



English 4



Reader



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Книга для чтения является составной частью учебно-методического комплекта по английскому языку для 4 класса общеобразовательных организаций. Она содержит разнообразные типы аутентичных текстов: короткие рассказы, отрывки из произведений популярной детской литературы, научно-популярные тексты, стихи. Все тексты отвечают возрастным особенностям учащихся и сопровождаются разнообразными упражнениями для развития умения читать.

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Unit 1

My summer favourites



1. Daniel wrote a poem on the Internet poem site.

1)  What is the title of this poem? Choose the correct variant (A or B). Read LEARNING TO LEARN NOTE No. 2 on page 104 in the Student's Book.

A. When I was happy B. I'm happy to go to school

1. During the summer holidays
I went to Brighton*
and was happy to play with my friends,
Joanna and Jonathan were their names
together we played a lot of _____.
2. On my friend's bike
we passed some bends
and during this time
became good _____.
3. We also went swimming
with my friends and their mother.
We swam together
but not with my friend's _____.
4. I also played football
with my friend Mike
who was very kind
and I rode on his _____.
5. My family and I went to the park
and had a lot of fun _____.
Tomorrow I'll go to school.
It's not fair.

during ['djʊərɪŋ] — в течение

a bike = a bicycle

to pass some bends — проехать несколько поворотов

to become (became, become) — становиться

also ['ɔ:lsəʊ] — также

fair [feə] — справедливый

2) Fill in the gaps in the poem with the words from the box.

brother

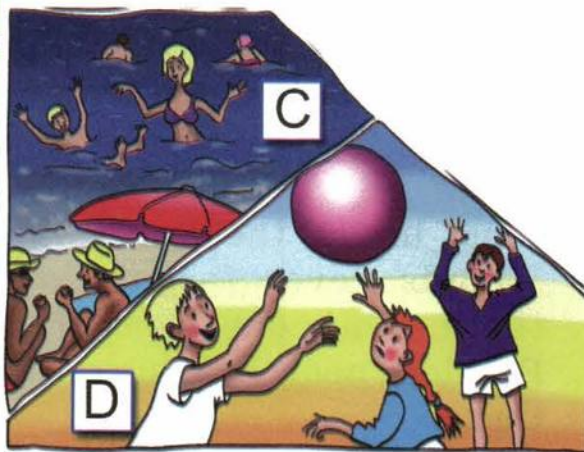
bike

friends

games

there

3) Match the pictures (A, B, C and D) with the correct parts of the poem. Which part doesn't have a picture to match? Draw the picture.



2. Here is a story from the book "Robert Louis Stevenson"* after C. O. Pear. It is about the life of the famous Scottish writer when he was a boy.

1) In what places did Robert like to spend his summer holidays?

a cousin ['kʌzn] — двоюродный брат
a life (lives) — жизнь
 a soldier ['səʊldɪə] — ?
 bed + time = **bedtime** — ?
 a fisherman — рыбак
 to fly a kite — запускать воздушного змея
 a lantern — фонарь
a thing — вещь




Robert Louis Stevenson liked spending his summers at his grandfather's house in Colinton. A great tree was near the house. Louis and his cousins climbed the tree. They made houses in the tree. And there were *surprises* in the house.


When Aunt Jane went to town and went shopping there, she brought home gifts for the children. One day she made Louis' life happy when she brought him a box of toy *soldiers*.

The days at Colinton were always short. Aunt Jane came under the tree and said, "*Bedtime*, children!"

Louis never forgot Colinton and his happy summers there. But one year Louis and cousin Bob went to Peebles, near Edinburgh*. They liked riding their *ponies* there.

The summers that the boys spent at North Berwick were also a lot of fun. North Berwick was a fisherman's village. Stevenson and his friends liked boating and flying big kites. But they loved playing with lanterns best. When the days became short, every boy took his lantern. The boys then sat together and talked about different things.

2)  **Vocabulary.** What do the highlighted words mean? Read LEARNING TO LEARN NOTE No. 5 on page 105 in the Student's Book.

3)  **Reading rules.** Match the places and what Robert and his friends did there. (See p. 120.)

o → [ɔɪ] enjoyed new toys
[əʊ] rode ponies

Colinton ['kɒlɪntn]

i → [aɪ] liked flying kites
[ɪ] lived in a fisherman's village


Peebles ['pi:blz]

a → [æ] sat with lanterns
[eɪ] played all day under the tree

North Berwick
['nɔ:θ 'berɪk]

th → [ð] spent time together in the grandfather's house

3. Here is a story from the book "The House on the Cliff" by Ruth Dallas.

1)  What did Brenda learn about shells in the old woman's house?

a woman ['wʊmən] — женщина
large — большой
(sea)shells — (морские) ракушки
a shape — форма
to find (found) — находить
could — мог
a beach — пляж
to hear (heard) — слышать
a low hum — тихий гул
again — снова
other ['ʌðə] — другой

The old woman brought out a large box and put it on the table. There were a lot of seashells in the box. She started taking them out — a blue-black shell (it was very big — like a woman's shoe), a pink shell, orange and *lilac* shells, and a white shell. There were a lot of different colours and shapes. Brenda liked them.

"Did you find all of them?" she asked.

"Yes, I did." The old woman looked glad when she put the shells on the table.

"I didn't know you could find these shells on the beaches," Brenda said.

"They are the flowers of the sea," the old woman said. "Put that big pink shell to your ear," she said. "You can hear the sea." Brenda took the pink shell and listened. She heard a low hum.

"Do you hear it?" the old woman asked.


"Yes."

"My ear cannot hear it," the old woman said. "Will you come and see me again? I've got some other shells — little shells. I keep them in the other box."

"I'll come tomorrow, after school," Brenda said.

2) Which shells are from the old woman's collection? Choose the pictures.



3)  **Reading rules.** Is this information in the story?
(See p. 120.)

e, ea → [i:] These seashells were on the beach.

ea → [ɪə] With a shell near your ear you can really hear the sea.

i → [aɪ] The kind woman liked Brenda and invited her to come any time.


e → [e] Brenda will see the collection of small shells next time.

a → [eɪ] The woman gave Brenda a shell like a pancake.

ou, ow → [aʊ] They talked about flowers in the house.

sh → [ʃ] There was a shell in the shape of a sheep.

4. Here is a story "Joe's Surprise" by Pam Zollman.

1)  **Reading rules.** Which of these things did the children bring? (See p. 120.)

o → [ɒ] a box of rocks
→ [əʊ] a pony poster

ou → [aʊ] a book about clouds

a → [ɑ:] a basket with bananas
an ant farm

ee, ea → [i:] green leaves

It was Show and Tell* Day.
Joe had a surprise for his class. He couldn't wait!

Cathy had a basket with red and yellow leaves. She gave these leaves to the children.

Matt was at the beach during the summer. He brought pretty shells.





Nick showed the class a *dinosaur poster*.
Bryan showed the class a book about rain and clouds.

Tracy showed some turkey feathers.
Keith opened his box of rocks.



Then Mrs Brown asked Joe, "Have you got something for Show and Tell?"

"Yes," said Joe. "It's a *special* surprise! It's an ant farm! I made it from a box."

"Where are the ants?" asked Keith.

Joe looked at his ant farm. He could see the little paths and *tunnels*. But he couldn't see any ants! "There are no ants! I lost the ants!"

Mrs Brown said, "*Class*, let's help Joe to find his ants!"

Joe looked under his chair. Nick looked on the table. Keith looked near the window.

"I found them!" said Keith. "Can you see this black line near the window? It's Joe's surprise! His ants want to go out."

Keith opened the window, and the ants *marched* out.

"Let's play ants, too," said Mrs Brown. "We can go to the playground." The class *lined* up and marched out.

reading
rules


ch



[tʃ]

children
beach
march

► See p. 120.

to show (showed, shown) — показывать
a basket [ˈbɑːskɪt] — корзина
a leaf (leaves) — лист
a feather [ˈfeðə] — перо
special [ˈspeʃl] — ?
an ant [ænt] — муравей
a farm — ферма
a window — окно
a line — линия
to line (up) — становиться в ряд
a playground — площадка для игр

2)  How did Joe surprise his class?

3)   Copy and complete the summary.

It was Show and Tell Day. Cathy brought a _____ of leaves. Matt brought _____. Nick showed the class a _____ poster. Bryan showed the class a book about _____ and _____. Keith had a box of _____. Joe had a special _____ for his class. He made an _____ farm. But there were no _____ in the box. Keith found them near the _____. The _____ wanted to go out. The children played _____, too. They lined up and marched to the _____.

5. Here is a story "Sam's Show and Tell" by Mary Morberg.

1)  What did Sam bring for Show and Tell?

to decide — решать

to make up — придумать

or — или

What's wrong? — Что случилось?

to cheer up — подбадривать

 The last week of school was fun.

"Tomorrow is our last day of Show and Tell," Mrs Murray told the class. "You will share what you will do in summer."

Sam didn't have any plans because his mother decided to work during the summer and they couldn't go away. On the bus, Sam decided to make up his plans. "I'll go on a *safari* to Africa*. I will go on a *camera* safari and bring back a lot of pictures," he thought. "Or I will travel to Washington, D.C.* and visit the

reading rules

c

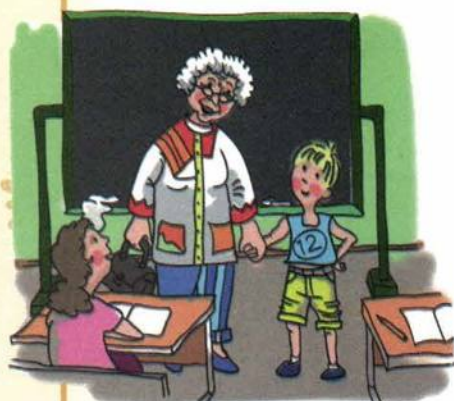
[s]

[k]

decide

could
class
camera
back

► See p. 120.



President. I will learn about what a President does every day.”

“What’s wrong, Sam?” asked his mother when he came home.

“Tomorrow is Show and Tell,” said Sam. “We must share our summer plans. I don’t have any.”

“Oh,” said mother. “I see the problem. I think grandma will cheer you up.”

When grandmother came, she hugged Sam. “Oh, Sam, I couldn’t wait to come here,” she said. “I think it will be a great summer holiday. First we will go to the park and the zoo. Then we will make cookies. I will come and watch your baseball games. I can’t wait for the summer holiday.”

The next day Sam went to school with a big smile. The lesson started and Sam’s grandmother walked in. Sam walked to her and took her hand. “This is my grandmother,” he said. “She is here for Show and Tell. She will tell you about our plans for summer holiday.”

2)  Copy and complete the summary.

It was the _____ week of school. Mrs Murray asked the class to talk about their plans for the _____ holiday. But Sam wasn’t happy. He didn’t have the plans. He decided to make up his plans. “I will go on a _____ to Africa or I will _____ to Washington and learn about what a _____ does.” But then Sam’s _____ came and she said, “I think it will be

a _____ summer. We will go to the _____ and the _____. We will make _____. And you will play _____." Sam was happy. He invited his _____ to school for Show and Tell.

3) * ☰ 🗉 Choose the sentences that refer to the story "Joe's Surprise" (ex. 4) and the sentences that refer to the story "Sam's Show and Tell".

- A. Show and Tell was after the holidays.
- B. The children talked about their plans for the summer holiday.
- C. One boy brought his grandmother for Show and Tell.
- D. One girl brought some bird feathers.
- E. Every child got a leaf, a shell and a rock.
- F. The children played a game.
- G. The boy liked his plans for the holiday.
- H. The children brought a lot of different things.

4) 🗉 **Vocabulary.** Read the dictionary article. Find examples from the stories (ex. 4 and ex. 5). Read LEARNING TO LEARN NOTE No. 17 on page 110 in the Student's Book.

bring [brɪŋ] *v* (**brought**) 1) приносить 2) приводить; **to bring smth back** — возвращать, привозить/приносить (откуда-л.). *He brought some gifts back from Africa.*

Unit 2

The animals I like



1. Here is "The Tale of Peter Rabbit" by Beatrix Potter*.

1)  Who are the main characters of the story?

reading rules

g	
[dʒ]	[g]
danger <u>o</u> s	g <u>o</u> od
vegetab <u>l</u> es	g <u>r</u> een
	b <u>i</u> g

► See p. 120.

Once upon a time ... —
Жили-были ...
to call — называть
a bunny — кролик

Once upon a time there were four little Rabbits, and their names were — Flopsy, Mopsy, Cottontail and Peter. They lived with their mother under a very big green tree. Flopsy, Mopsy and Cottontail were good rabbits. Their mother called them "bunnies" because she loved them very much.

"Now, my dears," said old Mrs Rabbit, "you may go for a walk, but you mustn't go into Mr McGregor's garden. It is very dangerous, because Mr McGregor can catch you."





Then old Mrs Rabbit took a basket and went shopping. She bought some biscuits, some milk and five toy cars for her children.

Flopsy, Mopsy and Cottontail were good rabbits and they went to the for-




est. But Peter was not very good, he didn't listen to his mother. He ran to Mr McGregor's house and went into his garden.

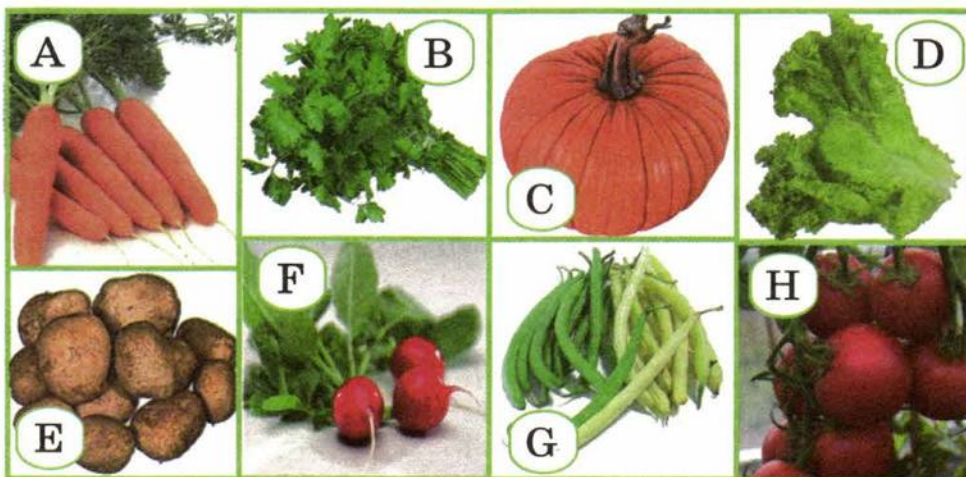
There were a lot of vegetables in Mr McGregor's garden: lettuces and carrots, beans and tomatoes, radishes and potatoes, parsley and pumpkins. First he ate some lettuces and some beans; and then he ate some radishes; after that he ate some parsley.



2)   **Reading rules.** Find out who did these things in the story. Write down their names. (See p. 120.)

i → [ɪ] lived under a big tree _____
bought different biscuits and milk for the children _____


a → [ɑ:] planted parsley in the garden _____
[e] ate vegetables in Mr McGregor's garden _____
[æ] liked catching rabbits _____

3)    What did Mr McGregor plant in the garden? Label the pictures with the words from the story.



4)   Which of these vegetables did Peter eat in Mr McGregor's garden?

2. There are a lot of fun places where you can see animals. There are some of these places round Washington, D.C.

1)  What is unusual about these places?

un (не) + usual = unusual — ?

hair + **y** = hairy — волосатый, лохматый

other ['ʌðə] — другой

food — еда

to pet — ласкать

There are many farms, but some are unusual.



The “Farm at Turkey Run” looks the same as it did in 1771. There is a family on the farm. They wear costumes and do some work. They can invite you to help them. They *plant* vegetables and look after pigs. The farm has pigs. They aren’t pink but black and white (and they are smaller and *hairier* than other pigs now).

At the “National Colonial Farm” you will see a *plantation* from the colonial* times. You will see the cows, sheep, ponies and chickens (= hens).

You can help *to milk* a cow, or make food for the horses at “Oxon Hill Farm”.

In “Pet Farm Park” you can ride a *zebra* or a pony, feed the animals and pet the rabbits, chickens and pigs. You can ride on a *tractor* and look at some of the larger animals — *antelopes*, *buffaloes* and ostriches.



2)   **Word building.** What do visitors do on these farms? Fill in the table with the words from the story. Translate the word combinations with these words.

Verb	Noun
<u>to plant</u>	a plant
_____	milk
to feed	_____
_____	a pet
to work	_____

3) ✨ 📄 Copy and complete the table. Read LEARNING TO LEARN NOTE No. 10 on page 106 in the Student's Book.

What is the name of the farm?	What can you do there?	What animals live on the farm?

3. Here is a story about a city zoo from "A World of Surprises" by Elizabeth K. Cooper.

1) ☰ What is the main idea of the story? Choose from A, B or C.

A. In zoos animals have little room and it is not fair.

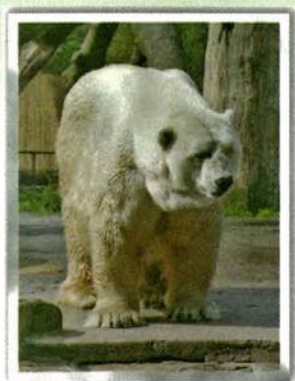
B. In a zoo you have the *chance* to see hundreds of animals from around the world.

C. You learn all about the animal and where it is from.

a room — комната
 room — пространство
 fair — справедливый
wild [waild] — дикий
 a door — дверь
 to get (got) — получать
 people — люди

mind!

like — например,
 такой как
 to like — нравиться,
 любить
 to be (look) like — быть
 похожим на



Big wild animals live in the city. They live in the city zoo, where people can see them.

Some zoo animals, like the *polar bear* and *penguin*, are from cold lands. Some, like the monkey and elephant, are from hot lands.

Other animals, like the red fox, are from the forest near the city.

In a good zoo, the animals have a lot of rooms where they can run, climb and jump.

The zoo animals have got things they like. Monkeys have got trees where they can play and climb. Bears have got cool caves where they can stay on very hot days.

The animal cages are like little rooms. They have doors and the animals can *go out*. When it is sunny, an animal can go out, but it can come in when it is cold and rainy.

A good zoo is a nice home for many of the animals. Zoo animals get nice food at the zoo. Many people work in the zoo. They look after the animals. They give food to the animals. They clean cages and caves.

People from other places can see wild animals in the zoo. Many people never go to the lands where the wild animals come from. And a city zoo brings the wild animals to the people.

2) ✱ ☰ ⓐ Match the words with their opposites and find the sentences with these words in the story.

big

cold

hot

little

to come in

to get

to give


to go out

to play

to work

3) ☰ ⓐ Which animals from the story are these sentences about?

- A. They come from hot lands. They have trees where they can play and climb.
- B. They are from cold lands. They have cool caves where they can stay on very hot days.

4)  **Reading rules.** What makes a good zoo? Copy and complete the table with the correct letters. (See p. 120.)

In a good zoo

Animals	People

a → [eɪ] play in the cages on a rainy day (a)
stay in the caves when it rains (b)
clean cages and caves (c)


u → [ʌ] run and jump in the sun (d)



i → [aɪ] like climbing (e)

e, i → [ɜ:] learn about unusual birds (f)

4. Here is a story "A Kid's Best Friend" by Virginia Vail.

1)  Which animal can be a pet?




a ferret

a mink

a weasel

a raccoon

2)  What animal is the story about?



u		
[ju:]	[ʌ]	[ɜ:]
cute	mum but	fur

▶ See p. 120.

Val saw her little brother, Teddy, in the street.
“Val, guess what I’ve got!” he said.

Two small eyes looked at Val from a furry face.

“What is it?” she asked.

“It’s a ferret! He is cute. My friend Eric gave him to me. He’s really friendly. Eric says ferrets are the best pets in the world.”

“He *is* cute,” Val said.

The ferret had a long neck, and its fur was brown. Its bright eyes looked out from a darker brown face, like a small raccoon. Val loved it.

“Can I take it?” Val asked.

“Sure. But he’s my pet, Val, and don’t forget about it!”

Val took the animal. “He’s great, Teddy,” she said. “You said Eric gave him to you? Why?”

“Because his mum didn’t like it. She says it looks like a furry snake with legs.” The ferret looked like a mink, long with small paws and a small head.

“Does dad know about him?” Val asked.

“Eric gave him to me today, so I didn’t have time to ask dad. But he is a *super* ferret, I’m sure dad will say it’s okay. Where is dad?”

“He went to the Steppler farm,” said Mrs Racer. “*What’s that?* That’s a *weasel!*”

“It’s not a weasel, Mrs Racer. It’s a ferret,” Teddy said. “He’s my new pet.”

“It’s a weasel,” Mrs Racer said, “and weasels are bad animals! They eat hens!”

“It’s not a weasel,” Val said. “Ferrets are different. They don’t do all the bad things weasels do. Teddy’s friend Eric gave it to him. He’s soft and furry like a cat.”

to guess [ges] —

догадываться

fur — мех

furry — ?

a neck — шея



bright — яркий

dark — тёмный

dark brown — ?

a paw [pɔ:] — лапа



soft — мягкий

3)   What happened in the story? Match the parts of the sentences.

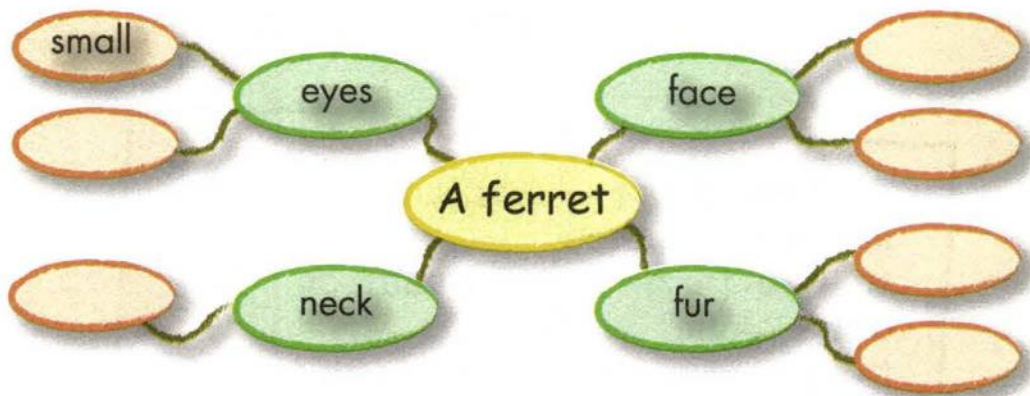
1. Eric gave the ferret to Teddy because
2. "Eric says
3. Val loved the ferret because
4. Teddy didn't ask his father about the ferret because
5. The children's father was not at home because
6. Mrs Racer didn't like weasels because





- A. ferrets are the best pets in the world."
- B. his mother didn't like it.
- C. they eat hens.
- D. he didn't have time.
- E. it was cute.
- F. he was on the farm.

4)   How did the children describe the ferret? How did their parents describe it? Prove it from the story.

5)  Copy and fill in the diagram which describes a ferret.



6)   Compare a ferret with a mink, a weasel and a raccoon. Use the words from the box.

A raccoon is fatter and bigger than a ferret.


long furry fat small big dark soft

Unit 3

It's time for me!



1. Here is a short story about the long history of the clock.

1)  Read the story and match the names of the clocks and watches in Russian and in English with the pictures.

- a) водяные часы
- b) песочные часы
- c) солнечные часы
- d) механические часы
- e) электрические часы
- f) кварцевые часы
- g) атомные часы
- h) карманные часы и наручные часы

reading rules

w	wr	qu
[w]	[r]	[kw]
watch	wristwatch	quartz
water	write	
	wrong	

► See p. 120.

a clock [klɒk] — часы (настенные)
later — позднее

to use [juːz] — пользоваться

only ['əʊnli] — только

to appear [ə'piə] — появляться

a tower ['taʊə] — башня

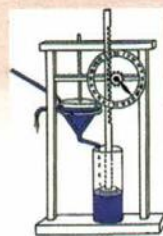
a watch [wɒtʃ] — часы (наручные)

1. Early people did not have clocks. But they had many *ideas* of how to tell the time. First, they told the time by *the sun* and later, they began to use *sun clocks**.



A

2. But sun clocks were good only on sunny days and people made *water clocks*. Water clocks were better than sun clocks because they told the time during the day and at night. They were more accurate than sun clocks.



B

3. People also used the *hourglass** or *sandglass* to tell the time.



C

4. Then the first mechanical clocks* appeared. They were very big and heavy. Some of them were with bells and people put them in large towers. Later clocks became smaller.



D

5. Soon the first *watches* appeared — *pocket watches* and *wristwatches*.



E

6. Later people made the *electric clock**.



F

7. Today, *quartz clocks** and watches are *popular*. Quartz clocks are very accurate. You can see quartz clocks in *calculators* and *computers*.




G

8. But the most accurate clock is the *atomic clock**.



H

2)  **Vocabulary.** Which meaning do these words have in the story? Read the sentences with these words and translate them.

accurate ['ækjərət] *a* 1) точный, правильный


2) меткий

bell [bel] *n* 1) колокол 2) звонок (звук)

early ['ɜ:lɪ] *a* 1) ранний 2) древний


first [fɜ:st] *num.* 1) первый

2) в грам. знач. наречия сначала

3)  What type of watches do you wear? What clocks are there in your school/home? Which of them are the most accurate?



2. Here is a funny poem "My Dog Is Not Like Other Dogs" by Kenn Nesbitt*.

1)  Read the words from the poem and guess why the dog is not like other dogs.

to care = to want

to bark — лаять

to howl [haʊl] — выть, завывать

to beep — подавать сигнал

to chime — бить, отбивать (о часах)

a strong suspicion [sə'spɪʃn] — сильное подозрение

might [maɪt] — мог бы

to smother with licking — облизывать

to annoy [ə'noɪ] — раздражать

2) Read the poem and check your guesses.

My dog is not like other dogs.
He doesn't care to walk,
He doesn't bark, he doesn't howl
He goes "Tick, tock. Tick, tock."
He beeps each day at half past nine
At noon he starts to chime
I have a strong suspicion
That my dog can tell the time.
Another dog might run and play,
Or smother me with licking,
But my dog just annoys me
With his *beeping* and his *ticking*.

reading
rules

o

[ʌ]

other
another
smother
doesn't

► See p. 120.

3) Read the end of the poem in English and in Russian. Complete the end of the poem in Russian.

watch I [wɒtʃ] *n* часы (карманные, наручные)

watch II [wɒtʃ] 1. *n* 1) наблюдение 2) сторож, часовая

2. *v* 1) наблюдать, следить 2) стеречь, сторожить

Should you decide to buy a dog,
Consider my remarks:
When looking for a "watchdog",
Get yourself the kind that barks.

«Собаку _____»

Для дома приобретая,
Убедитесь, пожалуйста, в том,
Что она хотя бы лает!

- 4) This is what Jack Morton thinks about the author and his dog. Do you agree with him or not? Label the pictures.



"The author has not got a real watchdog like a cocker spaniel. He has got a WATCH dog, or a "clocker spaniel".



3. Here is a story "The Raccoons' Bedtime" after Susan Mitsch.

- 1) What did seven little raccoons do before they went to bed?

reading
rules

a

[v]

[ɔ:]

wash
want

all
always
fall

► See p. 120.

to put (put) smb to bed — укла-
дывать кого-л. спать
a brush — щётка; to brush — ?
a face — лицо
a move — движение; to move — ?
a tail — хвост
a rocking chair — кресло-качалка
to rock — качаться
a foot (*pl* feet) — ступня, нога
to fall (*fell, fallen*) asleep — засыпать
to put away — убирать



Mama Raccoon always *put* her seven little raccoons *to bed*.

Papa Raccoon always worked late. But one night, Mama worked very late and Papa put their seven little raccoons to bed.

"All right," Papa said.

0) "Wash your faces." Seven little raccoons played in the water. Papa helped them to wash their faces.

1) _____ Papa said. Seven little raccoons played with their brushes. Papa helped them to brush their tails.

2) _____ Papa said. Seven little raccoons climbed into bed. They jumped up and down.

3) _____ said the little raccoons. "All right, then, come with me," said Papa. He gave each little raccoon some milk.

4) _____ asked the little raccoons and Papa read a story. "We don't want to sleep!" said the raccoons.

5) _____ said Papa. "I'll teach you a game."

Papa sat on the rocking chair. Seven little raccoons sat on his arms and on his feet. (a)

6) _____ Papa said. "OK, Papa," answered the little raccoons and closed their eyes. Papa sang a very long song and at last seven little raccoons fell asleep.

"Now to bed," said Papa. But he couldn't move! Seven sleeping little raccoons were on his arms and on his feet. (b) "I'll wait for Mama. She will help me," he said. He rocked and waited and sang. But he never finished his song. He fell asleep with his kids in the rocking chair.

Mama Raccoon came home. She found them there, sleeping in the rocking chair. Mama put away the milk. She put away the storybooks. She put each little raccoon into bed. "Good night, my dears," she said. "Sleep well."

2) What did Papa and seven little raccoons ask one another to do? Put the correct numbers.

"Wash your faces." 0 "Bring us some milk!" ____
"Brush your tails!" ____ "Go into bed!" ____ "Come with me." ____
"Read us a story!" ____ "Close your eyes." ____

3) Which of these pictures illustrate the highlighted sentences in the story? Put the correct letters. One picture is extra.



4. Here is a short story from the book "June the Prune" by Thomas Tosi.

1) What do June's parents call June? Match the names with the pictures. Consult a dictionary.

a bath [ba:θ] — ванна
to take a bath — ?



My name is June. June Comfy. My friends *call* me "Junie". My parents call me "Sweetie" and "Peanut". Sometimes they call me "JuneBug". But there is one name that I don't like. I don't like when they call me "June the Prune". They call me "June the Prune" because I like taking long baths a lot and sometimes I get *prune*y.

2) Do June's parents like the fact that June likes taking long baths? What do they say?

the moon — луна

to get out — ВЫХОДИТЬ

to take out the trash — ВЫНОСИТЬ
мусор

When I am in a hot bath, I hear these things all the time,

“June the Prune, get out soon!

It's bedtime now, here comes the moon.”

“Take out the trash.” “You are late for school.”

“Bath is fifteen minutes, you know the rule!”



u	o
[u:]	[u:]
June Prune rule	soon moon school
▶ See p. 120.	

5. June is going to stay with her granny who lives on the farm.

1) Why does June think that her granny is OK?

My granny is OK: she doesn't have computer games or a cool car but she makes cool chocolate *chips*, ... she sends me cards on my birthday with money in them. And there is one more thing. My granny has the most wonderful bathtub in the world. The bathtub has claw feet! These claw feet can walk that tub around. ... So, why aren't I in that tub now? Well, see, there is this little *problem*. My granny is OK but ... She always does something: she cooks, cleans, does the laundry, And this is MY list of chores. And these aren't my old chores. These are farm chores.



Wash the dishes, do the laundry, weed the garden, milk the cow, take out the trash My granny is very *practical*. She does not let me in that tub just because I want to be in the tub. She lets me in if there is some reason, if I am grubby or something. I hate that.

money ['mʌni] — деньги; wonderful ['wʌndəfl] — чудесный; a bathtub — ванна; claw feet — ножки в форме лап с когтями; to do the laundry ['lɔ:ndri] — стирать в (стиральной) машине; **chores** [tʃɔ:z] — работа по дому; to weed — полоть (сорняки); to let — разрешать; a reason ['ri:zn] — причина; grubby — грязный

2) Why does June say that her granny is practical?

3) **Reading rules.** Which of the following could June say about her granny and herself?

a → [æ] My granny is not bad, she's practical.
a → [ɑ:] There is a car and a bathtub on the farm.
a → [ɔ:] The tub with claw feet can walk.

o → [ɔ:] The list of my chores is long and boring.
o → [ʌ] Sometimes granny sends me some money.

u → [ʌ] I must be in the tub when I'm grubby.

o/u → [ʌ] There must be some reason to be in the wonderful tub.

e → [i:] I like cleaning and weeding.

4) Which of these is granny's favourite saying? What do you think?

◆ Безделье — мать всех пороков.

◆ Работа — не волк, в лес не убежит.

I like my school!



1. Here is a poem about Freddie the dog by Phil Bolsta.

1)  What is special about Freddie? What does his master say?

I don't like doing my homework.
I know that it will bore me.
But now I am much happier
Because Freddie does it for me!

He greets me at the door each day
When I come home from school.
He just can't wait to read my books
I think that's pretty cool.
I give him all my homework,
Like history and math.
And when he's done I give him
A nice warm *bubble* bath!

My grades are so much better now,
Which makes my parents glad.
Freddie is the smartest dog
That I have ever had!

a master ['mɑ:stə] —
ХОЗЯИН




reading
rules

mind!



math [mæθ] — AE
maths [mæθs] — BE

e	c	ch	th
[i:]	[k]	[tʃ]	[θ]
me	come	much	math
greet	because	each	bath
each	cool	which	think
read	school		


► See p. 120.

2)  Look for the sentences that are similar in meaning to the following.

- ◆ I know that my homework will be boring.
- ◆ Freddie is happy when I come home: he runs up to me and says "hello".
- ◆ When all my homework is ready.
- ◆ I am better at school now and my parents are happy.

3)   **Vocabulary.** Look for the sentences that are similar in meaning to the following. What words make the sentences in the poem different from these sentences? Write them out and translate. Are these words important?

- ◆ But now I am happier.
- ◆ He can't wait to read my books, I think that's cool.
- ◆ I give him my homework.
- ◆ My grades are better now.

4)  Do you think it is good when someone does your homework for you?

2. Here is a story "Frankie's Lucky Day" after CJ Heck.

1)  What happened to Frankie on her way to school?

reading rules	
th	
[ð]	[θ]
the other mother gather there	thought both
▶ See p. 120.	

lucky ['lʌki] = happy
on one's way — по дороге
a square [skweə] — квадрат
to pick up — поднимать
to trade — менять(ся)

Frankie got out of bed. For Frankie the day began like any other day.

“Frances? Don’t forget to wear your uniform. You have Scouts* after school today.” She hated when her mother called her Frances! Frances was an awful name. At breakfast she thought about her two best friends, Sarah and Allie. They both called her Frankie.

Frankie gathered her books and a lunch bag, she kissed her mum good-bye and went to school. On her way to school Frankie found a small pink square of paper with a beautiful design. She picked it up and put into the pocket of her uniform.

At lunch time Frankie hurried to the cafeteria. There were Sarah and Allie there. “Hey, Frankie!” called Sarah. “I have PB* and J* today. Do you want to trade?” “Sorry, Sarah,” Frankie answered. “Mom made a turkey *sandwich*, my favourite.” “I have a chocolate *pudding** to trade, too,” said Sarah. Frankie really loved chocolate pudding and she said, “Sarah, I found this cute paper this morning. Do you want to trade my paper for your pudding?” Sarah looked at the small pink square. “It will be fun to draw this funny design,” thought Sarah. “Sure, Frankie,” she said. “I’ll trade.”



reading
rules

ou

[aʊ]

out
found
Scout
about

▶ See p. 120.

mind!

mom — AE
mum — BE

2) **Vocabulary.** Replace the underlined words in the story with the similar words from the word box.

started very bad a lunch box collected
of course café drawing
kissed her mum and said goodbye

3) Make up questions and answer them.


What
Did
Who
Why
What



did Sarah want to trade with Frankie?
Frankie want to trade with Sarah?
did Sarah have in her lunch bag?
had a turkey sandwich in her lunch bag?
did Frankie trade with Sarah?
did Sarah trade her pudding for?

4) **Vocabulary.** What meanings does the word 'to call' have in the story? Find the sentences with this word and translate them.

3. Here is the second part of the story about Frankie.

1)  What did the other girls in Frankie's class want to trade?

among [ə'mʌŋ] — среди
a ticket — билет
to ride (rode, ridden) — ездить
a ride — ?
towards [tə'wɔ:dz] — (по направлению) к
to lose [lu:z] (**lost, lost**) — терять

When Sarah went back to class, Wanda walked in with new pencils in her hand. "Do you want to trade the pink square of paper for one of your pencils, Wanda?" said Sarah. Wanda looked at the paper.

There were some numbers on it. And among them were her *birthday numbers*. "Sure," said Wanda. "I'll trade."

During math, Wanda found that she was out of paper. She said to Mandy, "Mandy, I have this lucky paper. It has birthday numbers on it, but I'll trade it for a piece of paper for math, okay?" Mandy looked at the small pink square. "It will make a great bookmark," she thought and put the little square into her book.



After school, the three friends walked towards Frankie's mom's car. Mandy came up to them. "Frankie, may I ride with you to Scouts meeting? I'll give you my lucky bookmark for it," said Mandy. Frankie looked at Mandy's bookmark. It was the same small square of paper. Frankie smiled and said, "Hop in!" and she put the paper into her pocket.

In the evening she heard a loud shout. "Dad, what's wrong?" she asked. Her mother said, "Your dad bought a *lottery ticket*. At last his numbers came up but he lost the ticket." Frankie thought about her small square of pink paper. She brought it and showed it to her parents. Her mother and father looked at the paper and said, "Frankie, that's it!" Her parents called her Frankie!



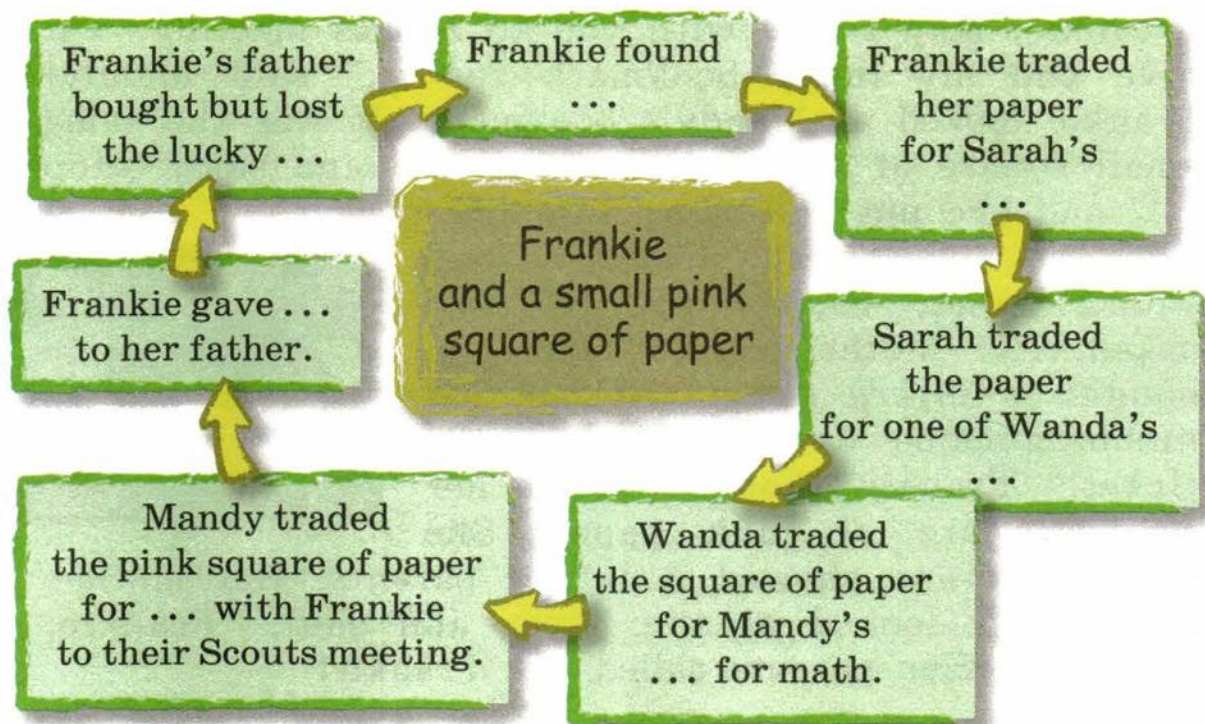
2) Look for the similar sentences in the story and underline them.

- ◆ Из него получится замечательная закладка для книг.
- ◆ Это был всё тот же маленький квадратный кусочек бумаги.
- ◆ Вечером она услышала громкий крик.
- ◆ «... что случилось?»
- ◆ Наконец-то его номера выпали, а он потерял билет.

3) **Vocabulary.** Match the verbs (1) with the postpositions (2), write them down (3) and match with their meanings (4). Underline the sentences with these verbs and translate them.

1	2	3	4
to walk	in	_____	запрыгивать
to come	in	_____	ВХОДИТЬ
to hop	up	_____	ПОДХОДИТЬ


4) Complete the diagram. Put No. 1 to show the event that happened first.



5) Why is the story called "Frankie's Lucky Day"? Choose the best variant.


- ◆ Frankie found a lottery ticket.
- ◆ Frankie found her father's lucky lottery ticket.
- ◆ Frankie found her father's lucky lottery ticket and her parents called her Frankie.

4. Here is Jessica's favourite tale "Good Morning, Farmer!".

1)  Where did the farmer go one day? What did he want to buy?

to set (set) out —
отправляться в путь
a market — базар, рынок
a field [fi:ld] — поле
far — далеко
to smile — улыбаться
a dairy — молочная ферма
a noise [nɔɪz] — шум, гам



 ne morning, a farmer set out from the *farm-house* on his red tractor.

"Cluck, cluck!" said the hens. "Where are you going?"

"Oink, oink!" snuffled the pigs. "Are you going to the market?"

"Baa, baa!" bleated the sheep. "Are you going to the field?"

"Honk, honk!" honked the geese. "Are you going far?"

"Woof, woof!" barked the dog. "Aren't you taking me too?"

"And *where* are you going?" they snuffled and honked and barked. But the farmer just smiled.

"Meow, meow!" meowed the cat. "Are you going to the forest?"

"Quack, quack!" quacked the ducks. "Are you going to the river?"

"Moo, moo!" mooed the cows. "Are you going to the dairy?"

And all together they meowed and quacked and mooed. "Where *are* you going? Please tell us now!" The

farmer just smiled. "With all this noise, I think you can guess," he said. "I'm going to town to buy some *earplugs*, of course!"

2) Vocabulary. What do the underlined words mean? Guess and consult a dictionary. Which verb can replace all these verbs?

3) What answers could the farmer give if he wanted to? Match the questions with the answers. You may use some answers more than once.

"I'm going to town."

"I am not going to the market."


"I am not going to the field."

"Yes, I am."

"No, I am not."

"No, I am not going to the forest."

5. Here is a story "I Will Be Your Friend" after Barbara Kirkbride.

1)  Read the words from the story and decide if Humbert was scared or happy on his first school day. Read the story to check your guesses.

first grade — (амер.) первый класс

to cry — плакать

a driver — водитель

to drive (drove, driven) — вести (автомобиль)

to shout — кричать

to wipe away tears — вытирать слёзы

a note — записка

strange — незнакомый

a fellow — товарищ (по школе)

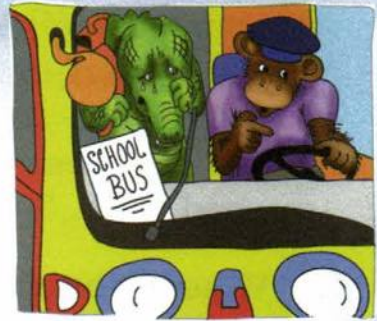
in the corner — в углу

to feel (felt) good — чувствовать (себя)

хорошо

It was time for Humbert to start first grade. "I don't want to go to school," said Humbert and started to cry. "You will like it. Be brave," his mother said.

When Humbert and his mother got to the bus stop, Humbert saw Chester, the bus driver. "Hop in," the bus driver said. Humbert hopped in. "I don't want to go to school. I'm scared," Humbert said. "I'm *nervous*, too," said the bus driver. "This is the first time I drive the school bus. Will you help me? When you see the school, shout '*There it is,*' and I'll know where to stop."



Humbert wiped away his tears. "There it is!" he shouted when he saw the school. "Thanks a lot, Humbert. Have a nice day," the bus driver said. "I don't want to go in the school," Humbert said. "Give me your pencil and some paper," the bus driver said. He wrote something on the paper and gave it to Humbert. "Show this to Miss Crumb, your teacher," he said.


When Humbert came into the school, he saw Miss Crumb. Humbert gave her the note. Miss Crumb read it, "This is my friend. Please help him not to be scared. Thank you, Chester the bus driver." "Chester's friends are my friends too. Welcome to school, Humbert," Miss Crumb said.

Humbert looked at all the strange faces in the room. He wanted to cry. Miss Crumb put her arm around him. "Do you see that fellow in the corner? He's scared, too. Go to him and say something nice." Humbert came up to the fellow. "Don't cry," Humbert said. "My name is

Humbert. What's your name?" asked Humbert. "My name is Ralphie," the fellow said. "I will be your friend and you can be my friend," Humbert said. Ralphie wiped away his tears and said, "OK. I hope school won't be so bad then."

When they sat together, Humbert smiled. He had three school friends, and He didn't want to cry. *In fact*, he felt good.

2) Who were Humbert's three friends? Complete the underlined sentence.

3)  Put the questions in order according to the story.

1. What grade did Humbert start?

— How did the bus driver help Humbert?


— How did Humbert help the driver?

— What did the driver write in the note?

— What did Miss Crumb say when she read the note?

— Why did Humbert feel good?


— Why did Ralphie wipe away his tears?

4)  Write out from the story the sentences in imperative and translate them.

The place that make me happy



1. There are different stories about houses.

1)  Whose houses and rooms are these? Match the person with the house. Read LEARNING TO LEARN NOTE No. 3 on page 104 in the Student's Book.

◆ The house of a magician (from the book by Edward Eager "Seven-day Magic")

◆ The house of Robinson Crusoe (from the book by Daniel Defoe "Robinson Crusoe"*)

◆ The house of the three bears (from the book "Goldilocks and the Three Bears"*)

a magician [mə'ʤɪʃn] — волшебник
 a bowl [bəʊl] of porridge — миска каши
neat — прибранный, аккуратный
 tidy — чистый, опрятный
behind — сзади
 around = round
a wall — стена
a shelf (shelves) — полка
messy — грязный, в беспорядке

A.

"Oh, what a nice house!" said the girl. "Who lives here?"

She opened the door and went in. She saw three chairs. A big chair, a *middle-sized* chair and a little chair. Then she saw the three bowls of porridge on the table.

Then the girl decided to go upstairs to see what was there. She saw three beds: a big bed, a middle-sized bed and a little bed. They were all neat and tidy.

B.

When the children saw the room behind the door, they looked around *in surprise*. It was a large room with many tables in it. On the walls there were a lot of shelves. On every table and every shelf there were

crystal balls and small bottles



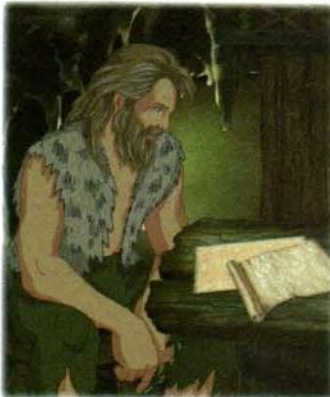
and jars



The room was really messy!

C.

I made a house in the cave. Then I made some furniture. First I made a table and chair out of the short board from the ship. Then I made large shelves and put them on the wall. My cave was very nice, with a place for all my things. I was very glad.



reading
rules

c

[s]

[k]

decide
nice
place

cave
crystal

► See p. 120.

- 2) ✱ ≡ ◻ **Vocabulary.** Find the opposites of these words in the stories. What do these opposites describe?


big

tidy

small

- 3) ✱ ≡ ◻ **Vocabulary.** Find the synonyms of the words (ex. 1.2) in the stories. What do they describe?

2. Here is a story "The Speckled Band" by Arthur Conan Doyle*.

1)  Why did a young woman come to Sherlock Holmes?

terrible — ужасный

a stepfather — отчим

between — между

into — в

a corridor — ?

to lock — запирать на
замок

suddenly — вдруг

a cry — крик

to die — умирать

nothing ['nʌθɪŋ] — ничего

a hole — дыра

a low whistle — тихий
свист



"My name is Helen Stoner, and I have come here because I am very scared."

"Tell us all the *details*," said Sherlock Holmes.

"I can't forget that terrible night. Our house is very old. The bedrooms are upstairs. These bedrooms are Dr Roylott's (my stepfather), my sister's, and my own. There are no doors between them, but they all open into the *corridor*. We were afraid of the doctor's Indian animals and locked our rooms at night. I couldn't sleep that night. It was a wild night. It was very windy and rainy. Suddenly I heard a terrible cry. I opened my door and ran into the corridor. I saw my sister. She was scared. She couldn't say a word before she died. The doctors found nothing.

Two days ago Dr Roylott started some redecorations in our house. Now I sleep in my sister's bedroom because there is a hole in my bedroom wall. Last night I suddenly heard a low whistle. I took the *lamp* but there was nothing in the room. I was very scared, I could not sleep and in the morning I came to London*."



2)   What information did Miss Stoner tell Holmes when she came to London? Match the two parts.

A. I have changed my room for my sister's

B. Last night I heard a strange whistle

C. Dr Roylott has brought wild animals from India

D. I have come to you


a. and I always lock my room at night.

b. because I am very scared.

c. and I could not sleep.

d. because there is a hole in my room wall.

3. Here is a story "The Doll's House" by Katherine Mansfield.

1)  What did Kezia like most of all in the house?

to stand (stood) — стоять

a chimney ['tʃɪmni] — дымоход, труба

real [riəl] — настоящий

a sitting room (BE) = a living room

except — кроме

dinner — обед

a dining room — ?


It was very big and it stood in the garden on two boxes. It was dark green. Its two little chimneys were red and the door was yellow. The four windows were real windows.

You could see the sitting room and dining room, the kitchen and two bedrooms. There were pictures on the walls. All the floors were red except in the kitchen; red chairs in the sitting room, green in the dining room; tables, beds, furniture, little dishes. But what Kezia liked more than other things was the lamp. It

stood on the dining-room table, a beautiful little yellow lamp. The lamp was the best. The lamp was real.

2)   What was there in the house? Copy the words and tick (✓).

a kitchen ____, a living room ____, a bathroom ____,
chairs ____, tables ____, cupboards ____, a fridge ____,
a TV ____

3)  All the things were of different colours. What was red, green, yellow?

Red *chimneys*, _____

A green _____

A yellow _____

4)   Draw a picture of the dining room and colour it.

4. Here is a story "Seema and the Magic Bird" by Jessie Reid and Joan Low.

1)  Seema lost something. What did she lose?

an earring — серьга
in the open air — на открытом воздухе
up a stair — вверх по лестнице
a workman — рабочий
a roof — крыша
a nest — гнездо

Seema was a little girl. She had a lot of nice things. All the things were in a nice little box. She liked her box and she liked all the nice things in it. One day she wanted to take her earrings. But she couldn't

find one of them. It was not in the box. She ran to tell her mum.

"I have lost one of my earrings," she said.

"Look around your room and all around the house."

Seema went and looked all around her room. She looked under her bed. She looked on the floor.

But she couldn't find her earring. She looked in the other rooms in the house. But couldn't see her earring. Suddenly she heard.

"On a soft, soft bed
In the open air,
In a little, little house
Up a long, long stair."

Seema could see a little bird on the wall. Then she saw a workman. He came to work on the roof.

"What are you doing?" she asked him.

"I'm cleaning the roof," he said.


Then he asked Seema, "Little girl, have you lost one of your earrings?"

Seema said, "Yes, I have."

And the man said, "Here it is. It was in a big bird's nest."

Seema thought about the little bird:
"The little bird was a *magic* bird."

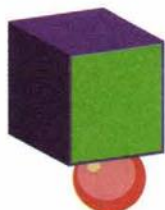


2)  Where did Seema look for her earring? Find the following prepositions in the story and translate the sentences.

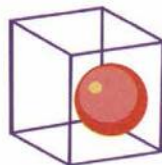
She looked



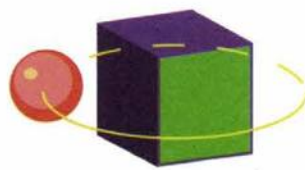
on




under





in



around

3)  Where did the little bird tell Seema to look for her earring?

4)   What happened in the story? Put the sentences in the correct order.

First
Then
Next
After that



Seema thought about the magic bird.
She couldn't find her earring in the house.

The workman gave Seema her earring.
Seema lost her earring.

She told her mum.

She heard a little bird and saw a workman.

Seema looked for her earring in the house.

5. Here is a story from the book "Mrs Piggie-Wiggle" by Betty MacDonald.

1)  What was Hubert's room like?

an hour ['aʊə] — час
to feel (felt) — ЧУВСТВОВАТЬ

Hubert was a little boy. His grandfather always sent him nice toys for Christmas. Hubert liked the toys. He had an *electric* train. He also had a circus with animals and *clowns*. He had a real desk and a real *radio*. He had five hundred toy soldiers. He had about a hundred or more planes and little cars and many books (he had two bookcases in his room).

But Hubert never put his things away.



When his mother came to make his bed, she picked up circus animals and the electric train. She picked up the books from the floor and toy soldiers. His mother spent three hours tidying Hubert's room and about one hour doing her housework.

She asked Hubert to put his toys away, but he put them under the bed and in the morning when his mother cleaned his room she picked them up.

One rainy Saturday Hubert invited his little friends to play in his room. They took all of Hubert's toys and played with them and then they all went home and left the mess.

The next morning Hubert's mother went in to make Hubert's bed. On the bed and under the bed and on the desk were the circus tent, the animals and the clowns. On the floor there were books and little cars and planes and pencils and *colouring* books and teddy bears and balls and puzzles and soldiers, soldiers, soldiers.

Hubert's mother felt not well. She closed the door and went downstairs. She took two *aspirin tablets* and then *telephoned* Mrs Piggie-Wiggle.

2)   **Reading rules.** Write what is good and what is not good. (See p. 120.)

a → [eɪ] Children came to play games.
Lazy Hubert never put his paints away.

e → [e] Children went home and left the mess.
The tent was on the desk.

o → [aʊ(ə)] Mother spent about one hour doing her housework.
[ɔɪ] The boy had a lot of toys.

6. Here is a story from the book "The Freaky Facts Club" by Paul Zindel.

1)  What did the children see in Max's house?

to point — указывать
built-in — встроенный (шкафчик)
a curtain — штора
juice — сок
space — космос
a cabinet — шкафчик

Max opened the door. We all went in.
“Where is the furniture?” I wanted to know.

“It’s here,” Max said and pointed to the walls of the living room.

Liz started saying, “Oh, how nice. You’ve got a lot of built-in cupboards and things.”

“My dad likes things neat and tidy.”

Max went into the kitchen and we looked the place over. There were no *normal* chairs or sofas. There wasn’t a curtain or picture.

Jennifer said, “This place is like a space *hotel*, not somebody’s house.”

Max came back with the juice. “Come to my room.”

Max had a very clean desk, a chair and a bed. There were no interesting things.

“You can sit down,” Max said and went to bring more juice.

“It’s like a *hospital* room,” Jennifer said.

“How can he live like this?” Johnny asked. (He has got two younger brothers and lives in a big house with toys, clay animals, clothes, three turtles.)

“Where are Max’s books and TV?” I asked. I opened a cabinet door in the wall.

Behind the door were all the things! Shelves with books, cassettes, pencils, books.

“He’s got baseball cards!”

“He’s got a football and rock collection.”

2) **Reading rules.** What was interesting about Max's house? (See p. 120.)

- a → [eɪ] The place was like a **space** hotel.
 i → [ɪ] There were no **interesting** things.
 → [aɪ] His father liked **tidy** rooms.
 e, u → [ɜ:] There **weren't** any **curtains**.
 o → [ɒ] Max has got a **rock** collection.
 → [ɔ:] Behind the **door** in the wall were **all** the things.



3) Find these verbs in the stories about Max's house and Hubert's room and match them with the translations.

come back
 go in
 look over
 pick up
 put away
 sit down



возвращаться
 осмотреть
 входить
 садиться
 убирать, прятать
 подбирать, поднимать

4) Which of these words can you use to describe Max's house and Hubert's room? Prove it from the stories.



neat	tidy	messy	built-in furniture
a very clean desk			no curtains
things under the bed		books on the floor	

5) Which room is like your room?

This is where I live



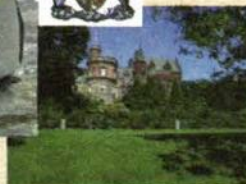
1. Here is a guide to one of the most beautiful cities in Great Britain.

1)   Look at the pictures of some places of interest in Edinburgh*. Match them with the information about these places.

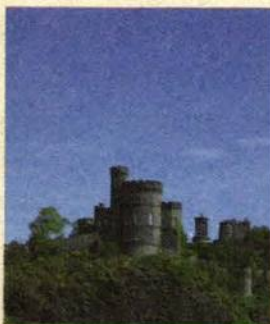
Welcome to Edinburgh



Museum of Childhood



Edinburgh Zoo



Edinburgh Castle



Sherlock Holmes Statue



Writers' Museum



Waverley Shopping Centre

Edinburgh ['edɪnbərə]
 Waverley ['weɪvəli]
 Sherlock Holmes Statue ['stætʃu:]

reading
rules

c			oi/oy	ch/tch
[k]	[s]	[ʃ]	[ɔɪ]	[tʃ]
castle	city	special	toy	childhood
capital	centre		noisy	watch
collection	place		royal	lunch

► See p. 120.

1. Start your visit to Scotland's capital, Edinburgh, with the famous home of the Royal Family. Here you can learn more about the history of Scotland.

2. Visit the museum of Scotland's most famous people — Robert Burns*, Sir Walter Scott* and Robert Louis Stevenson*. Learn about their life and work.


3. Here you can buy special gifts for all your friends and relatives. You can have breakfast, lunch and special dinners at our cafés and restaurants.

4. It is the noisiest museum in the world. It has got a lot of toys: old and new dolls, teddy bears, toy trains and computer games. You can watch and play with the toys there.

5. Look at the world's most famous *detective* statue. It's near the home of Sir Arthur Conan Doyle*. He lived there when he was a *student*. Conan Doyle wrote many interesting stories about this detective.

6. Visit Scotland's largest animal collection with more than 1,000 animals. You can watch the animals, go on rides and have a meal there.

a childhood ['tʃaɪldhʊd] — детство
 royal ['rɔɪəl] — королевский
 a noise — шум
 noisy ['nɔɪzi] — ?



2)  What did you learn about Edinburgh? Answer the quiz questions.

EDINBURGH QUIZ

1. What castle is the most famous in Scotland?
2. What museum is the noisiest in the world?
3. What famous writers lived and worked in Edinburgh?
4. Who wrote stories about Sherlock Holmes?
5. What is the best place to go shopping in Edinburgh?
6. Where can you see the Scotland's largest animal collection?

Your score	6	5—4	3	2 и менее
Your mark	5	4	3	2

2. Here is a story "Sparrow's New Home" by Pam Miller.

1)   Where do these birds live? Read the story and match the birds (A—D) with their homes (1—4) in the picture.



A. Robin
['rɒbɪn]



B. Cardinal
['kɑːdɪnəl]

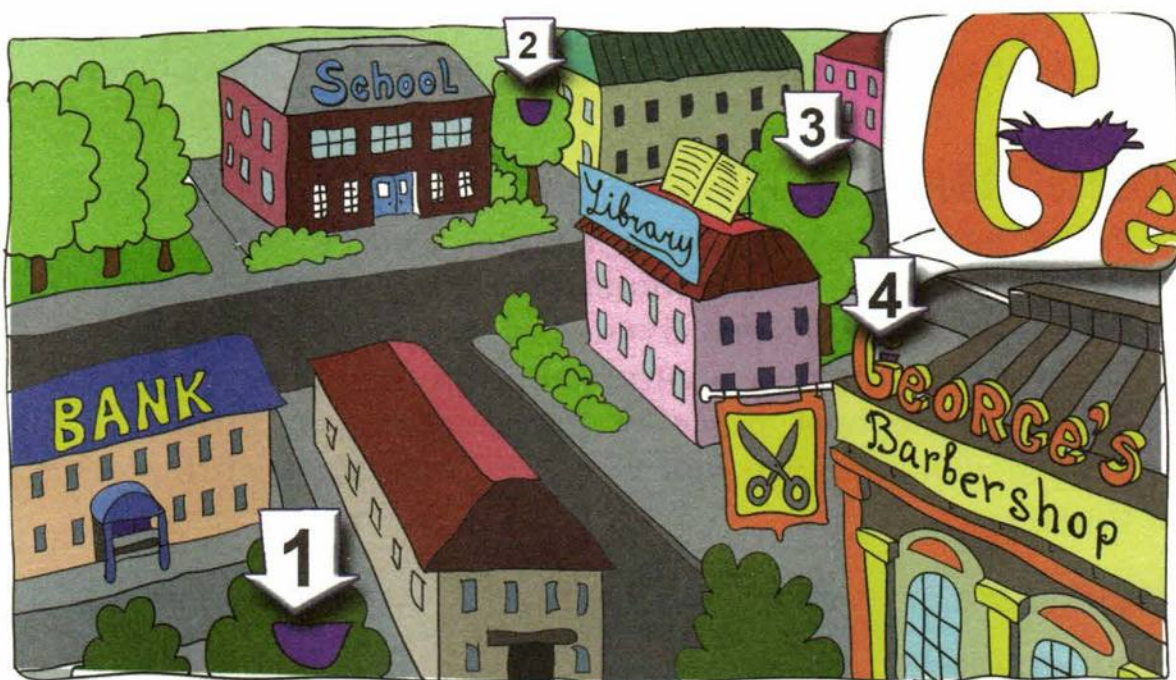


C. Blue Jay
[,bluː 'dʒeɪ]



D. Sparrow
['spærəʊ]

a barbershop ['bɑ:bəʃɒp] — парикмахерская
 the top [tɒp] — верх
 a nest [nest] — гнездо
 to move [mu:v] — переезжать
 to pack up — упаковывать
 what if — что, если



One day four birds met in a park. “Where do you live?” asked Robin.

“I live in the tree near the school,” said Cardinal.

“I live in the tree near the library,” said Blue Jay.

“And I live in the tree across from the bank,” said Robin.

“How about you, Sparrow?”

“I live in the letter G at George’s Barbershop,” said Sparrow. “It’s right down the street from the bank.”

So all the birds flew down the street to George's Barbershop. Across the top of the shop were large letters "George's Barbershop". And there, in the letter G, was a small nest.

The next day, the four birds again met together in the park. Sparrow looked unhappy. "You see, George is moving away. He has packed up all his things," said Sparrow.

"He's moving?" said the other birds.

"What if he packs up the G in George's? The G with your nest in it!"

The four birds flew away. But when they came they saw the shop with no name across the top.

"You can live with me!" said Cardinal.

"Thanks," said Sparrow. "But I hope I'll find a new home."

One day Cardinal, Blue Jay and Robin met Sparrow in the park. "Where have you been?" asked the friends.

"I've moved," said Sparrow. "I live in the letter P in Pizza at Paul's Pizza Place. I'll show you."

So, the four birds flew down the street to Paul's Pizza Place, to have a snack at Sparrow's new home.




mind!

to move **away** — уезжать
to fly **away** — улетать
to put **away** — убирать

2)   Are these sentences True or False according to the story?


1. One day four birds met near the school. _____
2. All the birds flew across the street to the bank. _____

3. George moved away and took the letter *G* with Sparrow's nest in it. _____
4. Cardinal invited Sparrow to live with him. _____
5. Sparrow came to live with Cardinal. _____
6. Sparrow found a new home in the *P* in Pizza at Paul's Pizza Place. _____

3)  **Reading rules.** Here are some words from the story. Which word does not belong according to the rules of reading? Underline it. (See p. 120.)

1. bank, large, happy, snack, pack
2. park, barbershop, cardinal, sparrow, ask
3. robin, shop, home, top, across, from
4. met, street, letter, nest, next
5. come, hope, one, worry, some, other

3. Here is an extract from the Russian tale "Three Kingdoms".

1)  What is the tale about? Look at the pictures, read the captions under the pictures and guess.

a kingdom ['kɪŋdəm] — королевство, царство



the tsar
[zɑ:]

his wife



the tsarina
[zɑ:'ri:nə]



Whirlwind
['wɜ:lwind]

their sons



Pyotr
tsarevitch



Vassily
tsarevitch



Ivan
tsarevitch



a huge stone

2)   Read the tale and put the paragraphs in the correct order.

to pass [pɑ:s] — проходить
if — если

1 A. Once there lived a tsar. And the tsar had a wife — Nastasia the Beautiful and three sons — Pyotr tsarevitch, Vassily tsarevitch and Ivan tsarevitch. One day the tsar said to his wife: “Listen well and do what I say: take the children out for a walk to the first garden, go into the second garden and don’t go into the third!”

— B. Time passed, the tsarevitches grew up and the tsar said to his sons: “My dear sons, which of you will go and find your mother?”

“I will go,” said Pyotr tsarevitch. He rode straight on and on and came to a huge stone. He read these words on the stone:



If you go straight, you’ll lose your way,
If you turn right, you’ll lose your horse,
If you turn left, you’ll lose your head.

Pyotr tsarevitch rode straight on and came into a dark forest and lost his way.

____ C. The tsar went away. The tsarina took the children out for a walk. The first day they stayed in the first garden, on the second day they went into the second garden, and on the third day the tsarevitches asked their mother to take them into the third garden. And they went into the third garden. Suddenly an evil Whirlwind carried the tsarina off into the sky.

____ D. Then the third brother, Ivan tsarevitch, went to look for his mother. He came to the huge stone, read the words on the stone and thought: "My brothers went straight on and lost their way. I must help them first." He rode into the dark forest and saw his brothers. Ivan tsarevitch helped his brothers to find the way out of the forest and three of them went to look for the tsarina.



____ E. Then the second son, Vassily tsarevitch, went to look for his mother. He, too, came to the huge stone. And he, too, rode straight on and lost his way in the dark forest.

3)   **Vocabulary.** Find these verbs in the tale and match them with the translation.

take smb out for a walk
grow up
lose (one's) way
go away
carry smb off
look for




заблудиться
искать
уезжать
вырастать
выводить на прогулку
уносить

4)   Which sentence goes with which paragraph?

a) The tsar said to his wife and sons: "Go to the first and the second garden and don't go into the third garden." _____


- b) The tsarina and her sons went into the third garden and an evil Whirlwind carried the tsarina off. _____
- c) Pyotr tsarevitch went to look for his mother. He came into a dark forest and lost his way. _____
- d) Vassily tsarevitch went to look for the tsarina and lost his way, too. _____
- e) Ivan tsarevitch found his brothers and they went together to look for their mother. _____

4. Here is a tale by Eileen Spinelli.

1)  What is the tale about? Choose the best title for it. Read LEARNING TO LEARN NOTE No. 22 on page 110 in the Student's Book.

- ◆ Aunt Millie's Cuckoo Clock
- ◆ Aunt Millie's Restaurant
- ◆ Aunt Millie's Handbag

a handbag — сумка
 to be nervous ['nɜ:vəs] — нервничать
 hungry — голодный
 a bench — скамейка
 a hammer — молоток
 a nail — гвоздь
 to repair [rɪ'reə] — ремонтировать
 until — пока не

 ne morning Aunt Millie took Ashley to the city. Ashley lived on the farm. She went to the city for the first time, so she was nervous when they got on the bus.



"Don't worry," said Aunt Millie. "We'll be OK."

When Ashley and Aunt Millie came to the city, they were very hungry.



"May we go to a restaurant?" asked Ashley.

"I have an idea," said Aunt Millie.

They went down the street, bought two hot dogs and some *lemonade* and went to the park.

"This is my favourite place to eat lunch.

Let's sit here," said Aunt Millie and they sat on a bench.

But when they sat, the bench broke. Aunt Millie pulled out of her handbag a hammer and nails and repaired the bench.

When they finished lunch, they went to the theatre.

When the concert was over, Aunt Millie looked at the cuckoo clock in her handbag.

"Oh dear! I'm afraid we've missed our bus home," she said.

Ashley looked at Aunt Millie's handbag and said, "No, I don't think you have a bus in your handbag."

"Of course I don't have a bus in my handbag. I have something much better. But I need your help," said Aunt Millie.

Together they pulled and pulled until the handbag turned into a balloon!

"All aboard!" Aunt Millie said.

"All aboard!" said Ashley. Soon they flew home.

2) **Vocabulary.** Look at the dictionary articles. Which meaning do the words have? Read the sentences with these words and translate them. Read LEARNING TO LEARN NOTE No. 18 on pages 108-109 in the Student's Book.

aboard [ə'bo:d] *adv, prep* 1) на борту 2) вдоль; **all aboard** посадка закончена

reading
rules

u

[ʌ]

[ʊ]

bus
much
lunch
hungry

cuckoo
pull
put


► See p. 120.

miss [mis] *v* 1) промахнуться 2) пропустить;

to miss the train опоздать на поезд 3) скучать

pull [pʊl] *v* 1) тянуть 2) дёргать; **to ~ out**
вытаскивать

turn [tɜ:n] *v* 1) вращать 2) поворачивать 3) пре-
вращаться (**into**)

3)  What happened in the tale? Choose the best answer.

1. Aunt Millie took Ashley

- a) to the city.
- b) to the farm.
- c) to the town.

2. When Aunt Millie and Ashley came to the city, they were very

- a) happy.
- b) nervous.
- c) hungry.

3. They had lunch in

- a) the restaurant.
- b) the theatre.
- c) the park.

4. Aunt Millie and Ashley

- a) went home by bus.
- b) flew home by balloon.
- c) went to the park.

4)  What is the main idea of the tale? Choose from A, B or C.

A. It's nice that Aunt Millie had a huge handbag.

B. It's nice that Aunt Millie had a balloon in her handbag.



C. It's nice that Aunt Millie had a magic handbag.

Unit 7

My dream job



1. A little rabbit from the story "The Bunny Book" by Patricia Scarry is dreaming about his future job.

1)   What does the little rabbit want to be? Read the story and complete the sentence with the names of the jobs.

reading rules

y

[I]

family

happy

baby

candy

bunny

hungry

story

daddy

▶ See p. 120.

maybe — может быть

a postman ['pəʊstmən] — почтальон

a candy man — кондитер

a fireman ['faɪəməɪn] — пожарный

"**W**hat will our baby be when he grows up?" asked the Daddy Bunny.

Baby Bunny smiled at his bunny family.

He knew what he wanted to be.

"Maybe he will be a nice little postman who will bring letters and make people happy," said Daddy Bunny.

"Maybe he will be a candy man. He will make candies and give them to all the good children," said the hungry little bunny brother.

"I think our Baby Bunny will be a pilot," said the little bunny sister.

"Maybe he will be a fireman," said Aunt Bunny.




"He may grow up to be a farmer with a nice red tractor," said Uncle Bunny. But the Baby Bunny did not want to be _____, _____, _____, _____ or _____ with a nice red tractor.

He will have a lot of little bunny children to feed when they are hungry. He will read them a story when they are sleepy and put them to bed at night. And that is what the Baby Bunny will be.

A daddy rabbit!



2)  Match the job with what the person in this job does. (See p. 120.)

a candy man
a farmer
a pilot
a daddy rabbit



[i:] reads to sleepy children
[aɪ] flies in the sky
[eɪ] makes cakes
[æ] has a tractor

2. Little George from the story "George Or Not?" always pretended to be someone other than himself.

1)  What did George want to be?

curious ['kjʊəriəs] — любопытный
to pretend to be someone or something other than himself — представлять себя кем-нибудь или чем-нибудь другим

Once upon a time there was a boy. His name was George. George was a very curious boy. He wanted to be someone or something other than himself and sang a song all day long about it:



I'm going to be a doctor.
I'm going to be a vet.
I'm going to be an actor.
I'm going to be a cat.
I'm going to be a flower.
I'm going to be a tree.
I'm going to be
I'm going to be
Anything but me.



One weekend, George and his family went to the forest. George pretended to be someone or something other than himself all day long. George's mother and father were not too happy with George and sent him to bed very early.

During the night he heard a loud noise. He went into the forest and got lost. George was scared for the first time in his life. George's family began to look for him. But they couldn't find him because he was someone or something other than himself.

"I want to be me, I want to be me," said George.

"George, wake up! You're having a bad dream," said his father. George was really happy to be him.

The next day when they went home, he sang all the way.



anything but me — всем, только не собой
to get lost — потеряться
a loud noise — громкий звук
a bad dream — плохой сон
to wake up — проснуться
to be me — быть собой

2) Why was George happy? Complete George's song.

I'm not going to be a doctor.

I'm not going to be a _____.

I'm not going to be an _____.

I'm not going to be a _____.

I'm not going to be a _____.

I'm not going to be a _____.

I'm going to be _____.

I'm going to be _____.



3. Here is a story "Louisa May Alcott*, Young Writer" by Laurence Satrey.

1) What was Louisa May Alcott famous for?

cheerful ['tʃiəfl] — жизнерадостный
to stage — ставить (пьесу)
to publish ['pʌblɪʃ] — публиковать

Louisa May Alcott was born in Germantown, USA, on November 29, 1832. She was the second child in the Alcott family. She had three sisters Anna, Elizabeth and May.

Her mother was kind and cheerful. She did a lot of work about the house: she cooked, washed, sewed, cleaned the house, worked in the garden and helped the girls with their lessons. But she always had time to hug the girls and listen to their stories.





Her father was a teacher. He was very smart, kind and friendly. He read to the girls, taught them and played with them.

Louisa was a smart, cheerful and talented girl. She didn't know what she was going to be in the future. One day she wanted to be an actress. The next day she wanted to be a writer or a painter. She was friendly and she loved playing with her friends and sisters. The children played tag and hide-and-seek, climbed trees and went fishing. Louisa enjoyed staging plays most of all. She was the best writer and actress.

Louisa enjoyed reading and writing. She began to write when she was eight. Louisa wrote poems, stories and plays. She wrote about her family, relatives and friends.


When she was eighteen, she published her first poem. Then she published a short story. She worked as a teacher and wrote poems and stories.

She became a famous writer. Her books "Little Women", "Little Men", "Jo's Boys" became popular all over the world.

Louisa helped all her family when she became famous. She bought a new house for her parents and helped her sisters' families.

2)  Answer the questions.

1. Did Louisa May have a big family?
2. What were her parents like?
3. What was Louisa May like?
4. What was she going to be in the future?
5. What did Louisa May enjoy doing?
6. What did she become?
7. Did she help her family?

3)  **Reading rules.** Here are some words from the story. Which word does not belong according to the rules of reading? Underline it. (See p. 120.)

- a) wash, want, was, what, work
- b) family, actress, talented, famous, tag
- c) time, write, kind, climb, girl, hide
- d) cook, clean, climb, calm, children

Unit 8



The best moments of the year

1. Andy Mills writes reports for his school newspaper.

1)  What is his school newspaper about?

news [nju:z] — новости

congratulations [kən,grætʃu'leɪʃn] — поздравления

to advise [əd'vaɪz] — советовать

1. Happy Father's Day*!

"My dad is the funniest and the most wonderful dad in the world. I'm going to take some photos and make a newspaper for him."

Ellie, 11



"I love my dad! He is the best! He has finished redecorating my new bathroom. I'm going to sing a song for him at our school party."

Sam, 10

2. The best moments of the week

"We listened to stories. We played different games there. Visit it, it is great fun!"

Harry, 10

"We have visited the Roald Dahl Museum and Story Centre*. It's a wonderful place!"

Ann, 11

"We have learnt many interesting things about Roald Dahl and the characters of his books."

Megan, 10

3. How to start a class newspaper

- Ask your teacher for help.
- Choose the things to put in the newspaper.
- Write the stories.
- Don't forget about the titles.
- Draw some pictures.



4. Animal Quiz



- What animal is the largest?
- What animal is the most dangerous?
- Is the shark bigger than the elephant?
- Is the giraffe faster than the horse?
- What bird is the smallest?

2)  Are there any of the following in Andy's newspaper?



- ◆ News
- ◆ Sports reports
- ◆ School and after-school activities
- ◆ Congratulations
- ◆ Pictures and photos
- ◆ Quizzes
- ◆ Interviews

3)  Answer the questions about the newspaper.

1. What have the children put in the newspaper?
2. What were the best moments of the week?
3. What do the children advise you to do to start a newspaper?
4. What quiz have the children made?
5. What holiday are the children going to celebrate?
6. What are the children going to do for the holiday?



4)   Which of these sentences can you add to Andy's newspaper and under which title? Some sentences are extra.

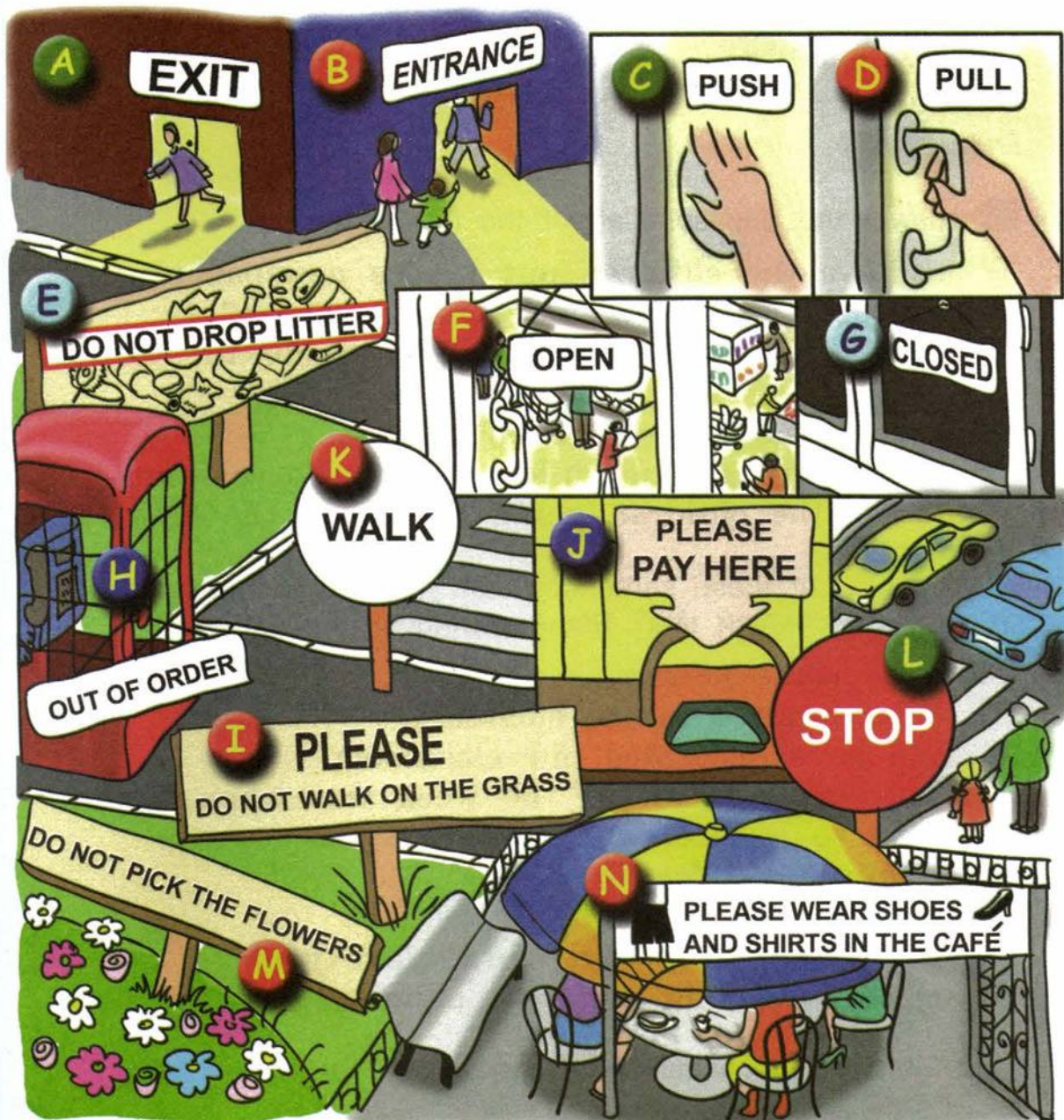
3. A. Take some photos.
- B. What animal is the smartest?
- C. We have decorated our classroom.
- D. My best moment of the week was when I went on holidays to France.
- E. Happy New Year!
- F. Visit your grandfather!
- G. Happy Father's Day, dad, I love you!
- H. What writer is the most popular?

5)   Answer the animal quiz questions.




2. Here are some notices that tell people how to behave in streets, offices or shops.

1)   Read the English notices and match them with the Russian notices below.



1. Вход
2. Выход
3. По газонам не ходить

4. Не работает
5. На себя
6. От себя
7. Цветы не рвать
8. Не мусорить
9. Просьба без обуви и рубашек в кафе не входить
10. Стойте
11. Идите
12. Оплата покупок производится здесь
13. Открыто
14. Закрыто

2)  Look for the English notices in Imperative and circle the corresponding letters.

3. Here are two poems about how people should behave in the street.

1) Which of these two poems gives better advice for Fudge and Daniel? Underline the corresponding sentence(s).

**reading
rules**

i+ght	a	o	e
[aɪ]	[æ]	[əʊ]	[i:]
right sight light	traffic amber hands van	note both don't hold	seen green street treat
▶ See p. 120.			

to note — обращать внимание
 traffic — транспорт
 in sight — поблизости

Look to left and look to right,
 Note what traffic is in sight.
 Note, too, which light can be seen:
 The Red, the *Amber* or the Green.
 Children, keep from dangerous play
 And THINK before you cross today.

Always look to left
 And right,
 Use the *crossings*,
 Watch the light!
 Guide your bike
 With both hands,
 Don't hold on to cars
 And vans.
 Games in the park
 Can be a treat,
 But never play in a busy street.





to guide [gaɪd] — направлять
 to hold on — держаться, пристраиваться
 a van — автофургон
 a treat — удовольствие

2) Vocabulary. Which meaning does the word “busy” have in the poem?

busy ['bɪzi] *a* 1) занятой 2) деятельный; трудолюбивый 3) напряжённый, интенсивный

3) In both poems find the sentences that are similar in meaning.

4. Joanne K. Rowling, who wrote books about Harry Potter, is one of the most popular writers in the world.

1)   Read the text about Joanne K. Rowling and complete the chart with some important events in her life. Read LEARNING TO LEARN NOTE No. 16 on page 108 in the Student's Book.




an event [ɪ'vent] — событие
Portugal ['pɔ:tʃʊgl] — Португалия
a husband ['hʌzbənd] — муж
free [fri:] — свободный
a bit — чуть-чуть

Joanne Rowling was born in England in 1965. She began writing stories when she was six. When Joanne was a student at the university, she wrote for her friends little stories as birthday gifts. After leaving Exeter University, Joanne started to work as an English teacher in Portugal. But she always wanted to be a writer. In 1993 she went to live in Edinburgh to be near her younger sister Diana. She worked as a French teacher in Edinburgh and wrote her book about Harry Potter. She published her first book "Harry Potter and the Philosopher's Stone" in 1996. She wrote seven books about Harry Potter and became a famous writer.

Now she lives in Edinburgh with her husband and three children: Jessica, David and Mackenzie.

was born	in
wrote her first story	at
first job was	a
published her first book	in
lives	in

2)  What did Joanne do before she became famous? Match the parts of the sentences according to the story.

When Joanne was a student at the university, she wrote for her friends little stories

After leaving Exeter University Joanne started to work


She worked



as a French teacher in Edinburgh and wrote her book about Harry Potter.

as an English teacher in Portugal.

as birthday gifts.

3)  J. K. Rowling answered some children's questions in an interview. What did the children want to know?

a) What books did you read when you were a child?

b) Which character of your books is like you?



c) What do you do in your free time?

d) Did you always want to be a writer?

e) What do you like doing most of all?

f) Do you like to be famous?

g) What is your favourite film about Harry?

4)   Now read Joanne's answers to the questions above. Match them with the questions.

1. Hermione is a bit like me when I was younger. Harry is a bit like me. Harry, Ron and Hermione are a bit like different parts of me.

2. Writing.

3. I loved Edith Nesbit*. She wrote some great, funny fairy tales. I read C. S. Lewis* and all the *classic* children's books.

4. I have no free time at all. When I'm not writing or looking after the children, I read and sleep.

5. Yes. I wanted to be a writer when I was six. I wrote a book then. It was a story about a rabbit called Rabbit. My mum said that it was nice.

6. Sometimes I do, when I meet a lot of readers. Sometimes I don't, when reporters ask too many questions.

7. "Azkaban" is my favourite film. Dan, Emma and Rupert, who play Harry, Hermione and Ron, were really wonderful in the film.

5. Here is a story from the book "The Spitting Rat" by Paul Jennings. In the story Uncle Bill gave Anthony a Spitting Rat as a birthday gift.

1) Did Anthony like the gift?

a present = a gift

luck — удача

to mean (meant) —

иметь в виду

to make sense — иметь смысл

to spit — плевать(ся)

a stuffed rat — чучело крысы

poor — бедный

hard — тяжёлый, трудный

free — бесплатный

to need — нуждаться

Surface Paradise ['sɜ:fɪs 'pærədəɪz] —

Рай на Земле



"What's a *zough*?" I said to mum.

"I don't know," she answered.

She took the letter from my hand and read it.

Dear Anthony,
I hope you like the Spitting Rat. Take it to
the zough and it will bring you good luck.
But don't tutch it. Love and Happy Birthday.
Uncle Bill.

Mum looked at the word "zough". "Bill can't spell," she said. "I think he meant tough or rough." "That doesn't make sense," I said.

"Bill never makes sense," said mum. "A stuffed rat for your birthday!"

"The rat is cute," I said. "Uncle Bill always gives me great presents."

"Bill knows we're poor. And what does he give you? Shoes? Books? A new school uniform? No. He gives you a stuffed rat!" said mum.


"I like him," I said. "I like him too," said mum. "But I'm glad that we live in different cities."

I could understand why mum wanted clothes for my birthday. Life was hard for her. She worked hard. She needed a holiday. I sat down and wrote a letter back to Uncle Bill.

Dear Uncle Bill,
Thanks for the Spitting Rat. It is grate. By the way, what's a zough? I am going to take part in a spelling compatition today. The prize is a free trip to Surface Paradise. If I win I am going to take mum. She needs a holiday. Lots of love, Anthony.

The spelling competition was on that very day at five o'clock. "I'm good at spelling," I said to mum. "I can win the competition." Mum read my letter and said with a smile, "You're like Bill." She didn't think much of my *chances*. I don't know why. I was a good *speller*.

2) Did Anthony's mum like Uncle Bill's gift? Why?

3)  **Vocabulary.** Which of these words did Uncle Bill misspell in his letter? Correct the mistakes.


ABC

touch [tʌtʃ] *v* касаться, трогать


tough [tʌf] *a* жёсткий, плотный

rough [rʌf] *a* неровный, шершавый

zoo [zu:] *n* разг. зоопарк

4)  Is Anthony a good speller? Which words did he misspell? Consult a dictionary and correct the mistakes.

5) Is Anthony a good boy? Why? Prove it from the story.

6.  Here is a comic strip about the two children who have a lot of ideas about how they could spend their summer holidays (the idea of the comic strip belongs to Terry and Patty LaBan). Look at the pictures, read the captions and answer the questions.

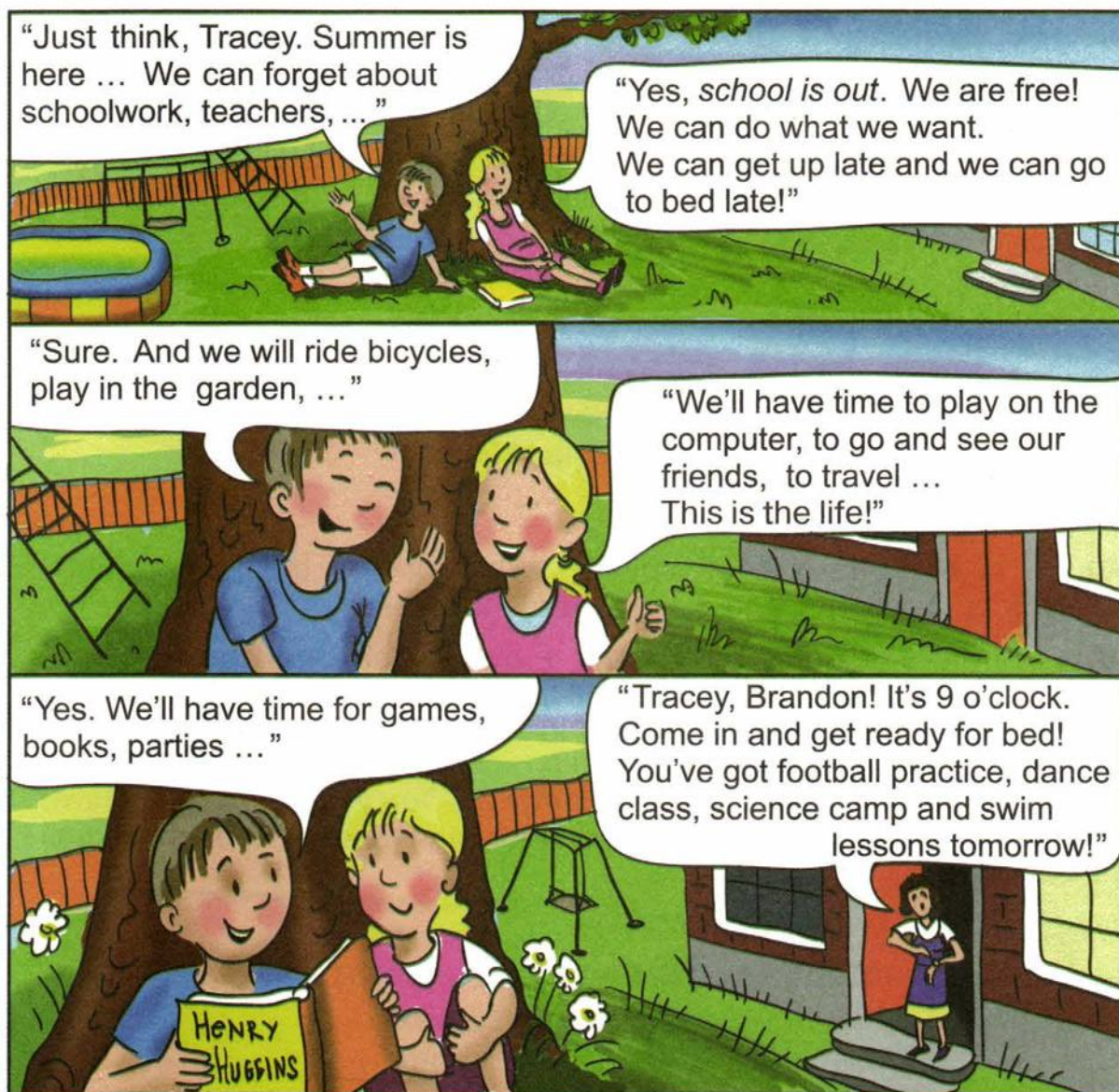
to dream [dri:m] (**dreamt**) — мечтать

Just think, ... — Подумать только ...

This is the life! — Вот это жизнь!

1. Are the two children a sister and a brother?
2. What are the children's names?
3. What are the children doing in the garden?
4. Where are they sitting?
5. What book is the boy reading?
6. What are the children dreaming about? Are they happy? Why?

7. What do they think they will do in summer?
8. Will they do what they want to do? What will they do *in reality*? Why?



7. Here is a story "Night Music" by Beverly Capozzoli.

- 1)  In what season did the story happen?

Karri didn't hear the music until she closed her eyes. Grandpa sat in his big rocking chair and closed his eyes. Karri sat in her little rocking chair

and looked up at the moon. "Listen to the night music," Grandpa said.

"I don't hear any music," said Karri. Grandpa smiled.

"Close your eyes and listen." Karri closed her eyes.

She heard the hoot of the owl. She heard the chirp of the crickets. She heard the croak of the frogs.

"I hear the owl, Grandpa," Karri said.

"I hear the crickets and the frogs."

"Then you hear the night music," said Grandpa.

SQUEAK. Squeak. SQUEAK. Squeak. Karri rocked in her little chair.

CREAK. Creak. CREAK. Creak. Grandpa rocked in his big chair. Grandma came out on the porch. "What's going on?" asked Grandma. "We're listening to the night music," Grandpa said. "And we're part of the band!" said Karri.



until — пока не
a cricket — кузнечик
a frog — лягушка
a porch — крыльцо

2) What do you think the word "band" means?

3) Which of these did Karri and her Grandpa hear?

- ◆ The crickets chirped.
- ◆ The owl hooted.
- ◆ The frogs croaked.
- ◆ The dogs barked.
- ◆ The ducks quacked.
- ◆ The big rocking chair creaked.
- ◆ The little rocking chair squeaked.

4) What is the main idea of the story? Choose the best variant.

- ◆ When you close your eyes you can hear the night music.
- ◆ People and animals can be part of the band that plays the night music.

reading
rules

qu

[kw]

squeak
quack

▶ See p. 120.

LINGUISTIC AND CULTURAL GUIDE

Лингвострановедческий справочник

Africa [ˈæfrɪkə] **Африка** — континент, расположенный к югу от Средиземного и Красного морей, к востоку от Атлантического океана и к западу от Индийского океана.

Alcott [ˈɔːlkət], **Louisa May** [luˈiːzə meɪ] **Луиза Мэй Олкотт** (1832—1888) — американская писательница, чьи рассказы основываются на её личном опыте жизни в Америке девятнадцатого века: «Маленькие женщины», «Маленькие мужчины».

atomic clock [əˈtɒmɪk klək] **атомные часы** — создание атомных часов (1955) стало возможным благодаря научным разработкам учёных Британской национальной физической лаборатории Луи Эссена и Дж. В. Л. Перри. Первый коммерческий тип атомных часов промышленного производства выпустила на рынок в 1956 году под названием «Атомихрон» американская фирма «Нэшнл Компани Уолден» в Массачусетсе. Сегодня для определения времени на планете используют именно атомные часы.

Brighton [ˈbraɪtn] **Брайтон** — курортный город на южном побережье Англии. Британцы любят проводить там отпуска.

Burns [bzːnz], **Robert** [ˈrɒbət] **Роберт Бёрнс** (1759—1796) — шотландский поэт. В своей поэзии прославил труд, народ, свободу, любовь и дружбу. Шотландцы считают его своим национальным поэтом и всегда отмечают его день рождения — 25 января — как национальный праздник.

colonial [kə'ləʊniəl] **колониальный** — относящийся к периоду, когда Великобритания имела колониальные владения в Северной Америке (XVII—XVIII века).

Conan Doyle [ˌkəʊnən 'dɔɪl], **Sir Arthur** [ˌsɜː 'ɑːθə] **Артур Конан Дойл** (1859—1930) — шотландский писатель, который создал известного сыщика-любителя Шерлока Холмса (Sherlock Holmes), раскрывающего преступления при помощи логики и феноменальной наблюдательности. «Пёстрая лента» (*The Speckled Band*) — один из известных рассказов писателя.

Dahl [dɑːl], **Roald** ['rəʊəld] **Роалд Дал** (1916—1990) — один из самых известных детских английских писателей. Его произведения читают дети всего мира. Среди его книг «Матильда», «Чарли и шоколадная фабрика», «Дэнни — чемпион мира». Многие книги Роалда Дала были экранизированы.

Edinburgh ['edinbərə] **Эдинбург** — главный город Шотландии. Основан в X—XI веках. В XV—XVII веках был столицей Шотландского королевства.

electric clock [ɪ'lektrɪk klɒk] **электрические часы** — пионером в конструировании электрических часов (1845—1847) был Александр Бэйн (1811—1877) из Эдинбурга. Верхом совершенства были электрические часы В. Х. Шортта, установленные впервые в 1921 году на обсерватории в Эдинбурге. Часы Шортта были в течение многих лет — вплоть до появления кварцевых часов — непревзойдёнными по точности. Однако известно, что в России в конце 50-х — начале 60-х годов были созданы самые точные маятниковые часы Федченко, получившие своё название по имени изобретателя — Феодосия Федченко. Точность этих часов была в 10 раз выше, чем точность часов Шортта.

Father's Day ['fɑːðəz dei] **День отца** — празднуется в третье воскресенье июня. По традиции в этот день дети делают подарки отцу.

Goldilocks and the Three Bears ['gəʊldɪlɒks ənd ðə 'θri: 'beəz] «Златовласка и три медведя» — английская народная сказка. Сходные сюжеты есть и в других языках, например русская сказка «Три медведя» в пересказе Л. Н. Толстого.

hourglass ['aʊəglɑ:s] (**sandglass**) **песочные часы** — дата возникновения первых песочных часов неизвестна. Считается, что в Западной Европе о песочных часах узнали лишь в конце Средневековья; одним из самых старых упоминаний о них является сообщение от 1339 года, обнаруженное в Париже. Песочные часы быстро распространились, потому что были просты, надёжны и недороги. С их помощью время можно было измерять в любой момент дня и ночи. Их недостатком был короткий интервал времени, который можно было измерить, не переверачивая прибора. Обычные часы были рассчитаны на полчаса или час, реже — на 3 часа и в редких случаях — на 12 часов хода. Песочные часы никогда не достигали точности солнечных часов.

Kremlin chimes, the ['kremlin tʃaɪmz] **куранты Московского Кремля** — часы с боем, установленные на Спасской башне Московского Кремля. Первые сведения о кремлёвских часах относятся к 1404 году. В 1621 году «аглицкий» часовых дел мастер Христофор Головей изготовил часы, для которых в 1625 году русские каменщики соорудили на Спасской башне каменный верх. Эти часы имели два деревянных циферблата диаметром около 5 м, соединённых обручами. Наружный круг циферблата вращался. Каждый час обозначался славянской буквой и более мелкой арабской цифрой. В 1706 году в Кремле были установлены новые часы. Они были куплены Петром I в Голландии и доставлены из Амстердама в Москву на 30 подводах. В 1737 году в результате пожара механизм часов был испорчен.

Восстановили часы в 1767 году, но во время пожара 1812 года они были вновь повреждены. Современные кремлёвские куранты — «часы, переделанные в 1851 году братьями Бутеноп в Москве» (так гласит надпись на чугунной станине часов). Куранты расположены на 8—10-м этажах Спасской башни. Часы (кремлёвские куранты) заводятся 2 раза в сутки — в 12.00 и 24.00. Циферблаты часов выходят на 4 стороны Спасской башни.

Lewis ['lu:is], **Clive Staples** [ˌklaɪv 'steɪplz] **Клайв Стейплз Льюис** (1898—1963) — английский писатель, автор известной серии детских книг «Хроники Нарнии», а также научно-фантастических книг «Космическая трилогия».

London ['lʌndən] **Лондон** — столица Соединённого Королевства Великобритании и Северной Ирландии. Один из самых больших и красивых городов мира.

mechanical clock [mɪ'kænikl klɒk] **механические часы** — английское слово clock — «часы» — происходит от латинского слова clossa, которое обозначает не часы, а колокол. Первые механические часы были изобретены в Китае в 725 году нашей эры. Гораздо позже в Европе появились французские и английские башенные часы простого устройства с боем, но без циферблата. Они приводились в действие громадными гирями и занимали целую башню. Первые железные башенные часы были построены английскими мастерами в Вестминстере (район Лондона) в 1288 году. С тех пор башенные часы быстро вошли в употребление и стали предметом гордости городов и соборов. Несмотря на большие размеры, стрелка у башенных часов была только одна — часовая. И лишь в XVI веке появилась вторая стрелка — минутная. Позднее появились механические часы, в которых механизм приводился в движение не весом гири, а заведённой упругой пружиной, которая

впервые появилась в 1509 году. Автором этого изобретения был механик из Нюрнберга П. Хенлейн (1479—1542). Это изобретение способствовало производству часов малых размеров — комнатных, настенных, каминных, а потом и карманных. Идея создания механических часов с маятником принадлежит итальянскому учёному Галилео Галилею (1564—1642). В 1656 году голландский учёный Кристиан Гюйгенс (1629—1695) детально разработал и реализовал на практике идеи Галилея, он добавил к часовому механизму маятник. В России в XVIII веке над совершенствованием часов работали выдающиеся механики И. П. Кулибин, Т. И. Волосков, инженер Л. Ф. Сабакин. Кулибин создал ряд уникальных часов, в том числе хранящихся в Эрмитаже: часы в форме яйца, часы с фигурами, автоматически выполняющими во время боя сложные движения; карманные планетарные часы с семью стрелками, показывающими часы, минуты, секунды, дни недели, месяцы, фазы Луны, восход и заход Солнца. В XIX веке в России успешно работали над совершенствованием часов механики Д. И. Толстой, И. П. Носов; часовщики братья И. Н. и Н. Н. Бутенопы в 1851—1852 годах полностью реконструировали куранты Московского Кремля (Kremlin chimes, the).

Nesbit ['nezbit], **Edith** ['i:diθ] **Эдит Несбит** (1858—1924) — английская писательница, автор известных детских книг, таких как «Пятеро детей и чудовище», «История амулета», «Тысяча верных копий».

Nesbitt ['nezbit], **Kenn** [ken] **Кен Несбит** (род. 1962) — известный американский детский писатель, создатель замечательных юмористических стихотворений, многие из которых написаны специально для детского интернет-сайта poetry4kids.com. Кен Несбит является автором нескольких сборников юмористических стихотворений для детей. Писатель живёт в

Вашингтоне (США) с женой и двумя детьми. У них есть собака (мопс) и две кошки.

PB and J [ˌpiːbiː ənd ˈʃeɪ] **the peanut butter and jelly sandwich** — сандвич из хлеба с арахисовым маслом и джемом; очень популярен в США и Канаде; часто используется в качестве завтрака или обеда, который дети приносят с собой в школу.

Potter, Beatrix [ˈpɒtə ˈbiːtriːks] **Беатрикс Поттер** (1866—1943) — английский автор и иллюстратор книг для детей. Герои её книг — животные, которые умеют разговаривать, носят одежду. Самый знаменитый персонаж её книг — кролик Питер (Peter Rabbit).

pudding [ˈpuːdɪŋ] **пудинг** — сладкое блюдо из яиц, сахара, молока и муки, готовится на водяной бане. В пудинг добавляют фрукты или пряности. Подается обычно охлаждённым. Готовые пудинги, которые могут долго храниться, продаются в магазинах. В Великобритании и некоторых других странах (кроме США) пудингом называют любое блюдо, подаваемое на десерт.

quartz watch [ˈkwɔːts wɒtʃ] **кварцевые часы** — в кварцевых часах в качестве колебательной системы применяется кристалл кварца. Создателями электромеханических кварцевых часов считают американцев Гортон и Маррисона (1927). Они были выпущены на рынок в 1961 году. Производятся кварцевые часы самых различных типов как с классическим стрелочным циферблатом, так и с электронным цифровым индикатором. Качественные бытовые кварцевые часы имеют точность ± 15 секунд/месяц и обеспечивают значительно более высокую точность, чем маятниковые (в 100 раз и более). Однако кристалл кварца подвержен старению и со временем часы начинают спешить.

Roald Dahl Museum and Story Centre [ˌrəʊəld ˈdɑːl mjuːˈziːəm ənd ˈstoːrɪ ˌsentə] **Музей Роалда Дала** — был

открыт в 2005 году в доме, где многие годы жил и работал известный английский писатель Роалд Дал. В этом музее можно не только познакомиться с книгами этого автора, но и послушать отрывки из его рассказов, поиграть в различные игры и принять участие в инсценировках произведений Роалда Дала.

Robinson Crusoe [ˌrɒbɪnsən ˈkruːsəʊ] **Робинзон Крузо** — герой одноимённой книги Даниеля Дефо, опубликованной в 1719 году. Крузо потерпел кораблекрушение и оказался на необитаемом острове, где прожил более 28 лет.

Scott [skɒt], **Walter** [ˈwɔːltə] **Вальтер Скотт** (1771—1832) — английский писатель, основоположник английского реалистического романа. Писал исторические романы на материале европейской (в том числе шотландской) истории: «Роб Рой», «Айвенго», «Квентин Дорвард».

Scouts (Scouts Movement) [skaʊts] **скауты (молодёжное движение скаутов)** — широко известная во всём мире организация, основной целью которой является физическое, умственное и духовное развитие детей и молодёжи, их подготовка к взрослой жизни. Движение скаутов началось в 1907 году для мальчиков и в 1910 году для девочек. Основатель этого движения — Роберт Баден-Пауэлл (Robert Baden-Powell) — генерал-лейтенант британской армии. Скауты ходят в походы, занимаются спортом, учатся выживать в тяжёлых походных условиях. В наше время существуют три основные группы скаутов для мальчиков и три группы для девочек от 6 до 25 лет. В 2006 году движение скаутов насчитывало 38 миллионов человек в 216 странах. У скаутов есть своя униформа, эмблема, значки и т. п. В России скаутское движение возобновилось в 1990 году.

Show and Tell [ˌʃəʊ ən ˈtel] **Принеси и покажи** — вид заданий в начальной школе, обучающий детей вы-

ступлению перед публикой. Обычно ребёнок приносит предмет из дома и объясняет одноклассникам, почему выбран этот предмет.

Stevenson ['sti:vənsən], **Robert Louis** ['rɒbət 'lu:is] **Роберт Луис Стивенсон** (1850—1894) — шотландский писатель, его «Остров сокровищ» (1881) — одна из лучших приключенческих книг на английском языке.

sun clock ['sʌn klɒk] (**sundial** ['sʌndaɪəl]) **солнечные часы** — самые первые солнечные часы были очень простыми и представляли собой воткнутый в землю шест, вокруг которого была нарисована шкала времени. Тень от шеста, передвигаясь по шкале, показывала время. Солнечные часы имели один существенный недостаток: они могли «ходить» только на улице, да и то на освещённой солнцем стороне. Более совершенные солнечные часы (гномон) — вертикальный обелиск со шкалой, нанесённой на землю возле него, появились в Египте за 1500 лет до нашей эры. Обелиски служили одновременно для почитания бога Солнца и стояли перед входом в храмы. До сих пор сохранился египетский обелиск высотой 34 метра, который в данный момент находится в Риме — столице Италии. Из Египта знания о солнечных часах стали распространяться по всему миру. Примерно за 130 лет несовершенные часы превратились в весьма точные для своего времени приборы, которыми можно было измерять время в любом месте земного шара. Существовало много разновидностей солнечных часов.

Washington, D.C. [ˌwɒʃɪŋtən di:'si:] **Вашингтон** — столица Соединённых Штатов Америки. Основан в 1791 году. Назван по имени первого президента США Джорджа Вашингтона. В Вашингтоне находится резиденция президента США.

water clock ['wɔ:tə klɒk] **водяные часы** — водяные часы (клепсидры) использовались для измерения времени

и днём и ночью. В них вода по каплям перетекала из одного сосуда в другой. По тому, сколько воды вытекло, определяли, сколько прошло времени. Водяные часы много сотен лет служили людям и были очень важными среди простейших часов, занимая после солнечных второе место по количеству. В примитивном виде они были известны ещё вавилонянам и египтянам, у которых сохранились самые старые в мире водяные часы. Они находятся в музее Каира — столице Египта. В Китае водяными часами пользовались ещё за 4 тысячи лет до нашей эры. Первый будильник и одновременно школьный звонок тоже был водяным. Его изобретателем считают древнегреческого философа и учёного Платона, жившего за 400 лет до нашей эры. Легендарной фигурой среди мастеров по изготовлению клепсидр считается греческий математик и механик Ктесибий Александрийский, живший за 280 лет до нашей эры.

VOCABULARY

Словарь

Список сокращений

Английские

a — adjective — имя прилагательное
adv — adverb — наречие
attr. — attribute — определение
cj — conjunction — союз
demonstr. — demonstrative — указательный
indef. — indefinite (pronoun) — неопределённое (местоимение)
int — interjection — междометие
n — noun — имя существительное
num. — numeral — числительное
pers. — personal (pronoun) — личное (местоимение)
pl — plural — множественное число
p. p. — past participle — причастие прошедшего времени, или причастие II
predic. — predicative — употребляется в качестве именной части составного именного сказуемого
prep — preposition — предлог

pres. p. — present participle — причастие настоящего времени
pron — pronoun — местоимение
sing — singular — единственное число
v — verb — глагол

Русские

амер. — американизм
бот. — ботанический
грам. — грамматический
знач. — значение
зоол. — зоологический
измен. — изменение
косв. — косвенный
обыкн. — обыкновенно
превосх. ст. — превосходная степень
разг. — разговорное слово, выражение
см. — смотри
сокр. — сокращение, сокращённо
спорт. — физкультура и спорт
сравн. ст. — сравнительная степень
театр. — театральный термин
употр. — употребляется

Аа

about [ə'baʊt] *prep* 1) о
2) около

above [ə'baʊv] *prep* 1) над
2) выше

according [ə'kɔːdɪŋ] *adv*: ~
to согласно, в соответствии с

accurate ['ækjərət] *a* точ-
ный

across [ə'krɒs] 1. *adv* по-
перёк 2. *prep* через,
сквозь

activity [æk'tɪvəti] *n* дея-
тельность

actor ['æktə] *n* актёр

actress ['æktrɪs] *n* актриса

add [æd] *v* прибавлять,
присоединять

advice [əd'vaɪs] *n* совет

advise [əd'vaɪz] *v* совето-
вать

afraid [ə'freɪd] *a* испуган-
ный; to be ~ of smth
бояться чего-л.

after ['ɑːftə] *prep* указыва-
ет на сходство с чем-л.
или подражание чему-л.
по, с, согласно

again [ə'geɪn] *adv* снова,
опять

ago [ə'ɡəʊ] *adv* тому на-
зад

agree [ə'ɡriː] *v* соглашаться

all [ɔːl] *pron* все, всё

also ['ɔːlsəʊ] *adv* тоже,
также

always ['ɔːlwɪz] *adv* всегда

am (a.m.) [ˌeɪ'm] *сокр.*
от **ante meridiem** до
полудня, в утренние
часы

amber ['æmbə] *attr.* янтар-
ный, жёлтый (о сигналах
светофора)

animal ['ænɪməl] *n* живот-
ное

another [ə'nʌðə] *pron*
другой

answer ['ɑːnsə] 1. *n* ответ
2. *v* отвечать

antelope ['æntɪləʊp] *n* ан-
тилопа

any ['eni] *pron* (в *вопр.*
предложениях) кто-ни-
будь, что-нибудь, ка-
кой-нибудь

anything ['eniθɪŋ] *pron*
indef. 1) что-нибудь,
ничто 2) что угодно, всё

appear [ə'piə] *v* показы-
ваться, появляться

arm [ɑːm] *n* рука (от кист-
ти до плеча)

around [ə'raʊnd] *adv* кру-
гом, вокруг

article ['ɑːtɪkl] *n* статья

as [æz] *adv* как, в каче-
стве

ask [ɑːsk] *v* спрашивать; ~
for спрашивать о чём-л.

aspirin ['æsprɪn] *n* аспирин
at [æt] *prep* 1) у, около
 (места) 2) в (определённый момент времени)
ate [et] *past om eat*
atomic [ə'tɒmɪk] *a* атомный
aunt [a:nt] *n* тётя
author ['ɔ:θə] *n* автор
away [ə'wei] *adv* прочь
awful ['ɔ:fl] *a* разг. ужасный

Вв

baa [ba:] 1. *n* бление овцы 2. *v* блять
baby ['beɪbɪ] *n* младенец, ребёнок
back [bæk] *adv* назад, обратно
bad [bæd] *a* (worse, worst) плохой; Too ~! Жаль!
bag [bæg] *n* сумка
ball [bɔ:l] *n* мяч
balloon [bə'lu:n] *n* воздушный шар
band [bænd] *n* оркестр
bank [bæŋk] *n* банк
barbershop ['bɑ:bəʃɒp] *n* парикмахерская
bark [bɑ:k] *v* лаять
baseball ['beɪsbɔ:l] *n* спорт. бейсбол
basket ['bɑ:skɪt] *n* корзина
bath [bɑ:θ] *n* (pl baths [bɑ:ðz]) ванна; to take a ~ купаться (в ванне)

bathroom ['bɑ:θru:m] *n* ванная (комната)
bathtub ['bɑ:θtʌb] *n* ванна
be [bi:] *v* (was/were, been) быть, находиться
beach [bi:tʃ] *n* морской берег, пляж
bean [bi:n] *n* боб
bear [beə] *n* медведь
beautiful ['bjʊ:tɪfl] *a* красивый
became [bi'keɪm] *past om become*
because [bi'kɒz] *conj* потому что, так как
become [bi'kʌm] *v* (became, become) делаться, становиться
bed [bed] *n* постель, кровать; to go to ~ ложиться спать; to put smb to ~ укладывать спать
bedroom ['bedru:m] *n* спальня
bedtime ['bedtaɪm] *n* время ложиться спать
been [bi:n] *p. p. om be*
before [bɪ'fɔ:] 1. *adv* раньше, прежде 2. *prep* перед
began [bɪ'gæn] *past om begin*
behave [bɪ'heɪv] *v* поступать, вести себя
behind [bɪ'hɑɪnd] *adv* сзади

belong [bi'lon] *v* принадле-
жать
below [bi'ləu] 1. *adv* ниже,
внизу 2. *prep* ниже, под
bench [bentʃ] *n* скамья
best [best] *a* лучший
better ['betə] *a* лучше
between [bi'twi:n] *prep*
между
bicycle ['baɪsɪkl] *n* велоси-
пед
big [bɪɡ] *a* большой
bike [baɪk] *n* сокр. разг.
от **bicycle** велосипед
bird [bɜ:d] *n* птица
birthday ['bɜ:θdeɪ] *n* день
рождения
biscuit ['bɪskɪt] *n* печенье
bit [bɪt] *n* кусочек, части-
ца; *a* ~ немного
black [blæk] *a* чёрный
bleat [bli:t] *v* блеять (об
овце, козе), мычать
blue [blu:] *a* синий, голу-
бой
blue-black ['blu:'blæk] *a* ис-
синя-чёрный
board [bɔ:d] *n* доска
boating ['bəʊtɪŋ] *n* катание
на лодке; **to go** ~ ка-
таться на лодке
book [bʊk] *n* книга
bookcase ['bʊkkeɪs] *n*
книжный шкаф
bookmark ['bʊkmɑ:kə] *n*
закладка (в книге)

bore [bɔ:] *n* скучное заня-
тие, скука
boring ['bɔ:ɪŋ] *a* скучный
born [bɔ:n] *p. p.* от **bear**;
to be ~ родиться
both [bəʊθ] *pron* оба
bottle ['bɒtl] *n* бутылка,
бутыль; флакон
bought [bɔ:t] *past* и *p. p.*
от **buy**
bowl [bəʊl] *n* 1) кубок,
чаша 2) чашка 3) ваза
box [bɒks] *n* коробка,
ящик
boy [bɔɪ] *n* мальчик
brave [breɪv] *a* храбрый,
смелый
breakfast ['brekfəst] *n* завт-
рак; **to have** ~ завтра-
кать
bright [braɪt] *a* яркий
bring [brɪŋ] *v* (**brought**)
приносить, доставлять
broke [brəʊk] *past* от
break
brother ['brʌðə] *n* брат
brought [brɔ:t] *past* и *p. p.*
от **bring**
brown [braʊn] *a* коричне-
вый
brush [brʌʃ] *v* чистить
щёткой
bubble ['bʌbl] *n* пузырь
buffalo ['bʌfələʊ] *n* (*pl* **buf-
faloes** ['bʌfələʊz]) буйвол,
бизон

bunny ['bʌni] *n* кролик
burn [bɜ:n] *v* (**burnt**)
 жечь, палить, сжигать
bus [bʌs] *n* автобус
but [bʌt] *conj* но, а
buy [baɪ] *v* (**bought**) поку-
 пать
by [baɪ] *prep* 1) *указывает на средство передвижения: by car*
 2) *указывает на автора: the book by Judy Blume*

Сс

café ['kæfeɪ] *n* кафе
cafeteria [,kæfə'tiəriə] *n*
 кафетерий, кафе-закусочная
cage [keɪdʒ] *n* клетка
cake [keɪk] *n* кекс, торт, пирожное
calculator ['kælkjuleɪtə] *n*
 калькулятор
call [kɔ:l] *v* (по)звать (к себе)
calm [kɑ:m] *a* спокойный, тихий, мирный
came [keɪm] *past of come*
camera ['kæməɹə] *n* фотоаппарат
camp [kæmp] *n* лагерь
can [kæn] *v* (**could**)
 1) мочь 2) уметь
capital ['kæpɪtl] *n* 1) столица 2) заглавная буква

caption ['kæpʃn] *n* 1) заголовок 2) подпись (*под картинкой*)
car [kɑ:] *n* автомобиль
card [kɑ:d] *n* 1) карта (*игральная*) 2) билет 3) карточка
cardinal ['kɑ:dɪnl] *n* зоол. кардинал (*название птицы*)
carrot ['kærət] *n* морковь
carry ['kæri] *v* 1) везти, перевозить 2) нести, носить
cassette [kə'set] *n* кассета
castle ['kɑ:sl] *n* замок
cat [kæt] *n* кошка
catch [kætʃ] *v* (**caught**) ловить
cave [keɪv] *n* пещера
celebrate ['selɪbreɪt] *v*
 праздновать
centre ['sentə] *n* центр
chair [tʃeə] *n* стул
chance [tʃɑ:ns] *n* 1) случай 2) шанс
change [tʃeɪndʒ] 1. *n* изменение 2. *v* менять(ся), изменять(ся)
character ['kærəktə] *n*
 персонаж
chart [tʃɑ:t] *n* таблица
chase [tʃeɪs] *v* преследовать
check [tʃek] *v* проверять
cheerful ['tʃiəfl] *a* бодрый, весёлый

- chicken** ['tʃɪkɪn] *n* цыплёнок
- child** [tʃaɪld] *n* (*pl* **children**) ребёнок
- childhood** ['tʃaɪldhʊd] *n* детство
- children** ['tʃɪldrən] *n* дети
- chip** [tʃɪp] *n* тонкий ломтик (картофеля, яблока)
- chirp** [tʃɜ:p] 1. *n* чирикание; щебетание 2. *v* чирикать, щебетать
- chocolate** ['tʃɒklɪt] *n* шоколад
- choose** [tʃu:z] *v* (**chose, chosen**) выбирать
- chore** [tʃɔ:] *n* домашняя работа
- Christmas** ['krɪsməs] *n* Рождество
- circle** ['sɜ:kl] *n* 1) круг 2) группа
- circus** ['sɜ:skəs] *n* цирк
- city** ['sɪti] *n* большой город
- class** [kla:s] *n* класс
- classic** ['klæsɪk] *a* классический
- classroom** ['kla:srʊm] *n* классная комната
- claw** [klɔ:] *n* лапа с когтями
- clay** [kleɪ] *n* глина
- clean** [kli:n] 1. *a* чистый 2. *v* убирать, чистить
- cliff** [klɪf] *n* 1) отвесная скала, утёс 2) крутой обрыв
- climb** [klaɪm] *v* взбираться
- clock** [klɒk] *n* часы (настенные, настольные, башенные)
- clocker** ['klɒkə] *n* настенные (настольные) часы в виде кокер-спаниеля
- close** [kləʊz] *v* закрывать
- clothes** [kləʊðz] *n* одежда
- cloud** [klaʊd] *n* облако, туча
- clown** [klaʊn] *n* 1) клоун 2) шут
- club** [klʌb] *n* клуб
- cluck** [klʌk] 1. *n* кудахтанье 2. *v* кудахтать
- cocker** ['kɒkə] *n* кокер-спаниель
- cold** [kəʊld] *a* холодный
- collect** [kə'lekt] *v* коллекционировать
- collection** [kə'lekʃn] *n* коллекция
- colour** ['kʌlə] *n* цвет
- combination** [,kɒmbɪ'neɪʃn] *n* соединение; сочетание; комбинация
- come** [kʌm] *v* (**came, come**) приходить, следовать
- comic** ['kɒmɪk] *a* комический, юмористический
- competition** [,kɒmpɪ'tɪʃn] *n* соревнование

complete [kəm'plɪt] *у* заканчивать, завершать
computer [kəm'pjutə] *п* компьютер
concert ['kɒnsət] *п* концерт
congratulation [kən,grætʃu-'leɪʃn] *п* поздравление
consider [kən'sɪdə] *у* 1) обдумывать, обсуждать
 2) полагать
consult [kən'sʌlt] *у* справляться (*в словаре*)
cook [kʊk] *у* готовить пищу
cookie ['kʊki] *п* амер. домашнее печенье
cool [ku:l] *а* 1) прохладный 2) *разг.* классный
copy ['kɒpi] *у* переписывать, списывать; копировать
corner ['kɔ:nə] *п* угол
correct [kə'rekt] 1. *а* правильный 2. *у* исправлять
corresponding [,kɒrə'spɒndɪŋ] *а* соответствующий
costume ['kɒstju:m] *п* костюм
could [kʊd] *past of can*
course [kɔ:s] *п: of ~* конечно
cow [kau] *п* корова
creak [kri:k] *у* скрипеть
cricket ['krɪkɪt] *п* 1) крикет 2) кузнечик

croak [krəʊk] 1. *п* кваканье 2. *у* квакать
cross [krɒs] *у* пересекать, переходить
crossing ['krɒsɪŋ] *п* перекрёсток, переход (*через улицу*)
crumb [krʌm] *п* (обыкн. *pl*) крошка (*хлеба*)
cry [kraɪ] *у* 1) кричать 2) плакать
crystal ['krɪstl] 1. *п* 1) кристалл 2) хрусталь 2. *а* хрустальный
cuckoo ['kʊku:] *п* зоол. кукушка
cupboard ['kʌbəd] *п* шкаф, буфет
curious ['kjʊəpiəs] *а* любопытный
curtain ['kɜ:tn] *п* занавеска
cute [kjut] *а* 1) *разг.* привлекательный, красивый 2) умный, сообразительный

Dd

dad [dæd] *п* папа
daddy ['dædi] *п* *разг.* папа, папочка
dance [dɑ:ns] *п* танец
dangerous ['deɪndʒərəs] *а* опасный, рискованный
dark [dɑ:k] *а* тёмный
day [deɪ] *п* день, сутки

dear [diə] *a* дорогой, милый; **dears** дорогие
decide [di'said] *v* решать, принимать решение
decorate ['dekəreit] *v* 1) украшать 2) отделывать (дом, помещение)
describe [di'skraib] *v* описывать, изображать
design [di'zain] *n* 1) проект 2) рисунок, узор
desk [desk] *n* письменный стол, парта
detail ['di:teil] *n* подробность, деталь
detective [di'tektiv] *n* сыщик, детектив
diagram ['daɪəgræm] *n* диаграмма
dictionary ['dikʃənri] *n* словарь
did [did] *past* *om do*
different ['difrənt] *a* 1) другой 2) разный, различный
dining room ['daɪnɪŋ ru:m] *n* столовая
dinner ['dɪnə] *n* обед
dinosaur ['daɪnəsɔ:] *n* динозавр
dish [dɪʃ] *n* блюдо
do [du:] *v* (**did**, **done**) делать
doctor ['dɒktə] *n* врач, доктор
dog [dɒg] *n* собака

doll [dɒl] *n* кукла
done [dʌn] *p. p. om do*
door [dɔ:] *n* дверь
down [daʊn] 1. *adv* вниз, внизу 2. *prep* вниз; по
downstairs [,daʊn'steəz] *adv* внизу, на нижнем этаже
draw [drɔ:] *v* (**drew**, **drawn**) рисовать
drawing ['drɔ:ɪŋ] *n* 1) рисунок 2) рисование (учебный предмет)
dream [dri:m] *n* 1) сон; Sweet ~s! Сладких снов! (Спокойной ночи!) 2) мечта
drive [draɪv] *v* (**drove**, **driven**) 1) вести (автомобиль) 2) ехать (в автомобиле)
driver ['draɪvə] *n* водитель
drop [drɒp] *v* ронять
duck [dʌk] *n* утка
during ['djʊərɪŋ] *prep* в течение, во время

Ее

each [i:tʃ] *pron* каждый; ~ **other** друг друга
eager ['i:gə] *a*: **to be** ~ **to** сильно хотеть (что-л. сделать)
ear [ɪə] *n* ухо
early ['ɜ:lɪ] *adv* рано
earplug ['ɪəplʌg] *n* затычка для ушей

eat [it] *v* (**ate, eaten**) есть
electric [ɪ'lektrɪk] *a* электрический
elephant ['elɪfənt] *n* слон
end [end] *n* конец, окончание
English ['ɪŋɡlɪʃ] *a* английский
enjoy [ɪn'dʒɔɪ] *v* получать удовольствие
entrance ['entrəns] *n* вход
evening ['iːvɪŋ] *n* вечер
event [ɪ'vent] *n* 1) случай, событие 2) исход, результат
ever ['evə] *adv* когда-либо
every ['evri] *pron* каждый
evil ['iːvl] *a* злой
example [ɪɡ'zɑːmpl] *n* пример
except [ɪk'sept] *prep* кроме
exit ['eksɪt] *n* выход
extra ['ekstrə] *a* дополнительный
extract ['ekstrækt] *n* отрывок
eye [aɪ] *n* глаз

Ff

face [feɪs] *n* лицо
fact [fækt] *n* факт
fair [feə] *a* честный, справедливый
fairy ['feəri] *a* волшебный
false [fɔːls] *a* ложный, неверный

family ['fæmlɪ] *n* семья
famous ['feɪməs] *a* знаменитый, известный; ~ **for** знаменитый (чем-л.)
farm [fɑːm] *n* ферма
farmer ['fɑːmə] *n* фермер
farmhouse ['fɑːmhaʊs] *n* жилой дом на ферме
fat [fæt] *a* жирный, толстый
father ['fɑːðə] *n* отец
favourite ['feɪvərɪt] 1. *a* любимый 2. *n* любимая вещь
feed [fiːd] *v* (**fed**) кормить
feel [fiːl] *v* (**felt**) чувствовать
feet [fiːt] *pl* *om* **foot**
fellow ['feləʊ] *n* разг. человек, парень
felt [felt] *past* и *p. p.* *om* **feel**
ferret ['ferɪt] *n* хорёк
field [fiːld] *n* поле
fill [fɪl] *v*: ~ **in** заполнять
film [fɪlm] *n* фильм; кино
find [faɪnd] *v* (**found**) находить; **to** ~ **out** выяснять
finish ['fɪnɪʃ] 1. *n* конец 2. *v* заканчивать(ся)
fireman ['faɪətmən] *n* пожарный
first [fɜːst] *num.* 1) первый 2) *v* *грам. знач.* наречия сначала

fishing ['fɪʃɪŋ] *n* рыбная
ловля

flew [flu:] *past om fly*

floor [flo:] *n* 1) пол
2) этаж

flower ['flaʊə] *n* цветок

fly [flaɪ] *v* (**flew, flown**)
летать

following ['fɒləʊɪŋ] *a* сле-
дующий, последующий

food [fu:d] *n* пища, еда

foot [fʊt] *n* (*pl feet*)
ступня, нога

football ['fʊtbɔ:l] *n* футбол

for [fɔ:] *prep* 1) для
2) за 3) на (определённое время)

forest ['fɒrɪst] *n* лес

forget [fə'get] *v* (**forgot, forgotten**) забывать

forgot [fə'gɒt] *past om for-
get*

found [faʊnd] *past и p. p.
om find*

four [fɔ:] *num.* четыре

fox [fɒks] *n* лиса

freaky ['fri:kɪ] *a* 1) причуд-
ливый 2) с чудачества-
ми

free [fri:] *a* свободный

French [frentʃ] *a* француз-
ский

fridge [frɪdʒ] *n* разг. *om*
refrigerator [rɪ'frɪdʒəreɪtə]
холодильник

friend [frend] *n* друг

friendly ['frendli] *a* друже-
любный

frog [frɒg] *n* лягушка

from [frɒm] *prep* от, из, с

fudge [fʌdʒ] *n* амер. сли-
вочная помадка (*вид
сладостей*)

fun [fʌn] *n* веселье; **to
have ~** веселиться

funny ['fʌni] *a* смешной,
забавный

fur [fɜ:] *n* 1) мех

2) шерсть, шкура

furniture ['fɜ:nɪtʃə] *n* ме-
бель

furry ['fɜ:pi] *a* меховой,
подбитый мехом

future ['fju:tʃə] 1. *n* буду-
щее 2. *a* будущий

Gg

game [geɪm] *n* игра

gap [gæp] *n* промежуток

garden ['gɑ:dn] *n* 1) сад
2) *pl* парк

gather ['gæðə] *v* соби-
рать(ся)

gave [geɪv] *past om give*

geese [gi:s] *pl om goose*

get [get] *v* (**got**) получать;
to ~ up вставать; **to ~
dressed** одеться

gift [gɪft] *n* подарок

giraffe [dʒə'ra:f] *n* жи-
раф(а)

girl [gɜ:l] *n* девочка, де-
вушка

give [gɪv] *v* (**gave**, **given**)
давать

glad [glæd] *a* 1) доволь-
ный 2) радостный

glass [glɑ:s] *n* 1) стекло
2) песочные часы (*hour-
glass*, *sandglass*)

go [gəʊ] *v* (**went**, **gone**)
идти, ходить

good [gʊd] *a* хороший

goodbye [ˌgʊdˈbaɪ] *int* до
свидания; прощайте

goose [gu:s] *n* гусь, гусыня

got [ɡɒt] *past* и *p. p.* от
get

grade [ɡreɪd] *n* амер.

1) класс 2) отметка,
оценка

grandfather [ˈɡrænd,fɑ:ðə]
n дедушка

grandma [ˈɡrænma:] *n* разг.
бабушка

grandmother [ˈɡræn,mʌðə]
n бабушка

grandpa [ˈɡrænpɑ:] *n* разг.
дедушка

granny [ˈɡræni] *n* разг.
бабушка, бабуся

grass [ɡrɑ:s] *n* трава

great [ɡreɪt] *a* 1) большой
2) разг. великолепный

green [ɡri:n] *a* зелёный

greet [ɡri:t] *v* здороваться,
приветствовать

grew [ɡru:] *past* от **grow**
grow [ɡrəʊ] *v* (**grew**,
grown) 1) расти 2) вы-
ращивать

guess [ɡes] *v* угадывать

guide [ɡaɪd] 1. *n* путево-
дитель 2. *v* направ-
лять, вести

Hh

had [hæd] *past* и *p. p.* от
have

hair [heə] *n* волос, воло-
сы, волосок

half [hɑ:f] *n* половина

hammer [ˈhæmə] *n* моло-
ток

hand [hænd] *n* рука
(*кисть*)

handbag [ˈhændbæg] *n*
дамская сумочка

happen [ˈhæpən] *v* слу-
чаться, происходить

happy [ˈhæpi] *a* счастли-
вый

hard [hɑ:d] 1. *a* твёрдый,
жёсткий 2. *adv* усердно,
упорно

hate [heit] *v* ненавидеть

have [hæv] *v* (**had**) иметь

he [hi:] *pron* он

head [hed] *n* голова

hear [hiə] *v* (**heard**)

1) слышать 2) слушать

heard [hɜ:d] *past* и *p. p.*
от **hear**

heavy ['hevi] *a* тяжёлый
hello [hə'ləʊ] *int* привет!
help [help] 1. *n* помощь
 2. *v* помогать
hen [hen] *n* курица
her [hɜ:] *pron* косв. надеж
 от **she**
here [hiə] *adv* здесь, тут
hey [hei] *int* эй! (оклик;
 тж выражает вопрос,
 радость, изумление)
hide [haɪd] *v* (**hid**) пря-
 таться
hide-and-seek [ˌhaɪdn'si:k] *n*
 (игра в) прятки
highlighted ['haɪlaɪtɪd] *a* зд.
 выделенный
hill [hɪl] *n* холм, возвы-
 шение
him [hɪm] *pron* косв. на-
 деж от **he**
his [hɪz] *pron* его, свой
history ['hɪstri] *n* история
hold [həʊld] *v* (**held**)
 1) держать 2) проводить
holiday ['hɒlədeɪ] *n*
 1) праздник 2) *pl* кани-
 кулы
home [həʊm] *n* дом; **at** ~
 дома
homework ['həʊmwɜ:k] *n*
 домашняя работа
honk [hɒŋk] *v* гоготать
 (о гусях)
hoot [hu:t] 1. *n* крик со-
 вы 2. *v* ухать (о сове)

hop [hɒp] *v* вскакивать
 (на ходу в транспорт)
hope [həʊp] *v* надеяться
horse [hɔ:s] *n* лошадь,
 конь
hospital ['hɒspɪtl] *n* боль-
 ница
hot [hɒt] *a* жаркий
hotel [həʊ'tel] *n* гостини-
 ца
hour ['aʊə] *n* час
hourglass ['aʊəglɑ:s] *n* пе-
 сочные часы
house [haʊs] *n* дом; зда-
 ние
housework ['haʊswɜ:k] *n*
 работа по дому
how [haʊ] *adv* как, каким
 образом
hug [hʌg] *v* крепко обни-
 мать, сжимать в объ-
 ятиях
huge [hju:ʤ] *a* огромный
hundred ['hʌndrəd] *num.*
 сто
hungry ['hʌŋɡri] *a* голод-
 ный
hurry ['hʌri] *v* торопиться;
Hurry up! Поторопись!
husband ['hʌzbənd] *n* муж

И

idea [aɪ'diə] *n* идея, мысль
if [ɪf] *сj* если
illustrate ['ɪləstreɪt] *v* ил-
 люстрировать

important [ɪm'pɔ:tnt] *a*
важный, значительный
in [ɪn] *prep* в(о), на, у
information [ˌɪnfə'meɪʃn] *n*
информация, сообщение
interest ['ɪntrəst] *n* интерес
interesting ['ɪntrəstɪŋ] *a*
интересный

Internet ['ɪntənɪt] *n* Ин-
тернет

interview ['ɪntəvjʊ:] *n* ин-
тервью

into ['ɪntə] *prep* указывает
на движение или на-
правление внутрь в(о)

invite [ɪn'vaɪt] *v* пригла-
шать

it [ɪt] *pron* он, она, оно
(о предметах и жи-
вотных)

its [ɪts] *pron* его, её, свой
(о предметах, живот-
ных)

Jj

jar [dʒɑ:] *n* банка, кув-
шин, кружка

jay [dʒeɪ] *n* сойка (птица)

job [dʒɒb] *n* работа, труд

jump [dʒʌmp] *v* прыгать

just [dʒʌst] *adv* точно, как
раз, именно

Kk

keep [ki:p] *v* (kept) дер-
жать, содержать

kid [kɪd] *n* разг. ребёнок

kind [kaɪnd] *a* добрый

kiss [kɪs] 1. *n* поцелуй

2. *v* целовать

kitchen ['kɪtʃən] *n* кухня

knew [nju:] *past* от know

know [nəʊ] *v* (knew,
known) знать

Ll

label ['leɪbl] *v* относить к
категории, давать на-
звание (картинке)

lamp [læmp] *n* лампа

land [lænd] *n* земля, суша

large [lɑ:dʒ] *a* большой

last [lɑ:st] *a* последний

late [leɪt] 1. *a* 1) поздний
2) запоздалый; I was ~
я опоздал 2. *adv* (later,
latest, last) поздно

lazy ['leɪzi] *a* ленивый

learn [lɜ:n] *v* (learnt)
учиться, учить (что-л.)

learnt [lɜ:nt] *past* и *p. p.*
от learn

leave [li:v] *v* (left) остав-
лять

left [left] *past* и *p. p.* от
leave

left [left] *adv* налево, сле-
ва

leg [leg] *n* нога (от бед-
ра до ступни)

lemonade [ˌlemə'neɪd] *n* ли-
монад

lesson ['lesn] *n* урок
let [let] *v* (**let**) разрешать;
Let us (Let's) go!
 Идём(те)!
letter ['letə] *n* письмо
lettuce ['letɪs] *n* бот. салат-латук
library ['laɪbrəri] *n* библиотека
life [laɪf] *n* (*pl* **lives**) жизнь
light [laɪt] *n* свет
like [laɪk] *a* похожий, такой как
like [laɪk] *v* любить, нравиться
lilac ['laɪlək] 1. *n* сирень
 2. *a* сиреневый
list [lɪst] *n* список
listen ['lɪsn] *v* слушать, прислушиваться (**to, for**)
litter ['lɪtə] *n* мусор
little ['lɪtl] *a* маленький
live [lɪv] *v* жить
long [lɒŋ] *a* 1) длинный
 2) долгий
look [lʊk] 1. *n* взгляд; **to have a ~ at** посмотреть на
 2. *v* смотреть; **to ~ for** искать
lose [luːz] *v* (**lost**) терять
lost [lɒst] *past* и *p. p.* от **lose**
lot [lɒt] *a* разг. большое количество; **a ~ of** много

lots [lɒts] *см.* **lot**
lottery ['lɒtəri] *n* лотерея
loud [laʊd] 1. *a* громкий
 2. *adv* громко
love [lʌv] 1. *n* любовь
 2. *v* любить
luck [lʌk] *n* удача; **Good ~!** Удачи!
lucky ['lʌki] *a* счастливый, удачный, удачливый
lunch [lʌntʃ] *n* обед (обычно в полдень в середине рабочего дня)

Mm

made [meɪd] *past* и *p. p.* от **make**
magic ['mædʒɪk] *a* волшебный
main [meɪn] *a* главный, основной
make [meɪk] *v* (**made**) делать
Мама [mə'mɑ:] *n* мама
man [mæn] *n* (*pl* **men**)
 1) человек 2) мужчина
many ['meni] *a* (**more, most**) много
map [mæp] *n* карта (географическая)
march [mɑ:tʃ] *v* маршировать
mark [mɑ:k] *n* балл, отметка
market ['mɑ:kɪt] *n* рынок, базар

match [mætʃ] 1. *n* матч
2. *v* подбирать пару; сочетать
may [meɪ] *v* (**might**) мочь, иметь возможность
maybe ['meɪbi] *adv* может быть
me [mi:] *pron* косв. надеж от I
meal [mi:l] *n* еда
mean [mi:n] 1. *a* подлый, низкий 2. *v* (**meant**)
1) значить, означать
2) намереваться, иметь в виду
meaning ['mi:nɪŋ] *n* значение; смысл
meant [ment] *past* и *p. p.* от **mean**
meat [mi:t] *n* мясо
mechanical [mi'kænikl] *a* механический
meet [mi:t] *v* (**met**) встречать(ся)
meeting ['mi:tɪŋ] *n* собрание
men [men] *n pl* от **man**
meow [mi'au] 1. *n* мяуканье 2. *v* мяукать
mess [mes] *n* беспорядок, кутерьма, путаница
messy ['mesi] *a* 1) неряшливый, грязный 2) беспорядочный
met [met] *past* и *p. p.* от **meet**

middle-sized [ˌmɪdl'saɪzd] *a* средний, среднего размера
might [maɪt] *past* от **may**
milk [mɪlk] 1. *n* молоко
2. *v* доить
mink [mɪŋk] *n* норка
minute ['mɪnɪt] *n* минута
miss [mɪs] 1. *n* мисс (*при обращении к девушке или незамужней женщине*) 2. *v* пропустить
misspell [ˌmɪs'spel] *v* (**misspelt**) делать орфографические ошибки; писать с орфографическими ошибками
mistake [mɪ'steɪk] *n* ошибка
moment ['məʊmənt] *n* момент
money ['mʌni] *n* (*sing*) деньги
monkey ['mʌŋki] *n* зоол. обезьяна
month [mʌnθ] *n* месяц
mo [mu:] 1. *n* мычание
2. *v* мычать
moon [mu:n] *n* луна
more [mɔ:] 1. *a* *сравн. ст.* от **much** и **many** больший, более многочисленный 2. *adv* *сравн. ст.* от **much** больше
morning ['mɔ:nɪŋ] *n* утро

most [məʊst] 1. *a* *превосх. ст. от much и many* наибольший 2. *adv* *превосх. ст. от much* больше всего

mother ['mʌðə] *n* мать, мама

move [mu:v] *v* 1) двигать(ся) 2) растрогать

Mr ['mɪstə] *сокр. от mister* мистер, господин

Mrs ['mɪsɪz] *сокр. от mistress* госпожа (*ставится перед фамилией замужней женщины*)

much [mʌtʃ] 1. *a* много 2. *adv* очень

mum [mʌm] *n* *разг.* мама

museum [mju:'zi:əm] *n* музей

music ['mjuzɪk] *n* музыка

must [mʌst] *v* должен, обязан

my [maɪ] *pron* мой, моя, моё, мои

Nn

nail [neɪl] *n* гвоздь

name [neɪm] 1. *n* имя 2. *v* называть

national ['næʃnəl] *a* национальный, народный

near [nɪə] *prep* около, возле

neat [ni:t] *a* чистый, аккуратный, опрятный

necessary ['nesəsəri] *a* необходимый, нужный

need [ni:d] *v* нуждаться (*в чём-л.*)

nervous ['nɜ:vəs] *a* 1) нервный, нервозный 2) боязливый, робкий

nest [nest] *n* гнездо

never ['nevə] *adv* никогда

new [nju:] *a* новый

news [nju:z] *n* новости

newspaper ['nju:s,peɪpə] *n* газета

next [nekst] *a* следующий

nice [naɪs] *a* приятный, хороший

night [naɪt] *n* ночь, вечер; *at* ~ ночью

noise [nɔɪz] *n* шум, гам, крик

noon [nu:n] *n* полдень

normal ['nɔ:ml] *a* нормальный, обыкновенный; обычный

north [nɔ:θ] *n* север

not [nɒt] *adv* не, нет, ни

note [nəʊt] *n* (*обыкн. pl*) заметка, запись

nothing ['nʌθɪŋ] *pron* ничто, ничего

notice ['nəʊtɪs] *n* объявление

noun [naʊn] *n* *грам.* имя существительное

November [nəʊ'vembə] *n* ноябрь

now [naʊ] *adv* теперь, сейчас

number ['nʌmbə] *n* (порядковый) номер

Оо

o'clock [ə'klɒk]: *it is five ~* пять часов

of [əv] *prep* указывает на принадлежность; передаётся родительным падежом

off [ɒf] *adv* указывает на удаление

office ['ɒfɪs] *n* административное здание, контора

oh [əʊ] *int* о!, ах!, ох!

oink [ɔɪŋk] 1. *n* хрюканье
2. *v* хрюкать

OK [əʊ'keɪ] *a predic. разг.* всё в порядке, хорошо, правильно

okay [əʊ'keɪ] *a predic. разг.* всё в порядке, хорошо, правильно

old [əʊld] *a (older, elder; oldest, eldest)* старый; ~ **age** старость; ~ **people** старики

on [ɒn] *prep* 1) на (каком-л. месте) 2) в (какой-л. день)

once [wʌns] *n* один раз

one [wʌn] 1. *num. card.* один 2. *a* неопределён-

ный, какой-то; ~ **morning** однажды утром

only ['əʊnli] 1. *a* единственный 2. *adv* только, исключительно, лишь

open ['əʊpən] *v* открывать(ся)

opposite ['ɒpəzɪt] *n* противоположность

or [ɔ:] *conj* или

orange ['ɒrɪndʒ] 1. *n* апельсин 2. *a* оранжевый

order ['ɔ:də] *n* 1) порядок 2) исправность, порядок; **out of ~** неисправен (*не работает*)

ostrich ['ɒstri:tʃ] *n* зоол. страус

other ['ʌðə] *a* другой, иной

our ['aʊə] *pron* наш

out [aʊt] 1. *adv* снаружи, наружу 2. *prep*: ~ **of** указывает на а) положение вне другого предмета б) движение за пределы вне, за, из в) означает окончание, завершение действия

over ['əʊvə] *adv* указывает на 1) тщательность выполнения действия; **to look ~** осмотреть 2) окончание, прекращение действия; **the lesson is ~** урок окончен

owl [aʊl] *n* сова
own [əʊn] *a* свой, собственный

Рр

pack [pæk] *v* упаковывать(ся)
page [peɪdʒ] *n* страница
paint [peɪnt] 1. *n* краска
2. *v* 1) писать красками 2) красить
painter ['peɪntə] *n* художник
pancake ['pæŋkeɪk] *n* блин, оладья
Папа [pə'pɑ:] *n* папа
paper ['peɪpə] *n* бумага
paragraph ['pærəgrɑ:f] *n*
1) абзац 2) параграф, пункт
parent ['peərənt] *n* родитель
park [pɑ:k] *n* парк
parsley ['pɑ:slɪ] *n* бот. петрушка
part [pɑ:t] *n* часть
party ['pɑ:tɪ] *n* вечеринка
past [pɑ:st] *prep* позже, за, после
path [pɑ:θ] *n* (*pl* **paths** [pɑ:ðz]) тропинка, тропа, дорожка
pay [peɪ] *v* (**paid**) платить
peanut ['pi:nʌt] *n* арахис, земляной орех
pencil ['pensl] *n* карандаш

penguin ['penɡwɪn] *n* зоол. пингвин

people ['pi:pl] *n* люди

person ['pɜ:sn] *n* личность, человек

pet [pet] *n* любимое животное

philosopher [fə'lɒsəfə] *n* философ

photo ['fəʊtəʊ] *n* (*pl* **photos** ['fəʊtəʊz]) разг. фотография

pick [pɪk] *v* выбирать; **to ~ up** собирать, поднимать, подбирать

picture ['pɪktʃə] *n* картина, рисунок

piece [pi:s] *n* кусок, часть

pig [pɪɡ] *n* поросёнок

pilot ['paɪlət] *n* пилот, лётчик

pink [pɪŋk] *a* розовый

pizza ['pɪtsə] *n* пицца

place [pleɪs] *n* место

plan [plæn] *n* план; проект

plane [pleɪn] *n* самолёт

plant [plɑ:nt] 1. *n* растение 2. *v* сажать

plantation [plɑ:n'teɪʃn] *n* плантация; насаждение

play [pleɪ] *v* играть

playground ['pleɪgraʊnd] *n* площадка для игр

please [pli:z] *v* хотеть, изволить; ~! Пожалуйста!

pocket ['pɒkɪt] *n* карман
poem ['reɪm] *n* поэма;
 стихотворение
polar ['pəʊlə] *a* полярный
pony ['reɪni] *n* пони
poor [pʊə] *a* бедный, не-
 имущий
popular ['pɒpjələ] *a* попу-
 лярный
poster ['pəʊstə] *n* плакат
postman ['pəʊstmən] *n* поч-
 тальон
postposition [,pəʊstpə'zɪʃn] *n*
 постпозиция, послелог
potato [pə'tetəʊ] *n* (*pl*
potatoes [pə'tetəʊz]) кар-
 тофель
practical ['præktɪkl] *a*
 практичный
practice ['præktɪs] *n* трени-
 ровка
preposition [,prepə'zɪʃn] *n*
 грам. предлог
present ['preznt] *n* подарок
president ['prezɪdənt] *n*
 президент
pretend [pri'tend] *v* при-
 творяться, делать вид
pretty ['prɪti] **1.** *a* хоро-
 шенький, миловидный
2. *adv* разг. довольно,
 достаточно
prize [praɪz] *n* награда,
 приз
problem ['prɒbləm] *n* проб-
 лема

prove [pru:v] *v* доказывать
prune [pru:n] *n* чернослив
pruneу ['pru:ni] *a* похожий
 на чернослив (*сморщен-
 ный*)
publish ['pʌblɪʃ] *v* **1)** пуб-
 ликовать **2)** издавать
pudding ['pʊdɪŋ] *n* пудинг
pull [pʊl] *v* **1)** тянуть, та-
 щить **2)** дёргать
pumpkin ['rʌmpkɪn] *n* тык-
 ва
push [pʊʃ] **1.** *n* толчок,
 удар **2.** *v* толкать; про-
 талкивать
put [pʊt] *v* (**put**) класть,
 положить
puzzle ['pʌzl] *n* загадка,
 головоломка

Qq

quack [kwæk] **1.** *n* кря-
 канье **2.** *v* крякать
quartz [kwɔ:ts] *n* кварц
question ['kwestʃn] *n* воп-
 рос
quiz [kwɪz] *n* **1)** провероч-
 ные вопросы **2)** опрос;
 викторина

Rr

rabbit ['ræbɪt] *n* кролик
raccoon [rə'ku:n] *n* енот
radio ['reɪdɪəʊ] *n* радио
radish ['rædɪʃ] *n* редиска
rain [reɪn] *n* дождь

rainy ['reɪni] *a* дождливый
ran [ræn] *past of run*
rat [ræt] *n* крыса
read [ri:d] *v* (**read** [red])
 читать
reader ['ri:də] *n* читатель
ready ['redi] *a* готовый
 (к действию, использованию и т. п.); **to get ~**
 приготовляться
real [riəl] *a* настоящий
reality [ri'æləti] *n* действительность, реальность
really ['ri:li] *adv* в самом деле
reason ['ri:zn] *n* причина, повод, основание
red [red] *a* красный
redecorate [ri:'dekəreit] *v*
 заново отделывать (дом, помещение)
redcoration [ri:,dekə'reɪʃn] *n*
 отделка (дома, помещения)
refer [ri'fɜ:] *v* посылать, отсылать
relative ['relətiv] *n* родственник
remark [ri'mɑ:k] *n* замечание; пометка, ссылка
repaired [ri'peəd] *a* отремонтированный
replace [ri'pleɪs] *v* 1) вернуть 2) заменять
report [ri'pɔ:t] *n* отчёт; сообщение, доклад

reporter [ri'pɔ:tə] *n* репортёр, корреспондент
restaurant ['restərɒnt] *n* ресторан
ride [raid] 1. *n* 1) прогулка, поездка 2) аттракцион для катания; **to go on ~s** кататься на аттракционах 2. *v* (**rode, ridden**) 1) ехать верхом 2) ехать (на велосипеде)
right I [raɪt] *adv* правильно, верно
right II [raɪt] *adv* направо
river ['rivə] *n* река
robin ['rɒbɪn] *n* малиновка (птица)
rock [rɒk] 1. *n* камень 2. *v* качать(ся)
rode [rəʊd] *past of ride*
roof [ru:f] *n* крыша, кровля
room [ru:m] *n* комната
round [raʊnd] *a* круглый
royal ['rɔ:əl] *a* королевский
rule [ru:l] *n* правило
run [rʌn] *v* (**ran, run**) руководить, управлять, вести
Russian ['rʌʃn] *a* русский

Ss

safari [sə'fa:ɪ] *n* сафари, охотничья экспедиция

said [sed] *past* и *p. p.* *om* say

same [seim] *pron demonstr.* как *прил.* тот (же) самый; одинаковый

sand [sænd] *n* песок

sandwich ['sænwiʃ] *n* бутерброд, сандвич

sang [sæŋ] *past om* sing

sat [sæt] *past* и *p. p.* *om* sit

Saturday ['sætədeɪ] *n* суббота

saw [sɔ:] *past om* see

say [seɪ] *v* (**said** [sed]) говорить, сказать

scared [skeəd] *a* испуганный; **to be ~ of** бояться (чего-л.)

school [sku:l] *n* школа

schoolwork ['sku:lwɜ:k] *n* занятия, уроки

science ['saɪəns] *n* естественные науки

score [skɔ:] *n* счёт

Scottish ['skɒtɪʃ] *a* шотландский

scout [skaʊt] *n* 1) бойскаут 2) разведчик

sea [si:] *n* море; **a seashell** ['si:ʃel] морская раковина

season ['si:zn] *n* время года

second ['sekənd] *num.* второй

see [si:] *v* (**saw, seen**) видеть; смотреть

seen [si:n] *p. p. om* see

send [send] *v* (**sent**) посылать, отправлять

sense [sens] *n* чувство, ощущение

sent [sent] *past* и *p. p. om* send

sentence ['sentəns] *n* грам. предложение

sew [səʊ] *v* (**sewed** [səʊd]) шить

share [ʃeə] *v* делить(ся)

shark [ʃɑ:k] *n* акула

sheep [ʃi:p] *n* (*pl* без *измен.*) овца

shelf [ʃelf] *n* (*pl* **shelves**) полка

shell [ʃel] *n* раковина (*морская*)

ship [ʃɪp] *n* корабль, судно

shirt [ʃɜ:t] *n* рубашка (*мужская*); блуза

shoe [ʃu:] *n* туфля; ботинок

shop [ʃɒp] *n* магазин

shopping ['ʃɒpɪŋ] *n* посещение магазинов с целью покупки (*обыкн. go ~*)

short [ʃɔ:t] *a* короткий

should [ʃʊd] *v* должен; **you ~ not do that** этого не следует делать

shout [ʃaʊt] 1. *n* крик, возглас 2. *v* кричать

show [ʃəʊ] *v* показывать

sight [saɪt] *n* вид

silly ['sɪli] *a* глупый
similar ['sɪmɪlə] *a* подобный (**to**); сходный, похожий
sing [sɪŋ] *v* (**sang, sung**)
 петь
sir [sɜ:] *n* сэр, господин, сударь
sister ['sɪstə] *n* сестра
sit [sɪt] *v* (**sat**) сидеть
site [saɪt] *n* сайт (в *Интернете*)
sky [skaɪ] *n* небо
sleep [sli:p] *v* (**slept**) спать
sleepy ['sli:pɪ] *a* сонный, сонливый
small [smɔ:l] *a* маленький
smart [smɑ:t] *a* (остро)умный, находчивый
smile [smaɪl] 1. *n* улыбка
 2. *v* улыбаться
snack [snæk] *n* лёгкая закуска
snake [sneɪk] *n* змея
snuffle ['snʌfl] *v* сопеть
so [səʊ] *adv* так
sofa ['səʊfə] *n* софа, диван
soft [sɒft] *a* мягкий
soldier ['səʊldʒə] *n* солдат
some [sʌm] *pron* 1) некоторые 2) некоторое количество
somebody ['sʌmbədɪ] *pron*
indef. кто-то, кто-нибудь
someone ['sʌmwʌn] *pron*
indef. кто-то, кто-нибудь

something ['sʌmθɪŋ] *pron*
 что-то
sometimes ['sʌmtaɪmz] *adv*
 иногда
son [sʌn] *n* сын
song [sɒŋ] *n* песня
soon [su:n] *adv* скоро
sorry ['sɒrɪ] 1. *a* огорчённый 2. *v*: **to be ~ about** жалеть о чём-то; (**I'm**) ~! извините!
spaniel ['spænjəl] *n* спаниель
sparrow ['spærəʊ] *n* воробей
special ['speʃl] *a* особенный
spell [spel] *v* (**spelt**) писать или произносить (слово) по буквам
speller ['spelə] *n*: **a good (bad) ~** грамотно (неграмотно) пишущий человек
spelling ['speliŋ] *n* правописание
spend [spend] *v* (**spent**) проводить (время)
spent [spent] *past* и *p. p.*
от spend
spitting ['spɪtɪŋ] *pres. p.*
от spit плюющийся
sport [spɔ:t] *n* спорт, спортивные игры
square [skweə] *n* площадь
squeak [skwi:k] 1. *n* писк
 2. *v* пищать

stage [steɪdʒ] 1. *n* сцена
2. *v* ставить (*пьесу*)

stair [steə] *n* ступенька
(*лестницы*)

stand [stænd] *v* (**stood**)
стоять

start [stɑ:t] 1. *n* начало
2. *v* начинать

statue ['stætʃu:] *n* статуя

stay [steɪ] *v* оставаться;
гостить

stone [stəʊn] *n* камень

stop [stɒp] 1. *n* остановка
2. *v* останавливать(ся)

story ['stɔ:ri] *n* рассказ,
повесть

storybook ['stɔ:ri:bʊk] *n* сбор-
ник рассказов, сказок

straight [streɪt] *adv* прямо

strange [streɪndʒ] *a* 1) чуж-
дый, незнакомый

2) странный; необычно-
венный

street [stri:t] *n* улица

strong [strɒŋ] *a* сильный

student ['stju:dnt] *n* сту-
дент; ученик

suddenly ['sʌdnli] *adv* вне-
запно, вдруг

summary ['sʌməri] *n* крат-
кое изложение

summer ['sʌmə] *n* лето

sun [sʌn] *n* солнце

sunny ['sʌni] *a* солнечный

super ['su:pə] *a* разг. от-
личный, превосходный

sure [ʃʊə] 1. *a* уверенный
2. *adv* амер. конечно,
непрерывно

surprise [sə'praɪz] 1. *n* не-
ожиданность, сюрприз
2. *v* удивлять

swam [swæm] *past* *of*
swim

sweetie (sweety) ['swi:ti] *n*
конфетка (*обращение*)

swim [swɪm] *v* (**swam**,
swum) плавать

synonym ['sɪnənɪm] *n* сино-
ним

Tt

table ['teɪbl] *n* 1) стол
2) таблица

tablet ['tæblət] *n* таблетка

tag [tæg] *n* игра в пят-
нашки

tail [teɪl] *n* хвост

take [teɪk] *v* (**took**, **taken**)
брать; **to** ~ **away** уно-
сить, забирать

tale [teɪl] *n* рассказ, по-
весть

talented ['tæləntɪd] *a* та-
лантливый

talk [tɔ:k] 1. *n* разговор
2. *v* говорить; разгова-
ривать

taught [tɔ:t] *past* *и* *p. p.*
of **teach**

teach [ti:tʃ] *v* (**taught**)
учить, обучать

teacher ['ti:tʃə] *n* учитель
telephone ['telɪfəʊn] *v* звонить по телефону
tell [tel] *v* (**told**) 1) рассказывать 2) говорить 3) сказать
tent [tent] 1. *n* палатка 2. *v* разбить палатку
text [tekst] *n* текст
than [ðæn] *сj* чем
thank [θæŋk] *v* благодарить
that [ðæt] *pron* тот, та, то
theatre ['θi:ətə] *n* театр
their [ðeə] *pron* их; свой
them [ðem] *pron* их, им
then [ðen] *adv* 1) тогда 2) затем
there [ðeə] *adv* 1) там 2) туда
these [ði:z] *pl om this*
they [ðeɪ] *pron* они
thing [θɪŋ] *n* вещь
think [θɪŋk] *v* (**thought**) 1) думать (**about, of** — о чём-л.) 2) придумывать (**of**)
third [θɜ:d] *num.* третий
this [ðɪs] *pron (pl these)* этот, эта, это
thought [θɔ:t] *past и p. p. om think*
three [θri:] *num.* три
tick [tɪk] *v* 1) тикать (о часах) 2) помечать
ticket ['tɪkɪt] *n* билет

ticktock ['tɪktɒk] *n* тиканье часов
tidy ['taɪdɪ] 1. *a* опрятный 2. *v* убирать
time [taɪm] *n* 1) время 2) раз
title ['taɪtl] *n* 1) заглавие 2) звание
to [tu:] *prep* указывает на направление к, в, на
today [tə'deɪ] *adv* сегодня
together [tə'geðə] *adv* вместе
told [təʊld] *past и p. p. om tell*
tomato [tə'mɑ:təʊ] *n* помидор
tomorrow [tə'mɒrəʊ] *adv* завтра
too [tu:] *adv* тоже
took [tʊk] *past om take*
tough [taʊf] *a* жёсткий; плотный; упругий
towards [tə'wɔ:dz] *prep* к, по направлению к
tower ['taʊə] *n* башня
town [taʊn] *n* город; городок
toy [tɔɪ] *n* игрушка
tractor ['træktə] *n* трактор
train [treɪn] *n* поезд
translate [træns'leɪt] *v* переводить(ся) (с одного языка на другой)
translation [træns'leɪʃn] *n* перевод

trash [træʃ] *n* 1) ерунда; вздор 2) хлам; мусор
travel ['trævl] *v* путешествовать

treat [tri:t] *n* удовольствие

tree [tri:] *n* дерево

trip [trip] *n* путешествие; поездка

true [tru:] *a* верный, правильный

try [traɪ] *v* пробовать

tsar [zɑ:] *n* царь

tsarevitch ['zɑ:rɛvɪtʃ] *n* царевич

tsarina [zɑ:'ri:nə] *n* царица

tub [tʌb] *n* ванна

tunnel ['tʌnl] *n* тоннель, подземный ход

turn [tɜ:n] *v* поворачивать(ся); **to ~ into** пре-
вращаться

turtle ['tɜ:tl] *n* черепаха

TV [,ti:'vi:] *n* 1) телевидение 2) *a* ~ телевизор

two [tu:] *num.* два

type [taɪp] *n* тип

Uu

uncle ['ʌŋkl] *n* дядя

under ['ʌndə] *prep* под

underline [ˌʌndə'laɪn] *v*
подчёркивать

understand [ˌʌndə'stænd] *v*
(**understood**) понимать

unhappy [ʌn'hæpi] *a* несчастный

uniform ['ju:nɪfɔ:m] *n* форменная одежда, форма

university [ˌju:nɪ'vɜ:səti] *n*
университет

until [ən'tɪl] *conj* (до тех пор) пока (не)

unusual [ʌn'ju:ʒʊəl] *a* необыкновенный, необычный

up [ʌp] 1. *adv* 1) указывает на приближение:

to come/run ~ подходить/подбегать 2) указывает на подъём

вверх 2. *prep* вверх (по)

upstairs [ˌʌp'steəz] *adv* наверх, на верхнем этаже

us [ʌs] *pron pers. косв. падеж от we*

use [ju:z] *v* употреблять

Vv

van [væn] *n* (авто)фургон

variant ['veəriənt] *n* вариант

vegetable ['vedʒtəbl] *n* овощ

verb [vɜ:b] *n* глагол

very ['veri] *adv* очень

vet [vet] *сокр. от veterinarian* ветеринар

village ['vɪlɪdʒ] *n* деревня

visit ['vɪzɪt] *v* навещать; посещать

visitor ['vɪzɪtə] *n* посетитель, гость

Ww

- wait** [weɪt] *v* ждать (**for**)
- wake** [weɪk] *v* (**woke, woken**) 1) просыпаться 2) будить
- walk** [wɔ:k] 1. *n* прогулка пешком 2. *v* 1) идти пешком 2) гулять
- wall** [wɔ:l] *n* стена
- want** [wɒnt] *v* хотеть
- warm** [wɔ:m] *a* тёплый
- was** [wɒz] *past om be* (he/she/it was)
- wash** [wɒʃ] *v* мыть(ся)
- watch** [wɒtʃ] *v* смотреть
- watchdog** ['wɒtʃdɒg] *n* сторожевой пёс
- water** ['wɔ:tə] *n* вода
- way** [weɪ] *n* 1) путь; дорога 2) способ
- we** [wi:] *pron* мы
- wear** [weə] *v* (**wore, worn**) носить (одежду)
- weasel** ['wi:zl] *n* зоол. ласка
- week** [wi:k] *n* неделя
- weekend** [,wi:k'end] *n* уик-энд, дни отдыха с субботы до понедельника
- welcome** ['welkəm] *int* добро пожаловать!
- well** [wel] *adv* (**better, best**) хорошо
- went** [went] *past om go*
- were** [wɜ:] *past om be* (we/you/they were)
- what** [wɒt] *pron* какой, что
- when** [wen] *adv* когда
- where** [weə] *adv* где; куда
- which** [wɪtʃ] *pron* который; какой; кто (*подразумевается выбор*)
- whirlwind** ['wɜ:lwind] *n* вихрь, смерч
- white** [waɪt] *a* белый
- who** [hu:] *pron* кто
- whose** [hu:z] *pron* чей, чья, чьё, чьи
- why** [waɪ] *adv* почему
- wife** [waɪf] *n* (*pl* **wives**) жена
- wild** [waɪld] *a* дикий; **in the ~** на воле
- win** [wɪn] *v* (**won**) выигрывать; победить
- window** ['wɪndəʊ] *n* окно
- windy** ['wɪndɪ] *a* ветреный
- with** [wɪð] *prep* с
- woman** ['wʊmən] *n* (*pl* **women** ['wɪmɪn]) женщина
- wonderful** ['wʌndəfl] *a* удивительный
- woof** [wʊf] *n* гавканье
- word** [wɜ:d] *n* слово
- work** [wɜ:k] 1. *n* работа 2. *v* работать
- world** [wɜ:ld] *n* мир
- worry** ['wʌrɪ] *v* беспокоить(ся)
- wristwatch** ['rɪstwɒtʃ] *n* наручные часы

write [raɪt] *v* (wrote, written) писать

writer ['raɪtə] *n* писатель

wrong [rɒŋ] *a* неправильный

wrote [rəʊt] *past of write*

Yy

year [jɪə] *n* год

yellow ['jeləʊ] *a* жёлтый

yes [jes] *adv* да

you [ju:] *pron* ты, вы

young [jʌŋ] *a* молодой

your [jɔ:] *pron* ваш, твой

yourself [jɔ:'self] *pron (pl*

yourselves) себя; -ся,

-сь; себе

Zz

zebra ['zi:brə] *n* зебра

zoo [zu:] *n* разг. зоопарк

Personal names

Allie ['æli]
Andy Mills ['ændɪ 'mɪls]
Anna ['ænə]
Anthony ['æntəni]
Arthur ['ɑ:θə]
Ashley ['æʃli]
Azkaban ['æzkəbən]
Barbara Kirkbride ['bɑ:brə 'kɜ:kbraɪd]
Betty MacDonald ['betɪ mək'dɒnəld]
Beverly Capozzoli ['bevəli kə'pɒtsəli]
Brandon ['brændən]
Bryan ['braɪən]
C. O. Pear ['si: 'əʊ 'piə]
Chester ['tʃestə]
CJ Heck ['si: 'dʒeɪ 'hek]
Cottontail [ˌkɒtn'teɪl]
Daniel ['dænjəl]
Daniel Defoe ['dænjəl də'fəʊ]
David ['deɪvɪd]
Diana [daɪ'ænə]
Dr Royslott ['dɒktə 'rɔɪlət]
Edward Eager ['edwəd 'i:gə]
Eileen Spinelli ['aɪli:n spi'neli]
Elizabeth K. Cooper [ɪ'lɪzəbəθ keɪ 'ku:pə]
Ellie ['eli]
Emma ['emə]
Eric ['erɪk]
Flopsy ['flɒpsi]
Frances ['frɑ:nsɪs]
Frankie ['fræŋki]

Freddie [ˈfredɪ]
 Fudge [fʌdʒ]
 George [dʒɔːdʒ]
 Harry Potter [ˈhæri ˈpɒtə]
 Helen Stoner [ˈhelən ˈstəʊnə]
 Hermione [hɜːˈmaɪəni]
 Hubert [ˈhjuːbət]
 Humbert [ˈhʌmbət]
 Ivan [ˈaɪvən]
 Jack Morton [ˌdʒæk ˈmɔːtn]
 Jane [dʒeɪn]
 Jennifer [ˈdʒenɪfə]
 Jessica [ˈdʒesɪkə]
 Jessie Reid [ˈdʒesi ˈriːd]
 Joan Low [ˈdʒəʊn ˈləʊ]
 Joanna [dʒəʊˈænə]
 Joanne Rowling [dʒəʊˈæn ˈrəʊlɪŋ]
 Joe [dʒəʊ]
 Jonathan [ˈdʒɒnəθən]
 June Comfy [ˈdʒuːn ˈkʌmfɪ]
 Junie [ˈdʒuːni]
 Karri [ˈkæri]
 Katherine Mansfield [ˈkæθrɪn ˈmænsfiːld]
 Keith [kiːθ]
 Kenn Nesbit [ˈken ˈnezbit]
 Kezia [kiˈziə]
 Laurence Satre [ˈləʊrəns ˈsætri]
 Louis [ˈluːɪs]
 Mackenzie [məˈkenzi]
 Mary Morberg [ˈmeəri ˈmɔːbəʒ]
 Max [mæks]

Megan ['megən]
 Millie ['mɪli]
 Mopsy ['mɒpsi]
 Mr McGregor ['mɪstə mək'gregə]
 Mrs Brown ['mɪsɪz 'braʊn]
 Mrs Crumb ['mɪsɪz 'krʌm]
 Mrs Murray ['mɪsɪz 'mʌri]
 Mrs Piggle-Wiggle ['mɪsɪz ,pɪgl'wɪgl]
 Mrs Racer ['mɪsɪz 'reɪsə]
 Nastasia [nə'stɑ:sjə]
 Pam Miller ['pæm 'mɪlə]
 Pam Zollman ['pæm 'zɒlmən]
 Patricia Scarry [pə'trɪʃə 'skeəri]
 Patty LaBan ['pæti lə'bæn]
 Paul Jennings ['pɔ:l 'dʒenɪŋz]
 Paul Zindel ['pɔ:l 'zɪndəl]
 Peter ['pi:tə]
 Phil Bolsta ['fɪl 'bəʊlstə]
 Ralphie ['rælfɪ]
 Rupert ['ru:pət]
 Ruth Dallas ['ru:θ 'dæləs]
 Sarah ['seərə]
 Seema ['si:mə]
 Sherlock Holmes ['ʃɜ:lɒk 'həʊmz]
 Stepler ['steplə]
 Susan Mitsch ['su:zn 'mɪʃ]
 Terry LaBan ['teri lə'bæn]
 Thomas Tosi ['tɒməs 'təʊzi]
 Tracey, Tracy ['treɪsi]
 Virginia Vail [və'dʒɪniə 'veil]
 Walter ['wɔ:ltə]
 Wanda ['wɒndə]

Other names

Exeter University [ˌeksɪtə ˌjuːnɪˈvɜːsəti]

Farm at Turkey Run [ˌfɑːm ət ˌtɜːki ˈrʌn]

National Colonial Farm [ˌnæʃnəl kəˈləʊniəl ˈfɑːm]

Oxon Hill Farm [ˌɒksən hɪl ˈfɑːm]

Pet Farm Park [ˌpet ˌfɑːm ˈpɑːk]

The Freaky Facts Club [ðə ˈfriːki ˌfæks ˈklʌb]

Geographical names

England [ˈɪŋɡlənd]

France [frɑːns]

Germantown [ˈdʒɜːməntaʊn]

Portugal [ˈpɔːtʃʊɡl]

Scotland [ˈskɒtlənd]

Приложение 1

Читаем по правилам

Буквы и буквосочетания	Звуки	Правила чтения	Примеры	Исключения
Аа	[eɪ]	— в открытом ударном слоге — в сочетаниях: ai ay	potato, famous, make, cake paint play, away	
	[æ]	— в закрытом слоге	bad, bank, sand snack, sparrow, tractor, family, actress, talented, traffic, van	
	[ɑ:]	— в сочетаниях: ar ask ant ath	dark, parsley, car, farm, large, park basket, ask plant bath	
	[ɔ:]	— перед l + согласная — в сочетании aw	wall, all, always, fall, also, walk claw	
	[ɒ]	— в закрытом слоге после w и wh	was, wash, want, watch what	water [ˈwɔ:tə]
Ии	[aɪ]	— в открытом ударном слоге — перед nd ld gh	like, tidy, decide, time, write, hide find, kind, behind wild right, sight, light, bright	give, live [ɡɪv] [lɪv]

Буквы и буквосочетания	Звуки	Правила чтения	Примеры	Исключения
Ii	[ɪ]	— в закрытом слоге	ticket, pick, sing	climb [klaɪm]
	[ɜ:]	— в сочетании ir (под ударением)	bird, girl, first	
Yy	[aɪ]	— в открытом ударном слоге	fly, sky	
	[ɪ]	— в открытом безударном слоге	family, happy, baby, story, daddy	
Uu	[ju:]	— в открытом ударном слоге	cute	
	[ʌ]	— в закрытом слоге	bus, tub, much, lunch, suddenly, grubby	pull [pʊl] put [pʊt]
	[u:]	— после j и r	June, prune, rule	
	[ɜ:]	— в сочетании ur (под ударением)	curtains, fur, turn	
Oo	[əʊ]	— в открытом ударном слоге — перед ld — в сочетании ow (в конце слова)	pony, note, home, hope hold window, show	doesn't [ˈdʌznt] one [wʌn]
	[ɒ]	— в закрытом ударном слоге	long, shop, top, across	
	[aʊ]	— в сочетаниях: ow ou	flower house, out, found, scout, about	

Буквы и буквосочетания	Звуки	Правила чтения	Примеры	Исключения
Oo	[ɔ:]	— в сочетании or (под ударением) — в сочетании oor	chores, boring door	
	[aʊə]	— в сочетании our (под ударением)	hour	
	[ɔɪ]	— в сочетаниях: oi oy	noisy boy, toy, royal	
	[u:]	— в сочетании oo	moon, school, soon	
	[ʌ]	— в сочетаниях: om on oth	some, sometimes, come money, wonderful other , another, smother	both [bəʊθ] don't [dəʊnt]
Ee	[i:]	— в открытом ударном слоге — в сочетаниях: ea ee	me, he cleaning, seashell, beach, bean, neat weeding, greet, green, street, sleepy	
	[e]	— в закрытом ударном слоге — в сочетании ea перед d	shell, messy, met, letter, nest, next head	to read [ri:d]
	[ɪə]	— в сочетании ear	hear	

Буквы и буквосочетания	Звуки	Правила чтения	Примеры	Исключения
Cc	[s]	— перед гласными e, i, y	centre, place decide, city	
	[k]	— в остальных случаях	back, cave, castle, capital, cook, collection, clean, cool, because, school	
	[ʃ]	— в сочетании cial	special	
	[tʃ]	— в сочетаниях: ch tch	children, beach, march, much, each, which, lunch watch, match	
Gg	[dʒ]	— перед гласными e, i, y	dangerous, vegetables	
	[g]	— в остальных случаях	good, green, big	
Ww	[w]	— в начале слова	watch, water	
	[r]	— в сочетании wr	write, wrong, wristwatch	
th	[θ]	— в начале и в конце знамена- тельных слов	think, thought, math, bath, both	
	[ð]	— в служебных словах, место- имениях и наре- чиях	the, they, other, there, together	

Буквы и буквосочетания	Звуки	Правила чтения	Примеры	Исключения
th	[ð]	— в знаменательных словах между двумя гласными буквами	grandfather, mother	
sh	[ʃ]	— во всех случаях	shell, show, shelf	
qu	[kw]	— во всех случаях	squeak, quack, quartz	

Приложение 2

Список установок

Are these sentences True or False according to the story? — Содержат ли эти предложения верную или неверную информацию в соответствии с содержанием рассказа?

Choose the best answer/title ... — Выберите лучший ответ/заголовок ...

Choose the correct variant. — Выберите правильный вариант.

Choose the sentences that refer to the story. — Выберите предложения, которые относятся к рассказу.

Complete the summary/the table/the chart/the underlined sentence/the end of the poem. — Заполните/Завершите краткое содержание/таблицу/подчёркнутое предложение/конец стихотворения.

Circle the corresponding letters. — Обведите соответствующие буквы.

Consult a dictionary. — Посмотрите в словарь.

Copy ... — Спишите ...

Correct the mistakes. — Исправьте ошибки.

Fill in the diagram/the table/the gaps. — Заполните диаграмму/таблицу/пропуски.

Find out ... — Найдите ...

Find the opposites/the synonyms/the examples. — Найдите антонимы/синонимы/примеры.

Guess ... — Догадайтесь ...

Label the pictures. — Подпишите картинки.

Look for the sentences that are similar in meaning to the following. — Найдите предложения, сходные по значению со следующими (предложениями).

Match ... with ... — Соотнесите ... и/с ...

Match the parts of the sentences according to the story. — Соотнесите части предложений в соответствии с содержанием рассказа.

One picture is extra. — Одна картинка лишняя.

Prove it from the text. — Найдите доказательства в тексте.

Put the correct numbers/letters. — Вставьте правильные цифры/буквы.

Put the paragraphs in the correct order. — Поставьте абзацы в правильной последовательности.

Put the questions in the order according to the text. — Поставьте вопросы по порядку в соответствии с содержанием текста.

Read the captions. — Прочитайте подписи.

Read the story to check your guesses. — Прочитайте рассказ и проверьте свои предположения.

Replace the words in the story with the similar words from the word box. — Замените слова в рассказе похожими словами из рамочки.

Some sentences are extra. — Некоторые предложения лишние.

Underline ... — Подчеркните ...

What do the underlined words mean? — Что значат подчёркнутые слова?

What is the main idea of the story? — Какая основная мысль/идея рассказа?

What is the title of this poem? — Какое название у этого стихотворения?

Which of these pictures illustrate the highlighted sentences in the story? — Какие из этих картинок иллюстрируют выделенные в рассказе предложения?

Which sentence goes with which paragraph? — Какому абзацу соответствует каждое из этих предложений?

Which verb can replace all these verbs? — Какой глагол может заменить все эти глаголы?

Which word does not belong according to the rules of reading? — Какое слово лишнее в соответствии с правилами чтения?

Which/What meanings do these words have in the story? — Какие значения у этих слов в рассказе?



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4 класс

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