный
uncooked [ʌnˈkʊkt] сырой, непрогретый (о пище)
uncountable [ʌnˈkɔntəbl] неисчисляемый
uncovered [ʌnˈkʌvəd] неприкрытый, открытый
undeclared [ʌnˈdɛkləd] необъявленный, непровозглашенный
underground [ʌnderˈɡraʊnd] метро, подземка
to take the underground ехать на метро
underline [ˌʌndəˈlaɪn] подчеркивать
underlined word подчеркнутое слово
uneasy [ˈʌnɛz] нелегкий
uneducated [ʌnɪˈdjuːkətɪd] необразован
unfinished [ʌnˈfɪʃt] незаконченный
unfortunately [ʌnˈfətʃərətli] к несчастью, к сожалению
unfriendly [ʌnˈfrɛndli] недружелюбный
unhappy [ʌnˈhæpi] несчастливый, несчастный

unimportant [ʌnˈɪmپɔrtnt] неважный
uninhabited 20 [ʌnˈɪnheɪbɪtɪd] необитаемый
United States of America, the (the United States, the USA (the US)) Соединенные Штаты Америки (США)
university 8 [juːnɪˈvɜːsətɪ] университет
unkind [ʌnˈkaɪnd] недобры
unknown [ʌnˈnɔːm] неизвестный
unnoticed [ʌnˈnəʊtɪst] незамеченный
unpopular [ʌnˈpɒpjələr] непопулярный
unspoken [ʌnˈspɔːkən] невысказанный, невыраженный
untrue [ʌntrjuː] ложный, неверный
use [juːz] использовать, употреблять
used [juːzd] to do sth иметь обыкновение делать что-л. (в прошлом)

V
valley 8 [ˈvæli] долина
vast 20 [vɑːst] обширный
vice-president 17 [ˈvɪs prɛzɪdənt] вице-президент
video [ˈvɪdɪə] видео
village [ˈvɪlɪdʒ] деревня
visit [ˈvɪzɪt] в посещение, визит; в посещать
a visiting day день посещений
visitor 14 [ˈvɪzɪtə] посетитель, гость
vocabulary [ˌvokæˈbɪlərɪ] словарь, лексикон
vote 17 [vəʊt] голосование
vowel [ˈvəʊl] гласная
voyage [ˈvɔɪɪdʒ] путешествие (по воде)
to go on a voyage походить в морское путешествие

W
waste 4 [weɪst] отходы
watch [wɔtʃ] н часы (наручные); в смотреть, наблюдать
water [ˈwɔtər] вода, в поливать
waterfall 8 [ˈwɔtərflɔː] водопад
waterway [ˈwɔtərweɪ] водный путь
way [weɪ] путь, дорога 2. способ, образ
wealth [weəθ] богатство
wealthy [ˈweəθɪ] богатый, состоятельный
weapon 4 [ˈwɛpən] оружие
weather [ˈweðər] погода
weather forecast прогноз погоды

wish [wɪʃ] желать
witty [ˈwɪti] вдумчивая, колкун
wool [wuːl] н волокно; adj шерстяной
world [wɜːld] мир, свет, вся земля
all over the world по всему свету
worry [ˈwɔːri] беспокоиться, мучиться

Y
year [jɪə] год
yellow [ˈjeləu] жёлтый
yesterday [ˈjestədeɪ] вчера
yet [jɛt] еще; еще
young [jʌŋ] молодой
the young 1. молодой; детский 2. молодёжь

Z
zoo [zuː] зоопарк
at the zoo в зоопарке
## CONTENTS

### PART 2

#### BASIC COURSE

**Great Britain**

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**Project Work 1**

**Project Work 2**

**The USA**

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**Project Work 3**

**REFERENCE GRAMMAR**

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</tbody>
</table>

**VOCABULARY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</table>
### Read the sentences in the tables, give their Russian equivalents and notice the difference.

<table>
<thead>
<tr>
<th>I</th>
<th>I</th>
<th>John</th>
<th>him</th>
<th>Mary</th>
<th>to do his room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>Mother</td>
<td>him</td>
<td>Mary</td>
<td>her</td>
<td>to do it carefully.</td>
</tr>
<tr>
<td>My teacher</td>
<td>My teacher</td>
<td>her</td>
<td>her</td>
<td>me</td>
<td>to wash up after meals.</td>
</tr>
<tr>
<td>wants</td>
<td>talks</td>
<td>to wash up well.</td>
<td>to be kind and friendly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expected</td>
<td>expects</td>
<td>expected</td>
<td>expected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wants</td>
<td>expects</td>
<td>thinks</td>
<td>to be kind and friendly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>would like</td>
<td>thinks</td>
<td>knows</td>
<td>to play football with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td>wants</td>
<td>think</td>
<td>to come home soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to do something</td>
<td>to</td>
<td>wish</td>
<td>phone me at five.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to do something</td>
<td>to</td>
<td>think</td>
<td>take me to Britain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>me</td>
<td></td>
<td>think</td>
<td>wait for me after classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td></td>
<td>think</td>
<td>go to the baker's.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td></td>
<td>think</td>
<td>help me with Text 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td>greet</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>us</td>
<td></td>
<td>greet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>them</td>
<td></td>
<td>greet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John</td>
<td></td>
<td>greet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitty</td>
<td></td>
<td>greet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the children, etc.</td>
<td></td>
<td>greet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Make up sentences.

1. I want him to come back at 5.
2. Mother doesn't want me to become an actor.
3. Ann would like us to go to the zoo.
4. We wouldn't like you to return too late.
5. I don't expect them to answer this difficult question.
6. We expect the train to arrive on time.
7. They expect John to stay at a hotel.
8. To play football with me.
9. To come home soon.
10. To phone me at five.
11. To take me to Britain.
12. To wait for me after classes.
13. To go to the baker's.
14. To help me with Text 1.

### Say using the phrases on the right:

a) what parents usually want/
don't want their children to do;
b) what teachers usually expect/ 
don't expect their pupils to do;
c) what you would like/wouldn't like your friend(s) to do.

Example: My parents don't want me to come home late.

### Express the same in English.

1. Никто не хочет, чтобы он сделал всю эту работу один. 2. Я ожидаю, что ваши друзья помогут вам сделать (make) карту Британских островов. 3. Алиса хотела бы, чтобы учителя были добрыми.
4. Красная Шапочка не ожидала, что Волк побежит к домишу ба-