

АНГЛИЙСКИЙ ЯЗЫК

RAINBOW ENGLISH



часть 2
8

УДК 373.167.1:811.111
ББК 81.2Англ-922
А94

Условное обозначение:



— предлагаемое задание имеет экзаменационный формат

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А94 Английский язык. 8 кл. : в 2 ч. Ч. 2 : учебник / О. В. Афанасьева, И. В. Михеева, К. М. Баранова. — М. : Дрофа, 2014. — 126, [2] с. : ил. — (Rainbow English).

ISBN 978-5-358-13993-0 (ч. 2)

ISBN 978-5-358-14044-8

Учебник, созданный известными специалистами в области преподавания английского языка, является основным компонентом учебно-методического комплекса для 8 класса.

Учебник соответствует Федеральному государственному образовательному стандарту основного общего образования, рекомендован Министерством образования и науки Российской Федерации.

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Unit 3



Performing Arts: Cinema

5

Step 1

Step 1

DO IT TOGETHER

- 1 Listen to the song, 🎧 (41), and sing it along.

Pasadena¹

(Karen and Alice Maywood)

Come with me to Pasadena,
Today at ten we will arrive.
I have been in Pasadena
For a great deal of my life.

Refrain: Come with me to Pasadena
If you want to have some fun.
Watch the dancing seniorinas
In the heat² of the sun.

When I woke up today
I heard someone say,
“Girl, it’s raining
And they’re expecting³ snow”.

Refrain

And it’s morning I knew
What I had to do —
Take the next plane
And finally go.

Refrain



¹ **Pasadena** [pəˈsæːdiːnə] — a city of California, USA, a famous place for holiday-making

² **heat** [hi:t] — жара

³ **to expect** [ɪk'spekt] — ожидать

2

A. Work in pairs. Find out:

- 1) how often your partner goes to the cinema;
- 2) what he/she prefers: to watch films at home or in a cinema house;
- 3) what kind of films he/she prefers;
- 4) if he/she has any favourite films and favourite actors;
- 5) what is the best/worst film he/she has ever seen and why he or she considers them good or bad.

B. Report what your partner told you.

Example: N. says he goes to the cinema once a month with his parents.

3

Listen, (42), and read.

A.

achievement [ə'tʃi:vmənt] — достижение**anywhere** ['eniwɛə] — где бы то ни было, повсюду**crime** [kraɪm] — преступление**director** [dɪ'rektə] — режиссёр**rapidly** ['ræpɪdli] — быстро**screen** [skri:n] — экран**silent** ['saɪlənt] — беззвучный, немой, молчаливый**within** [wɪ'ðɪn] — в течение, с интервалом в, внутри

B.

achievement: many achievements, a great achievement. What are Mike's best achievements in sport? You've written a very beautiful piece of poetry, which is quite an achievement!**anywhere:** to travel anywhere, anywhere else. He never travels anywhere without his camera. Did you go anywhere interesting? This species of tigers doesn't live anywhere else in the world.**crime:** a serious crime, a scene of crime, to commit¹ a crime, to solve a crime. It took the police years to solve that crime. At that moment he didn't understand that he had committed a crime.**director:** a film director. What successful film directors do you know? I remember some very good films by this famous director.**rapidly:** to move rapidly, to develop rapidly, to grow rapidly. People's interest in politics is rapidly growing in the country. Some of these businesses are rapidly developing.**screen:** a computer screen, a TV screen, to come to the screen. A new icon will appear on your screen. Margo's screen career was very successful. He is a star of stage and screen.**silent:** a silent person, silent reading, to keep silent about something, a silent film. I asked my friend to keep silent about my new plans. We walked through a silent forest. Everyone was silent when the president spoke. I think that silent films are in the past now.**within:** within an hour, within the country. There were four churches within the walls of the ancient city. We arrived within two minutes of each other. I hope to be ready within two or three days.

4

Complete the sentences with the new words from the box.

within, crime, achievements, screen, anywhere, rapidly

¹ to commit — совершать (обычно преступление, самоубийство)

- 1) You've been very ... today. What's the matter?
- 2) Killing a person is a terrible
- 3) Nowadays people prefer big- ... televisions.
- 4) The car ... disappeared behind the houses.
- 5) The new test showed much better ... of the students.
- 6) There are some very talented young film ... working in the country.
- 7) I think I'll be able to complete the work ... two or three days.
- 8) I can go ... with you if you just ask me.

5 A. Read the text and answer the questions after it.

How It All Began



Cinema is much younger than theatre. It was born at the end of the 19th century. The first people who showed the first movies to the **public** ['pʌblɪk] were the Lumier [lu:'miɛ] Brothers of France. They did it at the Grand Café, Boulevard des Capucines¹, Paris, on the 20th February 1896. This was the first cinema show. Very quickly cinema appeared in many other places in all parts of the world.

The first films showed moving people and **transport**, then people were able to see short comedies on the screen. In 1901 France was the first country to produce a dramatic film, *The Story of a Crime*¹, then *The Great Train Robbery*² appeared in the United States in 1903.

At first, people could see films anywhere: in **music halls**, clubs and shops. By 1908 **special film theatres** began to give regular programmes. At this time cinema rapidly developed in both the New and the Old World. Charlie Chaplin made his first film, *Making a Living*, in 1914 in the USA. The Russian film **industry** was now going on its own way. It produced such great films as Protazanov's *The Queen of Spades* (1916) and *Father Sergius* ['sɜ:ʒiəs] (1918). A little later



¹ Grand Café, Boulevard des Capucines [ˈgrɑ:ŋ ˈkəfə ˈbulvɑ: ˈdə ˈkɑpuʃɪn] — Гранд-кафе на бульваре Капуцинок

² a robbery ['rɒbəri] — ограбление



The Battleship "Potemkin" came to the screen. That was Russia's great achievement in cinema. The film director was Sergey Eisenstein ['aɪznstəm]. In 1927, Warner Brothers¹ in Hollywood made the first film in which an actor sang and spoke. The film's title was *Jazz Singer*. It had three songs and a short dialogue. That opened a new era [ɪrə] in films — the era of the "talkies", or sound films. The silent film was dead within a year. The first one hundred percent² sound film, *Lights of New York*, appeared in 1928, and the first colour films — in the 1930s.

Questions:

- 1) When was cinema born?
- 2) What country produced the first dramatic film?
- 3) Why is the film *Jazz Singer* important in the history of cinema?
- 4) Where could the people watch the first films?
- 5) What can you say about the first Russian films?
- 6) When was the era of silent films over? When did the era of talkies, or sound films begin?
- 7) When did the first colour films appear?

B. What do the marked words in the text mean? What helped you to understand them: a) the way they look and sound or b) the context?

6 Find in the text the names of these films.

- | | |
|--------------------------------|----------------------------|
| 1) «Большое ограбление поезда» | 5) «Отец Сергей» |
| 2) «Пиковая дама» | 6) «Броненосец "Потёмкин"» |
| 3) «Огни Нью-Йорка» | 7) «Певец из джаза» |
| 4) «История преступления» | 8) «Зарабатывая на жизнь» |

¹ Warner ['wɔːnə] Brothers — американская кинокомпания

² percent [pə'sent] — процент

Articles

Обратите внимание, что с названиями театров, кинотеатров, музеев, картинных галерей обычно употребляется определённый артикль.

Theatres

- the Bolshoi Theatre
- the Maly Theatre
- the Royal Opera House
- the Royal Shakespeare Theatre
- the National Theatre
- the Playhouse

Museums

- the British Museum
- the Science Museum
- the Natural History Museum

Cinemas

- the Coliseum ['kɒlɪ'si:əm]
- the Saturn ['sætɜ:n]
- the Odeon ['əʊdiən]
- the Zenith ['zenɪθ]
- the Rossia Cinema House
- the Forum

Galleries

- the National Gallery
- the National Portrait Gallery
- the Tretyakov Gallery

7 Complete the sentences. Use the articles *a* or *the* where necessary.



The Royal Opera House

A.

The centre of theatre life in Britain is London but in most (1) ... cities and (2) ... towns of (3) ... country there are (4) ... theatres too. There are about (5) ... hundred theatres in London, half of them are situated in (6) ... West End. Probably (7) ... most famous theatre is (8) ... Royal Opera House at Covent Garden which is in (9) ... central London. There you can listen to operas and also watch ballets by the Royal Ballet, which has *become very successful*. *There are many theatres* and (10) ... theatre companies for young people. (11) ... National Youth Theatre and (12) ... Young Vic Company in London are among them.



The National Air and Space Museum

B.

This guidebook gives you information about Washington, D.C. Here you can find (1) ... texts about all the museums of (2) ... city. For example, on (3) ... page 56 you can read about (4) ... National Museum of American History and (5) ... some other museums as well. Children often go to (6) ... Natural History Museum where they spend hours learning about how life developed on (7) ... planet. Another must for (8) ... visitor to Washington, D.C. is (9) ... National Air and Space Museum, possibly (10) ... most popular of Washington's museums and (11) ... most visited museum of (12) ... world.

DO IT ON YOUR OWN

8 Use past simple or past perfect to complete the sentences.

1) Many British critics wrote that *The King's Speech* (to be) the best film of the year 2010. They (say) it (mark) the rebirth of the British film industry. 2) John was sure that film-makers (to use) the press to sell their product to the public. 3) Alice answered that she really (to enjoy) the movie. 4) The film director said he (to make) a funny comedy. 5) We mentioned that we (already to buy) tickets.

9 Find in the text "How It All Began" the word combinations antonymic to the following.

Example: it died — it was born

1) At the beginning; 2) the last show; 3) finally; 4) common film theatres; 5) slowly developed; 6) disappeared from the screen; 7) silent films.

10 Write these in English.

1) Великие достижения; 2) знаменитый кинорежиссёр; 3) совершить преступление; 4) гулять где угодно; 5) в границах (внутри) государства; 6) тихая ночь; 7) широкий экран; 8) быстро расти.

11 Write 8 sentences with the word combinations from exercise 10.

Step 2

DO IT TOGETHER

SFA

1 A. Listen to the text about Charlie Chaplin, (43), and complete the following statements.

1) Charlie Chaplin

- a) played in films
- b) directed films
- c) was both an actor and a film director

2) Chaplin's first performance came when he was

- a) a very young boy
- b) a teenager
- c) a young man

3) Chaplin

- a) was born in the US
- b) moved to the US
- c) loved the US





4) Chaplin's first films were

- a) short sound dramas
- b) long silent tragedies
- c) short silent comedies

5) Chaplin didn't make the film

- a) "The Circus Animals"
- b) "City Lights"
- c) "Modern Times"

B. Listen to a piece of music by Charlie Chaplin, (44), and say what you associate it with.

2 Read the word combinations and sentences.

- | | |
|--------------------------|-------------------------|
| an important achievement | to commit a crime |
| a personal achievement | to solve a crime |
| a cultural achievement | to report a crime |
| a film director | to develop rapidly |
| a theatre director | to produce rapidly |
| a musical director | to grow rapidly |
| on the screen | to grow silent |
| a wide screen | to become silent |
| to come to the screen | to keep silent |
| within a month | within the city |
| within a year | within the UK |
| within the next hour | within the garden walls |

I'll meet you anywhere you say. He says he can live anywhere in this country. Sit anywhere you like. I tried to find that book but couldn't see it anywhere.

3 **A.** Read the text and complete it with the word combinations (a—h). Give the text a name.

- a) the home of the American film industry
- b) who lived on the farm near
- c) a great success
- d) in the early 1890s
- e) to make films
- f) and all his actors
- g) with an invitation to visit a farm
- h) build a film studio

Why do many American film companies have offices and studios in Hollywood, California? Do you know it all started (1)... ?

The American film industry began (2)... in New York, the financial capital of America. The industry developed very quickly as the technology developed. The first films were black and white and silent. As directors learnt more about filming, they made longer and longer films. Later came colour movies we see today.

But in the old days, when the first films appeared, people made them in small studios or in the streets. Then, in 1907, a producer in Chicago was making a film called *The Count of Monte Cristo*, and part of the film was set at the seaside. He didn't want to (3)... which looked like a seaside, he wanted a real thing. The producer had a friend (4)... the small town of Hollywood. This friend had invited the producer to visit him. So the producer took all his film crew (5)... with him and they made part of the film at the seaside near Hollywood. The film was (6)... . After that many film companies came to Hollywood (7)... . The town got bigger and bigger and many studios were built. Hollywood became (8)... .



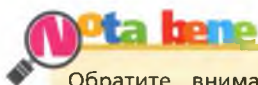
- 4 Work in pairs. Ask and answer questions about films and film making. Report what your partner has said.

Example: Ann, have you seen, a lot of films? — Ann said (told me) that she had seen a lot of films lately.

A. 1) Have you seen many films lately? 2) What films were they? 3) Did you enjoy watching them?

B. 1) Did you go to the cinema last week? 2) To what cinema house did you go? 3) How long did it take you to get there?

C. 1) Did you see any comedies last month? 2) With whom did you watch the film? 3) Did you enjoy the actors?



Обратите внимание на изменения, которые происходят в глагольных формах при переводе предложений из прямой речи в косвенную, если глагол, который вводит прямую речь, используется в *past simple*.

Kevin said: "I have been writing a play for a week".

Kevin explained he had been writing a play for a week.

Alice asked Bob: "How long have you been directing the film?"

Alice wondered how long Bob had been directing the film.

Alice asked Bob how long he had been directing the film.

В придаточных предложениях *present perfect progressive* переходит в *past perfect progressive*.

- 5 A group of pupils are staging a play. They have come to their teacher to say what they have been doing. Report what they say.

Example: T i m a n d S a r a h: We have been decorating the hall since last Tuesday.

Tim and Sarah explained that they had been decorating the hall since the previous Tuesday.



- 1) A l i c e: I have been writing invitation cards for several days.
- 2) J a n e a n d R o b e r t: We have been making scenery for two weeks.
- 3) R e b e c c a: I have been selling tickets for a week already.
- 4) S i m o n: I have been learning my part for a month.
- 5) F r e d a n d L i z z y: We have been inviting our classmates and teachers to the performance since last Wednesday.
- 6) W e n d y a n d M a x: We have been making gifts for the actors for several days.
- 7) A n d r e w: I have been drawing pictures for the performance since last Friday.

- 6 Describe¹ a good modern cinema house. Here are some ideas.



- big hall
- comfortable seats
- wide screen
- good sound equipment
- equipment for showing films in 3D²
- several shows a day
- box office that works long hours
- tickets which are not too expensive
- booking tickets³ through the Internet
- drinks and refreshments in the foyer

- 7 Work in pairs. Invite your friend to go to the cinema. Together decide:

- where to go;
- what film to see;
- which show you prefer: morning, afternoon or evening.

DO IT ON YOUR OWN

- 8 This is what Julia, a famous actress, said about herself in an interview. Report it in writing.

Example: Julia said she had always liked cinema.

¹ to describe — описывать

² 3D [θri:'di:] = 3-dimensional [dar'menʃənl]

³ to book tickets — заказывать билеты

Julia: "I have always liked cinema. I think I have been watching my favourite films since my early years. At the age of ten I received my first part in a film. At this moment I'm preparing for some very important festival. I'm going to speak about my acting career. I have been writing my speech for several days."

- 9 Compare old and new cinema houses. Use the adjectives in the box in their comparative degree.

big, small, narrow, wide, comfortable, expensive, modern, good

Example: The halls in new cinema houses

The halls in new cinema houses are **bigger** than in old cinemas.

- 1) The foyers in old cinema houses
- 2) The screens in old cinemas
- 3) The screens in new cinemas
- 4) The seats in new cinemas
- 5) The tickets for films in new cinemas
- 6) New cinema houses are ... and

- 10 Spell these words.

- | | | | |
|------------------|-------------|--------------|---------------|
| 1) [ə'tʃi:vmənt] | 3) [skri:n] | 5) ['eniweə] | 7) [dɪ'rektə] |
| 2) [kraɪm] | 4) [wɪðm] | 6) ['saiənt] | 8) ['ræpidli] |



- 11 Get ready to speak about a visit to the cinema. Mention:

- what cinema it was;
- who was with you;
- what film you watched;
- where were your seats;
- if you had any refreshments;
- if you enjoyed the visit and why (or why not).

Step 3

DO IT TOGETHER



- 1 Listen to five people (1—5) speaking about different films, (45), and match what they say with the statements (a—f). There is one statement you don't have to use. Match the statements with the pictures.

- a) The speaker says that the film is about Hollywood.
- b) The speaker explains that the film is not a "talkie".
- c) The speaker talks about a musical.
- d) The speaker explains that the film is about prehistoric animals.
- e) The speaker says that he has seen the film two times.
- f) The speaker talks about a Russian film.

1.



2.



3.



4.



5.



2

Say what questions the pupils asked at the meeting with Brian Kelly, a Hollywood actor.

Example: Mark wondered how long Brian had been working in cinema.
M a r k: How long have you been working in the cinema?

- 1) Linda wanted to know if Brian had ever taken part in film festivals in Cannes [kæn], France.
- 2) Diana asked if Brian himself often went to the cinema.
- 3) Greg asked if Brian had been keeping to a diet of fruit and vegetables.
- 4) Susan wanted to know when Brian had been to the theatre last.
- 5) Jack wondered with how many directors Brian had worked.
- 6) Kevin asked who Brian's favourite director was.
- 7) Julie wanted to know when Brian had begun his career.
- 8) Sarah asked if Brian was going to visit some European countries.
- 9) Sam wondered in how many films Brian had appeared.

При переводе из прямой речи в косвенную обратите внимание на следующее: если глагол в главном предложении употребляется в простом прошедшем времени, то вспомогательные глаголы **will** и **shall**, образующие будущее время, изменяются соответственно на **would** и **should**:

| | |
|--|--------------------|
| John said: "I will have an advantage over Bob." | future simple |
| John said he would have an advantage over Bob. | future-in-the-past |
| We said: "We shall go to the cinema." | future simple |
| We said we should go to the cinema. | future-in-the-past |

3 Report what they said. Use the verbs from the box.

wondered, thought, wanted (to know), asked, said

Example: J e n n y: I'll play the central part in a new film.
Jenny thought she would play the central part in a new film.

- 1) P e t e r: What film will you see at the Odeon?
- 2) J o h n: Hector, will you appear in this comedy?
- 3) V a l: I shall go to the cinema in the evening.
- 4) R o b e r t: Jane, will you buy tickets for *The Sounds of Music*?
- 5) M r C o o k: We shall have our seats in the stalls.
- 6) M r s C o o k: I am sure our daughter won't like this film.
- 7) M r s E v a n s: Where shall we meet?
- 8) M i s s F o x: Who will play in this comedy?

4 A. Listen, (46), and read the words and phrases that can help you to speak about films.

Good impression¹

powerfull — сильный
moving — трогательный
thrilling — волнующий
gripping — захватывающий
enjoyable — приятный
a hit — хит, успешный фильм
a blockbuster — кассовый фильм, блокбастер

Bad impression

Words

slow — затянутый
boring — скучный
shallow — поверхностный
silly — глупый
violent — жестокий, содержащий сцены насилия

Phrases

The film is good fun. — Фильм интересный (весёлый).
 I enjoyed every minute of it.
 The film leaves a deep impression. — Фильм оставляет глубокое впечатление.
 The film is a flop. — Фильм провалился.
 It is so-so. — Он так себе.

¹ an impression [ɪm'preʃn] — впечатление

Watching this film is a waste of time. — Смотреть этот фильм — попросту терять время.

The film has an interesting message. — Фильм содержит интересные идеи.

The actors' playing is fantastic.

The director's work is original.

The film is a hit with the public. — Фильм пользуется успехом у публики.

B. What can these people say about the film they are watching?



1) Andrew



2) John



3) Jack



4) Nick



5) David

5 Say the same in one word.

Something that

- moves you is (1) ...
- thrills you is (2) ...
- doesn't move fast is (3) ...
- keeps you interested is (4) ...
- has a lot of crime and blood is (5) ...
- doesn't have any interesting ideas is (6) ...
- is popular with the public is a (7) ...
- is uninteresting is (8) ...
- is not clever is (9) ...
- is pleasant is (10) ...

6 Say what film you have lately seen is

- | | |
|-------------------------|-------------|
| a) powerful; | f) slow; |
| b) gripping; | g) boring; |
| c) moving; | h) shallow; |
| d) good fun; | i) violent; |
| e) a hit with a public. | j) a flop. |

7 Think of three films you've seen and say what you think of them. Use the words and phrases from exercise 4.

DO IT ON YOUR OWN

8 Report what the children said in writing.

B o b: I will go to see a ballet next Sunday.

H e l e n: Sid, will you join us?

S a l l y: What play will they perform?

H a r r i s: Will you help me, Paul?

C h r i s: I won't go to the circus with you.

9 Spell these words.

- 1) ['grɪpɪŋ] 3) [hɪt] 5) ['vaɪələnt] 7) [flɒp]
 2) ['θrɪlɪŋ] 4) ['blɒkbʌstə] 6) ['ʒæləʊ] 8) ['mu:vɪŋ]

10 Pair up the antonyms from the boxes. Write the pairs down.

| | |
|---------|-------------|
| boring | kind |
| clever | fast moving |
| peace | deep |
| finally | a flop |

| | |
|----------|---------|
| slow | war |
| violent | a hit |
| gripping | first |
| silly | shallow |

11 Give the English for the following word combinations.

- 1) Трогательная история; 2) захватывающие события; 3) глубокое впечатление; 4) игра актёра; 5) жестокое поведение; 6) пустая трата времени; 7) важная идея; 8) поверхностный ответ.

Step 4

DO IT TOGETHER

1 Listen, (47), to the dialogues (1—4) and say where these talks (a—e) take place. There is one statement you don't have to use.

- The dialogue takes place in the circus.
- The dialogue takes place at the theatre.
- The dialogue takes place in the box-office.
- The dialogue takes place outside the cinema house.
- The dialogue takes place at home.



2 You know the words in column A. Read the sentences (1—10) and say what the words in column B mean.

A.
 achievement
 impression
 silent
 rapidly
 a screen

B.
 to achieve
 to impress
 silence
 rapid
 to screen

- 1) The Russian hockey players **have achieved** really great results. 2) He is one of the actors who **has achieved** real success in Hollywood. 3) What **impressed** me was the way they solved their everyday problems. 4) This

is not the film **to impress** the public. 5) When I answered the phone, there was dead **silence** (= no sound at all). 6) The owl's cry broke the **silence** in the forest. 7) We see a **rapid** growth in the use of the Internet. 8) The result of the reform is a **rapid** change of the national industry. 9) **To screen** means to make a film of some literary work. 10) When did they **screen** "War and Peace" by Leo Tolstoy?



Правила согласования времён не соблюдаются, если глагол в главном предложении используется в форме прошедшего времени (said, explained, thought, added, etc.), а в придаточном предложении

а) речь идёт об общеизвестной истине, фактах не требующих доказательств:
He said that the Earth is round.

б) объясняется конкретная дата события:
I explained to little Ann that the sun sets in the west.

в) указывается конкретная дата события:
John said he left school in 2012.

г) используются модальные глаголы **must, should, ought (to)**:

I thought you must visit her.

He said I should be more careful.

3 Read the sentences and explain in Russian the use of the verb forms in the clauses¹.

- 1) I didn't know when Patricia **was** born.
- 2) He said the American film industry **began** in 1890s in New York.
- 3) My mother told me I **ought** to see the doctor.
- 4) The teacher explained to his pupils that the Earth **is moving** round the Sun.
- 5) He was not sure that there **are** four oceans in the world.
- 6) Jacob thought that the Lake District **is** in Scotland though it is situated in England.
- 7) My older brother said World War II **began** in 1939.
- 8) He said he didn't know when the first Russian film **appeared**.

4 Read the text. Use the necessary forms of the words on the right to complete it.

As you know Hollywood is the home of the American film industry. Hollywood (1) ... an ideal climate and different places to make films. They are much (2) ... than many others. You can find deserts, hills and mountains, small seaside towns and the city of Los Angeles there. Since the 1920s thousands of directors (3) ... their films in this place. Nowadays Hollywood is (4) ... than ever. You can watch films of its studios in all parts of the world. But these days film-makers prefer (5) ... crews to real places to make films there, and many studios (6) ... in Hollywood. Whatever² the future (7) ..., we'll remember Hollywood as the centre of the American film industry.

offer
good

make
popular

send
close,
bring

¹ a clause [kla:z] — придаточное предложение

² whatever [wɒt'evə] — что бы ни

Read the texts and match the names of these actors and actresses with the information about them.



a) Yuri Nikulin



b) Charlie Chaplin



c) Lubov Orlova

d) Marilyn Monroe
[ˌmærlɪn mənˈrəʊ]e) Jean Marais
[ˌʒɑːnmɑːˈreə]f) Sophia Loren
[səʊˌfiːə ˈlɔːren]

- 1) He was born in 1889 in England and lived a long life. He was a film actor and director who worked a lot in the USA in silent black-and-white comedy films. His favourite role was that of a tramp¹ wearing funny clothes and walking in a funny way. During his life he was very popular with the public. He died in 1977.
- 2) She is a beautiful Italian actress. She was born in 1934. During her work in cinema she was a real film star and had won several Academy Awards².
- 3) This Russian actor was born in 1921. He was at the front during the Second World War. Since 1950 he began to work in the circus as a clown. He became a popular film actor in his country. A lot of people remember him for his comic and tragicomic parts.
- 4) She is an American film actress, born in 1926, whose real name is Norma Jean Baker. She played a number of characters in many successful films. She was a perfect example of a Hollywood studio star. She had a tragic life and died at the age of 36. Since her death interest in her life has only grown.
- 5) He is a popular French actor who was born in 1913 and died in 1998. He starred in a lot of popular films. Probably cinemagoers remember the parts of Monte Cristo and Phantomas best.
- 6) She was born in Russia in 1902 and died in 1975. She played in one of Moscow theatres but appeared both on screen and stage. She played central parts in the films *The Spring*, *The Circus* and *Volga-Volga*.

¹ a tramp [træmp] — бродяга

² an Academy Award [əˌkædəmi əˈwɔːd] — награда Академии киноискусства

6 A Listen, (48), and read the names of some popular types of films.

Types of Films

an adventure [əd'ventʃə] film — приключенческий фильм

a thriller — триллер

a crime film — детектив

an action ['ækʃn] film — фильм в жанре «экшн»

a western — фильм в жанре «вестерн»

a war film — военный фильм

a psychological [ˌsaɪkə'lɒdʒɪkəl]

drama — психологическая драма

a comedy — комедийный фильм

a horror ['hɒrə] film — фильм ужасов

a musical — мюзикл

a science fiction [ˌsaɪəns 'fɪkʃn], **sci-fi** ['saɪˌfaɪ] — фантастический фильм

a family film — фильм для семейного просмотра

a documentary [ˌdɒkjʊ'mentri] film — документальный фильм

a cartoon [kɑ:'tuːn] — мультфильм

B. Think of several films you've seen and say to which types they belong.

7 Look at the pictures and name the types of these films.



1.



2.



3.



4.



5.



6.



7.



8.

DO IT ON YOUR OWN

8 Match the types of these films with their descriptions¹.

- | | |
|--|--------------------------------------|
| 1) A film with lots of music and dance. | a) a horror film |
| 2) A film about cowboys and life in the Wild West. | b) a crime film |
| 3) A film about criminals and detectives. | c) a comedy |
| 4) A film in which terrible and frightening ² things happen. | d) a western |
| 5) A film about space travels or life in an imaginary ³ future. | e) a musical |
| 6) A funny film with a happy ending. | f) a science fiction film (a sci-fi) |

9 Complete the sentences with the words from the box.

achieved, impress, silence, screen, rapid

1) John mentioned the ... development of new technologies in the film industry. 2) I don't think this science fiction film can ... you. 3) The two actors were looking at each other in 4) The republic ... its independence in the middle of the previous century. 5) A famous Hollywood director is going to ... one of Jeffrey Archer's stories.

10 Spell these words.

- | | | |
|--------------------|----------------|--------------------|
| 1) ['hɒrə] | 4) [əd'ventʃə] | 7) [ˌsaɪkəlɒdʒɪkl] |
| 2) [ˌdɒkju'mentri] | 5) ['θrɪlə] | 8) ['westən] |
| 3) [kɑ:'tu:n] | 6) ['ækʃn] | |



11 Get ready to speak about the type of films you like to watch. Mention:

- what type of film it is;
- why you like such films;
- what films of this type you have seen;
- which of them you think is the best;
- who the director of the film is;
- what actors play in the film.

Step 5

DO IT TOGETHER

1 Listen to the text, (49), and say which of the facts is not mentioned in it.

- 1) At first the Willcoxes bought two lemon farms near Los Angeles.
- 2) The Willcoxes called the land they had bought Hollywood.

¹ a description [dɪ'skrɪpʃn] — описание

² frightening ['frɑɪtənɪŋ] — пугающий

³ imaginary [ɪ'mæʃɪmri] — воображаемый

- 3) Until 1910, audiences did not know the names of their favourite actors and actresses.
- 4) Good weather attracted film-makers to California.
- 5) Actors and actresses didn't talk in the first films.



Metro-Goldwyn-Mayer



20th Century Fox



Universal Pictures



Paramount Pictures



Columbia Pictures
Industries, Inc.



Warner Bros.
['brʌðəz]

2

A. Read and say what types of films they are.

Example: A comedy is a film that tries to make the audience laugh.

- | | |
|----------------------|---|
| 1) A comedy | a) any serious film |
| 2) A thriller | b) a film which is a love story and a comedy |
| 3) A romantic comedy | c) a film that parents and children enjoy watching together |
| 4) A drama | d) a costume drama about real historical events |
| 5) A cartoon | e) a film where characters are not people |
| 6) An action film | f) a film with a lot of fights |
| 7) A family film | g) a film that makes you thrilled, often about a crime |
| 8) A historical film | h) a film that tries to make the audience laugh |

B. Answer these questions.

- 1) What action films have you seen lately? 2) Are you fond of horror films? Why? Why not? 3) Sherlock Holmes [ˌʃɜːlɒkˈhəʊmz] is one of the world-famous characters of crime films. Do you know any others? 3) Are psychological dramas popular nowadays? 4) Why do you think they are (aren't)? 5) Who do you think prefers to watch science fiction films more: men or women, young people or those who are older than sixty? 6) Can you call the film about Robinson Crusoe an adventure film? Why? Why not? 7) What adventure films have you seen or heard of? 8) Can you give the titles of some thrillers?

Listen, (50), and read.

A.

agree [ə'gri:] — соглашаться
applaud [ə'plɒd] — аплодировать
attentive [ə'tentɪv] — внимательный
besides [br'saɪdz] — кроме, кроме того, помимо
cheap [tʃi:p] — дешёвый
price [praɪs] — цена
rise [raɪz] — подниматься
seem [si:m] — казаться
at last [ət'lɑ:st] — наконец

B.

agree: to agree with somebody, to agree to do something, to agree with somebody (on/about) something, to agree to a plan/an idea/an offer. Do you think John will agree with us? We agreed to leave at once. It's a fantastic movie, isn't it? — I couldn't agree more. (=I quite agree with you.)

applaud: to applaud somebody, to applaud loudly/warmly/wildly. The audience applauded the actors wildly. We all got to our feet and applauded the speech.

attentive: to be attentive to somebody or something; an attentive listener, an attentive student. Our family doctor is friendly and very attentive. Be attentive to your younger brothers and sisters.

besides: I don't like the jacket, besides it's too expensive. There are a lot of rivers in England besides the Thames.

cheap: cheap food, cheap clothes, cheap tickets. I think that cinema tickets should be cheaper.

price: the price of something, low and high prices, to buy something at a low price. What's the price of these apples? They bought their television at half price. She has become very successful, but at what price?

rise (rose, risen): to rise rapidly, to rise regularly. Everyone knows that the sun rises in the east. The curtain rose and we saw some beautiful scenery on the stage.

seem: to seem nice, to seem good, to seem to somebody. It seems rather cold today. It seems to me that the weather is going to change.

at last: At last we got the answer we wanted to get. *At last* means the same as *finally*.



Match the words in the two columns and complete the sentences.

| | |
|-----------|----------------------|
| agree | tickets for the film |
| applauded | attentive enough |
| cheap | for their words |
| price | rose into the air |
| plane | to send the students |
| besides | the actors |
| seemed | loudly |

1) The ... and then disappeared in the clouds. 2) The school will never ... abroad without teachers. 3) I would like to buy ten 4) Did you speak to anyone ...? 5) The audience ... and I understood the performance was a real success. 6) The children ... to what their teacher was saying. 7) They have paid a very high

5 A. Think of what these proverbs may mean. Choose the right variant.

1) Best is cheapest.

- a) Cheap things are better than expensive things.
- b) Good things serve longer, so in the long run¹ they save your money.
- c) It's always better to buy cheap things.



2) Birds in their little nests agree.

- a) Birds always live peacefully.
- b) People must agree not to kill birds or destroy their nests.
- c) If you want to be happy, you must live together in harmony.

3) Things are seldom what they seem.

- a) What you see doesn't always tell you the truth, look deeper.
- b) You can never be sure of what you see.
- c) Things often seem to be better than they are.

4) A thing that you don't want is dear at any price.

- a) Don't buy things that are dear (expensive) in their price.
- b) Don't buy things that are cheap in their price.
- c) Don't buy things you don't need even if they are cheap.

B. Which of these proverbs do you agree with? Tell a brief story to illustrate one of them.

Nota bene

Некоторые имена прилагательные образуют степени сравнения особым образом. К ним относятся, например, такие единицы, как **late** (поздний) и **old** (старый).

- 1. **late** → **later** (более поздний) — **latest** (последний, очередной; последний на настоящий момент)
- **latter** ['lætə] (последний из двух упомянутых) — **last** (самый последний, больше не будет)

Let's take a **later** train. Pete and his friend came in. The former² was short. The **latter** was very tall.

What is the **latest** movie by Nikita Mikhalkov? August is the **last** summer month.

2. Обратите внимание на различие в употреблении артикля с прилагательным **last**:

last
(прошлый по времени)
last year — в прошлом году
last month — в прошлом месяце
last week — на прошлой неделе
last summer — прошлым летом

the last
(последний по порядку)
the last house on the left
the last question in the exam paper
the last month of the year
the last bus

- 3. **old** → **older** — **the oldest** (о людях и предметах)
- **elder** — **the eldest** (только о людях, как правило, о членах семьи)

¹ in the long run — в конечном итоге

² former ['fɔ:mə] — первый из двух упомянутых

This oak is the oldest tree in the garden. Jane is my older (elder) sister. Granny is the oldest (eldest) member of the family.

4. При сравнении используются слова **older** и **oldest**, но не **elder** и **eldest**. Jane is two years older than Jack. Mr Davis is the oldest member of the club.

6 Translate these sentences into Russian.

1) She always dresses in the latest fashion. 2) What time does the last bus leave? 3) December is the last month of the year. 4) The teacher told us about the latest elections¹ in this country. 5) We've read two books this month — "Alice in Wonderland" and "Matilda". As to me, the latter was more interesting. 6) This poem belongs to his later works. 7) He did well in both schoolwork and sport and won some medals in the latest football matches. 8) His latest film is very sad. 9) "My Old Friends" was Joseph's last work. He wrote the book just before he died. 10) It happened on the last day of November.

7 Choose the appropriate words to complete the sentences. In two sentences both words are possible.

1) I bought the (latest/last) copy of today's paper. There were no more in the kiosk. 2) His (last/latest) words before he died were: "The rest is silence." 3) My uncle is the (oldest/eldest) member of my family. 4) Do you know that Mr West's (older/elder) daughter is an actress? 5) What is the (last/latest) day of the week? 6) What do you think about his (last/latest) play? Does John himself like it? 7) The school building is (older/elder) than all the other buildings in this street. 8) What is the (last/latest) news²? 9) I haven't read Kitty's (last/latest) play, but I know what she is working on now. 10) My friend's (elder/older) brother is not in Russia now.

DO IT ON YOUR OWN



8 Use the appropriate forms of the words on the right to complete the text.



Mel Gibson, a famous American actor, never (1) ... about that profession when he was a child. His real dream (2) ... to become a journalist. But his (3) ... sister said he (4) ... a very good actor. She (5) ... his name down for the Academy and they (6) ... him. Now Mel Gibson is one of the (7) ... world-famous actors.

think

**be
old, be
put
choose
good**

¹ elections [ɪˈleɪʃnz] — выборы

² news [nju:z] — новости

Use the words from the box and complete the sentences.

attentive, agreed, applauded, prices, cheap, price, besides, seem, seems, cheaper

- 1) I hope that the ... on food won't rise too high.
- 2) These shoes are expensive — ..., they are too small.
- 3) We all ... the director's plan to give the film a happy ending.
- 4) What ... did they pay for the house?
- 5) The pupils were very ... when the teacher was speaking.
- 6) I don't like this dress: it looks ... and old-fashioned.
- 7) He ... to visit us some day and read his poems.
- 8) Thin people always ... to be taller than they really are.
- 9) Cinema tickets for morning shows are usually ... than tickets for evening performances.
- 10) It ... like years since I last saw you.

10 Spell these words.

- | | | | |
|---------------|------------|------------|---------------|
| 1) [br'sardz] | 3) [si:m] | 5) [prais] | 7) [ə'tentiv] |
| 2) [ə'gri:] | 4) [tʃi:p] | 6) [raiz] | 8) [ə'plɔ:d] |

11 Write these word combinations in English.

- 1) В прошлом году; 2) последний день недели; 3) последняя книга (автор жив); 4) последняя книга (автора нет в живых); 5) мой старший брат; 6) старше, чем я; 7) самый старший член семьи; 8) мой самый старший брат; 9) самый старший ученик в классе.

Step 6

DO IT TOGETHER

1 Listen, (51), and say which of the following is true, false or not stated in the text.



- 1) The two friends went to the cinema every Saturday afternoon.
- 2) Once they decided to watch a new film.
- 3) They wanted to look older than their age because the film was not for young children.
- 4) Both boys put on unusual clothes.
- 5) In the ticket office they asked Nick about his age.
- 6) The boys watched a funny film.
- 7) They both enjoyed the film a lot.
- 8) The storyteller didn't find the film quite fit¹ for the children's age.

¹ fit — подходящий

2 Read these word combinations.

attentive eyes
attentive ears
an attentive audience

to applaud the singer
to applaud the speech
to applaud the actors

a high price
a low price
a half price

cheap clothes
cheap goods
cheap tickets

to seem pleasant
to seem curious
to seem expensive

to agree to watch a film
to agree to play in one team
to agree to study more

to happen at last
to finish at last
to find at last

a story and a poem besides
a skirt and two blouses besides
a cup of coffee and a sandwich besides

3 You know the words in column A. Read the sentences (1—8) and say what the meanings of the words in column B are.

A.

attentive
applaud
price

B.

attention
applause
priceless
pricy/pricey

1) "May I, please, have your **attention**, gentlemen?" said the lecturer.
2) What first caught my **attention** was his voice. 3) There was a storm of **applause** when the performance ended. 4) His speech got a lot of **applause**. 5) He has a **priceless** collection of drawings. 6) The information they sent to us was really **priceless**. Now we knew what to do and where to go. 7) Mum says my new clothes are too **pricy**, but I don't think twenty dollars is too much for a blouse. 8) The car we have bought is not cheap, but it is not very **pricy** either.

4 Men and women have different tastes in films. Look at the diagram and comment on it using the phrases from the box.

I understand from the chart that...
I'm surprised to see that...
I find it interesting that...
It's difficult to believe that...
The most unusual thing is that...
I quite agree that...



5

A Read the text and match the titles below (a—e) with its four paragraphs. There is one title you don't have to use.

- Why We Go to the Cinema
- How Cinema Began
- Where We Watch Films
- Cinema Was the Great World of Fantasy
- Tastes Differ¹

Let's Go to the Cinema!

- Today it is possible to buy a video and watch a film at home, but millions of people all over the world still prefer to go to their town or city cinema for a "night out". And before television arrived in people's homes, a visit to the cinema was something really special and truly wonderful.
- The Golden Age of film-making and going to the cinema was between 1930 and 1950. Film stars seemed like kings and queens. Cinemas were "picture palaces" where, for the price of a ticket, you could find yourself in a magical world. In that world anything and everything was possible.
- Nowadays cinema audiences are much smaller and usually younger than the audiences of the Golden Age. Many of the "picture palaces" are now multiscreen cinemas with four or five small cinemas inside one building. Today's films appear on video, and then on TV after cinema audiences have seen them. But some films don't look so good on TV, they need a large screen and only then you can really enjoy them. Television can't do it. You may agree or disagree with it, but for many people the cinema is still the only place to watch a film. Besides, the cinema is the only place where you can watch a brand-new² film before your friends do it and decide if you like it.



¹ **Tastes differ.** = О вкусах не спорят.

² **brand-new** = new and completely unused

4) Of course, everyone has their own favourite kinds of films — action films or thrillers, comedies, psychological dramas, science fiction, adventure and crime films, horror films or musicals. But cinema is always in the focus of our attention; it thrills, entertains and educates us.

5. Listen,  (52), and read the text aloud.

6 Read the text "Let's Go to the Cinema" again and find in it the words and word combinations which mean:

- 1) an evening when you go out to a cinema, theatre or party.
- 2) a period of time when the best works of cinema industry appeared.
- 3) a well-known actor or actress in cinema pictures.
- 4) money you pay for a ticket.
- 5) a place which is strange, wonderful and enjoyable.
- 6) filmgoers.
- 7) having a few screens.
- 8) the film that has just appeared on the screen.
- 9) films that tell a very exciting story, usually of crime or adventure.
- 10) funny films which end happily.
- 11) films about imaginary future events and characters, often about travelling to other planets.
- 12) films where terrible and dangerous things happen, such as dead people coming to life.
- 13) films with spoken words, songs and often dances.



Прилагательные **far** (далёкий) и **near** (близкий), также как **late** и **old**, образуют степени сравнения иначе, чем остальные прилагательные:

1. **far** → **farther — further**
 → **farthest — furthest**

Указание на расстояние

Vladivostok is **farther/further** away from Moscow.

My house is the **farthest/furthest** from the station.

Указание на дополнение

For **further** information, see Page 2.

Any **further** questions?

That's a **further** reason to do it.

further improvement — дальнейшее улучшение

further education — дальнейшее образование

further notice — дальнейшее уведомление

2. **near** → **nearer** — **nearest** (ближайший, самый близкий)
 → **next** (следующий по порядку, соседний)

nearest

Where is the **nearest** cinema?
 The **nearest** house to ours is
 2 miles away.

next

The **next** train to London is at 10 a.m.
 We'll watch this film at the **next** lesson.

But: in the **near** future — в ближайшем будущем

next door — по соседству, рядом (in the house **next door**)

next-door — соседний (in the **next-door** house)

7 A. Choose the right forms to complete the sentences. In some sentences you can use both the forms.

- 1) What do you think of your (further/farther) education?
- 2) He lives four miles (further/farther) away from the cinema than I do.
- 3) We have no (further/farther) information. Call us later, please.
- 4) The hospital is (further/farther) from the school than the park.
- 5) They agreed to meet in the (farthest/furthest) corner of the park.
- 6) I wonder what her (farther/further) explanation is going to be.
- 7) The hunter's house is on the (further/farther) shore of the lake.
- 8) Have you any (further/farther) questions?

B. Choose the right forms to complete the sentences.

- 1) Two passengers talking on the bus: "What's the (nearest/next) stop?"
- 2) We'll have to walk to the (nearest/next) shop, I'm afraid.
- 3) How do you usually get to the (nearest/next) underground station?
- 4) Do you know the name of your (nearest/next)-door neighbour?
- 5) Excuse me, where is the (nearest/next) telephone box?
- 6) What is your (nearest/next) question?
- 7) Peter lives (nearest/next) to the school of all of us.
- 8) We have to hurry if we want to catch the (nearest/next) bus to Liverpool.

DO IT ON YOUR OWN

8 Some of these sentences have mistakes. Find the sentences and correct the mistakes.

- 1) My best friend lives next door to me and we go to school together.
- 2) Excuse me, where is the next bus stop?
- 3) The cinema is a bit farther on along this road, next to the bank.
- 4) The nearest train to Saint Petersburg leaves at 6.30.
- 5) Farther education is the education you get after leaving school.
- 6) They think the Sun goes round the Earth. What next?
- 7) If you travel farther north, you will be able to see some very beautiful places of wild nature.
- 8) If we want to see a new film, my friends and I go to the next cinema.
- 9) What are they going to do in the nearest future?
- 10) Which is further from here: the cinema house or the circus?

9

Complete the sentences with the words from the box.

attentive, attention, applaud, applause, prices, priceless, pricy

- 1) In our supermarket you will find some of the best ... in town.
- 2) Some children love to be the centre of
- 3) I can't buy this game, it's too
- 4) To clap your hands is the same as to
- 5) These books have been in the family for many years. For us they are
- 6) The audience gave the famous actor a storm of
- 7) If you aren't ... , you'll miss the most interesting episode in the film.



32

Step 7

SFA

10

Change the words on the right to complete the text.

Kirsten Dunst (1) ... in films since she was three but *Spiderman* fans know her as Peter Parker's girlfriend. First she (2) ... to play the role of Mary Jane. When a journalist asked her what she (3) ... of the character, she said that Mary Jane was great but she (4) ... playing her in *Spiderman 2* where she finally gets married. *Wimbledon* is another popular film with Kirsten. This is a romantic comedy. Her character, a tennis player, (5) ... in love with another athlete. Their love (6) ... him (7) ... and (8) ... them both very happy.

be

not want

think
preferfall
help, win, make

11

Get ready to speak about a film star you like. Mention the following:

- where he/she comes from;
- when he/she started appearing in films;
- some of the most successful parts he/she played;
- your favourite film with this actor and why you like it.

Step 7

DO IT TOGETHER

SFA

1

A. Listen to the text about four films, (53), and match the film numbers (1–4) with the statements below (a–e). One statement you don't have to use.

- a) In this film the central character is in great danger.
- b) In this film the central character learns an important lesson.
- c) In this film four people travel through time and space.

- d) In this film four children help to free a country from its ruler.
 e) In this film its character can do something that other people can't.



B. Have you seen these films? What are they? Do you like them?

2 Listen,  (54), and read.

A.

caring ['keərɪŋ] — заботливый, любящий

deserve [dɪ'zɜ:v] — заслуживать

gifted ['gɪftɪd] — одарённый

imagine [ɪ'mæʃɪn] — воображать, представлять себе

imagination [ɪ,mæʃɪ'neɪʃn] — воображение

library ['laɪbrəri] — библиотека

matter ['mætə] — 1) дело; 2) проблема, вопрос для обсуждения

novel ['nɒvəl] — роман

punish ['pʌnɪʃ] — наказывать

B.

caring: a caring teacher, loving and caring parents. He is a good father because he is so caring. Caring teachers can make a difference. It is a great school because there are so many caring people there.

deserve: to deserve a holiday, to deserve a prize. You have worked hard and now you deserve a break. Do you think she has deserved what she has got in the end?

gifted: a gifted child, to be gifted in/at something. She is very gifted in music. He is very gifted at maths. They are very gifted athletes.

imagine: to imagine something, it's hard/impossible to imagine. I can hardly imagine that we'll live there. You don't really imagine I'll agree to that.

imagination: It is a product of your imagination. It doesn't take great imagination to say what happened next.

library: a town library, a school library, to borrow books from a library. You can borrow this book from our university library. The Library of Congress in Washington, D.C. is one of the largest libraries in the world.

matter: a matter for consideration, an important matter. What's the matter with the radio? It won't turn on. There is nothing the matter with you, you are just tired.

novel: an interesting novel, a long novel, a novel by Leo Tolstoy. A novel usually tells us about different places and people like those in real life.

punish: to punish a pet, to punish seriously, to punish somebody for something. If you miss at school, the teachers will punish you for that.

3

Use the prepositions from the box where necessary to complete the sentences.

at, by, for, from, in, to, with

1) Have you read any novels ... Ivan Turgenev? 2) Every week I go ... the library and borrow one or two books ... it. 3) I don't think there is anything the matter ... her. She simply doesn't want to join ... us. 4) "Young Robinson, I'll punish you ... these words," said the School Head. 5) I don't think she deserves ... your love. 6) My elder brother is very gifted ... the art of drawing. 7) My little sister is not very gifted ... maths, but she has got a very rich imagination.

4

Match the words in the two columns and complete the sentences (1—9) with the word combinations.

A.

imagine
deserve
punish
gifted
caring
moving
school
poor
important

B.

her servant
imagination
a prize
matter
novel
library
child
my future life
teachers

1) My little neighbour is a very She can easily write gripping and moving stories. 2) Jane can't She has several rather poor marks in biology. 3) I can't borrow books from our ... so far. I haven't given back two novels yet. 4) The cruel old lady decided to The latter was rather silly and didn't understand what he had to do. 5) I really think it is an ... for our consideration, and besides I must give our answer in two days. 6) The school is really great because loving and ... work there. 7) I have finished reading the book at last. It is a ... with a happy ending. 8) His cousin is a rather shallow boy with a 9) I can't ... without you. It seems impossible.

5

A. Read the text and give it a title. What do you think the marked words in the text mean? What helped you to understand their meanings: a) the way they look and sound, b) the context, c) both?

Yesterday I took my younger sister to the cinema to see "Matilda". It is a fairly old children's film. I can say it is a family film too because I think grown-ups can enjoy it as much as children.

The film appeared on the screen in 1996. Its director was Danny DeVito, a famous American actor, who **starred** [sta:d] in the film. Mara Wilson played the **leading role**, that of Matilda. David Newman wrote music to the film.

"Matilda" is truly enjoyable. It is a gripping and moving film. You love every



minute of it. It is a modern American screen version¹ of Roald Dahl's novel of the same name.

Matilda Wormwood (Mara Wilson) is a very clever and **talented** girl. One of the great things about her is her love of books. Her family do not understand her and are not interested in her or her wishes. Her father, who sells old cars, refuses to buy her books. Matilda feels very lonely. At the age of four she takes matters in her own hands and begins to visit the library and read lots of books. Though Matilda is too young she asks her parents to send her to school and in the end they agree to do it. At school quite unusual things begin to happen. Matilda finds out that she can move objects. These wonderful **telekinetic** powers help her to punish the terrible and violent School Head Miss Trunchbull who **terrorizes** pupils. In the film Matilda believes that when a person is bad, he or she deserves to get a lesson.

There are two types of grown-ups in "Matilda". Mr and Mrs Wormwood, the girl's parents, and the Trunchbull, as the children call her, are not pleasant people. They are rather cruel and uncaring. Matilda's teacher, Miss Jennifer Honey, is, **by contrast**, kind and she quickly discovers Matilda's **intellectual** gifts. The girl develops a warm friendship with Miss Honey.

I think "Matilda" is one of the best films I have ever seen. The actors' performance is fantastic, the special effects are great, the music is nice. But the most important thing about the film is that it is thought-provoking² and helps to develop our imagination and to understand the world around us better.

B. Listen,  (55), and read the text aloud.



Собирательные имена существительные, такие, как **family, government, crew, audience, group, team**, в предложении могут употребляться с глаголами в единственном и во множественном числе. Сравните:

- A. 1. My family is big. (Семья целиком)
 2. My family are not interested in sport(s). (Члены семьи)
 B. 1. The present government hasn't been in power long. (Правительство целиком, орган государственной власти)
 2. The Moscow Government usually arrive at their place of work at 9 o'clock. (Члены правительства, отдельные люди)

6 Speak about the film "Matilda". Mention the following.

- The type of film
- The time when it appeared
- The film director
- The story line in short
- Some of the actors and their performance
- The message of the film
- The narrator's impression

¹ screen version ['skri:n ,vɜ:ʃn] — экранизация

² thought-provoking ['θɔ:tpɹə,vʊkɪŋ] — заставляющий думать



Formal and Informal English

36

Step 7

Вы, наверное, не раз замечали, что наш выбор слов часто зависит от той ситуации, в которой мы находимся, то есть от ситуации общения. К примеру, в официальной ситуации (на работе, на деловой встрече) люди обычно не используют так называемую сниженную, бытовую лексику, если не хотят быть неправильно понятыми. Сказанное справедливо для всех языков. Ниже приводится список некоторых слов, относящихся к категории формальных или нейтральных по стилю и соответствующих им единиц неформальной лексики. Их полезно запомнить.

More formal or neutral

a bicycle
(a) television
a friend
a refrigerator
a man
mother and father
wonderful
a policeman
to telephone
I enjoyed the film.
Hello!
Goodbye
Thank you.
What's the matter?

Quite informal

a bike
the telly
a pal
a fridge
a guy
mum and dad
terrific
a cop
to phone
The film grabbed me.
Hi!
Ta-ta.
Ta.
What's up?

7 Read the dialogue and say how it can sound in informal English.

Stolen¹ Bicycle

P o l l y: Hello, Walter! What's the matter?

W a l t e r: Someone has stolen² my bicycle! It makes the second time this year.

P o l l y: Poor Walter! My mother saw a programme on television yesterday. They said something about a man stealing bicycles in our neighbourhood.

W a l t e r: Really? I have a friend who is a policeman. Do you think I should telephone him?

P o l l y: I think it's a wonderful idea. Meanwhile I can drive you to work.

W a l t e r: Thank you. It's very helpful of you.



¹ stolen ['stəʊlən] — украденный

² steal (stole, stolen) — красть

DO IT ON YOUR OWN

8 Rewrite these sentences. Use neutral vocabulary.

1) It's getting late. I'm afraid I must go. Ta-ta. 2) Why don't you watch the telly while I'm getting ready to go out? 3) This park is a terrific place with lots of entertainments. 4) Jason is my best pal, we spend a lot of time together. 5) Hi, guys! How are things today? 6) Do you know anyone who wants to become a cop? 7) The film I watched yesterday really grabbed me.

9 Find in each line the odd word out.

- 1) loving, cruel, caring, kind, pleasant
- 2) library, attention, school, cinema, theatre
- 3) enjoyable, slow, moving, thought-provoking, powerful
- 4) gifted, talented, clever, intellectual, shallow
- 5) horror, terror, crime, terrorize, violence
- 6) imagine, applaud, deserve, matter, punish
- 7) bookshop, story, newspaper, novel, magazine

10 Complete the text with the words from the box. Write the text down.

previously, first, meanwhile, finally, eventually

(1) ... we meet Matilda in the local library, which she often visits. Matilda loves books and regularly borrows them from the library. (2) ... she had read the few books the Wormwoods had at home. At school the girl makes friends with Miss Honey, a loving and caring teacher. (3) ... Miss Trunchbull terrorizes her and her classmates. Matilda finds a very unusual way to punish the cruel and violent woman. (4) ... the Trunchbull leaves the school and never comes back. (5) ... Matilda and Miss Honey become a kind of family.

11 Get ready to speak about the film you've recently seen or the film you like. Use the outline from Exercise 6, page 35.

Step 8

Consolidation and Extension

DO IT TOGETHER

1 Listen to the text, (56), and complete these statements.

- 1) To become a football player was Banderas's
 - a) life-time dream
 - b) school-years dream
 - c) dream that came true

2) Banderas worked in different theatres

- a) before he began appearing in films
- b) while appearing in films
- c) after he began appearing in films

3) In the US Banderas first had

- a) a language problem
- b) a cultural problem
- c) problems with his film directors

4) Women especially like Banderas in

- a) "Evita"
- b) "The Mask of Zorro"
- c) "The Interview with a Vampire"

5) In "Shrek" Banderas speaks in

- a) one language
- b) two languages
- c) three languages



2 Read these word combinations.

a matter of great importance
a matter of life and death
a matter of time

gifted children
gifted kids
gifted students

to deserve a reward
to deserve better
to deserve success

his latest novel
a novel about growing up
a historical novel

to punish the aggressor
to punish the children
to punish the dark powers

to visit the library
to give books back to the library
to borrow books from the library

to imagine the near future
to imagine the distant future

to imagine the film's ending
to imagine the world without love

3 Match the words and word combinations which are close in their meanings. Make up sentences with some of them.

- 1) talented
- 2) friend
- 3) central role
- 4) intellectual
- 5) wonderful
- 6) matter
- 7) previously
- 8) receive
- 9) appear in a film
- 10) excited

- a) gifted
- b) deep
- c) kid
- d) leading part
- e) thing
- f) clever
- g) before
- h) think
- i) get
- j) thrilled

¹ a vampire ['væmpaɪə] — вампир

- 11) thought-provoking
 12) consider
 13) child

- k) terrific
 l) pal
 m) star in a film

4 Read the four parts of the text (A—D) and put them in their logical order. Think of a possible title to the text.



A. Walt returned to the USA from Europe and began working with the company that produced short cartoons. They became fairly successful and popular in the local Kansas City area. But soon the company understood that the money they put into the films never returned and Walt decided to move to Hollywood, California.

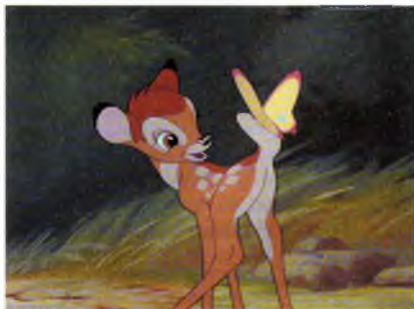
B. So Disney had to develop a new cartoon star. He himself and his friends began work on a new mouse character to take Oswald's place. Basically it looked like Oswald, but with round instead of long ears. The mouse's original [ə'ri:dʒənəl] name was Mortimer but later Walt's wife Lillian offered to call him Mickey Mouse. The first Mickey Mouse films were silent but

then Walt Disney himself performed as the voice of this character until 1947.

Mickey and his friend Minnie are still among the best-loved cartoon characters everywhere in the world.

C. Walt Disney (1901—1966) was an American film producer, director, screenwriter, voice actor and a world-famous creator of cartoons. He was born in Chicago. In 1910 the family moved to Kansas City where he spent his school years. At the age of sixteen he left school. During World War I he was a driver and a member of the American Red Cross Ambulance Force in France¹.

D. There with his brother Roy Walt Disney organized the Disney Brothers Studio which later became the Walt Disney Studio and in 1927 the new series of cartoons *Oswald, the Lucky Rabbit* appeared. That was a real success but under the contract the studio could make *Oswald* cartoons without Disney as the rabbit character belonged to the Studio, not to Walt Disney.



¹ the American Red Cross Ambulance Force in France — американское отделение Красного Креста во Франции

Word Building

• Многие английские прилагательные образованы при помощи суффикса **-ish**. Вы встречались с ним в таких словах, как *English, Spanish, Irish, British, Scottish, Finnish*. Этот же суффикс входит в состав таких слов, как

Polish — польский

Turkish — турецкий

Swedish — шведский

Danish — датский

• Суффикс **-ish** может указывать на качество:

childish — ребяческий (*характерный для ребёнка*)

boyish — мальчишеский

girlish — девический, характерный для девочки

womanish — женский, характерный для женщины

• Часто суффикс **-ish** в составе прилагательных указывает на неполноту качества:

greenish — зеленоватый (*недостаточно интенсивный, чтобы быть названным зелёным*)

brownish — коричневатый

yellowish — желтоватый

tallish — высоковатый

Подобные прилагательные относятся к разговорному стилю.

40

Step 8

5

A. Complete the sentences with the derivatives formed from the words on the right.

- 1) Jack refuses to try any new kinds of food. I think it is ...
... behaviour.
- 2) Her voice was not soft or weak and ..., it was strong and manlike.
- 3) Mr Wilson was a man with a ... temperament.
- 4) They are from the north of Europe, their native language is
- 5) The carpet was not brown, it was not yellow either. I can say it was

child

woman

boy

Sweden

brown

5FA

B. Complete the text with the derivatives formed from the words on the right.

Just You Wait!

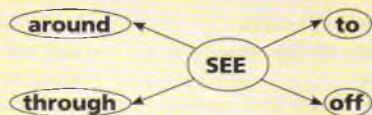
Just You Wait! (Nu, pogodi!) is a popular Soviet/Russian series¹ of cartoons. The first film appeared in 1969. It's (1) ... was Vyacheslav Kotyonochnik.



¹ a series ['sɪəri:z] — серия

The (2) ... film language is (3) ... but there is very little speech in it. The (4) ...characters are a (5) ..., stupid and aggressive Wolf who is a (6) ... fellow¹ and who is trying to catch a clever and (7) ... Hare. The latter is full of (8) ... and (9) ... and (10) ... makes fun of his enemy. Wolf is a good figure (11) ..., he can play the guitar and rides the (12) ... motorbike. But he is always (13) ... to catch Hare.

direct
origin, Russia
lead, fun
big
joy,
strong, imagine,
brave
skate
power, able



1. **to see somebody around** — (часто) встречаться с кем-то
Goodbye, I'll see you around.

2. **to see through something or somebody** — видеть насквозь
You can never fool him. He can see through your tricks.



3. **to see to somebody or to something** — позаботиться о ком-то/чём-то
Can you see to my pets while I'm away?

4. **to see somebody off** — проводить
Will you all come to the airport to see me off?

¹ a fellow ['feləʊ] — парень

6 Say the same in a different way.

1) I'm very surprised he didn't **understand** that Ann was lying to him. 2) Don't worry, I'll **take care of** your garden in summer. 3) We'll all come to the railway station to **say goodbye** to Aunt Brenda. 4) Last week I **met Rob quite often**. 5) **Make sure** that the windows are not open before you leave the flat. 6) The detective was so clever, he could easily **understand** the gangsters' plans. 7) I'm sure I'll be able to **meet** you **quite often** now, as we go to the same school. 8) When are you leaving? I'll come to the airport to **say goodbye** to you.

7 Develop these ideas (1—4) and use some of the word combinations listed below.

| | |
|---|---|
| 1) Cinema a century ago | 3) Cinema and theatre |
| <ul style="list-style-type: none"> • before television appeared • the Golden Age of Cinema • a special event • film stars like kings and queens • black-and-white films • silent films • the first film studios • small cinema houses | <ul style="list-style-type: none"> • more/less popular • not all places have their theatres • cheaper/more expensive • more/less intellectual • take more time • need more imagination • more entertaining • bigger/smaller audience |
| 2) Cinema today | 4) Films of different kinds |
| <ul style="list-style-type: none"> • high ticket prices • multiplex cinemas • brand-new films • better picture and sound • modern equipment • films in 3D • a lot of special effects • smaller and younger audiences | <ul style="list-style-type: none"> • older and younger audiences • many types of films • favourite kinds of films • different people prefer different films • films from many countries • Russian films • old and new films • films not to everyone's taste |

DO IT ON YOUR OWN

8 Complete the sentences using the missing words from the box.

around, off, through, to

1) She knew him well enough to see ... his behaviour. 2) Will you come to the airport to see Lilian ...? She is flying to New York. 3) John said he would see ... our luggage. 4) Will you see ... the children while I'm away? 5) My elder brother saw ... my plan at once and told me about it. 6) He saw his relatives ... at the bus station. 7) Do you see Bob ... these days? 8) After all those years she had learnt to see ... his little tricks and lies. 9) Don't you think about the puppies. I'll see ... them. 10) Kevin will make a flowerbed. I'll see ... it.

9

Complete the text using the words on the right in the appropriate grammar forms.

Westerns are films telling stories about the life in the American Old West. These films show how hard life (1)... there in the 19th century for those people who (2)... to America from far-away European countries. The leading characters in westerns are often hunters and cowboys. The (3)... characters often (4)... between towns and ranches¹ and (5)... a lot of adventures. Westerns often (6)... conflicts of white people with Native Americans. While in (7)... western films Indians (8)... cruel and aggressive people, the (9)... films show them in a (10)... way.

be
come

late, ride
have
show
early, be
late
friend

10

Match the words and word combinations with the opposite meanings.

- | | |
|---------------------------|------------------|
| 1) cheap | a) a colour film |
| 2) a grown-up | b) outside |
| 3) rapidly | c) expensive |
| 4) within | d) a child |
| 5) at the beginning | e) a sound film |
| 6) a silent film | f) at the end |
| 7) a black-and-white film | g) slowly |

11

Get ready to speak about the cartoon you like/dislike. Mention the following.

- the name of the cartoon and its director
- the plot of the film
- when and where you saw it
- your impressions of the cartoon

43

Step 8

¹ a ranch [rɑ:nʃ] — ранчо

Step 9

Revision

DO IT TOGETHER

1 Listen to the text, (57), and complete the sentences 1—5.

- 1) During the war Gloria ...
 - a) spent some mornings with her granny
 - b) spent some afternoons with her granny
 - c) spent some evenings with her granny
- 2) Gloria's granny ... took her granddaughter to the cinema.
 - a) often
 - b) from time to time
 - c) seldom
- 3) Gloria loved ...
 - a) only musicals
 - b) films about adventures
 - c) musicals more than other films
- 4) Gloria's granny ...
 - a) liked films about adventures
 - b) made Gloria's visits to the cinema a real adventure
 - c) told her granddaughter a lot of adventure stories about adventures
- 5) On their way home Gloria and her granny ...
 - a) were always talking about what they had seen
 - b) were talking about the darkness
 - c) sometimes forgot about the darkness in the street



2 Work in groups. Imagine you are at a TV show about cinema and film-making. What answers will you give to such questions?

- 1) What is the role of cinema in people's lives? In your life?
- 2) Have you seen any films that you can call great? What are they? What makes them great?
- 3) What types of films are your favourites? Can you say what kind of films your friends and relatives prefer.
- 4) Who do you like to go to the cinema with? Why so? Why do you think people still go to the cinema when they could easily watch the same films at home?
- 5) Do you think going to the cinema is an expensive pastime? Does it seem to you that cinema tickets have become really expensive?
- 6) Do you think the size of a screen is important if you watch a film at the cinema? Which is better — a usual screen or a wide screen?

Read the text and complete it with the following phrases (a—g). What title can you give to the film?

- a) is always in danger
- b) men and animals die
- c) shows its horror and cruelty
- d) it is a war film
- e) Joey was really lucky
- f) the family doesn't have a lot of money
- g) to watch Joey's adventure



The director of the film “War Horse” is famous Steven Spielberg. The film is a screen version of a popular novel by Michael Morpugo [ˈmɔ:pju:gəʊ]. As you can understand, (1)... . Spielberg made it for all audiences except¹ children under 13 because of some scenes of war violence. Some very good actors like Peter Mullan, Geremy Irvine, Emily Watson star in the film. The message of the film is timeless, it is about the horror of war in which both (2)... .

The film begins on a small farm in England. We meet young Albert Narracott, Ted, his not unkind father, and Rose, his hard-working, loving and caring mother. Though (3)... the father buys a beautiful horse Joey. Albert and Joey become good friends. Then the First World War begins and Ted sells the horse to the army.

The next part of the film is about what happened to the horse at war. The film presents the scenes of that terrible war quite realistically, (4)... Joey meets several masters² both English and German, his life, like the life of other horses (5)..., the work that people and animals do seems next to impossible. There are a lot of powerful scenes in this part of the picture. Sometimes it is painful (6)... especially for younger audiences.

However, Spielberg gives his film a happy ending, which makes such a story watchable. By contrast to a lot of other war horses (7)... . Albert and Joey eventually meet and both return home.

The director is not afraid to seem sentimental, his movie is deep and thought-provoking. A lot of cinemagoers are sure to enjoy this talented work.

Say if you would or would not like to watch the film “War Horse” and why or why not. Here are some ideas you may use.

- you like/don't like war films
- you like/don't like the idea to make a horse the central character
- you like/don't like films with happy endings
- you are/aren't interested in the work of Steven Spielberg
- you like/dislike to see cruel and violent scenes on the screen
- you prefer/don't prefer films that entertain

¹ **except** [ɪk'sept] — кроме, за исключением

² a **master** [ˈmɑ:stə] — хозяин

Read the text. Use the necessary forms of the words on the right to complete it.

The country school for (1) ... children was a low building for two hundred and fifty pupils. In Matilda's class there were eighteen other small boys and girls about the same age as her. Their teacher, Miss Honey, had the (2) ... face Matilda (3) She looked like a madonna with her light-brown hair and eyes of the (4) ... blue.

Miss Jennifer Honey was kind and quiet, her voice seldom (5) ...; and though she (6) ... a lot, every small child under her care seemed to love her. She understood very well what children (7) ... when they found (8) ... in the classroom for the (9) ... time in their lives.

Miss Trunchbull was very different. She was a tall monster who terrorized pupils and teachers alike.

When she shouted, you could hear her voice in the (10) ... room.

Thanks God we (11) ... many people like her in this world. If you ever do, climb up the (12) ... tree and stay there until she (13) ... away.

young

lovely, see

bright

rise, not smile

feel
they, onenear
not meet
near
go

6

Open the brackets to complete the sentences.

1) Jacob said he never (see) a horror film. He added that he (like) to go and see some films of this genre [ʒɒnrə] the next week. 2) Our teacher told us that the Lumière brothers (give) the world's first public film show in 1896. 3) I knew that the first "talkie" (appear) in 1927, it (be) "The Jazz Singer". 4) They remembered very well that Hollywood (be) the centre of the American film industry. 5) My elder sister said I (must) see the new film by all means¹. 6) They decided they (go) and see some old westerns. 7) My eldest brother thought that Conan Doyle's famous detective Sherlock Holmes (be) the film hero that everybody (know). 8) They said I (can) buy cheaper tickets for the show. 9) Ron explained to us that the United States still (produce) most of well-known films all over the world. 10) He was sure that a new screen version of "Sleeping Beauty" (appear) soon.

7

A. Listen, (58), and read the dialogues. Act them out.

- I. A.: What did you think of the film?
B.: I loved every minute of it. Brad Pitt's fantastic.
A.: That's what I feel too. Angelina Jolie was not so bad either. I really liked her.
B.: Mostly I enjoyed the final scene where the leading characters win their victory.
A.: Yes, it was a very powerful scene indeed. And what will you say about the music?
B.: I think it was the best soundtrack I'd ever heard.

¹ by all means — вне всяких сомнений

II. A.: What did you think of the film?

B.: I can't say I enjoyed it.

A.: I think it was so-so. The story line isn't interesting or original.

B.: I agree. The film is too slow, it didn't grab me at all.

A.: You know what? I think the leading actors did their best but it didn't make the film better, did it?

B.: No, it didn't. Though I can't say that the film is a complete flop, I won't really recommend it to my friends.



B Make up similar dialogues about good and/or bad films.

DO IT ON YOUR OWN

8 Margaret came home from the cinema. Eliza, her elder sister, asked Margaret five questions. Report Eliza's questions.

- 1) Did you enjoy the film?
- 2) Who starred in the film?
- 3) Was the story line exciting?
- 4) How well did the actors play?
- 5) Will you go and see the same film again?

9 Use the necessary forms of the adjectives to complete the sentences.

- 1) This is the (late) film of the famous director that I have seen.
- 2) Everybody wants to know what his (near) film will be about.
- 3) Eddie Murphy and Sylvester Stallone are famous American actors. The (late) took part in the well-known *Rembo* films.
- 4) Have you any (far) questions?
- 5) The house was situated in the (far) corner of the garden.
- 6) All the children in the family are teenagers, the (old) is Mike who is seventeen.
- 7) He died and his (late) words were: "Remember me."
- 8) John came up to the flat (near) door and rang the bell.

10 Complete the sentences with *around*, *through*, *to* or *off*.

- 1) I'm afraid I have to go now. I'll see you
- 2) Don't try to hide anything from me, I see you
- 3) I know that you're leaving tomorrow. Is anyone seeing you ...?
- 4) I'll see ... it that the children have a hot breakfast every day.
- 5) Every time father goes away, my mother and I see him ... at the station.
- 6) Please see ... it that everyone knows the facts.
- 7) I don't see Jack ... very often these days. In fact I haven't seen him for a long time.
- 8) I have a feeling that my mother sees ... me, so I tell her the truth.
- 9) Don't see me ...: I'm going to the airport by taxi.
- 10) I'll see ... lunch, it'll be ready on time.

11 Revise the words for Test Three.

word

box

achieve(ment), adventure, agree, anywhere, applaud, applause, attention, attentive, besides, blockbuster, caring, cartoon, cheap, cop, crime, deserve, director, documentary, farther, farthest, flop, further, furthest, gifted, gripping, guy, hit, imagine, imagination, impress(ion), intellectual, latter, leading, library, matter, message, moving, musical, novel, pal, price, priceless, pricey/pricy, public, punish, rapid(ly), rise — rose — risen, screen, seem, shallow, silence, silent, silly, star, talented, telly, thought-provoking, terrific, terrorize, transport, violent, western

48

Step 10

Step 10

Test Yourself

1. LISTENING

1 Listen to four texts about different films, (59), and match their names with the categories (types) to which they belong. You don't have to use one of the categories.

Films

1. *Tsar*
2. *The Star*
3. *Come Look at Me*
4. *The Ugly Swans*

Categories

- a) Romantic comedy
- b) Drama. Sci-Fi. Thriller
- c) Horror
- d) Drama. History
- e) History. War

| | |
|----------------|---|
| Maximum result | 5 |
| Your result | ? |

2. READING

SFA

2 Read the text and decide in which sentences after it the information is true, false or not stated.

The Match

In May 2012 a new Russian film appeared on the screen. It was “The Match” with popular Russian actors Elizaveta Boyarskaya and Sergey Bezrukov starring in it. It is a drama about the football match that took place in 1942 in Kiev between *Dinamo Kiev* and the German fascists¹ team.

¹ fascist [ˈfæʃɪst] — фашист; фашистский



The film is a patriotic action movie. Such films are very popular these days. Historical dramas seem very interesting for modern audiences. Many of us like films about the past. People from the past centuries look different, they think and act differently, they are a very important part of what we call history. For example, every family who lived during World War II can become a film character, as they all have their own stories to tell. This is why historical dramas are often real hits with the public. When people go to see a “patriotic drama”, the audience wants to see the action, the war and people’s feelings.

Sergey Bezrukov plays the part of the *Dinamo* team captain Nikolay. Sergey is a very good actor, but he is a good football player too and you can watch it on the screen. He learnt to play professionally within a short period of time.

In the film Elizaveta Boyarskaya plays the part of Anna, the woman who loves Nikolay and who is a German language schoolteacher. Elizaveta Boyarskaya says she tried to make her character realistic. Anna looks free and open in the film.

The ending of “The Match” is tragic though the Soviet team wins. This is a film to see.

- 1) Sergey Bezrukov is the director of the historical drama “The Match”.
 - a) True
 - b) False
 - c) Not stated
- 2) Any patriotic action movie is usually a hit with the public.
 - a) True
 - b) False
 - c) Not stated
- 3) People from the previous centuries seem interesting to modern audiences.
 - a) True
 - b) False
 - c) Not stated
- 4) Sergey Bezrukov’s favourite kind of sport is football.
 - a) True
 - b) False
 - c) Not stated
- 5) The film “The Match” has a happy ending.
 - a) True
 - b) False
 - c) Not stated
- 6) The journalist who has written the text thinks “The Match” is a talented film.
 - a) True
 - b) False
 - c) Not stated

| | |
|----------------|---|
| Maximum result | 6 |
| Your result | ? |

III. USE OF ENGLISH

3 Choose the appropriate words to complete the sentences.

- 1) In cinema houses you can’t hear (applaud/applause) very often. The audience (applaud/applause) only if the film is very successful.
- 2) I’ve seen two films this week, the former was a comedy and the (later/latter) — a psychological drama.
- 3) I’m sorry, I don’t want to speak about

it any (farther/further): it makes me sad. 4) We have had this ring in the family for many years, for all of us it is (priceless/pricy). 5) The new film is very popular, I can say that it's a real (blockbuster/flop). 6) This funny cartoon is (last/the last) thing I watched on television. 7) This writer died two years ago. His (last/latest) book is a long novel. 8) Ladies and gentlemen, I'd like to introduce to you our new film director, he is a very gifted (guy/man). 9) Films about American cowboys are (thrillers/westerns). 10) Use your (imagination/impression) and speak about schools of the future. 11) Jim is leaving London by the (nearest/next) train. 12) He said he (will/would) watch the film later.

| | |
|----------------|----|
| Maximum result | 11 |
| Your result | ? |

4 Complete the sentences with the words from the box.

at (2), by, for, off, on, to (3), with (2), within

- 1) The children were very attentive ... what their teacher was saying.
- 2) The book was not a success at all but ... contrast its screen version became a real hit ... the public.
- 3) When did that romantic comedy come ... the screen?
- 4) Jack's father told him that he would punish him ... his dangerous driving.
- 5) I said I would finish the job ... half an hour.
- 6) His latest action film seemed a real flop ... me.
- 7) I will never agree ... you on this matter.
- 8) ... last the detectives had solved the crime and the audience understood the ending of the film.
- 9) We have bought this camera ... half-price.
- 10) When will the actress starring in the film appear ... the screen?
- 11) I'll go to the airport to see you

| | |
|----------------|----|
| Maximum result | 12 |
| Your result | ? |

IV. SPEAKING

5 Comment on one of the statements. You may agree or disagree with them.

- 1) Young children can watch the same films as grown-ups.
- 2) Soon nobody will go to the cinema: people will watch films only at home.
- 3) Cartoons are films for young children.
- 4) They make the best films in Hollywood.
- 5) Russia has produced a lot of wonderful films.
- 6) Different people prefer different types of films.
- 7) To make a new film is not easy at all.
- 8) Old films are always boring and not interesting.

| | |
|----------------|----|
| Maximum result | 15 |
| Your result | ? |

V. WRITING

6 Write these in English.

1) Последние новости; 2) ближайший кинотеатр; 3) наказать за ошибки; 4) достижение в спорте; 5) присмотреть за багажом; 6) развивать воображение; 7) аплодировать актёрам; 8) приключенческий фильм; 9) кроме того; 10) мультипликационный фильм.

| | |
|----------------|----|
| Maximum result | 10 |
| Your result | ? |
| Total result | 59 |
| Your result | ? |

DO IT ON YOUR OWN

7 Do Project Work 3. Complete a page in your English Album.

Write about your favourite Russian film, explain why you like it. Illustrate your story with pictures. Don't forget to think of an outline for your story before you write it. Ask your family and/or friends to help you if necessary.

Unit 4

The Whole¹ World Knows Them

Step 1

DO IT TOGETHER

1 Every nation has people it can be proud of. Look at the list of names, listen, (60), and read them, then decide what country they belong to. Say what these people are famous for. Match their names with the pictures (A—L).

Example: Sir Winston Churchill (1874—1965) was the English Prime Minister during most of World War II. He made many famous speeches. People remember him wearing a hat and smoking a large cigar.



- | | |
|---|-------------------------|
| 1) Leonardo da Vinci [li:ə'nɑ:dəʊ de 'vɪntʃi] (1452—1519) | a) Russia |
| 2) Wolfgang Amadeus Mozart [ˌvʊlfɡæŋ ˌæmədeɪəs 'məʊtsɑ:t] (1756—1791) | b) England |
| 3) Indira Gandhi [ˌmɪtrə 'gændi] (1917—1984) | c) the USA |
| 4) Thomas Alva Edison [ˌtɒməs ˌælvə 'edɪsn] (1847—1931) | d) Holland |
| 5) Ludwig van Beethoven [ˌlʊdvɪɡ vən 'beɪθəʊvən] (1770—1827) | e) Poland |
| 6) Karl Brulov [ˌkɑ:l bru:'lɒv] | f) Austria ² |
| 7) Confucius [kən'fju:ʃəs] (about 551—479 BC ³) | g) Scotland |
| 8) Napoleon Bonaparte [nə'pɔliən 'bɒnəpɑ:t] (1769—1821) | h) India |
| 9) Walter Scott [ˌwɔ:ltə 'skɒt] (1771—1832) | i) Italy |
| 10) Charles Darwin [ˌtʃɑ:lz 'dɑ:wɪn] (1809—1882) | j) Germany |
| 11) Nicholas Copernicus [ˌnɪkləs kəʊ'pɜ:nɪkəs] (1473—1543) | k) France |
| 12) Rembrandt [ˌrembrənt] (1606—1669) | l) China |

¹ whole [həʊl] — целый, весь

² Austria ['ɒstriə] — Австрия

³ BC = Before Christ [ˌbi:'si:] — до Рождества Христова (до нашей эры)



A.



B.



C.



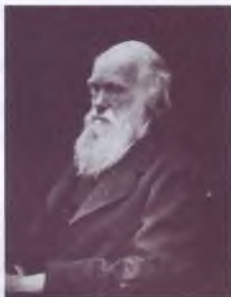
D.



E.



F.



G.



H.



I.



J.



K.



L.



A. Who are these Russian people?

- 1) He was born in Russia in 1828 into a noble family and fought in the Crimean War. At the age of 82 he left his home but soon became ill and died in a small railway station hotel. A talented man, he wrote some of the world's greatest novels. One of them is "Anna Karenina".
- 2) She is a ballet dancer Russia is proud of. After Moscow School of Ballet she began working in the Bolshoi Theatre. She danced in "Swan Lake", "Sleeping Beauty" and "Carmen" where she performed some of her best parts. She is married to the famous Russian composer Rodion Shchedrin, who has written music for her ballets. She teaches young ballet dancers and stages new ballets.

- 3) She is the first woman professor in Russia and North Europe. She was born in Moscow in 1850 and showed her interest in mathematics very early. At the age of 11 she already could do a lot of things that university students find difficult. Though she was a gifted mathematician, she could not complete her education in Russia as women could not be university students then. She had to go abroad and eventually became a really famous scientist.
- 4) He was a Russian airplane test pilot born in a small town near Nizhni Novgorod in 1904. He is famous for several ultra ['ʌltrə] long flights¹. One of them was a 63-hour flight from Moscow to Vancouver [væn'ku:və], United States. To get there he flew over the North Pole. He died at the age of 34 when his plane crashed² during a test flight.

B. Speak of some people living now, whose names people will not forget. Explain why.



The Passive Voice

Все уже известные вам глагольные формы были использованы в так называемом активном залоге (**the active voice**), когда глагол показывает, что действие выполняется лицом или предметом, выраженным подлежащим.

Richard broke the window yesterday.

Susan wrote the project last Sunday.

Однако, когда говорящий либо не знает, кто совершает действие, либо не придаёт этому значения, в предложении обычно используется страдательный залог (**the passive voice**). В английском языке страдательный залог образуется с помощью вспомогательного глагола **to be** и третьей формы основного глагола (*Ved/V₃*).

Для прошедшего времени это **was/were + Ved/V₃**.

The film was shown. — Фильм был показан.

The books were translated. — Книги были переведены.

Обратите внимание, что одно и то же предложение в страдательном залоге может переводиться на русский язык по-разному.

The letter was sent yesterday.

1) Письмо было отослано вчера. 2) Письмо отослали вчера.

Если же возникает необходимость назвать лицо, которое совершает действие, пользуются предлогом **by**.

The book was written **by** Joanne Rowling.

3

Change the sentences in the active voice into passive.

Example: The team played the match very well.

The match was played very well (by the team).

¹ a flight [flaɪt] — полёт

² to crash [kræʃ] — разбиться (о самолёте)

1) John found a small silver box in the garden. 2) Mr Morrison hung the picture on the wall. 3) Jason learnt the poem by heart. 4) Our school football team won the final match. 5) The girls did the exercises after classes. 6) Barbara took these pictures while travelling in Africa. 7) Jane chose the blue dress because it was longer. 8) Alice cut the cake into small pieces. 9) Mrs Biggs kept the old letters in a small green box.

4 Look at the sentences and say how negations and questions are made in the passive voice.

The floor **was not cleaned** last night.
The cars **were not washed** in the evening.

?

Was the book **bought** last weekend?
Were the churches **built** last century?

Wh?

When **were** the apples **bought**?
Where **was** the car **made**?
Why **were** the letters **burnt**?

5 Disagree with the statements. Correct them using the passive voice.

Example: The teacher collected the projects. | not the teacher,
the students
No, he didn't. The projects were not collected by the teacher,
they were collected by the students.

- | | |
|--|---|
| 1) Professor Jackson informed everybody about the lecture. | not Professor Jackson, Professor Davidson |
| 2) John broke their mother's favourite vase. | not John, Florence |
| 3) Little Sarah built a small sandcastle on the beach. | not Sarah, little Alice |
| 4) Emma painted the door yellow. | not Emma, her brother Steve |
| 5) Tourists killed a lot of dodos. | not tourists, sailors |
| 6) Marion took two eggs from the fridge. | not Marion, Sharon |
| 7) Henry scored the last goal in the game. | not Henry, Max |
| 8) Mr Jason chose Plan A, not Plan B. | not Plan A, Plan B |

6 Listen, (61), and read.

A.

admire [əd'maɪə] — 1) восхищаться; 2) любоваться
bury ['beri] — 1) хоронить; 2) закапывать в землю
law [lɔ:] — закон
lead [li:d] — вести, приводить

mankind ['mænkənd] — человечество

mixture ['mɪkstʃə] — смесь

village ['vɪlɪdʒ] — деревня

whole [həʊl] — целый

all over the world — по всему свету

B.

admire: 1) to admire sb/sth for something. Brian admires his talented cousin. I admire you for your brave actions. 2) to admire the old cathedral. He stood admiring beautiful swans on the pond.

bury: 1) to bury near the church. Both my grandparents were buried here. 2) The dog has buried a bone.

law: to break laws, to make laws, to keep the law, the laws of nature, the law of gravity¹. Parliament makes law. He broke the law and was punished.

lead (led, led): to lead somebody to some place, to lead a quiet life. This road leads to my house. Who was chosen to lead the group? Is she able to lead a quiet life?

mankind: to help mankind, for the good of all mankind, the future of mankind. There are many world-famous people in the history of mankind.

mixture: a mixture of feelings, a mixture of different types, a strange mixture of styles. I was listening to him with a mixture of love and sadness. The building was a mixture of different styles.

village: a small village, a village on the bank of the river. He was born in a small Scottish fishing village. The road led to the village.

whole: his whole body, my whole family, the whole thing, the whole story. Come on, let's forget the whole thing. They are the best teachers in the whole world.

all over the world: to be famous all over the world; to be important all over the world. People have the same problems all over the world.

7

A. Use the new vocabulary to give names to the following:

- 1) all the humans on the planet;
- 2) to put a dead body underground;
- 3) a group of houses that is smaller than a town;
- 4) to take a person or animal in a certain direction²;
- 5) the rules which people follow in a certain place or in a country;
- 6) to look at something with great pleasure;
- 7) all of something;
- 8) the result of putting things together.

B. Complete the sentences with the new words.

- 1) It is not always easy to keep the ... but everyone must do it. 2) They ... a quiet life in the country and don't meet a lot of people. 3) The pirates ... their gold on a small island in the ocean. 4) They lived in a beautiful little ... at the foot of the mountain. 5) He was a great athlete, one of the best in the ... world. 6) Use a ... of eggs and milk to make omelette. 7) Bad ecology is very dangerous for 8) People know the names of some Russian writers all ... the world.

¹ the law of gravity [ˈgrævɪti] — закон всемирного тяготения

² direction [dɪ'rekʃn] — направление

DO IT ON YOUR OWN

8 Translate these sentences into Russian.

1) The castle was built in the 17th century. 2) The books were brought from the library. 3) The lunch was eaten in no time. 4) These cameras were made in Japan. 5) The English language was spoken only in England in the 16th century. 6) The living room was cleaned an hour ago. 7) Two bottles of mineral water were drunk because it was very hot. 8) The vegetables were brought in the morning. 9) The boy was asked to come back at 9 p.m. 10) The work was done at once.

9 A. Write who these pictures were painted by. Ask your family and/or friends to help you if necessary.



1) "Morning in the Pine¹ Forest"

- a) Claude Monet
- b) Victor Vasnetsov
- c) Karl Brulov
- d) Leonardo da Vinci
- e) Vincent Van Gogh
- f) Ivan Shishkin



2) "The Horse Rider"



3) "The Mona Lisa"



4) "Alenushka"



5) "Sunflowers"



6) "Waterlily Pond"

B. Write who these books were written by. Ask your family and/or friends to help you if necessary.

- 1) "Life on the Mississippi" a) Leo Tolstoy
- 2) "Harry Porter and the Philosopher's Stone" b) Joanne Rowling

¹ a pine [paɪn] — сосна



a.



b.



c.



d.



e.



f.

- 3) "Peter Pan"
- 4) "Oliver Twist"
- 5) "Robinson Crusoe"
- 6) "War and Peace"

- c) Mark Twain
- d) James M. Barrie
- e) Charles Dickens
- f) Daniel Defoe

10

Spell these words.

- | | | | |
|-------------|---------------|---------------|-----------|
| 1) [həʊl] | 3) [əd'maɪə] | 5) ['beri] | 7) [lɔ:] |
| 2) ['vɪləʒ] | 4) ['mɪkstʃə] | 6) ['mænkənd] | 8) [li:d] |

11

Write these in English.

- 1) По всему свету;
- 2) вести спокойный образ жизни;
- 3) восхищаться собором;
- 4) история человечества;
- 5) закопать коробку с монетами;
- 6) быть похороненным около церкви;
- 7) законы природы;
- 8) маленькая деревня;
- 9) соблюдать законы;
- 10) нарушать законы;
- 11) смесь цветов;
- 12) целый класс.

Step 2

DO IT TOGETHER

1 Listen to the three texts about world-famous scientists, (62), and say which of them

- | | |
|--|---------------------------|
| a) didn't go to school to get his education; | 1) Nicholas Copernicus |
| b) was not an only child in the family; | 2) Charles Robert Darwin |
| c) was not healthy while a child; | 3) Konstantin Tsiolkovsky |
| d) was buried in a cathedral; | |
| e) was not interested in astronomy; | |
| f) spent a lot of time in the south of Europe. | |



1) Nicholas Copernicus



2) Charles Robert Darwin



3) Konstantin Tsiolkovsky

2 Read these word combinations.

to admire the flowers
to admire modern novels
to admire Russian ballet

the laws of nature
to keep laws
to break laws

to be buried in the castle
to be buried in the abbey
to be buried far away

a village on the bank
a village on the seashore
a fishing village

a mixture of colours
a mixture of styles
a mixture of theories

to lead a peaceful life
to lead to the theatre
to lead the boy from the room

the history of mankind
for the good of all mankind
for the happiness of mankind

the whole world
the whole class
the whole school

3 You know the words in column A. Read the sentences (1—10) and say what the words in column B mean.

A.
to admire

mixture

to lead

B.
admiration
admirer
to mix
to mix up
leader

- 1) The young girl looked at her new teacher **in admiration**. 2) We're full of **admiration for** all your hard work. 3) The film star stood among her friends and **admirers**. 4) Kevin has always been a great **admirer of** Pablo Picasso. 5) **Mix** the eggs and sugar well. 6) Oil¹ and water don't **mix**. 7) They are so much alike that it is very easy **to mix them up**. 8) I think I'm **mixing him up** with someone else.

4 Ask questions to get information about these facts. Give answers.

Example: Kevin's plan was supported.

| | |
|---------------------------------|---------------------|
| When was his plan supported? | Last week. |
| Where was his plan supported? | At the Congress. |
| By whom was the plan supported? | By everyone. |
| Why was the plan supported? | It was really good. |

- | | |
|---|---|
| 1) The poem was written. | 6) A lot of historic facts were remembered. |
| 2) The sandcastle was built. | 7) The trees were cut down. |
| 3) The story was told. | 8) A lot of power stations were built. |
| 4) The new land was discovered. | 9) Some rivers were polluted. |
| 5) Some species of animals were killed. | |

5 Work in pairs. Ask questions and choose the answers. Check, (63).

1) when America was discovered;

- a) 1392 b) 1492 c) 1429

2) on what continents rainforests were mostly destroyed;

- a) Europe c) North America e) Asia
b) Australia d) South America

3) when "Eugene Onegin" was written;

- a) 1823—1831 b) 1832—1837 c) 1810—1819

4) when Moscow was founded;

- a) 1047 b) 1147 c) 1417

5) when the electron was discovered;

- a) 1807 b) 1877 c) 1897

6) when World War II was finished;

- a) 1945 b) 1948 c) 1946

7) by whom "Robinson Crusoe" was written;

- a) Daniel Defo b) Jonathan Swift c) Rudyard Kipling

8) when the first clock was made;

- a) in the early Middle Ages
b) in the late Middle Ages
c) in ancient times

¹ oil [oɪl] — растительное масло

9) where the Eiffel Tower was built;

- a) Dijon b) Lion c) Paris

10) by whom "The Mona Lisa" was painted;

- a) Michelangelo [ˌmɪkəl'ændʒələʊ]
 b) Leonardo da Vinci [li:ə'nɑ:dəʊ de 'vɪntʃi]
 c) Raffaello Santi [ˈræfəiələ: 'sænti]

11) when "The Mona Lisa" was painted;

- a) 1603 b) 1403 c) 1503

12) when the first plane was flown by the Wright brothers.

- a) 1903 b) 1913 c) 1923

6

A. Read the text and complete it in 3—6 sentences.

Isaak Newton



Sir Isaac Newton is a world-famous English scientist, who devoted his life to mathematics, physics, astronomy [əs'trɒnəmi] and other sciences. Newton discovered the law of **gravity** and many other laws, he developed some very important scientific theories which helped people to understand and explain a lot of things about the physical world.

Isaak Newton was born in a small village in the east of England in 1642. At school he was interested in mathematics, which he studied later at Cambridge University.

In 1655 Newton received his degree¹ and returned home where he did much of his most important work. Here, among other things, he studied **optics**. His **experiments** [ɪk'spɪrɪmənts] showed that white light was a mixture of all colours of the rainbow. Many people had seen the colours of the rainbow before but it was Newton who explained that white light was made of those colours. Newton's studies of light led him to build the first reflecting² **telescope** ['telɪskəʊp]. Newton also first thought about the law of gravity. The legend says that he discovered this law when an apple fell on his head while he was sitting under a tree in his garden. That's why in many pictures Newton was often shown with an apple in his hand.

Newton understood that the same kind of power that made apples fall from trees also gives **objects** weight and keeps planets on their **orbits**. Newton's discoveries are still important for modern science. For example, by studying the **spectrum** of light from a star scientists can find out what it is made of.

Newton took part in the **political** life of England and was a member of English Parliament. He didn't have a family and devoted all his life to science. Newton died in 1727 and was buried in Westminster Abbey where there is a monument to this great man. Many scientists all over

¹ **degree** [dɪ'ɡri:] — степень

² **reflecting** [rɪ'flektɪŋ] — отражающий

the world admire his **talent** and consider him to be the greatest genius ['tʃi:niəs] in the history of mankind.

To sum it up, we remember Isaak Newton because...

B. You probably didn't know the marked words in the text. What helped you to understand them: a) the way they look and sound or b) the context in which they are used?



Слово **Sir** перед именем мужчины означает, что он имеет рыцарское звание или принадлежит к аристократическому роду. Так, например, Исаак Ньютон первым в стране получил рыцарское звание за заслуги в науке.

Обратите внимание, что слово **Sir** ставится перед именем и фамилией (Sir Isaak Newton) или же перед именем, но не перед фамилией (Sir Isaak). В подобных случаях перед женскими именами используют слово Lady для женщин-аристократок (Lady Chatterley) и слово Dame для тех, кому титул был присвоен за заслуги перед страной (Dame Agatha Christie).

7

Look through the text about Newton again and a) answer the questions; b) make up questions to match the answers.

- a)
 - 1) Where did Newton get his education?
 - 2) What did the scientist find out about white light?
 - 3) What gives objects weight and keeps planets on their orbits?
 - 4) How did Newton take part in political life?
 - 5) What is a popular legend about Newton?
- b)
 - 1) It was the law of gravity.
 - 2) In a small English village.
 - 3) When he was at school.
 - 4) They were experiments with light.
 - 5) The first reflecting telescope.
 - 6) Because there is a legend about an apple which fell on his head.
 - 7) In 1727.
 - 8) In Westminster Abbey, London.

DO IT ON YOUR OWN

8

On Saturday the Greens had lots of things to do. They worked very hard and at the end of the day everything was done. Write what was done by the Greens.

Example: Mr Green spent two hours washing the car, so the car was washed.

- 1) Mr Green spent the afternoon making a bench, so
- 2) Mrs Green spent a lot of time planting the flowers and cutting the grass, so
- 3) Jake Green spent an hour and a half painting the garage, so
- 4) Margo Green spent three hours cleaning the windows in the house, so
- 5) Barbara Green spent the afternoon preparing dinner for the family, so

- 6) Sam Green spent a few hours building a new garage roof, so
- 7) Young Polly Green spent all the afternoon making and hanging new curtains, so

9 Write these sentences in the passive voice.

- 1) People grew this coffee in Brazil.
- 2) Someone made this piano in the 18th century.
- 3) Somebody sent a Christmas postcard to me.
- 4) Somebody bought a lot of vegetables and put them in the fridge.
- 5) Andrew took us to the living room.
- 6) People killed the last dodo many years ago.
- 7) They built a new hospital in our city last month.
- 8) People translated this book into many languages.
- 9) They taught reading in the first year.

10 A. Spell these words.

- 1) [ˌædmə'reɪʃn]
- 2) [mɪks]
- 3) [əd'mærə]
- 4) ['li:də]

B. Complete the sentences with the prepositions from the box.


for (2), by, in, over, of, to (2)

- 1) He is admired ... his devotion ... science.
- 2) The narrow road led ... a small village church.
- 3) Who was the book written ...?
- 4) The name of this film director is famous all ... the world.
- 5) Why did you decide to bury your ring ... a flower pot?
- 6) What can you tell me about this mixture ... colours?
- 7) He says he has always felt admiration ... you.

11 Get ready to speak about Sir Isaac Newton. Don't forget to write an outline of your story.

Step 3

DO IT TOGETHER

1 A. Read the text below, then listen,  (64), and say what information is missing in it.

Catherine the Great

Catherine II is also known as Catherine the Great. She was the leader of Russia in the 18th century and made the country larger and stronger than ever. During the years when she was on the throne the Russian territory was rapidly growing and soon the country became one of the greatest powers of Europe. Catherine made Russia the dominant [ˈdɒmɪnənt] power in the southeast of Europe.

Catherine introduced many new things. A lot of new palaces and houses were built in Russia, many were in the classical style and they changed

the face of the country. Catherine was fairly well educated. She wrote books and was very much interested in the arts and literature. She knew many world-famous people of that century and wrote letters to the great French philosopher [fɪl'sɒfə] Voltaire during 15 years trying to make his ideas popular in Russia. Catherine the Great believed in education. She thought education could change the hearts of Russian people. She wanted to develop them. Catherine died in 1796. She is buried at the Peter and Paul Cathedral in St Petersburg and is considered one of the great Russian rulers¹.



B. Why do you think, people remember Catherine the Great?



Английские синонимы **to learn** и **to study** близки по смыслу, однако необходимо знать, как правильно употреблять их в речи. Сравните:

learn = 1) приобретать новые знания или опыт
Today we've learned something new about our planet.

2) научиться что-либо делать
When did you learn to play the piano?

3) узнавать о чём-то
Soon he learned that his friend had left their home town.

study = 1) изучать какой-либо предмет в школе, университете или самостоятельно
I want to study literature at university.

2) внимательно рассматривать что-либо, например карту или текст
We studied the map carefully but didn't find the little village on it.

Важно отметить, что глагол **to learn** часто используется, если речь идёт о практическом овладении предметом или заучивании наизусть: to learn a foreign language, to learn some poetry. В то же время глагол **to study** употребляется в случае, когда говорится о теоретическом овладении предметом: to study foreign languages, to study poetry.

Заметьте также, что глагол **to study** обычно не используют, если говорят об учёбе в школе или колледже. Более уместны в этом случае выражения **to go to school, to be at school (university, college)**.

2

Choose *learn* or *study* to complete the sentences.

- 1) My cousin has just (learned/studied) a new song. He's going to sing it at the school concert.
- 2) I carefully (learned/studied) the text of the letter before answering it.
- 3) If you want to (learn/study) mathematics seriously, think about going to university.
- 4) Since ancient times people have been (learning/studying) the night sky.

¹ a ruler ['ru:lə] — правитель(ница)

- 5) Helen's dream is to (learn/study) biology at one of the best universities.
- 6) Where did you (learn/study) to dance so well?
- 7) Do you find it easy to (learn/study) new English words?
- 8) Try to (learn/study) more about the English language and how to use it.
- 9) At that time Michael was (learning/studying) to become a doctor.



Страдательный (пассивный) залог в английском языке употребляется, как правило, с переходными глаголами, то есть с такими глаголами, которые имеют после себя дополнение.

I saw him at school yesterday. **He was seen** at school yesterday.
John told me about it. **I was told** about it.

Заметьте, что в значении «мне сказали» возможна только английская фраза **I was told**. (Соответственно, **he was told** — ему сказали, **she was told** — ей сказали и т. д.) Глагол **say** в этом значении не употребляется.

Обратите внимание, что если предложение в активном залоге содержит два дополнения, то в пассивном залоге возможны два варианта.

1. They gave Andy an apple. (*The active voice.*)
An apple was given to Andy. } (*The passive voice.*)
Andy was given an apple. }
2. Someone showed me a new dictionary. (*The active voice.*)
A new dictionary was shown to me. } (*The passive voice.*)
I was shown a new dictionary. }

При этом второй вариант является более употребительным.

- I was told a joke.
- They were asked about the film.
- Sarah was given two sweets.
- Bob was shown the new library.

3

Change the active voice into the passive voice where it is possible.

- 1) A beautiful town lay on the river.
- 2) Someone remembered these facts.
- 3) The valley stretched for miles.
- 4) People built a lot of skyscrapers in New York.
- 5) He showed me his new car.
- 6) A small polar bear lived in the city zoo.
- 7) My granny grows flowers in her garden.
- 8) Dick travelled to Australia last spring.
- 9) What happened in the class yesterday?
- 10) They discovered a small island in the middle of the lake.
- 11) James gave me a book.
- 12) We told her our address.

4

Read the sentences and say how present simple passive is formed. Then translate the sentences into Russian.



- I **am told** to come back at 5.
- Coffee **is grown** in Brazil.
- Butter and cheese **are made** from milk.

African languages **are not** usually **taught** in Russian schools.
I **am not included** in the team.
This poem **is not translated** into French.

?

Are the Hobsons **invited** to your party?
Is English **spoken** here?

Wh?

Why **are** you **asked** to go there?
What kind of music **is played** in your country at Christmas?

5 Find the sentences in the passive voice in the text and read them out.

Every country has some famous people whose names are known all over the world. They are remembered for the things they did for mankind. Their books are read, their theories are discussed, their discoveries are admired. People want to know details about the lives and works of different scientists and athletes, actors, ballet dancers and showmen. Thousands of museums and galleries are visited in different countries. A lot of questions are asked and answered and yet tourists and visitors want to know more. Nowadays you can easily find such information on the Internet and we know that millions of users look for it. Great and famous people will always be interesting for us.



6 Listen, (65), and read.

A.

brilliant ['brɪliənt] — блестящий, восхитительный
contribution [ˌkɒntrɪ'bju:ʃn] —
1) вклад; 2) взнос
enter ['entə] — 1) входить в;
2) поступать в учебное заведение;
3) вводить данные в компьютер
graduate ['grædʒueɪt] — оканчивать
(университет)

improve [ɪm'pru:v] — улучшать
knowledge ['nɒlɪdʒ] — знания
opportunity [ˌɒpə'tju:nəti] —
возможность
respect [rɪ'spekt] — уважение

B.

brilliant: a brilliant scientist, a brilliant career, to have a brilliant time. Winning that race was just brilliant. Wasn't it an absolutely brilliant idea?

contribution: a wonderful contribution, to make a contribution to something. They made a very large contribution to the development of this theory. We were asked to make a contribution of 25 dollars.

enter: 1) to enter the house, to enter the hall; 2) to enter a university. I'd like to enter this school. The boy was not allowed to enter the room. 3) Enter the information onto the computer.

graduate: to graduate **from** a university, to graduate **from** a college. He entered the university in 2005 and graduated from it in 2010.

improve: to improve the results, to improve the performance, to improve education, to improve educational standards. The weather has improved. My elder brother is always trying to improve himself.

knowledge: to improve your knowledge, his knowledge of the facts, not to my knowledge. I did not have any knowledge of what had happened. You should have some knowledge of physics at your age.

opportunity: a good opportunity, a brilliant opportunity, a fantastic opportunity, to take the opportunity, to miss the opportunity. Your visit to London is a wonderful opportunity to do the city. Don't miss the opportunity to go there.

respect: respect for somebody/something, to lose respect, to show respect. We have always shown respect for the law.

DO IT ON YOUR OWN

7 Change the active voice into passive. Write down your sentences.

- 1) Listeners always admire such songs.
- 2) The children didn't ask this question.
- 3) When did Columbus discover America?
- 4) They don't grow such fruit trees in cold countries.
- 5) They remembered the performance for a long time.
- 6) He ate the ice cream in no time.
- 7) Did a famous architect build this palace?
- 8) A lot of tourists visit this castle.
- 9) He hung his coat on the hook.
- 10) Little Adam broke his toy car.

8 The active voice or the passive voice? Use the appropriate forms of the verbs and write down the sentences.

- 1) a) Christopher Columbus (discover) America in 1492.
b) Nobody knows when this fact (discover).
- 2) a) The Post Office Tower in London (build) in 1964.
b) It (build) to make the telephone and television systems of the British capital better.
c) Who (build) the Tretyakov Gallery in Moscow?
- 3) a) The small island (not, show) on the map.
b) Mrs Pitkin (not, show) me her garden when I came to visit her.

- 4) a) Mr Woodruff (paint) very good portraits when he was younger.
b) A lot of strange animals (paint) on the wall. We couldn't see all of them.
- 5) a) Jonathan Swift (write) "Gulliver's Travels" in the 18th century.
b) "Battle of the Books" (write) by him too.

9 Spell the words.

- 1) [rɪ'spekt] 3) [ɪm'pru:v] 5) [ɪ,ppə'tju:nəti] 7) [kɒntri'bju:ʃn]
2) ['nɒlɪʒ] 4) ['entə] 6) ['brɪliənt] 8) ['grædjuət]

10 Use the new words to complete the sentences.

- 1) Students show their ... for the teacher by behaving themselves.
2) He always worked hard and was a ... student, and he ... from the university with excellent marks in all the subjects.
3) When did he ... college?
4) We never miss the ... to speak to them. They know so much.
5) Pushkin's ... to the development of the Russian language is really great.
6) He has really improved his ... of mathematics.
7) You should ... your presentation.

Step 4

DO IT TOGETHER

1 **A.** Look at the portrait. Who is this man? What do you know about him? Listen, (66), to get more information about his life and career. Say what facts were new to you.

B. Look at the chart below, listen again, (66), and say which dates are wrong in it.

| Date | Event ¹ |
|------|---|
| 1795 | was born |
| 1803 | began his education |
| 1806 | entered Moscow University |
| 1812 | graduated from the University |
| 1817 | began his career of a diplomat |
| 1823 | finished his famous comedy "Woe from Wit" (Gore ot Uma) |



¹ an event [ɪ'vent] — событие

- 1825 was sent to Persia¹ (now Iran) as a diplomat
 1827 was arrested
 1828 married Nina Chavchavadze, was sent to Teheran [teə'ra:n] to work for peace between Russia and Persia
 1829 was killed by nationalists in Persia

2

A. Read the text and complete the sentences after it.

Mikhail Lomonosov



Mikhail Vasilyevich Lomonosov (1711—1765) was a Russian scientist and writer who made important contributions to literature, education and science. Among his discoveries was the **atmosphere** ['ætməsfiə] of Venus ['vi:nəs]. His interests lay in chemistry, physics, optics, geography, history and art. His poetry helped to develop the modern Russian language.

Lomonosov was born in the village of Denisovka (now Lomonosovo) near Kholmogory in the far north of Russia. His father, first a fisherman,

eventually bought a ship and began **transporting** things from Arkhangel'sk to other places. When Mikhail was ten, his father decided that the boy was old enough to help him.

However, young Lomonosov was not interested in the family **business**. Learning was what he wanted. His neighbour had taught him to read and he spent as much time as he could with books, among which there was a grammar book and a book of arithmetic. The knowledge he got at home was not enough for Lomonosov and in 1730, at nineteen he left the village and joined a **caravan** ['kærəvən] travelling to Moscow.

Here he entered Slavic Greek Latin **Academy** [ə'kædəmi] and lived on bread and water for quite a long time but made rapid **progress** ['prəʊgres] as a student. He completed a twelve-year study **course** [kɔ:s] in only five years, and graduated from the Academy with brilliant results. A fantastic student, he was given an opportunity to go to Saint Petersburg University and later to the University of Marburg in Germany.



¹ Persia ['pɜ:ʃə] — Персия

The latter was among Europe's most important universities in the 18th century. Lomonosov quickly learned German and developed an interest in German literature and **philosophy**. He seriously studied chemistry and began writing poetry. In Germany Lomonosov got married. The money he got from the Russian Academy of Sciences was not enough for his growing family and he decided to return to St Petersburg.

At home he became a member of the Academy, and soon was made **professor** [prə'fesə] of chemistry. Wishing to improve education in Russia he and Count¹ Ivan Shuvalov founded Moscow University.

Lomonosov developed a number of important theories and made some brilliant discoveries, wrote poetry some of which is remembered till nowadays.

1) Lomonosov was not interested in

- a) astronomy
- b) biology
- c) literature

2) Lomonosov's father

- a) sold goods
- b) bought goods
- c) delivered² goods

3) Young Lomonosov left home for Moscow because

- a) he didn't have enough books to read
- b) he wanted to see the world
- c) he wanted to receive a good education

4) Lomonosov was able to get a university education because

- a) the Russian government paid for his studies
- b) the German government paid for his university course
- c) he worked very hard and paid for himself

5) St Petersburg University was founded

- a) before Moscow University
- b) after Moscow University
- c) at the same time as Moscow University

B. In the text you've read there are some words you may not know. These words are marked. Did you understand their meanings? What helped you to understand them: a) the way the words look and sound, b) the context in which they are used, c) both?

3

A. Use the text about Lomonosov and prove³ the following.

- 1) Mikhail Lomonosov had wide interests.
- 2) He was largely a self-made man.
- 3) He was a gifted student and a fast learner.

¹ **count** [kaunt] — граф

² **to deliver** [dɪ'lɪvə] — доставлять

³ **to prove** [pru:v] — доказывать

- 4) Lomonosov's contribution to education is priceless.
 5) He helped to develop both sciences and arts.

B. Give 3—5 good reasons why we remember and respect Mikhail Lomonosov.

4 Change the active voice into passive.

- 1) We form the passive voice with the help of the verb *to be*. 2) People grow oranges in Italy. 3) They build a lot of new houses in our country. 4) People often make tables of plastic ['plæstɪk]. 5) They translate the Harry Potter books into many languages. 6) They don't teach foreign languages at this primary school. 7) They don't show such films on TV. 8) My granny doesn't grow tomatoes here. 9) People don't build tall buildings on this island. 10) What questions does your teacher usually ask you in class? 11) Do you hear such melodies here?



Обратите внимание на различие предлогов в следующих сочетаниях: **to be made of** и **to be made from**.

Словосочетание **to be made of** используется, когда материал, из которого сделан предмет, не подвергался качественной переработке, т. е. не изменил своей сущности (the pen is made of plastic).

The castle is made of sand. The bench is made of wood.

The bridge is made of stone. The book is made of paper.

Словосочетание **to be made from** используется, когда материал подвергается переработке и в результате становится чем-то иным. Например, яблоки при варке превращаются в джем: the jam is made from apples. Обычно предлог *from* используется тогда, когда речь идёт о приготовлении пищи.

Butter is made from milk.

Borsch is made from different vegetables.

This fruit salad is made from apples, plums and apricots.

5 **A.** Read the list of words and say what makes them similar.

Gold, stone, silver, paper, wood, sand.

B. Learn some more words belonging to the same category of material nouns.

leather ['leðə] — кожа

metal ['metl] — металл

plastic ['plæstɪk] — пластмасса

brick [brɪk] — кирпич

cement [sɪ'ment] — цемент

rubber ['rʌbə] — резина

wool [wʊl] — шерсть

cotton ['kɒtn] — хлопок

silk [sɪlk] — шёлк

glass [glɑ:s] — стекло

cardboard ['kɑ:dbɔ:d] — картон

china ['tʃaɪnə] — фарфор

6 **A.** Read these word combinations.

a rubber ball

a plastic bag

a glass window

a brick wall

a cement floor

a metal spoon

a china jug

a cardboard box

a silk blouse

a wool sweater

a cotton shirt

a leather belt

B. Say what these things are usually or often made of.

Example: Matryoshka dolls are usually made of wood.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.



15.



16.



17.

7

Use *of* or *from* to complete the sentences.

1) Is your new skirt made ... wool or cotton? 2) As everybody knows, Pinocchio was made ... wood. 3) This tasty cocktail is made ... milk, ice cream and fruit juice. 4) We have made this juice ... fresh oranges. 5) A lot of old cottages in Scotland are made ... stone. 6) In Asia they often use tables and chairs made ... bamboo. 7) My grandmother's jam made ... plums is really nice, we often have it for tea. 8) Watches made ... gold are very expensive. 9) What is this soup made ... ? 10) The boat was not heavy because it was made ... rubber.

DO IT ON YOUR OWN

8 Write answers to these questions.

1) What are books usually made of? 2) What are bottles usually made of? 3) What are milk jugs usually made of? 4) What are cottages usually made of? 5) What are shoes and bags usually made of? 6) What are mittens, scarves and jumpers usually made of? 7) What is butter made from? 8) What is jam made from? 9) What is omelette made from? 10) What is soup usually made from?

9 Make up and write down ten true sentences.

| | | | | |
|---------------------|------------|-------------------|--|---------------------------------|
| 1) Wine | is/ are | often/ usually | grown, made of/ made from, found | stone. |
| 2) Coffee | | | | in rivers. |
| 3) Books | | | | in the mountains. |
| 4) Gold | | | | in warm countries. |
| 5) Lemons | | | | grapes. |
| 6) Tea | | | | in the fields. |
| 7) Rings | | | | on sea shores. |
| 8) Bridges | | | | cardboard and paper. |
| 9) Fishing villages | | | | in Latin America and Africa. |
| 10) Wild flowers | | | | metal. |

10 Spell these words.

- | | | | |
|------------|--------------|----------------|-----------------|
| 1) ['leðə] | 4) [wʊl] | 7) [brɪk] | 10) ['metl] |
| 2) ['rʌbə] | 5) [glɑ:s] | 8) ['plæstrɪk] | 11) ['kɑ:dbɔ:d] |
| 3) ['kɒtn] | 6) [sr'ment] | 9) [sɪlk] | |

11 Be ready to speak about Alexander Sergeevich Griboedov. Say why we remember him.

Step 5

DO IT TOGETHER

1 Listen to three speakers, (67), and match the statements (a—d) with what they say. There is one statement you don't have to use.



- a) The speaker says that all the traveller's voyages were difficult.
 b) The speaker says that the traveller was not loved by one nation but was admired by another.
 c) The speaker says that the traveller was not born in England.
 d) The speaker says the traveller didn't die in his native country.

2

A. Read the following word combinations.

| | |
|-----------------------|------------------------|
| a friendly atmosphere | to transport goods |
| a family atmosphere | to transport people |
| a cosy atmosphere | to transport food |
| a family business | rapid progress |
| a growing business | slow progress |
| a successful business | to make progress |
| a course of English | modern philosophy |
| a course of German | ancient philosophy |
| a university course | his philosophy of life |

B. Make up sentences of your own with some of these word combinations.

3

You know the words in column A. Read the examples and decide what the words in column B mean.

A.

brilliant
 a contribution
 to enter
 to graduate
 to improve
 knowledge
 respect

B.

brilliantly ['brɪliəntli]
 to contribute [kən'trɪbjʊ:t]
 an entrance ['entrəns]
 a graduate ['grædʒʊət]
 an improvement [ɪm'pru:vmənt]
 knowledgeable ['nɒlɪdʒəbl]
 respected [rɪ'spektɪd]
 respectable [rɪ'spektəbl]
 respect [rɪ'spekt]

- 1) Joe is a very **gifted** actor. He plays each of his roles **brilliantly**.
 2) Some businesses **contributed** money to rebuild the museum. 3) I'll meet you at the central **entrance** to the theatre at six o'clock. 4) Mary's elder brother is a **graduate** of Moscow State University. 5) There has been an **improvement** in the country's economy. 6) My father is one of the most **knowledgeable** people I've ever met, I think he has answers to all questions. 7) Mr Johnes was a **respected** member of his club. 8) Everyone knows that Elizabeth leads a perfectly **respectable** life. 9) We all **respect** him for his devotion to his children.

4

A. How much do you know about Benjamin Franklin? Share the information you have with the others.

B. Read the text and match the paragraphs with their titles (a—f). There is one title you don't have to use.

- a) Brave and Gifted Scientist
- b) Able Pupil
- c) Teacher of Life Wisdom
- d) Man of Many Interests
- e) Politician and Educator
- f) A Great Traveller

- 1) Benjamin Franklin (1706—1790) lived in America at about the same time as Mikhail Lomonosov in Russia. They both belonged to the Age of Enlightenment¹. Franklin was a writer, publisher, scientist, diplomat [ˈdɪpləmət] and politician [ˌpɒlɪˈtɪʃn]. He was among the most famous and respected people of his time. He was, probably, the first self-made man in America.
- 2) Franklin's family immigrated to America from England, his father was a candle-maker. Though Benjamin was self-educated, he was well-read and had learned a lot from Enlightenment writers. While he was still young, he taught himself languages. During his whole life Franklin worked hard and carefully to improve his knowledge and character.
- 3) Never selfish, Franklin tried to help other people to become successful and wrote a self-help book "Poor Richard's Almanack". The book became very popular and made Franklin quite rich and well-known in the American colonies. The *Almanack* is full of useful information and has a lot of clever sayings. Here are some examples: "God helps them that help themselves." "Early to bed and early to rise, makes a Man healthy, wealthy² and wise."
- 4) Franklin believed in experimental science. He tried to explain the nature of electricity. Once he decided to show that lightning³ is a form of electricity with the help of an experiment. He flew a kite during a storm and showed that electricity got from the kite to the metal key⁴ on the other end of the cord⁵.
- 5) Franklin understood early the power of words. He became one of the people who worked on the U. S. Constitution [ˌkɒnstɪˈtjuːʃn], which played such an important role in the country's history. In his later years this truly great man did his best to prove that education must be given free to everybody in the country.



C. Find in the text words and word combinations which mean the same as the following:

- 1) people for whom others have respect;
- 2) a man who became successful without anybody's help;
- 3) to come to a country to make your life and home there;

¹ the Age of Enlightenment [mˈlaɪnmənt] — эпоха Просвещения

² wealthy [ˈwelθɪ] — состоятельный

³ lightning [ˈlaɪtnɪŋ] — молния

⁴ key [ki:] — ключ

⁵ cord [kɔːd] — проволока, шнур

- 4) a book that comes out every year and gives some useful information;
- 5) bright light that you see in the sky during a storm;
- 6) the most important laws and rules of a country put together;
- 7) without paying any money.

5 Compare Lomonosov and Franklin.

Example: Like Lomonosov, Franklin didn't come from a rich family.
 Unlike Lomonosov, Franklin didn't have a university education.



В английском языке в страдательном залоге часто употребляются глаголы, которые требуют после себя предлога: *to take about, to send for, to listen to, to look at, to think of, to look after (присматривать за), to laugh at, to speak to/about, to look for (искать), to wait for*. В страдательном залоге эти предлоги всегда сохраняются:

He is much spoken about. — О нём много говорят.
 The doctor was sent for. — За доктором послали.
 She is often waited for. — Её часто ждут.
 Such jokes are not laughed at. — Над такими шутками не смеются.
 Are the children looked after? — За детьми присматривают?
 John wasn't spoken to. — С Джоном не говорили.

Обратите внимание на различие предлогов *by* и *with* в предложениях, где глагол используется в страдательном залоге:

The tower was built **by** a famous architect. — Башню построил известный архитектор.
 The toy tower was built **with** a lot of tiny instruments. — Башенку построили при помощи крошечных инструментов.

6 A. How can you say the same using the passive voice?

- 1) People speak much about this film.
- 2) They spoke to Mr Davidson.
- 3) My cousin looks after my pet.
- 4) People laughed at him.
- 5) They sent for my parents.
- 6) The boy is so unusual, everybody looks at him.
- 7) People often ask for such dictionaries.
- 8) Nobody spoke to me in such a way.
- 9) People just don't talk about such things.
- 10) I'm sure that nobody listened to Harry.

B. Complete the sentences using **by** or **with**.

1. The show was enjoyed ... everyone.
2. The Christmas tree was decorated ... lights, flags and toys.
3. The town was destroyed ... the enemy.
4. Who is the story translated ... ?
5. The houses were built ... the help of the government.
6. The primary school was built ... the money that came from an unknown gentleman.
7. The carpet was made ... small pieces of silk, cotton and wool.
8. The club was created ... the three brothers.
9. The club was built ... the Canadian technology.
10. In Ancient Greece this music was always played ... a horn.
11. The porridge was eaten ... little Hue. It was eaten ... a tea spoon.

7 A. Say what they are usually made of.

| | |
|-------------------|--------------------|
| tables and chairs | modern cars |
| children's toys | exercise books |
| scissors | rings and earrings |
| tennis balls | bags and handbags |
| mobile phones | buildings |
| windows | scarves |

B. Remember your favourite dish or drink and say what it is made from.

Example: I like hot sandwiches. They are made from bread, cheese, ham and tomatoes.

DO IT ON YOUR OWN

8 Complete the sentences with the missing prepositions.

1) Not all new books are much spoken 2) Nobody likes it when they are not listened 3) The new toy was looked ... and forgotten. 4) The new museum is visited ... thousands of people. 5) This dish is eaten ... a spoon. 6) The game is played ... a ball and two rackets. 7) The Head Teacher was spoken ... and the decision was rapidly made. 8) Don't take too long, remember that you're waited 9) These beautiful flowers are grown ... my younger sister. 10) The picture was coloured ... felt-tips. 11) The old castle was made ... stone. 12) I made the drink ... water, sugar and orange juice.

9 Use the appropriate forms of the verbs in brackets to complete the sentences.

1) The book (write) in the previous century. 2) Not long ago this story (tell) by a famous traveller. 3) We (just buy) her a pair of skates as a birthday present. 4) The child (look) for his toy everywhere but couldn't find it. 5) The music (play) by a big orchestra tomorrow. 6) The other day the team (win) the game quite easily. 7) Last week the dog (find) on the road not far from the village. 8) Such cakes (make) and (decorate) for Easter. 9) They (clean) the room very carefully two or three times a week. 10) What vegetables (grow) by these farmers in the future?

10 Continue these sentences.

- 1) We all respect our friend because...
- 2) When Liza becomes a university graduate, she...
- 3) There's some improvement in his English, he...
- 4) Everybody contributed one or two poems to...
- 5) He sang brilliantly and the audience...
- 6) You need to be quite knowledgeable to become...
- 7) His great-grandfather was a respected man in...
- 8) Excuse me, where is the entrance to the gallery? I...

11 Spell these words.

- | | | | |
|-------------------|-----------------|-------------------|------------------|
| 1) [rɪ'spektɪd] | 3) [ˈgrædʒuət] | 5) [ˈentrəns] | 7) [ˈbrɪliəntli] |
| 2) [kən'trɪbjʊ:t] | 4) [ˈnɒlɪdʒəbl] | 6) [ɪmˈpru:vmənt] | 8) [rɪ'spektəbl] |

Step 6

DO IT TOGETHER

5FA

1 Listen, (68), and say which facts are true, false or not stated.

1) Nelson's personal name is Horatio [hə'reɪʃəʊ].



- a) true b) false c) not mentioned
2) Nelson was killed in 1805.
a) true b) false c) not mentioned
3) Nelson took part in the wars against France.
a) true b) false c) not mentioned
4) Nelson became captain of a ship at the age of twenty.
a) true b) false c) not mentioned
5) Napoleon's army didn't come to Britain thanks to Nelson's victories.
a) true b) false c) not mentioned
6) In the wars Nelson lost his left hand and eye.
a) true b) false c) not mentioned

2

A. Who do you think a *role model* is? Read the word entry from Macmillan English Dictionary and say if you understood this word combination in the same way.

role model *noun* [C] someone whose behaviour is considered to be a good example for other people to copy

B. Listen to the dialogue, (69), and explain why Ann has chosen her elder sister as a role model.

A Role Model

Ann: You know, Irene, yesterday we were asked to write about role models.

Irene: Role models? I wonder who you wrote about. Let me think. I'm sure you chose Helen, your elder sister as a role model.

Ann: You are right. How did you guess?

Irene: It was rather easy indeed. You often say you admire Helen for her talents.



Ann: That's true. She is good at so many things. She is interested in foreign languages and literature, she often goes to the cinema and to the theatre, she regularly visits picture galleries and museums. She tells me so many interesting things.

Irene: I like Helen too. She is very kind and caring and she is always ready to help but I think a role model must be older and more important.

Ann: Really? I have never thought this way. Who can be your role model then?

Irene: Well, maybe some famous scientist or traveller, somebody who has achieved a lot, who has been successful and who has done much for their country.

Ann: That sounds logical. But I think a role model can be anybody who you respect and want to copy¹.

- 3** Read the sentences and say how future passive is formed. Then translate the sentences into Russian.

+

Ann **will be invited** to the party.
The room **will be cleaned** tomorrow.
The fruit **will be bought** on Sunday.

-

Tom **won't be helped**.
The letter **won't be sent** tomorrow.
The cake **won't be made** by granny.

?

Will flowers be grown here?
Will the tickets be brought in the morning?
Will the story be translated soon?

Wh?

When will the car be washed?
Why will the letter be written in French?
Where will the flowers be planted?

- 4** Say the same in a different way. Use the passive voice.

1) We'll remember the play. 2) People heard a loud noise in the garden.
3) Ann won't clean the carpet tomorrow. 4) She will do it next Saturday.
5) What will you grow in the kitchen garden in summer? 6) I won't forget your help.
7) They speak only English in their club. 8) They did not include all endangered birds on the list. 9) They will make a new discovery soon. 10) Will somebody draw the emblem of our club?

¹ to copy ['kɒpi] — подражать

5 Listen, (70), and read.

A.

death [deθ] — смерть, гибель

duty [ˈdju:ti] — долг, обязанность

event [ɪˈvent] — событие

responsible [rɪˈspɒnsəbl] — ответственный

sense [sens] — 1) чувство; 2) смысл

sensible [ˈsensəbl] — разумный, благоразумный

share [ʃeə] — делить, разделять

wisdom [ˈwɪzdəm] — мудрость

B.

death: an early death, a tragic death. He was saved from an almost certain

death. Her death came at the age of 86.

duty: a family duty, to do one's duty, to have a duty. It's a duty of every team member to do their best. He felt it was his moral duty to help his neighbour.

event: a happy event, a historic event, to celebrate an event. What were the main events of the school year? Today is Ben's birthday and there will be a party to celebrate the event.

responsible: to be/become responsible for something, fully/wholly responsible. They are responsible for the cooking. Who is responsible for the mistake? I knew Jane as a very responsible person.

sense: 1) a great/strong/deep sense, a sense of duty, a sense of humour. Though he can't see, he learns a lot through his other senses. 2) common sense, to make (no) sense. What Jack tells us makes no sense.

sensible: sensible words, sensible behaviour, sensible clothes, sensible shoes. Keeping a diary was a sensible thing to do.

share: to agree to share, to share among the children, to share the cake between the friends. Every time he comes back home he shares his impressions of the trip with us. We shared the money between the two of us.

wisdom: great wisdom, words of wisdom. He doesn't have enough wisdom to become a politician.

6 Match the words in columns A and B and complete the sentences (1—7).

A.

common
responsible
sensible
share
early
historic
unusual

B.

the money
wisdom
death
event
sense
job
answer

1) It is ... to use an umbrella¹ when it rains. 2) I think I can ... with you, because I've got it for my job. 3) His ... was a shock to everybody in the family. James was so young and so strong. 4) The discovery of America in 1492 is an important ... for the American nation. 5) Being a queen, a king or a president is a 6) She gave a very ... to his rather silly question. 7) The child's ... surprised us.

¹ an umbrella [ʌmˈbrelə] — зонтик



Giving Opinion

В жизни нам часто приходится высказывать своё мнение по тому или иному поводу, а также соглашаться или не соглашаться с мнением собеседника. Полезно научиться делать это корректно.

Giving your opinion

I think...
I believe...
In my view...
It seems to me...
In my opinion...
To my mind...
As I see it...
If you ask me...

Agreeing

That's just what I think.
Yes, that's true.
I fully agree.
I couldn't agree more.
I'm of the same opinion.

Disagreeing

I see what you mean but...
It may be right but...
Well, I'm not so sure.
I'm afraid I can't agree with you here.
I shouldn't (wouldn't) say so (say that...)
Not at all!

7 Agree or disagree with the following.

- 1) In my opinion, reading books has become old-fashioned.
- 2) As I see it there is no place like home.
- 3) If you ask me, the mankind has no future.
- 4) It seems to me that watching TV is the best entertainment.
- 5) I believe we must improve the ecology in our country.
- 6) In my view, everybody should be responsible for their own health.
- 7) I think weak people are not easy to respect.
- 8) To my mind rich people are always greedy.
- 9) In my view, wisdom comes with age, nobody is born wise.

DO IT ON YOUR OWN

8 Complete the sentences with the verbs from the box. Use them in present, past or future simple passive.

bury, respect, make, admire, contribute, share, improve, study

- 1) The beautiful St Paul's Cathedral always ... by tourists.
- 2) The famous novel "War and Peace" by Leo Tolstoy ... next year.
- 3) Many Russian tsars ... in Peter and Paul Cathedral in the previous centuries.
- 4) The money we've got ... between us next Saturday.
- 5) I am sure that such people never ... in the past, never ... now and never ... in the future.
- 6) I don't know when this discovery
- 7) I'm sure our project ... some day.
- 8) A lot of pictures ... to our school newspaper last week.

9

Complete the questions with the right prepositions.

about, after, for, off, to

1) Will the children be seen ... at the airport? 2) Who is usually waited ...? Who always arrives last? 3) Who are your pets and pot flowers looked ... when you are away? 4) Were these events spoken ...? 5) What is this lady admired ...? 6) Will our luggage be seen ...? 7) Little Tom was not listened ... , though he was speaking about very important things.

10

Spell these words.

- 1) [deθ] 3) [ʃeə] 5) [ɪ'vent] 7) ['sensəbl]
2) ['dju:ti] 4) [sens] 6) [rɪ'spɒnsəbl] 8) ['wɪzdəm]

SFA

11

Choose a world-famous person and get ready to speak about him/her. Say if he or she is a role model for many people and explain why.

Consider the following:


- 1) name, age, occupation, place of living;
- 2) the good example he/she gives;
- 3) personal characteristics;
- 4) your opinion of the person.

Step 7

DO IT TOGETHER

SFA

1

Listen to what different people say about Queen Victoria,  (71), and match the speakers (1—5) with the statements (a—f). There is one statement you don't have to use.



- The speaker explains why the Queen's first name was never used officially.
- The speaker tells us about the Queen's early years.
- The speaker gives general information about the years she was the ruler of the country and characterizes her as a monarch.
- The speaker tells us about Queen Victoria's family life.
- The speaker talks about the end of Queen Victoria's era.
- The speaker talks about Queen Victoria's jubilees.

2 Read the word combinations.

responsible for the work
responsible for the performance
responsible for everything

| | |
|--------------------|----------------------|
| a sensible price | to share food |
| a sensible answer | to share impressions |
| sensible behaviour | to share knowledge |

| | |
|------------------|-----------------|
| festival events | hard duties |
| sports events | pleasant duties |
| political events | moral duties |

| | |
|-------------------|---------------|
| a sense of duty | to make sense |
| a sense of time | to have sense |
| a sense of humour | common sense |

| | |
|---------------|-----------------|
| sure death | people's wisdom |
| tragic death | ancient wisdom |
| certain death | words of wisdom |



The Verb

Модальные глаголы (*must, should, can*) или их эквивалент (*have to*) часто употребляются с конструкциями в страдательном залоге (*the passive voice*), при этом предложения строятся по следующей схеме:

[модальный глагол] + [be] + [V₃]

The letter **must be** written. — Письмо должно быть написано.

The answer **should be** given. — Ответ следует дать.

The record **can be** listened to. — Пластинку можно послушать.

The books **have to be** returned to the library. — Книги необходимо вернуть в библиотеку.

The text **must be** translated. — Текст должен быть переведён.

3 Complete the sentences with the given verbs in active or passive forms.

1) Kevin **should** (tell) about it as soon as possible³. 2) This letter **must** (answer) at once. 3) Fred **has to** (tell) about the meeting. 4) This text

¹ an era ['iərə] — эра

² a jubilee ['dʒu:bili:] — юбилей

³ as soon as possible — как можно скорее

can (translate) into Chinese. 5) Tom should (invite) to the party. 6) Children should (teach) to speak politely. 7) It's too hot. Milk must (keep) in the fridge. 8) The film can (show) after lunch. 9) This fact must (explain) to the students. 10) The text must (read) by the children.



Королева Елизавета Вторая является главой Великобритании и одновременно главой так называемого Содружества Наций (Commonwealth, или Commonwealth of Nations). В Содружество входят более 50 независимых государств, когда-то составлявших Британскую империю. Содружество создано для развития дружеских и торговых связей между этими странами. Королева Елизавета носит следующий официальный титул: "Her Most Excellent Majesty Elizabeth the Second by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland and of Her Other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith". (Её Величество Елизавета II, Божией милостью Соединённого Королевства Великобритании и Северной Ирландии и иных своих царств и территорий Королева, Глава Содружества, защитница веры).

4

A. Read the text and answer the questions after it. Give a title to the text.

In 2012 the Diamond¹ Jubilee of Queen Elizabeth II was celebrated. A lot of events devoted to the Jubilee took place in the UK and abroad: different countries were visited by the Queen and other members of the Royal² Family, big lunches were given across the UK, people were asked to share their stories of the last 60 years to make a **digital** gift to Her Majesty the Queen. What makes her such a special person?

Queen Elizabeth has been on the throne for over 60 years. She was born in London in April 1926. Her father came to the throne as George VI in 1936. Young Elizabeth and her sister Margaret were educated at home. Her **studies** mostly included history, language, literature and music. People who knew her as a child remember her love of animals, especially dogs and horses. They described her as a very responsible, sensible and **well-behaved** girl.

During the Second World War Princess Elizabeth trained as a driver and **mechanic** [mɪ'kænɪk] because she wanted to help her country and give a good example. In 1947, Princess Elizabeth married Prince Philip, her third cousin, with whom she had been in love since the age of 13. With her husband she had four children: Charles, Anne, Andrew and Edward.

She came to the throne after her father's death in 1952. The time she was a Queen was not cloud-



¹ **diamond** ['daɪəmənd] — бриллиант; бриллиантовый

² **royal** ['rɔɪəl] — королевский



less. It included a number of **local** wars, problems in her children's families, the death of her daughter-in-law Diana, Princess of Wales. The Queen had to **face criticism** ['kritisizm] of the Royal Family from the **press**, but she is still a very popular monarch. People respect her for her devotion to her country and all the work she does for it. Everyone knows about the Queen's sense of duty, her unselfishness and wisdom. Many people believe that she is a **unique** [ju'ni:k] **personality** as well as a successful head of the state.

- 1) What events devoted to the Queen's Jubilee are mentioned in the text?
 - 2) Who was on the throne before Queen Elizabeth II?
 - 3) What do we learn about the Queen's young years?
 - 4) How long had Princess Elizabeth been in love with Prince Philip before they got married?
- 5) What were some of the problems the Queen had to face during her reign?
- 6) What makes Queen Elizabeth a popular monarch?

B. The marked words in the text are probably new to you. Did you understand what they mean? What helped you to understand their meanings: a) the way the words look and sound, b) the context in which they are used, c) both?

5

A. Say what you know about:

- 1) the Queen's personal life;
- 2) the advantages and the disadvantages of the Queen's "job";
- 3) the Queen's Diamond Jubilee.

B. Work in pairs or in small groups and make a list of a monarch's duties as you see them. Compare your lists and decide whose thinking was the most realistic.



После некоторых глаголов английского языка: **look** (выглядеть), **seem**, **appear**, **taste**, **smell** (пахнуть), **sound**, **feel**, в отличие от русского языка, не могут следовать наречия, после них используются прилагательные. Сравни:

Russian

Музыка звучит громко.

Джон выглядит молодо.

Алиса чувствует себя плохо.

(В последнем примере **well** является старой формой прилагательного.)

English

The music sounds loud [laud].

John looks young.

Alice feels bad, she doesn't feel well/good.

Обратите внимание на различия в значениях глагола **to look**.

Jane looks sad. (После **look** следует прилагательное.)

Джейн выглядит грустной.

Jane looked at me sadly. (После **look** следует наречие.)

Джейн посмотрела на меня грустно.

- 6** Complete the sentences with one of the verbs — *seem, look, sound, taste, smell* or *feel* in the appropriate forms.
- 1) How are you ... today? — I'm fine, thank you. In fact I've never ... better.
 - 2) The water ... so cold. I don't think I'll swim today.
 - 3) I can ... something nice cooking in the kitchen. What's for dinner?
 - 4) The language they are speaking ... strange. I'm sure it's not a European language.
 - 5) Evening came. It was very quiet. The air ... of grasses and flowers.
 - 6) What's the matter with George today? He ... very unhappy.
 - 7) The cake ... lovely. May I have another piece, please?
 - 8) I don't like the music, it ... so sad!
 - 9) Hello, Jane! You ... wonderful today.
 - 10) The child ... very young. I don't believe he is ten years old.



- 7** Get ready to speak about your own role model. Don't forget to write an outline of what you are going to say.

DO IT ON YOUR OWN

- 8** Choose the appropriate words to complete the sentences.
- 1) Please speak (quiet/quietly).
 - 2) I can't understand why you can't be (quiet/quietly) when you see Rex.
 - 3) Tom doesn't like the porridge, he says it tastes (unpleasant/unpleasantly).
 - 4) Doris smiled (unpleasant/unpleasantly) and looked at me.
 - 5) I feel (bad/badly), I have a terrible headache.
 - 6) Bob cooks (good/well), he is a (good/well) cook.
 - 7) Jane looks (unhappy/unhappily). What's the matter?
 - 8) Ralph looked at me (unhappy/unhappily) and said he was sorry.
 - 9) The song sounded rather (pleasant/pleasantly).
 - 10) The lilies-of-the-valley smelt so (sweet/sweetly).
- 9** Complete the sentences with the words in brackets. Use the verbs in active or passive forms.
- 1) Your friend (should, give) some unusual present for his 20th birthday.
 - 2) Milk (must, keep) in a fridge. Don't you know?
 - 3) I tried but I (couldn't, open) the window.
 - 4) Someone (have to, take) the child home. He (can't, leave) here alone.
 - 5) This new book (must, read). It's wonderful!
 - 6) They (shouldn't, spend) so much time in front of the television.
- 10** Complete these sentences and write them down. Use the verbs from the box.

read, invite, spend, write, forget, visit

- 1) These letters have to be
- 2) The money may be
- 3) Your friend should be

- 4) This wonderful book must be
- 5) The idea may be
- 6) At the moment the country can't be


11 Celebrating anniversaries¹ is an old tradition which appeared in the Middle Ages. It is very popular nowadays. Match the years and the anniversary titles. Ask your parents or relatives for help if necessary.

| Year | Anniversary Title | Year | Anniversary Title |
|------|--|------|---|
| 1st | gold  | 12th | china  |
| 2nd | silk  | 20th | diamond  |
| 3d | wood  | 25th | paper  |
| 5th | wool  | 50th | cotton  |
| 7th | silver  | 60th | leather  |

Step 8

Consolidation and Extension

DO IT TOGETHER

1 Listen to five people speaking about world-famous painters,  (72), and match the speakers (1—5) with the statements (a—f). There is one statement you don't have to use.

- a) The speaker says that this painter lived in the 15th century and was a man of many talents.
- b) The speaker says that this painter died very young.
- c) The speaker says that this painter didn't spend the last years of his life in his motherland.

¹ an anniversary [ˌæniˈvɜːsəri] — годовщина

- d) The speaker says that nearly all works of this painter are in the country where he was born.
- e) The speaker says that this painter got his first studio from his father and mother.
- f) The speaker says that the painter began his career much later than he showed his talent.



“The Hay Wain”¹



“The Basket of Bread”



“Alexander Pushkin”



“Madonna Litta”



“The Scream”²

Word Building

В составе многих английских имён существительных можно встретить суффиксы **-dom, -hood, -ship, -ism**.

-dom

kingdom — королевство
freedom — свобода
wisdom — мудрость
boredom — скука

-ship

leadership — руководство, первенство
partnership — партнёрство
friendship — дружба
relationship — родство, отношение

-hood

childhood — детство
brotherhood — братство
babyhood — младенчество
neighbourhood — окрестность, соседство

-ism

racism — расизм
optimism — оптимизм
patriotism — патриотизм
tourism — туризм

¹ “The Hay Wain” — «Воз сена»

² “The Scream” — «Крик»

2 Complete the sentences with the derivatives of the words on the right.

- A.** 1) I am surprised at her
 2) There were a lot of parks in the
 3) He thought he would die of ... living in the country.
 4) We are a group of people who have the same interests. We belong to one
 5) They have enough ... to forget about their fight.
 6) His ... is absolutely clearly seen.
 7) We would like to be free and we shall fight for our
 8) Once upon a time there lived a cruel king in his cheerless
 9) The time of war is a great test of people's
 10) We can speak about a new ... between the two countries.
 11) Their ... can be admired.
 12) What games did you like to play in your ... ?

ideal
 neighbour
 bore

brother
 wise

leader

free

king

patriot
 relation

friend

child

- B.** Last year Olaf graduated from the university. He was a very (1)... young man, (2)... enough, and fairly (3)... . But not all the people in the (4)... liked him. Many of the (5)... said Olaf thought only about himself and they didn't feel his (6)... into the life of their community. I am sure they didn't feel much (7)... for the man, but in my view he had begun to change and I could see some (8)... in his (9)... with the people. I hope Olaf will have enough (10)... to see that he is one of us.

sense, knowledge
 respect,
 neighbour, village

contribute
 admire

improve, relation

wise

3 **A.** Look at the picture. Do you know this man? What do you know about him?



Steve Jobs (1955—2011), an American businessman, one of the founders of Apple Inc¹. Company, is also known as Father of the Digital Revolution.

He was born in San Francisco to two university students who were unmarried then and couldn't support their baby. The boy was adopted² at birth by Paul Reinhold Jobs and Clara Jobs who became loving and caring parents for Steve. Paul taught him some elementary electronics and how to work with his hands. Clara taught Steve to read before he went to school.

¹ **Inc** = Incorporated

² **to adopt** [ə'dɒpt] — усыновлять или удочерять ребёнка

Though Steve often found school boring, he was known as a gifted student. While in high school¹, he met some people who shared his interests in electronics. One of them was Stephen Wozniak. In 1976 Jobs and Wozniak formed their own business. They named it “Apple Computer Company” in **remembrance** of a happy summer Jobs had spent **picking** apples. Everyone agrees that it was Steve’s character and intellect that helped to make the company what it was. He was certainly the heart and soul² of the company and its public face.

Steve was responsible for **designing** [di'zainɪŋ] new **products**, **marketing** and finding the best possible people for the company. Under his leadership the company had the greatest success in business history and developed such world-famous products as iMac, iTunes, iPod, iPhone, iPad and many others.

Steve Jobs was a **perfectionist**. Nothing was ever “good enough” for him — it had to be perfect. It seemed that he worked 24 hours a day. This devotion to work and great interest in it helped him to become a real winner and achieve great results working together with his team.

Steve loved songs by Bob Dylan and was a great fan of The Beatles. This is what he once said about them, “They were four guys who... balanced each other. And the total was greater than the sum of the parts. Great things in business are never done by one person, they are done by a team of people.” He said that from that point of view The Beatles were a model for him.



B. The words that are marked in the text may be new to you. Did you understand their meanings? What helped you to understand the words: a) the way they look and sound, b) the context in which they are used, c) both?

C. Complete these statements.

1) Steve Jobs was

- a) the head of a big company
- b) a famous scientist
- c) not the only founder of a big company

2) Steve Jobs’ interests lay in

- a) producing hi-tech equipment
- b) improving the old models of computers
- c) finding new markets for the company’s mobile phones

3) Steve Jobs was a

- a) good friend
- b) good public speaker
- c) hard worker

4) The word “perfectionist” means a

- a) perfect personality
- b) person trying to achieve the best results
- c) person who always wins

¹ **high school** — в США старшие классы средней школы

² **soul** [səʊl] — душа

5) Steve Jobs believed in ...

- a) a great role of a leader
- b) being a winner
- c) joining with other people in doing work

4

A. Choose the words that can describe Steve Jobs.

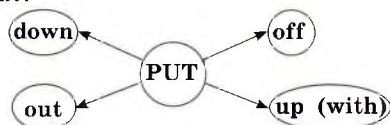
- | | |
|-----------------------------------|-------------------------|
| a role model | a genius |
| a founder of a successful company | a successful designer |
| a modern public figure | a discoverer of talents |
| the heart and soul of the company | a talented businessman |
| a perfectionist | a lover of music |
| a man of character | a team player |
| the company's public face | a true leader |
| a man who knew what he wanted | a workaholic |
| a man devoted to his work | a real intellectual |

B. Speak about Steve Jobs. Mention the following:

- his family and early years;
- his first interest in electronics;
- Apple Computer Company;
- his responsibilities in the company;
- his special talents;
- what helped him to achieve success.

Phrasal Verbs

Постарайтесь запомнить и использовать фразовые глаголы с ядерным элементом *put*.



1) **to put down** — записать



I'll have to put down your names.

3) **to put out** — погасить
огонь, выключить свет



Please don't forget to put the fire out before you leave.

2) **to put off** — отложить,
отсрочить



Jim has been putting off his work for years.

4) **to put up with something**
— мириться с чем-либо



I will not put up with your bad behaviour any longer.

Use the words from the box to complete the sentences.

down, out, off, up

1) I was trying to put ... the moment when I would have to leave. 2) I don't want to put ... with this situation any more. 3) Please put your cigarette We don't smoke in here. 4) She put the light ... and went to bed. 5) Never put ... till tomorrow what you can do today. 6) You are sure to forget his address if you don't put it 7) Bad language shouldn't be put ... with. 8) I've just put ... the names of all the children in the club. 9) Put all the candles ..., please. It's time to finish the party. 10) How can you put ... with all this noise? Let's ask your neighbours to be a little quieter.

Answer these questions to give your opinions.

1) What people are usually respected and admired? 2) Is it possible to improve your knowledge of English? What, in your view, are the best ways to achieve this result? 3) Which of your friends, in your opinion, contributes a lot to the after-school activities? What do they do? 4) Can you say a few words about the latest most interesting sports or cultural event? 5) Do you know any university graduates? Who are they? When, in your view, did they graduate from the university? 6) What person can you call responsible? Do you know such people? 7) Have you ever felt a mixture of feelings about something? What feelings were they? 8) Have you ever felt admiration for somebody or something? When and why did it happen? 9) What are parents' duties and children's duties as you see them? 10) Do you always try to use opportunities that life offers you? Can you give an example?

A. Match the parts of the proverbs in the two columns. Say what makes them all alike. Comment on one of the proverbs and illustrate it with a short story.

A.

- 1) The bull
- 2) Rome
- 3) Well begun
- 4) Children
- 5) Men
- 6) The devil
- 7) The fish
- 8) A fool and his money
- 9) Marriages

B.

- a) are made in heaven¹.
- b) should be seen and not heard.
- c) is not so black as he is painted.
- d) will soon be caught that nibbles² at every bait³.
- e) are known by the company they keep.
- f) are soon parted.
- g) is half done.
- h) must be taken by the horns⁴.
- i) was not built in a day.

¹ heaven ['hevən] — небо, небеса

² nibble ['nɪbl] — надкусывать

³ bait [beɪt] — наживка

⁴ a horn [hɔ:n] — рог

DO IT ON YOUR OWN

- 8** Paraphrase these word combinations using *of* or *from*. Write down the sentences you get.

Example: A glass jug. The jug is made of glass.
Apple jam. The jam is made from apples.

1) Paper money; 2) china vase; 3) fur coat; 4) vegetable salad; 5) metal ring; 6) tomato soup; 7) stone bench; 8) silver chain; 9) orange marmalade; 10) plum juice.

- 9** Complete the sentences. Use the prepositions from the box.

about, after, at, for, over, to

1) They are always waited 2) This actor is much spoken 3) Your pets will be looked ... when you are away. 4) Julia dresses brilliantly. She is always looked 5) Alice is running a high temperature. The doctor must be sent 6) The clown is so funny. His tricks are always laughed 7) The young man was spoken ... yesterday, but I don't think he understood his mistake. 8) The key was looked ... everywhere but we didn't find it. 9) Miss Loveday is a very good speaker and she is always listened 10) Your project will be thought ... and discussed later.

- 10** Match the phrasal verbs in column A with their meanings in column B and write sentences of your own with these verbs.

A.

- 1) to put down
- 2) to put off
- 3) to put up (with)
- 4) to put on
- 5) to put out

B.

- a) to stop something burning
- b) to dress yourself
- c) to write something down
- d) to make something happen later
- e) to accept¹ an unpleasant situation, behaviour or somebody even if you don't like them

- 11** Write these in English.

A. 1) потушить огонь; 2) надеть плащ; 3) отложить на завтра; 4) мириться с чем-то; 5) записать что-то.

B. 1) По соседству; 2) отношения между странами; 3) в младенчестве; 4) в детстве; 5) сильное (мощное) королевство; 6) настоящий патриотизм; 7) большая скука; 8) его руководство; 9) великая мудрость; 10) наше братство и дружба.

¹ to accept [əks'ept] — принимать как неизбежное, мириться

Step 9

Revision

DO IT TOGETHER

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Step 9

SFA

1 Listen to four speakers who talk about American presidents (1—4), (73), and match them with the statements (a—e) below. There is one statement you don't have to use. Match the names of the presidents with the pictures.

- The speaker says this president lived in the 18th century.
- The speaker says this president didn't come from a rich family and put a stop to slavery¹ in his country.
- The speaker says Americans often use three letters for this president's name.
- The speaker says this president was a symbol of the country during World War II.
- The speaker says this president was not very successful, especially at the end of his presidency.



A.



B.



C.



D.

2 Work in pairs. Give your opinion on the following themes, agree or disagree. Use the "opinion words" from Step 6.

- a film you both watched
- dangerous sports
- a singer or a group you both know
- language learning
- opera and/or ballet
- some food you like or dislike
- travelling
- shopping
- role models

3 Say the same in one word. Some of the words from the box can help you.

- a good opinion, admiration for someone or something
- to make something better than it was before
- to give
- a place through which people come in

¹ slavery ['sleɪvəri] — рабство

- 5) to finish studying and be given a diploma
- 6) a small group of houses in the country
- 7) to use something with another person or other people
- 8) a feeling
- 9) having all its parts, complete
- 10) to put two or more different things together
- 11) human beings as a group
- 12) the end of life in people, plants and animals
- 13) anything that happens, especially anything that is important
- 14) an understanding that you get through experience or study
- 15) something that a person must do

whole, to share, brick, mankind, opportunity, to graduate, to study, event, brilliant, duty, to contribute, sensible, respect, responsible, to improve, knowledge, law, death, to mix, to lead, village, wisdom, entrance, sense

4 Complete the sentences with the verbs in their appropriate forms.

- 1) Not long ago a lot of money (to contribute) to the *Save the Animals Fund*.
- 2) People who help others must (to admire) and (to respect).
- 3) How did it happen that the boy (to make) responsible for all the problems?
- 4) James died the day before yesterday and (bury) tomorrow.
- 5) Not all questions can (to answer) easily.
- 6) It's a very good opportunity to learn something new and I think it should (take).
- 7) Can you tell me what this lovely dish (to make) from?
- 8) I know you are full of impressions and I hope these impressions (to share) in the lesson tomorrow.
- 9) I'll come in a minute, I don't want (to wait) for.
- 10) Mark is one of the most knowledgeable people I've ever met, his intellect (to admire) everywhere.

5 Work in pairs and decide what are 10 most important reasons for a person to be remembered, admired and respected. Choose from the long list below. Compare your short lists.

A person should:

- | | |
|--|---|
| — be a good leader | — be a self-made person |
| — be knowledgeable and wise | — be honest with himself/herself and other people |
| — work hard for his or her country | — be talented in some field |
| — be well educated | — wish good to people |
| — have a strong character | — always help those who need help |
| — be loving and caring | — be responsible for what they do |
| — do something useful for other people | — be a patriot |
| — be a role model for others | — be able to see through other people |
| — respect and keep the law | — not put up with cruelty or violence |
| — not do harm to people or nature | |
| — be an intellectual | |
| — have a powerful personality | |

- 6 Look at the portraits of these world-famous people and say what you know about them, why, in your opinion, they are remembered, respected or admired.



- 7 A. Say how much do you know about the man whose name was Confucius.

B. Work in pairs and make up some questions you would like to ask about Confucius.

C. Work in pairs. One of you will read Text A and the other Text B and then share the information with each other. See which of your questions have found their answers.

Text A

Confucius was one of the greatest moral teachers of all time. He lived in China about five hundred years before Christ [kra:st]. Confucius studied ancient Chinese writings from which he took some ideas. Those ideas



seemed important to the development of fine character. Then he taught these ideas to the princes and to the students of all ages who came to him for instruction [m'strɪkʃn]. The rules he wrote down 2,400 years ago are still used by people. For example, his golden rule was "What you do not want done to yourself, do not do to others". He tried to interest people in ideals of love, openness and moral behaviour. Confucius believed that man was naturally good and could live in harmony with other people.

Text B

Confucius' Chinese name was Kung-Fu-tse. At the age of 22, three years after his marriage, Confucius began to teach men how to live happily. Among other people he taught a number of Chinese princes.

Confucius did not consider himself a god. In fact, he taught nothing about religion or about what happens to us after death.

Within five hundred years after his death, his teachings became the philosophy of the whole country. When Buddhism appeared, the teachings of Confucius were almost forgotten, but later remembered again. We can say that even today Confucius' ideas are important for people.

DO IT ON YOUR OWN

8 Complete the sentences with the missing function words¹ where necessary.

1) What I felt was a mixture ... love and hate. 2) You'll find me ... the entrance ... the cinema at a quarter to seven. 3) You should show more respect ... your teachers. 4) It's not necessary to graduate ... a university to be a respected and knowledgeable person. 5) All the houses in the little village were made ... wood. 6) Sara said she was not going to put ... with the children's behaviour. 7) You need a sense ... responsibility to become a good leader. 8) So many subjects can't be studied ... pupils at the same time. 9) Will I be able to enter ... the hall after the third bell? 10) Yuri Gagarin is one of the people whose name is known all ... the world.

9 Cross the odd words out.

- 1) lead, leader, leather, leadership, leading
- 2) rubber, leather, china, land, paper
- 3) law, mankind, admiration, knowledge, opportunity
- 4) contribute, respect, improve, bury, whole
- 5) of, at, on, in, we

10 Complete the sentences using the appropriate forms of the verbs in brackets.

- 1) a) Who you (wait) for now? b) John always (wait) for. 2) a) I think you should (send) for the doctor, Pete is seriously ill. b) I think the

¹ function words [wɜ:dz] — служебные слова

doctor should (send) for, Pete is seriously ill. 3) a) I never (listen) to. I think they don't respect me. b) I never (listen) to him, I don't respect his opinion. 4) a) The children will (look) after. Don't worry about them. b) Will you (look) after the children? I don't want to leave them alone. 5) a) He was a very famous actor and he much (speak) about then. b) He always (speak) much about famous actors.

11 Revise the words for Test Four.

word box

admiration, admire, admirer, brick, brilliant(ly), bury, cardboard, cement, china, cotton, contribute, contribution, death, duty, enter, entrance, event, glass, graduate, improve(ment), knowledge(able), law, lead, leader, leather, mankind, metal, mind, mix (up), mixture, opinion, opportunity, plastic, respect, respectable, respected, responsible, rubber, seem, sense, sensible, share, silk, smell, talent, taste, view, village, wisdom, wise, whole, wool

Step 10

Test Yourself

DO IT TOGETHER

I. LISTENING

1 Listen to the text about Yuri Gagarin, 🎧 (74), and write which of these facts are not mentioned in it.

- 1) Yuri went to school in 1941.
- 2) Yuri was a very good pupil at school.
- 3) Yuri was very good at flying planes.
- 4) Yuri spent 108 minutes in space.
- 5) Yuri asked the people of our planet to keep its beauty.
- 6) Yuri Gagarin became a hero of the Soviet Union¹.



| | |
|----------------|---|
| Maximum result | 2 |
| Your result | ? |

¹ the Soviet Union — Советский Союз

II. READING

2 Read the text and decide which of the following is true, false or not stated in the text.



- 1) Mother Teresa [tə'ri:zə] was not born in India.
- 2) The number of people in her order¹ has grown.
- 3) Mother Teresa learned a foreign language in Ireland.
- 4) Mother Teresa didn't need any money contributions as she did everything with her own hands.
- 5) There were only thirteen women to start helping Mother Teresa first.
- 6) The members of her order worked in more than one or two countries.

Mother Teresa

The whole world remembers the name of Mother Teresa, whose life was very unusual. She was Albanian by blood but spent most of her life in India and once said about herself that she belonged to the world.

Born in 1910, Mother Teresa was a Catholic nun² who devoted 45 years to poor, sick, lonely and dying people. Mother Teresa founded an order which gives "wholehearted and free service³ to the poorest and the poor". Now the order consists of about 4,500 sisters working in 133 countries. Mother Teresa received the 1979 Nobel Peace Prize.

Her real name was Agnes and she came from Kosovo, Albania. At the age of 18 she left home, learned English and went to teach children in India. When Agnes was 21, she became a nun and chose for herself the name of Teresa, now world-famous. Though Teresa enjoyed teaching schoolchildren, there was something she could not put up with: at that time there were a lot of poor people in Calcutta [kæl'kʌtə], hundreds of them died from hunger and illness. Teresa knew that if she wanted to help them, she had to live among them. That was how she started working with the poor in the most terrible parts of Calcutta and collecting money for them. Then people gave her the name of Mother Teresa. She offered food and medical help to those who needed them and went on teaching children. Soon she was joined by a group of young women who wanted to help "the poorest among the poor" together with her. That was how the order began.

Soon they opened the first Home for the Dying, a free hospice for the poor where they received medical help, love and care. Then they opened a home for children who had no parents and started working in some countries outside India. Sisters of her order went to the most dangerous places where people needed their care. Mother Teresa lived a fairly long life doing the duties of the head of her



¹ **order** ['ɔ:də] — зд. монашеский орден

² **Catholic nun** [kæθəlɪk 'nʌn] — католическая монахиня

³ **service** ['sɜ:vɪs] — услуги, помощь

order practically until she died in 1997. She certainly belonged to those who change the world for the better.

| | |
|----------------|---|
| Maximum result | 6 |
| Your result | ? |

III. USE OF ENGLISH

3 Choose the appropriate words to complete the sentences.

1) The music sounds (long/loudly). 2) The Diamond Jubilee of Queen Elizabeth II (celebrated/was celebrated) in 2012. 3) Young Elizabeth and her sister Margaret were (educated/education) at home. 4) I bought my new mobile at a very (responsible/sensible) price. 5) (In/To) my opinion, you are not quite right here. 6) Let's meet at the (enter/entrance) to the building. 7) The roses smelt (sweet/sweetly). 8) My little brother is ill. He must be looked (for/after). 9) The campers put (out/down) the fire before leaving. 10) The earlier you begin to (learn/study) to swim the better.

| | |
|----------------|----|
| Maximum result | 10 |
| Your result | ? |

SFA

4 Complete the sentences with the words on the right in their appropriate forms.

Roy's cousin had always been a role model for the boy. Frank was 5 years (1)... than Roy but he was Roy's (2)... friend. Frank (3)... so many talents and he (4)... and (5)... by all Roy's friends. A year before Frank (6)... from the university and at the moment he (7)... as a doctor in their village. He always (8)... to work on time and (9)... never. The villagers (10)... him a lot and said they had the (11)... doctor in the world.

**old,
good, have
respect, admire
graduate**

**work
come, wait for
admire, responsible**

| | |
|----------------|----|
| Maximum result | 11 |
| Your result | ? |

IV. SPEAKING

5 Think of who you could name the symbol of Russia or the most respected person in the country. Explain why you have chosen him or her.

| | |
|----------------|----|
| Maximum result | 15 |
| Your result | ? |

V. WRITING

6 Write the same in English.

- 1) Уважаемый человек; 2) разумные цены; 3) поделиться впечатлениями;
- 4) исторические события; 5) честное мнение; 6) всё человечество;
- 7) блестящий учёный; 8) талантливый лидер; 9) древняя мудрость; 10) вход в здание.

| | |
|----------------|----|
| Maximum result | 10 |
| Your result | ? |
| Total result | 54 |
| Your result | ? |

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Step 10

DO IT ON YOUR OWN

7 Do Project Work 4. Complete a page in your English Album.

Think of one or two people who you could name your role models. Describe them. Illustrate your story with pictures. Ask your family and/or friends to help you if necessary. Don't forget about an outline for your story before you begin writing it.

Dear all,

We hope it's been an interesting and fruitful year. You've learned a lot of new things and not only in terms of English. Now you know how much you can do on your own — and how much more you can do working with others. You also know that if we want to do something very much and work at it, and enjoy it and become better at it — then what we do never seems to be too hard.

Have wonderful holidays! See you again in September.

Yours,
the authors.

Grammar Reference

Морфология

НОУН (ИМЯ СУЩЕСТВИТЕЛЬНОЕ)

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§ 1. Собираательные имена существительные (audience, company, family, crew, government, team, etc.) могут употребляться с глагольными формами в единственном и множественном числе.

- Если вышеуказанные существительные обозначают людей, воспринимаемых как единое целое, они используются с глаголом в единственном числе, вместо них может использоваться местоимение **it**, а определительные придаточные вводятся служебными словами **which/that**: My family is big. Our team, which is not always successful, has shown rather good results. It's getting better.

- Когда же мы воспринимаем людей, обозначаемых рассматриваемыми именами существительными, как отдельных личностей, из которых состоят те или иные коллективы, то данные имена используются с глаголом во множественном числе, вместо них в предложении могут использоваться личные местоимения **they** и **them**, а определительные придаточные в этом случае вводятся при помощи союзного слова **who**: Our company are meeting tomorrow. They are all very nice people. I like them. The audience who you can see are all my schoolmates.

§ 2. С именами существительными, обозначающими названия языков **English, French, Indian, Chinese** и др. артикль не употребляется. Однако если в наименовании включается имя существительное **language**, то название языка содержит определённый артикль: **the English language, the German language**.

§ 3. С именами существительными, обозначающими лицо той или иной национальности, употребляется неопределённый артикль: **a Russian, an American, an Englishman**. Однако для обозначения коллективного названия нации обычно используется определённый артикль: **the English — англичане, the French — французы, the Chinese — китайцы**.

§ 4. В структуре имён существительных, образованных способом деривации (аффиксации), выделяются следующие суффиксы:

- ist (pianist, portraitist, egoist)
- ance (importance, entrance, appearance)
- ence (difference, patience, intelligence)
- hood (childhood, boyhood, babyhood)
- dom (freedom, boredom, kingdom)
- ism (egoism, socialism, patriotism)
- ship (friendship, leadership, relationship)

ADJECTIVE (ИМЯ ПРИЛАГАТЕЛЬНОЕ)

§ 1. Для сравнения людей, предметов и объектов используют такие модели, как **as...as; not so/as...as; Adj + er + than; Adj + more/less + than; (the) most/(the) least + Adj**. Например:

The new building is as high as the old one.

The new game is more interesting than the old one.

The new play is the most modern of all.

§ 2. Иногда формы степеней сравнения одного и того же прилагательного отличаются своими значениями или употреблением:

old — older — oldest (старый: о людях, животных, предметах);

old — elder — eldest (старший: обычно о членах одной семьи);

far — farther — farthest (удалённый по расстоянию);

far — further — furthest (удалённый по расстоянию или по времени, дальнейший);

late — later — latest (более поздний, позднейший по времени);

late — latter — last (второй из двух, самый последний по порядку);

near — nearer — nearest (находящийся ближе, ближайший);

near — nearer — next (находящийся ближе, следующий по порядку).

Для сравнения возраста возможно лишь использование форм **older** и **oldest**.

VERB (ГЛАГОЛ)

§ 1. Для описания действия, которое происходило в прошлом, но не происходит сейчас, часто употребляется оборот **used to**.

They **used to** swim a lot last summer. Они обычно много плавали летом (а сейчас так много не плавают).

I **used to** travel with my parents. Я имел обыкновение путешествовать с родителями (а сейчас нет).

Отрицательная и вопросительная формы данного оборота чаще образуются при помощи вспомогательного глагола **to do**:

He **didn't use to** like skating when he was small.

Did you use to go in for sports at school?

Однако возможны варианты:

He **used not to** like riding a horse when he lived in the country.

§ 2. Грамматическая форма **past perfect** образуется с помощью вспомогательного глагола **had** и третьей формы смыслового глагола: **had + V₃**.

Вопросительные предложения образуются с помощью изменения порядка слов, при котором вспомогательный глагол *had* ставится перед подлежащим, а отрицательные — с помощью прибавления к нему отрицания **not (n't)**:

My friend said he **had seen** the new film.

Had the teacher **answered** your question?

They **had not told** us the truth.

§ 3. **Past perfect** часто используется в предложениях с предлогом **by** (к какому-либо времени) и в придаточных предложениях времени, которые вводятся словами **when, before, after**, если речь идёт 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.

§ 4. В английском языке имеются два залога — действительный (active voice) и страдательный (passive voice). В предложении Mrs Brown

grows flowers in her garden глагол употреблён в действительном залоге, так как Mrs Brown (подлежащее предложения) сама совершает действие, сама выращивает цветы.

Если для говорящего не важно, кто совершает действие или если он этого не знает, то глагол употребляется в страдательном залоге:

Beautiful roses **are grown** here. Здесь выращивают великолепные розы. Формы страдательного залога образуются при помощи глагола **to be** в нужной форме и второго причастия (participle II) основного глагола по формуле **to be + V₃**.

Present simple passive (am/is/are + V₃): I **am chosen** for the expedition. He **is much spoken** about. Such flowers **are grown** here.

Pass simple passive (was/were + V₃): John **was asked** this question yesterday. The letters **were sent** the other day.

Future simple passive (shall be/will be + V₃): We **shall be driven** to school by car. New stories **will be told** tomorrow.

В отрицательных предложениях вспомогательные глаголы употребляются с частицей **not**. Например: We **are not informed** about it. My friends **were not invited** to the party. They **will not be left** alone.

В вопросительных предложениях вспомогательные глаголы ставятся перед подлежащим. Например: Is this car **sold** in your country? **Were** the children **shown** about the new museum? **Will** these books **be read** during the school year?

§ 5. Глаголы в страдательном залоге часто сочетаются с модальными глаголами или их эквивалентами.

| | | |
|---|------|------------------|
| must (not) can (not) may (not) should (not) ought (not) to have/has to/(don't/doesn't have to) | + be | + V ₃ |
|---|------|------------------|

При этом глагол *to be* после модальных глаголов используется без частицы *to* и не изменяется по лицам и числам. В вопросительных предложениях модальные глаголы ставятся перед подлежащим, в отрицательных к ним прибавляется отрицание **not**:

These exercises **must be done** today.

Can the work **be finished** later?

These vegetables **shouldn't be boiled**.

§ 6. Речь, которая передаёт подлинные слова какого-либо лица, называется прямой речью. Речь, в которой передаётся содержание того, что было кем-то сказано, называется косвенной.

При переходе прямой речи в косвенную соблюдаются правила согласования времён. Если глагол, который вводит косвенную речь в главном предложении, употреблён в настоящем или будущем времени (present indefinite, present perfect, future indefinite), то в придаточном предложении время глагола не меняется:

He says, "I was in Moscow in 2001". → He **says** he **was** in Moscow in 2001.

Если в главном предложении глагол, вводящий косвенную речь, употреблён в прошедшем времени (past indefinite), то в придаточном обычно происходят следующие изменения:

present indefinite → *past indefinite*

He said: "I think Nelly is right." → He said he thought Nelly was right.
past indefinite, present perfect → *past perfect*

He said: "I lived in the country." → He said he had lived in the country.

He said: "I have done it." → He said he had done it.

future indefinite → *future-in-the-past*

He said: "I will go there." → He said he would go there.

Однако если в косвенной речи сообщается о событии, которое является как бы общим фактом, то правило согласования времён в этом случае обычно не применяется:

He said Paris is the capital of France.

§ 7. Если после глагола **to say**, который вводит прямую речь, есть указание на то, к кому эта речь обращена, то глагол **say** меняется на слово **tell** (somebody).

Jeff said to Ann: "I am going to Glasgow." → Jeff told Ann he was going to Glasgow.

Все личные и притяжательные местоимения изменяются в зависимости от того, от какого лица что-то сообщается.

Pam said to Jill: "I want to talk to you." → Pam told Jill she wanted to talk to her.

Союз **that** часто опускается после глаголов **to say, to think, to know, to remember** и т. д.

He remembered (that) she had asked him about it.

§ 8. В соответствии с правилом согласования времён в придаточных предложениях, вводящих косвенную речь, происходят также следующие лексико-грамматические изменения:

now → **then**

today → **that day**

tomorrow → **the next day**

the day after tomorrow → **two days later**

in two days → **two days later**

ago → **before**

next year → **the next year**

last week → **the week before, the previous week**

here → **there**

this → **that**

these → **those**

Необходимо также обратить внимание на перевод подобных предложений на русский язык.

He said he was writing a letter. Он сказал, что пишет письмо.

She said she lived in Rostov. Она сказала, что живёт в Ростове.

They said they had lived in Rostov two years before. Они сказали, что жили в Ростове два года тому назад.

§ 9. В вопросах в косвенной речи соблюдается прямой порядок слов, т. е. сказуемое занимает позицию после подлежащего.

He asked: "Where do you live?" → He asked me where I lived.

§ 10. Для постановки вопросов типа *Кто из вас ...?, Кто из них ...?* употребляются структуры **Which of you ...? Which of them ...?**

Which of you has passed the exam? Кто из вас сдал экзамены?

Но: **Who** lives in London? Кто живёт в Лондоне? — Mr Green does. Господин Грин.

§ 11. Глаголы **to taste, to sound, to feel, to smell, to look, to seem** часто выступают в качестве глагола-связки при образовании составного

именного сказуемого, в именной части которого используются прилагательные.

I feel bad, I don't feel well. Я чувствую себя плохо, а не хорошо.

The rose smells sweet. Роза сладко пахнет.

The orange tastes bitter. Апельсин горек на вкус.

При этом в русском варианте, как видно из вышеприведённых примеров, в предложениях имеется простое глагольное сказуемое, и оно определяется наречием.

Синтаксис (Syntax)

§ 1. В английском языке существуют две схожие по смыслу структуры — одна включает слово *so*, а другая слово *such*:

The book is so interesting.

It is such an interesting book.

Чтобы не ошибиться в их использовании, следует помнить, что слово *so* является усилителем к прилагательным и наречиям, в то время как слово *such* используется для усиления существительных:

so interesting, so well, so good, so slowly

such a fine story, such a pleasant face, such lovely music

Как видно из примеров, в структуре *such* + *существительное* часто присутствует третий элемент, прилагательное, являющееся определением к этому существительному. Однако этот факт ничего не меняет: слово *such* так или иначе по смыслу связано именно с существительным.

В этой структуре необходимо использование неопределённого артикля при условии, что существительное, к которому относится слово *such*, является исчисляемым и употребляется в единственном числе. Сравните:

It was such a good idea.

There were such good ideas. That was such tasty bread.

§ 2. Помимо восклицательных предложений, начинающихся со слова *what*, в английском языке используются восклицательные предложения со словом *how*. Сравните:

What a clever answer!

How clever the answer is!

Выбор первой или второй конструкции зависит от того, что хочет подчеркнуть говорящий. Если акцент делается на предмете, о котором идёт речь, используют конструкцию с *what*, а если на качестве того, о чём говорят, — конструкцию с *how*. Слово *what* соотносится с существительными, а *how* — с прилагательными и наречиями. Сравните:

What a day! What fun! What good luck!

How nice! How clever! How soon!

В восклицательных предложениях, начинающихся со слова *what*, необходимо употреблять неопределённый артикль, если существительное является исчисляемым и используется в единственном числе.

Internet Resources

En.wikipedia.org
Ru.wikipedia.org
Britishmuseum.org
Kreml.ru
Louvre.fr
Metmuseum.org
Museodelprado.es
Muzei-mira.com
Sitekid.ru
Edukids.narod.ru
www.rubicon.com
www.bbc.co.uk/learning/subjects/english.shtml
www.1-language.com
www.english-at-home.com
www.manythings.org

Вопросы для самооценки

1. Какие из разделов учебника оказались самыми сложными? Как вы думаете, почему?
2. В каких грамматических явлениях вы допустили ошибки?
3. Какая лексика требует дальнейшей отработки?
4. Что могло бы вам помочь лучше справиться с заданиями по говорению? Письму?
5. Приходилось ли вам при выполнении заданий обращаться за дополнительной помощью к своему учителю? Родителям? В каких случаях?
6. Использовали ли вы при выполнении заданий дополнительные ресурсы: справочники, Интернет?
7. Насколько вы довольны своими результатами?

List of Irregular Verbs

| | | | |
|-----------------|---------------------------|---------------------------|--------------------------------------|
| be [bi:] | was/were [wɒz]/ [wɜ:] | been [bi:n] | быть |
| become [bɪ'kʌm] | became [bɪ'keɪm] | become [bɪ'kʌm] | становиться, являться |
| begin [bɪ'gɪn] | began [bɪ'gæn] | begun [bɪ'gʌn] | начинать |
| blow [bləʊ] | blew [blu:] | blown [bləʊn] | дуть |
| break [breɪk] | broke [brəʊk] | broken ['brəʊkən] | ломать |
| bring [brɪŋ] | brought [brɔ:t] | brought [brɔ:t] | приносить |
| build [bɪld] | built [bɪlt] | built [bɪlt] | строить |
| burn [bɜ:n] | burnt [bɜ:nt] | burnt [bɜ:nt] | жечь, гореть |
| buy [baɪ] | bought [bɔ:t] | bought [bɔ:t] | покупать |
| can [kæn] | could [kʊd] | | мочь |
| catch [kæʃ] | caught [kɔ:t] | caught [kɔ:t] | схватить |
| choose [tʃu:z] | chose [tʃəʊz] | chosen ['tʃəʊzn] | выбирать |
| come [kʌm] | came [keɪm] | come [kʌm] | приходить |
| cut [kʌt] | cut [kʌt] | cut [kʌt] | резать |
| do [du:] | did [dɪd] | done [dʌn] | делать |
| draw [drɔ:] | drew [dru:] | drawn [drɔ:n] | рисовать |
| dream [dri:m] | dreamed/dreamt [dremt] | dreamed/dreamt [dremt] | мечтать |
| drink [drɪŋk] | drank [dræŋk] | drunk [drʌŋk] | пить |
| drive [draɪv] | drove [drəʊv] | driven ['drɪvn] | водить (<i>машину и т. п.</i>) |
| eat [i:t] | ate [et] | eaten ['i:tn] | есть |
| fall [fɔ:l] | fell [fel] | fallen ['fɔ:lən] | падать |
| fight [faɪt] | fought [fɔ:t] | fought [fɔ:t] | драться, сражаться |
| find [faɪnd] | found [faʊnd] | found [faʊnd] | находить |
| fly [flaɪ] | flew [flu:] | flown [fləʊn] | летать |
| forget [fə'get] | forgot [fə'gɒt] | forgotten [fə'gɒtn] | забывать |
| get [get] | got [gɒt] | got [gɒt] | получать |
| give [gɪv] | gave [geɪv] | given ['gɪvn] | давать |

| | | | |
|--------------|------------------------|------------------------|---|
| go [gəʊ] | went [went] | gone [gɒn] | идти, направляться |
| grow [grəʊ] | grew [gru:] | grown [grəʊn] | расти |
| hang [hæŋ] | hung [hʌŋ] | hung [hʌŋ] | вешать |
| have [hæv] | had [hæd] | had [hæd] | иметь |
| hear [hɪə] | heard [hɜ:d] | heard [hɜ:d] | слышать |
| hold [həʊld] | held [held] | held [held] | держать |
| keep [ki:p] | kept [kept] | kept [kept] | держать, содержать |
| know [nəʊ] | knew [nju:] | known [nəʊn] | знать |
| lead [li:d] | led [led] | led [led] | вести, руководить |
| learn [lɜ:n] | learned/learnt [lɜ:nt] | learned/learnt [lɜ:nt] | учить |
| leave [li:v] | left [left] | left [left] | уезжать, покидать, оставлять |
| let [let] | let [let] | let [let] | позволять, давать |
| lie [lai] | lay [lei] | lain [lein] | лежать |
| lose [lu:z] | lost [lɒst] | lost [lɒst] | терять |
| make [meɪk] | made [meɪd] | made [meɪd] | делать, изготавливать |
| mean [mi:n] | meant [ment] | meant [ment] | значить, иметь в виду |
| meet [mi:t] | met [met] | met [met] | встречать |
| put [pʊt] | put [pʊt] | put [pʊt] | класть |
| read [ri:d] | read [red] | read [red] | читать |
| ride [raɪd] | rode [rəʊd] | ridden [ˈrɪdn] | ездить (<i>верхом на лошади, на велосипеде</i>) |
| ring [rɪŋ] | rang [ræŋ] | rung [rʌŋ] | звонить |
| rise [raɪz] | rose [rəʊz] | risen [ˈrɪzn] | восходить, вставать, подниматься |
| run [rʌn] | ran [ræn] | run [rʌn] | бегать |
| say [seɪ] | said [sed] | said [sed] | сказать |
| see [si:] | saw [sɔ:] | seen [si:n] | видеть |
| send [send] | sent [sent] | sent [sent] | посылать |
| ski [ski:] | skied [ski:d] | skied [ski:d] | кататься на лыжах |

| | | | |
|----------------------------|---------------------------|---------------------------|--|
| speak [spi:k] | spoke [spəʊk] | spoken ['spəʊkən] | говорить |
| spell [spel] | spelt [spelt] | spelt [spelt] | произносить по буквам |
| spend [spend] | spent [spent] | spent [spent] | тратить (<i>деньги</i>); проводить (<i>время</i>) |
| stand [stænd] | stood [stʊd] | stood [stʊd] | стоять |
| steal [sti:l] | stole [stəʊl] | stolen ['stəʊlən] | красть |
| strike [straɪk] | struck [strʌk] | struck [strʌk] | ударять, бить (<i>о часах</i>) |
| swim [swɪm] | swam [swæm] | swum [swʌm] | плавать |
| take [teɪk] | took [tʊk] | taken ['teɪkən] | брать |
| teach [ti:tʃ] | taught [tɔ:t] | taught [tɔ:t] | учить, обучать |
| tell [tel] | told [təʊld] | told [təʊld] | сказать, рассказать |
| think [θɪŋk] | thought [θɔ:t] | thought [θɔ:t] | думать |
| understand [ʌndə'stænd] | understood [ʌndə'stʊd] | understood [ʌndə'stʊd] | понимать |
| wear [weə] | wore [wɔ:] | worn [wɔ:n] | носить, быть одетым |
| win [wɪn] | won [wʌn] | won [wʌn] | выигрывать |
| write [raɪt] | wrote [rəʊt] | written ['rɪtn] | писать |

ENGLISH-RUSSIAN VOCABULARY

A

- achieve** [ə'ʃi:v] достигать
achievement [ə'ʃi:vmənt] достижение
add [æd] добавлять, прибавлять
admiration [ædmə'reɪʃn] восхищение
admire [əd'maɪə] 1) восхищаться; 2) любоваться
 to admire somebody for something восхищаться кем-либо за что-то
admirer [əd'maɪərə] поклонник
adopt*¹ [ə'dɒpt] принимать в свою семью
advantage [əd'vɑ:ntɪdʒ] преимущество
 to have an advantage over somebody иметь преимущество перед кем-то
adventure [əd'ventʃə] приключение
aerobics [eə'rəʊbɪks] аэробика
 to do aerobics заниматься аэробикой
agree [ə'gri:] соглашаться
 to agree to something соглашаться на что-то
 to agree with somebody on/about something соглашаться с кем-то по какому-то поводу
alike [ə'laɪk] похожий, сходный
allow [ə'lau] позволять, разрешать
anniversary* [ˌænɪ'vɜ:səri] юбилей
anywhere ['eni,weə] где бы то ни было
applaud [ə'plɔ:d] аплодировать
applause [ə'plɔ:z] аплодисменты
arena* [ə'ri:nə] арена
athletic [æθ'letɪk] спортивный, атлетический
attention [ə'tenʃn] внимание
attentive [ə'tentɪv] внимательный
 to be attentive to somebody/something быть внимательным к кому-то или чему-то
Austria* [ˈɒstriə] Австрия

B

- balance** ['bæləns] уравнивать
balcony ['bælkəni] балкон
 in the balcony на балконе
baseball ['beɪsbɔ:l] бейсбол
battle ['bætl] 1) *n* битва; 2) *v* биться, сражаться
 to win a battle выиграть сражение
BC* [ˌbi:'si:] (Before Christ) до нашей эры (до Рождества Христова)
besides [br'saɪdz] кроме (того)
biological [ˌbaɪə'lɒdʒɪkəl] биологический
blockbuster ['blɒk,bʌstə] блокбастер

¹ Значок * означает, что слово не входит в активный вокабуляр учащихся

blood [blʌd] кровь
in blood по крови
box [bɒks] 1) коробка; 2) театральная ложа
box office ['bɒks ɒfɪs] касса (*в кино или театре*)
brick [brɪk] 1) *n* кирпич; 2) *adj* кирпичный
brilliant ['brɪliənt] блестящий, великолепный
brilliantly ['brɪliəntli] блестяще, великолепно
bronze* [brɒnz] 1) *n* бронза; 2) *adj* бронзовый
buffet ['bʊfeɪ] буфет
bury ['beri] 1) хоронить; 2) закапывать

С

cardboard ['kɑ:dbɔ:d] 1) *n* картон; 2) *adj* картонный
caring ['keərɪŋ] заботливый
cartoon [kɑ:'tu:n] мультипликационный фильм
cement [si'ment] 1) *n* цемент; 2) *adj* цементный
central ['sentrəl] центральный
ceremony [serɪməni] церемония
champion ['tʃæmpiən] чемпион
character ['kærəktə] 1) характер; 2) герой (*фильма, спектакля, книги*)
characteristic [kærəktə'rɪstɪk] характерный
chart* [tʃɑ:t] таблица, чертёж
cheap [tʃi:p] дешёвый
china [tʃaɪnə] 1) *n* фарфор; 2) *adj* фарфоровый
chorus* ['kɔ:rəs] хор, припев
Cinderella* [sɪndə'relə] Золушка
circle ['sɜ:kl] 1) круг; 2) бельэтаж (*в театре*)
in the circle в бельэтаже
classical ['klæsɪkl] классический
clause* [klaʊz] придаточное предложение
climatic [klaɪ'mætɪk] климатический
climb [klaɪm] забираться, карабкаться
rock climbing скалолазание
cloakroom ['kləʊkrʊm] театральный гардероб
at the cloakroom в гардеробе
comedy ['kɒmədi] комедия
comical ['kɒmɪk] комический, комичный
committee [kə'mɪti] комитет
compete [kəm'pi:t] соревноваться, состязаться
competitive [kəm'petətɪv] **dancing** спортивные танцы
connect [kə'nekt] соединять
connection [kə'nekʃn] связь, соединение
contrast ['kɒntrɑ:st] контраст, противопоставление
by contrast в противоположность
contribute [kən'trɪbjʊ:t] вносить вклад
contribution [kən'trɪ'bju:ʃn] вклад
to make a contribution of something вносить вклад в виде чего-либо
to make a contribution to something вносить вклад во что-то
cop [kɒp] (*informal*) полицейский
cord [kɔ:d] бечёвка, верёвка, шнур

- cotton** ['kɒtn] 1) *n* хлопок; 2) *adj* сделанный из хлопка
count* [kaunt] граф
court [kɔ:t] корт
crash* [kræʃ] разбиться
crime [kraɪm] преступление
 to commit a crime совершать преступление
 to solve a crime раскрыть преступление
criticism* ['krɪtɪsɪzəm] критика
 to face criticism* сталкиваться с критикой
cruel ['kru:əl] жестокий
cruelty ['kru:əlti] жестокость
cry [kraɪ] 1) плакать; 2) кричать
 to cry on somebody's shoulder жаловаться, изливать душу кому-то
 to cry with pain/happiness кричать (плакать) от боли, счастья
curtain ['kɜ:tɪn] занавес
cycling ['saɪklɪŋ] велосипедный спорт
 to go cycling заниматься велоспортом

D

- death** [deθ] смерть
degree* [di'grɪ:] диплом, учёная степень
deliver* [dɪ'lɪvə] доставлять, привозить
description* [dɪ'skrɪpʃn] описание
design* [dɪ'zain] 1) *n* дизайн, разработка; 2) *v* разрабатывать
devote [dɪ'vəʊt] посвящать
 to devote something to somebody посвящать что-то кому-либо
devoted [dɪ'vəʊtɪd] преданный
 a devoted friend верный друг
devotion [dɪ'vəʊʃn] преданность
diamond* ['daɪəmənd] бриллиант
digital* ['dɪdʒɪtl] цифровой
director [dɪ'rektə] режиссёр
documentary [ˌdɒkjə'mentəri] 1) *adj* документальный; 2) *n* документальный фильм
drama ['drɑ:mə] драма
 a psychological drama психологическая драма
dramatist* ['dræmətɪst] драматург
draw [drɔ:] ничья (*в игре*)
 to end in/with a draw закончиться вничью
duke* [dju:k] герцог
duty ['dju:ti] долг, обязанность
 to do one's duty выполнять свой долг

E

- ecologist** [ɪ'kɒlədʒɪst] эколог
effect [ɪ'fekt] эффект
 special effects специальные эффекты (*в кино*)
elder ['eldə] старший
eldest ['eldɪst] самый старший
elections* [ɪ'lekʃnz] выборы

- electronics*** [ˌelekˈtrɒnɪks] электроника
elegance [ˈelɪɡəns] эlegantность
elementary* [ˌelɪˈmentri] элементарный, простой
else [els] ещё
 anywhere else где-нибудь ещё
 nobody else никто больше
 what else что ещё
 who else кто ещё
end [end] 1) *n* конец; 2) *v* заканчиваться
 to end in закончиться чем-либо
 to end up оказаться, очутиться
 to end smth with smth закончить что-то чем-то
 at the end в конце
ending [ˈendɪŋ] финал
Enlightenment* [ɪnˈlaɪtmənt] Просвещение
 the Age of Enlightenment век Просвещения
enter [ˈentə] входить, вступать, поступать
 to enter university поступать в университет
entertainment [ˌentəˈteɪnmənt] развлечение
entrance [ˈentrəns] вход
equipment [ˈkwɪpmənt] оборудование
 a piece of equipment предмет оборудования
era* [ˈɪərə] эра
event [ɪˈvent] событие, выступление (*в спорте*)
 a historic event историческое событие
eventually [ɪˈventʃuəli] со временем, в конце концов
excite [ɪkˈsaɪt] волновать, возбуждать
excited [ɪkˈsaɪtɪd] взволнованный
excitement [ɪkˈsaɪtmənt] волнение
expect* [ɪkˈspekt] ожидать
expensive [ɪkˈspensɪv] дорогой, дорогостоящий
experiment* [ɪkˈsperɪmənt] 1) *n* опыт; 2) *v* экспериментировать
explain [ɪkˈspleɪn] объяснять
 to explain something to somebody объяснять что-то кому-то

F

- fair** [feə] 1) красивый; 2) светлый; 3) справедливый
fellow* [ˈfeləʊ] приятель, парень
film [fɪlm] кино, кинофильм
 a colour film цветной фильм
 film industry киноиндустрия
 a horror film фильм ужасов
 a science fiction (sci-fi) film научно-популярный фильм
finally [ˈfainəli] наконец
flight* [flaɪt] полёт
flop [flɒp] неудачный, провальный фильм
former [ˈfɔːmə] первый из упомянутых
foyer [ˈfɔɪeɪ] фойе
frightening* [ˈfraɪtənɪŋ] пугающий
further [ˈfɜːðə] дальнейший, более дальний (*по расстоянию*)
furthest [ˈfɜːðɪst] самый дальний (*по расстоянию*)

G

- gallery** ['gæləri] галёрка
in the gallery на галёрке
geographical [dʒi:ə'græfɪkl] географический
gifted ['giftɪd] одарённый
to be gifted in/at something быть одарённым в какой-либо области
gladiator* ['glædiətə] гладиатор
glass [glɑ:s] 1) *n* стекло; 2) *v* стеклянный
globe* [gləʊb] земной шар, глобус
glove-maker* ['glɒv 'meɪkə] перчаточник
god [gɒd] бог, божество
God Бог (*в христианстве*)
golf [gɒlf] гольф
goods* [gudz] товары
govern* ['gɒvən] управлять
grab [græb] хватать
graduate ['grædʒueɪt] оканчивать, выпускаться
to graduate from a university (college) заканчивать университет, колледж
graduate ['grædʒuət] выпускник
gravity* ['grævəti] гравитация
the law of gravity* закон всемирного притяжения
gripping ['grɪpɪŋ] захватывающий
guy [gai] (*informal*) парень
gymnastics [dʒɪm'næstɪks] гимнастика

H

- head** [hed] 1) *n* глава; 2) *v* возглавлять
heroic [hɪ'rəʊɪk] героический
historian [hɪ'stɔ:riən] историк
historic [hɪ'stɔ:riɪk] исторический
hit [hɪt] хит, имеющий успех (*о книге, фильме*)
to be a hit with the public иметь успех у публики
hockey (ice hockey) ['hɒki] хоккей, хоккей на льду
hold (held, held) [həʊld] держать, доводить
to hold on ждать
to hold on to smth держаться за что-либо
to hold out протягивать
to hold up задерживать
honour ['ɒnə] 1) *n* честь; 2) *v* чествовать
host* [hɒst] 1) принимать; 2) вмещать
however* [haʊ'evə] как бы то ни было

I

- imaginary*** [ɪ'mæʒɪnəri] воображаемый
imagination [ɪ,mæʒɪ'neɪʃn] воображение
importance [ɪm'pɔ:təns] важность, значимость
impossible [ɪm'pɒsəbl] невозможный
impress [ɪm'pres] производить впечатление

impression [ɪm'preʃn] впечатление
 to leave a deep impression on somebody производить на кого-то глубокое впечатление
improve [ɪm'pru:v] улучшать
improvement [ɪm'pru:vmənt] улучшение
improvise* [ɪm'prəvaɪz] импровизировать
instruction* [ɪn'strʌkʃn] наставление
intellectual [ɪntə'lektʃuəl] 1) *adj* интеллектуальный; 2) *n* интеллектуал
interior* [ɪn'tɪəriə] интерьер
interval [ɪntəvl] антракт, перерыв
introduce [ɪntrə'dju:s] представить, познакомить
 to introduce oneself представиться
 to introduce somebody to somebody представить кого-то кому-то

J

join [dʒɔɪn] присоединяться
 to join in an activity присоединиться к какой-то деятельности
 to join somebody присоединиться к кому-то
jubilee* [ˈdʒu:bili:] юбилей
jump [dʒʌmp] 1) *n* прыжок; 2) *v* прыгать
 the high jump прыжок в высоту
 the long jump прыжок в длину
bungee [ˈbʌnʤi] **jumping** прыжок с тарзанки
 ski jumping прыжки на лыжах с трамплина

K

key* [ki:] ключ
knowledge [ˈnɒlɪdʒ] знания
 not to my knowledge мне об этом не известно
knowledgeable [ˈnɒlɪdʒəbl] знающий

L

last [lɑ:st] последний
 at last наконец
latter [ˈlætə] второй из двух упомянутых
law [lɔ:] закон
 the law of nature закон природы
 to break the law нарушать закон
 to keep laws соблюдать закон
 to make laws создавать законы
lead [li:d] (**led**) вести
 to lead a quiet life вести тихую, незаметную жизнь
leader [ˈli:də] лидер
leading [ˈli:dɪŋ] ведущий
 a leading part/role ведущая, главная роль
least [li:st] наименьший
leather [ˈleðə] 1) *n* кожа; 2) *adj* кожаный
less [les] меньше

library ['laɪbrəri] библиотека
lightning* ['laɪtnɪŋ] молния
local* ['ləʊkl] местный

M

magical* ['mædʒɪkl] волшебный, магический
majesty* ['mædʒəsti] величие
Her Majesty Её Величество
mankind ['mænkaind] человечество
marketing* ['mɑ:kɪtɪŋ] маркетинг
matter ['mætə] 1) суть, сущность; 2) материя
meantime [mi:n'taim] тем временем
in the meantime в то же самое время
meanwhile [mi:n'wail] в то же самое время
mechanic* [mi'kænik] механик
medical ['medɪkl] медицинский
message ['mesɪdʒ] 1) идея; 2) послание
text message* 1) *n* СМС-сообщение; 2) *v* передавать СМС-сообщение
metal ['metl] 1) *n* металл; 2) *adj* металлический
mime* [maɪm] 1) мим, участник пантомимы; 2) движения тела
mind [maɪnd] ум
to my mind как мне представляется
mix (up) [mɪks] смешивать
mixture ['mɪkstʃə] смесь
a mixture of feelings смешанные чувства
moral* ['mɒrəl] 1) *n* мораль; 2) *adj* нравственный
mountaineering [maʊnti'niəriŋ] альпинизм
moving ['mu:vɪŋ] 1) движущийся; 2) трогательный
fast moving быстро развивающееся (*о действии фильма, сюжете*)
musical ['mjuzɪkl] 1) *adj* музыкальный; 2) *n* мюзикл

N

nation ['neɪʃn] нация, народ
national ['næʃnəl] национальный
the national team сборная команда
new [nju:] новый
brand-new абсолютно новый, «с иголки»
news* [nju:z] новости
noble ['nəʊbl] благородный
novel ['nɒvəl] роман
Nutcracker* ['nʌt,krækə] Щелкунчик

O

object* ['ɒbʃɪkt] предмет, объект
offer ['ɒfə] предлагать
oil* [ɔɪl] нефть, растительное масло
opera ['ɒprə] опера
(a pair of) opera glasses ['ɒprə ˌglɑ:sɪz] театральный бинокль
opinion [ə'pɪnjən] мнение

opportunity [ˌɒpə'tju:niti] возможность
to take/miss an opportunity использовать/упустить возможность
optics* ['ɒptiks] оптика
orbit* ['ɔ:bit] орбита
orchestra pit ['ɔ:kistrə ,pit] оркестровая яма
organize ['ɔ:gənaɪz] организовывать
original [ə'ɒrɪʃnl] оригинальный

Р

pal [pæl] (*informal*) приятель
pantomime ['pæntəmaɪm] пантомима
parkour* [pɑ:'kʊə] паркур
peace [pi:s] мир, покой
to keep peace сохранять мир
war and peace война и мир
peaceful ['pi:sfl] мирный, спокойный
percent (per cent) [pə'sent] процент
perfectionist* [pə'fekʃənɪst] перфекционист
Persia* ['pɜ:ʃə] Персия
personality* [pɜ:sənæləti] личность
philosophy [fɪ'lɒsəfi] философия
pianist ['pi:ənɪst] пианист
pick* [pɪk] собирать, рвать
pine* [paɪn] сосна
plastic ['plæstɪk] 1) *n* пластик; 2) *adj* пластиковый, пластмассовый
platform* ['plætfɔ:m] помост, платформа
playhouse* ['pleɪhauz] театр
pleasure ['pleʒə] удовольствие
with pleasure с удовольствием
poetic [pəʊ'etɪk] поэтический, поэтический
political [pə'lɪtɪkl] политический
polo ['pəʊləʊ] поло
water polo вводное поло
position* [pə'zɪʃn] место, позиция, должность
possible ['pɒsəbl] возможный
preference ['prefrəns] предпочтение
pre-historic* [ˌpri:hɪ'stɒrɪk] доисторический
presence ['prezəns] присутствие
press (the) [pres] пресса
previous ['pri:vɪəs] предыдущий, предшествующий
previously ['pri:vɪəsli] ранее
price [praɪs] цена
to buy something at a certain price покупать что-либо по определённой цене
priceless ['praɪsləs] бесценный
pricy (pricie) ['praɪsi] дорогой, дорогостоящий
primitive* ['prɪmɪtɪv] простой, примитивный
prize [praɪz] награда, приз
to win/get a prize выиграть, получить награду, приз
produce [prə'dju:s] производить, выпускать
to produce goods выпускать товары
product* ['prɒdʌkt] продукт

programme ['prəʊgræm] программа
prove* [pru:v] доказывать
public ['pʌblɪk] общественный, публичный
punish ['pʌnɪʃ] наказывать
to punish somebody for something наказывать кого-то за что-либо
put [put] класть
to put down записать
to put off отложить, отсрочить
to put out погасить, выключить
to put up with something мириться с чем-либо

R

race [reɪs] гонка, состязание на скорость
car racing* автогонки
motorcycle racing мотогонки
to race somebody to a place бежать с кем-то наперегонки до какого-то места
ranch* [rɑ:nʃ] ранчо
rapid ['ræpɪd] быстрый
rapidly ['ræpɪdli] быстро
reappear [ˌri:ə'piə] появляться вновь
receive [ri:'si:v] получать, принимать
to receive visitors принимать посетителей, гостей
refuse [ri'fju:z] отказываться
remembrance* [ri'membrəns] напоминание
reply [ri'plai] 1) *v* ответить; 2) *n* ответ, реплика
required* [ri'kwaɪəd] требующийся, необходимый
resistance [ri'zɪstəns] сопротивление
respect [ri'spekt] уважение
respect for somebody/something уважение к кому-то, чему-то
respectable [ri'spektəbl] уважаемый, респектабельный
respected [ri'spektɪd] уважаемый
responsible [ri'spɒnsəbl] ответственный
to be responsible for something отвечать за что-либо
return [ri'tɜ:n] вернуть, вернуться
rise (rose, risen) [raɪz] подниматься
robbery* ['rɒbəri] ограбление, грабёж
rodeo* [rəʊ'deɪəʊ] родео
row [rəʊ] ряд
royal* ['rɔɪəl] королевский
rubber ['rʌbə] 1) *n* резина; 2) *adj* резиновый
rugby ['rʌɡbi] регби
ruler* ['ru:lə] правитель
run [rʌn] протяжённость
in the long run* в перспективе, когда-нибудь

S

safe [seɪf] надёжный, защищённый
safe and sound в целости и сохранности
scene [si:n] сцена
a scene of crime место преступления

scenery ['si:nəri] декорации
school [sku:l] школа
 high school старшие классы школы (в США)
score [skɔ:] 1) *n* счёт; 2) *v* получить очко, забить гол
screen [skri:n] экран
 to come to the screen выйти на экран
 screen version экранизация
see [si:] видеть
 to see smb around встречаться с кем-либо
 to see through видеть насквозь
 to see to приглядывать, позаботиться
 to see off провожать
seem [si:m] казаться
 to seem to somebody казаться кому-то
seldom* ['seldəm] редко
sense [sens] 1) разум; 2) чувство
 a sense of humour чувство юмора
 common sense здравый смысл
sensible ['sensəbl] разумный
series* ['siəri:z] серия
shallow ['ʃæləʊ] 1) мелкий; 2) лишённый глубокого содержания, поверхностный
share [ʃeə] 1) *v* делить(ся), разделять 2) *n* доля
 to share among/between/with somebody делить между кем-то, с кем-то
silence ['saɪləns] молчание, тишина
silent ['saɪlənt] 1) тихий, молчаливый; 2) немой (о фильме)
 to keep silent хранить молчание, соблюдать тишину
 a silent film немой фильм
silk [sɪlk] 1) *n* шёлк; 2) *adj* шёлковый
silly ['sɪli] глупый
silver ['sɪlvə] 1) *n* серебро; 2) *adj* серебряный
 a silver medal серебряная медаль
skateboarding ['sketbɔ:diŋ] катание на скейтборде
ski [ski:] кататься на лыжах
 ski cap ['ski: kæp] лыжная шапочка
 ski suit ['ski: su:t] лыжный костюм
slavery* ['sleɪvəri] рабство
smell [smel] 1) *n* запах; 2) *v* пахнуть
smile [smaɪl] 1) *n* улыбка; 2) *v* улыбаться
 to smile at somebody улыбнуться кому-то
 to smile to oneself улыбаться самому себе, своим мыслям
so [səʊ] так
so-so так себе, не очень хороший
sock [sɒk] носок
 knee-length (knee-high) socks гольфы
solve* [sɒlv] решать
soul* [səʊl] душа
sound [saʊnd] 1) *n* звук; 2) *v* звучать
 a sound film звуковой фильм
 That sounds good. Это звучит заманчиво.
spectator [ˌspek'teɪtə] зритель
spectrum* ['spektrəm] спектр

sportswear* ['spɔ:tswɛə] спортивная одежда
stage [steɪʒ] сцена, подмостки
on the stage на сцене
stalls [stɔ:lz] партер
in the stalls в партере
star [stɑ:] 1) *n* звезда; 2) *v* блистать, сниматься в кино
steal* [sti:l] (**stole, stolen**) красть
stick [stɪk] палка
a magic stick волшебная палочка
stolen* ['stəʊlən] украденный
studies* ['stʌdɪz] учёба, занятия
surfing ['sɜ:fɪŋ] сёрфинг
swimming trunks ['swɪmɪŋ ˌtrʌŋks] плавки
swimsuit ['swɪmsu:t] купальник

T

ta [tɑ:] (*informal*) спасибо
ta-ta [tə'tɑ:] (*informal*) пока, до свидания
talent ['tælənt] талант
talented ['tæləntɪd] талантливый
taste [teɪst] 1) *n* вкус; 2) *v* иметь вкус
to my taste мне по вкусу
team [ti:m] команда
telescope ['telɪskəʊp] телескоп
a reflecting telescope отражающий телескоп
terrific [tə'pɪfɪk] потрясающий
terrorize ['terəraɪz] терроризировать
though [ðəʊ] хотя
thought-provoking ['θɔ:tpɹəˌvəʊkɪŋ] дающий пищу для размышлений
thrill [θrɪl] 1) *n* волнение; 2) *v* волновать
thrilled [θrɪld] взволнованный, возбуждённый
thrilling ['θrɪlɪŋ] волнующий, щекочущий нервы
ticket ['tɪkɪt] 1) билет; 2) жетон, номерок
ticket office билетная касса
train/plane/boat/bus ticket билет на поезд, самолёт, корабль, автобус
tragedy ['træʒədi] трагедия
tramp* [træmp] бродяга
transport ['trænsɹɔ:t] 1) *n* транспорт; 2) *v* [træns'pɔ:t] перевозить

U

umbrella* [ʌm'brelə] зонт
unique* [ju:'ni:k] уникальный
usher [ʌʃə] капельдинер, билетёр

V

victory* ['vɪktəri] победа
view [vju:] вид, взгляд
in my view с моей точки зрения

village ['vɪlɪdʒ] деревня
violent ['vaɪələnt] жестокий

W

waste [weɪst] напрасная трата
 a waste of time напрасная трата времени
wealthy ['welθi] состоятельный
weightlifting ['weɪtlɪftɪŋ] тяжёлая атлетика
well-behaved* [welbr'heɪvd] воспитанный
west [west] запад
 the Wild West Дикий Запад
western ['westən] западный
whatever* [wɒt'evə] что угодно
whole [həʊl] целый
willingly ['wɪlɪŋli] охотно
windsurfing ['wɪndzɜːfɪŋ] виндсёрфинг
wine* [waɪn] вино
winner ['wɪnə] победитель
wisdom ['wɪzdəm] мудрость
wit* [wɪt] ум, остроумие
within [wɪ'ðɪn] внутри, в течение (*о периоде времени*)
 within an hour в течение часа
 within the country внутри страны
woe* [wəʊ] горе
wonder ['wʌndə] интересоваться, спрашивать
world [wɜːld] мир
 all over the world во всём мире
wool [wʊl] шерсть

Y

yoga ['jəʊgə] йога

List of Proper Names

| | |
|--|--|
| Alaska [ə'læskə] | Аляска (<i>штат в США</i>) |
| Albania [æl'beɪniə] | Албания (<i>государство в Европе</i>) |
| (the) Appalachians [ˌæpə'leɪʃənz] | Аппалачи/Аппалачские горы (<i>горная система на востоке Северной Америки</i>) |
| Australia [ə'streɪliə] | Австралия |
| Austria [ˈɒstriə] | Австрия (<i>государство в Европе</i>) |
| Brazil [brə'zɪl] | Бразилия (<i>государство в Южной Америке</i>) |
| Covent Garden [ˌkɒvənt 'gɑ:dn] | Ковент-Гарден (<i>театр в Лондоне, место проведения оперных и балетных спектаклей</i>) |
| Brighon ['braɪtn] | Брайтон (<i>город на юге Великобритании</i>) |
| Brussels ['brʌslz] | Брюссель (<i>столица Бельгии</i>) |
| Canberra ['kænbərə] | Канберра (<i>столица Австралии</i>) |
| Chicago [ˌtʃɪkɑ:gəʊ] | Чикаго (<i>город в США</i>) |
| China ['tʃaɪnə] | Китай (<i>государство в Восточной Азии</i>) |
| (the) Colorado River [ˌkɒlə'rɪ:dəʊ ˌrɪvə] | река Колорадо (<i>на юго-западе США и северо-западе Мексики</i>) |
| Death Valley [ˌdeθ 'væli] | Долина Смерти (<i>США, национальный заповедник в восточной части Калифорнии</i>) |
| (the) Globe Theatre [ˌglɒb 'θɪətə] | театр «Глобус» (<i>один из старейших лондонских театров</i>) |
| (the) Grand Canyon [ˌgrænd 'kænjən] | Великий (Большой) Каньон (<i>США</i>) |
| (the) Great Planes [ˌgreɪt 'pleɪnz] | Великие равнины (<i>США</i>), предгорное плато Кордильерских гор |
| Japan [dʒə'pæn] | Япония |
| Kansas City [ˌkænzəs 'sɪti] | Канзас-Сити (1) <i>город в штате Миссури, США; 2) город в штате Канзас, США</i> |
| Lake Badwater [ˌleɪk 'bædwɔ:tə] | озеро Бэдвоутер (<i>в Долине Смерти, США</i>) |
| Melbourne ['melbən] | Мельбурн (<i>второй по величине город Австралии</i>) |

(the) National Air and Space Museum [ˌnæʃnəl ˌeə ənd ˈspeɪs mjuːziːəm]

(the) Niagara Falls [naɪˌæɡərə ˈfɔːlz]

(the) Niagara River [naɪˌæɡərə ˈrɪvə]

Nigeria [naɪˈdʒɪəriə]

Perth [pɜːθ]

Peru [pəˈruː]

Singapore [ˌsɪŋəˈpɔː]

Sydney [ˈsɪdni]

Texas [ˈteksəs]

Vancouver [vænˈkuːvə]

Vietnam [ˌvjɛtˈnæm]

Wembley [ˈwembli]

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Серия «Rainbow English»

Учебное издание

Афанасьева Ольга Васильевна
Михеева Ирина Владимировна
Баранова Ксения Михайловна

АНГЛИЙСКИЙ ЯЗЫК

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Редактор *Л. Г. Беликова*

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В соответствии с Федеральным законом от 29.12.2010 г. № 436-ФЗ
знак информационной продукции на данное издание не ставится

Сертификат соответствия
№ РОСС RU. АЕ51. Н 16508.



Подписано к печати 28.05.14. Формат 60 × 90 ¹/₈.
Бумага офсетная. Гарнитура «Школьная». Печать офсетная.
Усл. печ. л. 16,0. Тираж 7000 экз. Заказ № 14-01301.

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