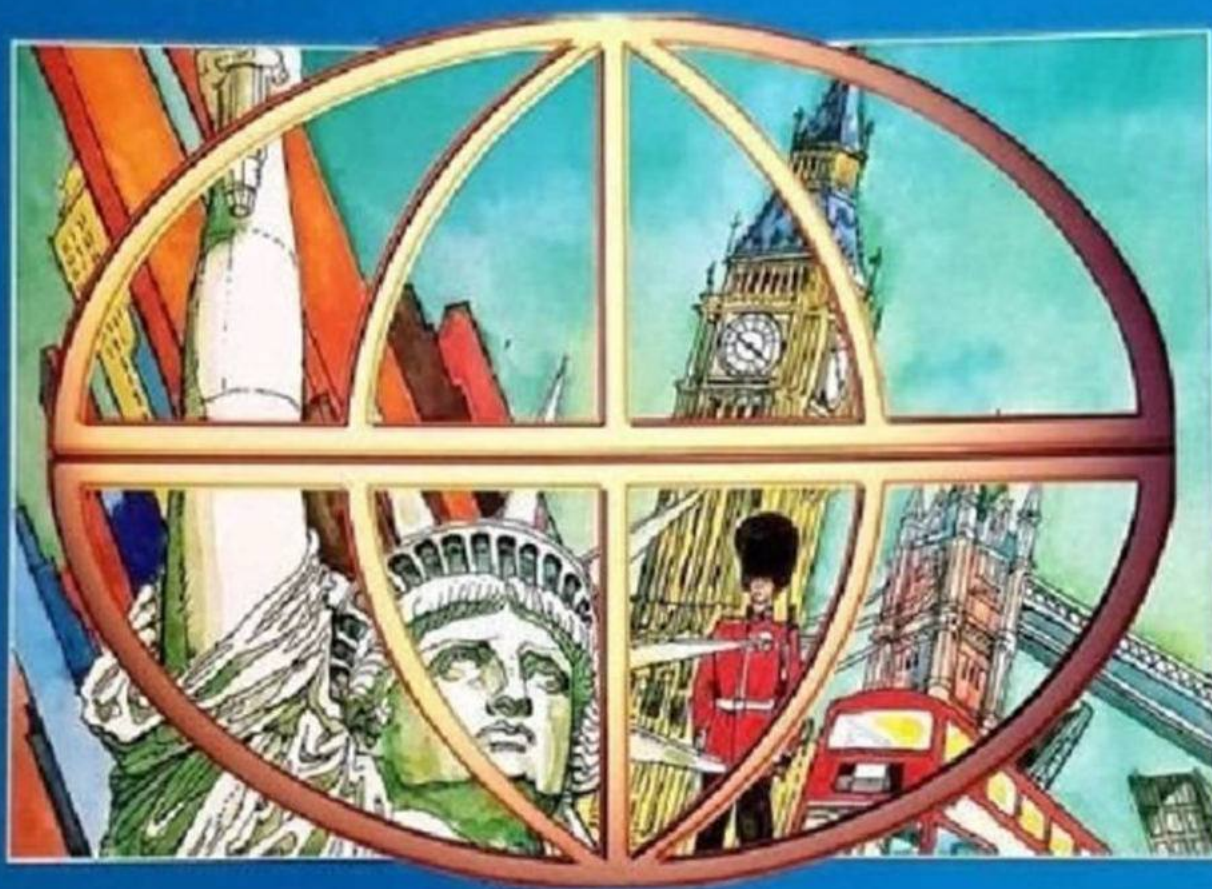


L. V. KHRUSTALYOVA V. N. BOGORODITSKAYA

# English

VI



Л. В. ХРУСТАЛЕВА  
В. Н. БОГОРОДИЦКАЯ

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# УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА

ДЛЯ VI КЛАССА  
школ с углубленным  
изучением  
английского языка,  
лицеев, гимназий

*Рекомендовано  
Министерством образования  
Российской Федерации*

*Художник В. Гальдяев*

5-е издание

Москва  
"Издательство "ВЕРСИЯ"  
2010

УДК 373.167.1:802.0 + 802.0 (075.3)

ББК 81.2 Англ-922

X955

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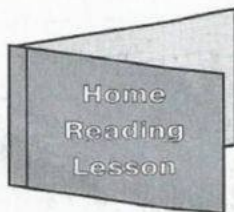
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Факс: (499) 766-86-14

E-mail: version-publishers@rambler.ru

**Хрусталева Л. В., Богородицкая В. Н.**

X955

Учебник английского языка для VI кл. шк. с углубл. изуч.  
англ. яз., лицеев, гимназий.

5-е издание. — М.: 2010. — 224 с.: илл.

ISBN 5-901059-61-1

**ISBN 5-901059-61-1**

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# UNIT 1

## ABOUT A LOT OF THINGS

### Hello! Did You Enjoy Your Holiday?

1 There are always things to enjoy when you are on holiday. *Do you agree? What do you think makes your summer holiday pleasant and happy?*

2 a) Look at these summer scenes and describe them.



You may use the following:

use the dog's shampoo [ʃæm'pu:]  
bathe the dog  
soapy water  
enjoy the bath  
have a lot of fun  
play with bubbles  
feel fine  
have an idea



feel fine  
look bright (beautiful)  
smell salty  
look funny (strange, fantastic)  
imagine  
pretend  
put on seaweed  
warm sand  
laugh  
be delighted



enjoy the sunny days  
heavy with fruit  
go fishing  
pick apples  
watch with interest  
invite  
look happy  
smell sweet  
taste wonderful

b) Did anything very interesting or unusual happen during your summer holiday? Speak about one of the days which was real fun, or gave you a surprise, or was, in some way, special to you. Why do you still remember it?

- 3 a) Listen to the poem *Billy the Bike*, then read it. Answer the questions: Is Billy a good rider? Does he like to ride alone or with friends?

### Billy the Bike

Autumn's the time when Billy the Bike  
Goes riding off on his holiday hike.  
Surrounded<sup>1</sup> by friends, he pedals with ease<sup>2</sup>,  
And ringing his bell, scares<sup>3</sup> the birds off their trees.  
But when he gets home at the end of the day,  
He's much too tired to go out and play.  
He's had enough exercise — who could want more  
Than to lie on a bed and have a good snore<sup>4</sup>?

- b) Explain why Billy is so tired at the end of the day.

#### 4 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 What did you do during your summer holidays? Did you take a trip, go camping or picnicking, visit someone, or have a good time at home?
- 2 What interesting places did you see? Did you go to the seaside, to another city or country?
- 3 Did you have a chance to visit a famous place of interest? What was it?
- 4 Did you spend any time on the farm? What did you do there?
- 5 Did you have any adventures?



#### MY DIARY

5 Think of interesting things about your summer holidays which you can tell your classmates so that they could imagine them. Describe:

- the places which you visited;
- things you enjoyed;
- people you met.

<sup>1</sup> surrounded [sə'raundɪd] — окруженный  
<sup>2</sup> with ease — с легкостью  
<sup>3</sup> to scare [skeə] — пугать  
<sup>4</sup> to have a good snore [sno:] — хорошо поспать





## Do You Remember?

### INDEFINITE

6 Do you remember how to use *Indefinite tense forms*? Read and translate the examples.

Present Indefinite	Past Indefinite
every day (week, month) always never often seldom usually sometimes	yesterday a week (month, year) ago last week (month, year) last Monday
Tim's friends <b>go camping</b> every week. Kate <b>walks</b> in the park every afternoon. This map <b>shows</b> our city streets.	Caroline <b>finished</b> all her homework an hour ago. The letter <b>came</b> only yesterday.
in a month next week soon	<b>Future Indefinite</b> The pupils <b>will go</b> to the museum next week. The children <b>will soon come back</b> .

**Questions**

Do Tom's friends **go camping** every weekend? — Yes, they **do**.  
 Does Kate **walk** in the park only on Saturdays and Sundays? — No, she **doesn't**.  
 Did Caroline **finish** all her homework an hour ago? — Yes, she **did**.  
 Did the letter **come** two days ago? — No, it **didn't**.  
 Will they **come back** soon? — Yes, they **will**.  
 Will the pupils **go** to the museum tomorrow? — No, they **won't**.

7 Read the sentences and ask questions.

**Example:** Children usually go swimming in summer. (you)  
Do you go swimming in summer, too?

- 1 Boys play football. (girls) *Do girls play football?*
- 2 Helen's brother often goes fishing in the lake in the morning. (Helen) *Does Helen often go fishing in the lake in the morning?*
- 3 My friend likes to go boating on the river. (your friend) *Does your friend like to go boating on the river?*
- 4 Mike seldom rides his bicycle in the yard. (his friend) *Does his friend seldom ride his bicycle in the yard?*
- 5 Jane never plays table-tennis. (her brother) *Does her brother never play table-tennis?*
- 6 Boys and girls play basketball. (you) *Do you play basketball?*
- 7 You will watch TV in the evening. (the afternoon)
- 8 You usually go camping with your friends. (your sister) *Does your sister usually go camping with your friends?*
- 9 July was a hot month. (August)
- 10 Summer brought a lot of fruit. (autumn)
- 11 The weather will become much colder in November. (October)

8 *Does autumn brought a lot of fruit in October?*

**CONTINUOUS**

8 Do you remember how to use *Continuous* tense forms? Read and translate the examples.

**Present Continuous**

Look! The girl **is dancing** so wonderfully!  
Listen! They **are singing** such a nice song!

now  
Look!  
Listen!  
Stop!

**Past Continuous**

At 5 o'clock yesterday ...  
When he came in ...

We **were watching** an interesting film at 5.  
When I came back home, my younger sister **was talking** on the telephone again.

**Questions**

Look! Who **is Ann talking** with?  
What **were you doing** at 9 o'clock in the morning?

9 *Present Continuous? or Past Continuous? Use the correct form of the verb.*

- 1 We looked into the room. Tom ... a letter to his friend. (*write*)
- 2 Look! Do you know the girl who ... tennis with Jane? (*play*)
- 3 When we came home, Mother ... the table for supper. (*lay*)
- 4 He can't answer the telephone now. He ... in the garden. (*work*)
- 5 Listen! Who ... that noise? (*make*)

**PERFECT**

10 Do you remember how to use *Perfect* tense forms? Read and translate the examples.

**Present Perfect**

ever  
never  
yet  
already  
just


They **have never been** to Paris.  
The train **has just left**.  
Jane **hasn't written** the letter yet.

**Questions**

Where **have you been** all the time?  
**Have you ever visited** Spain?  
**Has she already gone** to school?

11 *Work in pairs. Ask each other these questions, then say what you have found out.*

- 1 Have you ever been to the mountains?
- 2 Have you already visited all the interesting museums in your city?
- 3 Have you seen your grandparents today?
- 4 Have you made any new friends this month?

 12 a) Listen to the story *We're Very Good Friends, My Brother and I*, then read it.

Answer the questions:

- What are some of the things the brothers do together?
- Are they happy together?
- Are they ever sad together?



## We're Very Good Friends, My Brother and I

We're very good friends,  
My brother and I...  
We go for long walks,  
we watch clouds go by...  
And sometimes  
We don't always see eye to eye<sup>1</sup>,  
But that's okay...  
We're friends anyway.  
We laugh a lot, too,  
my brother and I.  
We like to run fast...  
and pretend we can fly  
and sometimes we'll lie  
in a pile of sand,  
and talk about places  
in faraway lands...  
or sometimes we'll stand  
and not talk at all,  
but that's okay too,  
'cause<sup>2</sup> we're friends, after all.  
We do lots of fun things,  
my brother and I.  
We hop all around...  
We fall on the ground,  
we hide in the forest  
when a monster's<sup>3</sup> around.  
And sometimes we'll swing  
on the branch of a tree...  
or sit in a puddle

<sup>1</sup> to see eye to eye — сходиться взглядами

<sup>2</sup> cause = because

<sup>3</sup> a monster ['mɒnstə] — чудовище

and pretend it's the sea.  
 And sometimes we'll wave  
 at a bird in the air...  
 or stand so still  
 we don't move a hair,  
 which isn't easy,  
 when the wind is breezy.  
 And sometimes at night,  
 we'll turn off the light,  
 and act very creepy'  
 until we get sleepy... or  
 someone gets scared.  
 We act creepy a lot  
 my brother and I...  
 but mostly we like  
 to play out of doors  
 or look at our books...  
 or help Mom with chores.  
 And once in a while  
 we'll play on our own,  
 but it isn't much fun,  
 and when all's said and done...  
 being together  
 beats being alone.  
 And even when we're mad...  
 or just feeling sad...  
 we're still always glad to be brothers.  
 And I guess in the end,  
 that's the best reason why...  
 we're very good friends,  
 my brother and I.

*P.K. Hallinan*



1 to act creepy — зл. пугать

b) What do you think makes the two brothers very good friends?



## On the Beach

- 13 Look at the children on the beach, read the texts and ask each other different kinds of questions about the boys' and girls' day of fun.



The girls are listening to the sound of the sea. They have found a big seashell. They can hear the sea when they hold the seashell close to their ears. It's fun to listen to the wonderful sound. The sea speaks to those who like to listen to it.

Look at the boys. They are playing with stones. They have found a lot of beautiful stones on the beach. The boys look for them every day. They have a nice collection of little stones. They are of different colours. The boys like to look for them and play with them.



Some children are playing in the little waves. They like the little waves. They haven't learned to swim yet. And they don't go into the water when the waves are big and high.

- 14 Have you ever walked along a seashore? Have you ever collected seashells or stones? If you have never done that, you have missed a lot of fun. Most boys and girls love to walk along the beach. You can look for seashells. It is fun to collect and to count the shells. You can collect ten, twenty, or more. Some children have been lucky enough to find thirty and more beautiful shells.

- Do you agree that you can call those children who have collected a lot of seashells lucky? Why?
- Find out what collections some of your classmates have made. Say whether you would like to see what they have collected.

- 15 a) Listen to the poem *Swimming*, then read it. Find out why the boy loves Daddy Duck.

### Swimming

When all the days are hot and long  
 And robin bird has ceased<sup>1</sup> his song,  
 I go swimming every day  
 And have the finest kind of play.  
 I've learned to dive and I can float<sup>2</sup>  
 As easily as does a boat;  
 I splash and plunge<sup>3</sup> and laugh and shout  
 Till Daddy tells me to come out.

It's much too soon; I'd like to cry  
 For I can see the ducks go by  
 And Daddy Duck — how I love him —  
 He lets his children swim and swim.  
 I feel that I would be in luck  
 If I could only be<sup>4</sup> a duck!  
 C. Scollard

- b) Answer the questions on the poem:

- 1 How do you understand that the poet speaks about summer? How does the poet describe the season?
- 2 What does the child say about his feelings? Do you understand these feelings?

- 16 a) Read the girl's letter. What did she write about in it? Did she enjoy her holiday? What fun did she have?

Dear Mum and Dad,  
 I am having so much fun visiting grandpa and grandma in the country. I play with Judy who lives down the road. Every morning we feed the horses and go riding. Every afternoon we go swimming in the lake.  
 Last Sunday we all went to the nearest town. It took us half an hour to get there by car.  
 We spent four hours in the amusement park which was fantastic.  
 Though I'm having fun, I have missed you. It won't be long till I see you again.  
 Love,  
 Jean.  
 P.S. I wrote this letter a week ago but I forgot to send it.

- b) Write a similar letter to a friend or your parents. You may write about real things you enjoyed, or you can imagine some holiday and describe the fun you had.

<sup>1</sup> robin ['rɒbɪn] bird has ceased — малиновка прекратила

<sup>2</sup> to dive and ... float — нырять и ... плавать

<sup>3</sup> I splash and plunge [plʌndʒ] — я брызгаюсь и окунаюсь

<sup>4</sup> if I could only be ... — если бы я только был ...



## Do You Remember?

### MODAL VERBS

17 Read and translate the examples.

#### MUST

I **must** leave at six today.  
You **mustn't** tell anybody about this. It's a secret.  
They **mustn't** walk on the grass in the park.

We use **must** to show that it is **necessary<sup>1</sup>** to do something.

**Must** the pupils **come** to school every day?  
**Must** you **leave** so soon?  
Why **must** we **come** so early?

#### Questions

#### CAN – COULD

My elder sister **can** speak two foreign languages.  
We **can't** come so early.  
He **could** drive a car when he was only fourteen.  
He spoke so fast, I **couldn't** understand him.

We use **can** to show that something is **possible<sup>2</sup>** or that someone has the **ability<sup>3</sup>** to do something.

**Can** you **ski** and **skate**? — Yes, I **can**, but John **can't**.  
**Why couldn't** you come a little earlier? — We were very busy.

#### Questions

#### MAY – MIGHT

You **may** open the window. It is very hot in the room.  
She asked if she **might** open the window.

We use **may** to ask for and give **permission<sup>4</sup>**.

**May** I show you how to play?  
**May** I **come in**? — Yes, please do.  
**May** I **close** the window? — Please, don't. It's too hot in the room.

#### Questions

<sup>1</sup> it is necessary ['nesɪsəri] — необходимо  
<sup>2</sup> it is possible ['pɒsəbl] — возможно  
<sup>3</sup> ability [ə'bɪlɪti] — умение  
<sup>4</sup> permission [pə'mɪʃn] — разрешение

18 Say what you must (must not do) in these situations:

a You are in a noisy street with a lot of cars in it.

look at the traffic lights  
be careful  
be attentive  
cross the street

play on the road  
stop  
look right and left  
wait for the green light

b You are in your English class.

learn  
listen attentively  
forget  
remember

do your homework  
make a noise  
be inattentive

c You are at a party.

speak politely  
be friendly  
make a noise  
shout  
be attentive to others

forget about good manners  
remember good table manners  
show interest in conversations  
show no interest in people who are present

19 Work in pairs. Ask each other what things you couldn't do well not very long ago and what you can do wonderfully now.

20 Work in pairs. Practise asking for and giving permission.

open the window  
take a book  
leave the room  
talk to someone

21 Use CAN or MAY:

- May
- 1 Is there anyone who (can, may) blow up these balloons?
  - 2 (Can, May) I taste this fruit now?
  - 3 (Can, May) you play chess? May May
  - 4 Tommy (can, may) say quite a few words in German. can
  - 5 We (can, may) watch television when we have finished all our homework. can
  - 6 You (can, may) take this book. can
  - 7 (Can, May) I have another glass of milk? May
  - 8 On weekends we (can, may) go camping. can
  - 9 Yes, you (can, may) bring a friend to the party. can
  - 10 (May, Can) we go with you? May



## Mowgli

Most of the stories in Rudyard Kipling's *Jungle Book* (1894) are set in India. They are about the boy Mowgli who is lost in the jungle as a small child and brought up and taught by animals.

The stories about Mowgli were made into a successful cartoon film by Walt Disney.

- 22 *Read the texts and find the scene which matches each part of the story.*

A family of wolves gave shelter to a human baby after Shere Khan the tiger had attacked his parents. Mother Wolf took care of the baby and gave him the name 'Mowgli', which in her language meant 'frog'.

Shere Khan tried his best to leave Mowgli to himself saying it was his prey. All the animals then gathered at their meeting to decide what to do with Mowgli. Mother Wolf was ready to fight against Shere Khan to the last to leave Mowgli to herself if things came to fighting. The Wolf Pack decided that Mowgli would be their cub member and would grow up among the wolves if two animals spoke for him. It was the Law of the Jungle. Baloo 'the sleepy brown bear' and Bagheera the Black Panther spoke for the human cub, and Mowgli remained with the Wolf pack.

Father Wolf, Baloo the bear and Bagheera the panther brought up Mowgli. Baloo taught him 'the Law of the Jungle', while Bagheera taught him how to run fast, and to jump high, to climb the trees, and to swim among the snakes. Father Wolf taught him how to hunt. Soon Mowgli learned to live in the jungle. He knew how to speak with all animals, snakes and birds. Mowgli understood every rustle in the grass, every note of the birds, that were flying above his head, and every splash of every little fish in the pools. When Mowgli was not learning, he sat in the sun and slept, and ate, and went to sleep again. When he felt dirty or hot, he swam in the forest pools, and when he wanted honey, he climbed up for it.





Mowgli knew from his animal friends that Shere Khan hated him and still hoped to hunt him down. His friends also told him that he could fight Shere Khan only with the help of the Red Flower which grew in the men's huts in the valley. By Red Flower they meant fire. Every beast was afraid of it.

Mowgli went to the village and got fire. He attacked Shere Khan with a burning branch and drove the tiger away from the Pack.

When Mowgli grew up, he understood that he had to leave the wolves and return to people. He was a man, and he felt it was better for him to live among people. It was difficult to say good-bye to his wolf family and to his true friends. They all said they would never forget Mowgli.

Mowgli went away from the jungle to meet those mysterious people that were called men.

23 Say what interesting events and characters the story describes.

**Rudyard** [ˈrʌdʒəd] **Kipling** (1865—1936)

was a great English poet and a talented writer. He was born in India and spent many years of his life there. It is not strange that India acted as the setting for many of his books. In 1907 Kipling became the first English writer to receive the Nobel [nouˈbeɪ] Prize for literature.

Rudyard Kipling also wrote for children. His most famous children's books are *Just So Stories* and *The Jungle Book*. *The Jungle Book* tells how the child Mowgli was brought up<sup>1</sup> by the wolves and Baloo the bear, and Bagheera, the Black Panther taught him, the Law of the Jungle<sup>2</sup>.

*Just So Stories* may be called animal fables. In them, we discover what happened on the banks of the Grey Green Greasy Limpopo [lɪmˈpɒpəʊ], how the camel got his hump, and how the leopard got his spots.

## Mowgli and the Monkey-People

(from the *Jungle Book*)

after Rudyard Kipling)

It was in the days when Baloo was teaching Mowgli the Law of the Jungle. The old brown bear was delighted to have such a quick pupil. The boy could climb almost as well as he could swim, and swim almost as well as he could run. Baloo taught Mowgli the Wood and Water Laws: how to speak politely to the wild bees; what to say to the Bat when he disturbed him at midday; and how to tell the water-snakes in the lake that he was going to swim among them; and how to hunt. Mowgli had to learn<sup>5</sup> everything by heart, and he grew tired of saying the same things over a hundred times. Baloo said to Bagheera who often came to see their lessons, "A man-cub is a man-cub, and he must learn the Law of the Jungle."

"But think how small he is," said the Black Panther. "How can his little head carry all your long talk?"

"I want Mowgli to know how to protect himself in danger. That's why I am now teaching him the Master Words of the Jungle that will protect him with the birds and the Snake-People, and all that hunt on four feet", Baloo replied.

"What are those Master Words?" Bagheera asked. "I should like to know."

"I will call Mowgli and he will say them. Come, Little Brother. Tell Bagheera the Master Words of the Jungle that I have taught you this day."

"Master Words for which people?" said Mowgli, delighted to show off. "The jungle has many languages. I know them all."

"Say the word for the Hunting-People."

"We are of one blood, you and I," said Mowgli, giving the words the Bear accent which all the Hunting-People use.

"Good. Now for the birds."

- 24 Read these names which you will come across in the story:

Mowgli [ˈmaʊɡli]

Black Panther [ˈpænθə]

Bagheera [bæˈɡiːrə]

Baloo [bəˈluː]

Shere Khan [ʃɪəˈkɑːn]

- 25 Read and translate these sentences:

- 1 "How can his little head carry all your long talk?"
- 2 "I want Mowgli to know how to protect himself in danger. That's why I am now teaching him the Master Words<sup>3</sup> of the Jungle."
- 3 "We are of one blood<sup>4</sup>, you and I," said Mowgli, giving the words the Bear accent which all the Hunting-People use.

- 26 Read the text *Mowgli and the Monkey-People*. Answer the question:

Why were Baloo and Bagheera angry with Mowgli?

<sup>1</sup> Mowgli was brought up — Маугли воспитывался

<sup>2</sup> the Law [lə:] of the Jungle [ˈdʒʌŋɡl] — Закон Джунглей

<sup>3</sup> Master Words — заветные слова

<sup>4</sup> blood [blʌd] — кровь

<sup>5</sup> had to learn — приходилось учить



Mowgli repeated, with a whistle at the end of the sentence.

"Now for the Snake-People," said Bagheera.

The answer was a hiss.<sup>1</sup>

Baloo looked at Mowgli with love. He believed that his pet was now safe against all animals, snakes and birds in the jungle.

"He mustn't be afraid of anyone," Baloo said. "Nobody can hurt him."

"But<sup>2</sup> his own tribe," Bagheera said.

"I shall have my own tribe, and lead them through the jungle all day long," Mowgli shouted. "The Monkey-People have promised me this."

"You have been with the Monkey-People, the people without a Law, the eaters of everything. That is great shame," Baloo's eyes were angry.

Mowgli saw that Bagheera was very, angry too.

"When Baloo once punished me," said Mowgli, "I went away and the grey monkeys came down from the trees and had pity on me. They gave me nuts and pleasant things to eat, and they, they carried me in their arms up to the top of the trees and said I was their blood-brother, though I had no tail, and I should be their leader some day."

"They have no leader," said Bagheera.

"They lie. They have always lied."

"They were very kind and asked me to come again. I would like to play with them again."

"Listen, man-cub," said the Bear. "I have taught you the Law of the Jungle for all the peoples of the jungle — except the Monkey-People who live in the trees. They have no law. Their way is not our way. They have no leaders. They do not remember anything. They boast and talk and pretend they are great people but let them see a nut falling and they begin to laugh and forget everything. They are very silly, dirty, and boastful."

At this moment they heard a noise, and a lot of nuts and branches began to fall on their heads. Baloo and Bagheera had no time to understand what was happening. They only saw Mowgli in the hands of the monkeys who were carrying him away. In a moment Mowgli disappeared among the branches.

27 Answer the questions on the text.

- 1 What was Baloo teaching Mowgli?
- 2 Whose idea was it to make Mowgli a leader of the tribe? Did Mowgli like the idea?
- 3 What did Baloo and Bagheera think of the Monkey-People?

28 Think and say why it was so:

- 1 Baloo was delighted with Mowgli.
- 2 Baloo wanted Mowgli to say the same things again and again.
- 3 Baloo believed that the boy was safe against all animals in the jungle.
- 4 Mowgli couldn't understand why Baloo and Bagheera were angry with him.

<sup>1</sup> a hiss — шипение, шипящий звук

<sup>2</sup> but — эд. кроме



# UNIT 2

## GETTING THE BEST OF EDUCATIONS

### You Like to Go to School, Don't You?

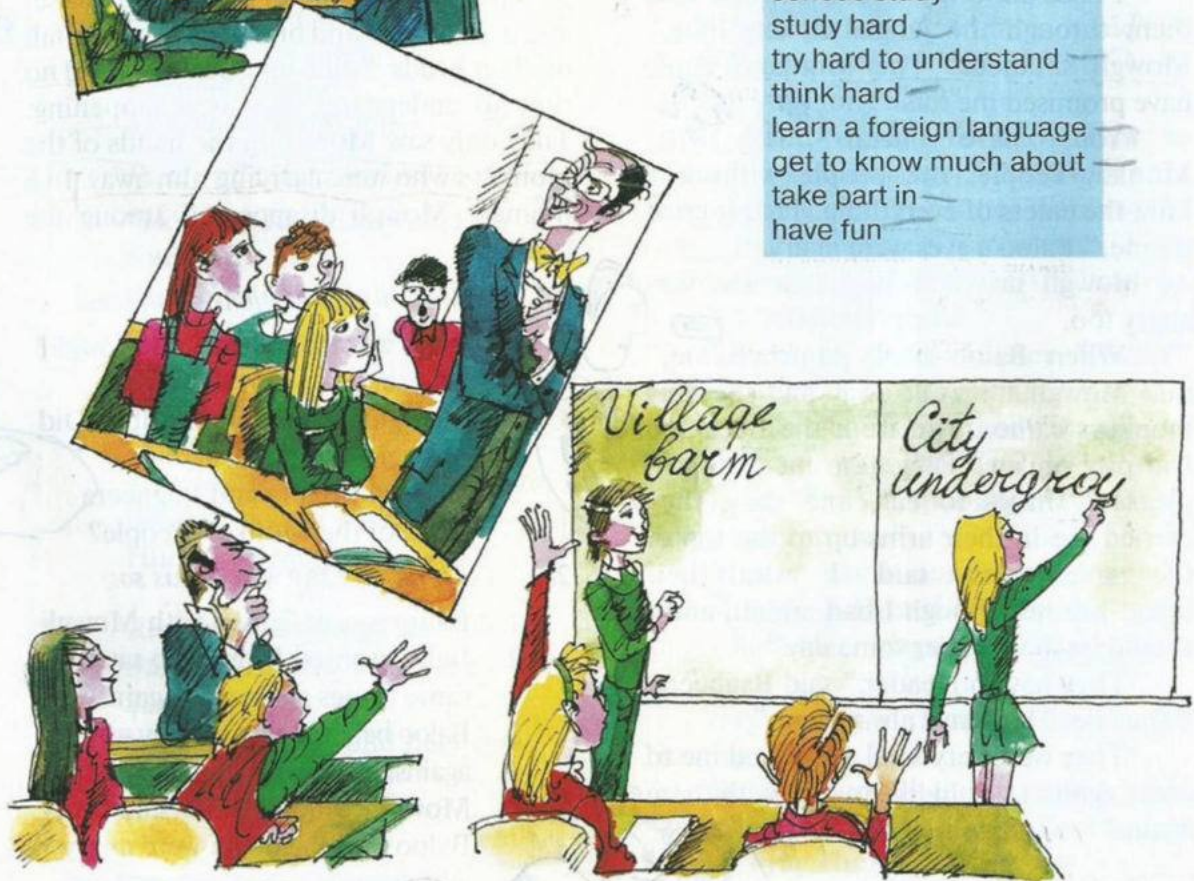
1 You spend a lot of time at school, don't you? *What does school mean to you? Do you learn a lot? Have you got friends among other schoolchildren and among teachers?*



2 a) *Look at the pictures and describe them. Say what the boys and girls are busy with when they are at school and what very useful and interesting things they learn to do.*

*You may use the following:*

take an interest in —  
be curious about —  
enjoy lessons —  
serious study —  
study hard —  
try hard to understand —  
think hard —  
learn a foreign language —  
get to know much about —  
take part in —  
have fun —



b) *Are all your school days different? How? What do you learn and do with interest? Describe one of your school days.*

- 3 a) Listen to the poem *School Days*, then read it. Answer the question: What do grown-ups say about school days?

### School Days

The happiest days of your whole life!  
(So all the grown-ups say),  
But I would never go to school  
If I could have my way'.  
My pencil point is broken,  
My pen's run out of ink,  
My head's just filled with sawdust<sup>2</sup>  
And with sawdust you can't think.

My books are in a dreadful state<sup>3</sup>  
With ink blots here and there,  
My school hat is so cumbersome<sup>4</sup>  
And horrible to wear.  
The happiest days of your whole life!  
(That's what the grown-ups say),  
But I would never go to school  
If I could have my way.

Susan Whitworth

- b) Answer the questions on the poem:

- 1 The girl's books are 'in a dreadful state'. What do you think they look like?
- 2 What does the girl mean when she says that her 'head is just filled with sawdust'?
- 3 Do you think the girl enjoys school?

### 4 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Can you say that you are a hard-working and serious pupil?
- 2 Do you always keep school and library rules?
- 3 Which are your favourite lessons?
- 4 What do you do to be a good pupil?
- 5 How much do you read?
- 6 How much time do you spend at school?
- 7 What do you like most in your school?



### MY DIARY

5 Make up a story about your school life.

Write about:

- what you learn to do;
- how difficult or easy your school lessons are;
- what lessons you take an interest in;
- what you enjoy at school most of all;
- what kind of pupil you think you are.

<sup>1</sup> I would never ... if I could have my way — я бы никогда не ..., если бы могла поступить по-своему

<sup>2</sup> sawdust ['sɔ:dəst] — опилки

<sup>3</sup> in a dreadful ['dredfʊl] state — в ужасном состоянии

<sup>4</sup> cumbersome ['kʌmbəsəm] — нескладный, громоздкий



## We Learn a Lot at School

6 Read these words.

[ɔ] body, **modern**, **botany**, **geography**, **knowledge**  
 [a:] hard, last, ask, large, **art**, **craft**  
 [aɪ] bright, sign, light, lively, find, **idle**, **design**  
 [aɪə] fire, dialogue, quiet, tired, **science**  
 [æ] language, character, fantastic, **Latin**

[i:] mean, feel, believe, week, **Greek**  
 [ɪ] history, simple, **diligent**, **literature**  
 [eɪ] explain, change, strange, **education**, **ancient**  
 [ou] grow, slow, lonely, close, **progress**  
 [ʌ] nothing, suddenly, summer, **subject**

7 Read and remember how to use the

words:

*образованне*  
**education** [ˌedʒuːˈkeɪʃn]: They want to give their son a good education. Where do you think we can get a good education?

*знання*  
**knowledge** [ˈnɒlɪdʒ]: His knowledge of Spanish is poor. We are surprised at her knowledge of history, it's really great.

*предмет*  
**subject** [ˈsʌbdʒɪkt]: Have you begun to study any new subjects this year? I enjoy Maths, this is my best subject.

*наука*  
**science** [ˈsaɪəns]: science room, computer science; social sciences. History and Geography are part of Social Sciences. Why don't many girls go into science?

*современная*  
**modern** [ˈmɒdɪn]: modern foreign languages; modern times; the modern world. English, French, German and Spanish are modern languages.

*древний*  
**ancient** [ˈeɪnʃnt]: ancient history; ancient languages. Latin and Greek are ancient languages. The pupils studied the earliest cultures of ancient Rome and Greece at their lessons.

*хорошо знает*  
**to be good at**: Jane is very good at languages. Is Jill good at Mathematics?

**to do well (badly)**: to do well (badly) at school. Bill was doing badly at school which made his parents feel upset.

*прогресс*  
**progress** [ˈprɒɡres]: to make progress; to make progress in sciences; progress reports. Ann is making good progress with her German. Dan has made a lot of progress with his English in a very short time.

*расписание*  
**time-table**: Do you remember your time-table for Wednesday?

*бездельничать*  
**idle** [ˈaɪdl]: Why are you sitting idle when all the others are working?

*трудолюбивый*  
**diligent** [ˈdɪlɪdʒənt]: a diligent student; diligent work. Are they diligent pupils? Tom is very diligent in his work.

*искусство*  
**art**: modern art; ancient art; an art teacher; an art gallery. The gallery has an excellent collection of modern art. She is very good at music and art.

8 Here are the names of some subjects children in British and American schools have:

English  
 Mathematics  
 Science

History  
 Geography  
 Music

Physical Education (PE)  
 Modern Languages  
 Arts, Crafts and Design (ACD)

Compare the list of subjects with the one you have in your school. How are they different?

9 Do you remember your time-table?

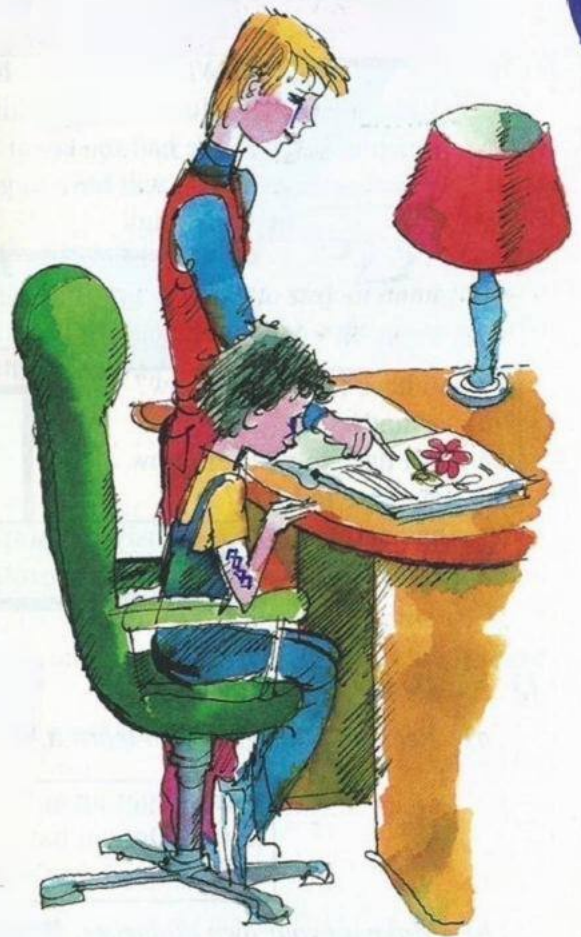
Say:

- how many times a week and on what days your class goes to the computer lab and to the science room;
- how often you have PE, Maths, English and other subjects.

**i**nformation

10 a) Look at these pictures in the textbooks the children are looking through. What subjects are they for? Why do you think so?

GB	US
<p><b>a form</b> A form in a British school is a class or a group of classes in which all the pupils are of the same age.</p>	<p><b>a grade</b> A grade is a class in an American school.</p>
<p><b>term</b> In Britain, the school year is divided into three periods. They are called terms.</p>	<p><b>semester</b> In the USA, the school year is divided into two semesters [sɪ'mestəz].</p>



b) What other pictures do you think you can see on the pages of textbooks? Do you think that pictures are helpful? How?

11

Do you find school difficult? Are you doing well or badly at school? What are your best subjects? What are your worst subjects? What subject do you take a special interest in? *Speak about the subjects you are learning at school this year and the progress you are making.*

2





## Study and Remember

### MODAL VERBS

(see page 202)

12 Read and translate the examples.

#### HAVE (TO)

В модальном значении глагол **have** выражает необходимость выполнения действия **вследствие сложившихся обстоятельств**. Обычно это вынужденная необходимость (ср.: приходится, пришлось, придется).

What a pity you **have to** go! It's time for you to catch the train.  
He **has to do** it himself. Nobody can help him.  
We **had to stay** at home because we were waiting for Tom.  
You will **have to get** up early in the morning if you want to go fishing.

Глагол **have** в модальном значении всегда употребляется с инфинитивом с частицей **to**.

#### Questions

Do you **have to go** there now?  
No, we **don't**.  
We **don't have to go** there now.  
Did they **have to leave**?  
Yes, they **did**.

Вопросительная и отрицательная формы образуются с помощью вспомогательного глагола **do**.

13 Do you have to do it?

a) Read the dialogue, then learn it.

**Tom:** I get up at half past six every morning.  
**Kate:** Do you have to get up so early?  
**Tom:** No, I don't, but I like to.

b) Make up your own dialogues. You may begin like this:

- |   |   |
|---|---|
| 1 I go shopping every day.                            | 5 Ann dusts her room every day.                       |
| 2 I work hard at my English.                          | 6 Nick meets his younger brother at school every day. |
| 3 Tom helps his classmates with mathematics.          | 7 They help old people to do their shopping.          |
| 4 Kate helps her mother in the kitchen every morning. | 8 I often write letters to my grandparents.           |



14

Say what you do at home (at school, in the garden) not because you have to, but because you like to.

*I like to eat breakfasts at school!*

*I like play computer games at home.*

*I like to eat apples in the garden.*

15

Why did they have to do it? Make up sentences.

I had	to open the windows	because	it was difficult.
We had	to read the text again		Mother was busy.
	to stay after classes		it was very hot.
	to buy some new shoes		Tom asked us to help him.
	to do everything myself		the weather was windy.
	to put on my/our coat/s		my/our shoes were already old.
	to take an umbrella	it was raining.	

16

Say what they had to do.

**Example:** Mike knew that his train was leaving at 7 o'clock. (to get up early)

*had to stay at home because* Mike **had to get up early** in the morning because he did not want to be late for the train which was leaving at 7.

- 1 Nick *had to look for his key because he didn't want* lost it.
- 2 Jane could not go for a walk. She had a lot of things to do. (to stay at home)
- 3 Ann saw that there were many cars in the street. (to stop and wait for the green light)
- 4 Tom did not understand a difficult sentence. (to read it again)

17

Say:

- what you have to do if you want to be good at some subject you study at school;
- whether you have to spend your free time indoors or outdoors if the weather is rainy and windy;
- how often you have to stop for a short rest when you are doing your homework;
- where you have to play football, basketball, badminton, or any other game if there is no sports ground near your house;
- what you have to do if you have lost a book from the school library;
- how you have to act if somebody is rude to you;
- why you think grown-ups have to be strict with children sometimes.

18

Make a list of things you have to do:

- before you go on a trip;
- before you come to school;
- before you write a test.

19 Find the sentences in which the verb **to have** has a modal meaning.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1 Father has bought us a football.    | 5 I have read all these books.        |
| 2 A teacher has to be very strict.    | 6 They had to keep the library rules. |
| 3 A tortoise has a tail.              | 7 We had to run to catch the train.   |
| 4 We have to do this work for Monday. |                                       |




## Classroom Activities

 20 Read these words:

[ɪ] diligent, list, busy, difficult, **activity**  
[ʌ] colour, **number, multiply, discuss, discussion**  
[a:] last, glass, party, answer, **task**

[e] letter, remember, **memory, spell, spelling**  
[æ] classic, capital, Canada, **subtract, add**  
[aʊ] town, loud, proud, **pronounce**  
[eɪ] wait, **translate, translation, pronunciation**  
[aɪ] polite, describe, surprise, **divide, recite**

 21 Read and remember how to use these words:

**activity** [æk'tɪvɪti]: school activities; to enjoy classroom activities; to show an interest in class activities. Which out-of-class activities are the most interesting?

**to pronounce** [prə'naʊns]:

**pronunciation** [prəˌnʌnsi'eɪʃn]: to pronounce a word or sound. I can't pronounce his name, it's very long. English people often find the pronunciation of French difficult.

**to spell (spelt, spelt), spelling**: The pupils are learning to spell new words. English spelling is not easy, is it? Shall I spell my name for you? That piece of writing was full of spelling mistakes.

**to translate** [træns'leɪt], **translation**: to make a translation. These sentences are too difficult to translate. Can you translate this text? We have read this poem in translation.

**to discuss** [dɪs'kʌs], **discussion**: to hold a discussion; to take an interest in the discussion. Parents often go to the school to

discuss their children's progress reports. Everyone has a chance to take part in the discussion. Boys are very fond of discussing football and hockey matches. When are you going to hold your class discussion?

**memory** ['meməri]: Every computer has a memory. I have a bad memory for such things.

**number** ['nʌmbə]: telephone numbers; a number of books. Can you read the number 131,274? They took a big number of pictures in their travels.

**to add, to subtract** [səb'trækt], **to multiply** ['mʌltɪplaɪ], **to divide** [dɪ'vaɪd]: If you add 5 to 5, you get 10. If you divide 30 by 6, you get 5. If you multiply 3 by 5, you get 15. If you subtract 6 from 9, you get 3.

**task** [tɑːsk]: an easy task; a difficult task; to do a task. Do you think this task is very difficult? The boy thought the task was too easy for him. The main task is to learn how to work with modern computers.

**to recite** [rɪ'saɪt]: to recite a poem. Jenny recited the poem wonderfully.

22 Say at what lessons pupils:

- study the life of people in ancient and modern times;
- learn how to draw pictures or make designs with the computer;
- learn how to spell correctly;
- study weather maps, stars, planets, storms, animals and plants;
- learn to speak other languages;
- read books and stories, speak about their characters and discuss their ideas.

23 a) Say what you usually discuss:

- in talks with your friends, classmates, or parents;
- after a test;
- before a party;
- when you are planning a picnic.

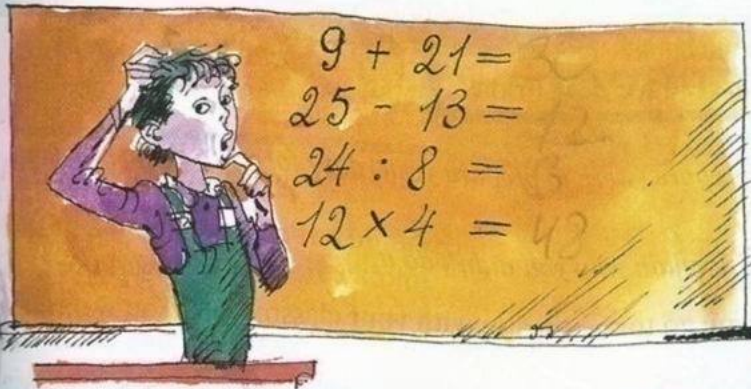
b) What kind of discussions do you take an interest in?

24

Look at the pictures and describe the children's activities at these lessons. What are they learning to do? Are all the tasks difficult?

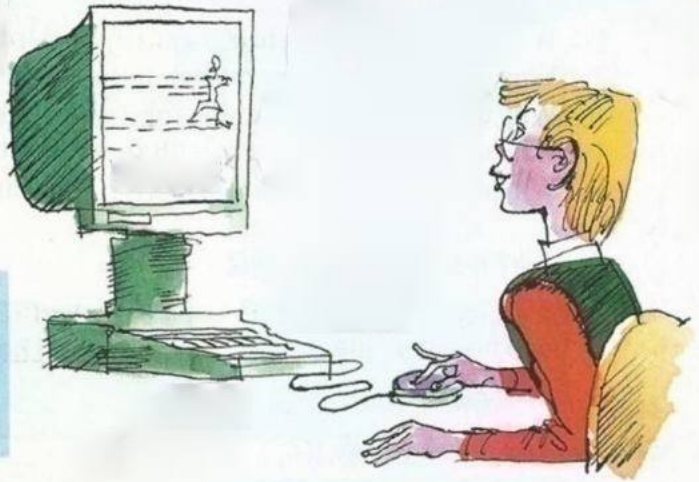
You may use the following:  
 произнести правильно как робот

pronounce correctly  
 learn how to speak  
 describe  
 make up a story  
 discuss ideas  
 take part in the discussion  
 use the new words  
 say what you think



add прибавить  
 divide разделить  
 subtract вычитать  
 multiply умножить  
 numbers номера  
 think hard  
 difficult (easy) tasks задачи  
 feel upset (happy)  
 изобретать

work with the computer  
 understand the commands [kə'ma:ndz]  
 do many interesting tasks задания  
 draw pictures with the computer  
 look at the screen attentively



25

Compare these activities and say which of them you find more difficult:

- working with the computer;
- doing different sums in Maths;
- taking part in discussions;
- reciting poems;
- speaking a foreign language;
- writing compositions;
- translating English poems;
- learning to spell new words.



## Study and Remember

26 Read and translate the examples.

(see page 202)

### BE (TO)

В модальном значении глагол **be** выражает необходимость выполнения действия вследствие того, что оно кем-то или чем-то **предусмотрено** (то, что должно быть выполнено в силу договоренности, приказа, плана и т.д.).

Don't forget that we **are to meet** at four o'clock.  
You **are to do** Exercise 5 for Monday.  
There **is to be** a meeting next week.  
We **were to go to** a museum last week.

Глагол **be** в модальном значении всегда употребляется с инфинитивом с частицей **to**.

### Questions

When **are you to come back**?  
What story **are we to read** for next Friday?

27 Say what you are to prepare (were to prepare yesterday) for your English lesson.



28 Answer the questions. Explain why you didn't do it.

**Example:** Why didn't you go to the theatre with your classmates? You wanted to go together.

I **was to go** to the theatre, but I was ill.

- 1 Why didn't you work in the garden on Monday? Didn't you promise to come?
- 2 Why didn't you come and watch the football match? The boys waited for you.
- 3 Why didn't you take the dog for a walk? Didn't you agree to take him to the park?
- 4 Why didn't you help them with the translation? Didn't you promise to do it?
- 5 Why didn't you come to the party? You wanted to come, didn't you?

You may use the following:

be ill  
have no (very little) time  
be very busy

be very tired  
have a lot of homework  
forget

come too late  
change one's plans

29 Why didn't you do it?

a) Read the dialogue, then learn it.

"Why didn't you meet him yesterday? Didn't you agree to do it?"  
"I **was to meet** him, but I was busy at that time."

b) **Work in pairs.** Act out a conversation with your classmate. You promised (agreed or wanted) to do something, but you didn't do it. Your friend is displeased or upset. You explain why you didn't do it.

30 You were to do it. Why didn't you?

- a) **Work in pairs.** Tell your classmate that he (she) was to do something and ask him (her) why he (she) didn't do it.

**Example:** Why didn't you return the books yesterday? You were to do it after school. Why didn't you?

You may use the following:

put your things in order  
help your mother in the kitchen  
clean your shoes before you went out

go shopping after school  
air the room

- b) **Work in pairs.** Act out a conversation with your classmate. You were to do something, but you didn't do it. Explain why you didn't do it.

31 a) Read and remember.

(see page 203)

### OUGHT [ɔ:t] (TO)

She **ought** to tell him not to be so rude.  
You **ought** to be more attentive.

We use **ought** to show it is a **duty** to do something.

b) Read and translate:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1 You ought to go to the library. | 3 You ought to help your friends.  |
| 2 You ought to be more careful.   | 4 You ought to be kind to animals. |

32 a) Read and remember.

### NEEDN'T

You **needn't** write this exercise for Thursday.

We use **needn't** to show that we think it is not necessary.

b) Read and translate:

- |                              |                               |
|------------------------------|-------------------------------|
| 1 You needn't come so early. | 3 He needn't repeat it.       |
| 2 You needn't hurry.         | 4 She needn't go there today. |

33 a) Read and remember.

### USED [ju:st] (TO)

When Mary was a little girl, she **used to** cry when she saw a mouse.

We use **used to do something** to show that it happened all the time in the past, but does not happen now.

b) Read and translate:

- 1 When he was in the South, he used to write to me every day.
- 2 This is the place where we used to play in summer.
- 3 When we lived in the country, we used to get up at 6 o'clock.
- 4 I used to go to the theatre a lot, but I never get the time now.
- 5 Do you play tennis? — No, but I used to.



## Arts , Crafts and Design

**34** Read these words:

[ou] old, know, home, moment, ago, sew  
 [eə] hair, parents, wear, there, square, repair  
 [ɔɪ] boy, noisy, coin, voice, enjoy, oil  
 [eɪ] lazy, favourite, ancient, paint, painting

[u:] rule, cool, spoon, glue, tool  
 [ɔ:] drawing, chalk, water-colours, important  
 [i:] easy, repeat, teacher, dream, needle, neat  
 [e] memory, spelling, thread, necessary  
 [ɪ] activity, interest, drill, knit, scissors

**35** Read and remember how to use these words:

*краска рисовать краской картина красками*  
**paint, to paint, painting:** I am fond of drawing and painting. What is the difference between drawing and painting? Where do you think I can get good paint to make pictures with?  
*масленые краски акварели*

**oils, water-colours, chalks** [tʃɔ:ks]: coloured chalk; to paint in oils. When we draw we make pictures with a pen, a pencil or chalk. We may paint in water-colours or in oils. It is not easy to paint in oils.

**to sew** [sou], (**sewed, sewn**): to sew a dress; to sew a button onto the shirt. I hate sewing buttons onto my clothes.

**needle, thread** [θred], **scissors** [ˈsɪzəz]: If you are going to sew you need a needle, thread and scissors.

**to knit** [nit]: to knit a scarf; to knit gloves; hand-knitted gloves. Jane enjoys knitting. Susan knitted a scarf as a Christmas present for her father. "Can you teach me to knit,

Granny?" Kate asked. Ann is good at knitting, she has already made so many pretty things.

*вязать*  
**neat** [ni:t]: neat work; neat clothes; neat handwriting. Do you always keep your room neat and tidy? The grass is green and neatly cut.

**to repair** [riˈpeə]: to repair a chair; to repair furniture; to repair a car. Nobody knew how to repair that car. There is something wrong with your bicycle, Bill. Are you going to repair it yourself?

*гвоздь*  
**tool, hammer, drill:** There are many kinds of tools, such as hammers, drills and knives. What tools do you need for this work?

**important** [ɪmˈpɔ:tənt]: an important task; a very important meeting. Is it so important for you to learn how to repair things? It is very important that you understand the rules.

**necessary** [ˈnesɪsəri]: Food is necessary for life. It is necessary to take care of nature. Do you have everything necessary for the trip? I'll take with me only what is necessary.

**36 a)** Look at these things and say which of them you will need for school.



marker  
calculator  
eraser [ɪ'reɪzə]

paper clips  
glue [glu:] stick  
tape

crayons ['kreɪnz]  
stapler ['steɪplə]  
(hole) punch

clipboard  
pencil sharpener

**b)** At what lessons will you use them? What will you need them for?

37 a) Say why it is important:

- to be attentive at the lessons;
- to study well;
- to spend a lot of time out-of-doors;
- to be able to make some things yourself.

b) Say what it is necessary to do if you want:

- to be strong and healthy;
- to have a good knowledge of a foreign language;
- to make progress in sciences;
- to get a good education.

c) For whom do you think it is necessary to learn:

- how to sew or knit?
- how to work with a hammer?
- how to repair different things at home?
- how to train memory?
- how to paint and draw well?
- how to speak beautifully and correctly?
- how to work with the computer?

38

Look at the pictures and describe the children's activities at these lessons. What are they learning to do? Are all the tasks difficult?



You may use the following:

paint in water-colours and in oils  
 have a good eye for colours  
 keep one's eyes open  
 use coloured chalks  
 be able to watch and compare  
 have a good imagination  
 be good at  
 try one's best

learn mosaic [mou'zeɪk] making  
 careful and neat work  
 use pieces of plastic, stones and glass  
 an interesting task  
 diligent work  
 work with different tools  
 think of the design  
 decorate the walls





## Speaking About Wishes

39 What kind of school would you like to have?

a) Read and find out what wishes Danny, Evan and Stella have.

Danny Mondesir

The school I'd like would be a plain clothes one. The lessons would be as long as they are now but we should have more music and drama. We should be allowed to chew gum because it keeps us quiet. There would also be many school journeys, and a full-size basketball court.

EVAN MCLEOD

IN MY SCHOOL I WOULD ABOLISH HISTORY BECAUSE I WOULD NOT WANT TO LEARN ABOUT THE PAST. I WANT TO LIVE THE FUTURE.

Stella Richman

My new school would have a room for my coat or jacket and bag. In my new school there would not be any uniform. We should also be allowed to go to the toilet without asking.

b) Say what the children do not like in their school.



40

Say what kind of school you would like. Speak about your wish.

- 41 a) Listen to the poem *Arithmetic*, then read it. Do you agree with what the author writes about arithmetic?

### Arithmetic

Arithmetic is where numbers fly  
like pigeons in and out of  
your head.

Arithmetic tells you how many  
you lose or win if you know  
how many you had before you  
lost or won. ...

Arithmetic is numbers you squeeze  
from your head to your hand  
to your pencil to your paper  
till you get the answer.

Arithmetic is where the answer  
is right and everything is  
nice and you can look out  
the window and see the blue  
sky — or the answer is wrong

and you have to start all over  
and try again and see how it  
comes out this time. ...

Arithmetic is where you have  
to multiply — and you carry  
the multiplication table in  
your head and hope you won't  
lose it. ...

If you ask your mother for one  
fried egg for breakfast and  
she gives you two fried eggs  
and you eat both of them,  
who is better in arithmetic,  
you or your mother?

Carl Sandburg

- b) Choose the lines from the poem that you especially like and memorize them.
- c) Translate the poem. Compare your translations with others in your class. Then decide whose translation you think is the best.
- 42 **Work in pairs.** Find out which of these things are more or less important for your classmates:

- to be good at all the subjects you learn at school
- to give more time to your studies
- to do some work quickly

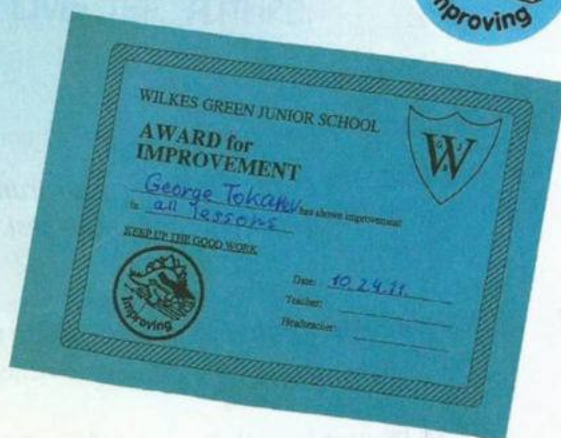
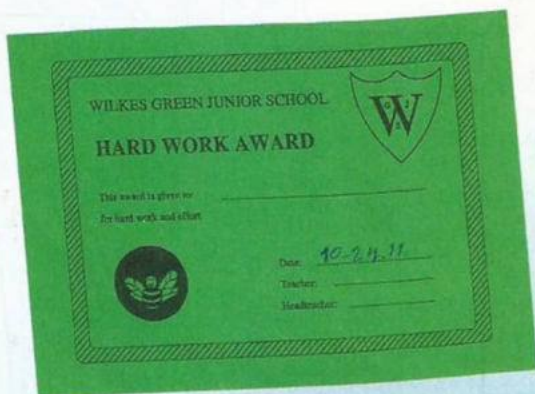
OR

- to be good only at your favourite subjects
- to reading favourite books and doing favourite things
- to do it well, even if you do it slowly

## School Awards

- 43 Some schools in England give awards<sup>1</sup> to those pupils who are doing well at school or doing something better than others. These are usually special papers, pictures, or badges.

a) Look at these awards and say what they are given for.



b) What do you think of the idea of giving awards to pupils? Do you like it?

- 44 How else do you think the school can encourage those pupils who are trying their best at school? What awards would you like to get and to give to your classmates?



- 45 Design your own awards, think of the texts for them, then give them to your classmates saying what you think they are very good at and what you would like to wish them.

- 46 **Work in pairs.** Choose any subject you are studying at school this year and discuss with a classmate:
- which of the activities are easy and which are difficult;
  - which activities you enjoy;
  - which activities you do not quite like.

47 Read these proverbs and say how you understand them.

*Live and learn.*

*It is never too late to learn.*

**Test Yourself**

Do you remember these words?

**We Learn a Lot at School**

- ✓ education
- ✓ knowledge
- ✓ subject
- ✓ science
- ✓ modern
- ✓ ancient
- ✓ be good at
- ✓ do well (badly)
- ✓ make progress
- ✓ time-table
- ✓ idle
- ✓ diligent
- ✓ art

**Classroom Activities**

- ✓ activity
- ✓ pronoun
- pronunciation
- spell
- spelling
- ✓ translate
- translation
- discuss
- ✓ discussion
- memory
- ✓ number
- ✓ add
- ✓ subtract
- ✓ multiply
- ✓ divide
- ✓ task
- recite

**Arts, Crafts and Design**

- sew
- needle
- thread
- scissors
- repair ✓ *begin*
- knit ✓
- neat ✓
- tool ✓
- hammer ✓
- drill ✓
- paint ✓
- painting ✓
- oils ✓
- water-colours ✓
- chalks
- necessary ✓
- important ✓

## Alice's Adventures in Wonderland

*Alice's Adventures in Wonderland* is a story by Lewis Carroll, in which the little girl called Alice falls down a rabbit-hole and enters a magical land where many funny things happen, and many strange animals and people appear — The Mad Hatter and the March Hare, the King and the Queen of Hearts, the Mock Turtle and the Dormouse.

48 Read the texts and find the scene which matches each part of the story.

Alice was sitting by her sister near the river. She had nothing to do. Once or twice she looked into the book her sister was reading, but it had no pictures and Alice thought a book without pictures was not interesting.

The day was very hot and Alice fell asleep. Suddenly a white rabbit ran close by her. He took a watch out of his pocket, looked at it, and hurried on. It was so unusual to see a rabbit who had a watch and who took it out of his pocket. Alice ran after the Rabbit. He jumped down into a large rabbit-hole. Alice jumped into the rabbit-hole after the Rabbit and down she went. She was falling down, down, down. Then, thump! The fall was over.



Alice found herself in a large hall. She saw a little table. There was nothing on it but a very small golden key and a little bottle with the words "Drink me" on it. She tasted it, and liked it. "How curious!" said Alice. "I am growing smaller." Soon she was so small that she could not get the key on the table. She tried to climb up one of the legs of the table, but it was too hard to do. So the poor little girl sat down and began to cry. Tears ran down her face.

The girl did not know which way to walk from the place where she was. She did not even know where she would like to walk. Then Alice saw the Cheshire cat sitting in a tree. The Cat told her she could go to see the Mad Hatter and the March Hare. He thought it would be curious to visit them, though they were both mad.

While they were talking, the Cat disappeared and then appeared again which surprised Alice greatly. And the most unusual thing was that when he disappeared the last time, his smile remained. "Well, I've often seen a cat without a grin," thought Alice; "but a grin without a cat! It's the most curious thing I ever saw in all my life!"



2



Alice was very curious about the Mad Hatter and the March Hare and went to see them. When she came, they were having tea. It was a strange tea-party. Nobody ate or drank anything, and the Mad Hatter and the March Hare talked nonsense. Alice did not quite understand what they talked about. They asked her riddles, and they did not know themselves how to answer. The Dormouse sat between them but was fast asleep. All this made Alice angry, and she left that strange tea-party and walked off.

The day was very curious, indeed! Alice walked through the woods and noticed that one of the trees had a door. She went in and she found herself in a beautiful garden. She was surprised to see gardeners who looked like cards. But when she saw the King and the Queen of Hearts, their courtiers and soldiers and guests, she understood she was in the Land of Cards.

The Queen was every minute displeased with something, her face turned red with anger and she shouted like a beast "Off with her head!" (when she was angry with Alice), or "Off with their heads!" (when she was angry with her gardeners). But Alice was not afraid of her and her soldiers. "Why, they're only a pack of cards, after all," she said to herself.

It was interesting for Alice to watch the Queen and her courtiers playing croquet ['kroukeɪ]. The croquet-balls were live [larv] hedgehogs, the mallets ['mæltɪz] were live flamingoes [flə'mɪŋgouz], and the soldiers stood on their heads during the game.

The name of **Lewis Carroll (1832–1898)**, an English writer, is famous all over the world. He got an education in Oxford and became a teacher of mathematics and the author of a number of books on mathematics. But children and grown-ups know and remember him not as a mathematician, but as the author of two Alice books — *Alice's Adventures in Wonderland* and *Through the Looking-Glass*. The books grew out of a tale that Carroll told to the three young daughters of his friend (Alice was one of them).

Alice's adventures really happen in a dream. She follows a White Rabbit down a rabbit hole, steps through a looking-glass and finds herself in a strange world. She comes face to face with some of the strangest adventures and some of the most unusual and fantastic characters. All of them have come from the pen of Lewis Carroll who entered the world of children's imagination — a wonderland where the impossible becomes possible, the unreal — real.

50 *In each line there is a word that does not go with the others. Find it:*

- addition, division, description, subtraction, multiplication;
- painting, drawing, literature, picture, paint;
- pencil, water-colours, oils, science, chalk.

51 *Read these names which you will come across in the story:*

Alice ['ælis]

Mock Turtle ['tɔ:tɪl]<sup>1</sup>

the Gryphon ['grɪfən]<sup>2</sup>

Tortoise ['tɔ:təs]<sup>3</sup>

52 *Read Part I of the story from Alice's Adventures in Wonderland and answer the questions:*

Who took Alice to see the Mock Turtle? To what school did the Mock Turtle and the Gryphon go?

<sup>1</sup> the Mock Turtle — Фальшивая Черепаха; Mock Turtle soup — суп из фальшивой черепахи, т.е. имитация черепахового супа, который готовится из телятины.

<sup>2</sup> the Gryphon — грифон, чудовище с головой и крыльями орла, туловищем льва.

<sup>3</sup> tortoise — сухопутная черепаха; turtle — морская черепаха

## The Mock Turtle's Story

(From *Alice's Adventures in Wonderland* after Lewis Carroll)

### Part I

The Queen said to Alice, "Have you seen the Mock Turtle yet?"

"No," said Alice, "I don't even know what a Mock Turtle is."

"It's the thing Mock Turtle soup is made from," said the Queen.

"I never saw one, or heard of one", said Alice.

"Come on, then," said the Queen, "and he shall tell you his history."

They very soon came upon the Gryphon. He was asleep in the sun.

"Up, lazy thing!" said the Queen, "and take this young lady to see the Mock Turtle. She wants to hear his history. I must go back." She walked off, and Alice was alone with the Gryphon.

The Gryphon sat up and rubbed its eyes; then it watched the Queen till she disappeared; then it said, "Come on!"

Soon they saw the Mock Turtle. He was sitting on the sand, sad and lonely.

So they went up to the Mock Turtle. He looked at them with large eyes full of tears, but said nothing.

"This young lady," said the Gryphon, "wants to know your history."

"I'll tell it," said the Mock Turtle in a deep, sad voice, "sit down both of you, and don't say a word till I've finished."

So they sat down, and nobody spoke for some minutes. Alice thought to herself, "I don't see how he can ever finish, if he doesn't begin." But she did not say a word.

"Once," said the Mock Turtle at last, "I was a real Turtle."

Then there was a very long silence. Alice was going to say, "Thank you, sir, for your interesting story," but she felt he was going to say some more, so she sat still and said nothing.

"When we were little," the Mock Turtle went on at last, "we went to school in the

sea. The master was an old Turtle — we used to call him Tortoise.”

“Why did you call him Tortoise, if he wasn’t one?” Alice asked.

“I’ve been to a day-school,<sup>3</sup> too,” said Alice; “you needn’t be so proud as all that.”



2

“We called him Tortoise because he taught us,”<sup>1</sup> said the Mock Turtle angrily; “really you are very dull!”

“Why did you ask such a simple question?” added the Gryphon, “you ought to be ashamed of yourself.”

Then they both sat silent and looked at poor Alice, who felt ready to go down into the earth. At last the Gryphon said to the Mock Turtle, “Go on, old fellow! Don’t be all day about it!”<sup>2</sup> And the Mock Turtle went on.

“Yes, we went to school in the sea, though you may not believe it.”

“I never said I didn’t!” interrupted Alice.

“You did,” said the Mock Turtle and went on.

“We had the best of educations — in fact, we went to school every day.”

“With extras?”<sup>4</sup> asked the Mock Turtle. “Yes,” said Alice, “we learned French and music.”

“And washing?” said the Mock Turtle.

“Certainly not!” said Alice.

“Ah! Then your school wasn’t really a good school,” said the Mock Turtle. “Now at our school they had at the end of the bill, ‘French, music and washing — extra’.”<sup>5</sup>

“Washing?” said Alice. “When you lived at the bottom of the sea?”

“I couldn’t afford<sup>6</sup> to learn it,” said the Mock Turtle in a sad tone. “I only took the regular course.”<sup>7</sup>

<sup>1</sup> Здесь используется игра слов, основанная на их одинаковом произношении **tortoise** [ˈtɔ:t əs], **taught us** [ˈtɔ:təs].

<sup>2</sup> **Go on, old fellow! Don’t be all day about it!** — Продолжай, дружище! Не топчись весь день на месте!

<sup>3</sup> **day-school** — школа для детей, которые живут дома, в отличие от школы-интерната (boarding-school)

<sup>4</sup> **extras** — необязательные предметы, которым обучают за дополнительную плату

<sup>5</sup> **French, music and washing-extra** — Фраза на школьных счетах, означающая, что за уроки французского языка и музыки, а также за стирку белья в школе взималась дополнительная плата.

<sup>6</sup> **to afford** [əˈfɔ:d] — позволить себе

<sup>7</sup> **I only took the regular course** — Я проходил только основной курс



53 Find in the text and read aloud the sentences:

- a which describe the Mock Turtle (his eyes, his voice, how he told his story);
- b which say that the Mock Turtle was very proud of his education;
- c which show what Alice thought to herself when there was a very long pause before the Mock Turtle began his story;
- d which show that even the Gryphon felt that the Mock Turtle was too slow with his story.

54 Answer the questions on the text:

- 1 What did the Mock Turtle look like?
- 2 Who was the Mock Turtle's teacher?
- 3 What subject couldn't the Mock Turtle afford to learn?

55 Find the correct sentences in the right-hand column (a, b, c) which prove the statements about Alice in the left-hand column (1, 2, 3):

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>1 Alice was a polite girl.</li><li>2 Alice didn't agree that the Mock Turtle really had the best education.</li><li>3 Alice was very much surprised to hear that the Mock Turtle had to learn such a strange thing as washing.</li></ul> | <ul style="list-style-type: none"><li>a "Washing? When you lived at the bottom of the sea?"</li><li>b She was going to say, "Thank you for your interesting story," but she sat still and said nothing.</li><li>c "I've been to a day-school, too. You needn't be so proud as all that."</li></ul> |
|--|--|

56 Find the correct sentences in the right-hand column (a, b, c) which come after the sentences in the left-hand column (1, 2, 3):

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>1 "Yes, we went to school in the sea, though you may not believe it."</li><li>2 "We had the best of educations — in fact, we went to school every day."</li><li>3 "Why did you call him Tortoise, if he wasn't one?" Alice asked.</li></ul> | <ul style="list-style-type: none"><li>a "We called him Tortoise because he taught us," said the Mock Turtle angrily; "really you are very dull!"</li><li>b "I never said I didn't!" interrupted Alice. "You did," said the Mock Turtle.</li><li>c "I've been to a day-school, too. You needn't be so proud as all that."</li></ul> |
|---|--|

57 a) Read the passage from *The Mock Turtle's Story*. Compare the translations<sup>1</sup>.

“The Master was an old Turtle — we used to call him Tortoise —”  
 “Why did you call him Tortoise, if he wasn't one?” Alice asked.  
 “We called him Tortoise because he taught us,” said the Mock Turtle.

“Учителем у нас был старик—Черпаха. Мы звали его Спрутиком.”  
 “Зачем же вы звали его Спрутиком,”— спросила Алиса,  
 — “если на самом деле он был Черпахой?”  
 “Мы его звали Спрутиком, потому что он всегда ходил с прутником.”

A

“Учительницей была старая Черпаха, но обычно мы звали ее Жучихой.”  
 “Почему же вы называли ее Жучихой, если она не была Жучихой?” — спросила Алиса.  
 “Ведь она ж учила нас!”

B

“Учителем был суший Змей Морской. В душе — Удав! Между собой его мы называли Питоном.”  
 “А почему же вы его так называли, раз он Удав, а не Питон?” — заинтересовалась Алиса.  
 “Он был Питон! Ведь мы — его питомцы.”

C

b) Which of these translations do you like best, A, B or C?

<sup>1</sup> Переводы выполнены Н. Демуровой, А.Щербаковым, Б. Заходером

58 a) Read the names of the subjects in column A and find the words which rhyme with them in column B. Read these pairs of words.

**Example:** reading – reeling.

A	B
• reading	• seaography
• writing	• mystery (тайна)
• history	• grief (горе)
• geography	• laughing (смех)
• drawing	• reeling (to reel — кружиться, вертеться)
• painting in oils	• fainting in coils (to faint — падать в обморок, coil — кольцо)
• Latin	• writhing (to writhe — корчиться, извиваться)
• Greek	• drawling (to drawl — растягивать слова, произносить с подчеркнутой медлительностью)

b) In column B find pairs of words that rhyme with the names of subjects.

**Example:** reading and writing – reeling and writhing.

A	B
• reading and writing	• reeling and writhing
• history and geography	• laughing and grief
• drawing and painting in oils	• mystery and seaography
• Latin and Greek	• drawling and fainting in coils

c) In columns A and B find the words that rhyme and read these pairs of words:

A	B
• addition	• distraction (отвлечение, рассеянность)
• subtraction	• derision (высмеивание)
• multiplication	• ambition (честолюбие)
• division	• uglification (to uglify — уродовать, обезобразивать)

59 Read Part II of the story from *Alice's Adventures in Wonderland* and answer the question: Did the Mock Turtle and the Gryphon really get a good education?

## The Mock Turtle's Story

### Part II

Alice did not know what the regular course meant, so she asked, "What was that?"

"Reeling and Writhing, of course, to begin with," the Mock Turtle answered; "and then the different branches of Arithmetic — Ambition, Distraction, Uglification, and Derision."

"I never heard of 'Uglification'," Alice said. "What is it?"

The Gryphon looked at Alice in surprise. "Never heard of uglifying! You know what to beautify is, I think, don't you?"

"Yes," said Alice, though she was not sure. "It means — to — make — anything — prettier."

Alice did not feel she could ask any more questions, so she turned to the Mock Turtle and said, "What else did you have to learn?"

"Well, there was Mystery," the Mock Turtle said, "Mystery, ancient and modern,

with Seaography; then Drawling — the Drawling-master used to come once a week: he taught us Drawling, and Fainting in Coils."

"What was that like?" said Alice.

"Well, I can't show it myself," the Mock Turtle said: "I'm too old. And the Gryphon never learned it."

"Hadn't time," said the Gryphon: "I went to the Classical master. He was an old crab, he was."

"I never went to him," the Mock Turtle said: "he taught Laughing and Grief, they used to say."

"So he did, so he did," said the Gryphon, and they both hid their faces in their paws.<sup>1</sup>

"And how many hours a day did you have to do the lessons?" said Alice in a hurry to change the subject.<sup>2</sup>

60 Answer the questions on the text:

- 1 Was the school where the Mock Turtle and the Gryphon went really good?
- 2 What did Alice think of the plan for lessons at the Mock Turtle's school?
- 3 What did Alice understand when the Mock Turtle said they had ten hours of lessons the first day and then each day one hour less?

61 The Mock Turtle-Gryphon scene is a parody on education, isn't it? Find in the text and read aloud the sentences which describe:

- the subjects they learned;
- the teachers they had;
- the plan for lessons and holidays at school.

"Ten hours the first day," said the Mock Turtle: "nine the next, and so on."

"What a curious plan!" said Alice.

"That's why we call them lessons," the Gryphon said: "because they lessen<sup>1</sup> from day to day."

This was quite a new idea to Alice, and she thought it over a little. Then she said, "And the eleventh day was a holiday?"

"Of course it was," said the Mock Turtle.

"And what did you do on the twelfth?" Alice went on.

"That's enough about lessons," the Gryphon interrupted. "Tell her something about the games now."

Project

A Good Education

Work in groups.

- 1 Discuss the following: How do you understand the words 'a good education'? Why do you think you need it? How can you get it?
- 2 Write down your ideas, then share your ideas with the class. Show the others what you have written.
- 3 Compare your ideas. Say whose idea of getting 'the best of educations' you think is most interesting.

Home Reading Lesson

The most interesting and best of Mock Turtle's education is Seaography

<sup>1</sup> paw [ро:] — лапа  
<sup>2</sup> to change the subject — чтобы сменить тему разговора

<sup>1</sup> Здесь используется игра слов, основанная на их одинаковом произношении — a lesson ['lesn], to lessen ['lesn]; a lesson — урок; to lessen — уменьшаться (слова одинаково произносятся, но имеют разное написание и значение)

to afford to do smth  
 кроме - tape | skotch - вставки

# UNIT 3

## YOUR FAVOURITE PASTIME

### Enjoying Your Free Time

1

There are a lot of things children enjoy doing when they are free from school. What are they? In which way do you think it is more interesting to spend your free time?



2

a) Look at the pictures and describe them. Say how the children like to spend their free time. Try and explain why they enjoy spending their free time in this way.

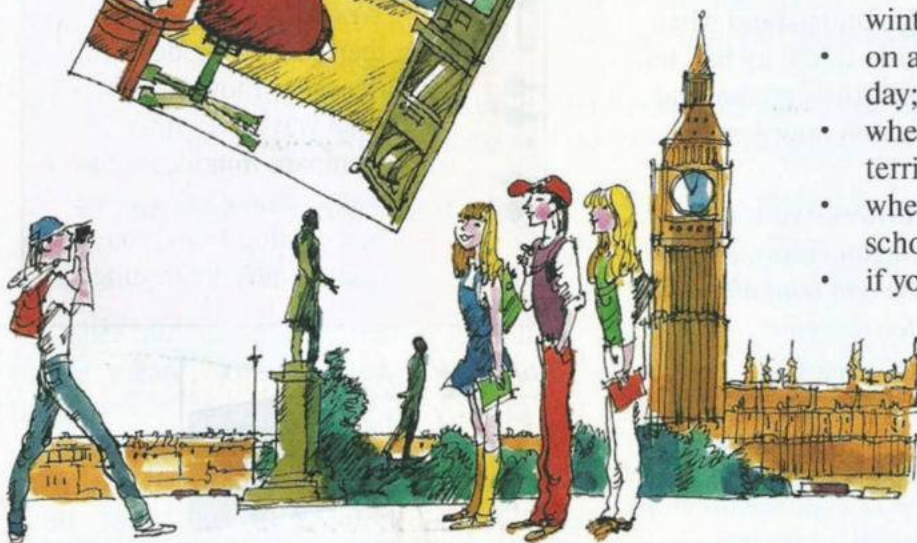
You may use the following:

enjoy sports  
watch interesting TV programmes  
walk a lot  
spend a lot of time outdoors  
be alone *Буду одоно*  
pretend *Тыбу допат*  
imagine  
be together  
play with friends  
take pictures



b) Say how differently you spend your free time:

- in summer and in winter;
- on a pleasant sunny day;
- when the weather is terribly cold;
- when you feel tired after school;
- if you feel cheerful.



c) Are there things you never do? What are they?

- 3 a) Listen to the poem *Come Out to Play*, then read it. Answer the questions: What are the children going to do outdoors? Who do the children invite to join them?

### Come Out to Play

Girls and boys, come out to play,  
The moon is shining bright as day;  
Leave your supper, and leave your sleep,  
And come with your playfellows into the street.  
Come with a whoop<sup>1</sup>, and come with a call,  
Come with a good will<sup>2</sup> or come not at all.  
Come, let us dance on the open green,  
And she who holds longest<sup>3</sup> shall be our queen.

from *Nursery Rhymes*

- b) Say how you imagine the children's games.

4

#### Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Do you enjoy sports and games? Which ones?
- 2 Do you like to stay alone when you have some free time? Why or why not?
- 3 How much of your free time do you spend in the open air? At home?
- 4 Do you think it is fun to make things with your own hands, helping at home? What are you good at?
- 5 How often do you go to the theatre, circus, or museums?



#### MY DIARY

5

Describe how you spend your free time.

Write:

- what you usually do after school, at a weekend, or on holiday;
- why you like to spend your free time that way;
- if you always try to spend your free time in an interesting way;
- if you like to spend your free time with friends or alone.

<sup>1</sup> whoop [hu:p] — возглас, восклицание

<sup>2</sup> with a good will — по доброй воле

<sup>3</sup> who holds longest — кто дольше выдержит



## Sports and Games



6 Read these words.

[ɔ:] storm, drawing, corner, ball, **sport**  
 [ɔ] modern, wrong, knowledge, **golf**  
 [ɪ] figure, **gym**, **competition**, **win**, **cricket**  
 [i:] season, leave, week, street, **team**  
 [u:] school, room, tool, rude, soon, moon, **lose**

[æ] gather, match, gymnastics, **champion**  
 [ʌ] country, discuss, number, **result**, **rugby**  
 [aɪ] divide, fine, shine, ride, **prize**, **hike**  
 [eɪ] stay, stadium, **baseball**, **race**, **skateboard**  
 [ou] boat, road, open, throw, **roller-skate**



7 Read and remember how to use the words:

*спортзал*

**gym** [dʒɪm]: a school gym. There is usually a game every Friday afternoon in our school gym.

**sport**: to play sports; indoor sports; outdoor sports. I enjoy winter sports like skiing and skating. Is golf an exciting sport?

**hike, to hike**: to go hiking; a hike in the woods; to go on a hike. People go on hikes for pleasure and for exercise. They often go hiking at weekends. We're going hiking in the Lake District next weekend. Are you fond of hiking, Jim?

**to roller-skate** ['rouləskeɪt], **roller skates**, **skateboard**: to ride on a skateboard. People wear roller skates for pleasure, when they want to move quickly. Jerry taught the children to roller-skate. Can you ride on a skateboard?

**team** [ti:m]: a basketball team; a football team; team sports. Do you like team games? We want our school team to be the best. Football, cricket and hockey are all team sports.

*заезд*

**race**: to run in a race. The girls had a skipping race.

**competition** [kəmpe'tɪʃn]: to take part in competitions; to enter a competition. Do you know who will take part in the competitions? We think our team is ready for the competitions.

**result** [rɪ'zʌlt]: What was the result of the game? I hope Tim will show good results in the competitions.

**champion** ['tʃæmpjən]: Tom's classmates are sure that he will be their school champion runner, he has always been the winner of all the races.

**prize** [praɪz]: to win a prize; to receive a prize. John entered one or two competitions and won prizes.

**to win** (won [wɒn], won): to win a race or a competition. Did you win a prize in the race? Who do you think will win the game? This is the second competition she has won this season. Tom won the race, and his best friend was second. Jim and Helen were the winners in the skating races.

**to lose** [lu:z] (**lost**, **lost**): to lose a game. They have lost six games and won ten. Come on, there is no time to lose, we must get home by 6.

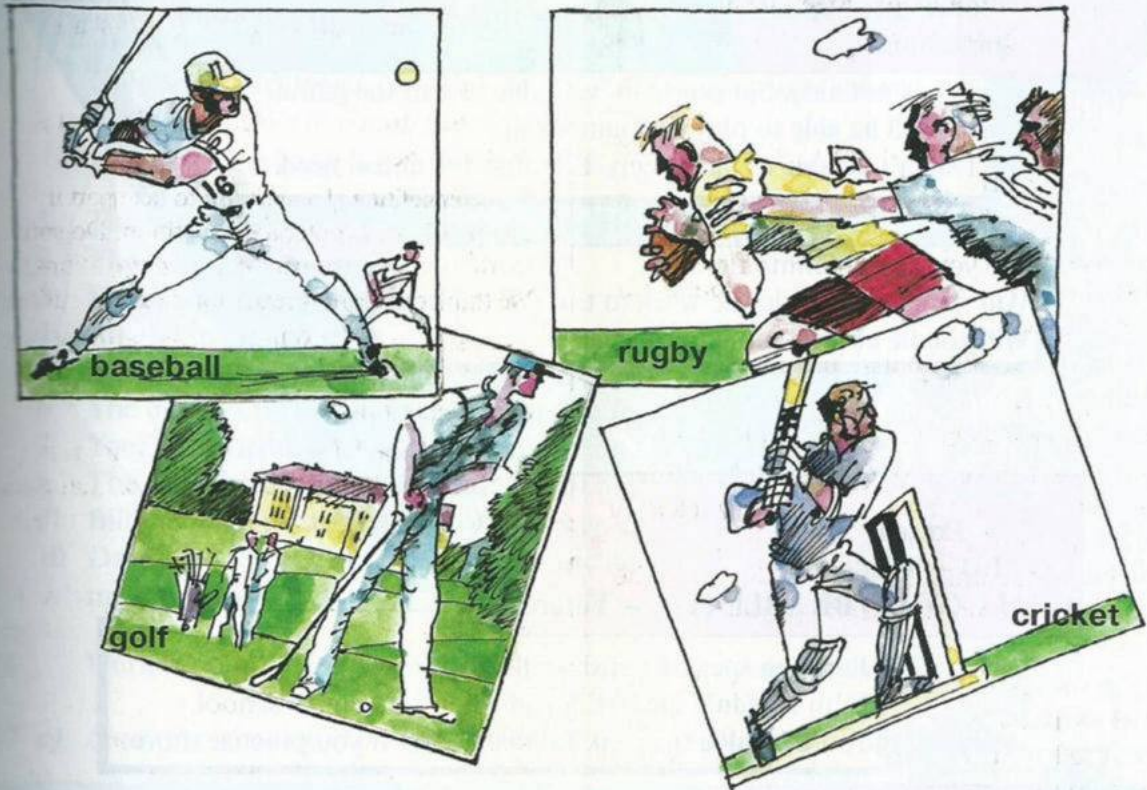
8 Work in groups.

- Make a list of outdoor sports and a list of indoor sports. Then discuss how each kind of sport is useful and exciting.
- Tell the others what you think about different kinds of sports.

**Example:** Running is a wonderful sport. We can run all the year round. We can run in a forest, in a park, in a yard, or in a street. Running makes us strong and healthy. Everybody feels fresh and ready for more work after half an hour in the open air. Running is good exercise. It is good for everyone.

9 a) Look at the pictures and say:

- in what countries these games are popular;
- whether they are team games;
- whether they are indoor or outdoor games;
- whether you have ever watched or played these games.



b) Do you know the rules of these games? Can you watch a game with interest if you do not know the rules? Why or why not?

10 a) Work in pairs. Find out:

- whether your classmates take an interest in sports;
- what sports your classmates play;
- how much time they give to sports;
- what competitions they take part (took part) in or enjoy (enjoyed) watching.

b) Say what you have found out about your classmates' interest in sports.

11 Describe one of the school sport competitions. Say:

- who took part in it;
- when it took place;
- who was the winner;
- how many pupils came to watch the competition;
- what results the pupils showed.





## Study and Remember

12 Read and translate the examples.

We use **BE ABLE (TO)** to show the ability to do something.

It was not easy, but our team **was able** to win the game.  
He **will be able** to play the piano soon.  
I **shan't be able** to fall asleep, I'm afraid. I'm too tired.

### Questions

**Are you able** to climb the hill?  
**Will she be able** to do the work in time, I wonder?  
**Will you be able** to come to our party?

**Compare:**  
**CAN** — Present  
**COULD** — Past  
**SHALL (WILL) BE ABLE (TO)** — Future

Jane **can** speak English well.  
John **couldn't** speak English when he went to school.  
You'll **be able to** speak English better if you practise more.



13

*Say which of these things you think you will be able to do in the nearest future (in a year or two) and which things you won't be able to do:*

to speak two foreign languages;  
to visit Great Britain or the USA;  
to play some musical instrument very well;  
to take part in a running competition;  
to read ten books a week;  
to go on an excursion or to an exhibition;  
to visit some of your relatives;  
to make progress in all the subjects you study at school;  
to learn how to sew, or cook, or repair a car.

14 Read and translate the examples.

Every year we spend a month in the countryside. We **enjoy boating, swimming and fishing.**

The children **enjoy learning** how to camp, how to do outdoor cooking, swimming and fishing and many other things.

Painting is something that I really **enjoy doing.**

ENJOY DOING

15 Complete the sentences. Say what you think the people enjoy (enjoyed, will enjoy) doing.

**Example:** The book is interesting. I enjoy reading it.

- 1 The boy spent two hours near the lake. He... .
- 2 The song was very beautiful. Ann... .
- 3 Susan and Jane had a lot of fun at the party. They... .
- 4 All children like games and sports. They... .
- 5 John likes to visit places of interest. He... .
- 6 The day was fine. It was very nice in the forest. The children ... .
- 7 Your best friend will go to another city on holiday. She ... .
- 8 The school playground is always full of boys and girls. They ... .
- 9 Bill has got a pet tortoise and he likes to take care of it. He ... .
- 10 David can tell you everything about the latest football and hockey matches. He ... .

16 Work in pairs. Find out what your classmates enjoy doing in their free time.

17 a) Study the meaning of the nouns with the suffix - (a)tion and translate them.

to collect — **collection**    to imagine — **imagination**  
to explain — **explanation**    to dictate — **dictation**  
to invite — **invitation**

Verb + - (a)tion = Noun

Mind the spelling!

to celebrate — **celebration**    to translate — **translation**  
to decorate — **decoration**    to educate — **education**

b) Read and translate these word combinations:

a collection of foreign coins; an excellent education; an invitation to a party; a long explanation of the rules; a beautiful translation; a rich imagination; a bright and colourful celebration.

c) Form Nouns with the suffix -(a)tion and put them into the gaps.

- |                      |   |                         |
|----------------------|---|-------------------------|
| to collect coins     | — | to have ... of coins    |
| to invite to a party | — | to get ... to a party   |
| to explain a rule    | — | to give ... of the rule |
| to translate a poem  | — | to make ... of the poem |



## Sports Fans

**18** Read these words:

[a:] art, craft, card, past, basket, task, **last**  
 [æ] family, happy, champion, **fan**  
 [ɪ] win, gym, winner, interest, **victory**  
 [aɪ] sky, hike, ride, prize, **exciting**

[ɔɪ] boy, noise, enjoy, **joy**  
 [ɔ] watch, popular, **possible, impossible**  
 [i:] need, meet, team, green, **seem**  
 [ou] road, lonely, poet, hold, **hope**  
 [e] ready, fresh, weather, healthy, **excellent**

**19** Read and remember how to use these words:

**fan:** great fans; sports fans. My friend Bill is a great sports fan, he would like to watch sport competitions on television every day. Fans greet the champion with lots of flowers.

**victory** [vɪktəri]: to win a victory; a victory in cricket. Their team won an easy victory over another school yesterday.

**joy** [dʒɔɪ]: Watching baseball competitions is a great joy for the boys. Philip shouted with joy when he heard about the victory of his favourite team.

**to last** [lɑst]: How long will the meeting last? They say the snow will last until the end of next week. Tennis competitions sometimes last three or four hours. The game lasted 45 minutes.

**exciting** [ɪk'saɪtɪŋ]: an exciting game; an exciting trip; an exciting competition; exciting adventures. It was a really exciting race to watch.

**excellent** ['eksələnt]: Your results in the competitions are excellent. That's an excellent idea. Her work is always excellent. "We'll come in the morning." — "Excellent, I'll see you then."

**possible** ['pɒsəbəl], **impossible**: a possible answer; an impossible task; it is possible; as much as possible. Is it possible to find out what happened to them? Impossible! It can't be true! They are doing everything possible to win. It is impossible to keep quiet when your favourite team is winning.

**to seem**: It seems to me that you don't know what to do. All the pupils in your group seem different, don't they? The children seemed to be happy among their friends. The story seemed exciting at first, but I soon lost interest in it.

**a hope, to hope**: We were hoping for good weather. "Will you be at home at 4?" — "I hope so." "Let's hope for the best!" The boy was the hope of the family.

**20 a)** Speak about sports competitions. Say:

- whether you are a great sports fan;
- how often you watch sports competitions;
- whether you can keep quiet when your favourite team is playing or your favourite athletes (figure-skaters, sportsmen) are performing;
- what competitions (games, races) you find interesting to watch.

**b)** Work in pairs. Ask your classmate:

- what competition s/he enjoys watching;
- when s/he last watched some game or competition;
- what results the sportsmen got;
- whether the competition was really exciting.

21 *Is it possible:*

- to win a race in rainy weather?
- to show excellent results if you do not feel well?
- to train very little and win a victory in a competition or game?
- to keep quiet when the game is very exciting?
- to become a champion without diligent practice?

22 a) *Look at these scenes and describe the weather, the game and the fans.*

**Real Fans**



*You may use the following:*

terrible (nasty) weather  
 an exciting game  
 an excellent team  
 lots of fans  
 a favourite team  
 hope  
 a cloudy sky  
 a wet field  
 noisy fans  
 win the game  
 lose the game  
 train hard  
 watch the game with interest  
 enjoy watching the game  
 greet the players  
 shout with joy  
 feel happy (upset)  
 impossible to keep quiet



b) *Discuss the following:*

- Do you think a game is less exciting if the weather is rainy or cold? Why or why not?
- Who do you think are real fans? Do they mind the rain or the terrible weather?
- What is more exciting, to watch a game or a competition on TV or at the stadium?



## Do You Remember?

### MAKING COMPARISONS

23 Read and translate:

*Mind the spelling!*

y → i

easy — easier — the easiest  
happy — happier — the happiest  
funny — funnier — the funniest

quick — quicker — the quickest  
small — smaller — the smallest  
fast — faster — the fastest

*But!*


good — better — (the) best  
bad — worse — (the) worst

beautiful — more beautiful — the most beautiful  
interesting — more interesting — the most interesting  
difficult — more difficult — the most difficult

 24 a) Make up sentences:

This is	the most interesting	book	I've ever	seen.
	the most exciting	match		watched.
	the brightest	boy		met.
	the most beautiful	place		done.
	the best	clown		translated.
	the funniest	sum		read.
	the easiest	text		
	the most difficult	player		
	the most cheerful			

b) Speak about something you remember because it is (was) the strangest (the dullest, the brightest), the most unusual (the most beautiful, the most terrible, the most interesting) thing you have ever seen or watched.

 25 a) Listen to the dialogue, then read it:

“I was at the theatre yesterday and saw *Mary Poppins*. Have you seen this play?”  
 “No, not yet.”  
 “That’s a pity! It’s the most exciting, the most colourful and the funniest play I have ever seen.”  
 “Well, I hope my parents will get tickets soon. I’d like to see it very much.”

b) Work in pairs. Make up your own dialogue. You may speak about the latest match, film, competition you saw or watched on TV, the book you read, the place you visited, or the work you did.

## Study and Remember

26 Read and translate the examples.

Hockey is just **as** exciting **as** football.  
Trains are **not so** fast **as** planes.

AS ... AS  
NOT SO ... AS

27 Use *as ... as*; *not so ... as*. Compare the following:

- 1 different kinds of animals (*fast, slow*);
- 2 boys and girls (*strong, good at sports*);
- 3 different seasons (*warm, cold, beautiful*);
- 4 different amusements (*exciting, funny*);
- 5 subjects you study at school (*difficult, easy, interesting*);
- 6 games (*quiet, active, exciting, dull*);
- 7 different stories (*amusing, exciting, dull*);
- 8 different excursions (*interesting, dull*).

28 a) Read and translate the comparisons which people very often use:

as wise as an owl  
as hungry as a wolf  
as busy as a bee

as happy as a lark<sup>1</sup>  
as slow as a tortoise  
as quick as a fox

b) Complete the sentences with the comparisons which you have learned:

- 1 After the long school holidays, Mrs Hay went to talk to Betty's teacher. "Betty is glad that school has started," she said. "She is as ... ."
- 2 Joe had a very big supper. When he asked for a piece of bread and butter at bedtime, his mother said, "I've never seen anyone eat so much. You are always as..."
- 3 Tom liked to ask his father about everything he saw. And he never forgot what his father told him. One day his father said, "You want to know a lot, my boy. When you are a man, you will be as ... ."
- 4 Ann and Kate were almost ready to leave when Ann said, "I forgot my umbrella. It may rain. I'll go and get it." Ann did not come back at once and Kate called to her, "Ann, come on. You are as ... ."
- 5 Susan and Ellen were cutting out pictures from old newspapers and magazines when their mother came into the room. "Look, Mother," they cried. "We have just found what we need for our project."  
"Yes, I see," said Mother. "You have both been as ..., but just look at the floor."

<sup>1</sup> lark [la:k] — жаворонок



## A Whole World of Fun

**29** Read these words:

[a:] art, craft, basket, task, **pastime**, guitar  
 [ɔ] long, strong, promise, soft, follow, **hobby**  
 [i] victory, win, **violin**, **interested**, **exhibition**  
 [ɔ:] autumn, sport, warm, author, **recorder**  
 [æ] match, fan, champion, active, **piano**

[ju:] music, **amuse**, **amusing**, **amusement**  
 [ɔ:] girl, learn, word, world, **excursion**  
 [ʌ] subject, result, number, discuss, **dull**  
 [eɪ] skateboard, race, stadium, **crazy**, **age**  
 [ɪə] dear, appear, disappear, **cheerful**

**30** Read and remember how to use these words:

*свободное время*  
**pastime** ['pɑ:staim]: most popular pastime; favourite family pastime. Listening to music is my favourite pastime.

**hobby**: to take up a hobby. Lots of people have hobbies; young and old, they take up something in their free time. Music is his hobby. Is coin collecting your hobby?

*сиринка*  
**violin** [vɪə'ɪlɪn], **piano** ['piænəʊ], **guitar** [gr'tɑ:], **recorder**: to play the violin; to enjoy playing the recorder. Are you good at playing the guitar?

*веселье*  
**to amuse** [ə'mju:z], **amusing**, **amusement**: to amuse the listeners; an amusing story; an amusement park. The clown's tricks will certainly amuse the children. Would you like to go to this amusement park? I don't find his jokes very amusing. Big cities have theatres, films, football matches, and many other amusements.

*экскурсия*  
**excursion** [ɪks'kɜ:ʃn]: to go on an excursion; an interesting excursion; a long

excursion. We went on a day excursion to London. *экскурсия*

**exhibition** [eks'ɪbɪʃn]: The pictures will be on exhibition until the end of month. There is a wonderful exhibition of famous paintings in the museum at the moment.

*веселый*  
**cheerful** ['tʃɪəfʊl]: a cheerful voice; to look cheerful; to feel cheerful. Do you feel cheerful after such a long walk? "Hello, Henry. How are you?" cried Tom in his cheerful voice.

*с ума сойти*  
**crazy** ['kreɪzi]: be crazy about; a crazy idea. She is just crazy about dancing.

*скучно*  
**dull**: There is never a dull moment when John comes to stay: there is always something interesting and amusing happening.

*возраст*  
**age** [eɪdʒ]: at the age of 12. She is about the same age as you are. You should know better at your age. He left home at the age of 18.

*интерес*  
**be interested**: I asked him if he wanted to come but he didn't seem very interested. You could see from her face that she was not interested in our discussion.

**31 a)** Here are some hobbies people take up in their free time. Have you ever taken up any of them? Do you think they are fun?

stamp collecting  
 coin collecting

wood-cutting  
 keeping pets

playing the guitar  
 gardening

photography  
 metal-working

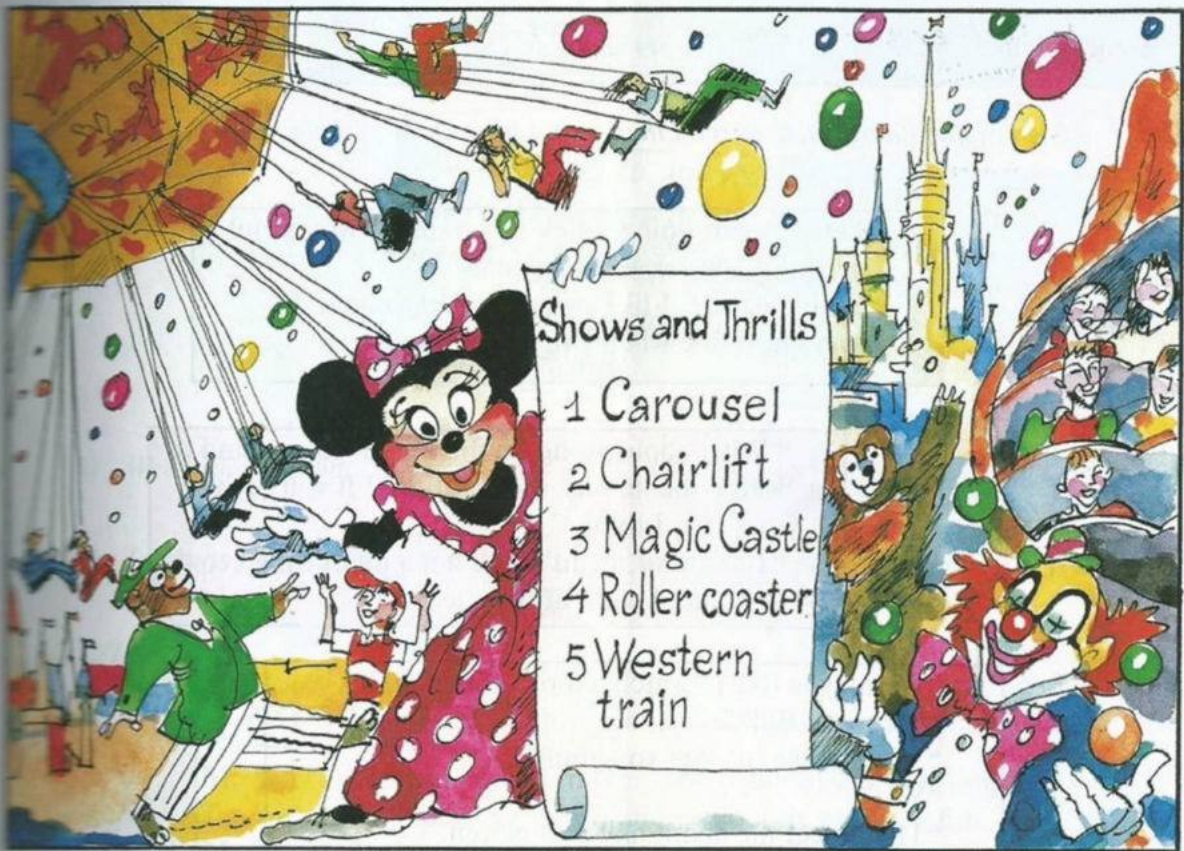
**b)** Name some other hobbies and say:

- which of them you think interesting for children your age;
- which of them you have ever taken up (took up last year, would like to take up);
- whether you think that a hobby makes your life more exciting.

**i**nformation

32 a) Look at the pictures and say what an amusement park looks like and what children and grown-ups can enjoy there. Which attractions are most exciting?

<b>GB</b>	<b>US</b>
<p><b>Alton</b> ['ɔ:ltən] Towers a theme park, with its roller coasters, haunted houses and quiet gardens is now Britain's top tourist attraction. There are a lot of rides and attractions in it. There is a real castle on its territory. It is a wonderful world of adventures.</p>	<p><b>Disneyland</b> ['diznɪlənd] is a famous amusement park in the USA. It is a land of fun and adventure known all over the world.</p>



You may use the following:

rides, shows and attractions  
a wonderful day of fun  
feel happy and cheerful  
be crazy about  
ride on a roller coaster (carousel [ˌkærə'sel])

amazing tricks  
the Land of Make-Believe  
a fantastic world  
have a wonderful time  
be delighted with

b) Are there amusement parks in the place in which you live? Have you ever visited an amusement park? Was it an exciting visit? What do you remember?

33 You may hear these words in any amusement park during or after some thrill rides or shows. Which words can you hear when someone is afraid or delighted?

What fun that was!  
Please hold my hand.  
How far away the ground looks!

I'm terribly afraid of heights!  
I want to get off!  
Keep your eyes closed.





## Making Invitations

34 *Read and remember:*

### How to Make Invitations

#### *How to Invite*

I'd like to invite you ...  
How( what) about going to ...?  
Let's ...  
Would you like to ... ?

#### *How to Accept Invitations*

Yes, I'd like to ...  
With pleasure.

#### *How to Refuse*

I'm afraid I can't because...  
I'm sorry I can't. I ...



35 *Listen to the dialogues, then read them. Find invitations in them.*

1

"Let's go swimming, Nick. It's a sunny, wonderful day and the water won't be cold."  
"With pleasure. I like swimming very much. I always feel fine when I'm swimming."

2

"What about going to the school playground to watch the tennis competitions? It will be very exciting, I think."  
"I'm afraid, I can't. I've got a lot of things to do at home. I can't afford the time."

3

"Would you like to watch a football match this afternoon, Bill?"  
"Yes, I'd like to. Are you going?"  
"Yes!"  
"Then meet me about half past eleven."

36 **Work in pairs.** *Imagine you invite a friend:*

to go swimming (roller-skating,  
fishing, hiking, boating);  
to ride a bicycle;  
to watch some game;

to visit some exhibition;  
to go on an excursion;  
to listen to music.

*Practise making invitations and accepting them or refusing.*

37 *Think and say:*

- what museum or exhibition you would like to invite your friends to;
- what excursion you think they will certainly take an interest in.

## Invitation Notes

- 38 a) Read these invitation notes, then say what you must write in an invitation note.

Please come to my birthday party  
 Place: 7 Penn Street  
 Date and Time: July 9, 2:30 — 4:00 P.M.  
 From: Your friend, Susan Green

You are invited to my Halloween party  
 Place: 122 Coover Avenue  
 Date and Time: Oct. 31, 6:00 — 8:00 P.M.  
 Held by: Jeff Conti  
 Wear a costume!

- b) Write an invitation to a friend.

- 39 a) Listen to the dialogue, then read it. Say what kind of basketball player Tim is and why.

M — Mother; T — Tim

M: Why are you so late for dinner, Tim? School was over long ago.

T: We stayed to play basketball after school. It was such fun.

M: Was it? Did you play outside?

T: Yes, of course. It was warm today.

M: What kind of basketball player are you? Are you good at it?

T: Not very. I can't throw the ball into the basket every time. It's a pity, of course.

M: That takes a lot of practice. The more you play, the better you become. Practice makes perfect!

- b) Make up your own dialogues about a game you once played after school.

## Choosing a Place to Visit

40 a) Read these leaflets and choose an exhibition to visit or an excursion to go on.



b) What exciting and amusing things do you think you can find in these places? How can you spend your day there?



41

Describe an excursion you once went on, or your visit to an exhibition. What did you enjoy? Or, what did you find dull?

The first wealth is health  
disabled-unbanned

Work in groups. Discuss in what way this is true:

- Sports help us to become strong, healthy and cheerful.
- Sports help to make people good friends.
- Sport shows your character.
- Sport gives us many moments of joy and pleasure.
- Exercise is good for all of us.

Read these proverbs. Try and explain how you understand them.

Practice makes perfect.

Where there's a will, there's a way.

All work and no play makes Jack a dull boy.

Test Yourself

3

Do you remember these words?

Sports and Games

gym  
 sport  
 hike  
 to hike  
 to roller-skate  
 roller skates  
 skateboard  
 team  
 race  
 competition  
 result  
 champion  
 prize  
 to win  
 to lose  
 golf  
 cricket  
 baseball  
 rugby

Sports Fans

fan  
 joy  
 victory  
 to last  
 exciting  
 excellent  
 possible  
 impossible  
 to seem  
 a hope  
 to hope

A Whole World of Fun

pastime  
 hobby  
 violin  
 piano  
 guitar  
 recorder  
 to amuse  
 amusing  
 amusement  
 excursion  
 exhibition  
 cheerful  
 crazy  
 dull  
 age  
 be interested



## PETER PAN

In one of the most beautiful London parks, Kensington Gardens, stands a bronze statue of Peter Pan playing a pipe. Around its base are fairies, fieldmice and rabbits. Peter Pan, the famous character of Sir James Barrie's book *Peter Pan*, was the boy who never grew up and lived in a magic land called Never Never Land.

44 *Read the texts and find the scene which matches each part of the story.*

All children when they are little would like never to have to grow up, but to be children for ever in a wonderful imaginary land of adventure. This was just what Peter Pan was able to do. He ran away from home the day he was born. It was because he heard his father and mother talking about what he was to be when he became a man. But Peter did not want to be a man. He wanted always to be a little boy and to have fun. So he ran away to Kensington Gardens and lived a long, long time there among the fairies and other story-book characters — Indians, mermaids, wolves and redskins.

Sometimes Peter came to the real world and took real children back with him to the Never Never Land. Once he came to the Darling children — Wendy, John and Michael. He taught them how to fly. It looked delightfully easy when Peter flew round the room. But when the children tried to do it, they always went down instead of up. "You just think lovely wonderful thoughts," Peter explained, "and they lift you up in the air." The children tried one more time and up they flew! They were delighted!





3

Peter had the most exciting adventure with the pirates commanded by the terrible Captain Hook. He was so named because he had a metal hook in place of one of his hands.

Captain Hook lost his hand in a fight with Peter Pan; and Peter Pan threw the hand into some water. It was eaten by a crocodile, who liked the taste so much that it followed Captain Hook around trying to catch him and eat the rest of him.

Peter was sure of himself and very brave in danger. His enemy Captain Hook tried to poison Peter, and made prisoners of Wendy and her brothers. Together with the children Peter destroyed Captain Hook. He fought bravely against him with his sword and won. Captain Hook had to jump into the sea trying to save himself. But it was his last moment. The crocodile was waiting for him.

45 Say what interesting events and characters the story describes.

**James Matthew** ['mæθju:] **Barrie** ['bæri] (1860 — 1937) was a Scottish writer whose most famous play is *Peter Pan*, the story of a little boy who did not want to grow up.

James Barrie was born in Scotland. After studying at the University, he worked for two years as a newspaper journalist, a drama and book critic. He wrote many novels and plays. *Peter Pan* made him world-famous. It was first written as a play in 1904. The book form appeared in 1911. One of James Barrie's friends had five small sons, and the story of Peter Pan's adventures grew out of the make-believe games that the author and the boys played together. James Barrie liked to write of a fantasy world, and his other plays, like *Peter Pan*, have scenes which take place in a dreamland.

*Peter Pan* is translated into many languages.

## Peter Pan and Wendy

(from *Peter Pan*  
after James Matthew Barrie)

### Part I

Mr and Mrs Darling left the house. Then Peter dropped in. In a moment he found his shadow. He tried to stick it on with soap from the bathroom, but that failed<sup>2</sup>. Peter sat down on the floor and cried.

His sobs woke Wendy, and she sat up in bed.

"Boy," she said politely, "why are you crying?"

Peter could be extremely polite also, and he rose and bowed<sup>5</sup> to her beautifully. She was pleased, and bowed beautifully to him from the bed.

"What is your name?" he asked.

"Wendy Moira Angela Darling," she replied with some pleasure. "What is your name?"

"Peter Pan."

She was already sure that he must be Peter, but it seemed such a short name.

"Is that all?"

"Yes," he said rather sharply. He felt for the first time that it was a shortish name.

"I'm so sorry," said Wendy Moira Angela.

"It doesn't matter," Peter replied.

She asked where he lived.

"Second to the right," said Peter, "and then straight on till morning."

"What a funny address!"

When people meet for the first time, it is usual for them to ask each other's age, and so Wendy, who always liked to do the correct thing, asked Peter how old he was. It was not really a happy question to ask him; it was like an examination paper that

- 46 Read the names which you will come across in the story:

Mr Darling ['da:liŋ]

Wendy ['wendi] Moira ['mɔɪərə]

Angela ['ændʒɪlə]

Kensington ['kenzɪŋtən] Gardens

- 47 Read these words and guess their meanings:

e, xami'nation      ad'dress

'practical          , good-'nature'd

'nursery            'perfectly

lift                  'pirate

- 48 Read the sentences and translate them:

- Peter tried to stick his shadow on<sup>1</sup> with soap from the bathroom, but that failed<sup>2</sup>.
- When the first baby laughed for the first time, its laugh broke into thousand pieces, and they all went skipping about<sup>3</sup>.
- Girls, you know, are much too clever to fall out of their prams<sup>4</sup>.

- 49 Read Part I of the text *Peter Pan and Wendy* and answer the question: What did Peter Pan and Wendy talk about?

<sup>1</sup> to stick on — закрепить, прикрепить

<sup>2</sup> that failed — не получилось

<sup>3</sup> to go skipping about — скакать

<sup>4</sup> pram — детская коляска

<sup>5</sup> to bow [bau] — поклониться

asks grammar, when you want to be asked about Kings of England.

"I don't know," he replied. He really knew nothing about it. "Wendy," he said, "I ran away the day I was born."

Wendy was quite surprised, but interested. "It was because I heard father and mother," he explained in a low voice, "talking about what I was to be when I became a man. I don't want ever to become a man," he said with passion.<sup>1</sup> "I want always to be a little boy and to have fun. So I ran away to Kensington Gardens and lived a long time among fairies."

She gave him a look of great admiration<sup>2</sup>, and he thought it was because he had run away, but it was really because he knew fairies. Wendy had lived such a home life that she thought it was quite delightful to know fairies. Peter told her about the beginning of fairies.

"You see, Wendy, when the first baby laughed for the first time, its laugh broke into thousand pieces, and they all went skipping about, and that was the beginning of fairies. And so," he went on good-naturedly, "there ought to be one fairy for every boy and girl."

"Ought to be? Isn't there?"

"No. You see, children know such a lot now, they soon don't believe in fairies, and every time a child says, 'I don't believe in fairies,' there is a fairy somewhere that falls down dead."

They were together in the arm-chair by this time, and Wendy asked him more questions.

"Do you still live in Kensington Gardens?"

"Sometimes I do."

"But where do you live mostly now?"

"With the lost boys."

"Who are they?"

"They are children who fall out of



their prams when the nurse is looking the other way. If nobody looks for them, in seven days they are sent<sup>3</sup> far away to the Neverland. I'm captain."

"What fun it must be!"

"Yes," said Peter, "but we are rather lonely. You see we have no girls there."

"No girls?"

"Oh no; girls, you know, are much too clever to fall out of their prams."

Wendy liked these words very much. "I think," she said, "it is perfectly lovely the way you talk about girls." She was just a little upset when he said that he had come to the nursery window not to see her but to listen to stories.

50 Answer the questions on the story:

- 1 How did Wendy see and hear Peter Pan for the first time?
- 2 What did Wendy want to know about Peter? What questions did she ask him?
- 3 Why do you think Wendy was surprised, but interested in Peter's story about himself?
- 4 Who were the lost boys that lived in Kensington Gardens?
- 5 What made Wendy feel a little upset?

<sup>1</sup> with passion [ˈpæʃən] — страстно

<sup>2</sup> admiration [ˌædmɪ'reɪʃn] — восторг

<sup>3</sup> they are sent — их отправляют



- 51 Read Part II of the text *Peter Pan and Wendy* and answer the question: What did Peter Pan teach the Darling children to do?

## Peter Pan and Wendy

(from *Peter Pan*  
after James Matthew Barrie)

### Part II

"You see I don't know any stories. The lost boys don't know any stories."

"How perfectly awful<sup>1</sup>," Wendy said.

"Do you know," Peter asked, "why swallows build their nests under the roofs of the houses? It is to listen to the stories. O Wendy, your mother was telling you such a lovely story."

"Which story was it?"

"About the prince who couldn't find the lady who wore the glass slipper."

"Peter," said Wendy excitedly, "that was Cinderella, and he found her, and they lived happily after that."

Peter was so glad that he rose and hurried to the window. "Where are you going?" she cried.

"To tell the other boys."

"Don't go, Peter," she asked him. "I know such lots of stories."

Peter came back, and there was a greedy<sup>2</sup> look in his eyes. "Wendy, do come with me and tell the other boys."

Of course she was very pleased to be asked, but she said, "Oh dear, I can't. Think of mummy! Besides, I can't fly!"

"I'll teach you."

❏ "Oh, how lovely to fly."

"I'll teach you how to jump on the wind's back, and then away we go."

"Oo!" she exclaimed.

"Wendy, Wendy, when you are sleeping in your silly bed you might be flying<sup>3</sup> with me saying funny things to the stars."

"Oo!"

"And, Wendy, there are mermaids<sup>4</sup>."

"Mermaids! With tails?"

"Such long tails."

"Oh", cried Wendy, "to see a mermaid!"

He had become cunning<sup>5</sup>. "Wendy," he said, "how we should all respect you."

"Oo," and her arms went out to him.

"And you could darn<sup>6</sup> our clothes, and make pockets for us. We don't have any pockets."

How could she say 'no'? "Of course it's wonderful!" she cried. "Peter, would you teach John and Michael to fly too?"

"If you like," he said; and she ran to John and Michael and shook them. "Wake up," she cried, "Peter Pan has come and he is to teach us to fly."

John rubbed his eyes. "Then I shall get up," he said. Of course he was on the floor already. "Hello," he said, "I am up!"

Michael was also up.

"It is all right," John said. "I say, Peter, can you really fly?" Peter didn't answer him but began to fly round the room.

"How wonderful!" said John and Michael.

"How sweet!" cried Wendy.

"Yes, I'm sweet, oh, I am sweet," said Peter, forgetting his manners again. It looked delightfully easy, and they tried it first from the floor and then from the beds, but they always went down instead of up.

"I say, how do you do it?" asked John, rubbing his knee. He was quite a practical boy.

"You just think lovely wonderful thoughts," Peter explained, "and they lift you up in the air."

He showed them again.

<sup>1</sup> perfectly awful ['ɔ:ful] — совершенно ужасно

<sup>2</sup> greedy — жадный

<sup>3</sup> you might be flying — ты могла бы летать

<sup>4</sup> mermaid ['mɛ:meid] — русалочка

<sup>5</sup> cunning ['kʌpɪŋ] — хитрый

<sup>6</sup> to darn — чинить, штопать



John asked, "Could you do it very slowly once?"

Peter did it both slowly and quickly. "I've got it<sup>1</sup> now, Wendy!" cried John.

In a moment they were flying about the room.

"I flew!" Michael cried while still in the air.

"Oh, lovely!"

"Oh, wonderful!"

"Look at me!"

"Look at me!"

Up and down they went, and round and round.

"I say," cried John, "why shouldn't we all go out!"

Of course that was the very thing Peter wished.

Michael was ready. But Wendy hesitated<sup>2</sup>.

"Mermaids!" said Peter again.

"Oo!"

"And there are pirates."

"Pirates," cried John, "let us go at once."

The little stars were watching them. Once again the stars blew the window open, and the smallest star of all called out:

"Come, Peter!"

Then Peter knew that there was not a moment to lose. "Come," he cried and flew out at once into the night followed by John and Michael and Wendy.

52 *Answer the questions on the story:*

- 1 What kind of stories did Peter like to listen to?
- 2 Why do you think Peter wanted Wendy to come with him to the Neverland?
- 3 How did the Darling children learn how to fly?
- 4 Why did the children think it was delightful to go to the land of fairies?
- 5 Do you think Peter Pan was really a cunning boy? Why?

<sup>1</sup> I've got it — я понял  
<sup>2</sup> to hesitate ['hezɪteɪt] — колебаться

### Project

#### A Place to Visit

Work in groups.

- 1 Collect different leaflets about some interesting places. Study them carefully, then discuss how to make your own leaflet.
- 2 Make a leaflet with a short text and two or three pictures.
- 3 Show your leaflet to your friends and invite them to visit this place so that they agree to accept your invitation with interest.

Home  
Reading  
Lesson

# UNIT 4

## TELLING STORIES IN THE RIGHT ORDER

### Be Sure to Tell Things as They Happen

- 1 Look at the pictures to the famous fairy tale *Cinderella* and read the paragraphs. Arrange the paragraphs in the right order and read them aloud.



The girl's stepsisters left for the ball. Cinderella sat down by the kitchen fire and cried. Then the kind fairy appeared.

Cinderella did her best to help her sisters to get ready for the ball.

The fairy touched the girl with her magic stick and the girl's old clothes disappeared. She was wearing the most beautiful dress and the prettiest glass shoes in the world.



The fairy took the pumpkin, touched it with her magic stick and it became a beautiful coach.

Cinderella ran into the garden to get the largest pumpkin she could find.



Listen to the poem *Lazy -Bones' Grundy*, then read it. Say what you think of Grundy and his time-table.

**Lazy-Bones Grundy**  
Lazy-bones Grundy  
Must do sums for Monday.  
"And today is Tuesday,"  
Says lazy-bones Grundy,  
"So I'll do it on Wednesday,  
If not — then on Thursday,  
Or even on Friday,"  
Says lazy-bones Grundy.  
Now very soon comes Friday  
And Saturday comes,  
But lazy-bones Grundy  
Has not time for sums.  
"Never mind<sup>2</sup>," says Grundy,  
"I'll do it on Sunday,"  
So this is the time-table  
Of lazy-bones Grundy.

Read these proverbs and choose one for the poem *Lazy-Bones Grundy*.

**Never put off till tomorrow what you can do today.**

**Better late than never.**

Read and arrange the paragraphs in the right order<sup>1</sup>. Then tell the story *A Good Storyteller*.

I wanted to get ready to tell my  
own little stories to little children who  
could not read. First I looked through  
all the storybooks I had at home.

At first I read a story to a little  
child who was playing in the garden  
all by himself.

When I saw how he enjoyed the  
story, I asked two or three other  
children to join us.

The children liked to listen to the same  
story several times. And soon they knew it by  
heart. One little girl took the book from me,  
opened it and told the story. She turned the  
pages at the right places. She thought she  
could read the story herself. Each child could  
do the same thing.

I asked the librarian  
to help me to choose  
some books for little  
children.

Then I went  
to the library to  
get a good book  
there.

<sup>1</sup> *in the right order* — лодырь, лентяй  
<sup>2</sup> *never mind* — эд. ничего

<sup>1</sup> *in the right order* — в правильной  
последовательности



## Study and Remember

### PAST PERFECT

- 4 Look at the pictures. Read the paragraphs and compare them. Pay attention to the underlined words.



At midnight Cinderella ran away from the palace. She was so unhappy. She hurried down the stairs and lost one of her pretty shoes. The girl had no time to look for it. She hid herself behind a tree.



It was midnight and Cinderella ran away from the palace. The prince ran after her but he did not find her. He only found the pretty shoe which the girl had lost.

- 5 Study and remember:

Past Perfect употребляется в том случае, когда мы хотим обратить внимание на то, что действие, имевшее место в прошлом, произошло раньше какого-либо другого момента или действия в прошлом.

Tom **went out to play** after he **had done** his lessons.

I was happy to meet Ann. I **had not seen** her for a long time.

Примечание: При перечислении ряда последовательных действий в прошлом употребляется Past Indefinite.

The man **found** a helpless fox cub and **took** it home.

He **gave** it some milk and **put** it in the dog's house.

- 6 Study and remember:

Had + V<sub>3</sub> = Past Perfect

had gathered

had found

had done

had played

had bought

had seen

had washed

had taken

had lost

had collected

had made

had left

#### Past Perfect

образуется с помощью вспомогательного глагола **had** и V<sub>3</sub> (третьей формы смыслового глагола).

7 Read the paragraphs and explain why the *Past Indefinite* or the *Past Perfect* is used.

1 a Little Bambi and Thumper picked the prettiest wild flowers and left them in a quiet shady place. Then they went off into the forest to pick some more flowers. Billy and his bee-friends flew up to the pretty flowers and gathered the nectar from them. They made a piece of sweet honey as a surprise for Bambi's Mummy.

b When Bambi and Thumper came back, they saw that the bees had made a piece of sweet honey as a surprise for Bambi's Mummy.



2 a Michael was naughty that morning — he made a lot of noise when everybody was asleep; he entered his father's room and took the pen; he upset the inkpot and spoilt his best Sunday clothes. The boy did a lot of wrong things and Mother punished him.

b Mother punished Michael because he had been naughty. In the corner he tried to remember the things he had done.

3 a Charlie once bought a candy bar. He picked it up and tore off the wrapper... and suddenly... from beneath the wrapper... there came a Golden Ticket! That very Golden Ticket that gave the finder a chance to see the Chocolate Factory!

When newspaper men and photographers learnt the news they came to see Charlie. They wanted to get the full story for morning papers.

b The newspaper men and photographers came to see Charlie. They wanted to get the full story for morning papers about how he had found the Golden Ticket.



8 *Why were they upset?*

a) *Make up sentences.*

The boy	was upset	because	he	had broken	his new watch.
The girl	were upset		she	had lost	the window.
The children	looked unhappy		they	had torn	her skis.
Grandmother	looked sad			had not found	Mummy's cup.
Grandfather					his bicycle.
					his puppet.
					the key.
					the clothes.
					his ball.
					her doll.



b) *Remember a day when you (your sister, brother, etc.) were upset because you (they) had broken (had torn, had lost) something. Say why you were sorry.*

9 *Why did they have to buy it?*

a) *Complete the sentences.*

I had to buy one more album	because	I	had	broken...
Father had to buy Nick new skis		he		left...
Mother had to buy Susan a new dress		she		lost...
The children had to buy new markers		they		torn...
				not found...



b) *Remember a day when you (your parents, etc.) bought something. Explain why.*

**Example:** Yesterday we went to a shop with Grandfather. He bought a new umbrella because he **had left** his old umbrella in a train.

10 *What did they buy it for?*

a) *Make up sentences.*

Mother bought her son	bookshelves	for the	books	he	had collected.	
	albums		stamps			she
	shelves		postcards			they
	boxes		toy-cars			
			coins			



b) *Say why the parents (grandparents) bought these things and what they were for.*

**Example:** It was Helen's birthday, so Grandmother went to a shop and bought her granddaughter a new album for the postcards she **had collected**.

11

**What did they look like? What did they feel like?**

Imagine that you met one of your friends yesterday. Say what he (she) looked like or felt like. Explain why.

**Example:**

When I saw Nick yesterday he looked happy. His parents **had given** him a new pair of roller skates for his birthday.

You may use the following:

be glad  
be upset

be sad  
look happy

be frightened  
be ashamed

be pleased  
feel uneasy

12 a) Look at the pictures and say how the people whom the children met understood what they had done or where they had been. Begin like this:

**Example:** When the boy came back from the stadium, his mother understood at once that his favourite football team **had won** the game. The boy **looked pleased and happy**.



You may use the following:

catch some fish  
take part in a tennis match

be in the park with her dog  
not to be at school

b) Make up a story about each picture.



13 Read and translate the examples.

INTERROGATIVE

Had Tom **done** all his lessons before he went out to play?

NEGATIVE

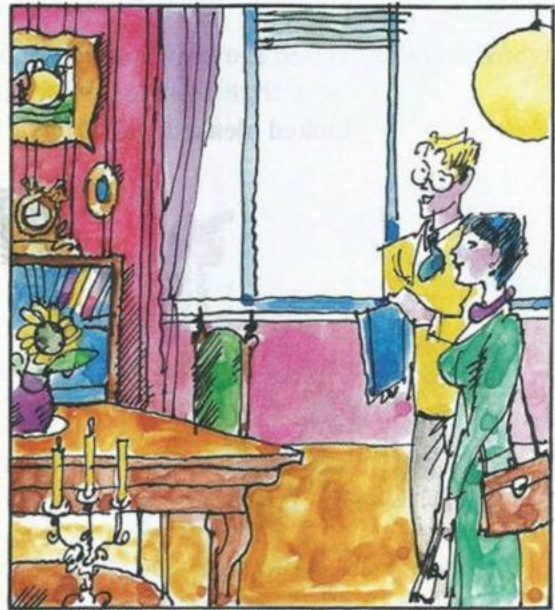
Tom had **not** done all his lessons before he went out to play.



14 The parents went away for two days' holiday. Before they left, they asked their children to look after the flat. When they came back, the children were out. This is what the parents saw:



Ann and Pete's parents



Jane and Mike's parents

Look at the pictures and answer the questions:

- 1 Whose parents were pleased with their children?
- 2 Why were they pleased?
- 3 Whose parents were displeased?
- 4 Why were they displeased?

**Example:** Ann and Pete's parents were upset. The children **had not given** the fish their food every day.  
Jane and Mike's parents were pleased. Their children **had given** the fish their food every day.

You may use the following:

water the flowers  
clean the rooms  
put all the things in the right places  
wash the dishes  
arrange the furniture neatly

- 15 a) When the parents went away for the weekend, they asked their children not to forget to do some things in the flat.

*Say what the parents asked their children not to forget to do.*

**Example:** Don't forget to switch off the TV.

*You may use the following:*

do the shopping  
close the windows when it rains  
clean the shoes

put the letters on the table  
put the toys in their places  
fold and put away the clothes

- b) When the parents came back, the children were asleep. This is what the parents saw:



- c) *Were they pleased? Say what the parents felt and why.*

- 16 a) *Speak about a day when you stayed at home alone. Say why your parents were pleased or upset when they came back from work (from the theatre, after a trip). Say what you had done (had not done).*

- b) *Speak about one of your school days. Say why the teacher was pleased with you or upset by something.*

## PRESENT PERFECT — PAST PERFECT

- 17 a) One Sunday morning John stayed long in bed. When he got up at last, he decided to help the family. But he was too late. Why do you think he was late?

Read John's words, match them with the pictures and complete the dialogue:

**Example:** **John:** Let me go and buy the newspapers for you, Dad.  
**Father:** I have already bought them.

**J:** I'd like to help you, Kate. Shall I sweep the floor and clean the carpet? May I water the flowers or dust the furniture?  
**K:** ...



**J:** Let me help you, Mum. I'd like to go shopping.  
**M:** ...



**J:** Then let me cut the grass in the yard, Dad.  
**F:** ...



**J:** Let me clean your bicycle, Nick.  
**N:** ...



**J:** Oh, Granny, I really want to help, but everybody has done everything. Nobody needs my help. But, Granny, has anybody taken Charley out? May I take the dog for a walk?  
**G:** All right. The dog wants to go out.



- b) Mike is happy. He takes the dog and runs out. He meets his friend Pete in the yard.

What does John tell his friend? Speak for John.

**Example:** "I wanted to help Mum to do the shopping, but she **had already done it.**"

- c) Can you remember a Sunday morning like John's? Speak about it.

13 a) Look at the pictures and say what the children remembered:

Be Attentive and Careful



4

b) Make up a story about each picture.

## Study and Remember

### SEQUENCE OF TENSES IN OBJECT CLAUSES

19 a) Read and translate the examples.

(see page 200)

1. Дополнительные (изъяснительные) придаточные предложения употребляются после глаголов: **to say, to tell, to think, to know, to learn, to remember, to forget, to feel, to hope**; а также после следующих сочетаний: **to be glad, to be sure, etc.**

She **says** (that) they are going to the circus.

I **think** you are joking.

I **am glad** (that) you are going to the circus.

2. Если глагол-сказуемое в главном предложении стоит в форме *настоящего* времени, в придаточном предложении употребляется любая форма в зависимости от смысла:

I **know** that he

**goes** to the library every week.

**is working** in the library now.

**has gone** to the library.

**went** to the library an hour ago.

**will go** to the library tomorrow.

3. Если глагол-сказуемое в главном предложении стоит в форме *прошедшего* времени, то употребление форм глагола в придаточном предложении подчиняется правилу согласования времен — **Sequence of Tenses**.

I **knew** that he

**went** to the library every week.

**was working** at the library at that moment.

**had gone** to the library.

**would go** to the library the next day.

**Note:** Правило согласования времен не соблюдается, если в придаточном предложении сообщается общеизвестная истина:

The children **knew** that in autumn the days **are** shorter than in summer.

The child **learned** that the Earth **goes** round the Sun.

### FUTURE-IN-THE-PAST

20 Read and translate the examples.

**should**  
**would** + Infinitive

I **thought** I **should be** helpful.

They **were** quite sure they **wouldn't be able to** see the match.

My sister **said** that she **would write** as soon as possible.

21 Read and compare:

I **am sure** I **shall meet** him on the way to school.

The pupils **know** that they **will go** on an excursion.

I **was sure** I **should meet** him on the way to school.

The pupils **knew** that they **would go** on an excursion.

22 Look at the pictures, read the sentences and translate them:



And you say that he is ill.



I thought that you were doing your homework.



I don't think Mummy will be home soon.



We didn't think you would be home soon.

4

23 *Mother is surprised, isn't she?*  
Look at the pictures and speak for Mother.

- Examples: 1 I thought you were doing your homework.  
2 You said you would do your homework. And I was sure you had done it.



play with your little sister



play chess



do your sums

## Stories for Fun

- 24 Read the story *Are Tortoises Intelligent?*<sup>1</sup> and answer the question: Why were the children surprised?



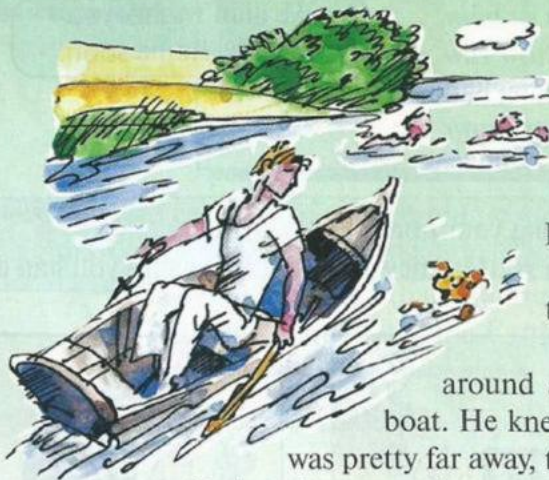
### Are Tortoises Intelligent?

Father brought a tortoise home to his children. But the family did not like it and they decided to take it back to the place where Dad had found it. They did so. But the next morning the children were surprised to see the tortoise at the gate of their house. It had come back. In one night the animal had walked one and a half kilometres.

- 25 a) Read a boy's story *Charlie's Swim*.

### Charlie's Swim

When Tim Jones moved away in June, he gave me his cocker named Charlie. He is the smartest<sup>2</sup> dog in our street. He plays catch with my ball, jumps over a stick, and marches on his hind<sup>3</sup> legs.



One time we were taking a trip on a boat. Charlie had never lived near water, but he was soon swimming with us children.

One afternoon we swam near the shore. Charlie did not see us go. Before long Dad called, "Look out for Charlie. He dived overboard and is trying to swim to you."

Soon we saw that Charlie had turned around and was swimming back toward the boat. He knew he couldn't get to us. But the boat was pretty far away, too.

Dad got into a rowboat and started to row toward Charlie. When he heard Dad, he turned around again. He was very tired, but kept on. Dad reached him just in time. I think he was smart to try to save him.

Jack

- b) Try and explain why the dog found himself in danger.

<sup>1</sup> intelligent [in'telɪdʒənt] — умный, разумный

<sup>2</sup> smart — эд. умный

<sup>3</sup> hind [haɪnd] — задний

- 26 a) Read the story *A Ride in the Countryside*. Find out what happened to the boy during his bicycle ride.

### A Ride in the Countryside

Ronnie felt happy. Today was his eleventh birthday, and his parents had given him a fine bicycle.

"May I go out for a ride on it now, Mum?" Ronnie asked soon after breakfast.

"Yes, if you like, Ronnie," his mother replied, "but don't go very far away. We haven't been in this house very long, and you don't know your way about the country lanes yet."

"Oh, I'll be all right, Mum. You needn't worry about me," laughed Ronnie. "Good-bye."

He kissed his mother, pushed a red apple into his pocket, and started off down the lane.

Hurrah! Could anything be nicer than skimming along<sup>1</sup> in the sunshine, listening to the birds, and watching the trees and hedges as he hurried past them?

Ronnie had lived with his parents in a large city all his life, so everything was strange and new to him.

By and by he came to a long narrow path leading to a wood. It seemed to be the sort of wood with all kinds of wonderful things in it, so he went that way.

It really was a beautiful little wood. Ronnie stopped his bicycle, propped it against a tree, and began to explore.

To his delight he found flowers growing wild, flowers that he had only seen in shop windows before. There were primroses and bluebells, and, best of all, his mother's favourite flowers — violets<sup>2</sup>.

He gathered the best he could find. Then Ronnie remembered his apple. It took him quite a long time to eat it, for there were so many things around him to look at.

At last he thought it must surely be time to set off for home, and he rode out of the wood.

He was in such a hurry that instead of turning to the right at the end of the little pathway, he turned to the left. So, without knowing it<sup>3</sup>, he was riding away from home all the time.

Then he reached some crossroads that he didn't think he had seen before. There, he had to stop, for he did not know which way to go.



4

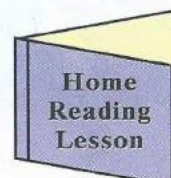
- b) Answer the questions:

- 1 Was Ronnie sure that he would find his way back home?
- 2 Was he afraid that he wouldn't find the road back home?
- 3 Did he think it would take long to get home at last?
- 4 How did he think his adventure would end?

<sup>1</sup> to skim along — скользить, легко ехать, лететь

<sup>2</sup> primroses, bluebells, violets ['vaɪələts] — цветы первоцвета, колокольчики, фиалки

<sup>3</sup> without knowing it — не зная об этом





## Taking Up Hobbies

1 All people want to spend their free time in an interesting way. *Do you agree? Is it easy to find an activity which you will enjoy in your free time? Have you already found something special for yourself, something you do for amusement, or because you are interested in it?*

2 a) *Look at the pictures. Say what the family like doing in their free time. How different are their tastes and things they enjoy?*



*You may use the following:*

be fond of  
 favourite pastime  
 watch an exciting game  
 spend a quiet evening  
 be a great sports fan  
 be crazy about  
 have different tastes  
 enjoy reading  
 be interested in  
 be curious about  
 dream about



b) *Give your idea of spending an interesting evening at home.*



- 3 a) Listen to the poem *The Mist and All*, then read it. Say what the author likes about the fall<sup>2</sup>.

### The Mist and All

I like the fall,  
The mist and all.  
I like the night's owl's  
Lonely call —  
And wailing sound<sup>3</sup>  
Of wind around.  
I like the gray  
November day,  
And bare, dead boughs<sup>4</sup>

That coldly sway  
Against my pane<sup>5</sup>.  
I like the rain.  
I like to sit  
And laugh at it —  
And tend  
My cozy<sup>6</sup> fire a bit.  
I like the fall —  
The mist and all.

Dixie Willson

- b) Can you imagine an autumn day while reading the poem? What picture does the poet make of a November day?
- c) Can you also say you "like the fall, the mist and all"? Why or why not? What are your feelings about autumn?

### 4 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Have you got a hobby? What is it?
- 2 Do all your friends have hobbies?
- 3 How different are your friends' hobbies?
- 4 What are the most popular activities among your friends and classmates?
- 5 Do you have a chance to give a lot of your time to your hobby?
- 6 Can you imagine your life without any hobby at all? Why or why not?
- 7 What hobby would you like to try?



### MY DIARY

5

Describe your friends' and your own hobbies.  
Write:

- how interesting your hobbies are;
- how they make your life more exciting;
- whether you think it is necessary or simply pleasant to have a hobby.

<sup>1</sup> mist — туман

<sup>2</sup> fall — (AmE) осень

<sup>3</sup> wailing sound — воющий звук

<sup>4</sup> bare, dead boughs [bauz] — оголенные, мертвые ветки

<sup>5</sup> to sway against a pane — качаться перед окном

<sup>6</sup> cozy ['kouzi] — уютный



## Test Yourself

6 Read the texts, then choose one or two explanations of what happened.

**1** Our family went on a picnic yesterday. The sun was shining brightly when we left home. We drove to our favourite place near the lake. Mother and I took the food out of the picnic basket, and we all sat down to have a meal. When we began to eat, a small black cloud appeared. Then suddenly it began to rain very hard. We ran for the car but were wet before we reached it. We finished our picnic in the kitchen at home.

**2** “John, did you go to the football match yesterday?”  
“Yes, I did. It was a very good game — except that our team lost.”  
“Were there many people watching it?”  
“Not many; the weather was bad. It rained all day.”  
“It’s really too bad that our team lost.”  
“Yes, and we have a good team this year. But they didn’t play well on Saturday. I don’t know what was the matter. Perhaps, the other team was just too strong for them. Perhaps it was the rain.”

**3** Mother took Jerry and me shopping last Saturday. We left home early because we had to go to the city on the train. First, Mother shopped for school dresses for me. Then she bought Jerry a pair of shoes and a sweater. By that time we were ready for lunch. After lunch, it was Mother’s turn to shop for herself. She bought a pretty hat.

- a** The family went on a picnic to the lake because :
- the weather was fine.
  - they had gone to that place many times before and had enjoyed it.
  - they wanted to have a swim.
- b** The family finished their picnic in the kitchen at home because:
- the weather had changed.
  - the sky was dark with clouds.
  - it had begun to rain very hard.
- a** There weren’t so many fans watching the game because:
- the weather was rainy.
  - the teams were not strong.
  - the players were very young.
- b** John’s favourite team lost the game because:
- the players hadn’t trained much.
  - the other team was just too strong for them.
  - it rained all day.
- a** Mother and the children had to leave home very early because:
- they wanted to visit a lot of shops.
  - they had to go shopping to the city which was far from the place where they lived.
  - they had to go on the train.
- b** They were ready for lunch because:
- they had already bought everything necessary for the children.
  - they were already hungry.
  - Mother had planned to shop for herself after lunch.

## Test Yourself

7 **Past Indefinite? or Past Perfect?** Choose the correct tense form.

- 1 I didn't forget how it all (*happened, had happened*).
- 2 We knew that Bob (*arrived, had arrived*) already.
- 3 Jack's parents (*were, had been*) in New York a month ago.
- 4 Lucy thanked Mike for what he (*did, had done*) for her.
- 5 Joan (*knew, had known*) the name of each street in their town.
- 6 Bill couldn't come to school because he (*fell, had fallen*) ill.
- 7 In the morning snow (*covered, had covered*) all the cars.
- 8 The girl was surprised because she (*didn't see, hadn't seen*) such an amusing and strange animal before.
- 9 The tennis players (*started, had started*) the game late because of the rain.
- 10 The bus driver (*stopped, had stopped*) when he saw the red light.

8 **Past Perfect? or Future-in-the-Past?** Use the correct tense form.

- 1 The friends knew that they (*meet*) soon.
- 2 We decided to visit the exhibition about which we (*hear*) a lot.
- 3 I couldn't understand why they (*change*) their plans so suddenly.
- 4 The girl said that she (*go for a walk*) a little later.
- 5 Jane didn't remember where she (*leave*) her gloves.
- 6 They hoped that their next trip (*be*) exciting.
- 7 We didn't feel cold because we (*put on*) our coats.
- 8 She was sure that her life (*be*) more interesting in the future.

9 **Sequence of Tenses.** Choose the correct tense form.

- 1 Peter said that he (*needs, needed, will need*) our help.
- 2 I thought you (*wouldn't like, won't like, don't like*) the excursion.
- 3 Rob believes that he (*makes, will make, would make*) good progress in sciences.
- 4 I hope that the weather (*becomes, will become, would become*) better.
- 5 Jim said that he (*knows, knew, had known*) how to drive a car.
- 6 Jim could drive well because his parents (*taught, had taught, would teach*) him how to drive.
- 7 We knew that he (*likes, liked, had liked*) detective stories.
- 8 I don't remember when we (*met, had met, meet*) last.

10 **Why do (did) they have to do it? Why don't (didn't) they have to do it?** Read the statements in column A, then think of why-questions. Find the explanation in column B.

A	B
1 Tom has to go now.	It is not raining.
2 They had to do the work quickly.	They had very little time.
3 We had to take our umbrellas.	It was raining hard.
4 You don't have to go alone.	Her elder brother was willing to help her.
5 You don't have to put on your raincoats.	We shall go there together.
6 The girl didn't have to do everything herself.	His friends are waiting for him.

## The Adventures of Tom Sawyer

Mark Twain is a true father of American literature. His book *The Adventures of Tom Sawyer* is the greatest story of American boyhood. It describes the life of a boy in a small town on the Mississippi River.

- 11 *Read the texts and find the scene which matches each part of the story.*

Tom was a clever and daring boy but often in trouble. His aunt Polly loved him greatly but thought it was her duty to punish him if he did something wrong. Her old heart almost broke when she had to do it but she was sure there was no other way to make Tom a good boy.

Once Tom came home <sup>and</sup> late. His clothes were dirty and torn. Aunt Polly decided to make him whitewash a fence on Saturday, which was a holiday for all the schoolchildren. But Tom had a bright idea. He made his friends think that when he was whitewashing the fence he was having a lot of fun.

As Tom was once passing by the house, where Judge Thatcher lived, he saw a new girl in the garden, a lovely little girl with blue eyes and yellow hair. Tom looked at the new girl with delight. But when he saw that the beautiful girl had noticed him, he pretended he did not know she was present, and began to show off in all sorts of boyish ways: he stood on his hands, he picked up a straw and began to balance ['bæləns] it on his nose, which was not an easy thing to do.

Becky Thatcher looked at Tom for some time, and threw a flower over the fence. Tom felt happy and put the flower inside his coat near his heart. He hoped he would make friends with Becky.





Tom had always dreamed of treasures, mysteries, unknown countries and adventures. One of his dreams was to be a pirate. One day he decided to run away from home. Tom and his friends found a small boat and sailed to a lonely island in the middle of the river. They stayed on the island for some time and were greatly pleased with their new life. They made a fire, walked in the woods, went bathing and fishing. Life was so exciting! They felt like real heroes.

The children once had a picnic in the hills. There was a cave there, which everybody wanted to see. The children played in the cave running about with lighted candles. Tom and Becky Thatcher were among them. They saw a lot of corridors in the walls and decided to walk along one of them. They believed they would see all the wonders of the cave. Tom and Becky walked for a long time but when they wanted to go back they understood that they had lost their way. The children had a lot of moments of fear and despair before their villagers found them.

12 Say what interesting events and characters the story describes.

**Mark Twain (1835 – 1910)**, whose real name was Samuel Clemens, spent his boyhood in a small town on the Mississippi River. Waters of the great river were his playground. He often went fishing and swimming with his friends; he liked to play games and read a lot. When he saw boats passing by he climbed aboard and stayed with boatmen. It was very interesting to listen to adventure stories that they told. When the boy was 12 his father died. He had to leave school and to began to work. He worked in many different cities of America, and always dreamed to be a pilot on the Mississippi. (When he was still a small boy he looked at pilots with delight. They all were brave and strong men. Mark Twain loved the river besides.) His dream came true. He became a pilot. Mark Twain became one of the most famous writers in America. His books *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn* are among the most favourite books of children all over the world.

## Tom Takes Becky's Punishment

(from *The Adventures of Tom Sawyer*  
after Mark Twain)

Tom and Becky went to the village school. Their teacher was Mr Dobbins. He had wanted in his youth to become a doctor; but he was too poor to study long, so he became only a village schoolmaster. But love for medicine was still in his heart. His only treasure was a book on anatomy. Every day Mr Dobbins took the book out of his desk and read in it. He kept the book under lock and key. There was not a child in school who did not want to look at the book, but the chance never came.

Now, as Becky was passing by the desk, which stood near the door, she saw that the key was in the lock! It was a wonderful chance. She looked around. She was alone, and the next moment she had the book in her hands. Becky could not understand the title of the book "Anatomy". So she began to turn the pages. She saw a coloured picture of a human figure<sup>1</sup>. At that moment Tom entered the room and saw the picture. Becky wanted to close the book quickly, and tore the picture across. She put the book into the desk, turned the key, and burst into tears<sup>2</sup>.

"Oh, what shall I do?" Becky cried. "Mr Dobbins will whip<sup>3</sup> me. And he has never punished me. Oh, what shall I do!" And she ran away in tears.

School began. Tom was not interested in the lesson. From time to time he looked at Becky. Her face was pale.

An hour passed. Then the master opened his desk and took out the book. Tom looked at Becky. When he saw how frightened she looked, like a helpless rabbit before a hunter's gun, he thought: "Quick! — I must do something to save her! Good! He had a brilliant idea — he would seize

### 13 Guess the meaning of the words:

anatomy [ə'nætəmi]  
 medicine ['medsn]  
 figure ['figə]  
 brilliant ['brɪljənt]  
 moment ['moumənt]

### 14 Read the names:

Mark Twain ['mɑ:k 'twɛɪn]  
 Tom Sawyer ['tɒm 'sɔ:jə]  
 Becky Thatcher ['beki 'θætʃə]  
 Mr Dobbins ['dɒbɪnz]  
 Benjamin Rogers ['bendʒəməɪn 'rɒdʒəz]  
 Joseph Harper ['dʒouzɪf 'hɑ:pə]  
 Amy Lawrence ['eɪmi 'lɔ:rəns]  
 Gracie Miller ['greɪsi 'mɪlə]

### 15 Read the text *Tom Takes Becky's Punishment*. Answer the questions:

What punishment did Tom take?  
 What did Becky tell Tom when the punishment was over?


<sup>1</sup> a human ['hju:mən] figure — фигура человека

<sup>2</sup> burst into tears — расплакалась

<sup>3</sup> to whip — пороть



the book and run through the door! But the master had already opened the book. There was no help for Becky now. The next moment the master looked at the children. Then he said:

“Who tore the book?” 

There was not a sound in the classroom.

“Benjamin Roger, did you tear the book?”

“No”

“Joseph Harper, did you?”

“No.”

The master thought a little and then turned to the girls.

“Amy Lawrence?”

“No.”

“Gracie Miller?”

“No.”

16 *Answer the questions about the story:*

- 1 Where did the schoolmaster keep his favourite book?
- 2 Was there anybody in the room when Becky took the book in her hands?
- 3 How did Becky tear the page?
- 4 How did Becky feel and what did she look like at the lesson?
- 5 How did Tom save Becky from the punishment?
- 6 How did Mr Dobbins punish Tom?
- 7 What did Becky think of Tom?

The next girl was Becky Thatcher.

“Rebecca Thatcher” — (Tom looked at her face — it was white) — “Rebecca Thatcher, did you tear — no, look me in the face — did you tear this book?”

Just at that moment Tom shouted: “I did it!”

The boy stood a moment, then he walked slowly to the desk to have his punishment. He looked at Becky again and saw surprise and gratitude<sup>1</sup> in her eyes.

Mr Dobbins whipped the boy. Besides, Tom had to stay two hours after school. But he was not sorry, because he knew who would wait for him outside till the punishment was over.

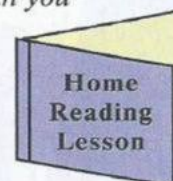
When he fell asleep that night, he still heard the words Becky had told him:

“Tom, how could you be so noble!”

17 *Think and say:*

- why the book was so dear to the schoolmaster;
- why all the children wanted to have a look at it;
- why Becky began to cry;
- why Becky was pale at the lesson;
- why Tom was not sorry that the teacher had whipped him.

18 *Say what you think about Tom Sawyer, Becky Thatcher and Mr Dobbins. How can you explain their behaviour and actions?*



<sup>1</sup> gratitude [ˈgrættɪjuːd] — благодарность



## Learning About the World

1 Learning about the world is exciting, do you agree? *What parts of the world, countries, cities and continents would you like to know more about? Why do you take an interest in them?*

2 a) *Look at the pictures and describe them. Say what new and exciting things people can see and learn while travelling, when they go on excursions or visit museums.*



*You may use the following:*

go travelling  
 enjoy visiting places  
 an exciting trip  
 feel cheerful  
 show an interest in  
 be delighted with  
 find something new  
 be curious about  
 real pleasure  
 have adventures  
 get to know  
 have a chance  
 dream  
 keep one's eyes and ears open  
 be interested in  
 favourite pastime  
 visit Botanical Gardens  
 a visit to an aquarium [ə'kwɛəriəm]

b) *Do you think every trip or hike is exciting? Why can you call it exciting?*

c) *In what other way, besides travelling or going on excursions, can you learn a lot of interesting, unusual and exciting things about the world in which you live?*

- 3 a) Listen to the poem *Exciting Things to Tell*, then read it. What are the ways to go round the world?

### Exciting Things to Tell

To whatever part of the world you went,  
By wheel, or sail, or wing, or track<sup>1</sup>,  
You'll have exciting things to tell  
Now that you are safely back.

- b) What exciting things do you think the travellers can speak about when they are back from their travels?

#### 4 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Did you see and learn a lot of interesting and exciting things in your travels when you went hiking or camping? What were they?
- 2 What do you think is the best time of the year for camping, hiking and travelling? Why do you think so?
- 3 Do you and your friends go camping or hiking because you love nature? Why else?
- 4 What places do you go to? How do you choose them?
- 5 Are you curious about new places?



### MY DIARY



5

Describe one of your camping (hiking) trips. Write about:

- how you chose a place for your trip;
- what the places you saw looked like ;
- what was hard and easy to do;
- who cooked meals, put up tents, made a fire and cleaned the camping place ;
- what you enjoyed doing;
- whether you found your camping trip (hike) exciting.

<sup>1</sup> by wheel [wi:l] or sail, or wing, or track — 3d.  
поездом, морем, самолетом или пешком



## Geography Is Exciting



6 Read these words.

[ɔ:] foreign, geography, modern, **top**, **occupy**  
 [i:] team, easy, greet, believe, seaside, **region**  
 [ɪ] village, win, **situated**, **distance**, **differ**  
 [æ] add, camp, map, imagine, **valley**, **bank**



7 Read and remember how to use the words:

**be situated** ['sɪtʃuːtɪd]: Our house is situated in a very beautiful place near the river. Will you tell me where the picture gallery is situated?

**climate** ['klaɪmət]: Why is the climate so terribly cold in this part of the country? Not all people find such a hot climate pleasant.

**to separate** ['sepəreɪt]: The river separates one part of the city from the other. What is the name of the sea which separates these islands from the continent?

**region** ['rɪ:dʒən]: The Arctic regions; the forest regions; the central regions; the far-away regions. I've never been to these far-away regions of the country.

**to stretch**: Forests stretch for miles and miles in this part of the country. The mountains stretch over a thousand miles across the country.

**border, to border**: to border on something. The border between the two countries lies along the river.

**to surround** [sə'raʊnd], **be surrounded**: The ancient town was surrounded by a wooden wall.

**to occupy** ['ɒkjupaɪ]: to occupy the territory. This country occupies a very large territory. What territory does this region occupy?

[ɔ:] sport, talk, walk, store, **shore**, **border**  
 [aʊ] round, about, loud, ground, **surround**  
 [e] bread, **separate**, **territory**, **desert**, **stretch**  
 [ou] throw, ago, grow, boat, **coast**  
 [aɪ] divide, delight, idle, exciting, **climate**  
 [eɪ] famous, away, rainy, ancient, late, **plain**

**distance** ['dɪstəns]: long distances; at a distance; from a distance. Do you feel able to walk that distance?

**desert** ['dezət]: the Sahara [sə'hɑ:rə] desert; a desert island. It is often very hot in the desert. The travellers had to cross a large desert.

**plain**: They live on a farm on the plain. High mountains rise above the plain.

**valley** ['væli]: green valleys. The village was situated in a beautiful valley, and it was surrounded by high mountains.

**top**: on the top; at the top. The tops of the mountains were covered with snow. They have built a house on the top of a hill. She is always at the top at the class.

**coast** [koust]: along the coast. We drove along the coast to Seattle [si:'ætl].

**shore** [ʃɔ:]: seashore; lakeshore. You can walk for miles along the shore. The boat was about a mile from the shore when the wind began to blow strong.

**bank**: river bank; the banks of the river Thames [temz]. The town is on the high bank of the river.

**to differ** ['dɪfə]: to differ in something. "Explain how the two parts of the country differ," said the geography teacher to a pupil. These two boys differ not only in age; they differ in character. Tastes differ.

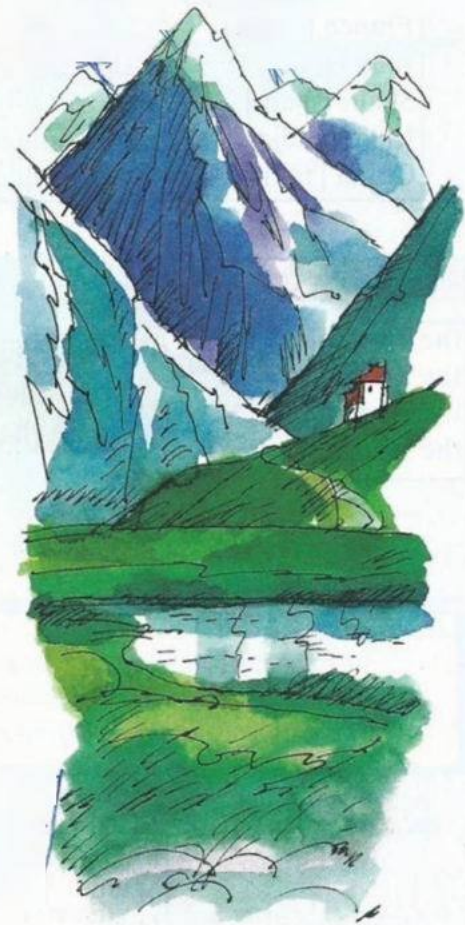
8

Speak about your geography lessons. Say:

- how geography helps you to know a lot about the world around you;
- what you learn about different countries in the world;
- how maps are helpful;
- if you describe and compare the weather, the climate, and the nature in different regions of Russia and in different parts of the world.

**i**nformation

9 a) Look at these pictures and say where the village, the lake, and the modern seaside town are situated.



GB	US
<b>Celsius</b> ['selsjəs] a scale of temperature on which water freezes at 0° and boils at 100°.	<b>Fahrenheit</b> ['fɑ:rənhaɪt] a scale of temperature on which water freezes at 32° and boils at 212°.
In Britain, temperatures are often given in Celsius and Fahrenheit.	In the US, temperatures are still given in Fahrenheit.

b) Describe these places. Say how they are different.

10 Name some famous places. Say where they are situated and what they are famous for.

**Example:** Lake Baikal is one of the most famous lakes in Russia. It is situated in Siberia among beautiful forests and hills. Lake Baikal is known for its beauty and its clear water. One can see some of the country's finest nature here. It is one of the deepest lakes in the world.



## Study and Remember

### ARTICLES WITH SOME GEOGRAPHICAL NAMES

11 Read these geographical names. Mind the use of the definite article.

Europe [ˈjuərəp]	the Atlantic [ətˈlæntɪk] Ocean
Asia [ˈeɪʃə]	the Pacific [pəˈsɪfɪk] Ocean
Africa [ˈæfrɪkə]	the Indian [ˈɪndjən] Ocean
America [əˈmerɪkə]	the Arctic [ˈɑːktɪk] Ocean
Australia [ɔːsˈtreɪljə]	the Black Sea
France [frɑːns]	the Volga
Italy [ˈɪtəlɪ]	the North Pole
Spain [speɪn]	the South Pole
India [ˈɪndjə]	the United Kingdom of Great Britain and Northern Ireland
China [ˈtʃaɪnə]	the United States of America

**points of the compass:**

the North  
the South  
the East  
the West

**The definite article THE  
is used  
with the names of:**

**oceans:**

the Atlantic Ocean  
the Arctic Ocean  
the Pacific Ocean  
the Indian Ocean

**seas:**

the Black Sea  
the North Sea

**rivers:**

the Thames [temz]  
the Mississippi [ˌmɪsɪˈsɪpi]

**countries:**

Canada  
Spain  
Japan  
Mexico  
Great Britain  
Germany

**No article is  
used  
with the names of:**

**continents:**

Africa  
Asia  
Australia  
North America  
South America

**cities:**

Moscow  
London  
Washington  
Madrid  
Paris  
New York

**but:**

the United Kingdom of  
Great Britain and Northern  
Ireland (the UK);  
the United States of  
America (the USA).

**squares:**

Trafalgar Square  
Red Square

**streets:**

Baker Street  
Oxford Street

12 Answer the questions:

- 1 Which continent is larger, Africa or Australia?
- 2 Which ocean is the largest?
- 3 Which ocean is the smallest?
- 4 Italy is in Europe, isn't it?
- 5 What other countries in Europe do you know?
- 6 India is in Asia, isn't it?
- 7 What other countries in Asia do you know?
- 8 The shores of what countries does the Atlantic Ocean wash?
- 9 The shores of what countries does the Pacific Ocean wash?

13 a) Remember these adjectives with the suffix *-ern*:

Noun	Adjective	Noun + -ern = adjective
south	southern ['sʌðən]	
north	northern ['nɔːðən]	
east	eastern ['iːstən]	
west	western ['westən]	

b) Ask a classmate:

- in what part of this country there are a lot of minerals (thick forests, many lakes, wild animals, big cities);
- in what parts of the world there are deserts (the highest mountains, tropical forests, large territories of plain, the longest rivers).

14 a) Remember these adjectives with the suffix *-(a)n*:

Noun	-(a)n	=	Adjective
Europe ['juərəp]	— European [juərə'piːən]	Africa ['æfrɪkə]	— African ['æfrɪkən]
America [ə'merɪkə]	— American [ə'merɪkən]	Canada ['kænədə]	— Canadian [kə'neɪdɪən]
Asia [eɪʃə]	— Asian ['eɪʃən]	Australia [ɔːs'treɪljə]	— Australian [ɔːs'treɪliən]

b) Say which of these countries are situated on the European continent (on the African continent, on the Asian continent, on the North or South American continents):

Italy ['ɪtəlɪ]	Mexico ['meksɪkə]	Germany ['dʒə:mənɪ]
the USA	Greece	China ['tʃɪnə]
Spain	Egypt ['iːdʒɪpt]	France
Canada	Japan [dʒə'pæn]	Brazil [brə'zɪl]

15 Complete the sentences and explain your choice:

- 1 The eastern and the western parts of the USA differ in their ... (*nature, climate, language, ways of life, traditions*).
- 2 A big city and a village differ in their ... (*language, climate, ways of life, territory*).
- 3 The Arctic regions and the central regions of Russia differ in their ... (*traditions, nature, climate, ways of life*).



## Explorations and Discoveries

**16** Read these words:

[ɔ:] story, shore, important, **explore**, **explorer**  
 [ʌ] result, suffer, **discover**, **discovery**  
 [i:] people, teacher, region, **reach**  
 [e] weather, desert, necessary, **end**, **century**  
 [ə:] work, Thursday, hurt, excursion, **journey**

[eɪ] safe, plain, **danger**, **dangerous**, **sail**,  
**exploration**  
 [ɔɪ] joy, join, coin, spoil, **voyage**  
 [ɪ] win, distance, differ, begin, **beginning**

**17** Read and remember how to use these words:

**to explore** [ɪksplɔː], **explorer**, **exploration** [ɪksplɔː'reɪʃn]: to explore seas and oceans; to explore unknown parts of the world; to explore the city; underwater exploration; space exploration; the exploration of space; an Arctic explorer. The boys decided to explore every part of the island. Livingstone was the first European to explore the Zambezi [zæm'bi:zi] river. Magellan [mə'gɛlən] was a famous sixteenth-century explorer.

**to discover** [dɪs'kʌvə], **discovery**: to discover new islands; to make new discoveries. Do you know who discovered Australia?

**to sail**: to sail across the Atlantic; to sail up and down the river; to sail off to sea. The ship sailed down the east coast of South America.

**to reach**: to reach a place; to reach the top of the mountain. We reached the camp at last. The boat reached the shore safely.

**danger** ['deɪndʒə], **dangerous**: be in danger; be out of danger; a dangerous adventure. It is dangerous to cross the river just here. He drove so fast that I felt my life was in danger. The fire stopped, and the

people were out of danger. The child is too young to understand danger.

**voyage** ['vɔɪdʒ]: a sea voyage; a dangerous voyage; to make a voyage; to set out on a voyage; voyages of exploration. The voyage from England to India took six months. He was a young sailor on his first sea voyage. In 1492, Columbus set out on the voyage of exploration which led to the discovery of the New World.

**journey** ['dʒɔːnɪ]: a train journey; a journey across Europe; to make a journey to Scotland; to go on a journey. Have a safe journey! They went on a journey to New York. It will be a slow journey — we are sailing against the wind.

**end, to end**: at the end of the year; at the end of December. The story ended happily.

**beginning**: the beginning of the month; at the beginning of the chapter; from beginning to end. She read the letter from beginning to end in a minute.

**century** ['sentʃəri]: the nineteenth century; at the end of the century; at the beginning of the century. Many important discoveries were made in the 16th century.

**18** Say which of these things were impossible in earlier centuries and why:

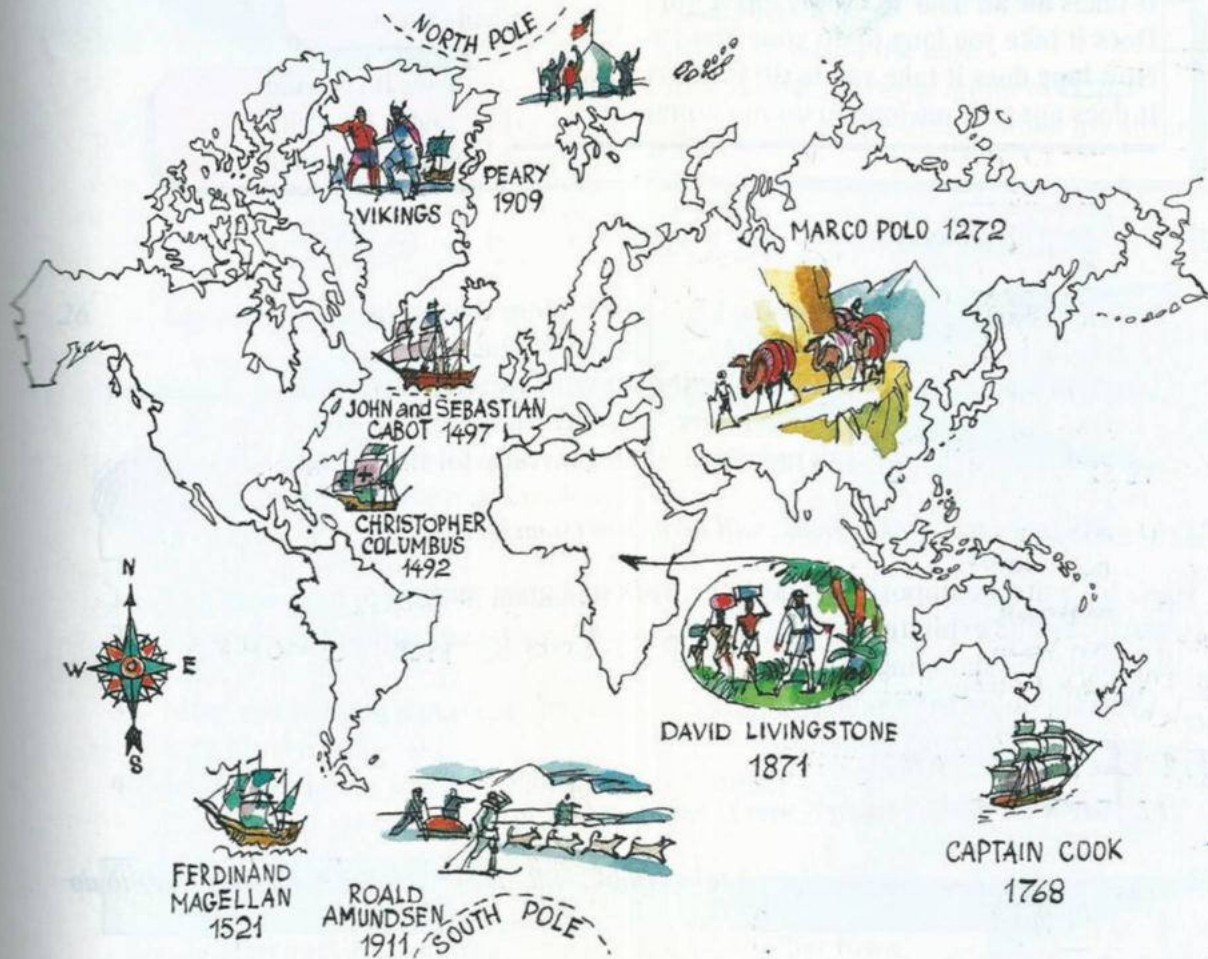
- to explore space;
- to cross the seas and oceans;
- to reach the South and North Poles;

- to fly from one continent to another in a few hours;
- to explore the forests and deserts;
- to reach the Moon.



GB	&	US
Miles		Kilometers
a mile is a unit of distance equal to 1,6 kilometres		a kilometre is a unit of distance equal to 1000 metres (or = 0,6214 miles)

19 a) Study this map of explorations.



b) Answer the questions:

- 1 Who first reached the North Pole?
- 2 Who first reached the South Pole?
- 3 Who first discovered America?
- 4 What is the name of the famous explorer of Africa?
- 5 Who visited Greenland in early times?
- 6 Who first rounded South America and sailed from the Atlantic into the Pacific?
- 7 What famous traveller explored the Far East and returned with wonderful tales about it?
- 8 What famous English navigator discovered and explored New Zealand and eastern Australia?
- 9 Who discovered Canada?

c) Say what you know about these famous travellers and explorers. Were their discoveries very important?





## Study and Remember

20 Read and translate the examples.

It takes me an hour to do my homework.  
 Does it take you long to do your homework?  
 How long does it take you to do your homework?  
 It does not take me long to do my homework.

It takes me ...  
 It took me ...  
 It will take me ...

Does it take him ... ?  
 Did it take him ... ?  
 Will it take them ... ?

21 Make up sentences:

It takes me	two days	to explore the seashore.
It took him	an hour	to reach the shore.
It will take them	10 minutes	to cross the river in a boat.
	three hours	to buy things for the trip.
	a month	to get ready for the voyage.

22 a) Say how long it takes (took, will take) you (somebody else):

It took her <sup>an hour</sup> to write a composition about the work of a great author;  
 It takes her <sup>an hour</sup> to see the exhibition;  
 It'll take them <sup>an hour</sup> to do the shopping;  
 It took him <sup>an hour</sup> to get home from school;  
 It'll take them <sup>an hour</sup> to get to Paris by train.

It took me 3 hours

b) Say what doesn't (didn't, won't) take you long to do.

23 Ask your classmate how long it takes (took, will take) him (her, somebody else) to do something.

24 a) Read the dialogues, then learn them.

1 "Do you think it will take us more than half an hour to get to the village?"  
 "I believe it won't take us so long. The village is not very far. We can easily walk there."

2 "Did it take you long to get ready for the trip?"  
 "Oh, no, it didn't. I didn't have to take many things for a two days' trip."

b) Make up your own dialogues.

25 Read and translate the examples.

**while**

I read the book **while** you were watching TV.  
 Jack was listening to the radio **while** he was in the bath.  
**While** you were out talking to your friends, I was at home working!  
 I spend two hours getting ready to go out to the theatre **while** my sister is ready in ten minutes.

26 Say what the children were doing at the same time.

**Example:** The boys were swimming in the river. Tom and his friend were exploring the river bank.  
 While the boys were swimming in the river, Tom and his friend were exploring the river bank.

- 1 The boys were playing football. The girls were playing basketball.
- 2 Kate was decorating the room. Alice was arranging the flowers in the vases.
- 3 Mike was reading a book about great discoveries. Ann was playing chess with her friend.
- 4 Jane was reading a poem. Paul was doing sums.

**Compare:** during + noun  
 while + subject + verb

We met John **during** our excursion in another town.  
 I fell asleep **while** I was watching a dull television film.

27

Use **during** or **while**.

- 1 We visited a lot of interesting places... <sup>while</sup> we were on holiday.
- 2 We visited a lot of interesting places... <sup>during</sup> our holidays.
- 3 It rained hard... <sup>during</sup> the whole evening.
- 4 It rained hard... <sup>while</sup> we were waiting for the bus.
- 5 Ann read two very exciting adventure stories... <sup>while</sup> she was ill and had to stay at home.
- 6 Ann read two very exciting adventure stories... <sup>during</sup> her illness.



## Daring Explorers

28 Read these words:

[ʌ] discover, hundred, **suffer, courage**  
 [eɪ] plain, sail, famous, brave, **courageous**  
 [ɪə] serious, cheerful, **fear, fearless**

[aʊə] hour, power, powerful, coward, cowardly  
 [i:] reach, seem, extreme, extremely  
 [ɛə] hare, compare, **daring**  
 [aɪ] climate, delight, life, **find**  
 [ɔ] top, occupy, forest, cross, across

29 Read and remember how to use these words:

**courage** ['kʌrɪdʒ], **courageous** [kə'reɪdʒəs]:  
 to show courage; a courageous man. He was  
 a man of great courage.

**daring** ['dæərɪŋ]: daring explorers.

Christopher ['krɪstəfə] Columbus [kə'lʌmbəs]  
 was the most daring of the explorers of his  
 time.

**fear** [fɪə], **to fear, fearless**: to show no  
 fear; to have no fear; to fear somebody. Roger  
 said he had no fear of wild animals, but we  
 knew he was boasting. Small children  
 sometimes fear the dark. They were  
 courageous people who fought fearlessly for  
 their country.

**coward** ['kəʊəd], **cowardly**: It is a coward  
 who fears everything. "As cowardly as a  
 hare", says the saying. But hares are not really  
 cowardly: they run from their foes as fast as  
 they can, because it is the only way they can  
 save their lives.

**to suffer** ['sʌfə], **suffering**: to suffer from a  
 shock; to suffer from an illness; the sufferings  
 of people during a war. It is terrible to see

someone you love suffer so much. I think  
 they have suffered quite a lot.

**power** [paʊə], **powerful**: He has a lot of  
 power over the people in his team. The  
 president is the most powerful man in  
 America.

**to find out**: to find out the news. A good  
 way to find out more about great men is to  
 read books about them. "Go and find out  
 why Jane didn't come to school today." We  
 couldn't find out the name of the first  
 explorer of that place.

**to come across**: "Have you come across  
 any words in the text which you do not  
 know?" asked the teacher. When we were at  
 the new exhibition, we came across some of  
 our schoolmates.  
**extreme** [ɪk'stri:m], **extremely**: extreme  
 situations; extreme cold; extremely hard;  
 extremely dangerous; extremely popular; an  
 extremely difficult task. Many people do not  
 know how to behave in extreme situations.  
 The new book by this writer is extremely  
 popular today. The task seemed extremely  
 hard to many pupils.

30 Choose the words you think you need to describe explorers, pilots, sailors, and mountain climbers. Explain your choice of words.

honest  
 fearless  
 cruel  
 well-educated

courageous  
 friendly  
 clever  
 serious

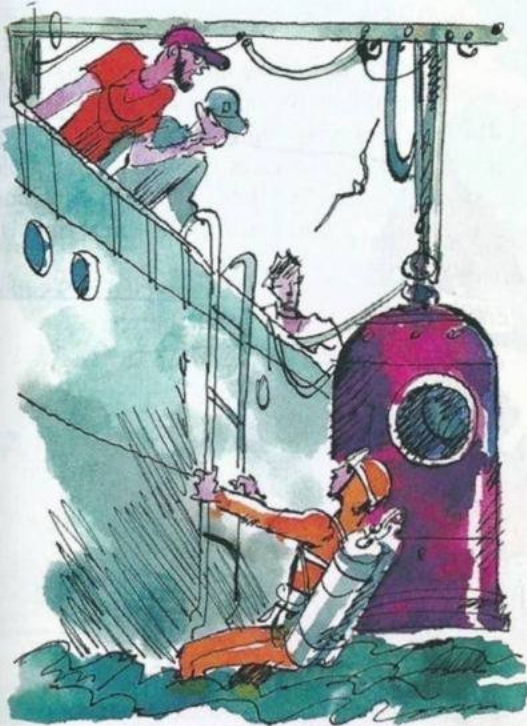
hardworking  
 attentive  
 selfish  
 quiet

cowardly  
 brave  
 cheerful  
 powerful

31 Try and explain why most seamen and travellers are interesting storytellers.

32 a) Look at the pictures and say :

- what these people are exploring;
- whether their explorations are important for science;
- whether they hope to make new discoveries;
- whether their work is dangerous, and what dangers they can meet with.



b) Do you think that people have already explored everything on the earth? Are there still things to explore on our planet and in space?

Discuss the following:

- Is it exciting to explore different places?
- What do you think it is exciting to explore?
- What kind of people do you think explorers are?
- Why do you think it is interesting to be an explorer?



## Exploring Great Britain

33 a) The United Kingdom of Great Britain and Northern Ireland is the official name of the state. Study the map and say how many countries make the state. What are the names of these countries?

Snowdonia

G.B consists of 3 parts  
1. E. 2. S. 3. W.

I'm going to tell you a few words about each part

ATLANTIC OCEAN part

England is the hart of Britain

wast plain

London is situated on the river Thames

highlands

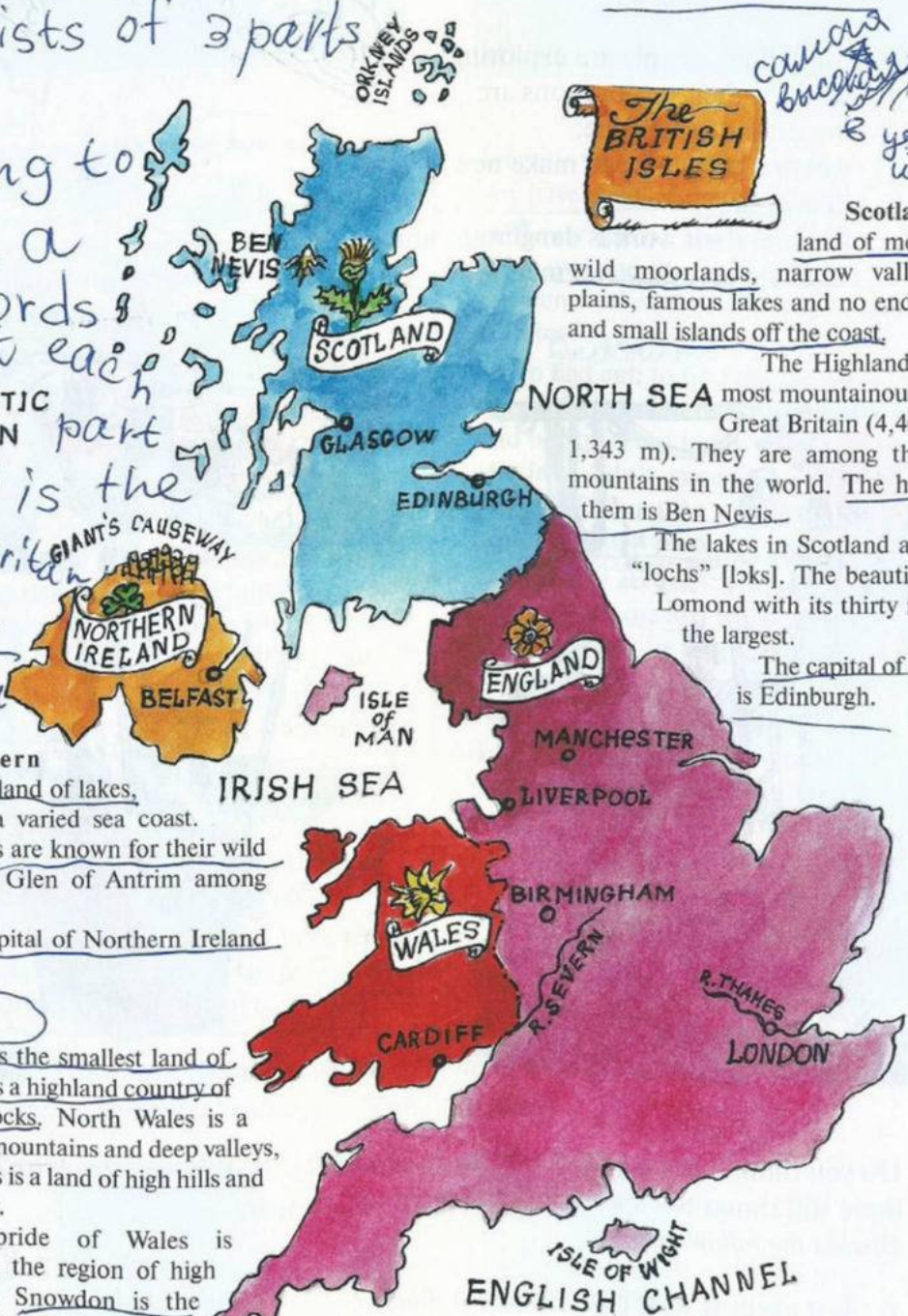
Ben Newis



camar  
Bucokar  
to scotland  
100

cilts

Tatan - monyga



camar  
Bucokar  
to scotland  
8 yabce  
u ak...  
Scotland is a land of mountains,

wild moorlands, narrow valleys and plains, famous lakes and no end of large and small islands off the coast.

The Highlands are the most mountainous area of Great Britain (4,406 feet = 1,343 m). They are among the oldest mountains in the world. The highest of them is Ben Nevis.

The lakes in Scotland are called "lochs" [lɒks]. The beautiful Loch Lomond with its thirty islands is the largest.

The capital of Scotland is Edinburgh.

Northern Ireland is a land of lakes, rivers and a varied sea coast. Some places are known for their wild beauty, the Glen of Antrim among them.

The capital of Northern Ireland is Belfast.

Wales is the smallest land of the UK. It is a highland country of old hard rocks. North Wales is a country of mountains and deep valleys, South Wales is a land of high hills and wide valleys.

The pride of Wales is Snowdon, the region of high mountains. Snowdon is the highest mountain in England and Wales (3,560 feet = 1,085 m).

The capital of Wales is Cardiff.

England is the heart of Britain. The north and the west of England are mountainous, but the rest of the territory is a vast plain. The Lake District is a mountainous area in Northwest and has some of England's most beautiful scenery.

The capital of England is London.

b) The United Kingdom is situated on the British Isles. The British Isles is the name of the group of islands which lie between the North Sea and the Atlantic Ocean. What are the two largest islands in the British Isles?

- Great Britain
- Ireland

- the Orkney Islands
- the Isle of Man

34 The British Isles are separated from the European continent. How?

- by the North Sea
- by the English Channel ['tʃænəl]
- by the Atlantic Ocean
- by the Irish Sea

35 Match the name of the country and the place where it is situated:

England	the north-eastern part	of	Great Britain
Wales	the north		Ireland
Scotland	the south		
Northern Ireland	the west		

36 a) Listen, read and learn to pronounce these names:

- |                         |                           |  |
|-------------------------|---------------------------|--|
| Edinburgh ['ɛdɪnbərə]   | Manchester ['mæntʃɪstə]   | the English Channel                    |
| Glasgow ['glɑ:sgou]     | Sheffield ['ʃɛfɪ:ld]      | the Thames [tɛmz]                      |
| Belfast [bɛl'fɑ:st]     | Cardiff ['kɑ:dɪf]         | Giant's Causeway ['dʒaɪənts 'kɔ:zweɪs] |
| London ['lʌndən]        | Liverpool ['lɪvəpu:l]     | Ben Nevis [ben 'nevi]                  |
| Birmingham ['bɜ:mɪŋəmə] | Lock Lomond [lɒk'loumɒnd] | Snowdonia ['snou'dounɪə]               |

b) Find these places on the map. Say where they are situated.

37 Find the most important information for the factfile in the notes about the United Kingdom.

## Factfile

	UK	England	Wales	Scotland	N.Ireland
Land	244,000 sq km				
Population	54 mln				
Capital					
Largest Cities					
Rivers					
Lakes					
Mountains					

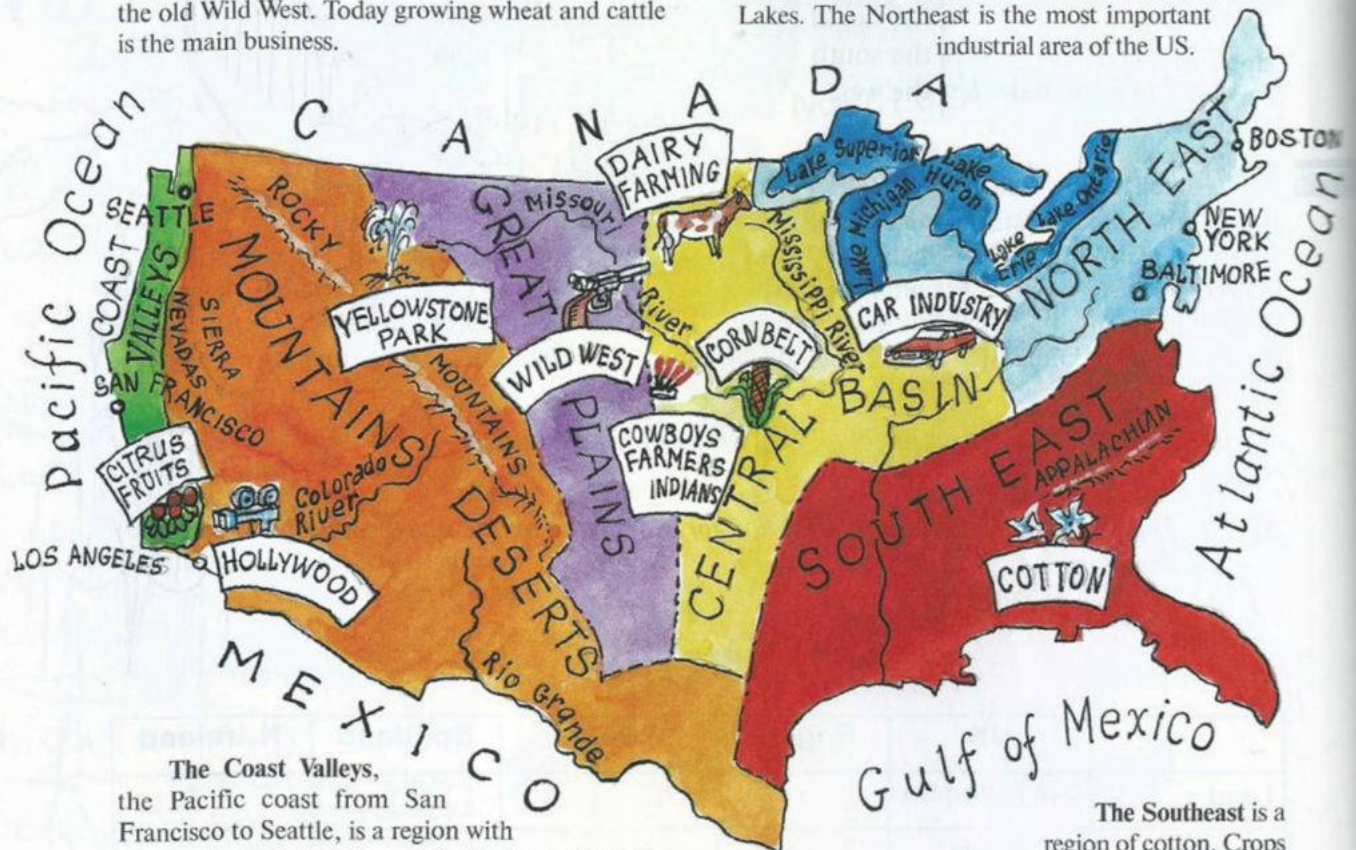
## Exploring the USA

38 a) The United States of America (the USA or US) is the official name of the country. It is situated on the North American continent. *Study the map and say:*

- what countries the US borders on in the North and in the South;
- what oceans the US is washed by in the East and in the West.

**The Great Plains** is a vast, flat and lonely land. For many generations it was known as "The Great American Desert". Summers are terribly hot, winters are very cold. The wind blows fiercely, with few fields or forests to stop it. In old days only the Red Indians knew how to survive here. For many years Indians, cowboys and farmers were all fighting each other for land. Those were the days of the old Wild West. Today growing wheat and cattle is the main business.

**The Northeast** is the part of the US which most visitors see when they come to the country. The largest and most important cities of the US are situated here. The Appalachian Mountains, the oldest on the North American continent are rather low. There are many brooks and rolling hills, and beautiful forests. Most of the fresh water of America is in the five large lakes. These are the Great Lakes. The Northeast is the most important industrial area of the US.



**The Coast Valleys**, the Pacific coast from San Francisco to Seattle, is a region with a very pleasant climate and fertile land, ideal for gardens and orchards.

**The Mountains and Deserts** region is famous for its unusual beauty. The Rocky Mountains or 'the Rockies' with their rivers, deep canyons, waterfalls and great caves make people feel delighted when they see them. A very large territory of this region is now a national park where plants and animals, meadows and trees, all wildlife are protected so that the visitors can more fully enjoy the natural monuments.

**The Central Basin** is known for its rich grass land. It is often called the Corn Belt. People say that a Corn Belt farmer can hear the corn grow. The rich soil and fine climate with long hot summers and with enough rain are a farmer's dream.

**The Southeast** is a region of cotton. Crops grow easily in the rich soil. The region is also rich in minerals. The mountains give coal and water power. Some of the country's largest oil fields lie in the states of Louisiana and Texas.

Separated from the rest of the US, **Alaska** [ə'læskə] and **Hawaii** [hə'waɪ] are quite different worlds. Alaska is a world of ice and snow. Hawaii is a world of sun and sea.

b) Geographically the US is divided into 6 regions. *Study the map and name them.*

39 a) *Read these names and say what places and regions they are associated with.*

- the Corn Belt
- a region of cotton
- the Rockies
- the Great Lakes
- the Great American Desert
- the old Wild West
- the Grand Canyon
- the Great Salt Lake
- the Yellowstone National Park

b) *Read the notes. Find these places on the map.*

40 *Listen, read and learn to pronounce these names:*

the Mississippi [ˌmɪsɪˈsɪpi] River

the Ohio [ouˈhaɪəʊ]

the Missouri [mɪˈsuəri]

the Colorado [ˌkɒləˈrædɔː]

the Rio Grande [ˌriːouˈgrænd]

Lake Ontario [ɒnˈtæəriəʊ]

Lake Erie [ˈiəri]

Lake Michigan [ˈmɪʃɪɡən]

Lake Huron [ˈhjuərən]

Lake Superior [suˈpiəriə]

the Appalachian [ˌæpəˈleɪʃən] Mountains

the Rocky Mountains

the Sierra Nevada [sɪˌerə nɪˈvædə] Mountains

Boston [ˈbɒstən]

New York [ˌnjuːˈjɔːk]

Philadelphia [ˌfɪləˈdelfiə]

Baltimore [ˈbɔːltɪmɔː]

Washington [ˈwɒʃɪŋtən]

Chicago [ʃɪˈkɑːɡou]

Seattle [sɪˈætl]

San Francisco [ˌsæn frənˈsɪskou]

Los Angeles [ləs ˈændʒiːliːz]

41 *Find these places on the map and name them.*


- the cities of the Pacific
- the five Great Lakes
- the seaports of the Northeast
- the three mountain ranges

42 *Find the most important information for the factfile in the notes about the USA.*

## Factfile

	US	North East	Central Basin	Coast Valleys
Land	9. 000.000 sq km			
Population	99 mln			
Capital				
Largest Cities				
Rivers				
Lakes				
Mountains				



-  43 a) Listen to the poem *Maps*, then read it. Name the different kinds of maps the poet speaks about.

### Maps

High adventure  
And bright dream —  
maps are mightier<sup>1</sup>  
Than they seem:  
Ships that follow  
Leaning<sup>2</sup> stars —  
Red and gold of  
Strange bazaars —  
Ice floes<sup>3</sup> hid  
beyond all knowing —  
planes that ride where  
Winds are blowing!  
Trains maps, maps of  
Wind and weather,  
Road maps — taken  
Altogether  
Maps are really  
Magic wands<sup>4</sup>  
For home-staying  
Vagabonds<sup>5</sup>!

Dorothy Brown Thompson

- b) Answer the questions:

- 1 What does the author mean when she says that 'maps are mightier than they seem'?
- 2 What can a person imagine when he looks at a map?
- 3 Why does the author call maps 'magic wands'?

44 Study the map of the world. Find some places on it which bear the names of people. Find out what discoveries (travels, expeditions, voyages) made these people famous. Consult an encyclopedia [ɪnˌsʌɪkləˈpiːdiə] or any other book if necessary.

45 Work in groups. Look for different kinds of maps. Bring them to the class. Describe them. Say how they are different and how each kind of map can be useful.

<sup>1</sup> mighty ['maɪti] — мощный, могущественный

<sup>2</sup> leaning ['liːnɪŋ] — склоняющийся

<sup>3</sup> ice flow [fləʊ] — плавучая льдина

<sup>4</sup> wand [wɒnd] — волшебная лампочка

<sup>5</sup> vagabond ['væɡəbɒnd] — эд. путешественник

- 46 When you go hiking, you can explore your region, its most interesting, important or beautiful places.
- Say in what way you can explore your region.
  - Speak about the activities of your class (school), which helped you to explore your region and its places of interest.
- 47 Bring some photographs of the places your family and you once visited. Describe these places to the others in your class and say what you think about these places. Try and make your story interesting.

Test Yourself

Do you remember these words?

**Geography Is Exciting**  
 (be) situated  
 climate  
 to separate  
 region  
 to stretch  
 border  
 to border  
 to surround  
 to occupy  
 distance  
 desert  
 plain  
 top  
 coast  
 valley  
 shore  
 bank  
 to differ  
 territory

**Explorations and Discoveries**  
 to explore  
 explorer  
 exploration  
 to discover  
 discovery  
 to sail  
 to reach  
 danger  
 dangerous  
 voyage  
 journey  
 end  
 beginning  
 century

**Daring Explorers**  
 courage  
 courageous  
 fear  
 to fear  
 fearless  
 coward  
 cowardly  
 to suffer  
 suffering  
 power  
 powerful  
 to find out  
 to come across  
 extreme  
 extremely  
 daring



## Gulliver's Travels

*Gulliver's Travels* is a famous book by the great English writer Jonathan Swift. He describes the four imaginary voyages of Lemuel ['lemjuəl] Gulliver ['gʌlɪvə], a ship's surgeon. Each of these voyages takes Gulliver to a different unusual world.

- 48 *Read the texts and find the scene which matches each part of the story.*

Lemuel Gulliver found himself in the land of Lilliput ['lɪlɪpʌt] after the shipwreck. The people who lived there were very, very small. They called Gulliver the Great Man-Mountain and thought that he was dangerous: he was so big in size that he could destroy their city and their homes. But Gulliver soon won the hearts of many Lilliputians [ˌlɪlɪˈpjuːtɪnz] because of his good behaviour, clever talks, quiet and gentle manners and a wish to help them. He did not seem dangerous any longer. He even let Lilliputians dance on his hand and play hide-and-seek in his hair.



Though the people in Lilliput were very, very small, they thought they were very important and their king was the most powerful monarch ['mɒnək] in the world. They wanted to win a victory in the war with the neighbouring country of Blefuscu and asked Gulliver for help.

The country of Blefuscu had many good ships. With the help of 50 hooks Gulliver seized the enemy's ships and began to pull them. The enemy was so frightened when they saw Gulliver, that they jumped into the water, and swam to the shore. Gulliver brought the enemy's ships into the port.

Gulliver's second voyage brought him to Brobdingnag ['brɒbdɪŋnæg], a land of giants. Now Gulliver was like a Lilliputian himself.

The people who found Gulliver and brought him to their house had a daughter — a good-natured, pretty and bright girl. She took care of Gulliver, made him clothes, cooked food for him and taught him to speak their language. But one day Gulliver's masters decided to take him to town and to show him to the public for money. Every day a lot of people came to have a look at the "strange animal", as they called him and to amuse themselves. Then Gulliver's masters took him to other towns and to the capital of the country Lorbrulgrud, which meant "Pride of the Universe". They showed Gulliver ten times a day to the wonder and amusement of all people.



The King and the Queen of Brobdingnag took an interest in Gulliver and bought him for themselves. Gulliver soon became their favourite. The King was a clever and well-educated man who enjoyed listening to Gulliver's stories about the life in England, the manners, religion, laws, government, and learning in Europe.

Gulliver made a lot of friends among the giants. He had only one enemy — the Queen's Dwarf [dwɔːf]. The Dwarf had been Her Majesty's favourite before Gulliver appeared in the royal palace. He was angry with Gulliver and always tried to do something unpleasant to him. One day when Gulliver was walking in the garden, the Dwarf began to shake apple trees over Gulliver's head, and a lot of apples, each of them nearly as large as Gulliver himself, hit him on the back and knocked him down flat on his face.

49 *Say what interesting events and characters the story describes.*

**Jonathan Swift (1667— 1745)** was a great English satirical writer and an author of many pamphlets [ˈpæmfliːts] and articles. His most famous work is *Gulliver's Travels*. Swift wanted to write a satire [ˈsætɪrə] on people's morals and manners. When he showed imaginary countries where Gulliver travelled he compared them with England, and the problems of these fantastic countries were the problems of England. Swift believed that the book would "wonderfully mend the world". But the young readers read it simply as a book of an amusing adventure, about a sailor shipwrecked upon the land of tiny people — the Lilliputians — and among other strange peoples. *Gulliver's Travels* has become a classic of children's literature.

## Gulliver and the Little People

(from *Gulliver's Travels*  
after Jonathan Swift)

I was very tired, so I lay down on the grass and was soon asleep. I slept for nine hours, and when I awoke, it was just daylight. I tried to rise, but was not able to move, because my arms and legs were strongly fastened on each side to the ground. My hair, which was long and thick, was also tied in the same manner, and across my body were several thin threads.

Then I heard a noise about me, and soon I felt something alive moving on my left leg; it moved slowly over my breast, and came almost up to my chin. I saw a very little man not six inches high, with a bow and arrows<sup>3</sup> in his hands.

I then felt many more of the same kind following the first. I was much surprised, and I shouted so loudly that they all ran back in fear, and some of them hurt themselves when they fell from my sides to the ground.

But they soon returned, and one of them came up very close to my face. Looking at me, he lifted up his hands and cried out some strange words in delight.

All this time I was not very comfortable. I tried my best to break the threads. When the little people noticed that, they shouted and I at once felt a hundred arrows hurting my hands and my body, and some arrows fell on my face.

I understood that it was better to lie still<sup>4</sup>. I felt very hungry and made a sign to the little people that I wanted to eat something by putting my finger to my mouth.

They took several ladders, placed them against my sides, and a hundred of the people climbed and walked towards my mouth, carrying baskets of food. I ate everything they had brought, and then

50 Read these names which you will come across in the text:

Gulliver [ˈɡʌlɪvə],  
Lilliputians [ˌlɪlɪˈpjʊːtɪz]

51 Read the words and guess their meanings:

manner [ˈmænə],  
comfortable [ˈkʌmfətəbl]

52 Read and translate the sentences:

- 1 My arms and legs were strongly fastened<sup>1</sup> on each side to the ground.
- 2 My hair, which was long and thick, was also tied<sup>2</sup> in the same manner.

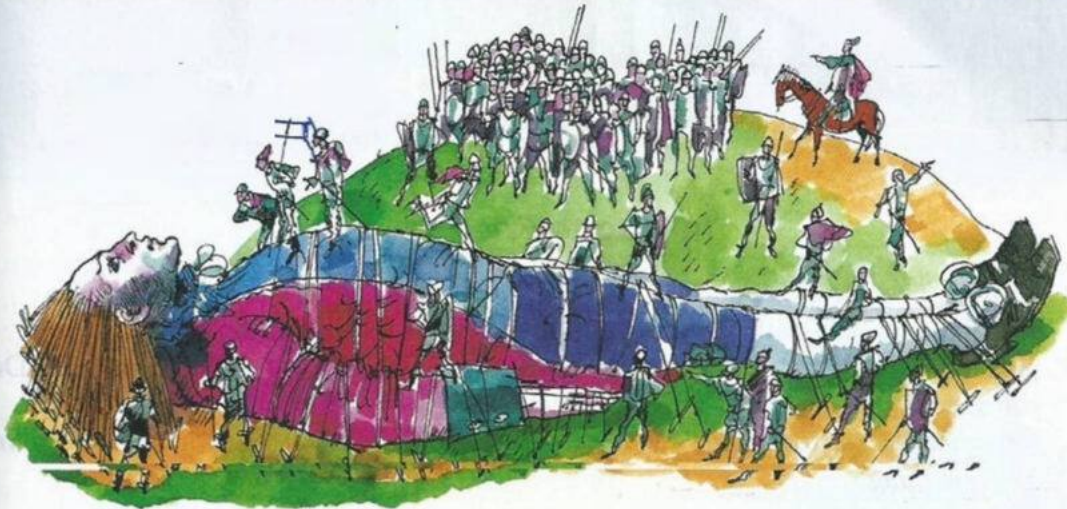
53 Read the text *Gulliver and the Little People*. Answer the question: Were the people in the country of Lilliput friendly to Gulliver?

<sup>1</sup> to fasten [ˈfɑːsn] — привязывать, прикреплять

<sup>2</sup> to tie [taɪ] — привязывать, связывать

<sup>3</sup> bow [bou] and arrows [ˈærouz] — лук и стрелы

<sup>4</sup> (to lie) still — (лежать) неподвижно



made another sign that I wanted to drink, and they gave me their largest barrel<sup>1</sup>. I drank it off quite easily. They brought me a second barrel, which I drank and made signs for more. When I had shown these wonders, they shouted for joy, and danced upon my body.

I then became very sleepy, and, while I slept, they carried a very big wooden

platform to my side. Five hundred workers and engineers had prepared this great platform, which moved on twenty-two wheels. It was very difficult for them to raise and place me on this platform. Nine hundred of the strongest men did it for three hours. At last I lay on the platform. Fifteen hundred of the largest horses began to draw me to the capital city, which was situated a mile away from the shore.

54 *Answer the questions about the text:*

- 1 What did Gulliver discover when he awoke after a long sleep?
- 2 How did the Lilliputians behave when Gulliver shouted?
- 3 How did Gulliver feel lying on the grass and unable to move?
- 4 How did the Lilliputians understand that Gulliver wanted to eat and to drink?

55 *Think and say why it was so:*

- Gulliver tried to rise but he was not able to move;
- the Lilliputians ran back when Gulliver shouted;
- the Lilliputians shot arrows at Gulliver;
- Gulliver fell asleep after the Lilliputians had given him their food and drinks.

56 *How do you think Gulliver felt on his first day in the land of Lilliput? Curious? Angry? Unhappy? Frightened? Sad? Helpless? Say what you think and why.*

### Project

#### **Travellers and Explorers**

**Work in groups.**

- 1 Find stories about explorers or travellers.
- 2 Prepare to speak about:
  - what places they explored;
  - what dangers they met with;
  - what discoveries they made ;
  - how they showed their characters.
- 3 Present your stories in class.

<sup>1</sup> barrel ['bærəl] — бочонок

# UNIT 7

## WHAT DID THEY SAY?

### Talking to Friends

- 1 Have you ever thought about how well you speak? Do people like to listen to you? Do you talk with them about things that are really important, or do you talk about little things that are not very serious? Do you speak slowly or fast? Do you speak quietly, or is your voice too loud?

*Say what you speak with different people about and how you speak with them about all these things.*



- 2 a) Look at the children in these scenes. Which of them do you think is saying the following?

Here are the places that I visited. And I wrote these texts under the pictures to remember the most exciting things.

My friend wrote a great poem!

I'm happy I have become a winner.

- b) Imagine you heard these words which some of the children said. What questions for more information can you ask?

**Example:** We have made a very exciting trip.  
How long did the trip last?  
Did you visit any historic places?  
Who did you go with?  
What did you enjoy most of all?  
When did you make your trip? Etc.

- c) Make up stories about the pictures.



- 3 a) Read the two stories that the girl wrote and compare them.

Jane wrote this story and read it to the class.

### The Voice

Harriet knocked at Betty's door yesterday. No one came to the door, but Harriet thought she heard someone tell her to come in. She tried to open the door but found that it was locked. She could still hear the voice telling her to come in. She tried the door again, but it did not open. Then she heard a strange laugh. The voice was Betty's parrot.

"Jane", said Miss Clark, Jane's teacher, after the girl had finished her story. "I've heard parrots talk. Why don't you make the parrot talk in the story? It will make your story more interesting."

Jane wrote her story again.

### The Voice

"Come in. Come in," someone said, as Harriet knocked on the door of Betty's home.

Harriet tried to open the door but found that it was locked. "The door is locked, Betty," she said.

No one came to the door, but again she heard a voice say, "Come in. Come in."

She pushed the door harder, but still it did not open. "Betty, I can't get the door open."

Then she heard a strange laugh and the voice said, "Polly wants a cracker!"

"Oh, Polly, it was you," said Harriet.

- b) How do the two stories differ? Do you agree that Jane made her second story more interesting and more lifelike? How did she do it?





## Study and Remember

### DIRECT SPEECH AND INDIRECT (REPORTED) SPEECH

4 Read the sentences and compare them. Learn how to report commands and requests.

#### Commands and Requests



#### Reporting Commands and Requests

"Pick it up and bring it to me!" said Mary Poppins.

Mary Poppins **told** Michael to **pick up** the shiny thing and bring it to her.

"Don't make so much noise, Michael," said Ellen.

Ellen **told** Michael **not to make** so much noise.

"Please, sit still, just for a moment," said Bambi.

Bambi **asked** the butterfly to **sit still** just for a moment.

- 1 Приказания (commands) и просьбы (requests) в косвенной речи вводятся глаголами **to tell** (велеть, сказать, приказать) и **to ask** (просить).
- 2 За глаголами **to tell**, **to ask** всегда следует указание на лицо, к которому относится приказание или просьба (косвенное дополнение).
- 3 Глагол повелительного наклонения в прямой речи заменяется в косвенной речи инфинитивом. Отрицательная форма инфинитива образуется при помощи частицы **not**.

Mother asked **me** to ...  
Mary Poppins told **Michael** to ...  
Bambi asked **the butterfly** to ...

Mother asked me **not** to ...  
Mary Poppins told Michael **not** to ...  
Bambi asked the butterfly **not** to ...

5 a) *Be good to books. Make up sentences and complete them:*

The librarian	ask	Mike	to make drawings...
The parents	asks	Helen	to make dog's ears...
The teacher	tells	the young readers	to return books in time...
	tell		to lose books...
		(not)	to tear the pages...
			to cut out and colour...
			to keep the books...
			to put the books...

b) *Say what the librarian, your teachers and parents usually tell you when you get a book.*

6 *You know what table manners<sup>1</sup> are, don't you?*

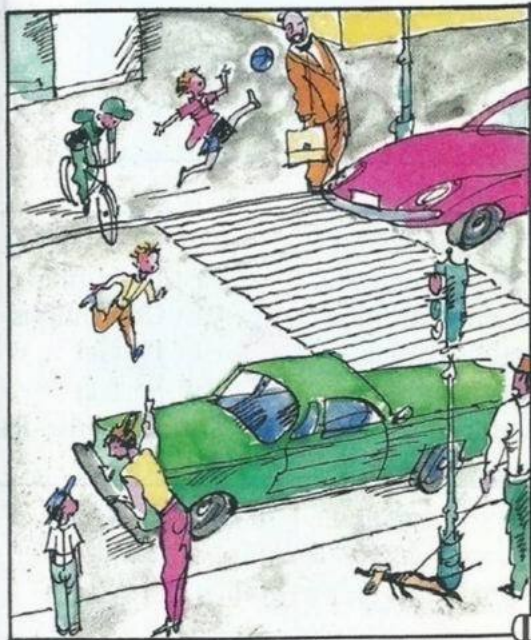
a) *Look at the picture and read the table manners.*

- Table Manners**
1. Keep your arms off the table. Don't put your elbows<sup>2</sup> on the table. Sit up straight.
  2. Keep your mouth closed when you eat.
  3. Use a knife and a fork! Hold them correctly. Don't eat with a knife. Don't take bread with a fork.
  4. Don't read at mealtime. Don't say you don't like the food.



b) *Say what parents tell the little ones to teach them table manners.*

7 a) *Look at the picture and read the traffic rules.*



- Traffic Rules**
1. Cross the street at the crossing-place. Don't cross the street except at the crossing place.
  2. Play in the yard. Don't play in the street. Be careful when you ride a bicycle in the street.
  3. Cross the street when the traffic light is green. Don't cross the street when the traffic light is red.
  4. When you cross the street, first look to the left and then to the right.
  5. Cross the street in front of a tram. Cross the street behind a bus or a trolley-bus.

b) *Say what you can tell the little ones to do (not to do) when they are in the street.*

<sup>1</sup> table manners — правила поведения за столом  
<sup>2</sup> elbow ['elbouz] — локти

## Statements

I had such a strange dream last night!

Oh, dear, all I can find is my sailor hat and a pair of gloves.



## Reporting someone's statements

What do they say?

What did they say?

Jane **says** (that) she **had** such a strange dream last night.

Jane **said** (that) she **had had** such a strange dream the night before.

Michael **says** (that) all **he** can find is **his** sailor hat and a pair of gloves.

Michael **said** (that) all **he could** find was **his** sailor hat and a pair of gloves.

## Pronouns

## Direct Speech

I, we  
you  
my, our  
your  
this  
these

## Indirect Speech

he, she, they  
they, them  
his, her, their  
their  
that  
those

## Adverbials of Time and Place

## Direct Speech

now  
today  
yesterday  
last week  
ago  
tomorrow  
next week  
here

## Indirect Speech

then  
that day  
the day before  
the week before  
before  
the next day  
the following week  
there

- 1 Косвенная речь вводится глаголами **to say, to tell, to ask** и др.
- 2 Личные и притяжательные местоимения, наречия времени и места заменяются по смыслу.
- 3 Если в главном предложении глагол стоит в прошедшем времени, то в придаточном предложении времена заменяются в соответствии с правилом **Sequence of Tenses**.

## Direct Speech

Present Indefinite  
Present Continuous  
Present Perfect  
Past Indefinite  
Future Indefinite

## Indirect Speech

Past Indefinite  
Past Continuous  
Past Perfect  
Past Perfect  
Future-in-the-Past



9

Read the children's answers. Say what the librarian (teacher, parents, etc.) told (asked) them to do or not to do. Report the answers. Mind the rule of the *Sequence of Tenses*.

**Example: Helen:** I always return my books in time.  
The librarian **asked** Helen **to return** the books in time.  
Helen **said** that she always **returned** her books in time.

### We Know the Library Rules.

- 1 **Mike:** I never lose books.
- 2 **Ann:** I'm sorry, I have torn a page. But I didn't do it on purpose.
- 3 **Kate:** I always wash my hands before I begin to read.
- 4 **Dan:** I never make dog's ears in a book. I use book-marks to mark the place where I am reading.
- 5 **Ada:** I never cut out or colour pictures in books.

### We Know the Traffic Rules.

- 1 **Pete:** When I cross the street, I look first to the left and then to the right.
- 2 **Alec:** I never ride a bicycle in the street.
- 3 **Misha, Dima:** We never play football in the street. We play on the sports grounds.
- 4 **Masha, Olya:** We always cross the street at the crossing place.

### We Know the Telephone Rules

**Carol:** I never telephone anyone without any reason for calling.  
**Betsy:** I try to speak slowly and clearly when I telephone somebody.  
**Jim:** I do my best to take messages correctly.  
**Bill:** I never talk too long.  
**John:** When I begin to talk over the telephone I usually tell what I want right away.

### We Know How to Discuss Things

**Sam:** We understand that we must have an important question for discussion. Discussing an unimportant question is a waste of time, of course.  
**Ned:** It's not easy to be polite when I disagree with someone. But I try to be quiet and attentive.  
**Jane:** If I think someone else has a better idea in the discussion than mine, I'm willing to change my opinion.

## What Do They Ask? What Did They Ask?

### 10 Study and remember the rules.

При передаче чьих-либо вопросов в косвенной речи происходят следующие общие изменения:

- 1 Вопрос становится придаточным дополнительным (изъяснительным) предложением.
- 2 Порядок слов вопросительного предложения заменяется порядком слов утвердительного предложения.
- 3 **Специальные вопросы** в косвенной речи вводятся соответствующими вопросительными словами: **who, what, when, where, why, how**.
- 4 **Общие вопросы** в косвенной речи вводятся союзами **if** или **whether**.
- 5 Косвенные вопросы вводятся глаголами: **to ask, to wonder, to want to know**.
- 6 Личные и притяжательные местоимения, наречия времени и места заменяются по смыслу (см. с. 114).
- 7 Если глагол в главном предложении стоит в прошедшем времени, то в придаточном предложении необходимо соблюдать правило согласования времен (**Sequence of Tenses**) (см. с. 114).

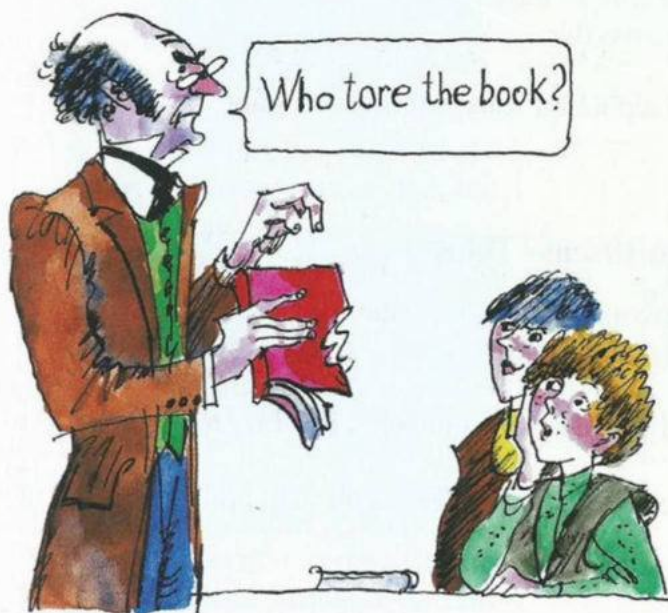
### 11 Learn how to report special questions.

#### a) Who? What?

#### Reporting someone's questions

What do they ask?

What did they ask?



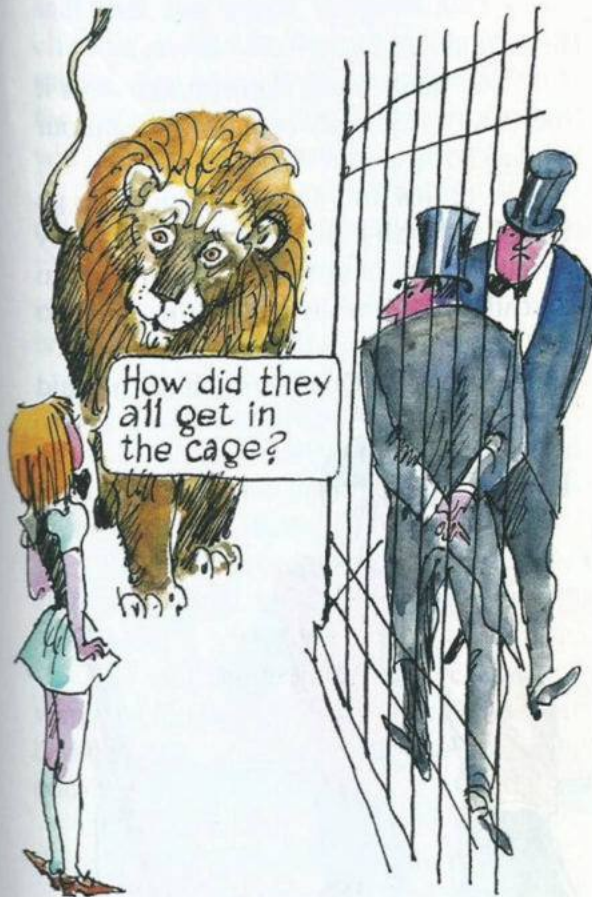
**Mr Dobbins (to the children):** Who tore the book?

- 1 Mr Dobbins **asks** the children who **tore** the book.
- 2 Mr Dobbins **asked** the children who **had torn** the book.

**Michael:** What happens at the Zoo at night?

- 1 Michael **wonders** what **happens** at the Zoo at night.
- 2 Michael **wondered** what **happened** at the Zoo at night.

b) *When? Where? Why? How? Who... to?*



**Bambi (to Mother):** Who does the path belong to?

- 1 Bambi asks Mother who the path **belongs** to.
- 2 Bambi **asked** Mother who the path **belonged** to.

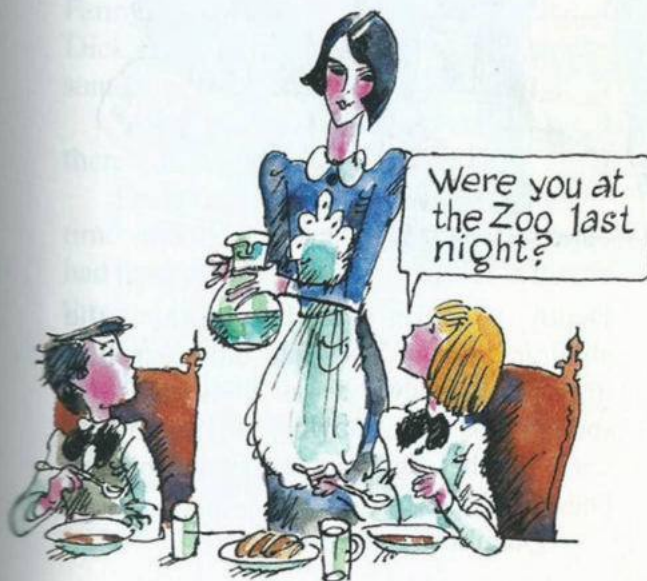
**Jane (to the Lion):** How did they all get in the cage?

- 1 Jane asks the Lion how they all **got** in the cage.
- 2 Jane **asked** the Lion how they all **had got** in the cage.

**Bambi (to Mother):** Why were the birds so angry with each other?

- 1 Bambi asks Mother why the birds **were** so angry with each other.
- 2 Bambi **asked** Mother why the birds **had been** so angry with each other.

12 *Learn how to report general questions.*



**Jane (to Mary Poppins):** Were you at the Zoo last night?

- 1 Jane asks Mary Poppins whether (if) she **was** at the Zoo last night.
- 2 Jane **asked** Mary Poppins whether (if) she **had been** at the Zoo **the night before**.

**Penguin (to Michael):** Can you help me?

- 1 Penguin asks Michael if he **can** help him.
- 2 Penguin **asked** Michael if he **could** help him.

- 13 Read the text *A Great Surprise*. Find out where the parents wanted their children to spend their summer holidays.

### A Great Surprise

(from *Five on a Treasure Island*  
after Enid Blyton)

"Mother, have you heard about our summer holidays yet?" said Julian, at the breakfast-table. "Can we go to Polseath as usual?"

"I'm afraid not," said his mother.  
The three children at the breakfast-table

Has Mother told you?"

"No!" said Anne. "Oh, Mother — is it true? Can't you really come with us on our holidays? You always do."

"Well, this time Daddy wants me to go to Scotland with him," said Mother. "All by ourselves! But now that you can't go to Polseath, I don't really quite know where to send you."

"What about Quentin's?" suddenly said



looked at one another in great surprise. They loved the house at Polseath so much. The beach was so lovely there, too, and the bathing was fine.

"Cheer up," said Daddy. "We'll find somewhere else just as good for you. Mother and I won't be able to go with you this year.

Daddy. Quentin was his brother, the children's uncle. They had only seen him once. They knew he was a scientist who spent all his time studying. He lived by the sea — but that was about all that the children knew of him!

"Quentin?" said Mother.

"Well," said Daddy. "I had to see Quentin's wife in town the other day. Fanny said that she would be quite glad if our children stayed with them. Their house is by the sea, you know. It might be just the thing for the children. Fanny is very nice — she will look after them well."

"Yes — and she has a child of her own too, hasn't she?" said the children's mother. "Let me see — what's her name — something funny — yes, Georgina! How old is she? About eleven, I think."

"Same age as me," said Dick. "Fancy having a cousin we've never seen! She must be lonely all by herself. I've got Julian and Anne to play with — but Georgina is just one on her own. I think she'll be glad to see us."

"Well, your Aunt Fanny said that her Georgina would love a bit of company<sup>1</sup>," said Daddy.

The children began to feel excited. It would be fun to go to a place they had never been before, and stay with an unknown cousin.

"Are there cliffs and rocks and sands there?" asked Anne. "Is it a nice place?"

"I don't remember it very well," said Daddy. "But I feel sure it's an exciting kind of place. Anyway, you'd love it. It's called Kirrin Bay."

"Oh Daddy, do telephone to Aunt Fanny and ask her if we can go there!" cried Dick. "I just feel it is the right place somehow. It sounds sort of adventurous!<sup>2</sup>"

"All right — I'll ring up now, and see if there's any chance," Daddy said.

Daddy came back in about ten minutes' time, and the children knew at once that he had fixed up<sup>3</sup> everything. He smiled round at them.

"Well," he said, "Your Aunt Fanny is delighted about it. She says it will be very good for Georgina to have company,

because she is such a lonely little girl, always going off by herself. And she will love to look after you all."

"Daddy, are we going by train or by car?" Dick asked.

"By car," said Daddy. "We can go there on Tuesday."

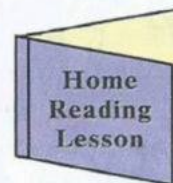
The children counted the days happily. The week before Tuesday seemed a very long time in going. But at last Tuesday came.

The children woke up with a wonderful feeling.

"Tuesday has come at last!" Anne said. "I thought it never would. Oh, isn't it an exciting feeling to go away for a holiday!"

#### 14 Answer the questions:

- 1 How did the parents explain why they couldn't go to Polseath as usual?
- 2 Whose idea was it to send the children to their Uncle?
- 3 What did the children want to know about the place?
- 4 How did Father try to interest the children in the new place?
- 5 Did the children feel it was the right place to go to? Were they really interested?
- 6 Why was Aunt Fanny delighted when she heard that the children would stay in her house?
- 7 What feeling did the children have when they were getting ready for their trip?



<sup>1</sup> company ['kʌmpəni] — компания

<sup>2</sup> It sounds sort of adventurous [əd'ventʃərəs] — Звучит как приключение

<sup>3</sup> to fix up — зд. устроить



# UNIT 8

## THE WAY TO HAVE A FRIEND

### Your Friends and You

- 1 A friend is someone whom you know well and whom you like a lot. *Have you made a lot of friends in the last two or three years? What do you like about each other?*
- 2 a) *Look at these boys and girls. Match the characteristics with the pictures.*

*You may use the following:*



**Alison:** quiet and kind  
reads a lot  
has a rich imagination  
takes every chance to go on an excursion, to a museum or an exhibition  
dreams of becoming a historian  
spends all her free time reading books on history



**Mike:** lively and merry  
likes different kinds of amusements  
likes to play different games and sports  
enjoys speaking about his victories in competitions  
very proud of himself



**Jane:** crazy about dogs  
gives all her free time to her collie  
loves her dog madly  
is very strict to it and does not want to spoil it  
does not show any interest in anything else  
can talk about dogs for hours



**Dan:** clever, serious and hardworking  
always busy with his lessons  
does not like noisy games  
does not play any sport  
good at Maths  
enjoys being alone

- b) *Say which of these boys and girls you would like to have for a friend. Explain your choice.*

- 3 a) Listen to the poem *My Choice*, then read it. Can you say just the same about friendship? Is it dearer to you than many other things in your life?

### My Choice

If I could only  
Keep one thing  
And had to part  
With all the rest  
I'd give up summer  
Even spring  
To keep a friend  
That I love best.

- b) What is the idea of the poem?
- 4 a) Read the rhyme. What does the author say about an old friendship?

Make new friends  
But keep the old  
One is silver  
And the other is gold.

- b) Compare the idea of the rhyme with that of the poem *My Choice*.

### 5 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Have you got friends among your classmates or outside school?
- 2 Do you spend a lot of time together? How?
- 3 How do you treat each other?
- 4 Does it happen sometimes that you are naughty or angry with your friends?
- 5 Have you ever been rude to your friend? Did it hurt him/her?
- 6 What do you both do to keep your friendship?



### MY DIARY

- 5 Write about somebody you like.
- Describe this person's character, his/ her behaviour and interests.
  - Explain why you like this person.
  - Say how you treat each other.



## Characters Differ

**7** Read these words.

[ɔ] modern, **modest**, quarrel, **quality**, common  
 [a:] task, last, **heart**, kind-hearted, noble-hearted  
 [ɔ:] important, explore, **thought**, thoughtful  
 [eɪ] dangerous, sail, safe, age, **faith**, faithful

**8** Read and remember how to use the words:

**quality** ['kwɒlɪti]: I don't think he has the right qualities to be an explorer. Do you think she has the necessary qualities to do this work?

**heart** [hɑ:t]: kind-hearted. My granny is a very kind-hearted woman. Everybody in our family loves her dearly.

**noble** ['nəʊbl]: noble-hearted; a man of noble character; a noble face; a noble action; a noble-hearted person. I am happy that I know this noble-hearted man.

**thought** [θɔ:t], **thoughtful**: thoughtful children; be thoughtful about somebody. All my thoughts were about my younger sister. "You look thoughtful. Is anything wrong?" Everybody in our family is thoughtful about others.

**faith** [feɪθ], **faithful**: to have faith in someone; a faithful friend. He was a close and faithful friend. "I'm sure she'll do as she promised, I've got great faith in her." The dog remained faithful to his master.

**selfish** ['selfɪʃ]: "Don't be selfish, you should think more of others." He selfishly took all the best cakes for himself.

**shy** [ʃaɪ]: a shy girl; to look shy; to feel shy. "Speak up. Don't be shy."

[e] necessary, adventure, excellent, selfish  
 [ou] poet, road, show, home, **own**, noble  
 [i:] reach, need, keep, greet, **secret**  
 [u:] lose, rude, tooth, rule, **truth**, truthful  
 [aɪ] light, sky, wild, mild, ride, exciting, shy

**modest** ['mɒdɪst]: be modest about; modest clothes; modest behaviour; to dress modestly. I like it that Jill is so modest in her dress and behaviour. The explorer was very modest about his great discovery.

**truth** [tru:θ], **truthful**: truthful answers; to find out the truth; to tell the truth. I don't think you're telling us the whole truth. To tell the truth, I was greatly surprised. Were you quite truthful with me?

**secret** ['si:kɪt]: to keep a secret. My friend has no secrets from me, I'm sure. Why did you tell Bob about my problem? You just can't keep a secret, can you?

**own** [oun]: a world of my own; his own car. I'd like to have my own car. Was that your own idea? I didn't believe it until I saw it with my own eyes.

**common** ['kɒmən]: have much in common; have little in common; have nothing in common; common interests. My friend and I have got a lot of common interests. John and I have nothing in common. Do you and your friend have much in common?

**quarrel** ['kwɒrəl], **to quarrel**: have a quarrel. The girls were quarrelling angrily about whose turn it was to cook the dinner.

**9 a)** Do you like it when people:

- are thoughtful about others?
- are faithful in friendship?
- cannot keep a secret?
- are modest in behaviour?
- are quite truthful with you?
- often quarrel with others?

**b)** What kind of people do you think are good to go camping with; to travel with; to be in the same team with; to work or to study with; to spend your free time with? Why?

10 Name some qualities:

- which you look for in your friends;
- which you would not like to see in your friends;
- which you think are fine in every person.



11 Look at the pictures and say whether you think these children can be friends. Why, or why not?

You may use the following:



keep a secret  
be of the same age  
be curious about  
have much in  
common  
believe  
be friendly  
exciting news  
be a faithful friend

be angry with  
each other  
speak rudely  
seem  
have nothing in  
common  
quarrel  
fight  
shout at each  
other



be shy  
feel lonely  
take no  
interest in  
feel hurt  
their own  
interests  
have little in  
common  
suffer  
be different



12 Speak about your friend. Say:

- whether you have much in common with your friend;
- what you have in common or how you are different;
- whether you ever discuss books, films, sports, or your school activities together;
- what you both take an interest in;
- what your friend is good at;
- whether you quarrel sometimes and why.



## Study and Remember

### CLAUSES OF TIME AND CONDITION

when  
as soon as  
before  
after  
until (till)  
if

- 13 *Read and translate:* (see page 199)

The children laughed **when** they heard the clown's funny jokes.  
**If** the weather is rainy, we take umbrellas.  
**As soon as** our holidays begin, we plan new trips.  
**When** autumn comes, birds fly away.

Придаточные предложения времени и условия вводятся словами: **when, as soon as, until (till), after, before, if.**

- 14 *Read and translate the sentences. Point out the clauses of time or condition:*

- 1 When you cross the street, you must look at the traffic lights first.
- 2 We always go to see our classmates if they are ill and can't go school.
- 3 When John and Mary visited the airport, they saw a lot of different planes there.
- 4 We usually stay at school till the lessons are over.
- 5 When the children came to the farm, they found Uncle Tom in the garden.
- 6 If my brother feels very tired, he usually goes to bed very early.
- 7 He started as soon as he received the news.

- 15 *Answer the questions:*

- 1 Can you study well if you are not attentive at the lessons?
- 2 What do you do on Sunday if the weather is rainy (fine)?
- 3 Can you listen to music (read a book, draw a picture) if it is noisy in the room?
- 4 How do your classmates usually feel if they win (lose) a game?
- 5 Can you read a book for many hours if it is very exciting (dull)?
- 6 How did you begin to plan your days as soon as your winter holidays came?
- 7 Why are you happy when your holidays begin?

- 16 *Read and translate:*

When he **comes** to see me, we **shall play** chess.  
If it **doesn't rain**, we **shall go** for a walk.  
As soon as I **give** my sister a book with pictures in it, she **will start** to colour them.

Future Action  
in Clauses of Time  
and Condition

В придаточных предложениях времени и условия для обозначения будущего действия никогда не употребляется будущее время. В этих придаточных предложениях в значении будущего времени употребляется настоящее время.

- 17 *Read and translate the sentences. Point out the clauses of time or condition:*

- 1 As soon as autumn comes, the birds will fly away.
- 2 If it is cold outside, the children will put on warm overcoats and hats.
- 3 If you open the windows, it will be cold in the room.
- 4 If you are outdoors for a few hours every day, it will only do you good.
- 5 When the race is over, they will tell us the results.
- 6 We shall not go for a walk until the rain stops.

18

*Make up sentences.***Example:** I shall go out to play **if it doesn't rain.**

Mike will certainly come	if	the weather is sunny.
The children will not be frightened		they train enough.
Little Dan will be afraid to ski down the hills		we don't understand it.
We shan't take raincoats		he is not busy.
Our teacher will explain the rule again		they are very high.
Our school team will certainly win the game		they see some wild animals at the Zoo.

**19** *Answer the questions:*

- 1 Will you enjoy a book if you know it has an unhappy ending?
- 2 What will you do if one of your classmates asks you to help him?
- 3 Will a film amuse you if it is not funny?
- 4 Will you leave the classroom as soon as the bell rings?
- 5 Will you go to the country on Sunday if the weather is not good?
- 6 Will you go to see the new circus programme if your friends tell you it is really wonderful?
- 7 Will you be able to ski if the snow begins to melt?
- 8 Will you be delighted if your parents give you a book of exciting adventure stories as a present?

**220** *Say what you will do:*

- |                                   |   |
|-----------------------------------|---|
| 1 as soon as this lesson is over; | 5 if you want to send a letter to a friend;         |
| 2 after you get home from school; | 6 if your friend invites you to his birthday party; |
| 3 before you go to bed;           | 7 when your winter holidays come.                   |
| 4 if you don't understand a rule; |   |

**21** *Say what will happen if:*

- 1 you don't learn your lessons;
- 2 you don't understand the English text;
- 3 you don't have time for sport;
- 4 you don't spend enough time in the open air;
- 5 you find a hedgehog in the woods;
- 6 you miss the bus (the train) when you go to the country.

*You may use the following:*

be ill  
have no (very little) time  
be very busy

be very tired  
have a lot of homework  
forget

come too late  
change one's plans

**22** *Read and remember these proverbs:****If the sky falls, we shall catch larks.******If you run after two hares, you will catch none.***



## Ways to Be Polite

**23** Read these words:

[e] memory, guest, selfish, **telephone**, **message**  
 [ɔ] popular, forest, hobby, **apologize**  
 [i] miss, diligent, pity, situated, differ, **ring**

[ou] whole, lonely, hope, know, photo, **phone**  
 [aɪə] fire, science, lion, tired, **dial**  
 [i:] team, secret, **reason**, **receive**, **receiver**  
 [ju:] beauty, amusing, **excuse**, **news**, **refuse**  
 [ʌ] number, discover, discussion, **interrupt**

**24** Read and remember how to use these words:

**telephone** [ˈtelɪfoun], **to telephone**, **to phone** [foun]: to make a telephone call; to telephone somebody; to talk over the telephone; be on the telephone. Who's on the phone? Do you know Jim's telephone number? Is Kate still talking over the telephone?

**to ring** (rang, rung): to ring somebody up. If the telephone rings, can you answer it? The telephone is ringing. The bell rang loudly. Please ring up the doctor. I'll ring you up tomorrow.

**to dial** [ˈdaɪəl]: to dial the number. She picked up the phone and dialled slowly. Do you remember what number to dial?

**to receive** [rɪˈsi:v]: to receive a letter; to receive some good news; to receive guests. We received your letter on Monday. Ann is going to receive guests next Sunday.

**receiver**: to pick up the receiver; to hang up the receiver. When the phone rang, I picked up the receiver to answer.

**message** [ˈmesɪdʒ]: to leave a message. If I'm not there when you phone, leave a message. Did you get the message that she

couldn't come? There's an important message for you from your friend Ann.

**news** [nju:z]: the latest news. What's the latest news about the festival? That's news to me!

**reason** [ˈri:zn]: for some reason. There was no reason at all for a quarrel. "I believe there is really no reason for us not to be friends," said Bill. Is there any reason why the boy did that? Well, for some reason or other, Tom didn't want to take part in our discussion.

**to interrupt** [ˌɪntəˈrʌpt]: It is not polite to interrupt people when they are speaking. Sorry to interrupt you, but I have a message for you.

**to excuse** [ɪkˈskju:z]: Excuse me! Excuse me for coming late. Excuse me for interrupting you.

**to apologize** [əˈpɒlədʒaɪz]: to apologize to somebody. We should apologize if we have done something not quite right. Ted apologized to his teacher when he came to school late.

**to refuse** [rɪˈfju:z]: It's strange that Kate refused to do that; she is usually willing to help people. "Why did Tommy refuse to take part in the competitions?" — "He didn't feel well."

**25** Think of different situations in which it was necessary for you :

- to leave a message for somebody;
- to telephone your friend;
- to apologize to your teacher, or classmate;
- to interrupt the people who were talking.

**26** Why did they refuse? Try and explain why they refused to do something.

- 1 Ted invited Ann to go to the circus to see the new programme, but she refused.
- 2 "Let's go for a bicycle ride, John," the boy's brother said. But John refused.
- 3 The children were surprised that one of their classmates, a tall and strong boy, had refused to play in their school basketball team.
- 4 The boys thought that Michael would agree to go fishing, but he refused.

27 a) Look at the pictures and comment on them. What do you think the boys are talking about? Are they talking about something serious and important, or is it just idle talk? How can you see?

You may use the following:

- ring somebody up
- talk over the telephone
- the latest news
- kill the time
- have a reason
- be idle
- enjoy talking about
- be busy
- be displeased

**Good Reasons to Use the Telephone**



b) Make up a story about the pictures.

28 a) Look at the messages left on the refrigerator door. Who left them and why?



b) Do you leave messages when you want:

- to give someone important information?
- to tell someone not to do something?
- to give an explanation?
- to apologize for something?
- to tell someone that you have changed your plans?

c) Say in what situations you have to leave a message and in what way you do it. Think of the text for a message.





## Study and Remember

29 Study the meaning of the verb **MAKE**. Read and translate the sentences.

### MAKE

**Make** expresses the idea of construction. It means *to construct, to build, to get ready for use, to prepare.*

My father and I once **made a boat**.  
Ann has just **made a cake**.

30 Remember the following expressions with **MAKE**.

to make a mistake  
to make a translation  
to make a noise  
to make a bed

to make tea  
to make a fire  
to make friends

31 a) Read and remember. Translate the sentences.

### make somebody do something

The boy **made his dog bring** back the ball; it had fallen into the lake.  
I hate it when somebody **makes me do** things I do not like.  
The clown's face is enough to **make us laugh**.

b) Who or what do you think can make you:

- do some work again?
- laugh or cry?
- change your opinion about somebody or something?
- refuse to do something?

 32 Say what made the children do something.

**Example:** — Tim came out of the classroom smiling. What made him smile?  
— His friend's joke made him smile, I think.

- 1 Once I saw a little girl. She was crying big tears. What do you think made her cry?
- 2 Ann spoke about the play she had seen at the theatre. She said it was wonderful. What do you think made her think so?
- 3 When Jane came into the room Mother was speaking to her sister angrily. What do you think it was that made her speak angrily?
- 4 The boy whom I met on the way looked frightened. What made him look frightened?
- 5 When Alice received a present she looked happy. What made her look happy?

33 a) Study the meaning of the adjectives with the suffix *-less* and translate them:

The suffix *-less* means "without".

Noun + *-less* = Adjective

heart—heartless	cloud—cloudless
home—homeless	end—endless

b) Read and translate:

a helpless puppy  
a heartless man  
a cloudless sky  
endless rains

sleepless nights  
colourless late autumn days  
careless work  
a noiseless machine

c) Form adjectives with the suffix *-less* and use them.

- 1 He was ill and could not sleep, the nights seemed ... . (*end*)
- 2 Everything looks so grey on a ... late autumn day. (*colour*)
- 3 The sky was ... and bright blue; spring was in the air. (*cloud*)
- 4 The puppy was so small and ... that the girl felt sorry for it and decided to take it home and to take care of it herself. (*help*)
- 5 We were all surprised that the man could be so ... and not help his brother. (*heart*)
- 6 A ... mathematics paper has many mistakes in it. (*care*)
- 7 The explorers looked very tired after a long ... night. (*sleep*)

34 a) Study the meaning of the adjectives with the suffix *-ful* and translate them:

The suffix *-ful* means "full of".

Noun + *-ful* = Adjective

peace—peaceful	colour—colourful
faith—faithful	help—helpful

b) Read and translate:

a delightful story  
a peaceful morning  
helpful tools

careful work  
useful exercises  
a faithful friend

a powerful country  
a colourful book  
a restful place

c) Form the adjectives with the suffix *-ful* and use them:

- 1 I liked the story very much. I thought it was ... . (*delight*)
- 2 The morning was beautiful, quiet and ... . (*peace*)
- 3 It is so quiet here. For me it is the most ... place in the world. (*peace*)
- 4 A needle and thread are very ... . (*use*)
- 5 Be ... when you cross the street. (*care*)



## Writing Friendly Letters

**35** Read these words:

[ou] alone, boast, **post**, **post-office**, **postman**  
 [e] pleasure, **telegram**, **address**, **envelope**  
 [ei] rain, skate, faithful, age, safe, **remain**, **mail**  
 [ɔ] across, belong, quality, **correspondence**

[ɪ] village, city, trip, miss, visit, pretty, **stick**  
 [ʌ] suddenly, result, just, interrupt, **enough**  
 [aɪ] mile, quite, sign, kind, **mind**

**36** Read and remember how to use these words:

Почтовый отдел  
 Москва по почте  
 почтальон

**to post** [poust], **post-office**, **postman**: If you want to post a letter or a postcard, you needn't go to the post-office. You may drop it in the nearest letter-box. Every day we see the postman as he goes from house to house. Have you already posted your letter?

**telegram** [telɪgræm]: You can send a telegram at the post-office. When do you think the telegram will arrive?

**mail**: air mail; e-mail (electronic mail). If you want your letter to reach your friends more quickly, you send it by air mail.

**envelope** [ˈenvələʊp]: Tom wrote a letter, put it into an envelope and dropped it in the nearest letter-box.

**to stick** (stuck, stuck): to stick a stamp on an envelope. Mary bought several envelopes and stuck colourful stamps on them.

**an address** [ə'dres]: the return address. I want to visit one of my classmates, but I don't remember his address. Will you write down your address, please?

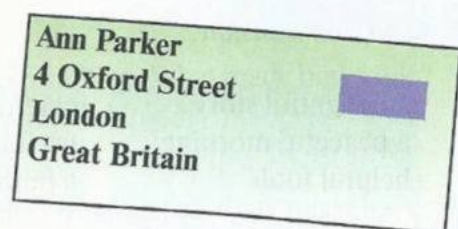
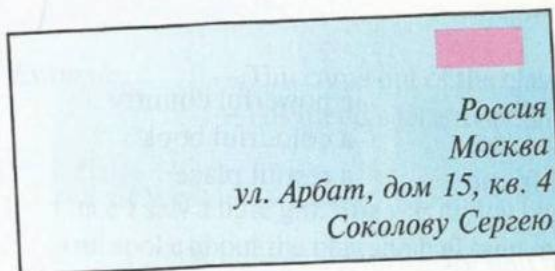
**correspondence** [ˌkɒrə'spɒndəns]: to keep up a correspondence. Would you like to keep up a correspondence with someone from another country?

**to remain** [rɪ'meɪn]: It remains a secret. The doctor asked the girl to remain in bed for three days. After the storm nothing remained of the village. Some people will leave, some will remain.

**to make up one's mind**: We have to make up our minds quickly, or they'll go without us. I just couldn't make up my mind, so in the end I sent a telegram. Please make up your mind whether you're coming or not. They made up their mind that they would buy a new house.

**enough** [ɪ'naʊf]: I think you have said enough. He was old enough to understand. The student is trying hard enough.

**37 a)** Look at these two envelopes. How different is the way the addresses are written?



**b)** Read and say how you will write Tom Smith's address.

Tom lives in the South of England in the town of Portsmouth.  
 He lives in an old part of the town, in High Street.  
 The number of his house is 8.

**i**nformation

GB  
Letterbox

US  
Mailbox

Electronic mail (e-mail) is a system of using computers for sending messages from one place to another.

An electronic mailbox is the place where the computer stores the messages.

38 a) **Work in pairs.** Ask each other:

- how often you write letters;
- to whom you write them.

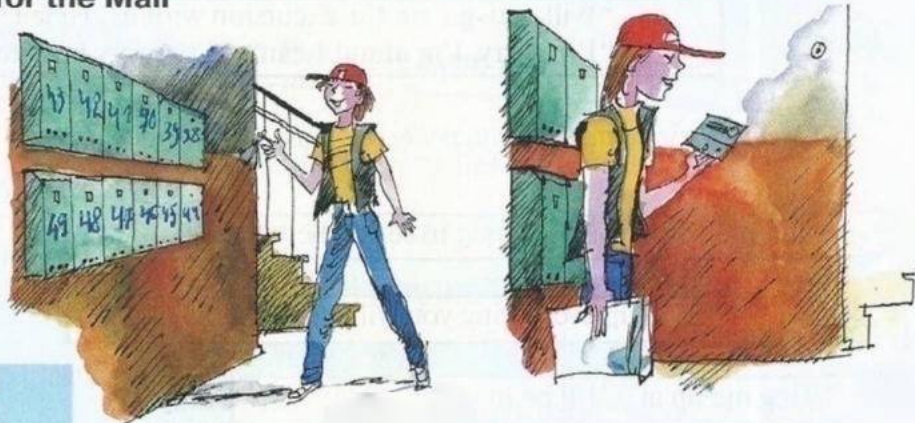
b) **Say:**

- what you have to do if you want to send a letter;
- why it is necessary to write the return address;
- why it is important to write the receiver's address and the return address correctly and neatly;
- whether you like to receive letters from friends;
- why you think it is pleasant to receive letters or holiday postcards from people whom you like and who are dear to you;
- when it may be necessary to send a telegram and how you do it;

39 a) **Look at the pictures and answer the questions:**

- 1 Why do you think the boy looked happy?
- 2 Could he wait and read the letter at home? Do you think the letter was important for the boy?

**Waiting for the Mail**



You may use the following:

- wait for the mail
- receive a letter
- open the letter-box
- take out newspapers
- look at the return address on the envelope
- feel happy
- important news (exciting news)



b) **Make up a story about the pictures.**



## Making Requests

40 *Read and remember :*

### How to Make Requests

<i>Requests</i>	<i>Replies</i>
Please do ...	Yes, certainly.
Please don't...	Of course, I will.
Would you...?	With pleasure.
Will you ...?	Of course, I can.
Could you ...?	I'm sorry, I can't.

41 *Read these dialogues and find polite requests in them:*

1 "Please , may I have another book by the same writer?"  
"Very good! I'll try to find what you want."

2 "Would you help me with my bag ? It's very heavy."  
"Willingly! Where do I have to take it?"

3 "Could you tell me Jane's telephone number?"  
"Certainly. I remember it well."

4 "Will you go on the excursion with us, Helen?"  
"I'm sorry, I'm afraid I can't. I am very busy today."



42 *Change these sentences into polite requests, then reply to them.*

"Tell me when you are going to send the letter."

"Pack up everything you will need on the trip."

"Ring me up at 7. I'll be in at this time."

"Show me some photographs of yourself and your family."

43 **Work in pairs.** *Make up dialogues and use requests in them.*

You are in a new town for the first time. You would like to see its famous picture gallery which you have heard so much about. But you don't know the way to the gallery . You have to turn to a passer-by with a request to help you and to explain how to get there.



You are a passer-by. You willingly explain how to get to the picture gallery. You are sure the visitor will enjoy it and will be delighted with its collections .

## Letters We Get

44 Here are some letters that people sometimes get:

- a get-well letter
- a letter of invitation
- a thank-you letter

a) Read each letter, then decide what kind of letter it is.

Dear Jim,  
 Next Saturday Father and I are going to the country. Can you come along with us? We can go skiing or walk in the woods. Tell your mother that we shall be back home on Sunday. I'll be glad if you can go.

Jack

Dearest Aunt Sally,  
 I'm sorry I haven't written sooner. I promise it won't happen again. Thank you so much for the bracelet. I wore it all Christmas Day. My friends are saying that it is the prettiest bracelet they have ever seen. I think so, too.  
 Best wishes for the New Year. Your loving niece, Kathy

Dear Ruth,  
 It's been a long time since we were at camp together last summer. I wish we could be sitting by the campfire right now. I have two new ghost stories for you. I'm wondering if we could try a different camp next summer. Camp Willow Brook was fun, but I found a new camp that teaches sailing. I'm sending along a booklet that describes the new camp. Let me know what you think.  
 Your camping friend, Karen

b) Say who wrote these letters. What are these letters about?

45 Why must we not forget to write a thank-you letter? When do you think it is good to write it?

- after your visit to some people?
- after you come back from a nice party?
- after you get a birthday present?
- after you get a letter of invitation?

b) Write a thank-you letter (or note) to a real person or someone you make up.

## Apologizing

46 *Read and remember :*

### How to Apologize

<i>Apologies</i>	<i>Replies</i>
(I'm ) sorry!	Oh, that's all right.
So sorry!	Not at all.
Excuse me.	Never mind.

**Excuse me**, as a rule, is used:

- **before** we do or say something;
- **when** we are going to interrupt a person.

**Sorry!** is used:

- **after** we have done something not quite right;
- **to apologize**;
- **when** we do not hear or understand what people say.

47 *Study these examples and explain why Excuse me is used or Sorry:*

“Excuse me, could you tell me the way to the History Museum?”

“Oh, sorry! Did I step on your foot?”

“I’m sorry I’m late. I’ve been very busy.”

“There’s the key on the floor.”

“Sorry?”

“There’s the key on the floor, I said.”

“Excuse me , would you let me pass?”

“I’m very, very sorry about what I said just now.”

48 There are a lot of different situations in which people have to apologize.  
*How would you apologize in these situations?*

1 You are having a birthday party. There is loud talk and laughter all around. You are saying something very interesting. Suddenly you hear the telephone ring. You have to leave your friends for a while.

2 The drawing lesson is just going to begin. You suddenly discover that you have left your water-colours and paint-brushes at home. The teacher is already entering the classroom.

3 You have promised your classmate to bring the photographs that you took during your hike. But you were in a hurry and left them at home.

- 49 a) *Being alone and being together.* Read a boy's story about his friend and himself. How do they spend their free time together?

When I am by myself, I live in a world of my own. I can pretend to be anything I want to be. I can do what I want to do.

But sometimes I get tired of being alone. So I call my friend Pete and ask him to come over and play. Playing basketball with him is fun, even though he plays better than I do. Sometimes he has good ideas for changing and fixing things. I tell him about new things I'm interested in.

Sometimes we just fool around together. And sometimes we play with other friends.

Being alone is nice. But so is being together.

- b) The boy writes that he lives in a world of his own. What kind of world is it? Does he feel that it is sometimes necessary to be alone?



- 50 Write a similar story about your friend and yourself. What do you enjoy more, being alone, or being together with a friend, or both? Why?

Do you remember these words?

Test Yourself

#### Characters Differ

quality  
heart  
noble  
thought  
thoughtful  
faith  
faithful  
selfish  
shy  
modest  
truth  
truthful  
secret  
own  
common  
quarrel  
to quarrel

#### Ways to Be Polite

telephone  
to telephone  
to phone  
to ring  
to dial  
to receive  
receiver  
message  
news  
reason  
to interrupt  
to apologize  
to refuse  
to excuse

#### Writing Friendly Letters

to post  
post-office  
postman  
telegram  
mail  
envelope  
to stick  
an address  
correspondence  
to remain  
to make up one's  
mind  
enough





## The Wizard of Oz

*The Wizard of Oz* is a children's book by L. Frank Baum. It tells the story of a girl from Kansas called Dorothy who, with her dog Toto, is carried by a storm to the magic land of Oz. They travel along the Yellow Brick Road to the Emerald City to meet the Wizard of Oz, who can get them home again.

51 *Read the texts and find the scene which matches each part of the story.*

A great storm once carried a small house with Dorothy and Toto in it to a magic country. The house fell down on the Wicked Witch of the East whom the people in that country feared, and it killed her. Everybody was happy, but Dorothy felt sad. She wanted to go back home, but she did not know how to.

Her new friends told her about a great and powerful wizard who lived in the Emerald City. They were sure he would be able to help Dorothy. They also gave Dorothy the Witch's magic silver shoes as a present and wished her a good journey.

On the way to the Great Wizard, whose name was Oz, Dorothy met the Scarecrow. The Scarecrow thought that he was very silly and wanted to have brains. Then she met the Tin Woodman. He was unhappy, because he had no heart, and he thought he was heartless. She also met the Cowardly Lion, who suffered very much, because he was a coward. They were all going to Oz to ask him to give them what they did not have.

The Wizard of Oz met each of the friends in his Throne Room. When he received Dorothy, he looked like a big round Head, without any body. When he received her friends, he looked, in turns, like a beautiful Lady on the Throne, like a terrible Beast on the Throne, and at last like a Ball of Fire on the Throne. And each time he told them that he would help them only if they went to the country of the Wicked Witch of the West and killed her.





8

When the Wicked Witch of the West saw the silver shoes on Dorothy's feet, she began to think of a plan how to steal them, because she knew all about the wonderful power in them.

Once the Witch made Dorothy fall down, and one of her silver shoes fell off her foot. The Wicked Witch took the shoe at once and put it on her old foot. The girl was very angry. She took a pail of water and threw it over the Witch making her wet from head to foot. The witch gave a loud cry and began to melt. In a minute there was nothing left but some dirty water.

Dorothy and her friends did not know how to get back to the Emerald City. But the Golden Cap that Dorothy had taken in the house of the Wicked Witch of the West helped them. She turned it three times on her head and a lot of flying monkeys appeared. They carried Dorothy, the Scarecrow, the Tin Woodman and the Cowardly Lion to the Emerald City on their large wings. It was an exciting journey!

52

*Say what interesting events and characters the story describes.*

**Frank Baum** [ba:m] (1856 – 1919)

worked as a newspaper reporter, and then in several theatres. When he wrote his book *The Wonderful Wizard of Oz* about the adventures of the little farm girl Dorothy and her dog Toto in the magical land of Oz, it soon became America's favourite children's fantasy. Baum wrote other children's books, but the readers of America wanted more stories of Oz. And Baum published other books about the adventures of Tip, an Oz boy — 14 altogether.

In 1902, Baum returned to the theatre world he had known so well to write the book for a musical comedy ['kɒmədɪ] based on *The Wizard of Oz*. Baum's famous book was made into an exciting film with the same title.

53 *In each line there is a word that doesn't go with the others. Find it:*

- honest, noble, kind, loving, terrible;
- hard-working, serious, idle, cheerful;
- brave, courageous, fearless, cowardly;
- kind-hearted, faithful, heartless, attentive.

54 *Read the proper names which you will come across in the text:*

Dorothy ['dɒrəti], Toto ['təʊtəʊ],  
the Wizard ['wɪzəd] of Oz [ɔz],  
the Scarecrow<sup>1</sup> ['skækrəʊ],  
the Tin Woodman<sup>2</sup>,  
the Emerald<sup>3</sup> ['emərəld] City<sup>3</sup>,  
the Guardian ['gɑ:dʒən] of the Gate<sup>4</sup>,  
the Cowardly Lion

55 *Read Part I of the text In the Emerald City and answer the question:*

Why were Dorothy and her friends surprised when they saw the Wizard of Oz?

<sup>1</sup> the Scarecrow — Пугало

<sup>2</sup> the Tin Woodman — Оловянный Дровосек

<sup>3</sup> the Emerald City — Изумрудный Город

<sup>4</sup> the Guardian of the Gate — стражник

## In the Emerald City

(from the *The Wonderful Wizard of Oz*  
after Frank Baum)

### Part I

The four travellers walked up to the great gate of the Emerald City and rang the bell.

“What? Are you back again?” said the Guardian of the Gate in surprise. “I thought you had gone to visit the Wicked Witch<sup>5</sup> of the West.”

“We visited her,” said the Scarecrow.

“And she let you go again?” asked the man in great wonder.

“Oh, Dorothy melted her,” said the Lion.

“Well, that is good news, indeed,” said the man and he carried the news to Oz.

At 9 o'clock the next morning the friends went to see the Great Oz. They were greatly surprised when they looked and saw no one at all in the room. Suddenly they heard a great voice. It seemed to come from somewhere near the top of the room, and it said, “I am Oz, the Great and Terrible. What do you want from me?”

They looked again in every part of the room, and then, when they saw no one, Dorothy asked, “Where are you?”

“I am everywhere,” answered the Voice, “but to the eyes of common people I am invisible<sup>6</sup>.”

“We have come to get what you promised us, Oz,” said Dorothy.

“What did I promise?” asked Oz.

“You promised to send me back home if we destroyed the Wicked Witch of the West,” said Dorothy.

“And you promised to give me brains<sup>7</sup>,” said the Scarecrow.

“And you promised to give me a heart,” said the Tin Woodman.

<sup>5</sup> Wicked ['wɪkɪd] Witch — злая колдунья

<sup>6</sup> invisible [ɪn'vɪzəbl] — невидимый

<sup>7</sup> brains — мозги



“And you promised to give me courage,” said the Cowardly Lion.

“You must keep your promises to us,” cried Dorothy, and the Lion gave a great loud roar. It was so terrible that Toto jumped away and knocked over the screen<sup>1</sup> that stood in a corner. As it fell, they looked that way and saw a little old man, who seemed to be as much surprised as they were.

“I am Oz, the Great and Terrible,” said the little old man in a funny little voice. “Everybody thinks that I’m a great Wizard.”

“And aren’t you?” asked Dorothy.

“Not a bit of it, my dear. I am just a common man.”

“You are more than that,” said the Scarecrow, “you are a humbug<sup>2</sup>.”

“But this is terrible,” said the Tin Woodman, “How shall we get what you promised us?”

“And I don’t understand,” said Dorothy in surprise, “how was it that you fooled everyone so long?”

“Oh, I am ashamed,” answered the little man. “Sit down, please, and I’ll tell you my story.”

56 *Read and translate:*

- 1 The voice seemed to come from somewhere near the top of the room.
- 2 “How was it that you fooled everyone so long?” said Dorothy in surprise.
- 3 “You must keep your promises to us,” cried Dorothy, and the Lion gave a great loud roar.
- 4 As the screen fell, they looked that way and saw a little old man, who seemed to be as much surprised as they were.

57 *Answer the questions on the text:*

- 1 How did it happen that Dorothy found herself in a magic country?
- 2 Why did she go to see the Wizard of Oz?
- 3 How did Dorothy destroy the Wicked Witch of the West?
- 4 What did the friends want from the Wizard of Oz?
- 5 When at last did they see the Great and Terrible Oz?
- 6 Did Oz look powerful and great?

<sup>1</sup> knocked over the screen — опрокинул ширму

<sup>2</sup> humbug ['hʌmbʊg] — обманщик

- 58 Read Part II of the text *In the Emerald City*. Answer the questions: Were Dorothy and her friends angry with the Wizard of Oz when they were leaving his palace? What did Oz promise them?

## In the Emerald City

(from *The Wonderful Wizard of Oz*  
after Frank Baum)

### Part II

So they sat down and listened to what he told them.

"I was a balloonist," began Oz, "a man who goes up in a balloon on circus days to amuse the people. One day when I went up in my balloon, the ropes<sup>1</sup> broke, so I could not come down again. I went up high above the clouds and a strong wind carried me many, many miles away to a strange and beautiful country. When the balloon came down at last, I saw many strange people. They thought I was a great Wizard. Just to amuse myself, and to keep the good people busy, I ordered them to build this city and I called it the Emerald City as the country was so green and beautiful.



Моя самая большая слабость  
My greatest fears were the Witches of the East and the West. They were terrible, wicked and could destroy me some day.

So you can imagine how pleased I was when I heard that your house, Dorothy, had fallen on the Wicked Witch of the East. When you came to me I, was ready to promise anything if you could destroy the other witch."

"I think you are a very bad man," said Dorothy.

"Oh, no, my dear; I am really a very good man; but I am a very bad Wizard."

"But how about my courage?" asked the Lion.

"And my brains?" asked the Scarecrow.

"And my heart?" asked the Tin Woodman.

"You have courage," the little man said to the Lion. "All you need is confidence<sup>2</sup> in yourself. And you, Scarecrow, you don't need brains. You are learning something every day. And the longer you are on Earth, the more you will know. As for you,<sup>3</sup> Tin Woodman, I think you are wrong to want a heart. It makes most people unhappy."

"Oh, I am ready to pass through all the

<sup>1</sup> rope — веревка

<sup>2</sup> confidence ['kɒnfɪdəns] in yourself — уверенность в себе

<sup>3</sup> As for you — Что касается тебя

unhappiness if you give me a heart," said the Tin Woodman.

"Well, if you want all these things very much," said Oz, "I'll give them to you tomorrow morning. I have played Wizard for so many years that I have learned something."

"And how," said Dorothy, "how can I get back home?"

"I shall think about that too," said the old man. "I'll try to find a way to send you home. There is only one thing I must ask you — you must keep my secret and tell no one that I am a humbug."

They agreed to say nothing of what they had learned, and went away very pleased with themselves.

59 *Read and translate:*

- 1 Oz said, "Just to amuse myself, and to keep the good people busy, I ordered them to build this City and I called it the Emerald City as the country was so green and beautiful."
- 2 "The longer you are on Earth, the more you will know," said Oz.
- 3 "I think you are wrong to want a heart. It makes most people unhappy," said Oz.
- 4 "I am ready to pass through all the unhappiness if you give me a heart," said the Tin Woodman.

60 *Think and say:*

- 1 why Oz sent Dorothy and her friends to the magic country of the West;
- 2 why the Wizard of Oz hid himself from the people;
- 3 why Oz could not keep his promises;
- 4 why the people of the magic country thought that Oz was a powerful wizard;
- 5 why Oz spoke to the friends in a funny little voice when they saw him;
- 6 why the friends went away very pleased with themselves.

61 *Describe the part of the story which you think is the most amusing.*

62 *Say what you learned about Oz.*

63 *Speak about Dorothy, the Scarecrow, the Tin Woodman and the Lion. Say:*

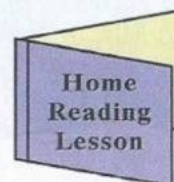
- who they were;
- what they thought of themselves;
- what they wanted to get from Oz and why;
- in which situations the friends felt sad, angry, surprised, and happy;
- what they were like.

### Project

#### Faithful Friends

Work in groups.

- 1 Remember stories about faithful friends and choose the most interesting ones.
- 2 Discuss how the friends showed that their friendship was true.
- 3 Make a file of the stories.
- 4 Prepare a presentation of your stories.



# UNIT 9

## MORE PRACTICE

### Exploring Unknown Places

1 We usually explore places about which we know little or nothing because we want to find out what these places are like. *Have you ever gone to explore an unknown place? Why do you think it is exciting to explore new places?*

2 a) *Look at the pictures and say what the children are exploring. Are they really curious and thoughtful children? Why?*



*You may use the following:*

be curious about  
be thoughtful  
get to know more  
be interested in  
be situated  
stretch  
be exciting  
be important  
love nature  
go on an excursion  
enjoy watching  
an unknown region



b) *How well do you know the region in which you live? What places would you like to explore and to find out more about?*



- 3 a) Listen to the poem *I'll Stay Home Today*, then read it. What makes the author of the poem stay at home while all the friends go out and play?

### I'll Stay Home Today

If I were full of cheerfulness  
I would <sup>1</sup> go out and play,  
But I am feeling rather cross<sup>2</sup>  
So I'll stay home today.  
Tomorrow I will like my friends.  
Today I really don't.  
So I'll stay home and please myself  
Since other people won't.

Marchette Chute

- b) Does it happen sometimes that you don't like anybody or anything, don't want to go out to see your friends, and stay at home? When does it happen?

#### 4 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Do you like to go on excursions?
- 2 What excursion do you remember best? Was it exciting or dull?
- 3 Did you go on a day excursion, or did it take you more (less) time to explore the place?
- 4 What interesting things did you see? Was there anything which delighted you?
- 5 Did you learn a lot of new things?



#### MY DIARY

5

Describe one of the excursions you went on.

Say:

- how much you saw and learnt;
- what you enjoyed;
- how good it was for your education.

<sup>1</sup> If I were... I would... — Если бы я ..., я бы ...

<sup>2</sup> cross — сердитый





## CLAUSES OF TIME AND CONDITION



6

*Use the correct form of the verb.*

- 1 We shall be happy if we... to the seaside. (*go*)
- 2 When Tom ... home, he will ring me up, I am sure. (*come*)
- 3 I shall write you a letter as soon as I ... the place. (*reach*)
- 4 I'll be sorry if you ... with us. (*not to go*)
- 5 You won't be able to translate the text if you ... many of the words. (*not to know*)
- 6 He will be upset I think if he ... a chance to make a trip. (*not to have*)
- 7 The party will begin as soon as all the guests ... . (*arrive*)

## REPORTED SPEECH



7

*Report these commands and requests.*

- 1 "Don't touch this button," the teacher of Computing Technology said.
- 2 "Switch off the TV-set. There is nothing interesting on," my parents asked me.
- 3 "Will you give me the book, please," one of Nick's classmates asked the boy.
- 4 "Wait for me at the bus stop," my friend asked me.
- 5 "Answer the telephone," Jane's brother asked the girl.
- 6 "Hurry up, or you'll be late," Jack asked his friend.
- 7 "Try and finish your work at 6," the teacher said.



8

*Report the following statements.*

- 1 "I enjoy rock music", Bill said.
- 2 "We don't want to go out skiing today, it's too cold," the children said.
- 3 "Ann won't come, I'm sure," Jane exclaimed.
- 4 "My elder brother has been to many European countries," Jack said to his friend.
- 5 "It's so hot here," my sister remarked.
- 6 "They went camping this Monday, not Sunday," Jane said.
- 7 "I can't find my key anywhere," Tom said.

9

*Report these questions.*

- 1 "Do you know what to do?" Michael asked.
- 2 "Did you meet John at school?" my brother asked.
- 3 "Why did you quarrel?" Jane asked me.
- 4 "Where do you usually spend your weekends?" my friends asked me.
- 5 "How did you repair this chair?" Bill asked his friend.
- 6 "Why haven't you kept my secret?" my sister cried in anger.
- 7 "When are you going to telephone Jane?" my mother asked me.

10 a) *Read the dialogue. Find out how the children spent a Saturday (Sunday).*

"What fun we had yesterday!"  
 "Where did you go?"  
 "Mother took us to the amusement park!"  
 "What did you do there?"  
 "We rode on the roller coaster. It was so exciting! What a noise it made, and how fast it went! Have you ever ridden on a roller coaster?"  
 "Many times! It's great fun, indeed."  
 "Would you like to go with us sometime?"  
 "With pleasure."

b) *Report the dialogue.*

11 a) *Read the dialogue. Find out what Uncle Jack and Aunt Mary decided to do and why.*

**Aunt Mary:** I wonder what Bob and Bill are doing now that school is over.  
**Uncle Jack:** Playing with their friends in the yard, or watching TV.  
**Aunt Mary:** Yes, I imagine so. Let's ask them to come here for a month or so. They like the country, I know.  
**Uncle Jack:** That's a good idea. I'm glad you thought of it. I like those boys.  
**Aunt Mary:** Then why don't you write them a letter right now?  
 I know their parents will be glad to let them come.  
**Uncle Jack:** Not right now. This evening I've got some work to do in the garden. I'll write the letter tomorrow.

b) *Report the dialogue.*

## The Prince and The Pauper

In London, many, many years ago in the 16th century, two boys were born on the same day. One of them was Prince Edward who grew up in the King's Palace. The other boy, Tom Canty, was born in a very poor family. Once they met, and it led to a lot of exciting adventures.

12 Read the texts and find the scene which matches each part of the story.

Tom's mother and the two elder sisters were kind-hearted and nice people, but the father often beat his children and sent them to beg for money. If they came back without anything, he punished them. Tom Canty lived a hard life, but he never complained and he tried to make his life as interesting and exciting as he could.

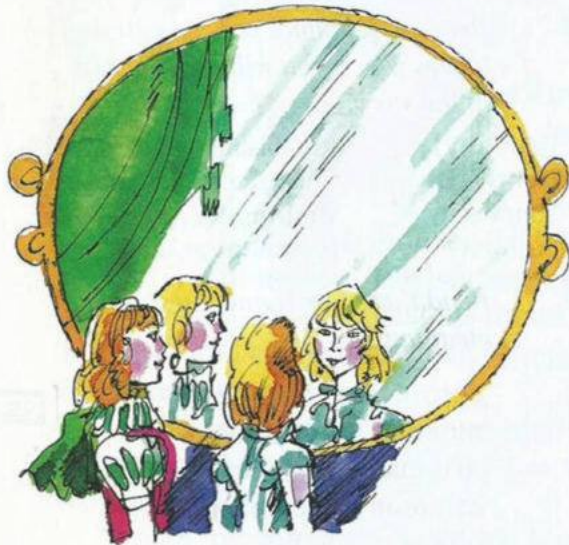
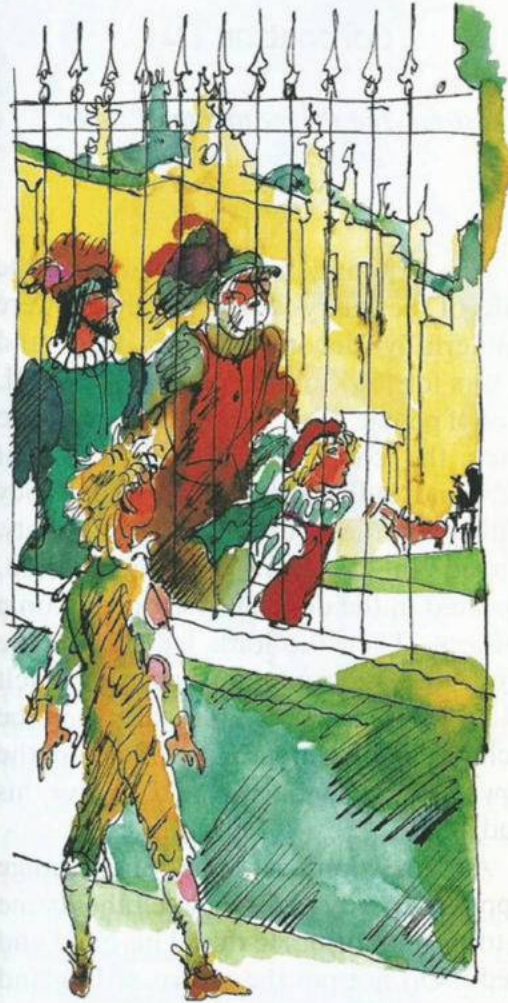
One day as Tom was passing by the King's Palace, he saw Prince Edward. It had always been Tom's dream to see a real prince. He went up nearer to the gates to see the prince better. But nobody was allowed to go up to the gates of the King's Palace and the soldiers hit Tom so hard that he fell to the ground. The prince heard the noise and decided to find out what was the matter. He ordered to let Tom come into the yard.

After Prince Edward had invited Tom into his palace, Tom told the prince about his life, the games they played, the fun they had, but he didn't say a word about his sufferings. The story seemed so exciting to Prince Edward that he said:

"Let's change clothes. I'd like to be a boy like you, and you'll be a prince for a time."

It was a kind of a game for both boys. Each put on the other's clothes, just for fun; then suddenly they saw that Tom in the Prince's clothes looked like the Prince; the Prince in Tom's clothes looked like Tom. They were greatly surprised to discover that they looked alike. It was impossible to tell which was which.





The Prince wanted to punish the soldier who had hit Tom and ran out of the palace. That's how he found himself among poor people. Everybody laughed at him when he said he was Prince Edward. They thought he was mad. They mocked at him and pushed him. There was only one man in the crowd of people who took pity on the boy and said he would be his friend, would help him if the boy was in trouble and would allow nobody to mock at him. That man was Miles Hendon. He later proved many times that he was Edward's true and faithful friend who saved him from many dangers and troubles.

Everybody in the Palace treated Tom as a Prince. When he tried to explain it to the Great Lords that he was not a prince but a poor boy, they thought the Prince had gone mad. And they were all surprised that the Prince's manners had changed so greatly: he did not remember how to behave in the presence of the King and the Lords, how to speak Greek and French, how to eat properly, and many other things that he was to know.

But Tom was a clever boy, and he learnt the ways and manners of the court very quickly.

13 Say what interesting events and characters the story describes.

**Mark Twain** wrote his book *The Prince and the Pauper* in 1881. It is a historical fantasy, set in England in 1547 when the English King Henry VIII died and his son Edward VI became the new ruler of the country. The book tells how Prince Edward and a pauper<sup>1</sup> boy Tom Canty exchanged places by mistake because they looked like twins. Edward, the true prince, had adventures among the poor, while Tom Canty became a king.

- 14 Read these names of people and places which you will come across in the story:

Edward VI	Archbishop ['ɑ:tʃbɪʃəp]
Henry VIII	Canterbury ['kæntəbəri]
Tom Canty	Westminster Abbey
St. John	[westmɪnstər 'æbi]

- 15 Read these words and guess their meanings:

coro'nation	'mantle
'moment	a'rrest
co'mmand	'panic
'ceremony	'emblem
'officer	disk
'platform	throne
press	Lord Pro'tector
'massive	'soldier

- 16 Read and translate these sentences:

- 1 Surprise and panic made the people rise in their places and look attentively at the two boys.
- 2 I am going to bring that morning back again, every little thing, just as it happened.
- 3 Lord St. John held the Great Seal<sup>2</sup> high up in the air.

- 17 Read Part I of the text *Coronation Day*. Find out how Tom Canty behaved when he saw the true king.

## Coronation Day

(from *The Prince and the Pauper*  
after Mark Twain)

### Part I

The Coronation Day was held on the 20th of February. London streets were wonderfully decorated with flags and flowers for the Coronation of Edward VI. A lot of people filled Westminster Abbey to watch the coronation ceremony. Great lords and ladies gathered in the Abbey waiting for the young king. Tom Canty, dressed in a beautiful long mantle, appeared in the doors and stepped upon a platform. Then the lords led him to the throne, and the ceremony began. Tom felt sad and frightened. He grew pale when the Archbishop of Canterbury<sup>3</sup> lifted up the crown<sup>4</sup> of England and held it over his head.



At this moment something strange happened. A boy in dirty old clothes came up to the platform. He raised his hand and cried: "Do not put the crown of England on his head! I am the king!" In a moment several hands seized the boy and pulled him from the platform. But at the same moment Tom Canty, in his royal mantle, made a quick step forward and cried out in an angry voice:

"Let him go and don't touch him. He is the king!"

Surprise and panic made the people rise in their places and look attentively at the two boys. Everybody saw that they looked very much alike.

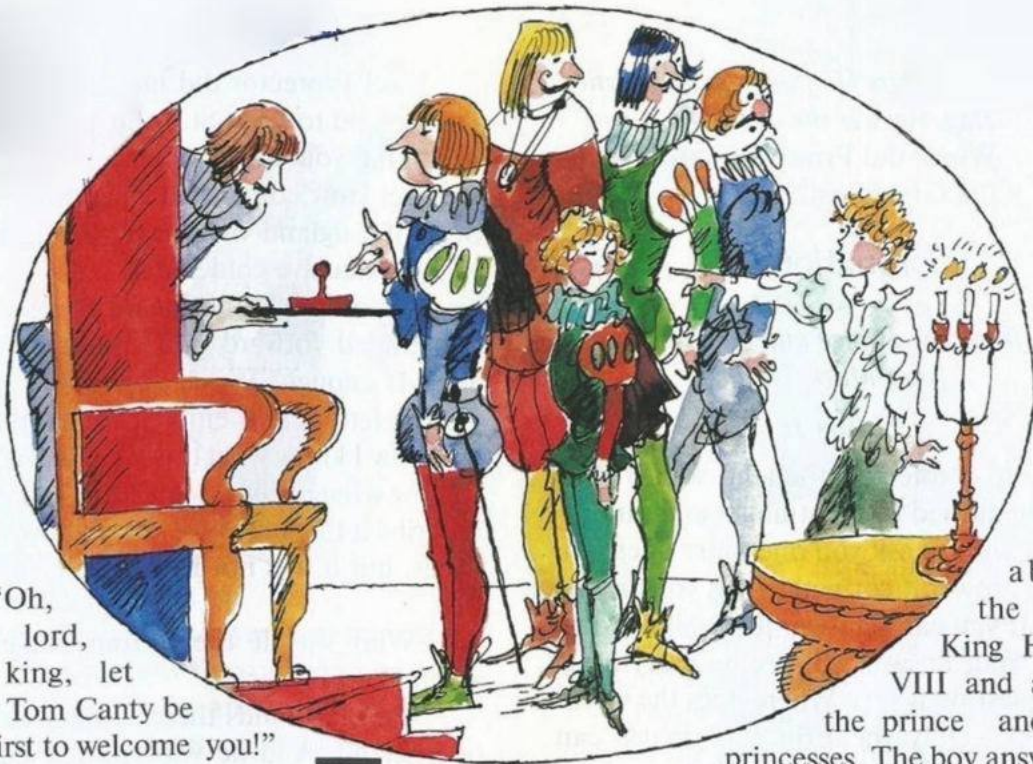
Silence fell upon the hall. Nobody moved, nobody spoke, nobody knew what to say and what to do. Only Tom Canty ran up to the boy in rags with a happy face and fell on his knees before him.

<sup>1</sup> pauper ['pɔ:pə] — нищий, бедняк

<sup>2</sup> the Great Seal — большая королевская печать

<sup>3</sup> the Archbishop of Canterbury — архиепископ Кентерберийский

<sup>4</sup> crown [kraun] — корона



“Oh, my lord, the king, let poor Tom Canty be the first to welcome you!” he said.

Looking at the boys’ faces, Lord Protector thought a moment or two, and then said:

“If you please, sir, I wish to ask you a few questions.”

“I will answer them, my lord,” the boy in the dirty clothes answered.

Lord Protector asked him many questions about the palace, the court<sup>1</sup>,

about the dead King Henry VIII and about the prince and the princesses. The boy answered

them correctly. He described the rooms in the palace and all the things that belonged to Prince Edward.

It was strange! It was wonderful! Nobody could explain it. There was no explanation for it.

Which of the boys was the king? Nobody could say.

18 Answer the questions on the text.

- 1 Where did the coronation ceremony take place?
- 2 How did Tom Canty feel during the coronation?
- 3 What strange thing happened during the ceremony?
- 4 Why was there panic in the Abbey?

19 Think and say why it was so:

- Tom felt sad and frightened during the coronation ceremony.
- There was silence in the hall when the boy in rags cried out that he was the king.
- Tom fell on his knees before the boy in rags.

220 How do you think Tom Canty and Prince Edward felt when the Coronation Ceremony began? What do you think made them feel that way?

<sup>1</sup> court [kɔ:t] — зд. королевский двор

21 Read Part II of the text *Coronation Day*.


Answer the question:

Where did Prince Edward hide the Great Seal?

## Coronation Day

(from *The Prince and the Pauper*  
after Mark Twain)

### Part II

 Lord Protector thought some time, then he turned to the stranger and said:

“I wish to ask you one more question. If you answer it correctly, then you are the king. If you can’t answer it, we shall arrest you. Your answer will decide everything. The question is this: Where does the Great Seal lie? Only the Prince of Wales can answer it. Only he can know it.”


“Oh, it is not difficult to answer this question,” answered the boy. Then he turned and gave a command:

“My lord St. John, go to my room in the palace, and in the lefthand wall you will find a nail-head. Press upon it, and the wall will open a little. The first thing you will see in the opening will be the Great Seal. Bring it here.”

Tom Canty looked at Lord St. John and said:

“Why do you not go? Have you not heard the king’s command? Go!”

Lord St. John left, but in a few minutes he came back and said to Tom :

“Your Majesty<sup>1</sup>, the Seal is not there.” 

“Throw the beggar into the street and give him a good whipping!” Lord Protector said.

Officers of the Guard moved forward to take Edward, but Tom Canty shouted at them:

“Back! Those who touch him will die!”

Lord Protector did not know what to do. He said to Lord St. John softly:

“Did you look well for it? It is so strange! How could such a big thing as the Seal of England disappear? A big heavy thing, a massive golden disk ...”

When Tom Canty heard these words, he jumped forward and shouted: “Wait! That is enough! Was it round and thick? Had it letters and emblems cut upon it? Oh, now I know what this great seal is! And I know where it lies. I am sorry you didn’t describe it to me before. Yes, I know where it lies, but it was not I that put it there — first.”

“Who was it then, Your Majesty?” asked Lord Protector.

“He that stands there — the true king of England. And he will tell you himself where it lies. Then you will believe him. Think, my king, try to think well! It was the last thing which you did that day before you ran out of the palace, dressed in my rags, to punish the soldier who had hit me.

There was a silence for some time. Everybody looked at the stranger who stood thinking hard. Moment after moment passed. The boy did not say a word.

At last he shook his head slowly and said in a low voice:

“I do not remember where I put it.”

“Oh, my king,” cried Tom Canty in panic. “Wait! Think! Try to remember! Listen to what I say. I am going to bring that morning back again, every little thing, just as it happened. We talked — I told you about my family and about the games of the boys in my street — yes, you remember these things too. You gave me food and drink — ah, yes, you also remember this.”

“Then, my prince”, Tom Canty went on, “you put on my clothes and I put on



yours. We stood before a mirror and were surprised to see that we were so much alike — yes, you remember this. Then you saw the soldier who had hit me. You got very angry and ran out to punish him. You passed a table — the thing you call the Seal lay on that table — you took it from the table and then hid it ...”

“That is enough,” cried the boy. “I remember it now. Go, Lord St. John, — in an arm-piece of the armour<sup>1</sup> that hangs on the wall you will find the Seal.”

“That’s right, my king, that’s right,” cried Tom Canty. “Now the throne of England belongs to you.”

Soon St. John appeared in the hall. He

22 *Answer the questions on the text.*

- 1 What questions did Lord Protector ask Prince Edward?
- 2 Who went to find the Great Seal?
- 3 When did Tom Canty guess what the Great Seal was?
- 4 Did Prince Edward remember where he had put the Great Seal?
- 5 How did Tom Canty help the Prince to recall where the Great Seal lay?
- 6 What did Tom say about how he had used the Great Seal?

held the Great Seal high up in the air. Then a shout

went up:

“Long live the true king!”

Lord Protector spoke up:

“Throw the beggar into prison!”

But the new king, the true king, said:

“No, I do not allow you to do that. It is only because of him that I got my crown back...”. Then the king turned to Tom and said kindly:

“My poor boy, how could you remember where I had hidden the Great Seal when I could not remember it myself?”

“Oh, my king, that was easy, because I used it many times. I did not know it was the Great Seal. I cracked nuts with it.”

23 *Think and say why it was so:*

- Lord Protector was sure that the question about the Great Seal would decide everything.
- Tom used to crack nuts with the Great Seal.
- Prince Edward did not allow the Guard to throw Tom into prison.

24 *Do you think each of the boys learned many lessons after they had begun a new life? Say what you think and why.*

<sup>1</sup> armour [ˈɑːmə] — зд. рыцарские доспехи



# UNIT 10 WHAT WAS DONE?

## We Must Learn to Use the Passive

1 Read the jokes, match them with the pictures and comment on them.



**Father:** Why were you kept in at school yesterday?

**Son:** I didn't know where the Azores<sup>1</sup> were.

**Father:** Well, in future just remember where you put things.



**Man:** Do you go to school?

**Boy:** No, I am sent there.

**Teacher:** Now, boys tell me where the elephant is found.

**A little boy:** The elephant is such a big animal, that he is never lost.



2

Listen to the poem *Little Boys and Girls*, then read it. What are little boys' and girls' favourite things?

### Little Boys and Girls

What are little boys made of, made of?

What are little boys made of?

Frogs and snails<sup>1</sup>

And puppy-dogs' tails,

That's what little boys are made of.

What are little girls made of, made of?

What are little girls made of?

Sugar and spice<sup>2</sup>

And all things nice

That's what little girls are made of.

3

Read the English and the Russian proverbs and match them:

*What is done cannot be undone.*

*Lost time is never found again.*

*A tree is known by its fruit.*

*Don't count your chickens before they are hatched<sup>3</sup>.*

*Never fry a fish till it is caught.*

*A liar is not believed when he speaks the truth.*

*Rome wasn't built in a day.*

*Потерянного времени не веротишь.*

*Дерево познается по плоду.*

*Цыплят по осени считают.*

*Не сразу Москва строилась.*

*Кто раз солжет, тому в другой раз не поверят.*

*Не дели шкуру неубитого медведя.*

*Что сделано, того не веротишь.*

<sup>1</sup> snail — улитка

<sup>2</sup> spice — специи

<sup>3</sup> to hatch — высиживать (цыплят)

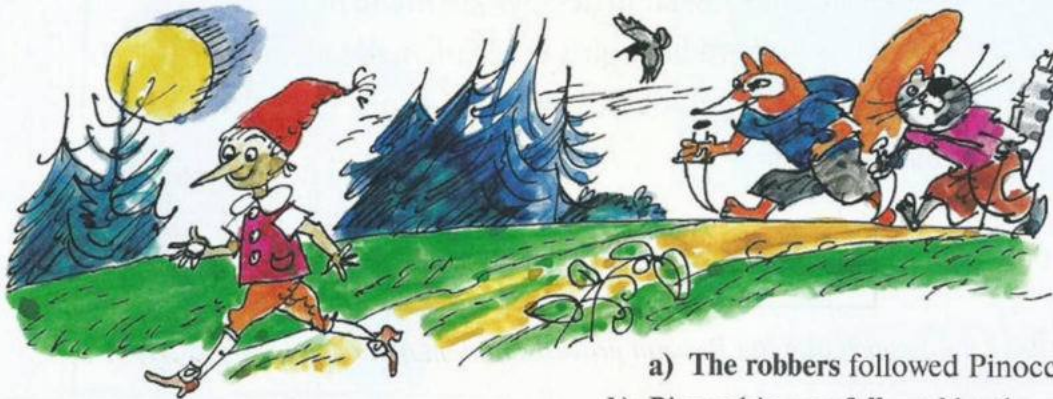


## Study and Remember

### THE PASSIVE VOICE

- 4 Look at the pictures and choose the sentences that tell us:
- a what happened to Pinocchio one day;
  - b who did it.

#### Pinocchio Was Afraid



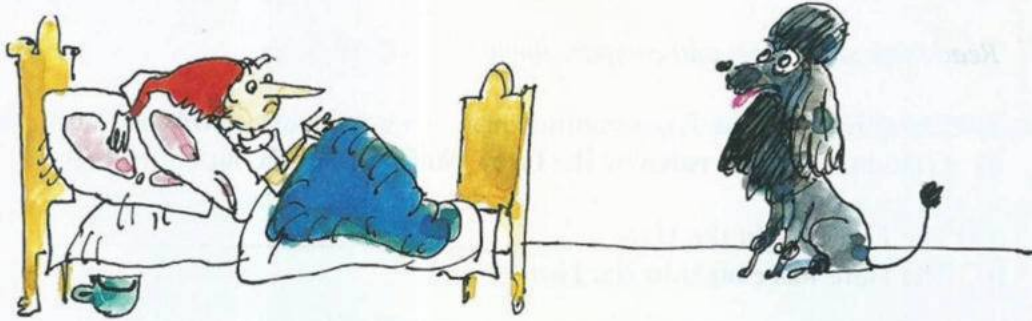
- a) The robbers followed Pinocchio.
- b) Pinocchio was followed by the robbers.



- a) The Cat and the Fox caught him near the fairy's house and hung him on a big tree.
- b) Pinocchio was caught and hung on a big tree.



- a) The Beautiful Child sent the dog to the forest to find and bring Pinocchio to the fairy's house.
- b) The dog was sent to the forest to find and bring Pinocchio.



- a) The dog brought Pinocchio to the house and the Beautiful Child put him to bed.
- b) Pinocchio was brought to the house and put to bed.



- a) The Beautiful Child gave Pinocchio some medicine and a piece of sugar.
- b) Pinocchio was given some medicine and a piece of sugar.



- a) The Beautiful Child taught the boy a good lesson not to tell lies.
- b) Pinocchio was taught a good lesson not to tell lies.

5 Look at the pictures again and choose the sentences where the *Passive Voice* is used. Translate them.

6 Answer the questions:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1 Pinocchio was afraid because he was followed by the robbers, wasn't he?</li> <li>2 He was caught in the forest not far from the fairy's house, wasn't he?</li> <li>3 Who caught him and hung him on a big tree?</li> <li>4 Why was he hung on the big tree by the Cat and the Fox?</li> <li>5 Who was sent to find Pinocchio?</li> <li>6 Where was the dog sent?</li> <li>7 Who sent the dog to find Pinocchio?</li> </ul> | <ul style="list-style-type: none"> <li>8 Pinocchio was brought to the fairy's house and put to bed, wasn't he?</li> <li>9 Pinocchio was given some medicine, wasn't he?</li> <li>10 What else was the puppet given?</li> <li>11 Who gave the wooden boy some medicine and a piece of sugar?</li> <li>12 The wooden boy was taught a good lesson, wasn't he?</li> <li>13 How was he taught a good lesson?</li> <li>14 Who taught him a good lesson?</li> </ul> |
|---|---|

7 Read these statements and compare them:

- 1 a) The Grey Wolf **ate** Grandmother.  
b) Grandmother **was eaten** by the Grey Wolf.
- 2 a) The Lion **caught** the Hare.  
b) The Hare **was caught** by the Lion.
- 3 a) The Dogs **threw** Pinocchio into the pond.  
b) Pinocchio **was thrown** into the pond by the Dogs.
- 4 a) When Mother heard that Michael had done a lot of naughty things she **punished** him.  
b) Michael did a lot of naughty things and he **was punished**.

8 Read and remember:

(see page 199)

**The Passive Voice (страдательный залог)**

употребляется:

- 1 когда в центре внимания находятся лицо или предмет, которые подвергаются действию, а не лицо или предмет, которые совершают действие;
- 2 когда лицо, совершающее действие, несущественно, неизвестно или не упоминается по каким-либо причинам.

**Примечание:**

В этих случаях часто указывается на то, где, когда или как происходит действие.

(Where?) English is spoken **all over the world**.

(When?) Football and hockey are played **all the year round**.

(How?) Fish is not eaten **with a knife**.

9 Remember how the *Passive Voice* is formed:

The *Passive Voice* образуется с помощью вспомогательного глагола **to be** (в соответствующей видовойременной форме) и **V<sub>3</sub>** (третьей формы смыслового глагола).

is done  
was done  
will be done

Present Indefinite	Past Indefinite	Future Indefinite	
We usually <b>do</b> oral exercises in class.	We <b>did</b> this exercise yesterday.	We <b>shall do</b> this exercise tomorrow.	<i>Active</i>
Oral exercises <b>are</b> usually <b>done</b> in class.	This exercise <b>was done</b> yesterday.	This exercise <b>will be done</b> tomorrow.	<i>Passive</i>

- 10 a) Read the rhyme. Point out the sentences with verbs in the *Active Voice* and sentences with verbs in the *Passive Voice*:

### Passive Voice

We must learn to use the Passive.  
 The Passive must be learnt and used.  
 The wind shook the house.  
 The house was shaken.  
 We took what we could,  
 But not everything was taken.  
 Some men brought boats.  
 When the boats were brought,  
 They went to buy clothing.  
 The clothing was bought.  
 We found all the children.  
 The children were found.  
 But the wind threw the house down;  
 It was thrown to the ground.  
 We built a new house,  
 It was built too fast to tell.  
 We did the work together;  
 It was done very well.  
 We finished the work  
 On Saturday morning;  
 And when it was finished,  
 We rested.

- b) Read the *Passive forms*:

was shaken  
 was taken  
 were brought

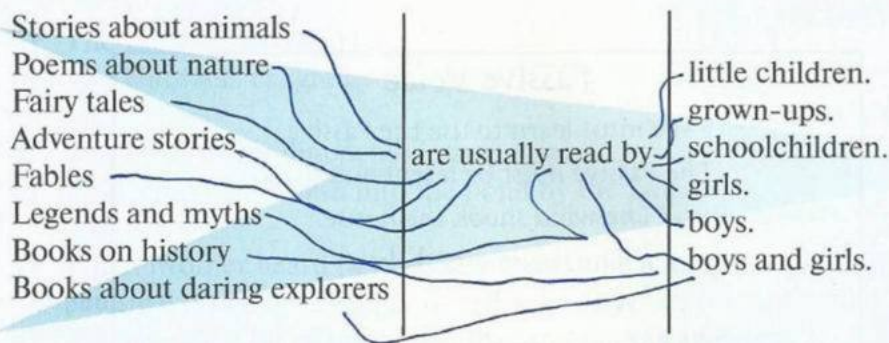
was bought  
 were found  
 was thrown

was built  
 was done  
 was finished

## Books are Enjoyed by Children

11 *Who are these books read by?*

a) *Make up sentences:*



b) *Say:*

- what books are usually read by children, by boys or girls;
- what books you enjoy and why; what books you would like to read.

12 *What kind of books are bought for children?*

a) *Make up and complete the sentences:*



b) *Say what books are bought for your little brother or sister and which he (she) enjoys.*

13 *What kind of books are read by them? Answer this question.*

**Example:** Legends and myths are read by those who are fond of ancient history.

*You may speak about the following subjects of interest:*

history  
geography

travelling  
nature

art  
space flights

14 *Speak on the topic **Books Are Enjoyed by Children**. Say what different books can teach us.*

**Example:** Books tell us about the world around us. There are a lot of poems about nature. They teach us to understand the beauty of nature, to love nature and to take care of animals and plants. These poems **are enjoyed** by little children, boys and girls, and grown-ups too. *Etc.*

15 Read and remember how to ask questions using the *Passive Voice*:

Was this book written for children?  
Yes, it was.

General Question

When was this book written?  
In 1934.

Special Question

16 *When were these books written?*

**Work in pairs.** Look at the list of book titles with their authors and dates. Talk with your classmates about these books. Ask each other questions as in the example:

**Example:** 1 "When was *Alice in Wonderland* written?"

"It was written in 1865."

2 "Was *Robinson Crusoe* written at the end of the 18th century?"

"No it wasn't. It was written at the beginning of the 18th century."

3 "Who was *Gulliver's Travels* written by?"

"It was written by Jonathan Swift."

- *Robinson Crusoe*, Daniel Defoe, 1719.
- *Gulliver's Travels*, Jonathan Swift, 1726.
- *Alice in Wonderland*, Lewis Carrol, 1865.
- *Tom Sawyer*, Mark Twain, 1876.
- *The Jungle Book*, Rudyard Kipling, 1894.
- *The Wonderful Wizard of Oz*, Frank Baum, 1900.
- *Bambi*, Felix Salten, 1924.
- *Winnie-the-Pooh*, Alan Milne, 1926.
- *Mary Poppins*, Pamela Travers, 1934.

17 *Who wrote it? When was it written?*

a) Read the dialogue.

A — Ann; P — Pete

A: You've read *Gulliver's Travels*, haven't you?

P: Oh, yes, I have. I read it last summer.

A: You know who wrote it, don't you?

P: Of course, I do. Jonathan Swift did.

A: And do you know when the book was written?

P: Certainly. It was written in 1726.

b) Make up similar dialogues.



## Collections That People Make

18 a) *Talk about the collections that people make. Say what things are collected by little children, by schoolboys, by schoolgirls, by grown-ups.*

b) *Why are these things collected? Complete these sentences:*

... are collected to learn more about

the countries of the world.  
the history of a country.  
famous people.  
space and space flights.  
places of interest.  
different kinds of sports.  
the history of sports.  
ancient towns and cities.



19 *Speak on the topic Making Collections. Say:*

- what things are collected by people;
- why these things are collected;
- what you (your friends, your parents, brothers or sisters) collect and what you would like to collect.

## Sports and Games for Boys and Girls

20 *When and where are these sports and games played?*

a) *Make up sentences:*

Snowballs  
Football  
Volley-ball  
Basket-ball  
Hockey  
Tennis

is played  
are played

at PE lessons  
in winter (in summer).  
all the year round.  
indoors (outdoors).  
in the yard.  
on a football ground.  
in the playground.

b) *Say when and where these games are played.*

c) *Say what games are played during the Olympic Games. What games are played by schoolboys and schoolgirls, by men and women, by little children?*

**Work in pairs.** *Ask each other questions about different kinds of games and answer them.*

- Example:**
- 1 "Ice hockey is played by boys. Is it played by girls too?"  
"No, it isn't. It is played by boys only."
  - 2 "Basket-ball is played by girls. Is it played by boys too?"  
"Yes, it is. It is played by boys too."

21 *Say what games are not played by schoolgirls, by little children; are not played in winter (summer), outdoors (indoors), etc.*

- 22 *Speak on the topic My Favourite Games. Say when, where and by whom different kinds of games are played.*

**Example:** Ice hockey is my favourite game. It is played all the year round. In summer it is played indoors. This game is played by men. It is not played by women. My friends and I are fond of playing hockey on the ice in winter. We like to watch it on TV, too.

- 23 *Speak on the topic Animals and People. Say:*

- what animals were first tamed by man and how they help people;
- what animals are kept at zoos and how they are treated there;
- what animals are kept in peoples' homes and how they are treated.

- 24 *Public Holidays. Say:*

- what holidays are celebrated in different countries of the world;
- when they are celebrated;
- how the cities and towns are decorated on great holidays.

- 25 *Places of Interest. When were these places of interest built (founded)?*

- a) *Look at the list of some places of interest and the dates. Ask each other questions as in the example.*

**Example:** "When was the Bolshoi Theatre founded?"  
"It was founded in 1776."

- The first Russian University (founded in 1775)
- The Tretyakov Gallery (founded in 1892)
- The History Museum (built in 1883)
- The Pushkin Museum of Fine Arts (built in 1912)
- The Central Children's Theatre (founded in 1921)
- The Central Puppet Theatre (built in 1970)
- The Moscow Circus (built in 1971).
- The first Metro line in Moscow (built in 1935)
- The first electric underground railway in London (built in 1890)

- b) *Say:*

- when some places of interest in your city were built;
- what you think will be built in your city to make it more beautiful.

- 26 *Speak about different places of interest. Say:*

- what places of interest are usually visited by people;
- who they are visited by;
- when and why they are visited;
- where these places are situated;
- when they were built (founded).

27 **Explorations and discoveries.** Look at the list and ask your classmates questions about discoveries, explorations and travels.

1610	Henry Hudson discovers Hudson Bay.
1769	Captain James Cook visits New Zealand.
1770	Captain James Cook discovers the east coast of Australia.
1789	Sir Alexander Mackenzie discovers the Mackenzie river in North America.
1831—36	Charles Darwin voyages round the world as a naturalist on the Beagle.
1841	James Ross discovers some of the coastline of Antarctica.
1855	David Livingstone discovers the Victoria Falls in Africa.
1860	Robert Burke and William Wills cross Australia from South to North.
1912	Captain Scott reaches the South Pole .
1935	Eric Shipton leads an expedition to explore the Everest region.

28 **What languages are spoken in different countries?**

a) Make up sentences:

English	is spoken in	the USA.
French		Great Britain.
Russian		Canada.
German		Russia.
Spanish		Australia.
Italian		France.
Japanese		Spain.
Chinese		Italy.
		Germany.
		Austria.
	Japan.	
	China.	

b) Say in what country (countries) Russian, English, French, German, Spanish and Italian are spoken.

29 a) These questions may help you to remember something that happened to you. Answer them. If your answer is "Yes...", say when and why it happened:

Were you ever	lost and couldn't find your parents?
	locked in your flat?
	bitten by an animal?
	thrown off a horse?
	knocked down by a bicycle?

b) Talk with your classmates. Ask each other questions about something that happened to each of you.



30 **In The Countryside.** *Speak about your work in spring and in autumn. Say:*

- what is done by people to make their garden tidy and beautiful;
- what will be done in the countryside in spring and in autumn by you and your family to make the place more beautiful.

*You may use the following:*

plant trees, bushes, flowers  
make flower beds  
cut the grass

water the plants  
gather fruit and vegetables  
paint the fence



31 **Table Manners.** *You know table manners, don't you? Read and answer the questions:*

- 1 Bread is not taken with a fork, is it?
- 2 Bread is taken from the bread plate with the fingers, isn't it?
- 3 Fish is not eaten with a knife and fork, is it?
- 4 A knife is not used with fish or cutlets, is it?
- 5 You know and keep these rules, don't you?

32 *These questions may help to remember how you were taught to do something. Answer them:*

- |                                      |                   |
|--------------------------------------|-------------------|
| 1 When were you taught?              | to read           |
| 2 Who taught you to do it?           | to write          |
| 3 Was it difficult to learn?         | to count          |
| 4 Did you enjoy learning it?         | to skate          |
| 5 How long did it take you to do it? | to ride a bicycle |
| 6 Are you good at doing it now?      | to roller-skate   |

33 *Pick out the **Passive forms** of the verbs, and read them aloud:*

- is washed, is washing, has washed, was washing, had washed, was washed;
- has punished, was punished, is punishing, had punished, is punished, was punishing;
- was made, has made, was making, is made, is making, had made;
- has kept, had kept, was kept, was keeping, is keeping, is kept;
- is visiting, has visited, was visited, had visited, was visiting, is visited;
- had invited, was invited, was inviting, is inviting, is invited, has invited.

## Stories for Fun

34 *Read the jokes and dramatise the one you like best:*

### Is a Thing Lost if You Know Where It Is?

Jim worked as a cabin boy<sup>1</sup> on a small ship. One morning he brought the captain his breakfast and said, "May I ask you something, sir?"

"Of course, you may," said the captain, who saw that the boy was afraid to speak. "What is it?"

"Is a thing lost if you know where it is?" Jim asked.

"Of course it isn't," said the captain.

"Then your tea-pot isn't lost, sir, because I know where it is," said Jim with a smile.

"Where is it, then?" asked the captain.

"At the bottom of the sea, sir," said Jim.

### Was it Lost?

A man was sitting at home one evening and reading his newspaper. His little son came in and showed him a pen.

"Do you like my pen, Father? I found it in the street."

"Are you sure it was lost?" asked the father.

"Of course, it was lost. A man was looking for it," answered the little boy.

### A Good Reason

"What a pretty bird!" says a little boy to his grandmother.

"Oh, yes," says Grandmother, "and he never cries."

"That's because he is never washed," is the quick answer.

<sup>1</sup> cabin boy — юнга

35 Read the text **Indian Summer**. Find out what time of the year is called 'Indian Summer'.

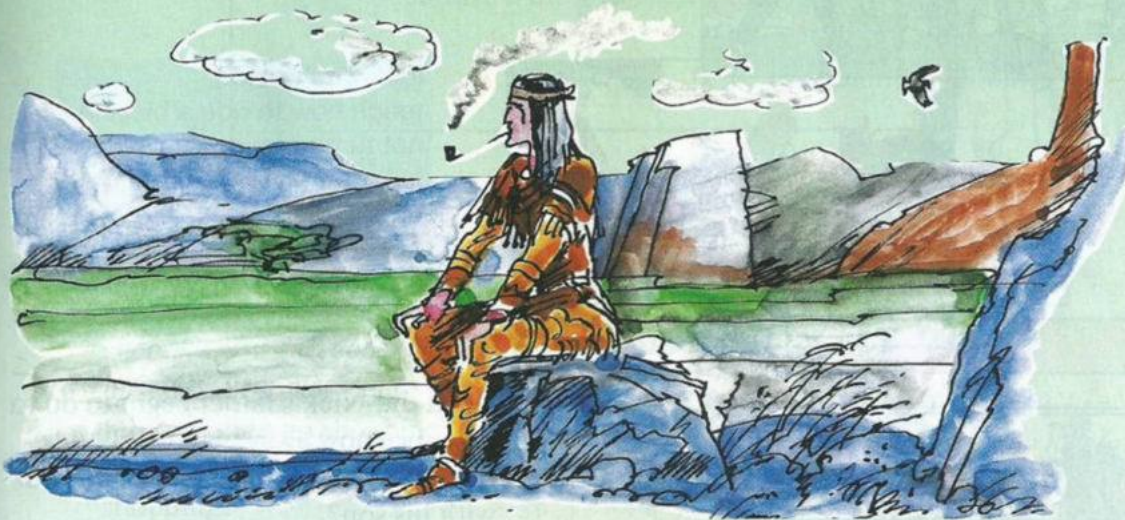
### Indian Summer

The Indians tell us that the world was formed long years ago. Their god, Manitou [ˈmæntuː], spent a whole summer making mountains, forests, rivers, and lakes. When autumn came, he sat down to smoke and to enjoy his wonderful work.

As he rested against a great rock, the North Wind came and blew the smoke and ashes into his face. At once, Manitou roared, "Stop, North Wind. Blow no more until I have finished."

At once the wind died away.

Manitou smoked for ten days. During that time, there were no clouds in the sky, for the North Wind was gone. The days were all the same — warm, quiet, and dreamy.



Every day, there was more smoke, but no wind to drive it away. By the tenth day, the land was covered with thick, blue smoke.

Then Manitou stopped smoking and cleaned out his pipe. At once, the North Wind returned. It sent the smoke and brown leaves flying. It warned all the animals that winter was on its way.

Every autumn the same thing happens. After the leaves die and the winter weather comes, we have more fine, warm, still days. The Indians believe that these are the days when Manitou is smoking. They are now called "Indian Summer", but the Indians call them "The Smoking Days."

(from a story after Ernest Thompson Seton)

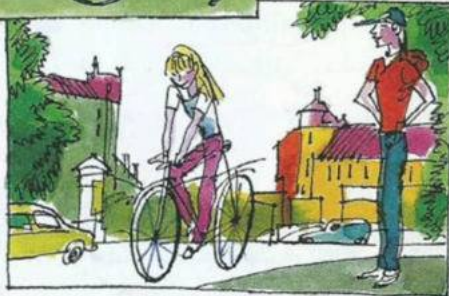
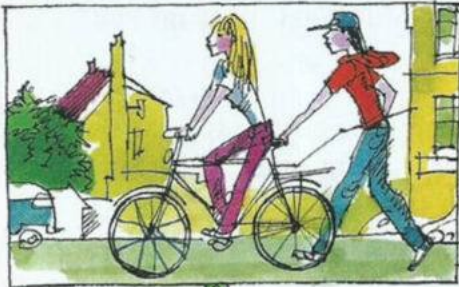
# UNIT 11

# WILLING HANDS, WILLING HEARTS

## Helping Others

1 It's great when you are able to help somebody and when you see that things begin to go better. *Do you agree? What do you feel when you see your help has done somebody good?*

2 a) *Look at the pictures and answer the questions:*



1 Was Peter a good teacher? Was he happy that Ann had learned how to ride well?

*You may use the following:*

look with delight  
teach how to ride a bicycle  
not to be afraid  
fall off  
be good at  
become easy  
be pleased



2 What did Nick's father begin to do to take the snow away? How did Nick help him? Was Nick's father pleased with his son?

*You may use the following:*

be hidden under the snow  
dig  
sweep the snow off the car  
enjoy working in the fresh air  
talk  
be busy  
be a big help to  
be possible

- b) *Make up stories about the pictures. Say how the children tried to be helpful to others.*
- c) *Name some other situations in which you can be helpful to your parents, grandparents, friends, or classmates.*

3 a) Listen to the poem *Plant a Tree*, then read it.

### Plant a Tree

To plant a tree! How small the twig<sup>1</sup>,  
And I beside it — very big.

A few years passed; and now the tree  
Looks down on very little me.

A few years more — it is so high,  
Its branches<sup>2</sup> seem to touch the sky.

I did not know that it would be  
So vast<sup>3</sup> a thing to plant a tree!

D. B. Thompson

b) Find the lines which tell you about the poet's feelings of surprise and happiness.

#### 4 Interview

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Do you often go shopping for the family? Do you like shopping?
- 2 Do you agree to stay with your younger sister or brother at home if your parents have to go somewhere? What do you feel about it?
- 3 Do you always try to help if your classmates want to make a party?  
How do you participate?
- 4 If your parents have invited guests for their birthday party, how will you help them to prepare everything they need?
- 5 If you are invited for a picnic, how can you help to do everything quicker and easier?



#### MY DIARY

- 5 Describe a day when you were really helpful at home, at a picnic or a hike, while preparing a party, or in some other situation. Write about:
- what you did;
  - how much you think your help was needed;
  - how you felt.

<sup>1</sup> twig — веточка

<sup>2</sup> branch [bra:ntʃ] — ветка

<sup>3</sup> vast [va:st] — огромный





## Be Thoughtful About Others

### 6 Read these words.

[ɪ] city, pity, distance, simple, finish, **willing**  
[i:] please, piece, seem, teach, extremely, **eager**  
[ɔ:] hobby, shop, promise, doctor, **follow**

[eɪ] mail, faithful, remain, **complain**, neighbour  
[e] necessary, terrible, **respect**, **protect**  
[ʌ] suffer, punish, cover, wonder, hurry, **worry**  
[aɪ] surprise, wild, climb, **advise**, **advice**

### 7 Read and remember how to use the words:

**willing** ['wɪlɪŋ]: willing hearts; willing hands; a class of willing students; be willing to do something; help somebody willingly; study willingly. They told us they were willing to help. What we do willingly is easy to do.

**eager** ['i:gə], **eagerly**: be eager to help; to study eagerly. Jack is eager to learn sciences and computing. The friends began to talk eagerly.

**to advise** [ə'dvaɪz]: What can you advise me to do in this situation? We don't advise you to plant your garden so early this spring, it's still cold.

**advice** [ədvaɪs]: good advice; much good advice; to ask for advice; a piece of advice; to give some advice; to follow somebody's advice. Not all advice is good. Grandpa is a wise old man; he has lived a long life and he can give me much useful advice. Let me give you a piece of advice.

**to worry** ['wʌri]: to feel worried; to be worried about. Don't let it worry you! There's no need to worry, Jane. The campers were worried as it was already dark and they hadn't yet reached their camping place.

**to complain** [kəm'pleɪn]: to complain of something; to complain of endless rains; to complain of cold weather. "What are you complaining of, John?" — "I'm tired." We had to walk a very long distance, but nobody complained. They complained to me about the noise. He's always complaining.

**to respect** [rɪs'pekt], **respect**: We ought to respect the work of others. They treat each other with extreme respect.

**to protect** [prə'tekt]: to protect nature; to protect the country. People ought to study nature and do their best to protect its riches. How can you protect young trees in cold weather?

**neighbour** ['neɪbə]: your next-door neighbour. We are good friends with our neighbours. Their nearest neighbour often helped them with their work in the garden. Don't be afraid of what the neighbours will think.

**to follow** ['fɒləu]: to follow somebody's advice; to follow an example. Why don't you want to follow your friend's advice? She walked out of the room, and her younger brother followed. He has decided to follow the example of his father and study medicine.

### 8 Read and say what the children complain of and what their parents may advise them to do.

**Jane:** I'm so tired, Mum. I've been on skis for such a long time.

**Tom:** Mathematics is a difficult subject. I can't understand some of the rules, Dad.

**Ann:** Nick is always so naughty, Mum. He doesn't want to obey me.

9 a) Look at the pictures and say what the children were doing willingly.

**A Puppet Show**



b) Answer the questions :

- 1 What do you think the children had to do while preparing the show?
- 2 Do you think there was a lot of careful work to do?
- 3 Why do you think the children decided to choose this story for the show?
- 4 What do you think helped the children prepare an excellent show? Did they learn to sew, to paint and to make puppets?
- 5 What do you think made their puppet show really exciting?



c) Make up a story about how the children prepared an exciting puppet show .

You may use the following:

make puppets  
 sew dresses  
 be busy preparing the play  
 work willingly  
 be eager  
 have a good imagination  
 be good at  
 make the show colourful  
 hope

make the puppets move perfectly  
 believe  
 try one's best  
 an extremely difficult task  
 give much good and useful advice  
 amuse  
 feel happy  
 be a great joy  
 feel worried

10 Read the proverb and say how you understand it.

**Nothing is impossible to a willing heart.**



## Study and Remember

11 Read and translate:

Mother wants Mike to go to the country during the holidays.  
She wants him to have a good time there.  
Mother doesn't want Mike to stay in town during the holidays.

want somebody to do something

Do you want me to telephone Tom in the evening?  
Does Mother want Mike to go to the country during the holidays?  
What do you want me to do?

Questions

12 a) Make up sentences:

I	want wants wanted	her son	to take better care of flowers.
We		my sister	to plan their (his, her) time better.
The teacher		the pupils	to read more books.
Mother		the girls	to play sports.
My friend		the boys	to know ancient history better.
		us	to explore the island in the middle of the river.
		them	to take part in the sport competition.
		me	



b) Say what your parents want you (your sister, brother) to do and why.

**Example:** My mother wants me to be more careful with my things.  
She says some of them look untidy.

You may use the following:

do the household chores more willingly  
do the shopping once a week  
try to cook something myself/ herself

make a pie for the Sunday dinner  
be more careful while crossing the street  
leave a message for Granny

13 Read, translate and compare:

All they want is a holiday.  
Do you want a cup of coffee?

want something

She wants to be an actress.  
We don't want to wait for you any longer.  
What do you want to be when you grow up?

want to do something

He wants you to wait here.  
The teacher wants us to do the work with great care.

want somebody to do something

14 Read this conversation between a teacher and her pupils. Then say:

- what the pupils wanted to do;
- what the teacher wanted the pupils to do.

**Teacher:** Today, boys and girls, we shall go to the forest. We have one more study of animal life to make.

**Mary:** Oh, I am glad. Where are we going?

**Mike:** I like to watch birds best of all.

**Tim:** And I'd like to see a deer. They say deer sometimes appear in our forest. They are such beautiful animals.

**Teacher:** We'll go to a part of the forest which is rather far from here. I'll tell you some interesting facts about the birds and the animals you'll see there. But you must look at the forest with eyes that see. The forest is full of life, and it's full of sound. Don't miss anything in it.

**Jane:** Can we take pictures of birds or animals that we meet?

**Teacher:** You can try. You can do it if no one makes a noise. You must move very carefully and slowly. If you don't, you may be sorry. As soon as you are ready to take a picture the bird or animal may be frightened and will disappear.

15 a) These nouns and verbs have the same form. You know some of them and you can guess the others. Read and translate each pair:

Noun	Verb	Noun	Verb
water	to water	land	to land
dust	to dust	dream	to dream
answer	to answer	rain	to rain
hope	to hope	snow	to snow

b) Read and translate these pairs of sentences:

rain:	1	a	I like walking in the rain.
		b	Look at those clouds. It is going to rain.
end:	2	a	I believe the end of the story will not be too sad.
		b	The story ended happily.
dust:	3	a	The woman dusted the furniture and cleaned all the things in the room.
		b	The dust was blowing in the streets.
land:	4	a	The airplane landed at London on time.
		b	We all love our native land.




## Shopping

 16 Read these words:

[ɔ] offer, job, shop, **cost**, **shopping**  
[ʌ] hundred, discovery, **customer**, **money**  
[eɪ] change, danger, wait, lazy, neighbour, **pay**  
[aɪ] ride, fine, invite, bicycle, dry, **price**

[aʊ] town, house, shout, allow, ground, **crowd**  
[ɔ:] store, important, call, walk, morning, **chore**  
[u] put, book, cook, look, **goods**  
[e] dress, ready, necessary, rest, **sell**, **expensive**  
[ə:] early, work, journey, **serve**, **service**, **prefer**  
[i:] easy, eager, feed, keep, meat, **cheap**

 17 Read and remember how to use these words:

**shopping**: to go shopping; to do the shopping; a shopping list; a shopping bag; a shopping basket. We haven't done any Christmas shopping yet. We usually do our shopping on Saturday. They went shopping after lunch. She likes shopping for clothes.

**to sell (sold [sould], sold)**: be sold; goods that are sold; to sell different vegetables and fruit at the market. He is going to sell his car. Do they sell flowers in this shop?

**goods**: all kinds of goods; goods sold at high prices. What goods are sold in this department store?

**price**: What price are apples this week? The large supermarkets are offering big price cuts.

**shop assistant** ['ʃɒp,asɪstənt]: You can ask the shop assistant about the price.

**customer** ['kʌstəmə]: A shop assistant helps customers to find what they are looking for. There are many customers in the shop.

**money** ['mʌni]: much money; little money; money in coins or banknotes; to spend money on something. The girl spent all her money on sweets. How much money do you need? "Where is the money?" — "It is in my purse."

**to cost** ['kɒst] (**cost, cost**): Those four books cost five pounds each. Vegetables do not cost much in summer and in autumn.

**crowd** [kraʊd], **to crowd**: be crowded; crowded shops; crowded streets. A big crowd gathered near the department store. The city centre was crowded with shoppers.

**to serve** [sɜ:v], **service** ['sɜ:vɪs]: A shop assistant serves customers in the shop. The service is excellent here.

**to pay (paid, paid)**: to pay for a service; to pay money. Mother left me some money to pay for the food. How much must we pay for this bicycle? How much did you pay for the tickets?

**cheap** [tʃi:p]: cheap food; cheap tickets. Fruit and vegetables are cheaper in summer and autumn when there are many of them.

**expensive** [ɪk'pensɪv]: an expensive car; expensive clothes; an expensive coin; an expensive trip. We can't buy these coins, they are very expensive. Which is more expensive, to go there by train or by boat?

**prefer** [prɪ'fɜ:]: to prefer something; to prefer doing something. Do you prefer tea or coffee? He prefers watching rugby to playing it. "Would you like meat or fish?" — "I'd prefer meat, please."

18 *Is shopping always simple? When is it (isn't it)?*

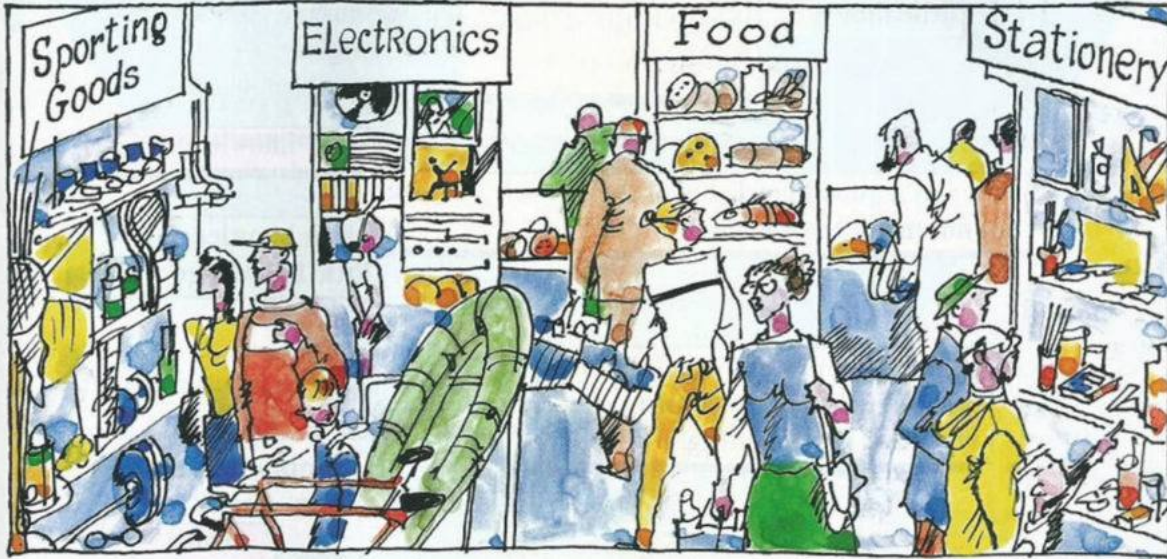
19 *Some people enjoy shopping, some hate it. What are their reasons? What about you? Do you like, dislike or hate shopping?*



**GB**  
pounds and pence  
There are one hundred pence in a pound.

**US**  
dollars and cents  
One dollar is divided into 100 cents.

20 a) Look through the lists of things that are sold in these shops and match them with the pictures.



- |   |   |  |   |
|---|---|--|---|
| <p><b>1</b> cereal ['sɛrɪəl]    lettuce ['letɪs]<br/>tea                    sausage ['sɔ:sɪdʒ]<br/>honey ['hʌni]      bacon ['beɪkən]<br/>cheese                steak [steɪk]</p> | <p><b>2</b> markers<br/>paper<br/>albums<br/>calculator<br/>glue stick<br/>crayons ['kreɪnɪz]</p> | <p><b>3</b> T-shirts<br/>fishing rod<br/>tent<br/>bicycle<br/>trainers<br/>jeans</p> | <p><b>4</b> disks<br/>CD<br/>video<br/>computer games<br/>notebook<br/>tape</p> |
|---|---|--|---|

b) Speak about the customers and their reasons for visiting these shops. Can you guess what they want to buy and why they need the things they are going to buy? What things do they prefer and why?

You may use the following:

- |   |  |  |
|---|--|--|
| <p>a lot of customers<br/>be crowded<br/>not expensive<br/>necessary things</p> | <p>pay for<br/>shop assistants<br/>prefer<br/>attentive and friendly</p> | <p>a shopping list<br/>cost<br/>advise<br/>give advice</p> |
|---|--|--|

c) Customers? Shop Assistants? Who do you think is saying the following?

- Could you show me some markers, please?
- Here is a fine construction set.
- Have you got cheaper badminton rackets?
- Can I help you?
- Here are some excellent roller skates and they are not very expensive.
- How much is this video cassette?

21 Speak about different kinds of shops and different kinds of goods customers can buy in them.



## Study and Remember


22 Read and translate the sentences.

**money**  
much money  
little money  
Where is the money?  
It is in my purse.

**knowledge**  
Jane has a **good knowledge** of the French language  
but **not much knowledge** of French history.  
much knowledge  
little knowledge

**news**  
Here is the news. **It is good news.**  
What's the news this morning?  
The news is so exciting!  
some news  
good news

**advice**  
Can you give me a **piece of advice**?  
Mother always gives me **good advice**.  
Elder people can give us **much** useful **advice**.  
much advice  
some advice  
good advice  
a piece of advice

 23 Use the correct form of the verb:

- 1 ... there any news, John? (*to be*)
- 2 His serious knowledge of modern literature ... a surprise to us. (*not to be*) He wanted to become a teacher.
- 3 Where ... the money I left on the table? (*to be*)

24 **Is this good advice?** Say which advice is good and which is not. Explain your answer:

- 1 If you are tired, you'd better go for a walk for an hour or so.
- 2 When you finish your morning exercises, lie down on the sofa and rest a little.
- 3 If you are sad, you'd better see one of your friends and have a talk with him/her.
- 4 If you have nothing else to do, you'd better take a good book and read it.
- 5 If you think you are not strong enough, you'd better play sports.
- 6 If you know a secret, don't try to keep it. Tell it to your classmates.
- 7 If you don't feel well, don't show it to anybody and don't stay in bed.
- 8 If you are in a hurry, go by bus; don't go on foot.
- 9 If you want to explore some new place, invite your friends to go with you.

25 a) Study the meaning of the nouns with the suffix *-ness* and translate them.

Adjective + *-ness* = Noun

kind	—	kindness	ready	—	readiness
bright	—	brightness	lazy	—	laziness
idle	—	idleness	happy	—	happiness

b) Form the noun with the suffix *-ness* and use it.

- 1 The boy's ... made him fall behind the rest of the pupils. (*lazy*)
- 2 Mike's ... to help his friends is pleasant. (*ready*)
- 3 The children's ... to their granny made her happy. (*kind*)
- 4 "Your ... makes me unhappy, Paul," Mother said. (*idle*)

26 Study the meaning of the words with the prefix *dis-* and translate them.

The prefix *dis-* forms a word opposite in meaning.

like	—	dislike	honest	—	dishonest	—	dishonesty
obey	—	disobey	appear	—	disappear	—	disappearance
pleased	—	displeased	agree	—	disagree	—	disagreement
respect	—	disrespect	believe	—	disbelieve		

27 Form the word with the prefix *dis-* and use it. Translate the sentences.

- 1 The boys were ... with their results in the competitions. (*pleased*)
- 2 We watched the airplane high up in the sky for some time. Soon it ... behind the clouds. (*appear*)
- 3 We can't believe ... people. (*honest*)
- 4 It seems to me that you ... that boy. Why do you? (*like*)
- 5 Those children who ... their parents are naughty. (*obey*)
- 6 The team's trainer certainly wasn't ... by their fourth victory in last Saturday's football match. (*pleased*)
- 7 Sometimes we ... on what film to see. (*agree*)
- 8 I didn't mean any ... when I spoke with you coldly. (*respect*)





## Household Chores

**28** Read these words:

[ɔ] top, sorry, possible, porridge, **job**, **offer**  
[ɪ] winner, strict, knit, diligent, **delicious**  
[ɔ:] store, short, daughter, autumn, **chore**

[eɪ] neighbour, complain, sail, safe, **bake**  
[æ] traffic, land, angry, bank, **hang**, **snack**, **fat**  
[aɪ] advice, nice, time, eye, try, frighten, **fry**  
[ɔɪ] joy, oils, spoil, enjoy, **boil**

**29** Read and remember how to use these words:

**to offer** ['ɔfə], **an offer**: to refuse an offer; an interesting offer; to offer somebody something; to offer to do something. She offered him a cup of tea, but he refused. I don't need any help, but it was nice of you to offer.

**job**: to do a job; different kinds of jobs. Do the job quickly! Will it be possible to finish the job today? Leave the dishes — that's my job.

**to hang (hung, hung)**: to hang a picture on the wall. I'll need a nail to hang this picture. Hang your coat on the hook. A photograph of a pretty girl hung on the wall.

**to bake**: to bake bread; baked potatoes. She spent the afternoon baking a cake. I love the smell of freshly baked bread.

**to fry** [fraɪ]: Put a little oil into the pan and quickly fry the vegetables. We have fried chicken for dinner.

**to boil**: to boil water. The carrots are boiling. If you give water to a baby to drink, you should boil it first.

**snack**: to have a quick snack. I'm not hungry, so I only want a snack for dinner.

**fat**: fat-free. Doctors advise to use vegetable fats in cooking. Fat-free foods are ones without any fats in them.

**recipe** ['resɪpi]: a recipe book; a recipe for some tomato soup. If you want to learn how to do the cooking, you should buy a good recipe book.

**delicious** [dɪ'lɪʃəs]: delicious meals. "Your salad is delicious," said Dorothy. "Will you give me the recipe?" Oh, this tastes delicious!

**chores** [tʃɔ:z]: household chores. Some people think that household chores are dull.

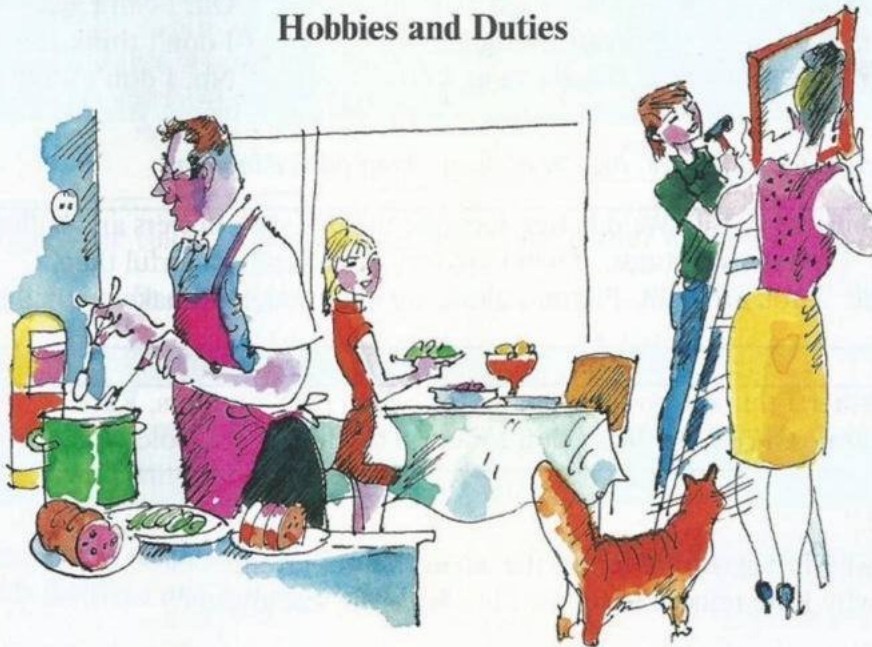
- 30 a) Say when and how often boys and girls help at home with the household chores.  
b) Speak about the jobs you help with at home. How much time do you spend on your household chores? Do you do things willingly?
- 31 Some people don't like doing housework. Do you agree that household chores are dull jobs? Say what happens if your household duties are not done.
- 32 Read the proverbs and say how you understand them.

*By doing nothing we learn to do ill.*

*A cat in gloves catches no mice.*

- 33 a) *Look at the scene and describe it. Answer the questions:*  
 What is each member of the family busy with?  
 How have they divided their household duties among themselves?

**Hobbies and Duties**



*You may use the following:*

household chores

differ

work with a hammer

hang a picture on the wall

use a drill

offer help

be idle

a recipe book

lay the table

help willingly

cook some delicious meal

be good at

do an excellent job

be eager to do

have a hobby



- b) *Make up a story about the family's hobbies and duties.*

- 34 a) *Answer the questions:*

- 1 Have you got a recipe book?
- 2 How useful is a recipe book for every family?
- 3 How often do you use it? Do you need it every day?
- 4 Have you ever cooked anything really delicious? What was it?

- b) *Name several meals, which you think are easy to cook. Say what you have to do while preparing the meal.*



## Giving Advice

35 a) Read and remember.

### How to Give Advice and Take It

#### How to Give Advice

You had better...

You'd better....

I think it would be good to...

#### How to Take Advice

Good, I'll do that.

You are right.

That's an idea.

#### How to Refuse

Oh, I can't agree to that.

I don't think you're right.

No, I don't want to do that.



b) Listen to the dialogues, then read them. Find advice in them.

1

**John:** I say, Bill. We'd better decorate the hall with flowers and balloons, as well as pictures. It will look very bright and colourful then.

**Bill:** You are right. Pictures alone are not enough to make the hall look nice.

2

**Father:** I think it would be better for you to play outdoors, Kate.

**Kate:** Oh, no, Father, I don't want to do that. It's so cold outside now.

c) Say:

- why Bill agreed to follow the advice he was given;
- why Kate refused to follow the advice she was given.

36 Fill in the missing phrases:

1

**Jill:** You don't want to read any of these books; then you'd better go to the library, Tom. You'll be able to choose any book you like there.

**Tom:** ..... Our school library has books on most subjects.

2

**Granny:** Listen, Tim, you'd better put on warmer clothes. I think the weather is going to change.

**Tim:** ..... I heard the radio this morning. They say it will be very warm indeed.

37 Work in pairs. Practise giving advice and taking it in one of the following situations:

Your friend does not know:

- what kind of sport he ought to play;
- where to go on his holidays;
- how to get ready for a dictation;
- how to make a fruit salad.

## Recipes and Instructions

- 38 a) *Do you know how to make apple salad? Read this recipe and say what you need to make it.*

### Apple salad

- 1 Chop three apples in thin slices. Add a cup of grapes. They need to be clean.
- 2 Mix them with a cup of nuts. Add a cup of raisins. Then mix them well. Top the salad with a spoonful of peanut butter.

*This is a good salad that your friends will like.  
Your friends will thank you for it.*

- b) *Do you think you'll be able to make Apple salad easily? Would you like it?*

- 39 *Cooking can be a lot of fun.*

- a) *Think about something delicious you like to cook. Tell the others how to cook it. Don't forget to say:*

- the name of the food;
- the things you will need to cook it;
- how much of each thing you will need;
- how long it takes to cook the food.

- b) *Listen to the recipes the others in the group offer. Then decide which food you think is really delicious and you will certainly like it.*

- 40 *Read these instructions and say whether you do the same when making tea and cooking porridge.*

### Making Tea

- 1 Always use fresh cold water. Bring to the boil and warm the teapot.
- 2 Use one teaspoon of leaves per person plus one for the pot.
- 3 Pour the freshly boiled water onto the tealeaves and leave for 2 to 6 minutes.
- 4 Serve in china or porcelain cups, either with a slice of lemon, or with milk or cream, adding sugar or honey if you like.

### Quick-Cook Porridge Oats

Quick porridge (serves 2):  
1/2 litre of water or milk,  
a cup of quick-cook porridge  
oats.

- 1 Stir the oats into the boiling liquid.
- 2 Cook for 1 minute.
- 3 Cover with a lid and leave to stand for 2 minutes. Add salt to taste.

#### IDEA!

- 1 Serve with milk, berries or jam.
- 2 Porridge oats can also be used for making bread and rolls.

*Delicious for children over 5 months and for the whole family.*

## Offering Help

41 Read and remember :

### How to Offer Help

#### How to Offer Help

Do you need any help?

Can I help you?

Let me help you.

Is there anything I can do to help you?


#### How to Reply

Yes, please.

Thank you very much.

Thanks, but there is really no need to.

I can easily do it myself, thanks.

 42 a) Listen to the dialogues, then read them.

**Ann:** Let me help you to lay the table, Jane.

**Jane:** Thank you very much. It's nice of you.

**Elder brother:** It will take you a lot of time to buy everything which is on your shopping list. Do you need any help?

**Susan:** Thanks, but there is really no need to help me. I can easily do everything myself.

b) Practise offering help in :

cleaning the flat;  
cooking something delicious;

painting a picture for a school wall newspaper;  
preparing for a competition.

43 Imagine you are going to do the shopping. Choose a shop to go to. What things are you going to buy? Make a shopping list. Do you know the price of everything on your shopping list? Describe how you will do the shopping.

44 **Work in pairs.** Practise a talk between a son/daughter and his/her mother. Imagine you talk with your mother before you go shopping.

Ask your mother to give you some sum of money you think you'll need and explain why you need all these things. Then say what shop you will go to and why you prefer it to all the other shops.



You want to know what your son/daughter would like to buy and what he/she needs these things for. Ask him/her how much money he/she needs, whether he/she knows where these things are sold. Then advise him/her to go to the shop you think to be really good. Explain that they sell only things of good quality there.

45 **Work in pairs.** Practise a talk between a customer and a shop assistant.

Ask a shop assistant to show you something you need and ask about the price.



Offer the customer several things and advise him/her to take one of high quality.

Imagine you are going to buy:

- some souvenirs for foreign guests;
- a present for a friend;
- a tennis racket or a ball;
- cakes and sweets for a party.

46 Read these proverbs and say how you understand them.

**Nothing Is Impossible To a Willing Heart.**

**What We Do Willingly Is Easy to Do.**

b) In what way do you think these proverbs are true?

Do you remember these words?

Test Yourself

**Be Thoughtful About Others**

willing  
eager  
eagerly  
to advise  
advice  
to worry  
to complain  
respect  
to respect  
to protect  
neighbour

**Shopping**

shopping  
to sell  
goods  
shop assistant  
customer  
to pay  
price  
money  
to cost  
crowd  
to crowd  
to serve  
service  
cheap  
expensive  
prefer

**What We Do Willingly Is Easy to Do**

offer  
to offer  
job  
to hang  
to bake  
to fry  
to boil  
snack  
fat  
recipe  
chores  
household chores  
delicious



## The Iliad and the Odyssey

The greatest storyteller of ancient Greece was named Homer ['houmə]. The tradition says that Homer was a blind poet who lived about three thousand years ago. At celebrations and different festivals, he told his poems of great heroes in battle, of gods and goddesses, of terrible monsters, and more. Homer told two of the greatest stories of all time, *The Iliad* ['ɪliəd] and *The Odyssey* ['ɒdɪsi] about great heroes and famous deeds. *The Iliad* is a poem about the Trojan War. *The Odyssey* is the story of Odysseus' ten-year journey home after the Trojan War.

47 Read the texts and find the scene which matches each part of the story.

There was once a party at which many gods and goddesses were present. But one goddess was not invited. She became very angry and decided to do something to make the others quarrel. She threw a golden apple onto a table. On the apple were these words: "For the fairest". Each goddess at the party was eager to get the prize and each was sure she was the fairest.

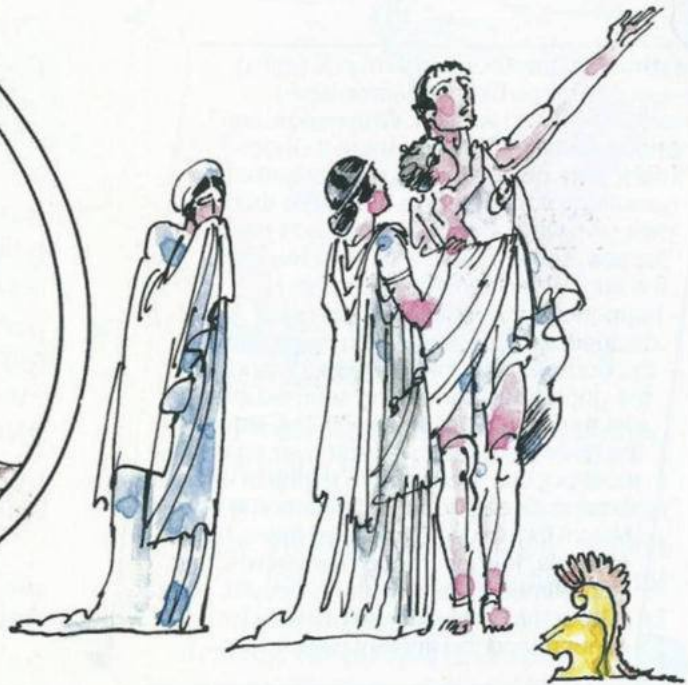
Then Zeus [zju:s], the king of the gods, asked Paris, the handsome young man, to decide who was the most beautiful. It was not an easy task. Each goddess wanted Paris to choose her and promised to give him something. Hera ['hɪərə], the queen of the gods, promised Paris power and wealth; Athena [ə'θi:nə], the goddess of wisdom, promised to make Paris the wisest of men, and great in war; Aphrodite [æfrə'daɪti], the goddess of love and beauty, promised to give him the fairest wife in the world.

Paris chose Aphrodite. Aphrodite kept her promise and helped Paris to marry Helen, the most beautiful woman in the world.



There was a long war between the Greeks and the people of Troy, called 'Trojans' ['trɔɪdʒənz]. The war lasted nine years. Troy fell because of a clever plan on the part of the Greeks. They built a very big hollow horse out of wood and left it outside the walls of the city of Troy. Then they pretended to sail away, but they only went to a nearby island. Inside the horse were hidden some of the bravest Greek warriors ['wɔɪriəz].

When the Trojans saw the big wooden horse, they were curious and made up their minds to carry it within the walls of their city. That night, the Greeks jumped out of the horse and opened the gates of the city to the other warriors, who had returned under cover of darkness. The Greeks set fire to Troy, and destroyed the great city at last.



Hector ['hektə] was a great hero of Troy. He was a courageous and fearless fighter willing to defend Troy to the last. Hector took part in many battles, and his wife, Andromache [æn'drəmæki], was afraid for his life.

She once said, "O Hector, your courage will be your death. Have pity on your wife and child, and stay here with us. If we lose you, we will die, too."

"I understand your feelings, dear wife," Hector answered. "And yet, I will feel great shame before the Trojans if I run away from battle. I have always been at the front of the fighting, and it is my duty to win great glory for myself and my city, and to delight the hearts of my family." Then Hector kissed his wife and his son and left to prepare for battle.

A Greek hero, Odysseus [ə'dɪsjʊs], made a lot of wonderful and dangerous voyages and had a lot of exciting adventures. A storm once carried his ship to an island where great giants lived. They were called Cyclops ['saɪklɒps]. Odysseus and his men met one of them. He looked really terrible, and he had only one eye in the middle of his forehead.

Odysseus and his men were in great danger. The giant was willing to kill and eat them. With his quick and ready mind, Odysseus offered the giant a large glass of wine he had brought from the ship. The Cyclop drank it and fell down in a sleep. Odysseus then took a sharpened stake, put it into the fire and thrust it into the giant's single eye. He made the giant blind and helpless. Only after that, Odysseus and his friends were able to run away from.

11



## Prometheus

### Part I

Zeus was king of all the gods on Olympus. Prometheus was his closest friend and adviser. He was always willing to help the king of the gods, and Zeus often followed the wise advice of his friend. And yet, after some time, Zeus began to feel worried. Prometheus always came to the halls of Olympus, but he often went away early to the world below, to the earth people. One day, when there was a great festival, Prometheus, as usual, rose to go. "Why are you in such a hurry to leave, Prometheus? What do you find on earth that is more beautiful than this hall of the gods?" asked Zeus.

"Nothing more beautiful, but something sweeter to me," said Prometheus. "Remember, O king, that you were born where you now rule; but I am a son of earth, and the green fields are dearer to me than this golden hall."

So he went away. Zeus was not pleased with the answer Prometheus gave him. He sent for Hermes, his messenger,<sup>5</sup> and told him to follow Prometheus and watch what he did. Hermes put on his sandals [ˈsændəlz] that took him over land and sea faster than a bird can fly, and followed Prometheus everywhere. When he returned, he said:

"O king of the gods, do not be afraid that Prometheus will do anything against us on Olympus. He loves the people and he does everything for their good. He has taught them how to make tools and weapons, to build houses, to sow seed<sup>6</sup> in the ground, and many other things. The people there call him their Great Wise Brother, and they spoke of a wonderful gift<sup>7</sup> that he promised to bring them."

"What is it?" asked Zeus.

"They don't know," answered Hermes, "but Prometheus has told them

**Myths.** No one knows how myths [miθs] began. Perhaps they appeared when people began to wonder. Who makes rain? What is sunshine? Why is there thunder?<sup>1</sup> There were no scientists<sup>2</sup> to answer these questions, so the people answered them in their own way — gods. Some gods ruled<sup>3</sup> the sea, some ruled the land, some ruled the sun. When something terrible happened, it was because the gods decided so. And when good times came, the gods were thanked. People thought of the gods when something seemed strange and they could not explain it. The stories of the gods were told over and over again. The most popular stories were myths of ancient Greece. Greek gods had their home on Mount Olympus.<sup>4</sup> They lived there, held festivals, fought among themselves, and sometimes visited the earth people. To read about the gods in these myths is to understand the ancient people.

49 In each line there is a word that doesn't go with the others. Find it:

- terrible, cruel, angry, joyful;
- powerful, great, helpless, courageous;
- build, make, do, construct, destroy.

50 Read the proper names which you will come across in the text:

Prometheus [prə'mi:θju:s],  
Olympus [ou'ɪmpəs],  
Zeus [zju:s],  
Hermes ['hæ:mi:z].

51 Read Part I of the text *Prometheus*. Answer the question:

What made Zeus, the king of all the gods on Olympus, feel worried?

<sup>1</sup> thunder ['θʌndə] — гром

<sup>2</sup> scientist ['saɪəntɪst] — ученый

<sup>3</sup> to rule [ru:l] — править, управлять

<sup>4</sup> Mount Olympus [ou'ɪmpəs] — гора Олимп (в греческой мифологии священная гора)

<sup>5</sup> messenger ['mesɪndʒə] — посыльный, вестник

<sup>6</sup> to sow seed — зд. сеять хлеб

<sup>7</sup> gift — подарок



that it will be to them a good servant and a bad master.”

Now Zeus was really worried. “Perhaps Prometheus will teach the people so much that they will become wiser than the gods,” he thought. “Perhaps, he will make them strong enough to fight against the gods.”

However, he could not think what this gift was. When he held another festival in his golden hall, he asked the gods what it was that could be a good servant and a bad master. Some said one thing and some said

another. Prometheus whispered to Hermes, “Tell Zeus that it is fire.”

When Zeus heard the answer, he was very angry. He didn’t want people to have the gift of fire. They knew nothing about fire. Fire burned only under the earth and on Olympus. So he rose and spoke, “You have heard what Hermes said. Now listen and obey my command. Let no one give fire to the earth people. Fire is for the gods only. If one of you disobeys me, he will have a terrible punishment.”

52 *Read and translate:*

- 1 “Why are you in such a hurry to leave?” asked Zeus.
- 2 Hermes put on his sandals that took him over land and sea faster than a bird can fly.
- 3 “Prometheus loves the people and he does everything for their good,” said Hermes.
- 4 “Perhaps Prometheus will make them strong enough to fight against the gods,” thought Zeus.
- 5 “Let no one give fire to the earth people. If one of you disobeys me, he will have a terrible punishment,” said Zeus.

53 *Answer the questions on the text:*

- 1 How did Prometheus serve Zeus, the king of all the gods?
- 2 When did Zeus begin to feel worried?
- 3 What was dearer to Prometheus, the golden hall of the gods on Olympus or the earth? Where was he born?
- 4 What did Prometheus teach the earth people to do?
- 5 What gift did Prometheus promise to bring to the people?
- 6 Where did the fire burn?
- 7 Did Zeus want to let anyone give fire to the earth people?

54 *Think, then say why Prometheus called fire ‘a good servant and a bad master’.*

- 55 *Read Part II of the text*  
*Prometheus. Find out how Zeus punished Prometheus.*


## Prometheus

### Part II

The gods promised to obey. But Prometheus begged Zeus to pity the people. He begged him to think of the hard life they had on earth. Without fire, he said, people could not warm themselves in the cold wintertime; people could not make weapons to defend themselves from the wild animals; without fire they could not do many other things which he wanted to teach them.

"If you refuse to give them fire," he cried, "they will not rise above the life of animals, and they will remain savages<sup>1</sup> forever."

But Zeus did not want to listen to Prometheus.

 In a few days Zeus looked down upon the earth and saw blue smoke<sup>2</sup> rising above the trees. "Oh," he said, "Prometheus has


- 56 *Answer the questions on the text:*

- 1 What did Prometheus beg Zeus to think of?
- 2 What did Hermes find out when he visited the earth?
- 3 What did Zeus feel when Hermes told him about the fire that Prometheus had given to the earth people?
- 4 How did Zeus punish Prometheus when he discovered that Prometheus had stolen fire from Olympus and had given it to the earth people?

stolen<sup>3</sup> fire from Olympus and has given it to the earth people." And he sent for Hermes again to find out what the people were doing. Hermes returned and said, "Prometheus has taught them how to build a fire, so that they can warm themselves. The people are very happy now."

Zeus was so angry that he thought of a cruel punishment for the fire-stealer. That night Prometheus was taken to the high rocks in the mountains. These rocks were covered with ice. No man could climb over them. No plants grew there. There was no peace there night or day. In the daytime the sun burned like fire; at night strong and icy winds blew.

Prometheus was brought to the place of punishment and chained to a rock<sup>4</sup>. The sufferings of Prometheus were great. "Oh earth, mother of all!" he cried. "Oh sky and winds! What wrong have I done? For what crime am I here? I have given people the gift of fire. It will serve them for ever. They cannot live without fire. No, I shan't complain. I knew about the punishment, and I shall stand it."



<sup>1</sup> savage ['sævɪdʒ] — дикий

<sup>2</sup> smoke — дым

<sup>3</sup> to steal (stole, stolen) — украсть

<sup>4</sup> to chain [tʃeɪn] to a rock — приковать к скале

57 Choose the correct reason and complete the sentences:

- 1 Prometheus often went away to the world of people because...
  - the earth was more beautiful than the golden halls of Olympus;
  - he didn't like it there on Olympus;
  - he was a son of earth and it was dearer and sweeter to him.
- 2 The earth people loved Prometheus because...
  - he taught them many useful and important things;
  - he promised to give them a wonderful gift;
  - he told them wonderful stories about the life of the gods.
- 3 Zeus didn't want to give fire to the earth people because...
  - they didn't know how to use it;
  - fire could destroy their houses;
  - he was afraid that people would become more powerful than the gods.
- 4 Zeus was worried because...
  - Prometheus didn't want to be his adviser and friend;
  - he was afraid Prometheus would do some harm to the gods;
  - he was afraid Prometheus would make people wiser than the gods.
- 5 Prometheus disobeyed Zeus because...
  - he didn't think that his friend Zeus would punish him;
  - he understood that fire was necessary to people;
  - he was a fearless man.

58 Read and say why it was so:

- 1 Zeus loved Prometheus.
- 2 Zeus began to feel worried.
- 3 Zeus was angry with Prometheus.
- 4 Prometheus disobeyed Zeus.
- 5 Zeus decided to punish Prometheus.
- 6 Prometheus stood the punishment.

59 a) Find in the text and read aloud the lines of the story which help us to understand the character of Prometheus and the character of Zeus.

b) Make two lists of words to characterize Prometheus and Zeus, then speak about them.

faithful	kind-hearted
wise	powerful
fearless	selfish
daring	thoughtful about
willing to help	heartless
courageous	cruel

c) Say how Prometheus served the earth people; what good things he did for them.

### Project

#### People Who Served Their Country

Work in groups.

- 1 Collect stories about people who served their country.
- 2 Make a file of the stories.
- 3 Present your stories to the class.

Home  
Reading  
Lesson

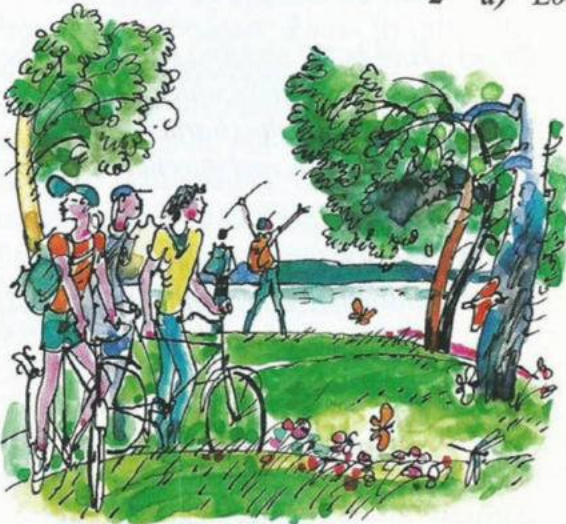
# UNIT 12

## MORE PRACTICE

### Taking Care of Nature

1 Nature gives people a lot of things they need in their life. *Can you name several things people get from forests, rivers, oceans and the land? How ought you to treat nature to keep it rich and beautiful?*

2 a) *Look at the pictures and answer the questions:*



- 1 What place did the children choose for their picnic? In what way was it delightful?
- 2 What did they think it was interesting and exciting for them to explore?
- 3 They seemed to enjoy and to love nature, didn't they?
- 4 What did the place look like after they had left?

b) *Make up a story about the children's picnic.*

*You may use the following:*

go on a camping trip  
feel delighted  
be eager to explore  
be thoughtful about  
be able to  
enjoy the day  
take pictures of  
favourite pastime  
be cheerful  
make a fire  
leave cans, bottles, papers, food



c) *Do you remember the Country Code? What are its rules? What can you advise those who go camping or hiking?*



- 3 a) Listen to the poem *Who Has Seen the Wind?*, then read it. What picture does the poet make of the wind?

**Who Has Seen the Wind?**

Who has seen the wind?  
Neither I nor you<sup>1</sup>:  
But when the leaves hang trembling<sup>2</sup>  
The wind is passing through.  
Who has seen the wind?  
Neither you nor I:  
But when the trees bow<sup>3</sup> down their heads  
The wind is passing by.

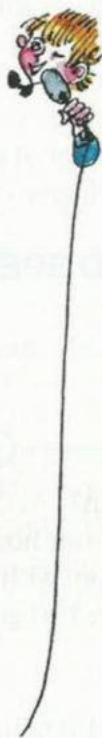
*Christina Georgina Rossetti*

- b) Say how you can see and feel the wind blowing.

4 **Interview**

Answer these questions, then choose 2 or 3 questions to interview your classmates.

- 1 Do you always follow the Rules of the Country Code? Did it happen sometimes that you broke these rules?
- 2 Have you ever planted a tree or flowers? How did you take care of them?
- 3 Have you ever worked in a garden? Is it hard work? How is it important and necessary?
- 4 Are you always willing to help your parents or grandparents with their work in the garden? What do you do?



**MY DIARY**

5 **My Diary**

Write what you think about the care of nature.

- Why do you think people love nature, study nature and explore it?
- Why is it important to keep forests, rivers, seas and the land clean?
- What must you remember when you are going to plant something in a garden, or to make a fire in the woods, or to pick flowers just for fun?

<sup>1</sup> Neither ['neɪðə] I nor you — ни я, ни ты

<sup>2</sup> to tremble — дрожать

<sup>3</sup> to bow [bau] — сгибать



## CLAUSES OF TIME AND CONDITION



- 6 *Fill in the correct form of the verb.*
- 1 We'll go if the weather ... fine. (*stay*)
  - 2 If it rains we ... at home. (*stay*)
  - 3 If you need my help I ... willingly. (*help*)
  - 4 If anyone ..., please tell me. (*ring*)
  - 5 If we ... a telegram right now, they will receive it in less than two hours. (*send*)
  - 6 If I don't have enough time I... to do this work. (*not to be able*)
  - 7 If John invites me to go to the new exhibition with him I... with pleasure. (*go*)

## PASSIVE VOICE



- 7 *Read each sentence, then make up another sentence with the same meaning using the Passive Voice in it.*
- 1 We hope the bad weather won't change your plans.
  - 2 The river separates one part of the town from the other.
  - 3 Do you know who discovered that island?
  - 4 This rude joke can hurt him, I'm afraid.
  - 5 Early in the morning, a loud noise outside woke us up.
  - 6 The wind was so strong that it broke a lot of trees and bushes.
  - 7 We believe that we shall receive the telegram in time.

## REPORTED SPEECH

- 8 a) *Read the dialogue. Say whether Ann had a good reason to ring Kate up; why their talk was short.*

A — Ann; K — Kate

K.: Hello! This is Kate. Is that you, Ann?

A.: Yes, Kate, did I leave my gloves at your house this afternoon?

K.: Yes, you did. I'll bring them to school with me in the morning.

A.: Oh, good! Thanks ever so much. We had good fun today, you and I, didn't we?

K.: Yes.

A.: Well, it's nearly time for dinner, so I'd better say goodbye. See you at school.

K.: Goodbye! I'm glad you rang me up.

- b) *Report the conversation.*



9

Report the following :

- 1 "I'm feeling much better," my brother said.
- 2 "You will win the game," we told Tim .
- 3 "I've lost my umbrella," Susan said.
- 4 "What are you going to do this weekend?" Tom's friend asked him.
- 5 "Where will you stay?" we asked the campers.
- 6 "Have you already decided what to do?" we asked John.
- 7 "Try and be careful", the parents asked Peter.
- 8 "Have you taken part in the competition?" my sister asked me.
- 9 "Is it really a very important task?" I asked.
- 10 "We are sure our visit to the museum will be interesting," my classmates said.
- 11 "Are you interested in adventure books?" Bill's friends asked the boy.

10 a) Read the dialogue. Find out why Bob did not catch any fish.

"Where were you, Bob?" Ted asked.  
 "I went fishing," Bob said.  
 "Did you catch any fish?"  
 "No, I didn't," laughed Bob. "I forgot to put bait on my hook."

b) Report the dialogue.

11 a) Read the dialogue. Say who Ann wanted to congratulate and how she did it. What do you think of Ann's idea?

A — Ann; J — Jane

- A: There are twelve children in our group. I'm going to draw a postcard for each of them.
- J: Why don't you want to buy postcards? It's easier. And it's not so expensive.
- A: I don't like to buy postcards. I think it's better to make something special for each person. I've already drawn a different picture on each of ten postcards. So only three remain. How do you like these which are ready?
- J: They are pretty. But why do you say three remain? You aren't making one for yourself, are you?
- A: Don't be funny! Of course not. I'm not going to make one for myself. But I'll make one for my teacher.
- J: I guess you're right. I'd like to do something of the sort. But I don't want to copy your idea.
- A: Well, it won't hurt me if you do.
- J: I suppose not. But I can think up my own idea.
- A: I know you can.

b) Report the dialogue.





## The Adventures of Robinson Crusoe

The story of Robinson Crusoe and his exciting adventures written by Daniel Defoe is well known all over the world. Robinson Crusoe spent twenty-eight years on a desert island quite alone. He met with many dangers, but his courage and his work saved him and helped him to live.

When Robinson Crusoe was a young man, his dream was to be a sailor, to travel to far-off lands and to see the world. One day his dream came true, and he was able to go to sea. He sailed on ships which went to Africa and other parts of the world. He had a lot of adventures during his voyages. The most terrible one brought him to a small island, which became his home for many years. This is how it happened.

12 Read the texts and find the scene which matches each part of the story.

Once a great storm carried the ship on which Robinson Crusoe sailed quite out of their way, and they had no idea where they were. Great waves washed some of the men into the sea. The storm broke the ship in some parts and water came into it. The sailors decided to try to reach the shore in the ship's boat. There were eleven of them in the small boat. They tried hard to reach the land, but the waves were too high. Their boat overturned and broke to pieces.

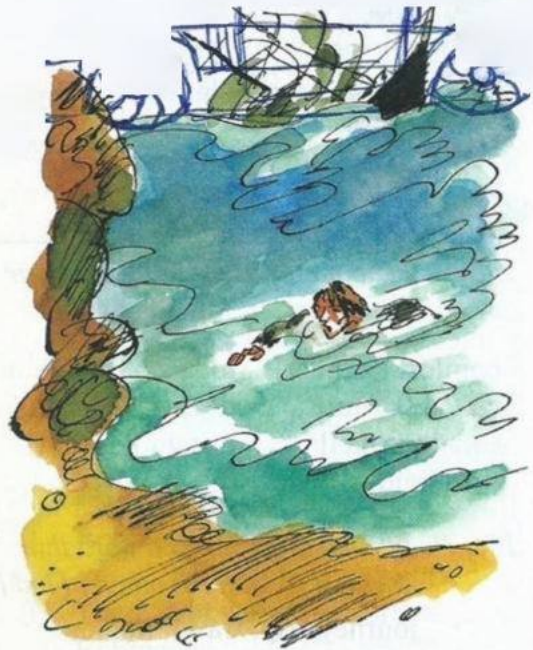
Robinson Crusoe was the only one who reached the shore safely.



Robinson Crusoe built a house for himself, he made tables, chairs, baskets and a lot of other things. He planted trees and corn and had food for himself to eat. There were wild goats on the island. He began to take care of them and they soon became quite tame and gave him milk. Robinson Crusoe learned how to make bread from the corn that he grew. He was busy at work most of the day. He even made a boat out of a tree, and he could sail round the island and explore it.

Robinson Crusoe had never met any people on the island and had lived quietly until one day he was greatly surprised to see the print of a man's foot near the sea. It was a great shock to him. He went back to his house, full of fear, as he thought that there were some wild men on his island. He was right.

Groups of wild men sailed up to the island from time to time, made a fire, danced round it, killed some men, their prisoners, and ate them. Those wild men were cannibals ['kænbɪlz]. Once they brought two unhappy men to the island and were going to kill them for food when suddenly one of the men ran away.



Robinson Crusoe felt sorry for the poor young prisoner and saved him. He called him Man Friday, because it was on a Friday that he had saved him.

Robinson Crusoe began to teach him English. He also taught him to do many things about which Man Friday had no idea at all. He taught how to cook meals, how to make bread and to help him in everything he did.

It was a good thing for Robinson Crusoe that he had someone with him. Man Friday became a faithful friend to him and life on the island did not seem so lonely now.

Time went on. Once an English ship passed by the island. It took Robinson Crusoe and Man Friday to England. At last Robinson Crusoe's life of fear and danger was over. He was happy to be back in his homeland again.

13 Say what interesting events and characters the story describes.

**Daniel Defoe (1660 — 1731)**, the author of *Robinson Crusoe*, was one of the best-known writers in England. Besides the story of the shipwrecked seaman on his lonely island, which has made Defoe's name famous in many countries, he wrote several other novels and many books and pamphlets of all sorts. He wrote about the problems of his time such as education, trade<sup>1</sup>, banks, the care of people, religion, manners, morals, and so on.

Defoe's life was full of difficulties and, sometimes, dangers. At different times he was a merchant<sup>2</sup>, a factory owner, a government official, and even a secret agent. He became a journalist when he was about 40 years old. More than once he was arrested and imprisoned<sup>3</sup> for his sharp political pamphlets.

When his book *The Life and Strange Surprising Adventures of Robinson Crusoe* was published in 1719 it became popular at once. Defoe based his book partly on the real adventures of a man called Alexander Selkirk, a Scottish sailor, who himself had told his story to Defoe, when they met at someone's house. The tale of Crusoe's shipwreck and adventures is told in a way that makes it all easy to believe and very real.

## How Robinson Crusoe Built a Boat

(from *Robinson Crusoe*  
after Daniel Defoe)

Robinson had been more than ten months on the desert island. He did not believe he would be saved. He was sure he was the first human to set foot on the island, and he wanted very much to explore it.

When he started to explore the island, he found many things growing, of which he made great use afterwards: tobacco, sugar-cane, and all kinds of fruits, amongst them grapes, which he used to dry to raisins in the sun.

Near the place where the most fruit grew, he built a hut, and round it, for safety, he put a double fence made of stakes cut from some of the trees near at hand. During the rainy season these stakes began to grow. They grew so fast that soon nothing of the hut could be seen from outside, and it made such a good hiding-place, that Robinson cut more stakes of the same kind, and planted them outside the fence around his hut. In a year or two the fence also was quite hidden from view. The twigs of this tree, too, were good for making baskets, which he needed.

When he had finished all this work, he started again to go over the rest of the island, and on his way across, from a hill he saw high land over the water, but whether it was another island, or the coast of America, he could not be sure.

When Robinson reached the other side of his island, he found the beach covered with turtles. He was greatly surprised that they were so many in number, and he thought that it could be a good place to live in with a lot of food. There were also many birds on that part of the island, and many goats.

### 14 Read these words and guess their meaning:

comfort ['kʌmfət]	tobacco [tə'bækou]
canoe [kə'nu:]	distance ['dɪstəns]
canal [kə'næl]	distant ['dɪstənt]
yard [jɑ:d]	

### 15 In each line there is a word that does not go with the others. Find it.

- journey, trip, travel, home, excursion
- move, go, stay, fly, walk, run, float
- work, repair, dig, cut, rest, plant

### 16 Read the text *How Robinson Crusoe Built a Boat*, then say how long it took Robinson Crusoe to make a new boat.

<sup>1</sup> trade — торговля

<sup>2</sup> merchant ['mɜ:tʃənt] — купец

<sup>3</sup> to imprison [ɪm'prɪzn] — посадить в тюрьму



During the journey back to his house he caught a young parrot, which, after a long time, he taught to talk and to call him by his name. It was so long since he had heard any voice, that it was a comfort to listen even to a parrot talking.

Now, the sight which Robinson had had of a distant land made him again wish to get away from this island where he had been so long alone, and he wished greatly for a boat. He went over to the remains of the boat, in which he and the others had tried to come ashore and which now lay on the beach. He worked for weeks trying to repair it and to get it into the water. But it was all of no use; he could not move it.

Then he thought, "I'll cut down a tree, and make a new boat." This, he believed, would be easy, for he had heard how the Indians made canoes by felling a tree<sup>1</sup> and burning out the inside. "If they can do it, then surely I can do it even better," he thought. So he looked about, and chose a huge tree, which stood about a hundred yards from the water, and with great difficulty in about three weeks he had cut it down.

Four months Robinson worked at this boat thinking all the time of what he would do when he reached the far distant land, and much pleased with himself for the

beautiful boat he was making. Day after day he worked, and very proud he was when it was finished and lay there on the ground, big enough to carry twenty men.

Robinson started to get the boat into the water. But that was quite another thing. He tried his best, but it was not in his power to move it. It was far too big. Robinson began to dig a canal from the sea to the boat. He saw that there was so much earth to dig away, that, without someone to help him, it would take years and years before he could get the water to the boat. So he left the boat to lie and rot in the sun and the rain, — a great grief to him.

17 *Explain why it was so:*

- 1 Robinson decided to explore the island on which he had to live.
- 2 Robinson put a double fence round the hut in which he lived.
- 3 The parrot was a comfort to Robinson.
- 4 Robinson felt proud of himself.
- 5 Robinson left the boat to lie and rot in the sun and the rain.



<sup>1</sup> to fell a tree — свалить дерево

## Looking Back

### Test Yourself

### Do You Remember the Stories You Have Read ?

**1** *Who wrote these books?*

James Barrie	The Wizard of Oz
Homer	The Adventures of Robinson Crusoe
Jonathan Swift	Alice's Adventures in Wonderland
Rudyard Kipling	Peter Pan
Frank Baum	The Iliad
Lewis Carroll	The Prince and the Pauper
Daniel Defo	The Jungle Book
Mark Twain	Gulliver's Travels

**2** *In which of the stories do you come across these characters?*

Aunt Polly	Wendy
Mr Dobbins	The Queen of Hearts
The Queen's Dwarf	Tom Canty
Man Friday	Zeus

**3** *In which of these places do these characters live and act?*

the Emerald City	Shere Khan
the Jungle	Edward VI
Westminster Abbey	Robinson Crusoe
a desert island	Hermes
the city of Troy	Hector
Mount Olympus	Tin Woodman

**4** *What are their names?*

the king of the gods	the Great Wise Brother
the queen of the gods	the Great and the Terrible
the goddess of wisdom	the sleepy brown bear
the goddess of love and beauty	the Great Man-Mountain

5 *Peter Pan* is written by:

- a James Barrie
- b Lewis Carroll
- c Frank Baum

9

*Alice's adventures* take place in:

- a the Neverland
- b the Lilliput
- c the Land of Cards

6 *Daniel Defoe* became famous when he published his book:

- a The Wizard of Oz
- b Robinson Crusoe
- c The Jungle Book

10 *The capital of the country of giants was Lorbrulgrud* which meant:

- a the pride of the country
- b the pride of the universe
- c the pride of the people

7 *Captain Hook* is a character from:

- a Gulliver's Travels
- b Robinson Crusoe
- c Peter Pan

11 *The animals felt that Mowgli was their friend* because he used to say:

- a We belong to the same tribe, you and I.
- b We are true friends, you and I.
- c We are of one blood, you and I.

8 *Dorothy* destroyed the Wicked Witch with the help of:

- a a pail of water
- b magic shoes
- c a magic stick

12 *Whose words are these?*

- 1 "I think it is perfectly lovely the way you talk about girls."
- 2 "How could you be so noble!"
- 3 "We are of one blood, you and I."
- 4 "What wrong have I done? For what crime am I here?"
- 5 "We had the best of educations ..."
- 6 "Long Live the true King!"
- 7 "If they can do it, then surely I can do it even better."
- 8 "There is only one thing I must ask you — you must keep my secret ..."
- 9 "Your courage will be your death. Have pity on your wife and child, and stay here with us."

# APPENDIX

## Grammar Reference

### PERFECT

have/has opened  
have/has washed  
have/has invited

have/has done  
have/has been  
have/has seen

**Present Perfect** употребляется в том случае, когда мы хотим обратить внимание на то, что факт, имевший место в прошлом, важен для момента речи.

ever  
never  
yet  
already  
just

They **have never been** to Paris.  
The train **has just left**.  
Jane **hasn't written** the letter yet.

Where **have you been** all the time?  
**Have you ever visited** Spain?  
**Has she already gone** to school?

Questions

### PAST PERFECT

Unit 4

**Past Perfect** употребляется в том случае, когда мы хотим обратить внимание на то, что действие, имевшее место в прошлом, произошло раньше какого-либо другого момента или действия в прошлом.

Tom **went out to play** after he **had done his lessons**.  
Том пошел погулять, после того как сделал уроки.

I **was happy** to meet Ann. I **had not seen** her for a long time.  
Я была рада встретить Аню. Я давно не видела ее.

had opened  
had washed  
had invited

had done  
had been  
had seen

**Примечание:** При перечислении ряда последовательных действий в прошлом употребляется **Past Indefinite**:

The man **found** a helpless fox cub and **took** it home.  
He **gave** it some milk and **put** it in the dog's house.

## THE PASSIVE VOICE

Unit 10

### The Passive Voice (страдательный залог)

употребляется:

- 1 когда в центре внимания находятся лицо или предмет, которые подвергаются действию, а не лицо или предмет, которые совершают действие;

The children were happy when they **were invited** to the party.

Дети были рады, когда их пригласили в гости.

I hope the telegram **will be sent** at once.

Я надеюсь, что телеграмма будет отправлена сейчас же.

- 2 когда лицо, совершающее действие, несущественно, неизвестно или не упоминается по каким-либо причинам.

*Примечание:* В этих случаях часто указывается на то, где, когда или как происходит действие.

(Where?) English is spoken **all over the world**.

На английском языке говорят во всем мире.

(When?) Football and hockey are played **all the year round**.

В футбол и хоккей играют круглый год.

(How?) Fish is not eaten **with a knife**.

Рыбу не едят ножом.

## CLAUSES OF TIME AND CONDITION

Unit 8

when  
as soon as  
before  
after  
until (till)  
if

Придаточные предложения времени и условия вводятся союзами: **when, as soon as, until (till), after, before, if**.

The children laughed **when** they heard the clown's funny jokes.

**If** the weather is rainy, we take umbrellas.

**As soon as** our holidays begin, we plan new trips.

**When** autumn comes, birds fly away.

Future Action in  
Clauses of Time and  
Condition

В придаточных предложениях времени и условия для обозначения будущего действия никогда не употребляется будущее время. В этих предложениях в значении будущего времени употребляется настоящее время.

*Примечание:* Обратите внимание, что в русском языке в этом случае употребляется будущее время.

When he **comes** to see me, we **shall play** chess.

Когда он придет ко мне, мы будем играть в шахматы.

If it **doesn't rain**, we **shall go** for a walk.

Если не будет дождя, мы пойдем гулять.

As soon as I **give** my sister a book with pictures in it, she **will start** to colour them.

Как только я дам своей младшей сестре книжку с картинками, она будет раскрашивать их.




## SEQUENCE OF TENSES IN OBJECT CLAUSES

Unit 4

1 Дополнительные (изъяснительные) придаточные предложения употребляются после глаголов: **to say, to tell, to think, to know, to learn, to remember, to forget, to feel, to hope**; а также после следующих сочетаний: **to be glad, to be sure, etc.**

She **says** (that) they are going to the circus.  
I **think** you are joking.  
I **am glad** (that) you are going to the circus.


2 Если глагол-сказуемое в главном предложении стоит в форме *настоящего* времени, в придаточном предложении употребляется любая форма в зависимости от смысла:

I know that he  goes to the library every week.  
**is working** in the library now.  
**has gone** to the library.  
**went** to the library an hour ago.  
**will go** to the library tomorrow.

3 Если глагол-сказуемое в главном предложении стоит в форме *прошедшего* времени, то употребление форм глагола в придаточном предложении подчиняется правилу согласования времен (**Sequence of Tenses**).

*Примечание:* Если действие в придаточном предложении:

- a) происходит одновременно с действием в главном, то в придаточном употребляется **Past Indefinite** или **Past Continuos**;
- b) предшествует действию в главном, то в придаточном употребляется **Past Perfect**;
- c) следует после действия в главном, то в придаточном употребляется **Future in the Past**.

I knew that he  a) **went** to the library every week.  
Я знал, что он ходит в библиотеку каждую неделю.  
**was working** at the library at that moment.  
работает в библиотеке.  
b) **had gone** to the library.  
ушел в библиотеку.  
c) **would go** to the library the next day.  
пойдет в библиотеку.

**Note:** Правило согласования времен не соблюдается, если в придаточном предложении сообщается общеизвестная истина:

The children **knew** that in autumn the days **are** shorter than in summer.  
Дети знали, что осенью дни короче, чем летом.  
In the lesson the children **learned** that the Earth **goes** round the Sun.  
Дети узнали на уроке, что земля вращается вокруг солнца.

## DIRECT SPEECH AND INDIRECT (REPORTED) SPEECH

Unit 7

A

- 1 Приказания (commands) и просьбы (requests) в косвенной речи вводятся глаголами **to tell** (велеть, сказать, приказать) и **to ask** (просить).
- 2 За глаголами **to tell**, **to ask** всегда следует указание на лицо, к которому относится приказание или просьба (косвенное дополнение).
- 3 Глагол повелительного наклонения в прямой речи заменяется в косвенной речи инфинитивом. Отрицательная форма инфинитива образуется при помощи частицы **not**.

Mother asked **me** to ...  
Mary Poppins told **Michael** to ...  
Bambi asked **the butterfly** to ...

Mother asked me **not** to ...  
Mary Poppins told Michael **not** to ...  
Bambi asked the butterfly **not** to ...

## Pronouns

Direct Speech	Indirect Speech
I, we	he, she, they
you	they, them
my, our	his, her, their
your	their
this	that
these	those

## Adverbials of Time and Place

Direct Speech	Indirect Speech
now	then
today	that day
yesterday	the day before
last week	the week before
ago	before
tomorrow	the next day
next week	the following week
here	there

- 1 Косвенная речь вводится глаголами **to say**, **to tell**, **to ask** и др.
- 2 Личные и притяжательные местоимения, наречия времени и места заменяются по смыслу.
- 3 Если в главном предложении глагол стоит в прошедшем времени, то в придаточном предложении времена заменяются в соответствии с правилом **Sequence of Tenses**.

Direct Speech	Indirect Speech
Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Indefinite	Past Perfect
Future Indefinite	Future-in-the-Past

При передаче чьих-либо **вопросов** в косвенной речи происходят следующие общие изменения:

- 1 Вопрос становится придаточным дополнительным (изъяснительным) предложением.
- 2 Порядок слов вопросительного предложения заменяется порядком слов утвердительного предложения.
- 3 **Специальные вопросы** в косвенной речи вводятся соответствующими вопросительными словами: **who, what, when, where, why, how**.  
Bambi asked Mother why the birds had been so angry with each other.
- 4 **Общие вопросы** в косвенной речи вводятся союзами **if** или **whether**.  
Penguin asked Michael if he could help him.
- 5 Косвенные вопросы вводятся глаголами: **to ask, to wonder, to want to know**.
- 6 Личные и притяжательные местоимения, наречия времени и места заменяются по смыслу.
- 7 Если глагол в главном предложении стоит в прошедшем времени, то в придаточном предложении необходимо соблюдать правило согласования времен (**Sequence of Tenses**).

## MODAL VERBS

Unit 2

### HAVE (TO)

В модальном значении глагол **have** выражает необходимость выполнения действия **вследствие сложившихся обстоятельств**. Обычно это вынужденная необходимость (*ср.*: приходится, пришлось, придется).

What a pity you **have to** go! It's time for you to catch the train.

Как жаль, что вам приходится уходить.

He **has to do** it himself. Nobody can help him.

Ему приходится делать это самому.

We **had to stay** at home because we were waiting for Tom.

Нам пришлось остаться дома, потому что мы ждали Тома.

You will **have to get** up early in the morning if you want to go fishing.

Тебе придется встать рано утром, если ты хочешь пойти на рыбалку.

Глагол **have** в модальном значении всегда употребляется с инфинитивом с частицей **to**.

### Questions

Do you **have to go** there now?

No, we **don't**.

We **don't have to go** there now.

Did they **have to leave**?

Yes, they **did**.

Вопросительная и отрицательная формы образуются с помощью вспомогательного глагола **do**.

### BE (TO)

В модальном значении глагол **be** выражает необходимость выполнения действия вследствие того, что оно кем-то или чем-то **предусмотрено** (то, что должно быть выполнено в силу договоренности, приказа, плана и т.д.).

Don't forget that we **are to meet** at four o'clock.

Не забудьте, что мы должны (нам надо) встречаться в 4 часа. (Мы так договорились).

You **are to do** Exercise 5 for Monday.

К понедельнику вам нужно сделать упражнение номер 5. (Это предусмотрено планом).

There **is to be** a meeting next week.

На следующей неделе у нас должно быть собрание. (Это предусмотрено планом).

We **were to go to** a museum last week.

Мы должны были пойти в музей на прошлой неделе. (Мы так договаривались).

Глагол **be** в модальном значении всегда употребляется с инфинитивом с частицей **to**.

### Questions

When **are you to come** back?

What story **are we to read** for next Friday?

## OUGHT [ɔ:t] (TO)

She **ought** to tell him not to be so rude.  
Ей следует сказать ему, чтобы он не был таким грубым.

You **ought** to be more attentive.  
Вам следует быть более внимательным.

We use **ought** to show it is a **duty** to do something (*ср.*: следует, следовало бы).

## NEEDN'T

You **needn't** write this exercise for Thursday.  
Вам нет необходимости делать это упражнение к четвергу.

We use **needn't** to show that we think it is not necessary (*ср.*: нет необходимости, не следует).

\* \* \*

Unit 2

## USED [ju:st] (TO)

When Mary was a little girl, she **used** to cry when she saw a mouse.  
Когда Мария была маленькой, она всегда плакала, когда видела мышонка.

We use **used to do something** to show that it happened all the time in the past (обычно, всегда), but does not happen now.

## IRREGULAR VERBS

Infinitive (V <sub>1</sub> )		Past Indefinite (V <sub>2</sub> )		Past Participle (V <sub>3</sub> )		Meaning
be	[bi:]	was [wɔz], were [wə:]		been	[bi:n]	быть, находиться
beat	[bi:t]	beat	[bi:t]	beat	[bi:t]	бить
become	[br'kʌm]	became	[br'keɪm]	become	[br'kʌm]	становиться, стать
begin	[br'gɪn]	began	[br'gæŋ]	begun	[br'gʌn]	начинать
bend	[bend]	bent	[bent]	bent	[bent]	наклонять(ся)
blow	[blou]	blew	[blu:]	blown	[bloun]	дуть
break	[breɪk]	broke	[brɔuk]	broken	['brɔukn]	ломать(ся)
bring	[brɪŋ]	brought	[brɔ:t]	brought	[brɔ:t]	приносить
build	[bɪld]	built	[bɪlt]	built	[bɪlt]	строить
burn	[bɜ:n]	burnt	[bɜ:nt]	burnt	[bɜ:nt]	гореть, жечь
buy	[baɪ]	bought	[bɔ:t]	bought	[bɔ:t]	покупать
catch	[kæʃ]	caught	[kɔ:t]	caught	[kɔ:t]	ловить, хватать
choose	[ʉ:z]	chose	[ʉ:z]	chosen	['ʉ:zn]	выбирать
come	[kʌm]	came	[keɪm]	come	[kʌm]	приходить, приезжать
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	резать
dig	[dɪg]	dug	[dʌg]	dug	[dʌg]	копать
do	[du:]	did	[dɪd]	done	[dʌn]	делать
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	рисовать
dream	[dri:m]	dreamt	[dremt]	dreamt	[dremt]	мечтать, видеть сны
drink	[drɪŋk]	drank	[dræŋk]	drunk	[drʌŋk]	пить
drive	[draɪv]	drove	[drɔuv]	driven	['drɪvn]	водить
eat	[i:t]	ate	[et]	eaten	['i:tn]	есть
fall	[fɔ:l]	fell	[fel]	fallen	['fɔ:ln]	падать
feed	[fi:d]	fed	[fed]	fed	[fed]	кормить
feel	[fi:l]	felt	[felt]	felt	[felt]	чувствовать
fight	[faɪt]	fought	[fɔ:t]	fought	[fɔ:t]	бороться
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	находить
fly	[flaɪ]	flew	[flu:]	flown	[floun]	летать
forget	[fə'get]	forgot	[fə'gɔt]	forgotten	[fə'gɔtn]	забывать
get	[get]	got	[gɔt]	got	[gɔt]	получать
give	[gɪv]	gave	[geɪv]	given	['gɪvn]	давать
go	[gəʊ]	went	[went]	gone	[gɔn]	идти
grow	[grəʊ]	grew	[gru:]	grown	[grəʊn]	расти
hang	[hæŋ]	hung	[hʌŋ]	hung	[hʌŋ]	висеть
have	[hæv]	had	[hæd]	had	[hæd]	иметь
hear	[hɪə]	heard	[hɜ:d]	heard	[hɜ:d]	слышать
hide	[haɪd]	hid	[hɪd]	hidden	['hɪdn]	прятать
hit	[hɪt]	hit	[hɪt]	hit	[hɪt]	ударять
hold	[həʊld]	held	[held]	held	[held]	держать
hurt	[hɜ:t]	hurt	[hɜ:t]	hurt	[hɜ:t]	причинять боль
keep	[ki:p]	kept	[kept]	kept	[kept]	держать
know	[nəʊ]	knew	[nju:]	known	[nəʊn]	знать
lay	[leɪ]	laid	[leɪd]	laid	[leɪd]	класть

lead	[li:d]	led	[led]	led	[led]	вести
learn	[lə:n]	learnt	[lə:nt]	learnt	[lə:nt]	учить
leave	[li:v]	left	[left]	left	[left]	оставлять
lie	[lai]	lay	[lei]	lain	[leɪn]	лежать
lose	[lu:z]	lost	[lɔst]	lost	[lɔst]	терять
make	[meɪk]	made	[meɪd]	made	[meɪd]	делать
mean	[mi:n]	meant	[ment]	meant	[ment]	означать
meet	[mi:t]	met	[met]	met	[met]	встречать
overcome	[,ouvə'kʌm]	overcame	[,ouvə'keɪm]	overcome	[,ouvə'kʌm]	преодолевать
pay	[peɪ]	paid	[peɪd]	paid	[peɪd]	платить
put	[put]	put	[put]	put	[put]	класть
read	[ri:d]	read	[red]	read	[red]	читать
ride	[raɪd]	rode	[roud]	ridden	['rɪdn]	ездить, ехать
ring	[rɪŋ]	rang	[ræŋ]	rung	[rʌŋ]	звенеть
rise	[raɪz]	rose	[rouz]	risen	['rɪzn]	подниматься
run	[rʌn]	ran	[ræn]	run	[rʌn]	бежать
say	[seɪ]	said	[sed]	said	[sed]	говорить
see	[si:]	saw	[sɔ:]	seen	[si:n]	видеть
set	[set]	set	[set]	set	[set]	заходить
sew	[sou]	sewed	[soud]	sewn	[soun]	шить
shake	[ʃeɪk]	shook	[ʃuk]	shaken	['ʃeɪkn]	трясти
shine	[ʃaɪn]	shone	[ʃɒn]	shone	[ʃɒn]	сиять, блестеть
shoot	[ʃu:t]	shot	[ʃɒt]	shot	[ʃɒt]	стрелять
show	[ʃou]	showed	[ʃoud]	shown	[ʃoun]	показывать
sing	[sɪŋ]	sang	[sæŋ]	sung	[sʌŋ]	петь
sit	[sɪt]	sat	[sæt]	sat	[sæt]	сидеть
sleep	[sli:p]	slept	[slept]	slept	[slept]	спать
speak	[spi:k]	spoke	[spouk]	spoken	['spoukn]	говорить
spend	[spend]	spent	[spent]	spent	[spent]	тратить
stand	[stænd]	stood	[stud]	stood	[stud]	стоять
steal	[sti:l]	stole	[stoul]	stolen	['stouln]	красть
strike	[straɪk]	struck	[strʌk]	struck	[strʌk]	ударять, бить
sweep	[swi:p]	swept	[swept]	swept	[swept]	мести
swim	[swɪm]	swam	[swæm]	swum	[swʌm]	плавать
take	[teɪk]	took	[tuk]	taken	['teɪkn]	брать
teach	[ti:]	taught	[tɔ:t]	taught	[tɔ:t]	учить
tear	[teə]	tore	[tɔ:]	torn	[tɔ:n]	рвать
tell	[tel]	told	[tould]	told	[tould]	говорить
think	[θɪŋk]	thought	[θɔ:t]	thought	[θɔ:t]	думать
throw	[θrou]	threw	[θru:]	thrown	[θroun]	бросать
understand	[ʌndə'stænd]	understood	[ʌndə'stud]	understood	[ʌndə'stud]	понимать
upset	[ʌp'set]	upset	[ʌp'set]	upset	[ʌp'set]	опрокидывать
wake	[weɪk]	woke	[wouk]	woken	['woukn]	будить
wear	[weə]	wore	[wɔ:]	worn	[wɔ:n]	носить (одежду)
write	[raɪt]	wrote	[rout]	written	['rɪtn]	писать

# VOCABULARY

*a* — adjective — прилагательное  
*adv* — adverb — наречие  
*cj* — conjunction — союз  
*int* — interjection — междометие  
*n* — noun — существительное  
*num* — numeral — числительное

*part* — particle — частица  
*pl* — plural — множественное число  
*pr n* — proper noun — собственное имя  
*prep* — preposition — предлог  
*pron* — pronoun — местоимение  
*v* — verb — глагол

## A

- able (to)** ['eɪbl] *a* способный; мочь; быть в состоянии (*делать что-либо*)
- abolish\*** [ə'boʊlɪʃ] *v* отменять
- about** [ə'baʊt] *prep* о (*чем-либо*); *adv* около, приблизительно
- above\*** [ə'boʊv] *prep* над
- absent** ['æbsənt]: **be absent** отсутствовать
- across** [ə'krɒs] *prep* через
- act** [ækt] *v* действовать, поступать
- action\*** ['æksɪn] *n* действие
- active\*** ['æktɪv] *a* активный
- activity** [æk'tɪvɪti] *2* деятельность; активность
- classroom activities** классные занятия
- add** [æd] *v* 2 прибавлять
- address** [ə'dres] *n* 8 адрес; *v* направить письмо; обращаться (*к кому-либо*)
- adventure** [əd'ventʃə] *n* приключение
- advice** [əd'vaɪs] *n* 11 совет
- advise** [əd'vaɪz] *v* 11 советовать
- afford\*** [ə'fɔ:d] *v* быть в состоянии; позволить себе (*что-либо*)
- afraid** [ə'freɪd]: **be afraid (of)** бояться
- Africa** ['æfrɪkə] *pr n* Африка
- after** ['ɑ:ftə] *prep* после
- afternoon** [ɑ:ftə'nʊ:n] *n* время после полудня  
**in the afternoon** днем
- against** [ə'geɪnst] *prep* против
- age** [eɪdʒ] *n* 3 возраст
- ago** [ə'ɡəʊ] *adv* тому назад  
**long ago** давно
- agree** [ə'ɡri:] *v* соглашаться
- air** [eə] *n* воздух; *v* проветривать
- airplane\*** ['eəpleɪn] *n* самолет
- alive\*** [ə'laɪv] *a* живой
- all** [ɔ:l] *pron* весь, вся, всё, все
- allow\*** [ə'ləʊ] *v* позволять, разрешать
- alone** [ə'ləʊn] *a* один, одинокий
- along** [ə'lɒŋ] *prep* вдоль
- already** [ɔ:l'reɪdɪ] *adv* уже
- also** [ɔ:lsəʊ] *adv* тоже, также
- always** [ɔ:lwəz] *adv* всегда
- America** [ə'merɪkə] *pr n* Америка  
**the United States of America** Соединенные Штаты Америки
- among** [ə'mʌŋ] *prep* среди, между
- amuse** [ə'mju:z] *v* 3 забавлять, развлекать
- amusement** [ə'mju:zmənt] *n* 3 развлечение, забава; веселье, радость
- amusing** [ə'mju:zɪŋ] *a* 3 забавный, смешной; занятый, занимательный
- ancient** ['eɪnʃənt] *a* 2 античный, древний, старинный
- and** [ænd] [ənd] *cj* и, за
- angry** ['æŋɡrɪ] *a* сердитый  
**be angry** сердиться  
**get angry** рассердиться
- animal** ['ænɪmə] *n* животное  
**domestic** [də'mestɪk] **animal** домашнее животное  
**wild** [waɪld] **animal** дикое животное
- another** [ə'nʌðə] *pron* другой (-ая, -ое, -ие), еще один
- answer** ['ɑ:nsə] *v* отвечать; *n* ответ  
**answer questions** отвечать на вопросы
- ant\*** [ænt] *n* муравей
- any** [eni] *pron* какой-нибудь, сколько-нибудь
- anybody** ['eni'bɒdi] *pron* кто-нибудь
- anything** ['eniθɪŋ] *pron* что-нибудь
- apologize** [ə'pɒlədʒaɪz] *v* 8 извиняться, просить прощения
- appear** [ə'pɪə] *v* появляться, показываться
- apple** ['æpl] *n* яблоко
- April** ['eɪprɪl] *n* апрель
- arm** [ɑ:m] *n* рука
- armchair\*** ['ɑ:mtʃeə] *n* кресло
- around** [ə'raʊnd] *adv, prep* вокруг, кругом
- arrive** [ə'raɪv] *v* (**in, at**) прибывать, приезжать
- art** [ɑ:t] *n* 2 искусство
- ash\*** [æʃ] *n* зола, пепел
- ashamed** [ə'ʃeɪmd]: **be ashamed (of)** стыдиться (*чего-либо*)
- Asia** ['eɪʃə] *pr n* Азия
- ask** [ɑ:sk] *v* спрашивать  
**ask questions** задавать вопросы
- asleep** [ə'sli:p] *a* спящий  
**be asleep** спать  
**fall asleep** заснуть
- at** [æt] *prep* у, около
- ate** [et] *см. eat*
- Athens** ['æθənz] *pr n* г. Афины (*столица Греции*)
- attentive** [ə'tentɪv] *a* внимательный
- August** ['ɔ:ɡəst] *n* август
- aunt** [a:nt] *n* тетья
- Australia** [ɔ:s'treɪljə] *pr n* Австралия
- author** ['ɔ:θə] *n* автор

**autumn** ['ɔ:təm] *n* осень  
**in autumn** осенью  
**last autumn** прошлой осенью  
**award\*** [ə'wɔ:d] *n* награда, похвальный лист  
**away** [ə'wei] *adv* прочь  
**away from** вдали от  
**far away** далеко  
**go away** уходить, уезжать  
**run away** убегать

## B

**baby\*** ['beɪbɪ] *n* ребенок, младенец  
**back** [bæk] *adv* назад, обратно  
**be (come, go) back** возвращаться  
**bad** [bæd] *a* (worse [wɔ:s], (the) worst [wɔ:st])  
 плохой  
**badge\*** [bædʒ] *n* значок  
**badminton** *n* бадминтон  
**play badminton** играть в бадминтон  
**bag** [bæg] *n* мешок, сумка  
**ball** [bɔ:l] *n* мяч  
**bake** [beɪk] *v* II печь, выпекать  
**bank** [bæŋk] *n* б берег (реки, озера)  
**bar** [bɑ:] *n*: **a bar of chocolate** плитка (батончик)  
 шоколада  
**baseball** ['beɪsbɔ:l] *n* 3 бейсбол  
**basketball** ['bɑ:skɪtbɔ:l] *n* баскетбол  
**play basketball** играть в баскетбол  
**bathe** [beɪð] *v* купаться  
**be** [bi:] (was/were, been) *v* быть, находиться  
**be going to (do something)** собираться (делать что-либо)  
**be (to)** 2 модальное значение, долженствование, обусловленное договоренностью, планом  
**beach\*** [bi:tʃ] *n* пляж  
**bear** [beə] *n* медведь  
**beast** [bi:st] *n* зверь  
**beat\*** [bi:t] *v* бить  
**beautiful** ['bjutɪfʊl] *a* красивый, прекрасный  
**beauty\*** ['bjuti] *n* красота  
**became** *см.* become  
**because** [bi'kɔ:z] *conj* потому что; так как  
**because of** *prep* из-за, вследствие  
**become** [bi'kʌm] (**became** [bi'keɪm], **become**) *v*  
 становиться, стать  
**bed** [bed] *n* кровать, постель  
**go to bed** ложиться спать  
**bedroom** ['bedrʊm] *n* спальня  
**bedtime\*** ['bedtaɪm] *n* время ложиться спать  
**bee\*** [bi:] *n* пчела  
**before** [brɪ'fɔ:] *prep* перед; до  
**beg\*** [beg] *v* просить (подаваяния),  
 нищенствовать  
**began** [brɪ'gæn] *см.* begin  
**begin** [brɪ'gɪn] (**began**, **begun**) *v* начинать(ся)  
**beginning** [brɪ'gɪnɪŋ] *n* 3 начало  
**begun** [brɪ'gʌn] *см.* begin  
**behave** [brɪ'heɪv] *v* вести себя

**behaviour** [brɪ'heɪvjə] *n* поведение  
**behind** [brɪ'haɪnd] *prep* сзади, позади  
**believe** [brɪ'li:v] *v* верить  
**bell\*** [bel] *n* звонок  
**belong** [brɪ'lɔŋ] (**to**) *v* принадлежать (кому-либо)  
**Berlin** [bɜ:'lɪn] *pr n* г. Берлин (столица Германии)  
**beside\*** [brɪ'saɪd] *prep* рядом  
**best** [best] *a* (the) *превосх. ст.* **om good** лучший  
**do one's best** стараться  
**better** ['betə] *a* (*сравнит. ст.* **om good**) лучше  
**between** [brɪ'twi:n] *prep* между  
**bicycle** ['baɪsɪkl] *a* велосипед  
**big** [bɪg] *a* большой  
**bird** [bɜ:d] *n* птица  
**birthday** ['bɜ:θdeɪ] *n* день рождения  
**Happy Birthday!** С днем рождения!  
**on my birthday** в день моего рождения  
**black** [blæk] *a* черный  
**blackboard\*** ['blækbɔ:d] *n* классная доска  
**blew** [blu:] *см.* blow  
**blind\*** [blaɪnd] *v* ослепить; *a* слепой  
**blouse** [blaʊz] *n* блузка  
**blow** [bləʊ] (**blew**, **blown**) *v* дуть  
**blown** [bləʊn] *см.* blow  
**blue** [blu:] *a* голубой, синий  
**boast** [bəʊst] *v* хвастаться, хвалиться  
**boastful** ['bəʊstfʊl] *a* хвастливый  
**boat** [bəʊt] *n* лодка  
**go boating** кататься на лодке  
**body** ['bɒdi] *n* тело, туловище  
**boil** [bɔɪl] *v* II кипятить, варить  
**bone\*** [bəʊn] *n* кость  
**book** [bʊk] *n* книга  
**bookcase** ['bʊkkeɪs] *n* книжный шкаф  
**boot** [bu:t] *n* ботинок  
**border** ['bɔ:də] *n* б граница; *v* граничить  
**born** [bɔ:n]: **be born** родиться  
**botany** ['bɒtəni] *n* 2 ботаника  
**bottle** ['bɒtl] *n* бутылка  
**bought** [bɔ:t] *см.* buy  
**bow\*** [bəʊ] *n* бант  
**box** [bɒks] *n* коробка, ящик  
**boy** [bɔɪ] *n* мальчик  
**brave** [breɪv] *a* смелый, храбрый  
**bread** [bred] *n* хлеб  
**break** [breɪk] (**broke**, **broken**) *v* разбивать, ломать  
**break** [breɪk] *n* перемена  
**breakfast** ['breɪkfəst] *n* завтрак  
**for breakfast** на завтрак  
**have breakfast** завтракать  
**breast\*** [brest] *n* грудь  
**bridge** [brɪdʒ] *n* мост  
**bright** [braɪt] *a* яркий, блестящий; смелый, способный  
**bring** [brɪŋ] (**brought**, **brought**) *v* приносить, привозить  
**broke** [brəʊk] *см.* break  
**broken** ['brəʊkn] *см.* break  
**brook\*** [brʊk] *n* ручей  
**brother** ['brʌðə] *n* брат



**brought** [brɔ:t] *см. bring*  
**brown** [braun] *а* коричневый  
**build** [bild] (**built, built**) *в* строить, сооружать  
**building** ['bildɪŋ] *н* здание  
**built** [bilt] *см. build*  
**bush**\* [buʃ] *н* куст  
**busy** ['bɪzi]: **be busy** быть занятым  
**but** [bʌt] *с* но, однако  
**butter** ['bʌtə] *н* масло (*сливочное*)  
**butterfly**\* ['bʌtəflaɪ] *н* бабочка  
**buy** [baɪ] (**bought, bought**) *в* покупать  
**by** [baɪ] *prep* около, у  
**by the river** у реки

## C

**cabbage** ['kæbɪdʒ] *н* капуста  
**cake** [keɪk] *н* пирог, пирожное  
**call** [kɔ:l] *в* называть, звать  
**came** [keɪm] *см. come*  
**camp** [kæmp] *н* лагерь  
**go camping** жить в палатке  
**at camp** в лагере  
**camp out** ночевать в палатках на открытом воздухе  
**can** [kæn] (**could** [kud]) *в* мочь, уметь (*модальный глагол*)  
**Canada** ['kænədə] *пр н* Канада  
**Canberra** ['kænbərə] *пр н* г. Канберра (*столица Австралии*)  
**candle**\* ['kændl] *н* свеча  
**cap** [kæp] *н* шапка  
**capital** ['kæpɪtl] *н* столица  
**car** [kɑ:] *н* автомобиль, машина  
**card** [kɑ:d] *н* карточка, открытка  
**greeting card** поздравительная открытка  
**care** [keə]: **take care (of)** заботиться (*о ком-либо*)  
**careful** ['keəfʊl] *а* заботливый; осторожный, внимательный  
**carpet** ['kɑ:pɪt] *н* ковер  
**carrot** ['kærət] *н* морковь  
**carry** ['kæri] *в* нести  
**castle** ['kɑ:sl] *н* замок  
**cat** [kæt] *н* кошка  
**catch** [kætʃ] (**caught** [kɔ:t], **caught**) *в* ловить, поймать  
**cathedral** [kə'ti:drəl] *н* собор  
**cattle**\* ['kætl] *н* рогатый скот  
**caught** [kɔ:t] *см. catch*  
**cave**\* [keɪv] *н* пещера  
**celebrate** ['selɪbreɪt] *в* праздновать, отмечать праздник  
**celebration**\* [selɪ'breɪʃn] *н* празднование, торжество  
**cent**\* [sent] *н* монета достоинством в одну сотую доллара  
**central** ['sentrəl] *а* центральный  
**centre** ['sentə] *н* центр  
**century** ['sentʃəri] *н б* столетие, век  
**cereal**\* ['siəriəl] *н* овсянка  
**certainly** ['sɜ:tnli] *adv* конечно

**chair** [tʃeə] *н* стул  
**chalk** [tʃɔ:k] *н 2* мел, мелок  
**champion** ['tʃæmpjən] *н 3* чемпион, победитель  
**chance** [tʃɑ:ns] *н* возможность, шанс  
**change** [tʃeɪndʒ] *в* менять(ся); *н* изменение  
**character** ['kærəktə] *н* действующее лицо; характер  
**cheap** [tʃi:p] *а 11* дешевый  
**cheerful** ['tʃi:əfʊl] *а 3* бодрый, неунывающий, веселый, радостный  
**chess** [tʃes] *н* шахматы  
**play chess** играть в шахматы  
**chicken**\* ['tʃɪkɪn] *н* цыпленок  
**child** [tʃaɪld] *н (pl children)* ребенок  
**children** ['tʃɪldrən] *см. child* дети  
**chin**\* [tʃɪn] *н* подбородок  
**chocolate**\* ['tʃɔ:kələt] *н* шоколад  
**choose** [tʃu:z] (**chose** [tʃouz], **chosen** ['tʃouzn]) *в* выбирать  
**chores** [tʃɔ:z]: **household chores** *11* работа по дому  
**chose** [tʃouz] *см. choose*  
**chosen** ['tʃouzn] *см. choose*  
**Christmas** ['krɪsməs] *н* Рождество  
**church** [tʃɜ:tʃ] *н* церковь  
**cinema** ['sɪnɪmə] *н* кино, кинотеатр  
**go to the cinema** ходить в кино  
**circus** ['sɜ:kəs] *н* цирк  
**be at the circus** быть в цирке  
**city** ['sɪti] *н* город (*большой, промышленный*)  
**classroom** ['klɑ:sru:m] *н* класс (*комната*)  
**clean** [kli:n] *а* чистый, *в* чистить  
**clear**\* [kliə] *а* чистый, ясный  
**classmate** ['klɑ:smeɪt] *н* одноклассник  
**clever** ['klevə] *а* умный  
**climate** ['klaɪmɪt] *н б* климат  
**climb** [klaɪm] *в* подниматься; взбираться  
**climb a mountain** подниматься на гору  
**clip**\* [klɪp] *н* скрепка  
**close** [klaʊz] *в* закрывать  
**close\*** [klaʊs] *adv* близко  
**clothes** [klaʊðs] *н* одежда  
**cloud** [klaʊd] *н* облако  
**cloudy** ['klaʊdi] *а* облачный  
**clown** [klaʊn] *н* клоун  
**coal**\* ['kəʊl] *н* уголь (*каменный*)  
**coast** [kəʊst] *н б* морской берег, побережье  
**coat** [kəʊt] *н* пальто, пиджак  
**coffee** ['kɒfi] *н* кофе  
**coin** [kɔɪn] *н* монета  
**cold** [kəʊld] *а* холодный  
**be cold** мерзнуть, замерзать  
**I am cold.** Мне холодно. Я замерз.  
**It is cold.** Холодно.  
**get cold** замерзать  
**collect** [kə'lekt] *в* собирать, коллекционировать  
**collection** [kə'lektʃn] *н* коллекция  
**colour** ['kʌlə] *а* цвет  
**What colour ...?** Какого цвета?  
**come** [kʌm] (**came, come**) *в* приходить, приезжать  
**come across** б встречать, встречаться  
**come in** входить

**come back** возвращаться  
**come home** приходить домой  
**comfort\*** ['kʌmfət] *n* комфорт; утешение, успокоение  
**comfortable\*** ['kʌmfətəbl] *a* уютный; удобный, спокойный  
**compare** [kəm'preə] *v* сравнивать  
**comparison\*** [kəm'pæriʃn] *n* сравнение  
**command\*** [kə'mɑ:nd] *n* приказание  
**common** ['kɒmən] *a*  $\delta$  общий, совместный  
**have much (little) in common** иметь много (мало) общего  
**competition** [kəm'pi:tʃən] *n*  $\delta$  соревнование, состязание  
**complain** [kəm'plein] *v* *II* жаловаться  
**congratulate** [kən'grætjuleit] *v* поздравлять  
**congratulation** [kən'grætju'leɪʃn] *n* поздравление  
**continent** ['kɒntinənt] *n* континент  
**continue\*** [kən'tɪnju:] *v* продолжать(ся)  
**cook** [kʊk] *v* готовить, варить  
**copy\*** ['kɒpi] *v* переписывать, списывать  
**corn\*** [kɔ:n] *n* зерно, кукуруза  
**corner** ['kɔ:nə] *n* угол  
**correct\*** [kə'rekt] *a* правильный, верный; *v* исправлять  
**correspondence** [kɔ'respɒndəns] *n*  $\delta$  корреспонденция; переписка  
**cost** [kɒst] *n* *II* цена, стоимость; (**cost, cost**) *v* стоить  
**cotton\*** ['kɒtn] *n* хлопок  
**could** [kʊd] *см.* can  
**country** ['kʌntri] *n* страна; сельская местность, деревня  
**in the country** за городом, в деревне, на даче  
**countryside\*** ['kʌntrisaid] *n* сельская местность  
**courage** ['kʌrɪdʒ] *n*  $\delta$  мужество, храбрость, смелость, отвага  
**courageous** [kə'reɪdʒəs] *a*  $\delta$  смелый, отважный, храбрый, бесстрашный  
**course** [kɔ:s]: **of course** конечно  
**court\*** [kɔ:t] *n* королевский двор  
**courtier\*** ['kɔ:tjə] *n* придворный  
**cover** ['kʌvə] *v* покрывать  
**be covered (with)** быть покрытым (*чем-либо*)  
**book cover\*** обложка  
**cow** [kaʊ] *n* корова  
**coward** ['kaʊəd] *n*  $\delta$  трус  
**cowardly** ['kaʊədli] *a*  $\delta$  трусливый, малодушный  
**crayon\*** ['kreɪən] *n* мелок, цветной карандаш  
**craft\*** [krɑ:ft] *n*  $\delta$  ремесло  
**crazy** ['kreɪzi] *a*  $\delta$  безумный, сумасшедший; сильно увлеченный  
**cricket** ['krɪkɪt] *n* крикет (*спорт*)  
**crocodile** ['krɒkədaɪl] *n* крокодил  
**crop\*** [krɒp] *n* урожай  
**cross** [krɒs] *v* пересекать, переходить  
**cross\*** [krɒs] *a* сердитый, раздраженный  
**crossing** ['krɒsɪŋ] *n* перекресток  
**crossing place** переход  
**crossroads** ['krɒsrəʊdɪz] *n* перекресток  
**crow\*** [kraʊ] *n* ворона

**crowd** [kraʊd] *n* *II* толпа; *v* толпиться, тесниться  
**crown\*** [kraʊn] *n* корона  
**cruel\*** [kruəl] *a* жестокий  
**cry** [kraɪ] *v* кричать; плакать  
**cub** [kʌb] *n* детеныш  
**cucumber\*** ['kju:kʌmbə] *n* огурец  
**cup** [kʌp] *n* чашка  
**curious** ['kjʊəriəs] *a* любопытный  
**customer** ['kʌstəmə] *n* *II* покупатель; заказчик; клиент  
**cut** [kʌt] (**cut, cut**) *v* резать  
**cut away** срезать, отрезать  
**cycle\*** ['saɪkl] *v* кататься на велосипеде

## D

**dance** [dɑ:ns] *v* танцевать  
**danger** ['deɪndʒə] *n*  $\delta$  опасность, угроза  
**dangerous** ['deɪndʒərəs] *a*  $\delta$  опасный, угрожающий  
**daring** ['deərɪŋ] *a*  $\delta$  смелый, отважный, бесстрашный  
**dark** [dɑ:k] *a* темный  
**date\*** [deɪt] *n* дата, число  
**daughter** ['dɔ:tə] *n* дочь  
**day** [deɪ] *n* день  
**day-off** ['deɪ'ɒf] выходной день  
**dear\*** [dɪə] *a* дорогой, милый  
**December** [dɪ'sembə] *n* декабрь  
**decide** [dɪ'saɪd] *v* решать  
**decorate** ['dekəreɪt] *v* украшать  
**decoration** [dekə'reɪʃn] *n* украшение  
**deep** [di:p] *a* глубокий  
**deer\*** [dɪə] *n* олень  
**defend\*** [dɪ'fend] *v* защищать, охранять  
**delicious** [dɪ'lɪʃəs] *a* *II* очень вкусный, очень приятный  
**delight** [dɪ'laɪt] *n* восторг, восхищение  
**be delighted (with)** восхищаться (*чем-либо*)  
**in delight** в восторге  
**describe\*** [dɪ'skraɪb] *v* описывать  
**desert** ['dezət] *n*  $\delta$  пустыня; необитаемое, пустынное место  
**a desert island** необитаемый остров  
**design\*** [dɪ'zain] *n* дизайн, искусство композиции  
**desk** [desk] *n* парта, письменный стол  
**at the desk** за партой  
**despair\*** [dɪ'speə] *n* отчаяние  
**destroy\*** [dɪ'strɔɪ] *v* разрушать  
**dial** ['daɪəl] *n*  $\delta$  циферблат; *v* набирать (*номер по телефону*)  
**dialogue\*** ['daɪələg] *n* диалог  
**diary\*** ['daɪəri] *n* дневник  
**dictate\*** [dɪk'teɪt] *v* диктовать  
**dictation\*** [dɪk'teɪʃn] *n* диктант  
**did** [dɪd] *см.* do  
**die** [daɪ] *v* умирать  
**differ** ['dɪfə] *v*  $\delta$  различаться, отличаться  
**different** ['dɪfrənt] *a* разный, различный

**difficult** ['dɪfɪkəlt] *a* трудный  
**difficulty**\* ['dɪfɪkəltɪ] *n* трудность  
**diligent** ['dɪlɪdʒənt] *a* 2 примерный, усердный, старательный  
**dinner** ['dɪnə] *n* обед  
     **for dinner** на обед  
     **have dinner** обедать  
**dirty** ['dɜ:tɪ] *a* грязный  
**disappear** [dɪsə'piə] *v* исчезать  
**discover** [dɪs'kʌvə] *v* б открывать, делать открытие  
**discovery** [dɪs'kʌvəri] *n* б открытие  
**discuss** [dɪs'kʌs] *v* 2 обсуждать  
**discussion** [dɪs'kʌʃn] *n* 2 обсуждение, дискуссия  
     **hold a discussion** проводить дискуссию  
**dish** [dɪʃ] *n* блюдо, кушанье  
     **dishes** ['dɪʃɪz] *n* посуда  
     **wash the dishes** мыть посуду  
**distance** ['dɪstəns] *n* б расстояние  
**disturb**\* [dɪs'tɜ:b] *v* нарушать (*покой*)  
**divide** [dɪ'vaɪd] *v* 2 делить  
**do** [du:] (**did** [dɪd], **done** [dʌn]) *v* делать, выполнять  
     **do one's homework** делать уроки  
     **do well** 2 успешно справляться; хорошо учиться  
**doctor** ['dɒktə] *n* врач  
**dog** [dɒg] *n* собака  
**doll** [dɒl] *n* кукла  
**domestic** [də'mestɪk] *a* домашний (*о животных*)  
**done** [dʌn] *см.* **do**  
**door** [dɔ:] *n* дверь  
**down** [daʊn] *adv, prep* вниз  
**draw** [drɔ:] (**drew**, **drawn**) *v* рисовать  
**drawn** [drɔ:n] *см.* **draw**  
**drawing** [drɔ:ɪŋ] *n* рисунок  
**drawing-book**\* ['drɔ:ɪŋbʊk] *n* альбом для рисования  
**drawing-room**\* ['drɔ:ɪŋru:m] *n* гостиная  
**drank** [dræŋk] *см.* **drink**  
**dream** [dri:m] *n* мечта; (**dreamt**, **dreamt**) *v* мечтать  
**dreamt** [dremt] *см.* **dream**  
**dress** [dres] *n* платье; *v* одеваться  
**drew** [dru:] *см.* **draw**  
**drill** [drɪl] *n* 2 дрель  
**drink** [drɪŋk] (**drank**, **drunk**) *v* пить  
**drive** [draɪv] (**drove**, **driven**) *v* водить машину, ехать (*в автомобиле*)  
     **drive away** уезжать  
     **drive off**\* прогонять, отгонять  
**driven** ['drɪvɪn] *см.* **drive**  
**driver** ['draɪvə] *n* водитель  
**drop**\* [drɒp] *v* уронить, ронять; бросать  
**drove** [droʊv] *см.* **drive**  
**drunk** [drʌŋk] *см.* **drink**  
**dry** [draɪ] *a* сухой  
**duck** [dʌk] *n* утка  
**dull** [dʌl] *a* 3 скучный, грустный; тупой, глупый  
**during** ['dʒuəriŋ] *prep* в течение, во время  
**dust** [dʌst] *n* пыль; *v* вытирать пыль  
**duty** ['dju:ti] *n* обязанность, долг

**be on duty** дежурить, быть дежурным  
**dwarf**\* [dwɔ:f] *n* карлик

**E**

**each** [i:tʃ] *pron* каждый  
     **each other** друг друга  
**eager** ['i:gə]: **be eager** 11 стремиться к, упорно добиваться  
**eagerly** ['i:gəli] *adv* 11 нетерпеливо, страстно  
**ear** [ɪə] *n* ухо  
**early** ['ɜ:li] *adj* ранний; *adv* рано  
**earth** [ɜ:θ] (**the**) *n* земля; земной шар  
**east** (**the**) [i:st] *n* восток  
     **in the east** на востоке  
**easy** ['i:zi] *a* легкий  
**eat** [i:t] (**ate**, **eaten**) *v* есть, питаться  
**eaten** ['i:tən] *см.* **eat**  
**education** [edju'keɪʃn] *n* 2 образование; обучение  
     **Physical** ['fɪzɪkl] **Education** физкультура (*шк. предмет*)  
**eight** [eɪt] *num* восемь  
**eighteen** [eɪ'ti:n] *num* восемнадцать  
**eighty** ['eɪti] *num* восемьдесят  
**egg** [eg] *n* яйцо  
**elephant** ['elɪfənt] *n* слон  
**else** [els] *adv* еще, кроме  
     **What else...?** Что еще...?  
     **Where else...?** Где еще...?  
     **Who else...?** Кто еще...?  
**eleven** [ɪ'velvn] *num* одиннадцать  
**end** [end] *n* б конец; *v* кончаться  
     **at the end** в конце  
**empty**\* ['emptɪ] *a* пустой  
**encourage**\* [ɪn'kʌrɪdʒ] *v* поощрять, поддерживать  
**engineer** [enʃɪ'niə] *n* инженер  
**enemy**\* ['enɪmi] *n* противник  
**English** ['ɪŋɡlɪʃ] *a* английский  
     **the English language** английский язык  
     **speak English** говорить по-английски  
**enjoy** [ɪn'dʒɔɪ] *v* получать удовольствие  
     **enjoy doing** 3 с удовольствием делать (*что-либо*)  
**enough** [ɪ'naʃ] *a* 8 достаточный; *adv* достаточно  
**enter**\* ['entə] *v* входить (в)  
     **enter a room** входить в комнату  
**envelope** ['envɪləʊp] *n* 8 конверт  
**equal** ['i:kwəl] *a* равный  
**eraser**\* ['ɪreɪzə] *n* ластик  
**Europe** ['juərəp] *pr n* Европа  
**evening** ['i:vnɪŋ] *n* вечер  
     **in the evening** вечером  
**every** ['evri] *a* каждый, всякий  
     **every day** каждый день  
**everybody** ['evribɒdi] *pron* каждый  
**everyone** ['evriwʌn] *pron* каждый  
**everything** ['evriθɪŋ] *pron* все  
**ever** ['evə] *adv* всегда; когда-либо  
**everywhere**\* ['evriweə] *adv* везде, всюду  
**example**\* [ɪg'zɑ:mpəl] *n* пример

for example\* например  
 give an example\* давать пример  
 excursion [ɪks'kɜːʃn] *n* 3 экскурсия  
 exhibition [ˌeksɪ'bɪʃn] *n* 3 выставка  
 excellent [ˈeksələnt] *a* 3 отличный  
 exciting [ɪk'saɪtɪŋ] *a* 3 захватывающий, увлекательный  
 excited\* [ɪk'saɪtɪd] *a* возбужденный, взволнованный  
 excuse [ɪks'kjuːz] *v* 8 извинять  
 exercise ['eksəsaɪz] *n* упражнение  
 do an exercise делать упражнение  
 exercise-book тетрадь  
 expensive [ɪks'pensɪv] *a* 11 дорогой (о цене); дорогостоящий  
 explain [ɪks'pleɪn] *v* объяснять  
 explanation\* [ˌeksplə'neɪʃn] *n* объяснение  
 exploration [ˌeksplə'reɪʃn] *n* 6 исследование  
 explore [ɪks'plɔː] *n* 6 исследовать, изучать  
 explorer [ɪks'plɔːrə] *n* 6 исследователь, путешественник (по неисследованным местам)  
 extreme [ɪks'triːm] *a* 6 крайний, чрезвычайный  
 extremely [ɪks'triːmlɪ] *adv* 6 крайне; чрезвычайно; в высшей степени  
 eye [aɪ] *n* глаз

## F

fable ['feɪbl] *n* басня  
 face [feɪs] *n* лицо  
 factfile\* ['fæktfaɪl] *n* свод фактических данных  
 fair<sup>1</sup> [feə] *a* справедливый  
 fair<sup>2\*</sup> [feə] *a* красивый, прекрасный  
 fairy\* ['feəri] *n* волшебница, фея  
 fairy tale\* ['feəri:teɪl] сказка  
 faith [feɪθ] *n* 8 верность, преданность; честность  
 faithful ['feɪθfʊl] *a* 8 верный, преданный  
 fall [fɔːl] (fell [fel], fallen ['fɔːlɪn]) *v* падать  
 fall asleep уснуть  
 fallen ['fɔːlɪn] *см.* fall  
 family ['fæmɪli] *n* семья  
 famous ['feɪməs] *a* знаменитый, известный  
 be famous for быть знаменитым  
 fan [fæn] *n* 3 болельщик  
 fantastic [fæn'tæstɪk] *a* фантастический  
 far [fɑː] *a* далекий, дальний; *adv* далеко  
 far away далеко  
 far from далеко от  
 farm [fɑːm] *n* ферма  
 fast [fɑːst] *a* быстрый, *adv* быстро  
 fat [fæt] *n* 11 жир  
 fat-free *a* 11 обезжиренный  
 father ['fɑːðə] *n* отец  
 favourite ['feɪvərɪt] *n* любимый  
 fear [fiə] *n* 6 страх, боязнь; *v* бояться, опасаться  
 fearless ['fiəlis] *a* 6 бесстрашный; мужественный  
 February ['februəri] *n* февраль  
 fed [fed] *см.* feed  
 feed [fiːd] (fed, fed) *v* кормить  
 feel [fiːl] (felt, felt) *v* чувствовать (себя)

feel well/bad чувствовать себя хорошо/плохо  
 feeling\* ['fiːlɪŋ] *n* чувство  
 feet [fiːt] *см.* foot  
 fell [fel] *см.* fall  
 felt [felt] *см.* feel  
 fertile\* ['fɜːtaɪl] *a* плодородный  
 field [fiːld] *n* поле  
 fiercely\* ['fiəslɪ] *adv* сильно, неистово  
 fifteen [ˌfɪftiːn] *num* пятнадцать  
 fifty [ˌfɪftɪ] *num* пятьдесят  
 fill [fɪl] (in)\* *v* заполнять (пробелы), вставлять (слова)  
 film\* [fɪlm] *n* фильм  
 find [faɪnd] (found, found) *v* найти, находить  
 find oneself оказаться (где-то)  
 find out 6 узнавать, выяснять  
 fine [faɪn] *a* прекрасный, хороший, чудесный (о погоде)  
 I am fine. Я себя прекрасно чувствую.  
 finger ['fɪŋgə] *n* палец  
 finish ['fɪnɪʃ] *v* кончать(ся), заканчивать(ся)  
 fire ['faɪə] *n* огонь, костер  
 make a fire зажечь костер  
 first [fɜːst] *num* первый  
 fir-tree\* ['fɜːtriː] *n* елка  
 flew [fluː] *см.* fly  
 fish [fɪʃ] *n* рыба  
 go fishing ходить на рыбалку  
 five [faɪv] *num* пять  
 flat [flæt] *n* квартира  
 flat\* [flæt] *a* плоский  
 floor [flɔː] *n* пол  
 flower ['flaʊə] *n* цветок  
 flew [fluː] *см.* fly  
 flown [flaʊn] *см.* fly  
 fly [flaɪ] (flew, flown) *v* летать  
 fog\* [fɒg] *n* туман  
 foggy ['fɒgi] *a* туманный  
 fold [fəʊld] *v* складывать  
 follow ['fɒləʊ] *v* 11 следовать (за)  
 fond [fɒnd]: be fond (of) любить (что-либо)  
 food [fuːd] *n* пища, еда  
 foot [fʊt] *n* (pl feet) нога, ступня  
 football ['fʊtbɔːl] *n* футбол  
 play football играть в футбол  
 for [fɔː] *prep* в течение; для; *conj* так как  
 for a long time долго  
 for a year (week) в течение года (недели)  
 forbade [fə'beɪd] *см.* forbid  
 forbid [fə'baɪd] (forbade, forbidden) *v* запрещать  
 forbidden [fə'baɪdn] *см.* forbid  
 forbidden [fə'baɪdn] *a* запрещенный  
 foreign ['fɔːrɪn] *a* иностранный  
 foreign language иностранный язык  
 forest ['fɔːrɪst] *n* лес  
 forget [fə'get] (forgot, forgotten) *v* забывать  
 forgot [fə'gɒt] *см.* forget  
 forgotten [fə'gɒtn] *см.* forget  
 fork [fɔːk] *n* вилка  
 form [fɔːm] *n* BrE класс  
 in the fifth form в пятом классе

**forty** ['fɔ:tɪ] *num* сорок  
**four** [fɔ:] *num* четыре  
**fourteen** [fɔ:'ti:n] *num* четырнадцать  
**found** [faʊnd] *см.* **find**  
**France** [frɑ:ns] *пр n* Франция  
**free** [fri:] *a* свободный; *v* освобождать  
**freeze\*** [fri:z] *v* замерзать, превращаться в лед  
**French** [frentʃ] *a* французский  
**fresh** [freʃ] *a* свежий  
**Friday** ['fraɪdɪ] *n* пятница  
**friend** [frend] *n* друг, подруга,  
**make friends** подружиться  
**friendly** ['frendli] *a* дружеский  
**friendship\*** ['frendʃɪp] *n* дружба  
**fright\*** [fraɪt] *n* страх, испуг  
**frighten** ['fraɪtn] *v* испугать  
**frightened** ['fraɪnd] *a* испуганный  
**be frightened** испугаться, быть испуганным  
**front** [frʌnt]: **in front of** впереди  
**frost** [frɒst] *n* мороз  
**frosty\*** ['frɒsti] *a* морозный  
**fruit** [fru:t] *n* фрукты  
**fry** [fraɪ] *v II* жарить  
**full** [fʊl] (**of**) *a* полный  
**fun** [fʌn] *n* забава, веселье  
**have a lot of fun** весело проводить время  
**funny** ['fʌni] *a* смешной  
**fur** [fɜ:] *n* мех  
**furniture** ['fɜ:nɪtʃə] *n* мебель  
**fuss\*** [fʌs] *n* суета, беспокойство из-за пустяков  
**make a fuss** суетиться, волноваться  
**future** ['fju:tʃə] (**the**) *n* будущее время

## G

**gallery** ['gæləri] *n* галерея  
**game** [geɪm] *n* игра  
**play games** играть в игры  
**garden** ['gɑ:dn] *n* сад  
**gather** ['gæðə] *n* собирать(ся)  
**gave** [geɪv] *см.* **give**  
**generation\*** [dʒenə'reɪʃn] *n* поколение  
**gentle\*** ['dʒentl] *a* мягкий, добрый, кроткий  
**geography** [dʒɪ'ɒgrəfi] *n* 2 география  
**German** ['dʒə:mən] *a* немецкий  
**Germany** ['dʒə:məni] *пр n* Германия  
**get** [get] (**got, got**) *v* получать; становиться  
**get cold/warm** становиться холодно/тепло  
**get ready (for)** приготовиться (*к чему-либо*)  
**get up** вставать  
**giant\*** ['dʒaɪənt] *n* великан, гигант  
**giraffe** [dʒɪ'ra:f] *n* жираф  
**girl** [gɜ:l] *n* девочка  
**give** [gɪv] (**gave** [geɪv], **given** ['gɪvn]) *v* давать  
**given** ['gɪvn] *см.* **give**  
**glad** [glæd]: **be glad** радоваться, быть довольным  
**glass** [glɑ:s] *n* стекло; стакан; стеклянная посуда  
**glove** [glʌv] *n* перчатка

**glue stick\*** ['glu:stɪk] *n* клей (*в тубике*)  
**go** [gəʊ] (**went** [went], **gone** [gɒn]) *v* ходить, идти, ехать  
**go for a walk** пойти погулять  
**go on\*** (**doing something**) продолжать (*делать что-либо*)  
**go boating** кататься на лодке  
**go fishing** ходить на рыбалку  
**go shopping** ходить за покупками  
**go camping** жить в палатках, в (*туристическом*) лагере  
**god\*** [gɒd] *n* бог  
**goddess\*** ['gɒdɪs] *n* богиня  
**gold\*** [gəʊld] *n* золото  
**golden\*** ['gəʊldn] *a* золотой  
**golf** [gɒlf] *n* 3 гольф (*спорт*)  
**gone** [gɒn] *см.* **go**  
**good** [gʊd] (**better** ['betə], (**the**) **best** [best]) *a* хороший  
**be good (at)** 2 быть способным (*к чему-либо*)  
**goods** [gʊdz] *n* 11 товар, товары  
**got** [gɒt] *см.* **get**  
**government\*** ['gʌvnmənt] *n* правительство  
**grade\*** [greɪd] *n* AmE класс  
**granddaughter** ['grændɔ:tə] *n* внучка  
**grandfather** ['grændfɑ:də] *n* дедушка  
**grandmother** ['grændmʌðə] *n* бабушка  
**grandson** ['grændsʌn] *n* внук  
**grass** [grɑ:s] *n* трава  
**great** [greɪt] *a* великий  
**Great Britain** ['greɪt 'brɪtn] Великобритания  
**Greece** [gri:s] *пр n* Греция  
**Greek** [gri:k] *a* греческий  
**green** [gri:n] *a* зеленый  
**greet** [gri:t] *v* приветствовать  
**greeting\*** ['gri:tɪŋ] *n* приветствие  
**grew** [gru:] *см.* **grow**  
**grey** [greɪ] *a* серый  
**grief\*** [gri:f] *n* горе, печаль  
**grin\*** [grɪn] *n* усмешка  
**ground** [graʊnd] *n* земля, почва  
**grow** [grəʊ] (**grew** [gru:], **grown** [grəʊn]) *v* расти, выращивать  
**grown** [grəʊn] *см.* **grow**  
**guard** [gɑ:d] *v* охранять; *n* охрана  
**guess\*** [ges] *v* догадываться  
**guest\*** [gest] *n* гость  
**guide** [gaɪd] *n* гид; *v* руководить  
**guide-book** ['gaɪdbʊk] *n* путеводитель  
**guitar** [gɪ'tɑ:] *n* 3 гитара  
**play the guitar** играть на гитаре  
**gym** [dʒɪm] *n* 3 гимнастический зал

## H

**had** [hæd] *см.* **have**  
**hair** [heə] *n* волосы  
**half** [ha:f] *n* половина  
**half past** половина четвертого  
**hall** [hɔ:l] *n* зал

- hammer** ['hæmə] *n* 2 молоток  
**hamster** ['hæmstə] *n* хомяк  
**hand** [hænd] *n* рука  
**hand out\*** выдавать, раздавать  
**handsome\*** ['hænsəm] *n* красивый (чаще всего о мужчине)  
**hang** [hæŋ]: (**hung, hung**) *v* 11 вешать, развешивать  
**happen** ['hæpən] (**to**) *v* случаться, происходить (с кем-либо, с чем-либо)  
**happy** ['hæpi] *a* счастливый  
**Happy Birthday!** Поздравляю с днем рождения!  
**Happy New Year!** Поздравляю с Новым годом!  
**hard** [hɑ:d] *a* трудный, тяжелый; *adv* много, упорно  
**work hard** много работать  
**hardworking** ['hɑ:dwəkiŋ] *a* трудолюбивый  
**hare** [heə] *n* заяц  
**has** [hæz] *l. ed. ч. om have*  
**hat** [hæt] *n* шляпа  
**hate** [heit] *v* ненавидеть, не любить  
**have** [hæv] (**had, had**) *v* иметь  
**have a good time** хорошо проводить время  
**have got** иметь  
**have (to)** 2 модальное значение, необходимость выполнения действия вследствие сложившихся обстоятельств  
**he** [hi:] *pron* он  
**head** [hed] *n* голова  
**hear** [hiə] (**heard** [hɜ:d], **heard** [hɜ:d]) *v* слышать  
**heard** [hɜ:d] *см.* **hear**  
**heart** [hɑ:t] *n* 8 сердце  
**by heart\*** наизусть  
**kind-hearted** 8 мягкосердечный, отзывчивый  
**heavy** ['hevi] *a* тяжелый  
**hedgehog** ['hedʒhɒg] *n* еж  
**help** [help] *v* помогать  
**help about the house** помогать по хозяйству  
**held** [held] *см.* **hold**  
**hen** [hen] *n* курица  
**her** [hɜ:] *pron* ее, ей  
**here** [hiə] *adv* здесь, сюда  
**hero\*** ['hiərou] *n* герой  
**herself** [hɜ:'self] *pron* сама  
**hid** [hid] *см.* **hide**  
**hidden** ['hidn] *см.* **hide**  
**hide** [haɪd] (**hid** [hid], **hidden** ['hidn]) *v* прятать(ся)  
**hide-and-seek\*** ['haɪdɪnd'si:k] *n* игра в прятки  
**high** [haɪ] *a* высокий  
**hike** [haɪk] *n* 3 длительная прогулка, экскурсия, путешествие пешком; *v* путешествовать, ходить пешком  
**hill** [hɪl] *n* холм  
**him** [hɪm] *pron* его, ему  
**himself** [hɪm'self] *pron* сам  
**his** [hɪz] *pron* его, свой  
**historic** [hɪs'tɔ:ɪk] *a* исторический, имеющий историческое значение  
**history** ['hɪstəri] *n* история  
**hit\*** [hit] (**hit, hit**) *v* ударять  
**hobby** ['hɒbi] *n* 3 хобби, любимое занятие, увлечение  
**hockey** ['hɒki] *n* хоккей  
**play hockey** играть в хоккей  
**hold** [hould] (**held, held**) *v* 2 держать  
**hold a discussion** проводить дискуссию  
**hole\*** [houl] *n* дупло, нора, ямка  
**holiday** ['hɒlɪdeɪ] *n* праздник  
**holidays** ['hɒlɪdeɪz] *n* каникулы  
**hollow\*** ['hɒləu] *a* пустой, полый  
**home** [həʊm] *n* дом  
**at home** дома  
**go home** идти домой  
**come home** приходить домой  
**homework** ['həʊmwɜ:k] *n* домашняя работа  
**do homework** делать домашнюю работу  
**honey\*** ['hʌni] *n* мед  
**hope** [həʊp] *n* 3 надежда; *v* надеяться  
**horse** [hɔ:s] *n* лошадь  
**hot** [hɒt] *a* жаркий  
**hour** ['aʊə] *n* час  
**house** [haus] *n* дом  
**how** [hau] *adv* как  
**How long ...?** Как долго? Сколько времени...?  
**How many...?** Сколько...? (с исчисл. сущ.)  
**How much...?** Сколько...? (с неисчисл. сущ.)  
**How old are you?** Сколько тебе лет?  
**hungry** ['hʌŋɡi]: **be hungry** быть голодным  
**I'm hungry** Я хочу есть  
**hundred** ['hʌndrɪd] *n* сто  
**hunt** [hʌnt] *v* охотиться  
**hunt a bear** охотиться на медведя  
**hunter\*** ['hʌntə] *n* охотник  
**human\*** ['hju:mən] *a* человеческий  
**hurry** ['hʌri] *v* торопиться, спешить  
**husband** ['hʌzbənd] *n* муж  
**hurt** [hɜ:t] (**hurt, hurt**) *v* причинить боль, повреждать

## I

- I** [aɪ] *pron* я  
**ice** [aɪs] *n* лед  
**ice-cream** ['aɪskrɪm] *n* мороженое  
**icy\*** ['aɪsi] *a* ледяной, холодный  
**idea** [aɪ'diə] *n* идея, мысль  
**That's a good idea!** Прекрасная мысль!  
**idle** ['aɪdl] *a* 2 ленивый, праздный  
**if** [ɪf] *с* если; ли  
**ill** [ɪl] *a* больной  
**imaginary\*** [ɪ'mædʒɪnəri] *a* воображаемый; не-реальный  
**imagination** [ɪ,mædʒɪ'neɪʃn] *n* воображение  
**imagine** [ɪ'mædʒɪn] *v* воображать, представлять себе  
**important** [ɪm'pɔ:tənt] *a* 2 важный, значительный  
**impossible** [ɪm'pɔ:səbl] *a* 3 невозможный; невероятный

**improvement** [im'pru:vmənt] *n* улучшение  
**in** [ɪn] *prep* в, на; через  
**in the street** на улице  
**in the picture** на картине  
**in a day** через день  
**Indian\*** ['ɪndjən] *n* индеец  
**ink\*** [ɪŋk] *n* чернила  
**insect\*** ['ɪnsekt] *n* насекомое  
**inside** [ɪn'saɪd] *prep* внутри, внутрь  
**interested (be)** ['ɪntrɪstɪd] *3* быть заинтересованным  
**interesting** ['ɪntrɪstɪŋ] *a* интересный  
**interrupt** [ɪntə'rʌpt] *v* 8 прерывать; перебивать  
**interview\*** ['ɪntəvju:] *n* интервью; *v* брать интервью  
**invite** [ɪn'vaɪt] *v* приглашать  
**invitation\*** [ɪnvɪ'teɪʃn] *n* приглашение  
**Ireland\*** ['aɪələnd] *pr n* Ирландия  
**iron** ['aɪən] *v* гладить (*утюгом*); *n* утюг  
**it** [ɪt] *pron* он, она, оно (*о предметах и животных*)  
**Italian** [ɪ'tæljən] *a* итальянский  
**Italy** ['ɪtəli] *pr n* Италия  
**its** [ɪts] *pron* его, ее (*о предметах и животных*)  
**island** ['aɪlənd] *n* остров

J

**Japan** [dʒə'pæn] *pr n* Япония  
**Japanese** [dʒæpə'nɪz] *a* японский  
**January** ['dʒænjuəri] *n* январь  
**jar\*** [dʒɑ:] *n* кувшин, банка  
**jeans** [dʒi:nz] *n* джинсы  
**job** [dʒɒb] *n* 11 работа, труд  
**joke** [dʒɔuk] *n* шутка  
**journey** ['dʒɔ:ni] *n* 6 поездка; путешествие  
**joy** [dʒɔɪ] *n* 3 радость; веселье; удовольствие  
**judge\*** [dʒʌdʒ] *n* судья  
**July** [dʒu'lai] *n* июль  
**jump** [dʒʌmp] *n* прыжок; *v* прыгать  
 **jumper** [dʒʌmpə] *n* прыгун  
**June** [dʒu:n] *n* июнь  
**juice** [dʒu:s] *n* сок  
**just** [dʒʌst] *adv* только

K

**keep** [ki:p] (**kept, kept**) *v* держать; хранить, сохранять  
**keep one's eyes open** быть наблюдательным  
**keep rules** выполнять правила, следовать правилам  
**keep the house** вести хозяйство  
**keep one's promise** выполнять обещание  
**keep somebody's birthday** отмечать день рождения  
**kept** [kept] *см.* keep  
**kid\*** [kɪd] *n* ребенок  
**kill** [kɪl] *v* убить, убивать  
**kind** [kaɪnd] *n* вид, сорт  
**What kind of ...?** Какой...? Что за...? Какого рода...?

**kind** [kaɪnd] *a* добрый  
**king\*** [kɪŋ] *n* король  
**kingdom\*** ['kɪŋdəm] *n* королевство  
**knew** [nju:] *см.* know  
**kitchen** ['kɪtʃən] *n* кухня  
**kitten** ['kɪtn] *n* котенок  
**kite\*** [kaɪt] *n* бумажный змей  
**fly a kite** запускать бумажного змея  
**knee\*** [ni:] *n* колено  
**knife** [naɪf] (*pl knives*) *n* нож  
**knit** [nɪt] *v* 2 вязать  
**knives** [naɪvz] *см.* knife  
**knock\*** [nɒk] *v* стучать  
**know** [nou] (**knew** [nju:], **known** [paʊn]) *v* знать  
**knowledge** ['nɒlɪdʒ] *n* 2 знание, знания  
**known** [paʊn] *см.* know  
**koala bear\*** [kəʊɑ:lə'beə] *n* коала, сумчатый медведь

L

**ladder\*** ['lædə] *n* лестница (*приставная*)  
**lain** [leɪn] *см.* lie  
**lake** [leɪk] *n* озеро  
**lamp** [læmp] *n* лампа  
**land** [lənd] *n* земля  
**language** ['læŋgwɪdʒ] *n* язык  
**the English language** английский язык  
**last<sup>1</sup>** [lɑ:st] *a* последний  
**at last** наконец  
**last<sup>2</sup>** [lɑ:st] *v* 3 продолжаться, длиться  
**late** [leɪt]: **be late (for)** опаздывать (*куда-либо*)  
**get up late** вставать (*просыпаться*) поздно  
**laugh** [lɑ:f] *v* смеяться  
**law\*** [lɔ:] *n* закон  
**lawn\*** [lɔ:n] *n* лужайка  
**lay** [leɪ] *см.* lie  
**lay** [leɪ] (**laid, laid**) *v* класть, положить; накрывать; стелить  
**lay the table** накрывать на стол  
**lazy** ['leɪzi] *a* ленивый  
**leaf** [li:f] *n* (*pl leaves* [li:vz]) лист  
**leaflet\*** ['li:flɪt] *n* листок, небольшая тонкая брошюра  
**learn** [lɜ:n] (**learned, learnt**) *v* учить(ся)  
**learn a poem** учить стихотворение  
**learn to do smth** учиться (*что-либо делать*)  
**leave** [li:v] (**left, left**) (**for**) *v* уезжать (*куда-либо*), оставлять  
**leaves** [li:vz] *см.* leaf  
**left** [left] *см.* leave  
**left** [left] *a* левый  
**lesson** ['lesn] *n* урок  
**let\*** [let] (**let, let**) *v* позволять, разрешать  
**letter** ['letə] *n* письмо; буква  
**letterbox\*** ['letəbɒks] *n* BrE почтовый ящик  
**lettuce\*** ['letɪs] *n* салат  
**librarian** [laɪ'brɛəriən] *n* библиотекарь  
**library** ['laɪbrəri] *n* библиотека  
**lie\*** [laɪ] *n* ложь  
**tell a lie** говорить неправду  
**lie\*** [laɪ] (**lay, lain**) *v* лежать

**life\*** [laɪf] *n* (*pl* **lives** [laɪvz]) жизнь  
**lift\*** [lɪft] *v* поднимать  
**light\*** [laɪt] *n* огонь, свет; *adj* светлый  
**like** [laɪk] *v* любить, нравиться  
**I'd like (to...)** Мне бы хотелось...  
**like** [laɪk] *a* похожий, подобный  
**line\*** [laɪn] *n* линия, строка  
**lion** ['laɪən] *n* лев  
**list\*** [lɪst] *n* список  
**listen** ['lɪsn] (**to**) *v* слушать (*что-либо, кого-либо*)  
**literature** ['lɪtrətʃə] *n* 2 литература  
**little** ['lɪtl] *a* маленький  
**live!** [lɪv] *v* жить  
**live\*** [laɪv] *a* живой  
**lively\*** ['laɪvlɪ] *a* живой, оживленный, веселый  
**lives** [laɪvz] *см.* **life**  
**living-room\*** ['lɪvɪŋrʊm] *n* жилая комната  
**lock\*** [lɒk] *n* замок  
**London** ['lʌndən] *pr n* г. Лондон (*столица Великобритании*)  
**lonely** ['ləʊnli] *a* одинокий  
**long** [lɒŋ] *a* длинный  
**long ago** давно  
**look** [lʊk] *v* смотреть  
**look after** присматривать, ухаживать  
**look at** смотреть на (*что-либо*)  
**look for** искать  
**look happy** выглядеть счастливым  
**look like** выглядеть похожим  
**lot\***: a lot of много  
**lose** [lu:z] (**lost, lost**) *v* терять  
**lose a game** 3 проиграть игру  
**lost** [lɒst] *см.* **lose**  
**loud** [laʊd] *a* громкий  
**love** [lʌv] *v* любить, нравиться  
**lovely** ['lʌvli] *a* красивый, прекрасный  
**low\*** [ləʊ] *a* низкий  
**luck** [lʌk] *n* счастье, удача  
**lump\*** [lʌmp] *n* кусок  
**a lump of sugar** кусок сахара  
**lunch** [lʌntʃ] *n* второй завтрак  
**for lunch** на завтрак  
**have lunch** завтракать

## M

**mad: go mad\*** [mæd] *v* сходить с ума  
**made** [meɪd] *см.* **make**  
**Madrid** [mæ'drɪd] *pr n* г. Мадрид (*столица Испании*)  
**magic** ['mædʒɪk] *n* волшебство; *a* волшебный  
**mail** [meɪl] *n* 8 почта; почтовая корреспонденция  
**air mail** 8 авиапочта  
**mailbox\*** ['meɪlbɒks] *n* *AmE* почтовый ящик  
**main** [meɪn] *a* главный  
**make** [meɪk] (**made, made**) *v* делать  
**make a bed** стелить постель  
**make a fire** 8 разжигать костер  
**make a mistake** делать ошибку  
**make a noise** 8 шуметь  
**make a translation** 8 делать перевод  
**make friends** подружиться  
**make progress** 2 делать успехи  
**make tea** заваривать чай  
**make up\*** (a story, a dialogue, a plan) составлять (рассказ, диалог, план)  
**make up one's mind** принять решение, решиться  
**make-believe** ['meɪk bɪ'li:v] *n* воображение, фантазия  
**mallet\*** ['mæləɪt] *n* молоток (*для игры в крокет*)  
**man** [mæn] *n* (*pl* **men**) человек, мужчина  
**many** ['meni] *pron* много  
**How many?** Сколько?  
**map** [mæp] *n* карта  
**March** [mɑ:ʃ] *n* март  
**mark\*** [mɑ:k] *n* отметка, оценка; *v* отмечать  
**marker\*** ['mɑ:kə] *n* маркер  
**market** ['mɑ:kɪt] *n* рынок, базар  
**marry\*** ['mæri] *v* выходить замуж, жениться  
**master\*** ['mɑ:stə] *n* хозяин  
**mathematics** [ˌmæθə'mætɪks] *n* математика  
**matter** ['mætə]: **What's the matter?** Что случилось? В чем дело?  
**May** [meɪ] *n* май  
**may** [meɪ] (**might**) *v* мочь (*модальный глагол, выражает просьбу или разрешение*)  
**meal** [mi:l] *n* еда, прием пищи  
**mean** [mi:n] (**meant, meant**) *v* иметь в виду; значить; означать  
**meat** [mi:t] *n* мясо  
**meant** [ment] *см.* **mean**  
**meet** [mi:t] (**met, met**) *v* встречать(ся)  
**meeting\*** ['mi:tɪŋ] *n* встреча, собрание, митинг  
**melt\*** [melt] *v* таять  
**mend\*** [mend] *v* чинить  
**memory** ['meməri] *n* 2 память  
**merry** ['merɪ] *a* веселый  
**Merry Christmas** С Рождеством!  
**message** ['mesɪdʒ] *n* 8 сообщение, письмо, записка  
**met** [met] *см.* **meet**  
**Mexico** ['meksɪkəʊ] *pr n* Мексика  
**Mexico (City)** *pr n* г. Мексико (*столица Мексики*)  
**mice** [maɪs] *см.* **mouse**  
**middle\*** ['mɪdl] *n* середина  
**in the middle** в середине  
**might** [maɪt] *см.* **may**  
**mile\*** [maɪl] *n* миля  
**milk** [mɪlk] *n* молоко  
**million** ['mɪljən] *n* миллион  
**miss** [mɪs] *v* скучать (*по кому-либо*)  
**minute\*** ['mɪnɪt] *n* минута  
**mirror\*** ['mɪrə] *n* зеркало  
**mistake** [mɪ'steɪk] *n* ошибка  
**mock\*** [mɒk] *v* насмехаться  
**modern** ['mɒdən] *a* 2 современный  
**modest** ['mɒdɪst] *a* 8 скромный  
**moment\*** ['mɒmənt] *n* момент, мгновение  
**monarch\*** ['mɒnək] *n* монарх  
**Monday** ['mʌndɪ] *n* понедельник  
**money** ['mʌni] *n* 11 деньги



**monitor\*** ['mɒnɪtə] *n* староста (в классе)  
**monkey** ['mʌŋki] *n* обезьяна  
**month** ['mʌnθ] *n* месяц  
**last month** в прошлом месяце  
**next month** в следующем месяце  
**monument** ['mɒnjumənt] *n* памятник  
**moon** [mu:n] *n* луна  
**moorland\*** ['muələnd] *n* вересковая пустошь, местность, поросшая вереском  
**moral** ['mɔrəl] *n* мораль  
**more** [mɔ:] *a, adv* (сравнит. ст. от **much, many**) больше, более  
**more than** больше чем  
**morning** ['mɔ:nɪŋ] *n* утро  
**do morning exercises** делать зарядку  
**in the morning** утром  
**Moscow** ['mɒskəʊ] *pr n* г. Москва (столица России)  
**mother** ['mʌðə] *n* мать  
**most** [məʊst] (**the**) *a, adv* (превосх. ст. от **much, many**) наибольший  
**mountain** ['maʊntɪn] *n* гора  
**mouse** [maʊs] *n* (pl **mice**) мышь  
**mouth** [maʊθ] *n* рот  
**move** [mu:v] *v* двигаться, переезжать, переселяться  
**multiply** ['mʌltɪplaɪ] *v* 2 умножать  
**museum** [mju:'ziəm] *n* музей  
**mushroom** ['mʌʃrʊm] *n* гриб  
**music** ['mjuzɪk] *n* музыка  
**must** [mʌst] *v* должен, обязан (делать что-либо)  
**my** [maɪ] *pron* мой, моя, мое  
**myself** [maɪ'self] *pron* сам, сама  
**mysterious\*** [mɪ'stɪəriəs] *a* таинственный  
**mystery\*** ['mɪstəri] *n* тайна

## N

**name** [neɪm] *n* имя  
**nature** ['neɪtʃə] *n* природа  
**naughty** ['nɔ:ti] *a* непослушный, озорной, капризный  
**near** [niə] *prep* близко  
**neat** [ni:t] *a* 2 чистый, опрятный, аккуратный  
**necessary** ['nesəsəri] *a* 2 необходимый, нужный  
**neck** [nek] *n* шея  
**need** [ni:d] *v* нуждаться (в чем-либо)  
**in need** в нужде  
**needn't** ['ni:dnt] 2 нет необходимости, не следует  
**needle** ['ni:dl] *n* 2 иголка  
**neighbour** ['neɪbə] *n* 11 сосед  
**nest\*** [nest] *n* гнездо  
**never** ['nevə] *adv* никогда  
**next** [nekst] *a* следующий  
**next (to)** рядом (с кем-либо, с чем-либо)  
**next week** на следующей неделе  
**new** [nju:] *a* новый  
**New Year** Новый Год  
**Happy New Year!** С Новым Годом!  
**news** [nju:z] *n* 8 новость, новости; известие, сообщение  
**nice** [naɪs] *a* приятный

**night** [naɪt] *n* ночь  
**nine** [naɪn] *num* девять  
**nineteen** ['naɪn'ti:n] *num* девятнадцать  
**ninety** ['naɪntɪ] *num* девяносто  
**no** [nəʊ] *part* нет  
**noble** ['nəʊbl] *a* 8 благородный  
**nobody** ['nəʊbɒdi] *pron* никто  
**noise** [nɔɪz] *n* шум  
**make a noise** шуметь  
**noisy** ['nɔɪzi] *a* шумный  
**north** [nɔ:θ] *n* север  
**in the north** на севере  
**the North Pole** Северный полюс  
**nose** [nəʊz] *n* нос  
**not** [nɒt] *adv* нет  
**nothing** ['nʌθɪŋ] *pron* ничего  
**notice\*** ['nəʊtɪs] *v* замечать  
**now** [naʊ] *adv* теперь, сейчас  
**November** [nəʊ'vembə] *n* ноябрь  
**number** ['nʌmbə] *n* 2 число  
**nurse\*** [nɜ:s] *n* няня  
**nut** [nʌt] *n* орех

## O

**obey** [ə'beɪ] *v* слушаться, повиноваться  
**ocean** ['əʊʃn] *n* океан  
**occupy** ['ɒkjʊpaɪ] *v* 6 занимать; захватывать  
**o'clock** [ə'klɒk]: **at ... o'clock** в ... часа  
**October** [ɒk'təʊbə] *n* октябрь  
**offer** ['ɒfə] *n* 11 предложение; *v* предлагать  
**office\*** ['ɒfɪs] *n* учреждение  
**often** ['ɒfn] *adv* часто  
**oil\*** [ɔɪl] *n* нефть  
**oils** [ɔɪlz] *n* 2 масляная краска  
**paint in oils** писать маслом  
**old** [əʊld] *a* старый  
**on** [ɒn] *prep* на  
**one** [wʌn] *num* один  
**one** [wʌn] *pron* некто, некий, кто-то  
**once** [wʌns] *adv* однажды  
**at once\*** сразу же, немедленно  
**once more\*** еще раз  
**only** ['əʊnli] *adv* только  
**open** ['əʊpən] *v* открывать; *a* открытый  
**opinion\*** [ə'pɪnjən] *n* мнение  
**opposite** ['ɒpəzɪt] *adv* напротив; *a* находящийся напротив, противоположный  
**or** [ɔ:] *conj* или  
**orchard\*** ['ɔ:tʃəd] *n* фруктовый сад  
**other** [ʌðə] *pron* другой  
**at each other** друг на друга  
**with each other** друг с другом  
**Ottawa** ['ɒtəwə] *pr n* г. Оттава (столица Канады)  
**ought** [ɔ:t] (**to**) *v* 2 следует, следовало бы  
**our** [aʊə] *pron* наш  
**ourselves** [aʊə'selvz] *pron* сами (о 1-м лице мн. числа)  
**out** [aʊt] *adv* вне  
**out of** из  
**go out** выходить  
**out of doors=out doors\*** ['aʊtdɔ:z] на открытом воздухе

**outside** [ˈaʊtsaɪd] *prep* вне, за пределами  
**over** [ˈoʊvə]: **be over** кончатся, оканчиваться  
**all over the world** во всем мире  
**overcoat** [ˈoʊvəkəʊt] *n* пальто  
**owl\*** [aʊl] *n* сова  
**own** [aʊn] *a*  $\delta$  свой собственный; собственный, родной

## P

**page** [peɪdʒ] *n* страница  
**pail\*** [peɪl] *n* ведро  
**paint** [paɪnt] *n* 2 краска; *v* красить, раскрашивать; писать красками  
**painting** [ˈpeɪntɪŋ] *n* 2 живопись, картина  
**pair\*** [peə] *n* пара  
**palace** [ˈpælɪs] *n* дворец  
**pale\*** [peɪl] *a* бледный  
**palm-tree\*** [ˈpɑːlmtriː] *n* пальма  
**paper** [ˈpeɪpə] *n* бумага  
**paper clip\*** [ˈpeɪpəˈklɪp] *n* канцелярская скрепка  
**parents** [ˈpeərənts] *n* родители  
**park** [pɑːk] *n* парк  
**parrot** [ˈpærət] *n* попугай  
**part\*** [pɑːt] *n* часть  
**party** [ˈpɑːti] *n* вечер, прием гостей  
**birthday party** вечер по случаю дня рождения  
**New Year party** новогодний вечер  
**pass\*** [pɑːs] *v* передавать; проходить, проезжать; проходить (*о времени*)  
**past** [pɑːst] *prep* мимо; после  
**half past nine** половина десятого  
**past** [pɑːst] (**the**) *n* прошедшее время  
**pastime** [ˈpɑːstaɪm] *n* 3 приятное время препровождение; игра, развлечение  
**pat\*** [pæt] *v* погладить (*кого-либо*)  
**pay (paid, paid)** [peɪ] *v* 11 платить  
**pear** [peə] *n* груша  
**pen** [pen] *n* ручка  
**pence\*** [pens] *pl* от **penny**  
**pencil** [ˈpensl] *n* карандаш  
**pencil-box** пенал  
**pencil sharpener\*** [ˈʃɑːpnə] *n* точилка для карандашей  
**penny\*** [ˈpeni] *n* пенни  
**people** [ˈpiːpl] *n* народ, люди  
**pet** [pet] *n* 11 (*любимое*) домашнее животное  
**phone** [fəʊn] *n*  $\delta$  телефон; *v* звонить по телефону  
**piano** [ˈpiːnəʊ] *n* 3 фортепьяно, рояль; пианино  
**play the piano** играть на пианино  
**pick** [pɪk] *v* рвать  
**picnic\*** [ˈpɪknɪk] *n* пикник  
**picture\*** [ˈpɪktʃə] *n* картина, картинка  
**in the picture** на картине  
**piece** [piːs] *n* кусок  
**a piece of cake** кусок пирога  
**pig** [pɪɡ] *n* поросенок  
**pilot** [ˈpaɪlət] *n* летчик, пилот

**pink\*** [pɪŋk] *a* розовый  
**pity** [ˈpɪti] *n* жалость  
**It's a pity!** Как жаль!  
**What a pity!** Как жаль!  
**place** [pleɪs] *n* место  
**place of interest** достопримечательность  
**plain\*** [pleɪn] *a* простой, некрасивый  
**plain** [pleɪn] *n* 6 равнина  
**plan\*** [plæn] *n* план; *v* планировать  
**plane** [pleɪn] *n* самолет  
**plant** [plɑːnt] *n* растение; *v* сажать (*растение*)  
**play** [pleɪ] *v* играть  
**playground** [ˈpleɪgraʊnd] *n* площадка для игр  
**pleasant** [ˈpleznt] *a* приятный  
**please** [pliːz] *v* делать приятное, доставлять удовольствие  
**be pleased** быть довольным  
**pleasure** [ˈpleʒə] *n* удовольствие  
**plum** [plʌm] *n* слива  
**plural\*** [ˈplʊərəl] *n* множественное число  
**pocket** [ˈpɒkɪt] *n* карман  
**poem\*** [ˈpəʊɪm] *n* стихотворение  
**poet** [ˈpəʊɪt] *n* поэт  
**poison\*** [ˈpɔɪzən] *n* яд; *v* отравлять ядом  
**polite** [pəˈlaɪt] *a* вежливый  
**popular** [ˈpɒpjələ] *a* популярный; известный  
**porridge** [ˈpɒrɪdʒ] *n* каша  
**potato** [pəˈteɪtəʊ] *n* картофель  
**possible** [ˈpɒsəbl] *a* 3 возможный, вероятный  
**post** [pəʊst] *n*  $\delta$  почта; *v* отправлять по почте, опускать в почтовый ящик  
**postcard** [ˈpəʊstkɑːd] *n* почтовая открытка  
**postman** [ˈpəʊstmən] *n*  $\delta$  почтальон  
**post-office** [ˈpəʊst,ɒfɪs] *n*  $\delta$  почта, почтовое отделение  
**power** [ˈpaʊə] *n* 6 сила, мощь  
**powerful** [ˈpaʊəfʊl] *a* 6 сильный, мощный, могучий  
**practice\*** [ˈpræktɪs] *n* практика  
**practise\*** [ˈpræktɪs] *v* практиковаться  
**prefer** [prɪˈfɜː] *v* 11 предпочитать, отдавать предпочтение  
**prepare\*** [prɪˈpeə] *v* приготавливать, готовить  
**present** [ˈpreznt] *n* подарок  
**present\*** [ˈpreznt]: **be present** присутствовать  
**present** [ˈpreznt] (**the**) *n* настоящее время  
**pretend** [prɪˈtend] *v* притворяться, делать вид  
**pretty** [ˈprɪti] *a* милый, прелестный  
**prey\*** [preɪ] *n* добыча  
**price** [praɪs] *n* 11 цена  
**pride\*** [praɪd] *n* гордость  
**prisoner\*** [ˈprɪznə] *n* пленный, заключенный  
**prize** [praɪz] *n* 3 приз, награда, премия  
**progress** [ˈprəʊɡres] *n* 2 прогресс, развитие  
**make progress** делать успехи  
**promise** [ˈprɒmɪs] *n* обещание; *v* обещать  
**keep one's promise** сдерживать обещание  
**pronounce** [prəˈnaʊns] *v* 2 произносить  
**pronunciation** [prəˈnʌnsɪˈeɪʃən] *n* 2 произношение  
**protect** [prəˈtekt] *v* 11 защищать, охранять  
**proverb\*** [ˈprɒvəb] *n* пословица  
**proud** [praʊd] *a* гордый

**be proud (of)** гордиться (*чем-либо, кем-либо*)  
**public\*** ['pʌblɪk] *n* публика  
**punch\***, (**hole**) **punch\*** [pʌntʃ] *n* дырокол  
**punish** [ˈpʌnɪʃ] *v* наказывать  
**punishment\*** [ˈpʌnɪʃmənt] *n* наказание  
**pupil** [ˈpjʊːpl] *n* ученик  
**puppet** [ˈpʌpɪt] *n* кукла  
**Puppet Theatre** кукольный театр  
**purpose\*** [ˈpɜːpəs]: **on purpose** нарочно, умышленно  
**puppy** [ˈpʌpɪ] *n* щенок  
**push\*** [pʊʃ] *n* толчок; *v* толкать  
**put** [pʊt] (**put**, **put**) *v* положить, класть  
**put on** надевать (*одежду*)

Q

**quality** [ˈkwɒləti] *n* *δ* качество, сорт  
**quarrel** [ˈkwɒrəl] *n* *δ* ссора; *v* ссориться  
**quarter\*** [ˈkwɔːtə] *n* четверть  
**It's a quarter to four** без четверти четыре  
**question\*** [ˈkwɛstʃn] *n* вопрос  
**ask questions** задавать вопросы  
**quick** [kwɪk] *a* быстрый  
**quickly** [ˈkwɪkli] *adv* быстро  
**quiet** [ˈkwaɪət] *a* спокойный, тихий  
**quite** [kwaɪt] *adv* совсем, вполне

R

**rabbit\*** [ˈræbɪt] *n* кролик  
**race** [reɪs] *n* *3* состязание в бегах; гонка; состязание в скорости; *v* участвовать в гонках, скачках  
**rag\*** [ræg] *n* тряпка  
**rags** тряпье, лохмотья  
**rain** [reɪn] *n* дождь  
**It rains. It is raining.** Идет дождь.  
**raincoat** [ˈreɪnkəʊt] *n* плащ  
**rainy** [ˈreɪni] *a* дождливый  
**raisins\*** [ˈreɪznz] *pl* изюм  
**ran** [ræn] *см.* **run**  
**rang** [ræŋ] *см.* **ring**  
**reach** [ri:tʃ] *v* *б* доезжать, доходить, добираться, достигать  
**read** [ri:d] (**read** [red]), **read** [red] *v* читать  
**reading\*** [ˈriːdɪŋ] *n* чтение  
**ready\*** [ˈredi] *a* готовый  
**be ready** быть готовым  
**real** [riəl] *a* действительный; настоящий  
**really** [ˈriəli] *adv* действительно  
**reason** [ˈriːzn] *n* *δ* причина, основание; соображение  
**recall\*** [rɪˈkɔːl] *v* вспоминать  
**receive** [rɪˈsiːv] *v* *δ* получать, принимать  
**receiver** [rɪˈsiːvə] *v* *δ* телефонная трубка  
**take up the receiver** снять трубку  
**recipe** [ˈresɪpi] *n* *11* рецепт (*какого-либо блюда*)  
**recite** [rɪˈsaɪt] *v* *2* декламировать; читать вслух (*стихи*)  
**record-book\*** [ˈrekɔːdbʊk] *n* дневник  
**recorder\*** [rɪˈkɔːdə] *n* *3* флейта  
**red** [red] *a* красный

**refrigerator\*** [rɪˈfrɪdʒəreɪtə] *n* холодильник  
**refuse** [rɪˈfjuːz] *v* отказывать  
**region** [ˈriːdʒən] *n* *б* область, район; край, страна  
**religion\*** [rɪˈlɪdʒən] *n* религия  
**remain** [rɪˈmeɪn] *v* *δ* оставаться  
**remember** [rɪˈmembə] *v* помнить  
**repair** [rɪˈpeə] *v* *2* ремонтировать, чинить  
**repeat\*** [rɪˈpi:t] *v* повторять  
**reply\*** [rɪˈplai] *v* отвечать  
**request\*** [rɪˈkwest] *n* просьба  
**respect** [rɪˈspekt] *n* *11* уважение; *v* уважать  
**result** [rɪˈzʌlt] *n* *3* результат  
**return** [rɪˈtʌn] *n* возвращение, возврат; *v* возвращаться  
**in return** в обмен  
**rhinoceros\*** [raɪˈnɒsərəs] *n* носорог  
**rhyme\*** [raɪm] *n* стихотворение, рифма; *v* рифмовать  
**nursery rhymes** детские стишки  
**riddle\*** [ˈrɪdl] *n* загадка  
**ring** [rɪŋ]: (**rang**, **rung**) *v* звонить, звенеть  
**ring up** *δ* звонить, вызывать по телефону  
**rise\*** [raɪz] (**rose**, **risen**) *v* подниматься  
**ride** [raɪd] (**rode**, **ridden**) *v* кататься  
**ride a bicycle** кататься на велосипеде  
**ride a horse** кататься на лошади  
**ridden** [ˈrɪdn] *см.* **ride**  
**right** [raɪt] *a* правильный, справедливый, правый  
**river** [ˈrɪvə] *n* река  
**road** [rəʊd] *n* дорога  
**roar\*** [rɔː] *v* рычать  
**rode** [rəʊd] *см.* **ride**  
**roller coaster\*** *n* “крутые горки” (*аттракцион*)  
**roller-skate** [ˈrəʊləskeɪt] *v* *3* кататься на роликах  
**roller skates** [ˈrəʊləskeɪts] *3* роликовые коньки  
**Rome** [rəʊm] *pr n* г. Рим (*столица Италии*)  
**room** [ru:m] *n* комната  
**round** [raʊnd] *a* круглый  
**round** [raʊnd] *prep* вокруг  
**rubber\*** [ˈrʌbə] *n* резинка, ластик  
**rude** [ru:d] *a* грубый  
**rudely** [ˈruːdli] *adv* грубо  
**rugby** [ˈrʌɡbi] *n* *3* регби (*спорт.*)  
**rule** [ru:l] *n* правило  
**as a rule** как правило  
**keep rules** соблюдать правила  
**rule\*** [ru:l] *v* править, управлять  
**ruler\*** [ˈruːlə] *n* линейка  
**run** [rʌn] (**ran**, **run**) *v* бегать  
**rung** [rʌŋ] *см.* **ring**  
**Russia** [ˈrʌʃə] *pr n* Россия  
**Russian** [ˈrʌʃn] *a* русский  
**the Russian language** русский язык

S

**sad** [sæd] *a* печальный, грустный  
**safe** [seɪf] *a* безопасный; надежный  
**safety** [ˈseɪfti] *n* безопасность  
**said** [sed] *см.* **say**  
**sail** [seɪl] *v* *б* плавать, совершать плавание  
**salt** [sɔːlt] *n* соль

- salty** ['sɔ:ltɪ] *a* соленый  
**same** [seɪm] *pron* тот же самый, один и тот же; одинаковый, такой же  
**sand** [sænd] *n* песок  
**sandwich\*** ['sænwɪdʒ] *n* бутерброд  
**Santa Claus** ['sæntə 'klɔ:z] Санта Клаус, дед-мороз  
**Saturday** ['sætədɪ] *n* суббота  
**sang** [sæŋ] *см.* sing  
**sat** [sæt] *см.* sit  
**sausage\*** ['sɔ:sɪdʒ] *n* колбаса, сосиска  
**save** [seɪv] *v* спасать  
**saw** [sɔ:] *см.* see  
**say** [seɪ] (**said** [sed], **said**) *v* сказать  
**saying\*** ['seɪɪŋ] *n* поговорка  
**scarf\*** [skɑ:f] *n* шарф  
**scenery\*** ['si:nəri] *n* пейзаж  
**school** [sku:l] *n* школа  
**at school** в школе  
**go to school** учиться в школе  
**schoolmate\*** ['sku:lmeɪt] *n* школьный товарищ  
**science** ['saɪəns] *n* 2 наука  
**scissors** ['sɪzəz] *n* 2 ножницы  
**sea** [si:] *n* море  
**seal\*** [si:l] *n* печать  
**seaside** ['si:saɪd] *n* побережье  
**at the seaside** у моря  
**to the seaside** к морю  
**seashell\*** ['si:ʃel] *n* морская раковина  
**season** ['si:zn] *n* время года, сезон  
**second** ['sekənd] *num* второй  
**secret** ['si:kri:t] *n* 8 секрет, тайна; *a* секретный, сохраняемый в тайне  
**see** [si:] (**saw**, **seen**) *v* видеть  
**seem** [si:m] *v* 3 казаться  
**seen** [si:n] *см.* see  
**seize\*** [si:z] *n* хватать, схватить  
**seldom\*** ['seldəm] *adv* редко  
**selfish** ['selfɪʃ] *a* эгоистичный  
**sell** [sel] (**sold** [sould], **sold**) *v* 11 продавать  
**semester\*** [si'mestə] *n* АмЕ семестр (*часть учебного года*)  
**sentence\*** ['sentəns] *n* предложение  
**separate** ['sepəreɪt] *v* 6 отделять, разъединять  
**September** ['septembə] *n* сентябрь  
**serious\*** ['siəriəs] *a* серьезный  
**serve** [sɜ:v] *v* 11 обслуживать  
**service** ['sɜ:vɪs] *n* 11 обслуживание  
**seven** ['sevn] *num* семь  
**seventeen** [,sevn'ti:n] *num* семнадцать  
**seventy** ['sevntɪ] *num* семьдесят  
**sew** [sou] (**sewed** [soud], **sewed**) *v* 2 шить  
**shake\*** [ʃeɪk] (**shook**, **shaken**) *n* трясина  
**sharp** [ʃɑ:p] *a* резкий, острый  
**she** [ʃi:] *pron* она  
**sheep** [ʃi:p] *n* (*pl* sheep) овца  
**shelf** [ʃelf] (*pl* shelves) *n* полка  
**shelves** [ʃelvz] *см.* shelf  
**shelter\*** ['ʃeltə] *n* укрытие  
**shine** [ʃaɪn] (**shone**, **shone**) *v* светить  
**shiny** ['ʃaɪni] *a* солнечный; блестящий  
**ship** [ʃɪp] *n* корабль, судно  
**shipwreck\*** ['ʃɪprek] *n* кораблекрушение; *v* потерпеть кораблекрушение  
**shirt** [ʃɜ:t] *n* рубашка  
**shoe** [ʃu:] *n* полуботинок, туфля  
**shoulder** ['ʃouldə] *n* плечо  
**shone** [ʃɒn] *см.* shine  
**shop** [ʃɒp] *n* магазин  
**shop assistant** ['ʃɒp ə'sɪstənt] *n* 11 продавец  
**shopping** ['ʃɒpɪŋ] *n* 11 посещение магазина (*с целью покупки*)  
**do one's shopping** делать покупки  
**go shopping** идти за покупками  
**shore** [ʃɔ:] *n* 6 берег (*моря*)  
**short** [ʃɔ:t] *a* короткий  
**shorts** [ʃɔ:ts] *n* шорты  
**shout** [ʃaʊt] *v* кричать  
**show** [ʃou] (**showed**, **shown**) *v* показывать  
**show off\*** красоваться, рисоваться  
**shown** [ʃoun] *см.* show  
**shy** [ʃaɪ] *a* 8 застенчивый, стеснительный  
**sign\*** [saɪn] *n* знак  
**silly** ['sɪli] *a* глупый  
**silver\*** ['sɪlvə] *n* серебро; *a* серебряный  
**simple** ['sɪmpl] *a* простой  
**sing** [sɪŋ] (**sang** [sæŋ], **sung** [sʌŋ]) *v* петь  
**single\*** ['sɪŋgl] *a* единственный, один  
**sister** ['sɪstə] *n* сестра  
**sit** [sɪt] (**sat**, **sat**) *v* сидеть  
**sit down** садиться  
**situated (be)** ['sɪtʃu:etɪd] *b* быть расположенным  
**six** ['sɪks] *num* шесть  
**sixteen** [sɪks'ti:n] *num* шестнадцать  
**sixty** ['sɪksti] *num* шестьдесят  
**size** [saɪz] *n* размер  
**skate** ['skeɪt] *v* кататься на коньках  
**skateboard** ['skeɪtbɔ:d] *n* 3 скейтборд  
**skating-rink\*** ['skeɪtɪŋrɪŋk] *n* каток  
**ski** [ski:] *v* кататься на лыжах  
**skip** [skɪp] *v* прыгать, скакать (*через веревочку*)  
**skirt** [skɜ:t] *n* юбка  
**sky** [skai] *n* небо  
**in the sky** на небе  
**sledge** [sledʒ] *v* кататься на санках  
**sleep** [sli:p] (**slept**, **slept**) *v* спать  
**slept** [slept] *см.* sleep  
**slice** [slaɪs] *n* кусочек  
**a slice of cheese** кусочек сыра  
**slow** [slou] *a* медленный  
**slowly** ['sləʊli] *adv* медленно  
**small** [smɔ:l] *a* маленький  
**smell** [smel] *n* запах; *v* (**smelt**, **smelt**) чувствовать запах  
**smelt** [smelt] *см.* smelt  
**smile** [smɪl] *n* улыбка; *v* улыбаться  
**snack** [snæk] *n* 11 легкая закуска; *v* закусывать, подкрепляться  
**snow** [snəʊ] *n* снег  
**It snows. It is snowing.** Идет снег.  
**snowball** ['snəʊbɔ:l] *n* снежок  
**play snowballs** играть в снежки  
**snowmaiden\*** ['snəʊmeɪdn] *n* снегурочка  
**so** [sou] *adv* так, такой (*-ая, -ое, -ие*)  
**soap** [səʊp] *n* мыло  
**sock** [sɒk] *n* носок

sofa ['səʊfə] *n* софа, диван  
 soft [sɒft] *a* мягкий  
 soil\* [sɔɪl] *n* почва, грунт  
 soldier\* ['souldʒə] *n* солдат, военный  
 some [sʌm] *pron* несколько, немного  
   **some of us** некоторые из нас  
 somebody ['sʌmbədi] *pron* кто-то  
 something ['sʌmθɪŋ] *pron* что-то  
 sometimes ['sʌmtaɪmz] *adv* иногда  
 son [sʌn] *n* сын  
 song [sɒŋ] *n* песня  
 soon [su:n] *adv* скоро, вскоре  
 sorry ['sɔ:ri]: **be sorry** сожалеть, жалеть  
   **I am sorry.** Простите.  
 sound\* [saʊnd] *n* звук; *v* звучать  
 soup [su:p] *n* суп  
 South [sauθ] *n* юг  
   **in the south** на юге  
   **the South Pole** Южный полюс  
 Spain [speɪn] *pr* Испания  
 Spanish ['spæniʃ] *a* испанский  
 speak [spi:k] (**spoke, spoken**) *v* говорить  
   **speak a foreign language** говорить на иностранном языке  
   **speak English** говорить по-английски  
 special ['speʃəl] *a* специальный, особый  
 spell [spel] (**spelt, spelt**) *v* 2 писать, произносить слово по буквам  
 spelling ['speliŋ] *n* 2 правописание  
 spelt [spelt] *см.* spell  
 spend [spend] (**spent, spent**) *v* тратить (*деньги*), проводить (*время*)  
 spent [spent] *см.* spend  
 spoke [spouk] *см.* speak  
 spoken ['spoukn] *см.* speak  
 spoon [spu:n] *n* ложка  
 sport [spɔ:t] *n* 3 спорт, спортивные игры  
   **sports ground** спортивная площадка  
   **play sports** заниматься спортом  
 spot\* [spɒt] *n* место  
 spring [sprɪŋ] *n* весна  
   **in spring** весной  
 square [skweə] *n* площадь  
 squirrel ['skwɪrəl] *n* белка  
 stadium ['steɪdɪəm] *n* стадион  
 stake\* [steɪk] *n* кол, столб  
 stamp [stæmp] *n* марка  
 stand [stænd] (**stood, stood**) *v* стоять  
   **stand up** вставать  
 stapler\* ['steɪplə] *n* степлер (*приспособление для скрепления бумаг скрепками*)  
 star [sta:] *n* звезда  
 stationery\* ['steɪnəri] *n* канцелярские принадлежности  
 statement\* ['steɪtmənt] *n* утверждение  
 stay [steɪ] *v* оставаться; гостить  
   **stay at somebody's place** останавливаться (*у кого-либо*)  
 steak\* [steɪk] *n* кусок (*мяса, рыбы*)  
 steal\* [sti:l] *v* красть, воровать  
 stick [stɪk] *n* палка  
 stick [stɪk] (**stuck, stuck**) *v* 8 наклеивать

still [stɪl] *adv* все еще  
 stocking ['stɒkɪŋ] *n* чулок  
 stone [stoun] *n* камень  
 stood [stud] *см.* stand  
 stop [stɒp] *n* остановка; *v* останавливать(ся)  
 store [stɔ:] *n* запас; *v* запастись, делать запасы  
 store [stɔ:] *n* универсам, магазин  
   **department store** универсальный магазин  
 storm [stɔ:m] *n* шторм, буря  
 stormy ['stɔ:mi] *a* бурный  
 story ['stɔ:ri] *n* рассказ  
 strange [streɪndʒ] *a* странный, удивительный; чужой  
 straw\* [strɔ:] *n* соломинка, солома  
 street [stri:t] *n* улица  
   **in the street** на улице  
 stretch [stretʃ] *v* 6 простираться  
 strict [strikt] *a* строгий  
 strong\* [strɒŋ] *a* сильный  
 study\* ['stʌdi] *v* изучать, учиться  
 subject ['sʌbdʒɪkt] *n* 2 предмет  
 subtract [səb'trækt] *v* 2 вычитать  
 such [sʌtʃ] *a* такой  
 suddenly ['sʌdnli] *adv* вдруг  
 suffer ['sʌfə] *v* 6 страдать  
 suffering ['sʌfərɪŋ] *v* 6 страдание  
 sugar ['ʃʊgə] *n* сахар  
   **lump of sugar** кусочек сахара  
 summer ['sʌmə] *n* лето  
   **in summer** летом  
 sun [sʌn] *n* солнце  
 Sunday ['sʌndɪ] *n* воскресенье  
   **on Sunday** в воскресенье  
 sung [sʌŋ] *см.* sing  
 sunny ['sʌni] *a* солнечный  
 supper ['sʌpə] *n* ужин  
   **for supper** на ужин  
   **have supper** ужинать  
 surgeon\* ['sɜ:dʒən] хирург  
 surprise [sə'praɪz] *n* сюрприз; удивление  
 surprised [sə'praɪzd]: **be surprised** *v* удивляться  
 survive\* [sə'vaɪv] *v* выживать  
 surround [sə'raʊnd] *v* 6 окружать  
 swam [swæm] *см.* swim  
 sweater ['swetə] *n* свитер  
 sweep [swi:p] (**swept, swept**) *v* подметать  
 sweet [swi:t] *a* сладкий; *n* конфета  
 swept [swept] *см.* sweep  
 swim [swɪm] (**swam, swum**) *v* плавать  
 swimming pool ['swɪmɪŋ pu:l] *n* бассейн  
 sword\* [sɔ:d] *n* меч  
 swum [swʌm] *см.* swim

## T

table ['teɪbl] *n* стол  
 table-tennis настольный теннис  
 tail [teɪl] *n* хвост  
 take [teɪk] (**took, taken**) *v* брать, взять  
   **take care of** заботиться  
   **take off** снимать (*одежду*)  
   **take pictures** фотографировать

- take place** происходить, иметь место  
**take up** в 3 заниматься (*чем-либо*), взяться (*за что-либо*)
- taken** ['teɪkn] *см.* **take**
- tale** [teɪl] *n* рассказ, сказка
- talk** [tɔ:k] *n* разговор, беседа; *v* разговаривать
- tame** [teɪm] *a* ручной, домашний; *v* приручать; дрессировать, укрощать
- tape\*** [teɪp] *n* клейкая лента
- task** [tɑ:sk] *n* 2 задача
- taste** [teɪst] *n* вкус; *v* пробовать (*на вкус*)
- tasty** ['teɪsti] *a* вкусный
- taught** [tɔ:t] *см.* **teach**
- tea** [ti:] *n* чай
- teach** [ti:tʃ] (**taught, taught**) *v* учить, обучать  
**teach somebody a lesson** проучить (*кого-либо*)
- teacher** ['ti:tʃə] *n* учитель
- team** [ti:m] *n* 3 команда (*спортивная*)
- tear** [teə] (**tore, torn**) *v* рвать
- tear** [tiə] *n* слеза
- teeth** [ti:θ] *см.* **tooth**
- telegram** ['telɪgræm] *n* 8 телеграмма
- telephone** ['telɪfoun] *n* 8 телефон; *v* звонить (*по телефону*)
- television** ['telɪvɪzən] *n* телевидение
- tell** [tel] (**told, told**) *v* сказать, рассказывать  
**tell a lie\*** говорить неправду  
**tell the truth\*** говорить правду
- temperature\*** ['temprətʃə] *n* температура
- ten** [ten] *num* десять
- tennis** ['tenɪs] *n* теннис  
**play tennis** играть в теннис
- tent** [tent] *n* палатка  
**put up a tent** ставить палатку
- term\*** [tɜ:m] *n* BrE четверть (*часть учебного года*)
- terrible** ['terəbl] *a* ужасный, страшный
- test\*** [test] *n* проверка; контрольная работа; *v* проверять
- text\*** [tekst] *n* текст
- than** [ðæn] *сj* чем (*при сравнении*)
- thank** [θæŋk] *v* благодарить
- that** [ðæt] *pron* (*pl those*) тот; *сj* что
- theatre** ['θiətə] *n* театр  
**at the theatre** в театре
- their** [ðeə] *pron* их, свой
- them** [ðem] *pron* им, их
- themselves** [ðəm'selvz] *pron* себя, себе; сами (*о 3-м лице мн. числа*)
- then** [ðen] *adv* затем, потом
- there** [ðeə] *adv* там, туда
- these** [ði:z] *см.* **this**
- they** [ðeɪ] *pron* они
- thick** [θɪk] *a* густой; толстый
- thin** [θɪn] *a* тонкий, худой
- thing** [θɪŋ] *n* вещь, предмет
- think** [θɪŋk] (**thought, thought**) *v* думать
- third** [θɜ:d] *num* третий
- thirsty** ['θɜ:sti]: **be thirsty** испытывать жажду  
**I'm thirsty.** Я хочу пить.
- thirteen** [θɜ:'ti:n] *num* тринадцать
- thirty** ['θɜ:ti] *num* тридцать
- this** [ðɪs] (*pl these*) *pron* этот
- those** [ðəuz] *см.* **that**
- thought\*** [θɔ:t] *см.* **think**
- thought<sup>2</sup>** [θɔ:t] *n* 8 мысль, идея, мнение
- thoughtful** ['θɔ:tfʊl] (**about**) *a* 8 внимательный; задумчивый
- thousand** ['θaʊzənd] *n* тысяча
- thread** [θred] *n* 2 нитка
- three** [θri:] *num* три
- threw** [θru:] *см.* **throw**
- throne\*** [θroun] *n* трон
- throw** [θrou] (**threw, thrown**) *v* бросать
- thrown** [θroun] *см.* **throw**
- thunder\*** ['θʌndə] *n* гром
- Thursday** ['θɜ:zdi] *n* четверг
- tidy** ['taɪdi] *a* аккуратный, чистый; *v* приводить в порядок
- tie** [taɪ] *a* галстук (*мужской*); *v* завязывать
- tiger** ['taɪgə] *n* тигр
- till** [tɪl] *prep* до, не раньше; *сj* до тех пор пока
- time** [taɪm] *n* время  
**have a good time** хорошо проводить время  
**What's the time?** Какой час?  
**many times** много раз
- time-table** ['taɪm,teɪbl] 2 расписание
- tin\*** [tɪn] *n* консервная банка, жестянка  
**tin opener\*** консервный нож
- tiny\*** ['taɪni] *a* очень маленький, крошечный
- tired** ['taɪəd]: **be tired** уставать
- title** ['taɪtl] *n* заголовок, название (*книги*)
- together** [tə'geðə] *adv* вместе
- told** [tould] *см.* **tell**
- to** [tu] *prep* к, в, на
- today** [tə'deɪ] *adv* сегодня
- Tokio** ['tɒkiou] *pr* *n* г. Токио (*столица Японии*)
- tomato\*** [tə'matəʊ] *n* помидор
- tomorrow** [tə'mɔ:rəʊ] *adv* завтра
- tongue\*** [tʌŋ] *n* язык
- too** [tu:] *adv* также; слишком  
**too many** слишком много  
**too much** слишком много  
**too soon** слишком скоро
- tooth** [tu:θ] (*pl teeth*) *n* зуб
- tool** [tu:l] *n* 2 инструмент
- top** [tɒp] *n* 6 верхушка, вершина
- topic\*** ['tɒpɪk] *n* тема
- tore** [tɔ:] *см.* **tear**
- torn** [tɔ:n] *см.* **tear**
- tortoise** ['tɔ:təs] *n* черепаха
- touch** [tʌtʃ] *v* касаться, трогать
- toward(s)** [tə'wɔ:d(z)] *prep* к, по направлению
- towel** ['taʊəl] *n* полотенце
- tower** ['taʊə] *n* башня
- town** [taʊn] *n* город
- toy** [tɔɪ] *n* игрушка
- tradition** [trə'dɪʃn] *n* традиция
- traffic** ['træfɪk] *n* движение, транспорт  
**traffic lights** светофор
- translate** [træns'leɪt] *v* 2 переводить
- translation** [træns'leɪʃn] *n* 2 перевод
- train\*** [treɪn] *n* поезд
- train** [treɪn] *v* обучать, тренировать

trainers\* ['treɪnəz] *n* кроссовки  
 travel ['trævl] *v* путешествовать  
 traveller ['trævlə] *n* путешественник  
 treasure\* ['trezə] *n* сокровище, клад  
 treat [tri:t] *v* обращаться (с кем-либо)  
   **treat somebody kindly/badly** обращаться с кем-либо бережно/плохо  
 tree [tri:] *n* дерево  
 tribe\* [traɪb] *n* племя  
 trick\* [trɪk] *n* шутка, трюк, фокус  
 trip [trɪp] *n* путешествие; поездка  
   **make a trip** совершить путешествие, поездку, экскурсию  
 trouble\* ['trʌbl] *n* неприятности  
 trousers ['traʊzəz] *n* брюки  
 true [tru:] *a* верный  
 truth [tru:θ] *n* правда  
   **tell the truth** говорить правду  
 truthful ['tru:θfʊl] *a* правдивый; верный, правильный  
 try [traɪ] *v* стараться, пытаться; пробовать  
   **try one's best** делать все возможное  
 T-shirt\* ['ti:ʃə:t] *n* майка  
 Tuesday ['tju:zdi] *n* вторник  
 turn [tɜ:n] *v* поворачивать(ся)  
   **turn off** выключать  
   **turn on** включать  
   **turn to the right (left)** повернуть направо (налево)  
   **turn to** обращаться (к кому-либо)  
 TV [ti: 'vi:] *n* телевидение  
   **watch TV** смотреть телевизор  
 twelve [twelv] *num* двенадцать  
 twenty ['twenti] *num* двадцать  
 twice\* [twais] *n* дважды  
 twins\* [twɪnz] *n* близнецы  
 two [tu:] *num* два

## U

umbrella [ʌm'brɛlə] *n* зонтик  
 uncle ['ʌŋkl] *n* дядя  
 under ['ʌndə] *prep* под  
 underground [ʌndəgraʊnd] (the) *n* метро  
 underline\* [ʌndə'laɪn] *v* подчеркивать  
 understand\* [ʌndə'stænd] (understood, understood) *v* понимать  
 understood [ʌndə'stʊd] *см.* understand  
 unhappy [ʌn'hæpi] *a* несчастный  
 unhealthy\* [ʌn'helθi] нездоровый  
 uniform\* ['ju:nɪfɔ:m] *n* форма  
 universe\* ['ju:nɪvɜ:s] *n* вселенная  
 university [ju:nɪ'vɜ:sɪti] *n* университет  
 untidy [ʌn'taɪdi] *a* неопрятный  
 unusual [ʌn'ju:zʊəl] необычный  
 usual [ju:zʊəl] *a* обычный  
 usually [ju:zʊəlɪ] *adv* обычно  
 up [ʌp] *adv, prep* наверху, выше  
 upset [ʌp'set] (upset, upset) *v* перевернуть, опрокинуть; огорчать, расстраивать;  
   **be upset** быть расстроенным

use [ju:s] *n* польза; [ju:z] *v* пользоваться, применять; употреблять  
 used [ju:st] (to) *v* 2 воспользоваться

## V

valley ['væli] *n* 6 долина  
 varied\* ['veəriəd] *a* разнообразный  
 vast\* [va:st] *a* обширный, громадный  
 vegetables ['vedʒtəblz] *n* овощи  
 very ['veri] *adv* очень  
 victory ['vɪktəri] *n* 3 победа  
 village ['vɪlɪdʒ] *n* деревня  
 violin [vaɪə'li:n] *n* 3 скрипка  
   **play the violin** играть на скрипке  
 visit ['vɪzɪt] *v* посещать, навещать;  
   *n* посещение, визит  
 vocabulary\* [və'kæbjʊləri] *n* запас слов, словарь  
 voice [vɔ:ɪs] *n* голос  
 volley-ball ['vɒlɪbɔ:l] *n* волейбол  
   **play volley-ball** играть в волейбол  
 voyage [vɔɪdʒ] *n* 6 путешествие (морское или воздушное); плавание; полет

## W

Washington, DC ['wɒʃɪŋtən di: 'si:] *пр n г.*  
 Вашингтон (столица США)  
 wait [weɪt] (for) *v* ждать (кого-либо)  
 wake [weɪk] (woke, woken) *v* просыпаться, будить  
 walk [wɔ:k] *v* ходить, идти, гулять; *n* прогулка  
   **go for a walk** пойти погулять  
 wall\* [wɔ:l] *n* стена  
 want [wɒnt] *v* хотеть  
   **want somebody to do something** 11 хотеть, чтобы кто-то сделал что-либо  
 wardrobe\* ['wɔ:droub] *n* шкаф  
 warm [wɔ:m] *a* теплый  
 warn\* [wɔ:n] *v* предупреждать  
 warrior\* ['wɔ:riə] *n* воин, боец  
 wash [wɒʃ] *v* мыть(ся), стирать  
   **wash up** мыть посуду  
 waste [weɪst]; waste of time\* *n* напрасная трата времени  
 watch\* [wɒtʃ] *n* часы  
 watch [wɒtʃ] *v* следить, наблюдать  
   **watch TV** смотреть телевизор  
 water ['wɔ:tə] *n* вода; *v* поливать  
 water-colours ['wɔ:tə,kʌləz] *n* 2 акварельные краски; акварель (картина)  
 waterfall\* ['wɔ:təfɔ:l] *n* водопад  
 wave\* [weɪv] *n* волна  
 way\* [weɪ] *n* дорога, путь; способ  
   **on the way (to)** по пути (куда-либо)  
 we [wi:] *pron* мы  
 wear [weə] (wore, worn) *v* носить (одежду)  
 weather ['wedə] *n* погода  
 wealth\* [welθ] *n* богатство  
 Wednesday ['wenzdi] *n* среда  
 week [wi:k] *n* неделя  
   **this week** на этой неделе  
   **last week** на прошлой неделе

**next week** на будущей неделе  
**weekend** [wi:k'end] *n* конец недели  
**welcome\*** ['welkəm] *n* гостеприимство, радушный прием; *v* приветствовать; *a* желанный, приятный  
**Welcome!** Добро пожаловать!  
**well** [wel] *adv* хорошо  
**well-known** [wel'noun] *a* известный  
**went** [went] *см.* go  
**west** [west] (**the**) *n* запад  
**in the west** на западе  
**wet** [wet] *a* мокрый, влажный  
**what** [wɒt] *pron* что, какой  
**wheat\*** [wi:t] *n* пшеница  
**when** [wen] *adv, cj* когда  
**where** [weə] *adv, cj* где, куда  
**whether** ['weðə] *cj* ли (*в косвенном вопросе*)  
**which** [wiʃ] *adv, cj* который; какой  
**while** [wail] *cj* б пока, в то время как  
**white** [wait] *a* белый  
**who** [hu:] *pron* кто  
**whom** [hu:m] *pron* кого  
**whose** [hu:z] *pron* чей, чья, чье, чьи  
**why** [wai] *adv* почему  
**wife** [waif] *n* (*pl wives* [waivz]) жена  
**wild** [waild] *a* дикий  
**willing (be)** ['wiliŋ] *a* II готовый, склонный; старательный, усердный  
**willingly** ['wiliŋli] *adv* II охотно, с готовностью  
**win** [win] (**won, won**) *v* 3 выиграть, победить  
**wind** [wind] *n* ветер  
**windy** ['windi] *a* ветреный  
**window\*** ['windəu] *n* окно  
**wing\*** [wiŋ] *n* крыло  
**winter** ['wintə] *n* зима  
**in winter** зимой  
**wipe** [waip] *v* вытирать  
**wise** [waiz] *a* мудрый  
**wish** [wiʃ] *n* желание; *v* желать  
**witch\*** [witʃ] *n* колдунья  
**with** [wið] *prep* с  
**without** [wi'ðaut] *prep* без  
**wizard\*** ['wizəd] *n* колдун  
**wives** *см.* wife  
**woke** [wouk] *см.* wake  
**woken** ['woukn] *см.* wake

**wolf** [wulf] (*pl wolves* [wulvz]) *n* волк  
**wolves** *см.* wolf  
**woman** ['wumən] (*pl women*) женщина  
**women** ['wimin] *см.* woman  
**wonder\*** ['wʌndə] *n* чудо  
**wonderful** ['wʌndəfʊl] *a* замечательный, чудесный  
**wood** [wud] *n* лес; дерево  
**word\*** [wɜ:d] *n* слово  
**wore** [wɔ:] *см.* wear  
**work** [wɜ:k] *v* работать; *n* работа  
**worker** ['wɜ:kə] *n* рабочий  
**world** [wɜ:ld] *n* мир  
**worn** [wɜ:n] *см.* wear  
**worry** ['wɒri] *v* II беспокоиться  
**worse** [wɜ:s] *a* (*срав. см. om bad*) хуже  
**worst** [wɜ:st] *a* (*превосх. см. om bad*) самый плохой  
**would** [wud]: **would like to ...** хотелось бы ...  
**write** [rait] (**wrote, written**) *v* писать  
**writer** ['raitə] *n* писатель  
**wrote** [rou] *см.* write  
**wrong** [rɒŋ] *a* неверный, неправильный  
**be wrong** быть неправым  
**written** ['ritn] *см.* write

## Y

**yard\*** [jɑ:d] *n* двор  
**year** [jiə] *n* год  
**this year** в этом году  
**last year** в прошлом году  
**next year** в будущем году  
**yellow** ['jeləu] *a* желтый  
**yes** [jes] *part* да  
**yet** [jet] *adv* еще, все еще  
**you** [ju:] *pron* ты, вы  
**your** [jɔ:] *pron* твой, ваш  
**young** [jʌŋ] *a* молодой  
**yesterday** ['jestədi] *adv* вчера  
**yourself** [jɔ:'self] *pron* сам  
**yourselves** [jɔ:'selvz] *pron* сами

## Z

**Zoo** [zu:] *n* зоопарк



Учебное издание

**Хрусталева Лилия Валентиновна  
Богородицкая Валентина Николаевна**

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АНГЛИЙСКОГО ЯЗЫКА  
ДЛЯ VI КЛАССА  
школ с углубленным  
изучением  
английского языка,  
лицеев, гимназий**

5-е издание

*Компьютерная верстка А.А. Ушаков*

**“Издательство “ВЕРСИЯ”  
107078, г. Москва, Хоромный тупик, д.4-6, стр. 8**

Отпечатано в Финляндии

Полная серия учебников английского языка  
для общеобразовательных учреждений, а также школ/классов  
с углубленным изучением иностранных языков, лицеев, гимназий  
Серия имеет гриф Министерства образования РФ



ISBN 5-901059-50-6



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