

English

6



Reader

Английский язык

Книга для чтения

6 класс

Учебное пособие
для общеобразовательных
организаций

19-е издание

Москва
«Просвещение»
2017

Авторы: В. П. Кузовлев, Н. М. Лапа, Э. Ш. Перегудова,
И. П. Костина, О. В. Дуванова, Е. В. Кузнецова

Научный консультант авторского коллектива акад. РАО, д-р психол. наук
И. А. Зимняя

Научный руководитель авторского коллектива проф. Е. И. Пассов

А64 **Английский язык. Книга для чтения. 6 класс : учеб. пособие**
для общеобразоват. организаций / [В. П. Кузовлев, Н. М. Лапа,
Э. Ш. Перегудова и др.]. — 19-е изд. — М. : Просвещение,
2017. — 80 с. : ил. — ISBN 978-5-09-046109-2.

Книга для чтения является составной частью учебно-методического комплекта «Английский язык» для учащихся 6 класса общеобразовательных организаций. В ней представлены материалы для чтения в классе и самостоятельного чтения дома. Книга содержит короткие рассказы, отрывки из произведений популярной детской литературы, письма, стихи, тексты, отвечающие возрастным особенностям учащихся. Тексты сопровождаются разнообразными упражнениями для развития умения читать.

УДК 373.167.1:811.111
ББК 81.2Англ-93

Учебное издание

Кузовлев Владимир Петрович, Лапа Наталья Михайловна,
Перегудова Эльвира Шакировна, Костина Ирина Павловна,
Дуванова Ольга Викторовна, Кузнецова Елена Вячеславовна

Английский язык

Книга для чтения

6 класс

Учебное пособие для общеобразовательных организаций

Центр лингвистического образования

Руководитель Центра Ю. А. Смирнов

Зав. редакцией английского языка М. А. Семичев

Ответственный за выпуск Е. Р. Михальчук

Редактор Е. Р. Михальчук

Художественный редактор В. Н. Алексеев

Художники М. М. Салтыков, В. В. Бастрыкин, О. П. Богомолова

Техническое редактирование и компьютерная верстка Л. М. Абрамовой

Корректор Н. Д. Цухай

Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000. Изд. лиц.
Серия ИД № 05824 от 12.09.01. Подписано в печать 22.08.16. Формат 84×108^{1/16}. Бумага офсетная.
Гарнитура Школьная. Печать офсетная. Уч.-изд. л. 5,08. Доп. тираж 2000 экз. Заказ № 46709.

Акционерное общество «Издательство «Просвещение».

127521, Москва, 3-й проезд Марьиной рощи, 41.

Отпечатано по заказу АО «ПолиграфТрейд» в филиале «Смоленский полиграфический комбинат»

ОАО «Издательство «Высшая школа». 214020, г. Смоленск, ул. Смольянинова, 1.

Тел.: +7(4812) 31-11-96. Факс: +7(4812) 31-31-70. E-mail: spk@smolpk.ru <http://www.smolpk.ru>

ISBN 978-5-09-046109-2

© Издательство «Просвещение», 1998, 2006

© Художественное оформление.


Издательство «Просвещение», 2006

Все права защищены

Условные обозначения и сокращения

 — слушание

 — говорение

 — чтение

 — письменное задание

 — задание повышенной трудности

AB Activity Book

R Reader

GS Grammar Support

LCG Linguistic and Cultural Guide

CONTENTS

Unit 1. What do you look like?	5
Unit 2. What are you like?	11
Unit 3. Home sweet home	18
Unit 4. Do you like to go shopping?	24
Unit 5. Does your health depend on you?	36
Unit 6. Whatever the weather	45
Unit 7. What are you going to be?	52
Vocabulary	61
List of names	80

What do you look like?

1. Mrs Piggie-Wiggle by Betty MacDonald is one of the British children's favourite books.

1) What are the answers to the author's questions about Mrs Piggie-Wiggle? (reading for specific information)

Who is Mrs Piggie-Wiggle? What does she look like? How big is she? How old is she? What colour is her hair? Is her hair long? Does she wear high heels (высокие каблуки)? Does she have any children? Is there a Mr Piggie-Wiggle?

Mrs Piggie-Wiggle lives here in our town. She is very small. Mrs Piggie-Wiggle has brown eyes and brown hair which is very long. Her clothes are all brown and never look pressed (выглаженный). She wears hats. She wears very high heels all the time. Mrs Piggie-Wiggle has no family at all. She says that her husband (муж), Mr Piggie-Wiggle, was a *pirate* and after he had buried (закопал) all of his treasure (сокровища) in the backyard, he died (умер). She just has herself and Wag, her dog and Lightfoot, her cat.

Nobody knows how old Mrs Piggie-Wiggle is. She says she doesn't know herself.

2) What is the difference between real Mrs Piggie-Wiggle and that in the picture?



2. These British children wrote poems about themselves and their relatives (родственники).

1) Who do they compare themselves with (с кем они себя сравнивают)? Who do they look like? (reading for specific information)

My Dad

My Dad and I
are not at all alike.
He's tall, with darkish hair
and drives a car to work —
I'm short and fair
and ride a bike.

Judith

Everybody says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
my nose is like my father's
but I want to look like ME!

Dorothy

2) Write your own poem. You can do it in either of these ways (одним из способов):

a) Find the rhyming (рифмующиеся) words in the poems and write them down in the correct column. Think about rhyming words for your poem.

[aɪ]

[eə]

[i:]

[ðə]

b) Change the highlighted (подчеркнутые) words in the poem. Think about rhyming words for your poem.

3. Many British costumes and uniforms have a long history.

1) What are some kinds of British clothes? Read the Learning to Learn note in your Student's Book on p. 154 first. (reading for specific information)



One is the uniform of the Beefeaters* at the Tower of London.*

Another is the uniform of the Horse Guards at Horse Guards Parade,* not far from Buckingham Palace.*

Britannia wears *traditional* clothes, too. But she's not a *real* person. She is a *symbol* of Britain.

A lot of *ordinary* clothes have a long *tradition*. The famous bowler hat, for example (например). A man called Beaulie made the first hat in 1850.

The very cold (холодный) winters in the Crimea in the war (война) of 1853—56 gave us the names of the cardigan and the balaclava. Lord Cardigan led (возглавил) the

Light *Brigade* at the Battle (битва) of Balaclava* (1854). A cardigan is now a warm woollen (шерстяной) short coat with buttons (пальто с пуговицами), and a balaclava is a woollen hat.

Another British *soldier*, Wellington, gave his name to boots. They have a shorter name today — wellies.



2) Letters, signs and sounds.

a) Match the words with their transcription signs.



Beefeater
Buckingham
Britannia
Beaulie
Crimea
Cardigan
Wellington
Balaclava

[brɪ'tænjə]
[,bælə'klɑ:və]
['kɑ:dɪgən]
['welɪŋtən]
['bjʊ:lɪ]
['bɪ:f,ɪtə]
['bʌkɪŋəm]
[kraɪ'mɪə]

b) **Vocabulary.** Classify the words into two groups.

People

Places

3) Label the clothes in the pictures.



Reading lesson

An invitation (Приглашение)

4. 1) Here's a story about two sisters Margaret and Josephine from the book *Little Women* by Louisa M. Alcott.*

How does the author call Margaret and Josephine? Where were the girls invited to (были приглашены)? (reading for specific information)

Meg saw her sister Jo on an old *sofa*. This was the place Jo liked best when she wanted to read.

"Such fun! Look! A letter from Mrs Gardiner. Listen!"

"Mrs Gardiner would be (будет) happy to see Miss Margaret and Miss Josephine March at a dance on New Year's Eve (накануне)."

2) **Vocabulary.** Which of these clothes will the girls wear at the party? What do you think?

a	silk (шелковый) cotton (хлопчатобумажный) woollen ['wʊlən]	dress skirt jacket blouse
---	--	------------------------------------

shoes with high heels

gloves [glʌvz] (перчатки)

dancing shoes

3) What kind of clothes are the girls discussing? (reading for specific information)

"Now, what shall we wear?"

"You know we shall wear our cotton dresses because we haven't anything else," answered Jo.

"If only (если бы) I had a silk dress," said Meg.

"Our cotton dresses look like silk, and your dress is as good as new; but my dress is torn (порвано) and has a burnt mark (прожженное пятно)."

"Well, Jo, the front (перед) is all right. I shall have a new ribbon (лента) for my hair. My new dancing shoes are lovely, and my gloves are good, but they're not as nice as I wanted."

"My gloves are spoilt (испорчены), and I can't have new gloves, so I shall go without gloves," said Jo.

"You must (должна) wear gloves, or I won't go," said Meg. "Gloves are very important (важный), and you can't dance without them."

"Then I won't dance. I don't care much for dancing at a party."

"I'll tell you what we'll do — each one of us (каждая из нас) will wear a good glove and carry a bad glove."

"Your hands (руки) are bigger than my hands, and you will stretch (растянешь) my glove."

"Then I'll go without. I don't care what people say," cried Jo.

4) What will the girls wear at the party?

5) **Vocabulary.** The two sisters were different when it came to (в отношении) clothes.

Who was careful about the clothes? Who was careless about the clothes? Prove from the story.

Don't mix up

I don't care — мне все равно

to care for — интересоваться

careful — аккуратный, опрятный

careless — неаккуратный, неопрятный

6) Jo didn't care much for the things that girls of her age usually cared for.

What didn't she care for?

7) What about you?

a) Are you careful/careless about your clothes? What do you usually wear to parties?

b) What do you/your classmates care much/little for?

5. In this story from the book *A Bear from Peru in England* («Медвежонок из Перу в английской семье») by M. Bond, Mrs Brown is talking (разговаривает) with the detective.

1) Who are they talking about? (reading for specific information)

"**Y**ou say you left (оставлять) him here, Madam?" the *detec-tive* said.

"That's right," said Mrs Brown. "His name's Paddington."

"Paddington." The detective wrote the name in his notebook.

"What sort of bear is he?"

"Oh, he's sort of golden," said Mrs Brown. "He has got a blue coat on and he carries a suitcase (чемодан)."

"And he has black ears (уши)," said Judy. "You can't mistake him."

"Black ears," the detective repeated.

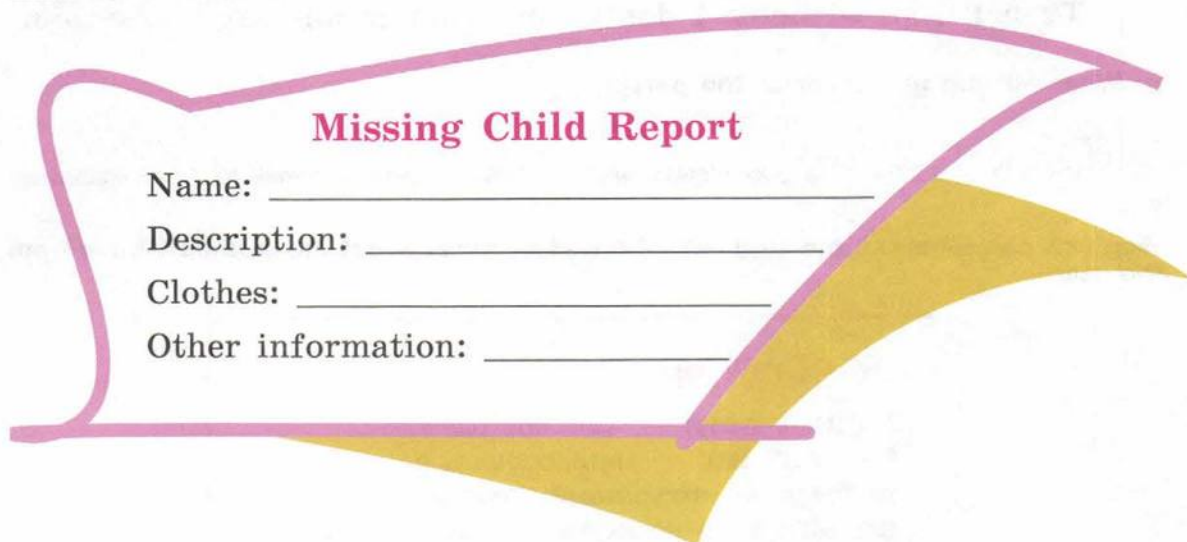
"He has his *beret* on," said Mrs Brown.

"His what?"

"His beret, a green woollen beret that came down over his ears. With a *pom-pom*."

2) The detective filled in (заполнил) this form.

What did he write in it?



Missing Child Report

Name: _____

Description: _____

Clothes: _____

Other information: _____

3) How did the detective find (находить) the bear? (reading for detail)

In the shop the detective looked at Paddington and then at his notebook. "Blue coat," he said. "Green woollen beret!" He pulled the beret off. "Black ears? I know who you are," he said, "you're Paddington!"

"However did you know that?" said Paddington.

"I'm a detective," said the man. "It's my job (работа) to know these things. We're always on the lookout (поиск) for *criminals*."

"But I'm not a criminal," said Paddington. "I'm a bear!"

4) The bear's name was Paddington.*

Do you have an idea about how he got his name? The LCG may help you.

Unit 2

What are you like?

1. An American writer Frank Crane wrote a story *Boy Wanted* («Такие мальчики нужны») at the beginning (начало) of the 20th century (век).

1) What kind of boys were wanted? (reading for detail)

Wanted: A boy who (который)

- stands straight, sits straight, acts straight and talks straight;
- is cheerful, has a friendly smile (улыбка) for everybody;
- is polite to every man and respectful to every woman and girl;
- does not *smoke cigarettes* and doesn't want to learn how;
- never says dirty (плохие) words;
- doesn't bully (задирает, запугивает) others and doesn't allow (позволяет) other boys to bully him;
- says "I'm sorry" when he makes mistakes;
- tells the truth every time;
- likes reading good books;
- doesn't talk about himself;
- is friendly with his parents;
- is good *company*;
- is happy.



Word building

to respect *v* — уважать

respectful *a* — ?

respect *n* — ?

2) What are good boys like? What are their best characteristics?

3) What do good boys never do?

Grammar hint Negation (отрицание)

В английском языке в предложении может быть только одно отрицание. Сравни:

He does **not** smoke. (**не** курит)

A good boy **never** bullies other boys. (**никогда не** запугивает)

2. There are the Scout* organizations in the UK and in the USA.

1) **Vocabulary.** What are the Scout laws (законы) in the UK and in the USA? Translate them.

The Scout law in Britain has 7 points (пунктов).

A Scout is to be trusted.

A Scout is loyal.

A Scout is friendly and considerate.

A Scout is a brother to all Scouts.

A Scout has courage in all difficulties.

A Scout makes good use of his time and is careful of possessions and property (принадлежности и имущество).

A Scout has respect for her/himself and for others.

The Scout law in the USA has 12 points.

A Scout is:



2) Which points in the laws are similar? Which points are different?

3) Which picture illustrates which law? Match.

3. Here's a letter from a children's magazine.

1) What kind of letter is it? Choose the best answer. (reading for the main idea)

It is

- a) a letter to a pen friend.
- b) a business letter.
- c) a thank-you letter.

Dear Sarah,

My family and I are on holiday now in the Lake District.* We are having a picnic now. Everybody is having a great time. And I'm writing a letter to you. I'm very upset. I've learned (узнала) that soon you'll go to live to Scotland.* I'll miss (скучать) you.

I remember when I first (в первый раз) met you. It was two years ago. We made a trip to France. Then you became my best friend. I like you because you always give me good advice. You're very honest and straight. We spent a lot of time together with Suzanne and Anna — remember the park, where we went on the kiddies' roundabout (карусель для детей)? But we can write and visit each other. I think we will be friends forever (навсегда). Thanks a bunch (огромное), Sarah — you're the best!

Jennie

2) Why did Jennie write this letter? Which is the best answer?

- a) She wanted to tell Sarah that she would leave soon.
- b) She wanted to thank Sarah for a nice trip to France.
- c) She wanted to tell Sarah that Sarah was her best friend.

3) Grammar. Jennie described different things in the letter.

- a) Which events happened in the past?
- b) Which events are taking place now?
- c) Which will happen in the future?

4. This poem was published (опубликовано) in a children's magazine.

1) Why is it called *Shyness* («Робость»)? (reading for the main idea)

Shyness

Everyone's laughing
I bet it's about me
With my sticking out
teeth

клянусь
выступающий
pl от a tooth — зуб

I am so ugly.
People crowd together,
They're whispering.
I bet it's about me
Why don't they see
The real me?

толпятся
шептать

I'm loyal, truthful,
kind and fair.
If they cared
to look inside
They would find
The real me.

Helen

2) What is Helen like?

3) Find in the poem contracted (сокращенные) verb forms and write their full (полные) forms.

4) These are popular sayings (поговорки).

Match them with the Russian sayings. Which one best fits this poem?

1. Handsome is as handsome does.
2. You cannot judge a tree by its bark.
3. All that glitters is not gold.

- a) Не всё то золото, что блестит.
- b) Не суди о человеке по платью.
- c) Не тот хорош, кто лицом пригож, а кто на дело гош.

Reading lesson

I am waiting to hear your answer.

5. In the story from *Otherwise Known as Sheila the Great** («Известна как Великая Шейла») by J. Blume,* Sheila describes how she and her friends spent one Saturday afternoon.

1) Put the story in the correct order.

A. One Saturday afternoon Mrs Ellis said she wanted to go shopping. Mouse didn't want to go. Her mother said *she* could stay at *our* house. Mouse gave *me* yo-yo* lessons for some time. Then she said, "Let's invite Sondra and Jane."

B. ... We started our game of hide-and-seek.* I ran to Mrs Ellis's room and hid in her closet (шкаф). I waited. Soon I heard footsteps (шаги). The closet door opened.

"Sheila Tubman!" Mrs Ellis shouted. "You scared me! What are you doing in my closet?"

"I don't know," I told her.

"You better know. I'm waiting to hear your answer."

"Well ... you see ..." I began.

And then Mouse, Sondra and Jane came into the room. "Hi, Mom," Mouse said.

"Mouse! What is happening here?" Mrs Ellis asked.

"We are playing hide-and-seek," Mouse said.

"You are supposed to be (вы должны быть) at Sheila's house. Mrs Tubman is looking for (ищет) you. Sheila, go and phone your mother and tell her where you are."

C. That evening Mr Ellis boarded up (забивать досками) the milk door. And we all knew that was the end of indoor hide-and-seek at the Mouse House.

D. When the girls came to *my* house, Mouse asked, "Want to play indoor hide-and-seek?"

"Hey, yeah," Jane said. "At your house, Mouse!"

"But we can't," I said. "*Her* mother isn't home."

Mouse and Jane laughed then and Sondra said, "There's a milk door. This way we can get in the Mouse House when her mother isn't home."

2) Who is who in the story? Match.

Mouse (*the girl's nickname (прозвище)*)
Sondra
Jane
Mrs Ellis
Mr Ellis
Mrs Tubman

Sheila's friend
Sheila's mother
Mouse's mother
Mouse's father

3) How did the girls get into the Mouse House? What game did they play there?

Word power

a door — дверь

indoor — находящийся в помещении, комнатный

an indoor game — ?

an outdoor game — ?

a milk door — здесь молочник оставляет молочные продукты

a closet door — ?

4) Who do the italicized words refer to (относятся)? Read the Learning to Learn note first.

Learning to Learn References

Слова *it, she, they, who* и другие помогают понять отношения внутри текста. Они относятся к чему-то уже упомянутому.

5) Who is saying what in the picture? Complete the bubbles.



6) Why did Mrs Ellis say the following?

You scared me!

I'm waiting to hear your answer.

7) What did the girls do wrong? Choose the correct answers. Prove from the story.

They played indoor hide-and-seek.

They got in the Mouse House without Mrs Ellis's permission (разрешение).

Sheila didn't tell her mother where she would go (пойдет).

Sheila hid in Mrs Ellis's closet.

Mouse didn't tell her mother where she would go (пойдет).

The girls got in the Mouse House when her mother was not home.

E 8) Role play. How would (как бы) the girls apologise to their parents? Act out the conversations between Sheila and her mother, Mouse and her mother.

Next lesson is a Consolidation Lesson (AB p. 24).

Unit 3

Home sweet home

1. Vocabulary. People live in different houses but a lot of British people live in a typical house.

What does a typical British house look like? Fill in the table. (reading for specific information)

A typical house

Number of people	
Number of floors	
Number of bedrooms	
Rooms on the ground floor	
Rooms on the first floor	
Garden	

A typical British house is for a family of three or four people. There is a garden behind the house and another in front of it. A typical house has got two **floors** (этажа). On the ground floor (на первом этаже) there is a living room, a dining room and a kitchen. There is a bathroom and bedrooms on the first floor (на втором этаже). Small houses have one or two bedrooms. Large houses have three or more bedrooms.

2. Vocabulary. Here is a popular children's poem.

1) What did the girl do about the house? (reading for specific information)

I went to visit a friend one day

I went to visit a friend one day.
She only lived across the way.
She said she couldn't come out to play
Because it was her washing day.

напротив

I went to visit a friend next day.
She only lived across the way.
She said she couldn't come out to play
Because it was her polishing day.

2) Why couldn't the girl come out to play?

3) Continue the story. Next day the girl was busy because she had to (ей было нужно) cook.

Word power

wash *v* — мыть, стирать

washing day — ?

cook *v* — готовить

? day —

4) What else can the girl do about the house?

3. Danny is the main character in R. Dahl's* book *Danny the Champion of the World*. He lived in an unusual house.

1) Who did he live with? (reading for specific information)

The caravan was our house and our home. It was a real old gipsy wagon (цыганский вагончик).

There was only one room in the caravan and it wasn't much bigger than a *modern* bathroom. It was a narrow (узкая) room and near the wall there were two bunk beds. We had electricity in the workshop (в мастерской) but there was no electricity in the caravan. There was a paraffin burner (горелка) to cook and there was a paraffin lamp.

When we needed a bath we used a basin.

For furniture we had two chairs and a small table and a chest of drawers. They were all we needed.

The lavatory (туалет) was a funny little wooden hut (хижина) standing behind the caravan. It was fine in summer but I can tell you that sitting out there in winter was like sitting in a fridge.

I really loved living in that gipsy caravan. I loved it especially in the evenings when I was in my bunk and my father was telling (рассказывал) me stories.

2) Did he like living there?

3) Name all the things that were there in the caravan.



c 4) Why did Danny like to live in the caravan?

5) Were there any bad points of living there?

6) Divide all the words with the letter *a* from the text into 6 groups.

[æ]

[ɑ:]

[ɪə]

[ɔ:]

[eɪ]

[eə]

4. Mr Willy Wonka was the owner of a big chocolate factory in the book *Charlie and the Chocolate Factory* by R. Dahl.* One day he got an unusual order.

1) What order (приказ) did he get? (reading for specific information)

“P rince Pondicherry wrote a letter to Mr Willy Wonka and asked him to come to India and build (построить) him a *colossal* palace entirely (целиком) out of chocolate.”

“Did Mr Wonka do it, Grandpa?”

“He did. And what palace it was! It here were one hundred rooms, and everything was made (было сделано) of dark and light chocolate!”

2) What was made of (было сделано из) chocolate? Name at least 10 things.

3) Read to check if you were right.

“T he windows were chocolate and the walls and ceilings (потолки) were made of chocolate, and the carpets and the pictures and the furniture and the beds. When it was all finished Mr Wonka said to Prince Pondicherry, ‘I warn (предупреждаю) you it won’t last (продолжаться) very long. You’d better start eating (лучше начать есть) it right now.’”

4) Did Prince Pondicherry eat the palace? What was he going to do (собирался) with it? Write down at least two things.

5) Read to check.

“N onsense!” shouted the Prince. “I don’t want to eat my palace! I will live in it!”

“But Mr Wonka was right, of course, because soon after this, there came a very long hot day and the palace began to melt (таять) and the crazy prince found himself in a large lake of chocolate.”

6) What happened with the palace?

7) Is it a good idea to live in a chocolate palace? Why? Why not?

Reading lesson

Miss Honey's house

E 5. 1) Miss Honey is a teacher in a small school in R. Dahl's book *Matilda*. One day she invited her pupil Matilda to her house.

Guess what house she lived in.

E 2) Check if you've guessed right. (reading for the main idea)

Matilda saw a narrow path to a tiny cottage. The cottage was so small, it looked like a doll's house. There were two little windows at the front and there was no upstairs to the place. On either side of the path there was long brown grass. A big tree stood near the cottage. Matilda was a bit frightened of this place now. It seemed so unreal and fantastic and so totally away from the earth (далеко от земли). It was like an illustration in Grimm* or Hans Andersen.* It was the house where Hansel and Gretel lived and where Red Riding Hood's (Красная Шапочка) grandmother lived and it was the house of the Seven Dwarfs (гномы) and the Three Bears. It was straight out of the fairy tale.

E 3) Choose the correct answer.

- | | |
|-----------------------|--|
| 1. A tiny house means | a small house.
a doll's (кукольный) house.
a colossal house. |
| 2. Miss Honey lived | in a doll's house.
in a cottage.
in a fairy-tale house. |
| 3. The house was | in a big city.
in the country.
away from the earth. |
| 4. Miss Honey lived | with Hansel and Gretel.
with the Seven Dwarfs.
alone. |

E 4) a) How did the author describe the house? What adjectives did he use?

E b) What are the antonyms to them?

E c) Use your antonyms and put them in the description. What house did you get?

The cottage was so (1) _____ that it looked like a (2) _____ house. There were two (3) _____ windows at the front. A (4) _____ tree stood near the cottage. It seemed so (5) _____ and (6) _____ and so totally away from the earth.

E d) Who could live in such a house? (Кто мог бы жить в таком доме?)

5) Miss Honey invited Matilda to come in.

C a) Put in the missing words and you will know how the room looked like.

“**Y**ou can come to the (1) _____ and help me to make the tea,” Miss Honey said, and they went into the (2) _____. It was not much bigger than a clothes cupboard and there was one small (3) _____ in the wall.

Near another wall there was a (4) _____ for preparing food and a (5) _____ above (над) the (6) _____.

They made tea and Miss Honey said, “Let’s have it in the (7) _____” and she went to the other room. The room was small and bare as a prison cell (пустая, как тюремная камера). The daylight (свет) came from a tiny (8) _____ in the front wall, but there were no (9) _____. The only objects in the room were three wooden (деревянный) (10) _____. That was all. There were no (11) _____ on the walls, no (12) _____ on the floor.

Miss Honey put the tray (поднос) on one of the (13) _____. “Sit down, my dear, sit down,” she said, “and we’ll have a nice hot cup of tea.”

))) b) Listen to the story to check.

E c) Which picture can be an illustration to this story? Why?



E d) Was Miss Honey rich or poor? Why do you think so?

E 6) **Role play.** Imagine that Miss Honey has moved to a new house. What does her new house look like?

I've moved to a new house.
There are ... rooms there.
There is ..., ..., ... and
I've bought
I ... new curtains.
I ...
I ... a lot of tasty meal.
And I've invited all my friends.

Do you like to go shopping?

1. Vocabulary. Do you know anything about the system of measurements ['meʒəmənts] (мер и весов) in Great Britain?

1) How did the British measure ['meʒə] food in the past? How do they do it now-days? (reading for detail)

Britain changed the system of measurements in the 1970s. But in shops people still use the old measures (мера весов). Customers may ask for their fruit in **pounds** (фунты) and **ounces** (унции) rather than **kilos** or **grams**. They may ask for milk in **pints** [paɪnts] (пинты) and **quarters** ['kwɔ:təz] (кварты) rather than **litres**; petrol in **gallons** ['gælənz] (галлоны) rather than in litres.

2) Here is the list of food for the traditional British dish — shepherd's pie.*

What food would your mum need to cook it?

2 pounds of meat



½ pound of peas



2 or 3 small onions



2 pounds of potatoes



3 ounces of oil



1 pound of tomatoes



salt [sɔ:lt] to taste (соль по вкусу)



1 cup of cheese



3) How much of each food in kilos and grams would your mum need to cook this dish? Consult the table and count.

lb. = pound = 454 grams ≈ 1/2 kilo

oz. = ounce = 28.35 grams

qt. = quart = 0.946 litre ≈ 1 liter

pt. = pint = 0.473 litre

4) Do you know anything about money the British used in the past? What money do they use nowadays? (reading for detail)

Before 1971 the British used **pounds, shillings, farthings** ['fɑ:ðɪŋz] and **pence**.

There were twenty shillings in a pound and twelve pennies (pence) in a shilling. A farthing was the smallest amount (количество). It was a quarter (четверть) of a penny. Then they changed money. Nowadays they use pounds and pence. There are one hundred pence in a pound. The British usually say **p** [pi:] instead of (вместо) **pence**, and **penny**.



5) What two meanings (значения) does the word *pound* have in Great Britain?

Reading lesson

What's on the menu?

2. Here is a story about Paddington* the bear, who cooked lunch for Mr and Mrs Brown one day.

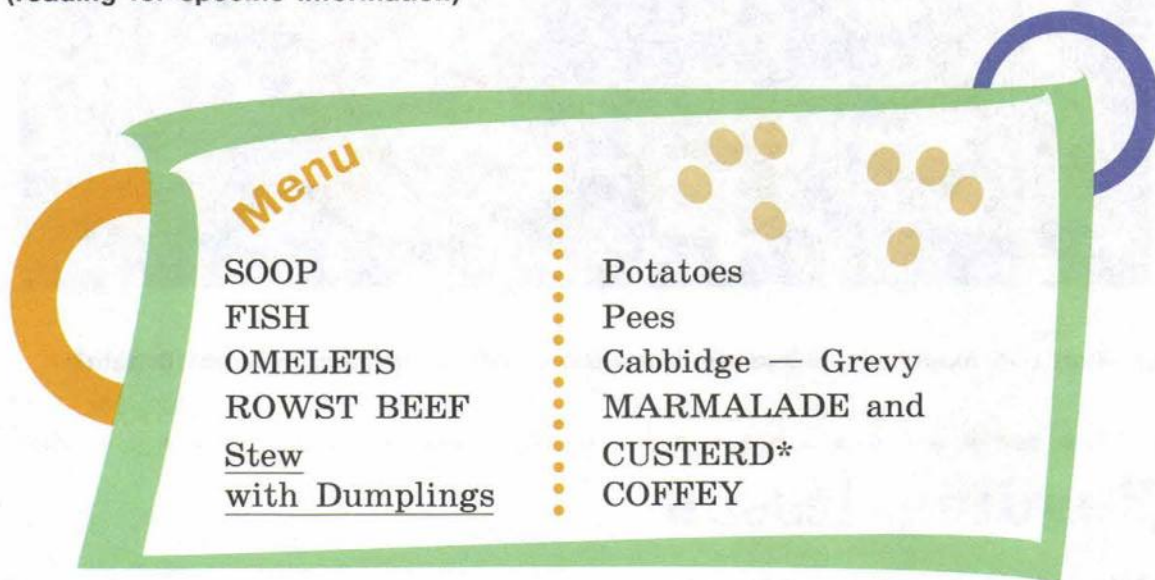
1) What were Mr and Mrs Brown going to have for lunch? (reading for detail)

“How nice!” said Mr Brown. “Well, I’d like some *soup*, roast beef with peas, **cabbage** (капуста) and **gravy** (соус) myself. I’ll also have some coffee.”

"I'm afraid they are off (закончились)," said Paddington.
 "Off?" said Mr Brown. "But no one has ordered (заказывал) anything yet."
 "I think we should have the **stew** and **dumplings** (тушеное мясо и галушки), Henry," said Mrs Brown. "They are underlined (подчеркнуты)."
 "Oh! Oh, I see ... I think perhaps I'll have the stew."
 "That's good," said Paddington and he brought in two plates (тарелки) with stew.
 "Did you cook it all by yourself (сам), Paddington?" asked Mrs Brown.
 "Well ... almost all," answered Paddington.
 "You are sure you have enough (достаточно) for your own lunch?"
 "Oh, yes," said Paddington. "There's enough for days and days."
 "We are lucky," said Mr Brown. "There are not many bears who can cook a meal like this. It's fit (достойно) for a queen!"

2) Here is the menu Paddington wrote out for lunch.

a) Look through the story and find the names of the dishes Paddington misspelled. (reading for specific information)



b) Why did Paddington misspell some names? Correct his mistakes.

c) **Letters and sounds.** Read some other words that are pronounced in a similar way.

[(j)u:]

soup
shoe

[əʊ]

roast
loaf

[i:]

peas
meat

[eɪ]

gravy
potatoes

choose
broom
stew
new
few
fruit
cute
menu
blue
supermarket
computer
beautiful

toast
window
yellow
own
grown-up
coat
local
clothes
grocer
those
Coke
most

meal
please
tea
peanuts
need
queen
scream
sweep
sweets
cheese
feel
these

taste
game
hate
take
plate
baker
change
face
plane
say
day
sale

3. Vocabulary.

Here is the recipe for Paddington's stew.

1) What food did Paddington buy to cook this dish?

Meat 1 pound



Onions 2 oz.



Potatoes ¾ pounds



Water ½ pints



Lettuce 4 oz.



Salt to taste



Cabbage 1 pound



2) Rewrite the recipe for your mum. How much of each food in kilos and grams will she need to prepare the stew?

4. Grammar.

Here are the ingredients of [in'gri:dənts] a chocolate custard pudding.

1) Look at the pictures, read the table and say how much money (in pounds and pence) you need to buy the ingredients for a chocolate custard pudding.



Grammar in focus Expressions without prepositions

10 p per lb. = ten pence a pound
2.05 p = two pound five

10 пенсов за фунт
2 фунта пять пенсов

2 cups milk



Milk (4 pints) — £0.93



½ cup chocolate (grated)
(измельченный)



Chocolate bar — £0.35



¼ cup sugar



Sugar — £0.64



4 eggs



Eggs (carton of 6) — £0.78



2) How much would your mum pay for the things above in this country?

5. What shops did Mrs Brown with Paddington and Buddy with his dad go to one day? (Reader ex. 2)

6. All about me. The recipe for my favourite dish. (AB No 7)

7. Grammar. Here are two short stories about how Mrs Brown with Paddington and Buddy* with his dad went shopping one day.

1) What shops did they go to? (reading for specific information)

The man in the *gentlemen's* clothes department (отдел) looked at Paddington's hat and said, "I take it. The young man won't need this hat any more, Madam?"

"Oh yes, I will," said Paddington. "I've always had this hat — ever since I was small."

"But wouldn't you like a nice one, Paddington, for the best?" said Mrs Brown.

Paddington thought for a moment and said, "I'll have **one** for the worst if you like. That's **my best one!**"

In the first clothes shop Buddy's dad **picked up** (выбрал) a pair of bright yellow trousers. Buddy giggled (захихикал) and they had to leave (были вынуждены уйти).

In the next shop, Buddy picked up a pair of very ordinary grey trousers and tried them on (примерил их).

"They are a bit boring, aren't they?" his dad said.

"Why don't you buy some nice trousers like **these ones?**" he asked, pointing to his own very narrow (узкие) trousers.

"They are for school, Dad."

"Blimey, my son's a right square!" («Ну и ну, какой правильный у меня сын!»)

2) What things were they going to buy? (reading for specific information)

3) Find and translate into Russian the sentences with the words *one*, *ones* and *these*. Which words do they stand for? Read the table to check if you have done the translation correctly.

Grammar in focus Substitutions: *one/ones*

Слова-заместители существительных

One замещает существительные в единственном числе после прилагательных и указательных местоимений **this/that**.

Ones замещает существительные во множественном числе после прилагательных и указательных местоимений **these/those**.

Do you like **this hat** or **that one**?

Тебе нравится **эта шляпа** или **та?**

I don't like **yellow trousers**.

Мне не нравятся **желтые брюки**.

What about **black ones**?

А как насчет **черных (брюк)?**

Когда говорят о предметах, находящихся рядом, используют местоимения **this/these — это/эти**.

Когда говорят о том, что находится на некотором расстоянии, используют местоимения **that/those — тот/те**.

GS p. 161

4) Boris, an exchange student from Russia, wanted to buy a souvenir in London.

What was Boris going to buy? (reading for specific information)



- I'd like a T-shirt, please.
 — We've got a lot of T-shirts. What kind of shirt would you like?
 — The shirt like those shirts in the window display (витрина).
 — Would you like the red shirt, the yellow shirt or the green shirt?
 — Uh ... The red shirt.
 — That shirt?
 — No, not this shirt, but that shirt with the picture.
 — This shirt?
 — Yes, that's right. May I try it on?
 — Yes, please. How is it?
 — It's too big. Have you got a smaller shirt?
 — No, we've got these shirts only in big sizes (размеры), I'm afraid.
 — Too bad! Well, thanks for your help. Goodbye!

5) Substitute the words *shirt* and *shirts* by the appropriate words *one* or *ones* where necessary to make the conversation sound more natural. Listen to check.

8. There are a lot of funny poems about people's dreams.

Read a short poem by Ken Nesbitt about his dream.

1) What was he doing in his dream (сон)? (reading for detail)

I dreamed I was riding a zebra
 With curly pink hair on his head
 And when I woke up in the morning
 That zebra was there in my bed.

I rode into school on my zebra.
It caused all the teachers to scream.
 But then I was slightly embarrassed
 To find it was still just a dream.

I woke up again in my bedroom
 And saw with relief and a laugh [lɑ:f]
 I don't have a pink-headed zebra.
 I guess I'll just ride _____.



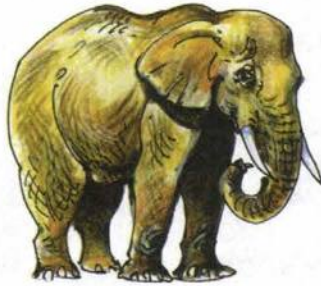
проснулся

стали кричать
 слегка смутился

облегчение

2) Which of the animals below was there in the author's bedroom? Explain your choice.

the elephant ['elɪfənt]



the tortoise ['tɔ:təs]



the crocodile ['krɒkədail]



the giraffe [dʒə'ra:f]



3) Choose any animal from the above that fits and fill in the gap in the following rhyme.

I woke up again in my bedroom,
And saw with relief and a smile
I don't have a pink-headed zebra.
I guess I'll just ride _____.

9. Grammar. Sometimes children write to magazines to share their stories and experiences. Sometimes they write about silly or embarrassing (неловкие) moments they have had.

1) Read some of these stories. Guess the meaning of the highlighted words and say whether the following is true or false. (reading for the main idea)

Kristy was shopping with her friend when she saw her favourite singer.

Alice was looking for a present for her little sister when she saw her classmates.

Jason was playing the violin in his school orchestra when his chair snapped.

Natalie was taking off her school skirt when she saw that she still had her *nightie* ['naɪtɪ] on under her shirt.

Grammar in focus Past Progressive Tense

Прошедшее длительное время

Когда мы описываем несколько действий в прошлом, на фоне которых неожиданно/вдруг произошло другое действие, мы также используем Past Progressive.

We were shopping. I **was looking for** a present for mum. Mum **was choosing** a present for Charlie. Charlie **was trying** a new toy **out**. Suddenly the mobile rang. It was dad. He wanted to join us.

GS p. 166—167



Natalie

1. I was getting ready for P.E. (Physical Education). And I was **taking off** (снимать) my school skirt. I *noticed* (saw) that the pupils around were looking at me and giggling. I looked down and saw that I still had my *nightie* on under my shirt! What a red face!



Kristie

2. One day I was shopping with my best friend. We went into a sports shop and I thought that I saw Will Young over in the corner. I went to ask for his *autograph*. He turned round and it was a salesperson! It was so embarrassing that I ran out of the shop!



Alice

3. It was my little sister's birthday and she wanted a Teletubbies* CD. So I went to a music shop to get it for her. I was looking for it for a long time but I couldn't find it. I asked a salesperson to help me. My classmates were in the shop and heard that I was asking for it! At school the next day everyone knew about it and thought I wanted it for myself! How embarrassing!

4. I was playing the violin in my school orchestra's big concert. My family came to see me. Suddenly the leg of my chair snapped (поломалась с треском) and I *fell off* to the floor and knocked four other people over too! It was embarrassing!



Jason



2) Read again and write down the numbers of the stories that describe the following points: (reading for detail)

what a child was doing _____

what people around him/her were doing _____

what happened to the child all of a sudden (неожиданно) (what he/she saw/heard or did) _____

what people around were doing after that _____

what happened in the end _____

how the child felt _____

3) Write your own story about one of your embarrassing experiences. Remember to cover all the points of the outline above.

10. Here is a story about Maia from the book *Mary Poppins** by P. Travers.* She came from the heaven (небеса) on Christmas day to buy presents. Jane and Michael were helping her.

1) Was it difficult for Maia to choose presents? (reading for the main idea)

“**H**ere we are!” said Maia, as she came into the toy shop. “Now, what will we choose? I want something for my sisters — six of them. Can you help me, please?” said Maia.

"Certainly, madam," said the salesperson.

"First — my eldest (старшая) sister," said Maia. "She's very domestic (хозяйственная). What about that little stove with the silver saucers (кастрюлями)? Yes. And that broom (метла). There is so much dust (пыль) on the star, and she will love to *sweep it up*. Now for Taygete ['teɪdʒət]. She likes dancing. Don't you think, Jane, a skipping-rope (скакалка) would be just the thing for her? Then there's Alcyone [æl'saɪə,ni:]. She's difficult. She's so quiet and serious. A book? What is this "Family — the Swiss-Robinsons"? I think she would like that. And if she doesn't, she can look at the pictures. I know what Celano [se'leɪnəv] wants. A hoop (обруч). She'll love that red and blue one. Now, there are only the two little ones left. Michael, what would you advise for Sterope?"







"What about a top (волчок)?" said Michael.

"A top? What a good idea! She will love to watch it. And what do you think for Merope [mɪ'rəʊp], the baby, Jane?"

"John and Barbara," said Jane, "have rubber (резиновые) ducks!"

"Oh, Jane, how clever you are! A rubber duck for Merope, please, a blue one with yellow eyes. That's right!"

2) Who was Maia buying the presents for? What presents did Maia buy and why? Copy the table below and fill it in. (reading for specific information)

Who for?	What?	Why?
1. Maia's eldest sister		
2.		
3.		
4.		
5.		
6.		

11. Read Robyn McAllister's letter about her shopping experience and look through the table below.

1) Which country was Robyn shopping: in the UK or in the USA?

I take size two shoes. Once when I was shopping for slippers, I had a lot of trouble. There were a lot of slippers in my size but I couldn't find ones that weren't pink. At the first store (shop), all the girls' slippers were pink. Then the next store had a choice of pink, pink or pink. In the end I got a pair of slipper socks (тапочки в форме носков), which weren't pink. I'd rather have slippers because they last longer, but I hate the colour pink!

The equivalent women's shoe sizes			The equivalent men's shoe sizes		
USA	UK	Europe	USA	UK	Europe
4.5	2	34	5.5	5	38
5	2.5	35	6	5.5	38.5
5.5	3	35.5	6.5	6	39.5
6	3.5	36	7	6.5	40
6.5	4	37	7.5	7	40.5
7	4.5	37.5	8	7.5	41
7.5	5	38	8.5	8	42
8	5.5	39	9	8.5	42.5
8.5	6	39.5	9.5	9	43
9	6.5	40	10	9.5	44

2) Which of the following did Robyn want to buy? Circle the correct letter.

a) slipper socks b) pink slippers c) slippers that weren't pink

3) Which colour does Robyn hate? Circle the correct letter.

a) pink
b) all the colours except pink
c) she hasn't got the colour she hates

4) What did Robyn buy instead of (вместо) slippers? Circle the correct letter.

a) two pairs of slipper socks
b) a pair of slipper socks which were not pink
c) a pair of slipper socks which were pink

5) What size in shoes have you got? What size in shoes would you ask (for) in the UK/in the USA?

Does your health depend on you?

1. Here is a story about animals which lived millions of years ago, and some still survive (живут) today.

1) Which animals still survive today, which don't? (reading for specific information)

During (в течение) the late Triassic* and Jurassic* periods dinosaurs lived. Brachiosaurus [ˌbreɪkiə'sɔ:rəs] was one of the largest and most massive animals that lived on land. It was 25 metres long and was 60,000 kg. It ate plants and walked on four legs.

Crocodiles and alligators appeared (появились) during the same period. They have changed (изменились) little. These animals have four strong legs, but the back legs are stronger. They have a very strong tail.

Turtles and tortoises also appeared during the Triassic Period and have changed little. All turtles and tortoises have shells. Tortoises usually have *elephantlike* legs. They live on land. Turtles are larger than tortoises. They live in rivers and lakes or the sea. The legs of many turtles have changed into flippers (плавники).

2) Letters, signs and sounds. Find the words in the story which match with the phonetic signs.

[ˌbreɪkiə'sɔ:rəs]

['tɜ:tl]

['tɔ:təs]

['krɒkədail]

3) What are the names of these animals?

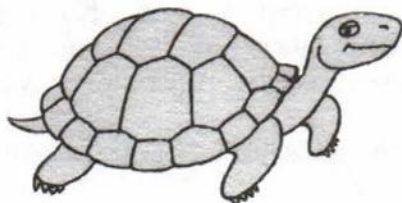


4) Word building. *Elephantlike* is a new word from *elephant*, it means looking like an elephant.

What does *turtlelike* mean? Make some other words which mean looking like other animals. Make word combinations with them.

5) Vocabulary. This picture shows an animal from the text.

What animal is it? What are the body parts (части тела) of this animal? (reading for specific information)



6) What is the difference between tortoises and turtles? List several facts.

2. Children who have health problems often write to children's magazines.

1) What problem does Laura have? (reading for specific information)

*Dear Doctor,
I have very bad spots. Should I go to the doctor? Maybe I have spots because I like eating chocolate? Do spots appear because I eat a lot of chocolate?*

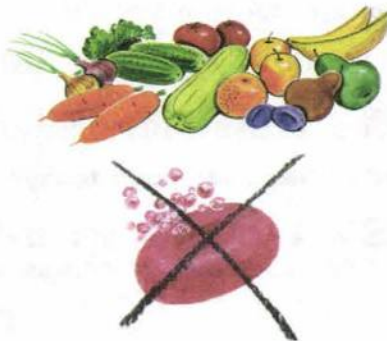
Laura, London

2) Grammar. What advice does the magazine give? Divide the pieces into two columns. (reading for detail)

You should

- wash your face with warm water every day
- use much soap (мыло) when you wash
- often wash your hair
- eat healthy foods
- keep towels (полотенца) clean
- worry much about spots
- go to the doctor

You shouldn't



3) **Letters, signs and sounds.** Classify the words from the letter and the advice according (в соответствии) to the rules of reading of the letter Oo.

[ɒ]

[əʊ]

[u:]

[ʌ]

[aʊ]

3. John Partridge works in Bristol* Zoo in Western England. Here he describes a typical day's work.

1) **Is his work boring (скучная)? (reading for the main idea)**

There are different animals in my section from a zebra of around 250 kilograms to a *prairie* dog of about two kilos. Six keepers work in this section, they take care of the animals.

A typical day starts at eight o'clock. I walk around the section and check everything.

After this I complete a Report Sheet (лист). I write what is happening in my section.

Next we clean the animal enclosures (клетки) and water the plants.

On Monday, Wednesday, and Saturday we collect fresh food for the animals. There is fish for the seals, *maize*, oats and nuts for the zebras and *tapirs*, and various types of fruits and vegetables for the monkeys.

There is a tea break at ten thirty, and then we prepare the food for all the animals. The food must be ready for the seals by (к) eleven thirty, because many people come to watch the *feed*. After this the keepers have their lunch.

In the afternoon we usually feed the animals and clean. We rake (срѣбаем) leaves in the autumn, for example, which is a boring job.

At three thirty there is another feed for the seals. We walk around the section before going home at five o'clock.

2) John Partridge is very busy. He does a lot of things during the day.


 a) **Match the times.**

11.00
11.35


eleven thirty-five
eleven o'clock

  b) **Vocabulary.** Find in the story and write the time differently. (reading for specific information)

1) 8.00 2) 10.30 3) 11.30 4) 15.30 5) 17.00

 3) **Grammar.** It's five o'clock on Monday.

What has John done today?

 4) **Letters, signs and sounds.** Classify the words from the letter and the advice according (в соответствии) to the rules of reading of the letter Ee.

[i:]

[e]

[eə]

5) What have you learned about these animals? (reading for specific information)



4. Officer Buckle, a character in the story *Officer Buckle and Gloria* by Peggy Rathmann,* thought of (выдумывал) and shared (делился) safety tips (полезные советы) with children. A police department bought a police dog named Gloria that helped Officer Buckle to illustrate his safety tips.

1) Grammar. Here are some safety tips by Officer Buckle.

Match them with the pictures.

1. You should wash your hands after you use the toilet.
2. You shouldn't put anything in your ear.
3. You shouldn't sit close to the television.
4. You shouldn't take other people's medicine.
5. You shouldn't play with spray cans.
6. You shouldn't play in the microwave oven.
7. You shouldn't play loud music into headphones.
8. You shouldn't stay alone in the car.

A



B



C



D



E



F




G




H



 2) Which safety tips do you follow? Which safety tips don't you follow?

I have never played loud music into headphones.
When I was a child, I put a little toy in my ear. My parents took me to a doctor.

 3) What might happen if you don't follow these tips?

5. Sometimes children must go to hospital.

1) What happens inside (внутри) a hospital? (reading for detail)

It is *scary* to go to a hospital, but doctors, nurses, and other hospital workers are there to help people feel better.

Sometimes, your doctor decides you should go to the hospital because you should take special medicine that you can't take at home or if (если) you should have *surgery* to take out your tonsils (удалить гланды). Your doctor will call the hospital, and someone will meet you there to take you to your room.

Another way that kids go to the hospital is through the *emergency room*. You go through the *emergency room* if (если) you fall off your bike and break your arm or if you are very sick (болен). In the emergency room, the doctors and nurses will take care of you and help you feel better.

In the hospital, your mom or dad fills out a lot of different papers. It's important that the hospital has your name, address, phone number, and other information.

Once you're in the hospital, you may (возможно) have a room all to yourself or sometimes you will share one with another kid. Your room will have a bed, with buttons (кнопки) to push that will make the bed move up or down. A curtain can be around your bed, and there is a special button to push that will call the nurse if you want anything. Perhaps, you'll have a bathroom in your room.

Perhaps, you'll also have a TV and a telephone in your room to help you keep busy while you're in the hospital. You can bring pictures of your family, stuffed animals, books, or toys – or even put up favorite pictures or posters on the wall.

2) What country is described? (extracting cultural information)

BE

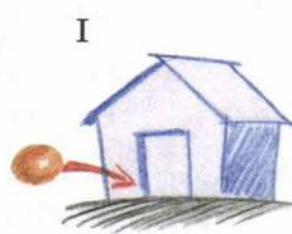
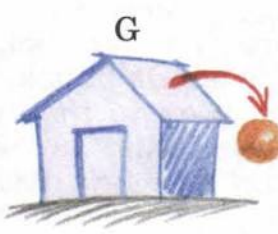
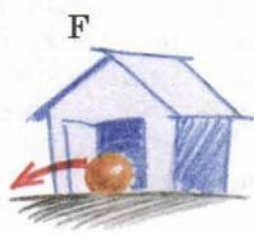
go to hospital, in hospital
fill in a paper
ill
mum

AE

go to the hospital, in the hospital
fill out a paper
sick
mom

3) Guess the meaning of the highlighted words. (guessing by word formation)

4) You can find the following prepositions in the story. Match them with the pictures. Find them in the story.



around down in on up off out through to

5) Draw the hospital room as described in the story.

Reading lesson

A Cat named Tom

6. 1) John and Kathy were worried (обеспокоены) about a cat.

What health problem did the cat have? (reading for specific information)

A. John and Kathy took their new cat to an animal hospital. They didn't go far because the animal hospital was on their street. They knew that animal doctors, veterinarians, take care of sick animals, just as "people doctors" take care of sick people.

B. _____ Miss Green said that the doctor was ready to see Tom. John and Kathy placed Tom in the box on a table and Dr Janek *examined* him. He asked the children some questions. After that he showed them the animal hospital. Some animals were resting there after operations.

C. _____ they got home with "Tom", their mother helped them write an advertisement to put in the paper:

Found — A Beautiful Orange Cat.

"Can we keep one of the kittens?" asked Kathy.

"I'm sure of it," her mother answered.

D. That morning John and Kathy were finishing breakfast when they heard a meowing sound at the back door. They opened the door, and there was a fat orange cat. "Let's call him Tom," Kathy said.

But John and Kathy were worried. Tom was so fat (толстый). And so lazy. Perhaps, he was sick. So they took Tom down the street to see their friend Dr Janek, the animal doctor.

E. Then they came back to the doctor's room. Their mother was there, too. "I think I've found out why your cat is so fat and lazy," the doctor told them. "In a few days she's going to have (у нее будут) kittens."

F. Miss Green, the doctor's assistant, met them at the door. _____ she asked them to wait. There were other animals in the

room. There was a small puppy with a plaster on its front leg. There was a yellow parrot that had a cold.



(from "The Young Children's Encyclopedia")

BE

ill
in the street

AE

sick
on the street

  2) What was that day like?

Put the paragraphs in the correct order. Look at the highlighted words and read the Learning to Learn note first.

Learning to Learn Understanding link-words (sequence)

Чтобы понять текст, а также связи между предложениями текста, например порядок событий, необходимо обращать внимание на соединительные слова (link-words): **first, then, next, after that, finally**.

1. A _____ 2. D _____ 3. _____ 4. _____ 5. _____ 6.

  3) Put the events that happened in the doctor's room and in the hospital in the chronological order.

First Then Next After that Finally	Dr Janek asked the children some questions. The children came back to the doctor's room. Dr Janek examined the cat. Dr Janek showed the hospital to the children. John and Kathy put Tom on the table.
--	--

 4) Fill in the gaps in the story with these link-words: *first, then, finally*.

  5) Describe the animals from the story.

Animal	Description	Illness/problem
the cat	beautiful	will have kittens

E 6) **Grammar.** What advice did the doctor give to the children with the puppy and the parrot?

The puppy should ...

E 7) Have you ever been in an animal hospital? Have you seen animals there? Describe your visit.

Yes, I have been in an animal hospital.

I was there ...

First I ...

Then ...

After that ...

Unit 6

Whatever the weather ...

1. Vocabulary. Lord Nelson (1758—1805), a famous British admiral, kept a diary (вел дневник). In it he described his voyages (морские путешествия). Here are some notes from his diary.

1) Fill in the missing words and say if the voyage was difficult. Use the words from the box. (reading for detail)

hot rainy snowy foggy
sunny cold hungry (голодный) happy
sick (испытывающий тошноту) windy



January 9, 1804

We are on the Victory* and we are leaving London for Jamaica* tomorrow. We can't see the port because it is very _____.

January 10, 1804

Today the roof (крыша) of St Paul's Cathedral* is white.

It's _____. The temperature is 4 above zero and we all are very _____. We are leaving in (через) an hour.

February 19, 1804

A terrible storm! All the men feel _____ because it is very _____ and the ship is rolling (испытывает бортовую качку).

February 21, 1804

The storm isn't stopping. We all feel tired because we can't sleep. It's _____ and all the things on the ship are wet.

March 1, 1804

We have no food or water. We are late because of the storm. The men all feel _____ and thirsty (жажду). It's not raining and the ocean is calm (спокоен).

March 5, 1804

Jamaica! Thank God! The men feel _____ because the weather is _____ and _____. After one month in Jamaica we are leaving for America.

2) What was difficult about the voyage? (reading for detail)

2. People like to have fun in different kinds of weather.

1) What will the author of the poem do in different weather?

a) Complete the sentences.

Tomorrow
if it rains,
I will ... in the rain.
If it snows,
we will make ...
and together.



If it is cold,
I will warm myself
with ...
If there is fog,
I will be happy
to ...

b) Listen to the original poem and find out what the author will really do.

2) a) What did the children do in the morning? (reading for the main idea)

One day we built a snowman,
We built him out of snow,
You should have seen how fine
he was,
All white from top to toe.

We poured some water over him,
To freeze his legs and ears.
And when we went indoors to bed,
We thought he'd last for years.
But in the night a warmer kind
Of wind began to blow;
And Jack Frost cried and ran away,
And with him went the snow.

out of — из
should have seen — (вам) бы
следовало посмотреть
top — макушка, toe — но-
сок ноги

freeze — froze — frozen

last — сохраняться
kind — вид, разновидность
blow — дуть

When we went out next morning
To say our friend "Good day",
There wasn't any snowman there.
He'd melted right away.

b) What happened to the children and the snowman?
Complete the sentences.

The children _____ out of snow.

They _____ over him.

His legs and ears _____.

Then they _____ to bed.

In the night a warmer wind _____ to blow.

Jack Frost _____.

The snow _____ with Jack Frost.

The snowman _____.

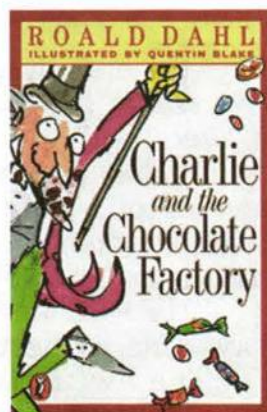


3. Here is a story about Charlie Bucket from the book *Charlie and the Chocolate Factory* by Roald Dahl.

Part 1

1) What problems did the cold weather cause (вызвала)?

- a) The Buckets began to starve (голодать).
- b) Charlie didn't want to go to school.
- c) Charlie got ill.



2) Read the story and check if you were right. (reading for the main idea)

Difficult days

During the next two weeks, the weather was very cold. First came the snow. It began suddenly one morning just as Charlie Bucket was dressing for school.

After the snow, there came a freezing wind that blew (дул) for days and days without stopping. Oh, how cold it was!

Inside the house freezing air (воздух) came through the sides (сквозь щели) of the windows and under the doors. There was no place to escape (избежать) it.

The Buckets had only two problems: to keep warm and to get enough to eat. There is something about cold weather that gives people a very good appetite.

But Charlie Bucket never got what he wanted because his family was very poor. He was always hungry.

Then Mr Bucket lost his job (потерял работу) and couldn't find a new one.

Slowly everybody in the house began to starve.

3) Did you guess right? What problem did the Buckets have?

4) How can you prove that the weather was really very cold? (reading for detail)

5) Do you feel hungry when the weather is cold?

Don't mix up

to be hungry — быть голодным

to starve — голодать

Part 2

Starvation (голод) can change people.

1) Did starvation change Charlie? (reading for the main idea)

“**T**hat child,” said Grandpa Joe, “must have more food. He is a growing (растущий) boy! He is beginning to look like a *skeleton*!”

“What can we do?” said Grandma Josephine. “He doesn’t take any of our food. His mother tried to put her piece of bread on his plate (тарелку), but he didn’t eat it. He made her take it back (он заставил ее забрать его обратно)!”

“He is a fine little boy,” said Grandpa George. “He deserves (заслуживает) better than this.”

The awful weather went on and on (продолжалась и продолжалась). Every day Charlie Bucket grew thinner and thinner. His face became white.

And now he began to make little changes in the things he did, so as to save his strength (так, чтобы сохранить силу). In the mornings he left the house ten minutes earlier so that he could walk slowly to school. He sat quietly in the classroom during break while others played snowballs. Everything he did now, he did slowly and carefully.

2) What did Charlie do when he was starving? (reading for detail) Correct the wrong statements. Support your choice (подтверди свой выбор) with the facts from the story.

- a) He gave his bread to his mother.
- b) He didn’t take the bread from his mother.
- c) He walked slowly and didn’t play.
- d) Charlie didn’t change. He was as nice as before.

Part 3

The Buckets didn't know what to do.

1) What or who helped the Buckets in this situation? What do you think?

- a) A magician helped the Buckets.
- b) Charlie's father found a new job.
- c) A rich person bought some food for them.
- d) Charlie found some money in the street.

2) Read to check if you guessed right.

One afternoon Charlie walked back home. Suddenly he saw something silvery (серебристое) in the snow. Charlie stopped and examined (рассмотрел) it.

It was a fifty pence piece (пятидесятипенсовая монета)!

Charlie looked around.

Who has lost it?

Several people passed by. None of them (никто из них) was searching for (искал) any money.

Then was it his this fifty pence?

Could he have it?

Charlie pulled it out from (вытащил из) under the snow.

A WHOLE fifty pence.

He held it tightly (крепко держал ее). It meant one thing to him at that moment, only one thing. It meant FOOD.

Automatically Charlie turned and moved to the nearest shop. What would he do? He would buy a bar of chocolate and eat it all up (съест его весь) every bit of it, right then and there ... and the rest of the money he would take back home and give to his mother.

3) What do you think about Charlie's behaviour (поведении)?

4. Read the summary of the story and fill in the gaps with the correct words. Do you agree with the summary?

The weather was too _____. The Buckets suffered from a _____ air that came everywhere. Cold weather makes people feel _____. Charlie and his family felt the same. So Charlie's father lost his job and they began to starve. Charlie began to save his _____: he moved slowly but he didn't take _____ from the others.

Suddenly he found _____ in the _____. It meant _____ for him and his family.

5. What do you think the story is about?

The story is about:

- a) people who are starving.
- b) how starvation changes people.
- c) how the weather influences people's lives.
- d) how noble (благородны) people can be in difficult situations.

6. There is unusual weather in some countries.

1) In the following letter, do you think such winter is usual for Texas? Why? (reading for the main idea)

Houston, Texas 12/15/2005

Dear Alice,

It was wonderful to see you in the video that Olga brought with her.

Thank you for the gifts. I will put them under the Christmas tree soon. The picture of Elets* has already found a home in our living room. The sweater makes me think of the winter in Lipetsk.*

We think Olga brought part of your Russian winter with her because everything is under thick (толстый слой) snow. The schools have been closed (были закрыты) for 2 days as well as (так же как и) many shops and offices in town. I went to the supermarket today and the streets were almost deserted (пустынны). Oh, well ... we have a well-known saying (поговорка) here "If you don't like the weather, just wait a few minutes".

Give my love to your family and please write as often as you can. Say hello to Vera from me. I hope to hear from you soon.

Yours, Jackie

2) What do you think the saying means?

If you don't like the weather, just wait a few minutes:

- a) soon you will like it.
- b) the temperature will go back up very soon.
- c) you'll get accustomed to (привыкнешь) it.

3) Read out how Jackie started and finished the letter. (reading for specific information)

- a) the way she wrote the date
- b) the way she addressed Alice

- c) the way she said hello
- d) the way she signed the letter

Culture note

Существуют различные способы написания даты:

December 15, 1996

15 December, 1996

При цифровом обозначении даты британцы пишут: 15. 12. 1996
американцы: 12/15/1996

What are you going to be?

1. Vocabulary. You are going to read Danny's story about his father.

1) Before reading the story, answer the questions below. Circle the letters of the questions you've answered positively, and then read to check, if Danny and you are of the same opinion. (reading for detail)

Do you believe (веришь ли ты), that

- a) cogs (винтики), springs (пружины) and pistons (поршни) can be more fun to play with than most of the plastic stuff (дребедень)?
- b) a seven-year-old boy can take a small engine to pieces and put it together (разобрать и собрать мотор) again all by himself?
- c) a workshop (мастерская) can be a *playroom*?
- d) almost from birth a boy can begin training to be (тренировать-ся, чтобы стать) a *mechanic*?

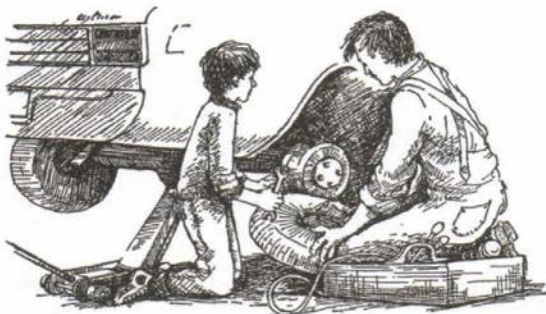
My father was a fine mechanic. People used to bring their cars to his *garage* to be repaired (для ремонта). He loved engines. His workshop was my playroom. My toys were the cogs and springs and pistons. They were more fun to play with than most of the plastic stuff children have these days. So almost from birth, I began training to be a mechanic. But now that (теперь, когда) I was five years old there was the problem of school.

We were in the workshop. Suddenly (вдруг) Dad said to me, "You know, Danny, you must be the best five-year-old mechanic in the world. You like this work, don't you?"

"I absolutely love it," I said.

"I want to teach you to be a great mechanic. And when you grow up, I hope you will become a famous *designing engineer* [ˌendʒɪˈniə], a man who designs new and better engines for cars and *airplanes*. For that you will need a really good education [ˌedʒʊˈkeɪʃən] (образование). But I don't want to send you to school now. First I'll teach you how to take a small engine to pieces and put it together again all by yourself. After that, you can go to school."

You probably think my father was crazy trying (пытаясь) to teach a young child to be an *expert* mechanic, but as a matter of



fact (на самом деле) he wasn't crazy at all. I learned fast and I liked every moment of it.

At the age of seven, believe it or not, I really could take a small engine to pieces and put it together again.

2) What do the highlighted words mean?

3) Was Danny's father a great mechanic? Find the words to describe this and write them down. (reading for specific information)

4) What can an expert mechanic do?

repair engines repair cars take an engine to pieces
put an engine together design engines design cars and airplanes

5) What does a person have to (обязан) do to become a designing engineer? Choose the right suggestion(s).

- a) to begin training from birth
- b) to be able (уметь) to take an engine and put it together again
- c) to get a really good education

2. Vocabulary. Here is the poem which Ryan Love wrote when he was a pupil.

1) Read the poem *What I Want to Be* and fill in the gaps with the words that fit from the word box. Then listen to check.

tomorrow	a poet	a preacher ['pri:tʃə]
biology [baɪ'ɒlədʒi]	a bus	the foe (vpa)

What will I be? It's hard to know,
Maybe a soldier ['səʊldɪə] and fight _____.
Hey, yeah! I think I'll drive _____,
Oh, nah! Those kids make too much fuss [fʌs].
I could get smart and be a teacher,
Study the Bible ['baɪbl] and be _____.
I do like animals and zoology.
Maybe add plants, then do _____.
That's too hard and don't I know it?
So, like Grandpa, I'll be _____.
This great confusion's causing me sorrow,
I'll eat my lunch, decide _____.

= are noisy



путаница меня так
расстраивает

2) Do you think that Ryan knew for sure what he was going to be? Which words in the poem show this?

 3) Read the poem *Yes and No* by C. J. Heck and say:

a) what other words people can use to show that they are not free from doubt.

I like words like "yes" and "no",
They mean just what they say.
They either mean you *can* or *can't*
Do what you want today.
Other words like "maybe"
Or even like "we'll see"
Make me feel like crying
'Cause that isn't answering me.
'Someday' isn't too bad
'Cause it still means we will ...
But "later" is even better
'Cause it's waiting just until.

= because



(значит), что нужно немного
подождать

b) which words mean just what they say.

4) Which words do you like most? Why?

3. Here is a story about Mrs Jinks, who was Joe's new nanny.

1) Did Joe like his new nanny? Why? (reading for detail)

Mrs Jinks worked at a club where she performed exotic dances with a snake. She decided to work as a dancer at another club. Once in her haste (в спешке) she dialed (набрала) the wrong number and got through to (попала к) Mrs Warden.

Mrs Warden needed a nanny to take care of Joe, who was 7, and placed an advertisement (объявление) in the newspaper.

So Mrs Warden hired (наняла) Mrs Jinks in the belief (веря в то) that she was a nanny. Mrs Jinks took the job in the belief that it was as a dancer. By the time (к тому времени) they had realized the mistake it was too late.

Joe was pleased by the error ['erə] (ошибка). There was something very attractive about Mrs Jinks. Maybe it was her appearance or her pet snake. So in the next four weeks Joe taught her everything he knew about nannying. He took her to the library and together they looked through the books about nannies. They practised such activities as bathing (купание), dressing and tidying. He even showed her how to tell him off (отругать).

When Mr and Mrs Warden came back, they found the house more organized and tidier and Joe cleaner and quieter than ever before. As to Mrs Jinks she soon realized that life as a nanny was much more pleasant than life as an exotic dancer.

2) For which of these questions can you find the answers in the story? What are they? Underline the corresponding sentences. (reading for specific information)

Who worked as a dancer at a club?

What did Joe teach Mrs Jinks to do?

Why did Mrs Warden need a nanny?

Did Mrs Jinks like her new job?

3) Sometimes people do things they don't mean (иметь в виду). They usually do it by an error.

What did Mrs Warden and Mrs Jinks do and what did they think about it? Read the chart below and say whether it is filled in correctly or not. (reading for detail)

What Mrs Warden did	needed a nanny, placed an ad in a newspaper	hired Mrs Jinks, a dancer
What Mrs Warden thought	exactly what she did	Mrs Jinks was a nanny
What Mrs Jinks did	wanted to get a new job as a dancer at a club, telephoned Mrs Warden	got a job as Joe's nanny at Mrs Warden's house
What Mrs Jinks thought	telephoned a club	got a job as a dancer

4. Roald Dahl remembered most interesting events of the time when he was nine very well.

1) Why did he remember the time of his early childhood? (reading for the main idea)

My friends and I bought our favourite sweets from the sweet-shop every day on our way to school. My favourites were Sherbet Suckers* and Liquorice Bootlaces.*

Thwaites told me I should never eat Liquorice Bootlaces. Thwaites's father was a doctor. He had said that they made it from rats' blood (крысиной крови). The father had told his young son much about Liquorice Bootlaces when he had found that his son ate it. "Every ratcatcher (крысолов) in the country," the father had said, "takes his rats to the Liquorice Bootlace Factory and they pay him for each rat. Many ratcatchers have become millionaires because they sell rats to the Factory."

"Don't ever eat them," the father had said. "If you eat you'll get ratitis."

"What is ratitis, Daddy?" young Thwaites had asked.

"It's the rat poison (крысиный яд) that gives you ratitis," the father said.

"Yes, but what will happen to you if you catch it?" young Thwaites had asked.

"Your teeth become very sharp (острые) and pointed (заостренные)," the father had answered. "And a short tail (хвост) grows out of your back (спины). There is no medicine for ratitis. I know. I am a doctor."

We all enjoyed Thwaites's story. We asked him to tell us this story many times on our walks to and from school. But any of us didn't stop buying Liquorice Bootlaces. Except (кроме) Thwaites.

2) Why didn't Thwaites eat Liquorice Bootlaces? (reading for the main idea)

3) Why did the father tell his son that Liquorice Bootlaces were made of rats' blood? (reading for detail)

- a) He really believed that they were made of rats' blood.
- b) He didn't want his son to eat sweets because they were unhealthy.
- c) He didn't have money for sweets.

4) What do you think Liquorice Bootlaces are made of?

sugar	fruit	chocolate	cream	juice
-------	-------	-----------	-------	-------

5) **Grammar.** When did Thwaites's father warn (предупредил) his son about Liquorice Bootlaces? Tick (✓) it on the timeline. Prove it.

Thwaites told his friends about Liquorice Bootlaces.



5. Vocabulary. Children can talk to their parents on various topics. Harriet and her mum are talking about school.

1) Is their conversation pleasant for them? (reading for the main idea)

— Harriet, I've got to (= have to) talk to you. I've just come back from your school. Miss Elson says that for the last week you haven't done *anything* at all. What about it?

— Yes.

— What do you mean? Did you do your work or not?

— No.

— Harriet, these are very unsatisfactory answers. Is *something* else bothering you?

— No. I don't think so. I can't remember.

— Both Miss Elson and Miss Harris say that you do *nothing* but write *something* in your notebook. Is that right?



- I haven't (got) *anything* to say.
- They say that I must take it away from you or you will never learn *anything*.
- No.
- What are you learning?
- **Everything about everybody.**
- History, Geography, French, — all bad. You're even doing badly (плохи дела) in English. I'm afraid that you'll be able to play with this notebook after school, but not during school hours.
- **I'm not playing. Who says I'm playing? I'm WORKING!**
- Look, dear, at the moment you are at school, so your work is school. Just like your father works at the office, you work at school. School work is your work. Your work is going to school and learning, and you're not doing that. Now you can have the notebook only after school.
- **I'm learning a lot.**
- Yes. Now that's definite.

2) What were they talking about?

3) Read the Word Building note and find English equivalents in the story to the Russian sentences below.

Word building

every
some
any
no

body

каждый/все
кто-то/кто-либо
любой
никто

every
some
any
no

thing

всё
что-то/что-либо
что-либо
ничего

- « ... в течение прошлой недели ты совсем ничего не делала».
- «Тебя что-нибудь беспокоит?»
- « ... ты ничего не делаешь, а пишешь что-то в своем блокноте».
- «Мне нечего сказать».
- «... ты никогда ничему не научишься».
- «Всё обо всех».

4) Is Harriet good at school? Why do you think so? Support your answer by the story.

5) What prevents Harriet from (отвлекает ее от) doing well in all her subjects? What does she do during school hours?

6) What notes does Harriet make in her notebook? What do you think?

Reading lesson

I'll show you where the fun is.

6. Here is a story about two friends Harriet and Sport. Harriet is trying to explain to her friend Sport how to play Town. Harriet thinks that playing Town is fun.

1) Does Sport understand where the fun is? (reading for the main idea)

H: See, first you make up the name of the town. Then you write down the names of all the people who live in it. You can't have too many or it gets too hard. I usually have twenty-five. Then when you know who lives there, you make up what they do. For instance, Mr Charles Hanley runs the filling (petrol) station. Now, over here next to this the mountain (гора) we'll put the filling station.

S: That's nothing but an old tree root (корень). What do you mean, a mountain?

H: That's a mountain. From now on (с этого момента) that's a mountain. Have you got it? (Понял?)



- S:** It looks like an old tree root.
- H:** Sport, what are you going to be when you grow up?
- S:** You know what. You know I'm going to be a ball player.
- H:** Well, I'm going to be a writer. And when I say that's a mountain, that's a mountain. Now, as soon as you've got all the men's names down, and their wives' names and their children's names, then you figure out (вычисляешь) all their professions. You've got to have a doctor, a lawyer ...
- S:** And an Indian chief (вождь).
- H:** No. Someone who works in television.
- S:** Why do you think they have television?
- H:** I say they do. My father has to be in it, doesn't he?
- S:** Well, then put my father, too. Put a writer in it.
- H:** Okay, we can make Mr Jonathan Fishbein a writer.
- S:** And let him have (пусть у него будет) a son like me who cooks for him. And let him be eleven years old like me, and let him grow up to be a ball player.
- H:** No, then you're not making it up. Don't you understand?
- S:** No.
- H:** Just listen, Sport. See, now that we have all this written down, I'll show you where the fun is.

2) Where were Harriet and Sport going to play Town? (reading for detail)

- a) in the mountains
- b) under the old tree
- c) near the filling station

3) How many people usually live in Harriet's Town? (reading for specific information)

- a) not too many
- b) a lot of people
- c) not more than twenty-five

4) What kind of people has Harriet got in her made-up Town?

- a) real people with made-up names
- b) made-up people with made-up names
- c) real people with real names

5) What professions do they have to have in the made-up Town?

- a) a doctor
- b) a lawyer
- c) someone who works in television
- d) an Indian chief

7. Harriet used to play Town according to (согласно) her own plan.

What plan did she use?

1) Does Sport understand what kind of people Harriet means?

2) Where does Harriet see the fun of this game?

3) What might (может быть) the fifth point in Harriet's plan be? What do you think?

The point is about made-up families'

a) adventures

b) hobbies

c) life in the past

СПИСОК СОКРАЩЕНИЙ

Английские

a — adjective — имя прилагательное
adv — adverb — наречие
AE — American English — американский вариант английского языка
attr. — attribute — определение
card. — cardinal — количественное числительное
cj — conjunction — союз
int — interjection — междометие
n — noun — имя существительное
num — numeral — числительное
ord. — ordinal — порядковое числительное
pl — plural — множественное число

p. p. — past participle — причастие прошедшего времени или причастие II
predic. — predicative — употребляется в качестве именной части составного именного сказуемого
pref — prefix — приставка
prep — preposition — предлог
pron — pronoun — местоимение
pron indef. — pronoun indefinite — неопределенное местоимение
sing — singular — единственное число
sl — slang — сленг, жаргон
v — verb — глагол

Русские

ав. — авиация
араб. — арабский (язык)
гл. обр. — главным образом
зд. — здесь
ист. — исторический
мат. — математика
миф. — мифологический
нем. — немецкий (язык)
обыкн. — обыкновенно
поэт. — поэтическое слово, выражение

разг. — разговорное слово, выражение
русск. — русский (язык)
см. — смотри
собир. — собирательно
сокр. — сокращение, сокращенно
спорт. — физкультура и спорт
тж. — также
употр. — употребляется
физ. — физика
фр. — французский (язык)
яп. — японский (язык)

Aa

able ['eɪbl] *a* способный; **be** ~ быть в состоянии, мочь
about [ə'baʊt] *prep* приблизительно, около, о, об, насчет
above [ə'baʊ] *prep* над
absolutely ['æbsəlu:tli] *adv* совершенно
according [ə'kɔ:dɪŋ] *adv*: ~ **to** согласно, в соответствии с
accustom [ə'kʌstəm] *v*: **be** ~ed привыкнуть
across [ə'krɒs] *prep* 1) сквозь, через 2) поперек
act [ækt] *v* 1) действовать, поступать 2) играть (*в театре*)
activity [æk'tɪvəti] *n* деятельность, мероприятие
ad [æd] *n* *сокр. разг. от advertise-* ment объявление
address [ə'dres] *n* адрес
adjective ['ædʒɪktɪv] *n* грам. имя прилагательное
admiral ['ædmərəl] *n* адмирал
adventure [əd'ventʃə] *n* приключение
advertisement [əd'vɜ:tɪsmənt] *n* объявление, реклама
advice [əd'vaɪs] *n* совет
advise [əd'vaɪz] *v* советовать
afraid [ə'freɪd] *a* *predic.* испуганный
after ['ɑ:ftə] *prep* за, позади, после
afternoon [ˌɑ:ftə'nun] *n* время после полудня
again [ə'geɪn] *adv* снова, опять
age [eɪdʒ] *n* возраст
ago [ə'ɡəʊ] *adv* тому назад
agree [ə'ɡri:] *v* соглашаться
air [eə] *n* воздух
airplane ['eəpleɪn] *n* АЕ самолет
alike [ə'laɪk] 1. *a* одинаковый, похожий 2. *adv* точно так же, подобно, одинаково
all [ɔ:l] *pron indef.* весь, вся, все, всё
alligator ['ælɪɡeɪtə] *n* аллигатор
allow [ə'laʊ] *v* позволять, разрешать
almost ['ɔ:lməʊst] *adv* почти; едва не
alone [ə'ləʊn] *a* *predic.* 1) один, одинокий 2) сам, без посторонней помощи
already [ɔ:l'reɪdɪ] *adv* уже
also ['ɔ:lsəʊ] *adv* тоже, также
always ['ɔ:lweɪz] *adv* всегда
American [ə'merɪkən] 1. *n* американец 2. *a* американский
amount [ə'maʊnt] *n* количество

animal ['ænɪml] *n* животное
another [ə'nʌðə] *pron indef.* еще один
answer ['ɑ:nsə] 1. *n* ответ 2. *v* отвечать
antonym ['æntənɪm] *n* антоним
any ['eni] *pron indef.* какой-нибудь, сколько-нибудь
anything ['eniθɪŋ] *pron indef.* что-нибудь (*в вопр. предл.*)
apologise [ə'pɒlədʒaɪz] *v* извиняться
appear [ə'piə] *v* показываться, появляться
appearance [ə'piərəns] *n* вид, наружность
appetite ['æpɪtaɪt] *n* аппетит
appropriate [ə'prɒpriət] *a* подходящий, соответствующий
arm [ɑ:m] *n* рука (*от плеча до кисти*)
around [ə'raʊnd] *prep* вокруг
as [æz, əz] *adv* как; **as ... as ...** так же ... как; **as well** также
ask [ɑ:sk] *v* спрашивать
assistant [ə'sɪstənt] *n* помощник, ассистент
at [æt, ət] *prep* в, на, у, при
ate [et] *past* *om eat*
attractive [ə'træktɪv] *a* привлекательный
aunt [ɑ:nt] *n* тетя
author ['ɔ:θə] *n* автор
autograph ['ɔ:təgrɑ:f] *n* автограф
automatically [ˌɔ:tə'mætɪklɪ] *adv* 1) автоматически 2) машинально
autumn ['ɔ:təm] *n* осень
away [ə'weɪ] *adv* обозначает отдаление от данного места далеко
awful ['ɔ:fl] *a* разг. ужасный

Bb

baby ['beɪbɪ] *n* ребенок, младенец
back [bæk] 1. *n* спина 2. *a* задний; отдаленный
bad [bæd] *a* (*worse; worst*) плохой
badly ['bædli] *adv* плохо, дурно
baker ['beɪkə] *n* пекарь, булочник
balaclava [ˌbælə'klɑ:və] *n* теплый шерстяной головной убор
ball [bɔ:l] *n* 1) шар 2) мяч
bar [bɑ:] *n* бар
bare [beə] *a* 1) голый 2) зд. неподкованный
bark [bɑ:k] 1. *n* лай 2. *v* лаять
basin ['beɪsn] *n* таз, чашка
bath [bɑ:θ] *n* ванна

bathe [beɪð] *v* купаться
bathroom ['bɑ:θrʊm] *n* ванная
battle ['bætl] *n* битва, сражение, бой
be [bi:] *v* (was/were; been) быть
bear [beə] *n* медведь
beautiful ['bjʊ:tɪfl] *a* красивый, прекрасный
became [bi'keɪm] *past om become*
because [bi'kɒz] *сj* потому что, так как
become [bi'kʌm] *v* (became; become) становиться
bed [bed] *n* кровать
bedroom ['bedrʊm] *n* спальня
bee [bi:] *n* пчела
beef [bi:f] *n* говядина
been [bi:n] *p. p. om be*
before [bi'fɔ:] *prep* перед
began [bi'gæn] *past om begin*
begin [bi'gɪn] *v* (began; begun) начинать(ся)
beginning [bi'gɪnɪŋ] *n* начало
behave [bi'heɪv] *v* поступать, вести себя
behaviour [bi'heɪvjə] *n* поведение, манеры
behind [bi'haɪnd] *prep* за, сзади, позади; после
belief [bi'li:f] *n* вера, убеждение
believe [bi'li:v] *v* верить
below [bi'ləʊ] *prep* ниже, под
beret ['bereɪ] *n* берет
best [best] 1. *a* (превосх. ст. *om good*) лучший 2. *adv* лучше
bet [bet] 1. *n* пари 2. *v* держать пари
better ['betə] 1. *a* (сравн. ст. *om good*) лучший 2. *adv* лучше
between [bi'twi:n] *prep* между
bicycle ['baɪsɪkl] *n* велосипед
big [bɪg] *a* большой
bike [baɪk] *сокр. разг. om bicycle*
birth [bɜ:θ] *n* рождение
birthday ['bɜ:θdeɪ] *n* день рождения
bit [bɪt] *n* кусочек; частица, небольшое количество
black [blæk] *a* 1) черный 2) темнокожий
blew [blu:] *past om blow*
blood [blʌd] *n* кровь
blouse [blaʊz] *n* блузка
blow [bləʊ] *v* (blew; blown) дуть
blue [blu:] *a* голубой
board [bɔ:d] *v* садиться на корабль, всходить на борт (любого судна)
body ['bɒdi] *n* тело

book [bʊk] 1. *n* книга 2. *v* заказывать, брать билет (железнодорожный и т. п.)
bootlace ['bʊtleɪs] *n* шнурок для ботинок
boring ['bɔ:ɪŋ] *a* скучный
both [bʊθ] *pron indef.* оба
bother ['bʊðə] *v* надоедать, беспокоить
bought [bɔ:t] *past и p. p. om buy*
bowler ['bəʊlə] *n* котелок (мужская шляпа)
box [bɒks] *n* коробка
boy [bɔɪ] *n* мальчик
brachiosaurus [ˌbreɪkɪə'sɔ:ɪrəs] *n* зоол. брахиозавр
brave [breɪv] *a* храбрый
bread [bred] *n* хлеб
break [breɪk] 1. *n* перерыв; перемена (в школе) 2. *v* (broke; broken) ломать(ся), разбивать(ся)
breakfast ['brekfəst] *n* завтрак
brigade [brɪ'geɪd] *n* 1) бригада 2) команда
bright [braɪt] *a* яркий, блестящий
bring [brɪŋ] *v* (brought) приносить
British ['brɪtɪʃ] *a* британский, английский
broom [bru:m] *n* метла, веник
brother ['brʌðə] *n* брат
brought [brɔ:t] *past и p. p. om bring*
brown [braʊn] *a* коричневый
bubble ['bʌbl] *n* пузырь; ~ gum жевательная резинка
bucket ['bʌkɪt] *n* ведро
buckle ['bʌkl] 1. *n* пряжка 2. *v* застегивать пряжку
build [bɪld] *v* (built) строить
building ['bɪldɪŋ] *n* здание
built [bɪlt] *past и p. p. om build*
bully ['bʊli] 1. *n* задира, хулиган 2. *v* задира, запугивать
bunch [bʌntʃ] *n* 1) связка, пучок, пачка (чего-л. однородного) 2) букет (цветов)
bunk [bʌŋk] *n* койка
burner ['bɜ:nə] *n* топка, горелка
bury ['beri] *v* хоронить, зарывать в землю
business ['biznəs] *n* дело, коммерческая деятельность
busy ['bɪzi] *a* занятой
but [bʌt, bət] *сj* но, а, однако, тем не менее
button ['bʌtn] *n* пуговица, кнопка

buy [baɪ] *v* (**bought**) покупать
by [baɪ] *prep* у, при, около

Сс

cabbage ['kæbɪdʒ] *n* капуста
call [kɔ:l] 1. *n* 1) зов, окрик 2) телефонный вызов 2. *v* звать
calm [kɑ:m] *a* спокойный, тихий, мирный
came [keɪm] *past om* come
can I [kæn] *v* (**could**) мочь, иметь возможность, уметь
can II [kæn] *n* жестяная коробка, банка
car [kɑ:] *n* автомобиль, машина
caravan ['kærəvæn] *n* 1) караван; череда, вереница 2) фургон, автоприцеп, передвижной дом на колесах
cardigan [kɑ:dɪgən] *n* шерстяная кофта на пуговицах без воротника
care [keə] 1. *n* забота 2. *v* заботиться
careful ['keəfl] *a* 1) заботливый 2) осторожный 3) точный, аккуратный
carefully ['keəflɪ] *adv* осторожно
careless ['keələs] *a* 1) небрежный 2) беззаботный
carpet ['kɑ:pɪt] *n* ковер
carry ['kæpɪ] *v* 1) везти 2) нести
cat [kæt] *n* кот; кошка
catch [kætʃ] *v* (**caught**) ловить, поймать, схватывать
cathedral [kə'θi:drəl] *n* собор
cause [kɔ:z] 1. *n* причина 2. *v* быть причиной
CD [ˌsi: 'di:] *n* компакт-диск
ceiling ['si:lɪŋ] *n* потолок
century ['sentʃəri] *n* столетие, век
certainly ['sɜ:tnli] *adv* конечно
chair [tʃeə] *n* стул
champion ['tʃæmpjən] *n* чемпион
change [tʃeɪndʒ] 1. *n* сдача 2. *v* менять(ся)
character ['kærəktə] *n* 1) характер 2) литературный герой
characteristic [ˌkærəktə'rɪstɪk] 1. *n* характерная черта, особенность, свойство 2. *a* характерный, типичный (of)
chart [tʃɑ:t] *n* таблица, схема
check [tʃek] *v* проверять
cheerful ['tʃiəfl] *a* бодрый, веселый
cheese [tʃi:z] *n* сыр

chest [tʃest] *n* 1) сундук 2) грудная клетка
chief [tʃi:f] *n* глава, руководитель; лидер
child [tʃaɪld] *n* (*pl* **children**) ребенок
childhood ['tʃaɪldhʊd] *n* детство
children ['tʃɪldrən] *pl om* child
chocolate ['tʃɒklɪt] *n* шоколад
choice [tʃɔɪs] *n* выбор
choose [tʃu:z] *v* (**chose**; **chosen**) выбирать
chronological [ˌkrɒnə'lɒdʒɪkl] *a* хронологический
cigarette [ˌsɪgə'ret] *n* папироса, сигарета
circle ['sɜ:kl] *n* круг
city ['sɪti] *n* большой город
classify ['klæsɪfaɪ] *v* классифицировать, систематизировать
classmate ['klɑ:smet] *n* одноклассник
classroom ['klɑ:srum] *n* классная комната
clean [kli:n] *a* чистый
cleaner ['kli:nə] *n* уборщик, чистильщик
clever ['klevə] *a* умный
close [klaʊs] 1. *a* закрытый 2. *adv* близко 3. [klaʊz] *v* закрывать(ся)
closet ['kloʊzət] *n* 1) чулан (для хранения домашней утвари, садового инвентаря и т. д.) 2) туалет
clothes [klaʊðz] *n pl* одежда
club [klʌb] *n* клуб
coat [kəʊt] *n* пальто
coffee ['kɒfi] *n* кофе
Coke [kəʊk] *n* разг. кока-кола (напиток)
cold [kəʊld] *a* холодный
collect [kə'lekt] *v* 1) собирать 2) коллекционировать
colossal [kə'lɒsl] *a* 1) колоссальный 2) разг. великолепный
colour ['kʌlə] *n* цвет
column ['kɒləm] *n* столбик
combination [ˌkɒmbɪ'neɪʃn] *n* соединение, сочетание
come [kʌm] *v* (**came**; **come**) приходить
comic ['kɒmɪk] *a* юмористический; смешной
company ['kʌmpəni] *n* компания
compare [kəm'preɪ] *v* сравнивать
complete [kəm'pli:t] *v* заканчивать, завершать
computer [kəm'pjʊ:tə] *n* компьютер
concert ['kɒnsət] *n* концерт

considerate [kən'sɪdərɪt] *a* внимательный к другим, тактичный
consolidation [kən,sɒlɪ'deɪʃn] *n* консолидация; объединение
consult [kən'sʌlt] *v* советоваться
continue [kən'tɪnju:] *v* продолжать(ся)
contract [kən'trækt] *v* уменьшаться в размерах, объеме и т. п., сжимать(ся), сокращать(ся)
conversation [,kɒnvə'seɪʃn] *n* разговор, беседа
cook [kʊk] *v* стряпать, готовить пищу
copy ['kɒpi] **1.** *n* 1) экземпляр; список (с рукописи) 2) копия **2.** *v* снимать копию, воспроизводить, делать по шаблону
corner ['kɔ:nə] *n* угол
correct [kə'rekt] **1.** *a* правильный, верный **2.** *v* исправлять
correctly [kə'rektli] *adv* правильно
corresponding [,kɒrɪ'spɒndɪŋ] *a* соответствующий
cost [kɒst] **1.** *n* цена **2.** *v* (cost) стоить
costume ['kɒstju:m] *n* костюм
cottage ['kɒtɪdʒ] *n* коттедж
cotton ['kɒtn] *n* хлопок
could [kʊd] *past* от can, выражает вежливую просьбу что-л. сделать
count [kaʊnt] *v* считать
country ['kʌntri] *n* 1) страна 2) сельская местность
courage ['kʌrɪdʒ] *n* храбрость, смелость, отвага, мужество
course [kɔ:s] *n* курс (лекций, обучения)
courteous ['kɜ:tiəs] *a* вежливый, обходительный
cover ['kʌvə] **1.** *n* 1) обложка 2) покрывало **2.** *v* покрывать, закрывать
crane [kreɪn] *n* 1) журавль 2) цапля
crazy ['kreɪzi] *a* сумасшедший
cream [kri:m] *n* сливки
criminal ['krɪmɪnl] **1.** *n* преступник **2.** *a* преступный
crocodile ['krɒkədail] *n* крокодил
crowd [kraʊd] **1.** *n* толпа **2.** *v* толпиться
cry [kraɪ] *v* 1) кричать 2) плакать
cultural ['kʌltʃrəl] *a* 1) культурный (о поведении, взглядах и т. п.) 2) культурный (относящийся к культуре какого-л. народа, эпохи и т. д.)
culture ['kʌltʃə] *n* культура
cup [kʌp] *n* чашка

cupboard ['kʌbəd] *n* шкаф, буфет
curly ['kɜ:li] *a* кудрявый, вьющийся, волнистый
curtain ['kɜ:tn] *n* 1) занавеска 2) занавес
customer ['kʌstəmə] *n* покупатель, клиент
cute [kjʊt] *a* 1) умный, сообразительный, находчивый 2) привлекательный

Dd

dad, Dad [dæd] *n* разг. папа
daddy ['dædi] *n* разг. папочка
dance [dɑ:ns] **1.** *n* танец **2.** *v* танцевать
dancer ['dɑ:nsə] *n* танцор, танцовщица
dark [dɑ:k] *a* темный
darkish ['dɑ:kɪʃ] *a* темный, темноватый; плохо освещенный
date [deɪt] *n* дата, число
day [deɪ] *n* день
daylight ['deɪlaɪt] *n* 1) дневной свет, естественное освещение 2) дневное время суток
dear [dɪə] *a* дорогой
December [dɪ'sembə] *n* декабрь
decide [dɪ'saɪd] *v* решать
definite ['defɪnət] *a* 1) определенный 2) точный, ясный
department [dɪ'pɑ:tmənt] *n* отдел
depend [dɪ'pend] *v* зависеть от (on, upon)
describe [dɪ'skraɪb] *v* описывать
description [dɪ'skrɪpʃn] *n* описание
desert [dɪ'zɜ:t] *v* покидать, оставлять
deserve [dɪ'zɜ:v] *v* заслуживать
design [dɪ'zeɪn] **1.** *n* проект, план, набросок **2.** *v* конструировать, составлять
detail ['deɪteɪl] *n* подробность, деталь
detective [dɪ'tektɪv] *a* детективный
diary ['daɪəri] *n* дневник
did [dɪd] *past* от do
die I [daɪ] *n* (pl dice) игральная кость
die II [daɪ] *v* умирать
difference ['dɪfrəns] *n* разница, различие
different ['dɪfrənt] *a* различный, разный
differently ['dɪfrəntli] *adv* по-разному
difficult ['dɪfɪklt] *a* трудный, тяжелый
difficulty ['dɪfɪklti] *n* трудность
dine [daɪn] *v* обедать

dining room ['daɪnɪŋ ru:m] *n* столовая (в квартире)
dinosaur ['daɪnəsɔ:] *n* динозавр
direction [dɪ'rekʃn] *n* направление
dirty ['dɜ:ti] *a* грязный, испачканный
discuss [dɪ'skʌs] *v* обсуждать
dish [dɪʃ] *n* блюдо
display [dɪ'spleɪ] *n* выставка; **window** ~ витрина
district ['dɪstrɪkt] *n* 1) район, округ 2) местность, квартал
divide [dɪ'vaɪd] *v* делить, разделять
do [du:] *v* (**did**; **done**) делать
doctor ['dɒktə] *n* доктор, врач
dog [dɒg] *n* собака
doll [dɒl] *n* кукла
domestic [də'mestɪk] *a* домашний
done [dʌn] *p. p. om do*
door [dɔ:] *n* дверь
down [daʊn] 1. *adv* вниз, внизу 2. *prep* вниз, по
draw [drɔ:] *v* (**drew**; **drawn**) рисовать
drawer [drɔ:] *n* ящик (выдвижной)
dream [dri:m] 1. *n* мечта 2. *v* (**dreamt**) мечтать
dress [dres] *n* платье, одежда
drive [draɪv] *v* (**drove**; **driven**) водить машину
duck [dʌk] *n* утка
during ['djʊərɪŋ] *prep* в течение, в продолжение
dust [dʌst] *n* пыль
dwarf [dwɔ:f] *n* миф. гном

Ее

each [i:tʃ] *a* каждый
ear [ɪə] *n* ухо
early ['ɜ:li] 1. *a* ранний 2. *adv* рано
earth [ɜ:θ] *n* земля, земной шар
eat [i:t] *v* (**ate**; **eaten**) есть
education [ˌedʒʊ'keɪʃn] *n* воспитание, образование, обучение
either ['aɪðə] 1. *pron indef.* как *сущ.* один из двух, оба, и тот и другой; как *прил.* каждый, любой (из двух) 2. *сj* или; ~ ... **or** ... или ... или ...
elder ['eldə] *a* старший (по возрасту или положению); **the** ~ **brother** старший брат (из двух)
eldest ['eldɪst] *a* самый старший
electricity [ɪˌlek'trɪsəti] *n* электричество
elephant ['elɪfənt] *n* слон

elephantlike ['elɪfəntlaɪk] *a* слоновоподобный
else [els] *adv* еще
embarrass [ɪm'bærəs] *v* 1) сбивать с толку, приводить в замешательство, удивлять 2) смущать, ставить в неудобное положение
emergency [ɪ'mɜ:ʤənsɪ] *n* 1) непредвиденный случай, крайняя необходимость 2) чрезвычайные обстоятельства
enclosure [ɪn'kləʊʒə] *n* 1) отгороженное место 2) ограда, ограждение
encyclopedia [ɪnˌsaɪklə'pi:diə] *n* справочник, энциклопедия
end [end] 1. *n* конец, окончание 2. *v* кончать, заканчивать
engine ['endʒɪn] *n* двигатель
engineer [ˌendʒɪ'nɪə] *n* инженер
enjoy [ɪn'ʃɔɪ] *v* наслаждаться
enough [ɪ'nʌf] 1. *a* достаточный 2. *adv* достаточно, довольно
entirely [ɪn'taɪəli] *adv* всецело, вполне
equivalent [ɪ'kwɪvələnt] *n* эквивалент
error ['erə] *n* ошибка
escape [ɪ'skeɪp] *v* 1) бежать 2) избежать, спастись
especially [ɪ'speʃli] *adv* особенно, специально
eve [i:v] *n* канун
even ['i:vən] *adv* даже
evening ['i:vniŋ] *n* вечер
event [ɪ'vent] *n* событие
ever ['evə] *adv* когда-либо
every ['evri] *a* каждый
everybody ['evribɒdi] *pron indef.* каждый (человек)
everyone ['evriwʌn] = **everybody**
everything ['evriθɪŋ] *adv* всё
everywhere ['evriweə] *adv* всюду, везде
exactly [ɪg'zæktli] *adv* точно, как раз
examine [ɪg'zæmən] *v* 1) рассматривать, осматривать 2) обследовать, проверять 3) экзаменовать
example [ɪg'zɑ:mpl] *n* пример
except [ɪk'sept] *prep* кроме
exchange [ɪks'tʃeɪndʒ] *v* 1) обменивать 2) меняться
exotic [ɪg'zɒtɪk] *a* экзотический
experience [ɪk'spiəriəns] *n* 1) опыт 2) случай
expert ['ekspɜ:t] 1. *n* специалист 2. *a* опытный, знающий
explain [ɪk'spleɪn] *v* объяснять
expression [ɪk'spreʃn] *n* выражение
extract ['ekstrækt] *n* отрывок

Ff

- face** [feɪs] *n* лицо
fact [fækt] *n* факт, событие; *in ~* фактически, на самом деле
factory ['fæktəri] *n* фабрика, завод
fair I [feə] *n* ярмарка
fair II [feə] *a* честный
fairy ['feəri] *a* волшебный, сказочный
fairy tale ['feəri teɪl] *n* волшебная сказка
fall [fɔ:l] *v* (**fell**; **fallen**) падать, понижаться
family ['fæmli] *n* семья
famous ['feɪməs] *a* знаменитый, известный
fantastic [fæn'tæstɪk] *a* 1) фантастический 2) *разг.* превосходный
far [fɑ:] *adv* далеко
farthing ['fɑ:ɪŋ] *n* фартинг (1/4 пенса)
fast [fɑ:st] 1. *a* скорый, быстрый 2. *adv* быстро
fat [fæt] *a* жирный, толстый
father ['fɑ:ðə] *n* отец
favourite ['feɪvərɪt] *a* любимый
February ['febrʊəri] *n* февраль
feed [fi:d] *v* (**fed**) кормить
feel [fi:l] *v* (**felt**) чувствовать
fell [fel] *past om fall*
felt [felt] *past u p. p. om feel*
few [fju:] *a* немногие, немного, мало
fifty ['fɪftɪ] *num card.* пятьдесят
figure ['fɪɡə] 1. *n* фигура, внешний вид, облик 2. *v:* ~ **out** 1) вычислять 2) понимать, постигать
fill [fɪl] *v* наполнять(ся), заполнять(ся); ~ **in** заполнять
filling ['fɪlɪŋ] *n* заправка горючим; ~ **station** бензоколонка
finally ['faɪnəli] *adv* в конце, в заключение
find [faɪnd] *v* (**found**) находить
fine [faɪn] *a* 1) прекрасный, превосходный, славный 2) ясный (о погоде) 3) нежный, утонченный 4) изящный
finish ['fɪnɪʃ] 1. *n* конец, окончание 2. *v* 1) кончать(ся), заканчивать(ся) 2) завершать 3) прекращать; ~ **up** заканчивать что-л. начатое, доводить до конца
first [fɜ:st] *num ord.* первый
fish [fɪʃ] 1. *n* рыба 2. *v* ловить рыбу
fit [fɪt] 1. *a* годный, подходящий

2. *v* соответствовать, годиться
flipper ['flɪpə] *n* плавник
floor [flɔ:] *n* пол
fog [fɒg] *n* густой туман
foggy ['fɒɡɪ] *a* туманный
follow ['fɒləʊ] *v* следовать, идти за
following ['fɒləʊɪŋ] *a* следующий, последующий
food [fu:d] *n* пища, питание, еда, корм
footstep ['fʊtstep] *n* след
for [fɔ:, fə] *prep* 1) для 2) в течение, в продолжение
forever [fə'revə] *adv* навсегда, навеки
form [fɔ:m] *n* класс (в школе)
formation [fɔ:'meɪʃn] *n* образование, создание, формирование
found [faʊnd] *v* основывать, учреждать
freeze [fri:z] *v* (**froze**; **frozen**) замораживать, превращаться в лед
French [frentʃ] *a* французский
fresh [freʃ] *a* свежий
fridge [frɪdʒ] *n* (*разг. om refrigerator*) холодильник
friend [frend] *n* друг; **make ~s with sb** подружиться с кем-л.
friendly ['frendli] *a* дружеский, дружелюбный
frighten ['fraɪtn] *v* пугать
front [frʌnt] *n* передняя сторона (чего-л.); *in ~ of* перед, впереди
frost [frɒst] *n* мороз
frozen ['frɒzn] 1. *p. p. om freeze* 2. *a* замороженный
fruit [fru:t] *n* собир. фрукты
full [fʊl] *a* полный, целый
fun [fʌn] *n* шутка
funny ['fʌni] *a* смешной
furniture ['fɜ:nɪtʃə] *n* мебель
future ['fju:tʃə] 1. *n* будущее (время) 2. *a* будущий

Gg

- gallon** ['gælən] *n* галлон (мера жидких и сыпучих тел)
game [geɪm] *n* игра
gap [ɡæp] *n* пропуск, пробел
garage ['ɡæɪdʒ] *n* гараж
garden ['ɡɑ:dn] *n* сад, *pl* парк
gave [geɪv] *past om give*
gentleman ['dʒentlmən] *n* джентльмен
geography [dʒɪ'ɒɡrəfi] *n* география

get [get] *v* (**got**) 1) получать 2) ~ **through** пройти через что-л.; справиться с чем-л. 3) ~ **up** вставать, подготавливать 4) *разг.* понимать, постигать

gift [gift] *n* подарок

giggle ['gɪgl] *v* хихикать

gipsy ['dʒɪpsɪ] *a* цыганский

giraffe [dʒə'ra:f] *n* жираф(а)

girl [gɜ:l] *n* девочка, девушка

give [gɪv] *v* (**gave**; **given**) 1) давать, отдавать 2) ~ **up** оставить, отказаться

glitter ['glɪtə] *v* блестеть, сверкать

glove [glʌv] *n* перчатка

go [gəʊ] *v* (**went**; **gone**) 1) идти, ходить 2) ~ **on** продолжать

god [gɒd] *n* бог, божество

gold [gəʊld] *a* золотой

golden ['gəʊldən] *a* золотистый

good [gʊd] *a* хороший

got [gɒt] *past u p. p. om get*

gram [græm] = **gramme** *n* грамм

grandma ['grænma:] *n* *разг.* бабушка

grandmother ['grænmʌðə] *n* бабушка;

great- ~ прабабушка

grandpa ['grænpɑ:] *n* *разг.* дедушка

grass [grɑ:s] *n* трава

gravy ['greɪvɪ] *n* подливка (мясная)

great [greɪt] *a* великий

green [grɪn] *a* зеленый

grew [gru:] *past om grow*

grey [greɪ] *a* серый

grocer ['grəʊsə] *n* бакалейщик (*продавец бакалейных товаров*)

ground [graʊnd] *n* почва, земля

group [gru:p] *n* группа

grow [grəʊ] *v* (**grew**; **grown**) 1) расти 2) выращивать

grown-up [grəʊn'ʌp] *n* взрослый (*человек*)

guard [gɑ:d] *n* караул, конвой, охрана, стража

guess [ges] *v* угадывать

Hh

had [hæd, həd] *past u p. p. om have*

hair [heə] *n* волос, волосы, волосок

hand [hænd] *n* рука (*кисть*)

handsome ['hænsəm] *a* красивый (*чаще о мужчине*)

happen ['hæpən] *v* случаться, происходить

happy ['hæpi] *a* счастливый, довольный

hard [hɑ:d] 1. *a* твердый, жесткий 2. *adv* усердно, упорно

haste [heɪst] *n* спешка, поспешность

hat [hæt] *n* шляпа

hate [heɪt] *v* ненавидеть

have [hæv] *v* (**had**) иметь, обладать

head [hed] *n* голова

headphone ['hedfəʊn] *n* (*обыкн. pl*) наушники

health [helθ] *n* здоровье

healthy ['helθi] *a* здоровый

hear [hiə] *v* (**heard**) слышать

heard [hɜ:d] *past u p. p. om hear*

heaven ['hevn] *n* небо, небеса

heel [hi:l] *n* каблук

held [held] *past u p. p. om hold*

help [help] 1. *n* помощь 2. *v* помогать

helpful ['helpfl] *a* полезный

her [hɜ:, hə] *pron* *косв. падеж om she*

here [hiə] *adv* здесь, тут

herself [hɜ'self] *pron* себя, себе, собой (*о 3-м лице ед. ч. женск. рода*)

hid [hid] *past u p. p. om hide*

hide [haɪd] *v* (**hid**) прятать(ся), скрывать(ся)

hide-and-seek [,haɪdn'si:k] *n* (игра в) прятки

high [haɪ] 1. *a* 1) высокий 2) высший, главный 2. *adv* высоко

highlight ['haɪlaɪt] *v* 1) ярко освещать 2) придавать

him [hɪm] *pron* *косв. падеж om he*

himself [hɪm'self] *pron* себя, себе, собой (*о 3-м лице ед. ч. мужск. рода*)

hint [hɪnt] *n* намек

hire [haɪə] *v* нанимать (на работу)

his [hɪz] *pron* его, свой

history ['hɪstəri] *n* история

hobby ['hɒbi] *n* хобби

holiday ['hɒlədeɪ] *n* 1) праздник, день отдыха, нерабочий день 2) *pl* каникулы

home [həʊm] *n* 1) дом; *at* ~ дома 2) домашний очаг, родные, семья

homework ['həʊmwɜ:k] *n* домашняя работа (*задание*)

honest ['ɒnɪst] *a* 1) честный 2) правдивый

honey ['hʌni] *n* мед

hoop [hu:p] *n* обруч (*игрушка*)

hope [həʊp] *v* надеяться

horse [hɔ:s] *n* лошадь, конь

hospital ['hɒspɪtl] *n* больница

hot [hɒt] *a* горячий, жаркий
hour [ˈaʊə] *n* час
house [haʊs] *n* дом, здание
how [haʊ] *adv* как, каким образом
however [haʊˈevə] *adv* как бы ни
hundred [ˈhʌndrəd] *num card.* сто
hungry [ˈhʌŋɡri] *a* голодный
husband [ˈhʌzbənd] *n* муж
hut [hʌt] *n* хижина, хибара, лачуга

li

idea [aɪˈdɪə] *n* идея, мысль
if [ɪf] *conj* если
ill [ɪl] *a predic.* больной, нездоровый;
be ~ быть больным
illness [ˈɪlnəs] *n* нездоровье, болезнь
illustrate [ˈɪləstreɪt] *v* иллюстрировать
illustration [ˌɪləˈstreɪʃn] *n* иллюстрация
image [ˈɪmɪdʒ] *n* образ
important [ɪmˈpɔːtnt] *a* важный, значительный
in [ɪn] *prep* в(о), на, у
Indian [ˈɪndiən] *a* 1) индийский 2) индейский (относящийся к американо-индейцам)
indoor [ˌɪnˈdɔː] *a* происходящий в помещении
influence [ˈɪnfluəns] *v* (по)влиять, (воз)действовать
information [ˌɪnfəˈmeɪʃn] *n* информация, сообщение
inside [ˌɪnˈsaɪd] 1. *adv* внутрь, внутри
2. *prep* внутри, в
instance [ˈɪnstəns] *n* пример; **for** ~ на пример
instead [ɪnˈsted] *adv* вместо
interesting [ˈɪntərɪstɪŋ] *a* интересный
into [ˈɪntə] *prep* указывает на движение или направление внутрь в(о)
invitation [ˌɪnvəˈteɪʃn] *n* приглашение
invite [ɪnˈvaɪt] *v* приглашать
italicize [ɪˈtælɪsaɪz] *v* 1) выделять курсивом 2) подчеркивать
its [ɪts] *pron* его, ее, свой, принадлежащий ему, ей (о предметах и животных)

Jj

jacket [ˈdʒækt] *n* куртка; жакет
January [ˈdʒænjuəri] *n* январь
job [dʒɒb] *n* работа, труд
join [dʒɔɪn] *v* соединять(ся)

judge [dʒʌdʒ] *v* 1) судить 2) составить мнение, приходить к выводу
juice [dʒuːs] *n* сок
Jurassic [dʒuˈræsɪk] *a геол.* юрский период, эра
just [dʒʌst] *adv* точно, как раз, именно

Kk

keep [ki:p] *v* (**kept**) держать
keeper [ˈki:pə] *n* хранитель, смотритель
kept [kept] *past u p. p. om keep*
kg *сокр. om kilogram(me)*
kid I [kɪd] *n* разг. ребенок
kid II [kɪd] *v* обманывать, наддувать, высмеивать
kilo [ˈki:ləʊ] *сокр. om kilogram(me)*
kilogram(me) [ˈkɪləɡræm] *n* килограмм
kind [kaɪnd] 1. *n* разновидность, разряд 2. *a* добрый
kitchen [ˈkɪtʃən] *n* кухня
kitten [ˈkɪtn] *n* котенок
knew [nju:] *past om know*
knock [nɒk] *v* ударять(ся), стучать(ся)
know [nəʊ] *v* (**knew; known**) 1) знать 2) уметь
known [nəʊn] *p. p. om know*

Li

label [ˈleɪbl] 1. *n* этикетка 2. *v* относиться к какой-л. категории
lake [leɪk] *n* озеро
lamp [læmp] *n* лампа
land [lænd] *n* земля
large [lɑːdʒ] *a* большой, крупный
last [lɑːst] 1. *a* последний 2. *v* продолжаться, длиться
late [leɪt] *adv* поздно
laugh [lɑːf] *v* смеяться
lavatory [ˈlævətəri] *n* уборная, туалет
law [lɔː] *n* закон
lawyer [ˈlɔːjə] *n* юрист, адвокат
lazy [ˈleɪzi] *a* ленивый
lb [paʊnd] *сокр. om libra лат.* фунт
lead [li:d] *v* (**led**) вести, сопровождать, быть проводником, вести (за руку, на поводке и т. п.)
learn [lɜːn] *v* (**learnt/learned**) учиться, учить (что-л.)
least [liːst] *n* минимальное количество; **at** ~ по крайней мере

leave [li:v] *v* (**left**) 1) покидать 2) оставлять
led [led] *past u p. p. om lead*
left [left] 1. *a* левый 2. *adv* налево, слева
leg [leg] *n* нога (от бедра до ступни)
lesson ['lesn] *n* урок
let [let] *v* (**let**) разрешать; ~ us go идем(те)
letter ['letə] *n* 1) письмо 2) буква
lettuce ['letis] *n* бот. салат-латук
library ['laibrəri] *n* библиотека
life [laif] *n* (*pl* **lives**) жизнь
light [laɪt] 1. *n* свет 2. *a* светлый 3. *v* зажигать
like I [laɪk] 1. *n* нечто подобное, похожее 2. *adv* так, подобно этому
like II [laɪk] *v* нравиться, любить
line [laɪn] *n* линия, черта
link [lɪŋk] *n* 1) (связующее) звено; звено цепи 2) связь, соединение
liquorice ['lɪkərɪs] *n* лакричник (растение), солодковый корень
list [lɪst] *n* список
listen ['lɪsn] *v* слушать
liter ['lɪtə] *n* АЕ литр
little ['lɪtl] 1. *a* (less, lesser; least) маленький, небольшой 2. *adv* немного, мало
live [lɪv] *v* жить
loaf [ləʊf] *n* (*pl* **loaves**) буханка, каравай, булка
local ['ləʊkl] *a* местный
long [lɒŋ] *a* длинный
look [lʊk] *v* смотреть, глядеть
look-out ['lʊkaut] *n* 1) наблюдение 2) вид, панорама, перспектива
lord [lɔ:d] *n* 1) господин 2) лорд, пэр
lose [lu:z] *v* (**lost**) терять
lost [lɒst] *past u p. p. om lose*
lot [lɒt] *adv* гораздо, намного
loud [laʊd] 1. *a* громкий 2. *adv* громко
love [lʌv] 1. *n* любовь 2. *v* любить
lovely ['lʌvli] *a* красивый, прекрасный
loyal ['lɔɪəl] *a* верный, преданный
lucky ['lʌki] *a* счастливый, удачный, удачливый
lunch [lʌntʃ] *n* обед (обычно в полдень в середине рабочего дня), ленч

Mm

madam ['mædəm] *n* мадам, госпожа, сударыня (обыкн. как обращение)
made [meɪd] *past u p. p. om make*

magazine [ˌmæɡəˈziːn] *n* (периодический) журнал
magician [mæˈdʒɪʃn] *n* волшебник
main [meɪn] *a* главный, основной
maize [meɪz] *n* кукуруза, маис
make [meɪk] *v* (**made**) делать, совершать
man [mæn] *n* (*pl* **men**) 1) человек 2) мужчина
many ['meni] *a* (**more; most**) много
March [mɑ:tʃ] *n* март
mark [mɑ:k] 1. *n* 1) метка, знак 2) балл, отметка 2. *v* метить, отмечать
marmalade ['mɑ:məleɪd] *n* джем; повидло
massive ['mæsɪv] *a* 1) массивный, солидный 2) массовый 3) огромный
match [mætʃ] *v* подбирать под пару, сочетать
matter ['mætə] 1. *n* вопрос, дело; **what's the ~?** в чем дело? что случилось?; **what's the ~ with you?** что с вами? 2. *v* иметь значение
may [meɪ] *v* (**might**) модальный недос- таточный глагол мочь, иметь возможность
maybe ['meɪbi] *adv* может быть
me [mi:] *pron* (косв. падеж от I) меня, мне
meal [mi:l] *n* еда
mean [mi:n] *v* (**meant**) 1) значить, означать 2) намереваться
meaning ['mi:nɪŋ] *n* значение, смысл
means [mi:nz] *n* средство, способ
meant [ment] *past u p. p. om mean*
measure ['meɪʒə] 1. *n* мера 2. *v* измерять, мерить
measurement ['meɪʒəmənt] *n* 1) измерение (действие) 2) (обыкн. *pl*) размеры
meat [mi:t] *n* мясо
mechanic [mɪˈkænik] *n* механик
medicine ['medsn] *n* лекарство
meet [mi:t] *v* (**met**) встречать(ся)
melt [melt] *v* таять
men [men] *n pl* от **man**
menu ['menju:] *n* фр. меню
met [met] *past u p. p. om meet*
metre ['mi:tə] *n* метр (мера)
mew [mjʊ:] *v* мяукать
microwave ['maɪkrəweɪv] *n* микроволновая печь
might I [maɪt] *n* сила, могущество
might II [maɪt] *past om may*
milk [mɪlk] *n* молоко

million ['mɪljən] *num card.* миллион
millionaire [ˌmɪljə'neə] *n* миллионер
minute ['mɪnɪt] *n* минута
miss I [mɪs] *n* мисс (при обращении к девушке или незамужней женщине)
miss II [mɪs] *v* 1) упустить, пропустить 2) скучать (по ком-л.)
missing ['mɪsɪŋ] *a* недостающий
misspell [mɪs'spel] *v* делать орфографические ошибки
mistake [mɪ'steɪk] *n* ошибка
mix [mɪks] *v* мешать, смешивать(ся); ~ up спутывать
mobile ['məʊbaɪl] 1. *a* подвижной, мобильный, переносный, передвижной 2. *n* разг. мобильный телефон
modern ['mɒdn] *a* современный, новый
mom [mɒm] *n* АЕ сокр. от **momma** (mamma) мама
moment ['məʊmənt] *n* момент, мгновение
Monday ['mʌndeɪ] *n* понедельник
money ['mʌni] *n* (тк. sing) деньги
monkey ['mʌŋki] *n* зоол. обезьяна
month [mʌnθ] *n* месяц
more [mɔ:] 1. *a* 1) сравн. ст. от **much** и **many** 2) больший, более многочисленный 2. *adv* 1) сравн. ст. от **much** 2) больше
morning ['mɔ:niŋ] *n* утро
most [məʊst] 1. *a* 1) превосх. ст. от **much** и **many** 2) наибольший 2. *adv* 1) превосх. ст. от **much** 2) больше всего
mother ['mʌðə] *n* мать, мама
mountain ['maʊntɪn] *n* гора
mouse [maʊs] *n* (pl mice) мышь
move [mu:v] *v* 1) двигать(ся), передвигать(ся) 2) растрогать
movie ['mu:vi] *n* 1) разг. фильм, кинокартина 2) the ~s *pl* кино; go to ~s ходить в кино
Mr ['mɪstə] сокр. от **mister**
Mrs ['mɪsɪz] сокр. от **mistress**
much [mʌʃ] (**more; most**) 1. *a* 1) много 2) большой 2. *adv* 1) очень 2) почти 3) гораздо больше
mum [mʌm] *n* ВЕ мама
music ['mjuzɪk] *n* музыка
must [mʌst] *v* модальный недостаточный глагол, выражает долготворение, обязанность
my [maɪ] *pron* мой, моя, мое, мои

myself [maɪ'self] *pron* себя, меня самого, себе

Nn

name [neɪm] 1. *n* 1) имя 2) фамилия 3) название 2. *v* называть, давать имя
nanny ['næni] 1. *n* детск. нянюшка, нянечка 2. *v* нянчить
narrow ['næɹəʊ] *a* узкий
natural ['nætʃrəl] *a* естественный, природный; реальный, настоящий; непринужденный
near [nɪə] 1. *a* близкий, ближайший 2. *adv* близко, поблизости, подле 3. *prep* около, возле
necessary ['nesəsəri] *a* необходимый, нужный
need [ni:d] *v* нуждаться (в чем-л.)
negation [ni'geɪʃn] *n* отрицание
never ['nevə] *adv* никогда
new [nju:] *a* новый
newspaper ['nju:spetə] *n* газета
next [nekst] 1. *a* 1) следующий 2) ближайший, соседний 3) будущий 2. *adv* затем, потом
nice [naɪs] *a* приятный, милый, славный, хороший
nickname ['nɪkneɪm] *n* прозвище
night [naɪt] *n* ночь, вечер
nightie ['naɪti] *n* ночная сорочка
nine [naɪn] *num card.* девять
no [nəʊ] *a* никакой, нет
noble ['nəʊbl] *a* благородный, великодушный
nobody ['nəʊbədi] *pron* никто
none [nʌn] 1. *pron* 1) никто, ничто, ни один 2) никакой 2. *adv* несколько, совсем не
nonsense ['nʌnsəns] *n* вздор, ерунда, бессмыслица
nose [nəʊz] *n* нос
not [nɒt] *adv* не, нет, ни
note [nəʊt] *n* 1) (обыкн. pl) заметка, запись 2) нота
notebook ['nəʊtbʊk] *n* записная книжка
nothing ['nʌθɪŋ] 1. *n* ничто, пустяк 2. *adv* несколько, совсем нет
notice ['nəʊtɪs] 1. *n* 1) извещение 2) объявление 2. *v* замечать
now [naʊ] *adv* теперь, сейчас
nowadays ['naʊədeɪz] *adv* в наше время, теперь, в наши дни

number ['nʌmbə] 1. *n* 1) число, количество 2) (порядковый) номер
2. *v* нумеровать
nurse [nɜ:s] 1. *n* медицинская сестра
2. *v* ухаживать
nut [nʌt] *n* орех

Oo

oats [əʊts] *n* овес
obedient [ə'bi:diənt] *a* послушный
object 1. *n* ['ɒbʃɪkt] предмет, вещь
2. *v* [əb'ʃɛkt] возражать, противоречить
ocean ['əʊʃn] *n* океан
o'clock [ə'klɒk]: **it is five** ~ пять часов
of [ɒv, əv] *prep* указывает на принадлежность, передается родительным падежом
off [ɒf] *adv* указывает на удаление, отделение
office ['ɒfis] *n* административное здание
officer ['ɒfisə] *n* офицер
often ['ɒfn] *adv* часто, много раз
oh [əʊ] *int* o! ah! ox!
oil [ɔɪl] *n* масло
okay [əʊ'keɪ] *a predic. разг.* всё в порядке, хорошо, правильно
old [əʊld] *a* (older, elder; oldest, eldest) старый
omelet, omelette ['ɒmlət] *n* омлет, яичница
on [ɒn] *prep* в пространственном значении указывает на нахождение на поверхности какого-л. предмета на
once [wʌns] 1. *n* один раз; **at** ~ тотчас
2. *adv* однажды
one [wʌn] *num card.* один
onion ['ɒnjən] *n* 1) лук репчатый 2) луковица
only ['əʊnli] 1. *a* единственный 2. *adv* только, исключительно, единственно, лишь
open ['əʊpən] 1. *a* открытый 2. *v* открывать(ся), раскрывать(ся)
operation [,ɒpə'reɪʃn] *n* операция
opinion [ə'pɪnjən] *n* мнение, взгляд, убеждение
or [ɔ:] *conj* или
orange ['ɒrɪndʒ] 1. *n* апельсин 2. *a* оранжевый
orchestra ['ɔ:kɪstrə] *n* оркестр
order ['ɔ:də] 1. *n* порядок; последова-

тельность; **in** ~ **to** для того, чтобы
2. *v* приводить в порядок
ordinary ['ɔ:dənəri] *a* обычный, обыкновенный
organization [,ɔ:gənə'zeɪʃn] *n* организация
organize ['ɔ:gənaɪz] *v* организовывать
original [ə'ɒrɪʃnəl] *a* 1) подлинный
2) первоначальный
other ['ʌðə] *a* другой, иной
otherwise ['ʌðəwaɪz] *adv* иначе, по-другому
ounce [aʊns] *n* унция (28,3 грамма)
our ['aʊə] *pron* (употр. атрибутивно) наш
out [aʊt] *prep*: ~ **of** указывает на положение вне другого предмета вне, за, из
outdoor [,aʊt'dɔ:] *adv* 1) на открытом воздухе 2) в грам. знач. сущ. двор, улица и т. п.
outline ['aʊtlaɪn] *n* схема, план, концепт
oven ['ʌvn] *n* духовой шкаф
over ['əʊvə] 1. *adv* указывает на окончание, прекращение действия; **the lesson is** ~ урок окончен
2. *prep* за, в течение
own [əʊn] *a* собственный (после притяжательных местоимений и существительных в possessive case)
owner ['əʊnə] *n* владелец, хозяин

Pp

pair [peə] *n* пара
palace ['pæləs] *n* дворец
paper ['peɪpə] *n* бумага, газета
paraffin ['pærəfɪn] *n* 1) парафин 2) керосин
paragraph ['pærəgrɑ:f] *n* 1) абзац 2) параграф, пункт
parent ['peərənt] *n* родитель
park [pɑ:k] *n* парк
parrot ['pærət] *n* попугай
part [pɑ:t] *n* 1) часть 2) роль 3) участие, доля в работе; **take** ~ **in** принимать участие в чем-л.
party ['pɑ:ti] *n* званый вечер, вечеринка
pass [pɑ:s] *v* проходить, проезжать
past [pɑ:st] 1. *n* прошлое, прошедшее
2. *a* прошлый, минувший, истекший; грам. прошедший; ~ **tense** прошедшее время

paste [peɪst] *n* паста
path [pɑːθ] *n* 1) тропинка, тропа, дорожка 2) путь
pay [peɪ] 1. *n* плата, выплата 2. *v* (paid) платить
pea [piː] *n* горох, горошина
peanut ['piːnʌt] *n* арахис, земляной орех
pen [pen] *n* ручка (с пером)
pence [pens] *n* пенс
penny ['peni] *n* (pl **pence**, *тж.* pennies об отдельных монетах) пенни, пенс
people ['piːpl] *n* люди; *pl* народы
per [pɜː] *prep* за, на, в, с
perform [pə'fɔːm] *v* выполнять
perhaps [pə'hæps] *adv* может быть, возможно
period ['riəpiəd] *n* период
person ['pɜːsn] *n* личность, человек
pet [pet] *n* любимое животное
petrol ['petrəl] *n* бензин
phone [fəʊn] *v* звонить; ~ **up sb** звонить (кому-л.)
phonetic [fə'netɪk] *a* фонетический
pick [pɪk] *v* выбирать; ~ **out** выбирать; ~ **up** собирать
picture ['pɪktʃə] *n* картина, изображение
pie [paɪ] *n* пирог, пирожок
piece [piːs] *n* кусок, часть
pink [pɪŋk] *a* розовый
pint [paɪnt] *n* пинта
pirate ['paɪəɪt] *n* пират
piston ['pɪstən] *n* 1) *тех.* поршень 2) пистон, клапан (в духовых инструментах)
place [pleɪs] 1. *n* место; **take** ~ слушаться, иметь место 2. *v* помещать, ставить
plan [plæn] 1. *n* план, проект 2. *v* составлять план, планировать
plane [pleɪn] *n* разг. самолет
plant [plɑːnt] *n* растение
plaster ['plɑːstə] *n* пластырь
plastic ['plæstɪk] *a* 1) пластический 2) гибкий 3) пластмассовый, сделанный из пластика
plate [pleɪt] *n* тарелка
play [pleɪ] 1. *n* игра 2. *v* играть
player ['pleɪə] *n* участник игры, игрок
playroom ['pleɪrʊm] *n* игровая комната
pleasant ['pleznt] *a* приятный
please [pliːz] *v* 1) нравиться 2) доставлять удовольствие

pleased [pliːzd] *a*: **be** ~ быть польщенным
poem ['pəʊɪm] *n* поэма, стихотворение
point [pɔɪnt] 1. *n* очко; ~ **of view** точка зрения 2. *v* показывать пальцем, указывать; ~ **out** указывать, показывать, обращать чье-л. внимание
police [pə'liːs] *n* полиция
polish ['pɒlɪʃ] *v* чистить
polite [pə'laɪt] *a* вежливый
pom-pom ['pɒmpɒm] *n* *фр.* помпон
poor [pɔː] *a* бедный
popular ['pɒpjələ] *a* популярный
port [pɔːt] *n* порт
positively ['pɒzətɪvli] *adv* безусловно, категорически, решительно
possession [pə'zeʃn] *n* владение; (*часто pl*) имущество
poster ['pɒstə] *n* плакат, афиша, объявление
potato [pə'tetəʊ] *n* (pl **potatoes**) картофель
pound [paʊnd] *n* 1) фунт (единица веса = 453,6 г) 2) фунт стерлингов
pour [pɔː] *v* лить(ся)
power ['paʊə] *n* 1) сила 2) власть
practice ['præktɪs] *n* практика
practise ['præktɪs] *v* тренироваться, упражняться
prairie ['preəri] *n* прерия, степь
prepare [prɪ'preə] *v* 1) готовить, подготавливать 2) готовиться
preposition [,prepə'zɪʃn] *n* *грам.* предлог
present 1. *n* ['preznt] 1) настоящее время; **at** ~ в данное время 2) подарок 2. *v* [prɪ'zent] дарить
press [pres] *v* 1) нажимать 2) давить
prevent [prɪ'vent] *v* предотвращать
prince [prɪns] *n* принц
prison ['prɪzn] *n* тюрьма
probably ['prɒbəbli] *adv* вероятно
problem ['prɒbləm] *n* проблема
profession [prə'feʃn] *n* профессия
progressive [prə'ɡresɪv] *a* *грам.* продолженный
pronounce [prə'naʊns] *v* произносить
property ['prɒpəti] *n* 1) свойство 2) имущество
prove [pruːv] *v* доказывать
publish ['pʌblɪʃ] *v* публиковать, издавать
pull [pʊl] *v* тянуть, тащить
pupil ['pjʊːpl] *n* ученик
puppy ['pʌpi] *n* щенок

push [pʊʃ] *v* толкать
put [pʊt] *v* (**put**) класть, положить

Qq

quart [kwɔ:t] *n* кварта
quarter ['kwɔ:tə] *n* четверть
queen [kwɪn] *n* королева
question ['kwɛstʃən] *n* вопрос
quiet ['kwaɪət] *a* 1) спокойный, тихий, бесшумный 2) спокойный
quietly ['kwaɪətli] *adv* тихо, спокойно

Rr

rain [reɪn] *n* дождь
rainy ['reɪni] *a* дождливый
rake [reɪk] *v* сгребать граблями
ran [ræn] *past om run*
rang [ræŋ] *past om ring*
rat [ræt] 1. *n* крыса; ~ **poison** крысиный яд 2. *v* доносить
ratcatcher ['rætkætʃə] *n* крысолов
rather ['rɑ:ðə] *adv* скорее, лучше; ~ **than** предпочтительнее, чем
read [ri:d] *v* (**read** [red]) читать
reader ['ri:də] *n* 1) читатель 2) книга для чтения
reading ['ri:dɪŋ] *n* чтение
ready ['redi] *a* готовый, приготовленный
real [riəl] *a* действительный, настоящий
realize ['rɪəlaɪz] *v* 1) представлять себе, понимать 2) осуществлять, выполнять
really ['riəli] *adv* действительно, в самом деле
recipe ['resəpi] *n* рецепт
red [red] *a* красный
refer ['rɪfə:] *v* посылать, отсылать, относить
reference ['refrəns] *n* сноска, ссылка
relative ['relatɪv] *n* родственник
remember [pɪ'membə] *v* помнить, вспоминать
repair [pɪ'reə] *v* ремонтировать, чинить, исправлять
repeat [pɪ'pi:t] *v* 1) повторять 2) повторяться
report [pɪ'rɔ:t] *n* отчет; сообщение, доклад
respect [pɪ'spekt] 1. *n* уважение 2. *v* уважать, почитать

respectful [pɪ'spektfl] *a* почтительный, вежливый
rest [rest] 1. *n* отдых 2. *v* отдыхать
reverent ['revərənt] *a* почтительный, благоговейный
rewrite [ri:'raɪt] *v* переписывать
rhyme [raɪm] 1. *n* рифма, рифмованный стих 2. *v* рифмовать
ribbon ['rɪbən] *n* лента
rich [rɪʃ] *a* богатый
ride [raɪd] *v* (**rode**; **ridden**) ехать
right [raɪt] *adv* правильно, верно
ring [rɪŋ] *v* (**rang**; **rung**) звонить
river ['rɪvə] *n* река
roast [rəʊst] *a* жареный
rode [rəʊd] *past om ride*
role [rəʊl] *n* роль
roll [rəʊl] *v* 1) катить(ся), вращать(ся) 2) свертывать
roof [ru:f] *n* крыша
room [ru:m] *n* комната
root [ru:t] 1. *n* корень 2. *v* пускать корни
round [raʊnd] 1. *a* круглый 2. *adv* вокруг
roundabout ['raʊndəbaʊt] *a* окольный
rubber ['rʌbə] *a* резиновый
rule [ru:l] 1. *n* правило 2. *v* управлять, править, властвовать
run [rʌn] *v* (**ran**; **run**) бежать
Russian ['rʌʃn] *a* русский

Ss

safety ['seɪfti] *n* безопасность, сохранность
said [sed] *past u p. p. om say*
sale [seɪl] *n* продажа, распродажа
salesperson ['seɪlspɜ:sn] *n* продавец
salt [sɔ:lt] *n* соль
same [seɪm] *pron как прил.* тот (же) самый, одинаковый
sat [sæt] *past u p. p. om sit*
Saturday ['sætədeɪ] *n* суббота
saucepan ['sɔ:spæn] *n* кастрюля
save [seɪv] *v* 1) спасать 2) экономить
saw [sɔ:] *past om see*
say [seɪ] *v* (**said**) говорить, сказать; **they** ~ говорят
saying ['seɪɪŋ] *n* пословица, поговорка
scare [skeə] *v* пугать
scared [skeəd] *a* напуганный
scary ['skeəri] *a* разг. жуткий
school [sku:l] *n* школа
scout [skaʊt] *n* бойскаут

scream [skri:m] 1. *n* пронзительный крик, визг 2. *v* пронзительно кричать, визжать

sea [si:] *n* море

seal [si:l] *n* морской котик

search [sɜ:tʃ] *v* искать

section ['sekʃn] *n* 1) секция, часть 2) параграф, раздел

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

seek [si:k] *v* (sought) искать, разыскивать, разузнавать

seem [si:m] *v* казаться

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

sell [sel] *v* (sold) продавать(ся)

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

sentence ['sentəns] *n* грам. предложение

sequence ['si:kwəns] *n* последовательность, ряд, порядок (следования)

serious ['siəriəs] *a* серьезный

seven ['sevn] *num card.* семь

several ['sevrəl] *a* несколько

shall [ʃæl] *v* (should) 1) вспомогательный глагол, служит для образования будущего времени в 1-м л. ед. и мн. ч. 2) модальный глагол, выражает решимость, приказание, обещание, угрозу во 2-м и 3-м л. ед. и мн. ч.

share [ʃeə] 1. *n* доля, часть 2. *v* 1) делить(ся) 2) разделять (мнение, вкусы и т. п.)

sharp [ʃɑ:p] *a* острый, отточенный

she [ʃi:] *pron* она

sheet [ʃi:t] *n* 1) простыня 2) лист

shell [ʃel] *n* панцирь (черепахи)

shepherd ['ʃepəd] *n* пастух

sherbet ['ʃɜ:bət] *n* щербет

shilling ['ʃilɪŋ] *n* шиллинг

ship [ʃɪp] *n* корабль, судно

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

shoe [ʃu:] *n* туфля, ботинок

shop [ʃɒp] 1. *n* лавка, магазин 2. *v* 1) делать покупки (обыкн. go shopping) 2) АЕ ходить по магазинам, чтобы ознакомиться с ценами, присмотреть вещь

short [ʃɔ:t] *a* короткий, краткий, краткосрочный

should [ʃʊd] 1) вспомогательный глагол, служит для образования условного наклонения 2) модальный глагол, выражающий должен

ствование, уместность, целесообразность, предположение

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

show [ʃəʊ] 1. *n* 1) показ, демонстрация 2) зрелище 3) выставка 2. *v* (showed [ʃəʊd]; showed, shown) показывать, демонстрировать

shyness ['ʃaɪnis] *n* застенчивость, робость

sick [sɪk] *a* преим. АЕ больной

side [saɪd] *n* сторона

sign [saɪn] 1. *n* знак, символ 2. *v* подписываться

silk [sɪlk] 1. *n* шелк 2. *a* шелковый

silly ['sɪli] *a* глупый

silver ['sɪlvə] 1. *n* серебро 2. *a* серебряный

silvery ['sɪlvəri] *a* серебристый

similar ['sɪmələ] *a* подобный (to), сходный, похожий

since [sɪns] *prep* с, после

sister ['sɪstə] *n* сестра

sit [sɪt] *v* (sat) сидеть; ~ up засиживаться до поздней ночи

situation [ˌsɪtʃu'eɪʃn] *n* ситуация

six [sɪks] *num card.* шесть

size [saɪz] *n* размер

skeleton ['skelɪtən] *n* скелет

skipping-rope ['skɪpɪŋrəʊp] *n* скакалка

skirt [skɜ:t] *n* юбка

sleep [sli:p] *v* (slept) спать; ~ in спать дольше обычного

slightly ['slɑ:tlɪ] *adv* слегка, немного

slipper ['slɪpə] *n* комнатная туфля

slowly ['sləʊli] *adv* медленно

small [smɔ:l] *a* маленький, небольшой

smile [smaɪl] 1. *n* улыбка 2. *v* улыбаться

smoke [sməʊk] 1. *n* дым 2. *v* курить

snake [sneɪk] *n* змея

snap [snæp] 1. *n* треск, щелчок 2. *v* щелкать

snow [snəʊ] 1. *n* снег 2. *v* (в безличных оборотах): it ~s идет снег

snowball ['snəʊbɔ:l] *n* снежок

snowman ['snəʊmæn] *n* снеговик

snowy ['snəʊi] *a* снежный

so [səʊ] *adv* 1) так, таким образом 2) итак

sock [sɒk] *n* носок

sofa ['səʊfə] *n* софа, диван

soldier ['səʊldʒə] *n* солдат

some [sʌm] *pron indef.* 1) кое-кто, некоторые, одни, другие 2) некоторое количество

someone ['sʌmwʌn] *pron indef.* кто-то, кто-нибудь
something ['sʌmθɪŋ] *pron indef.* как *сущ.* что-то, кое-что, нечто, что-нибудь
sometimes ['sʌmtaɪmz] *adv* иногда
son [sʌn] *n* сын
soon [su:n] *adv* скоро
sorry ['sɒri] *a predic.* огорченный; **be ~ about** жалеть о чем-то; (I'm) ~! виноват, извините
sort [sɔ:t] *n* сорт, вид
sound [saʊnd] 1. *n* звук; шум 2. *v* 1) звучать, издавать звук 2) звучать, казаться, создавать впечатление
soup [su:p] *n* суп
souvenir [ˌsu:və'niə] *n* сувенир
special ['speʃl] *a* специальный, особый
specific [spə'sɪfɪk] *a* особый, особенный
spend [spend] *v* (**spent**) тратить (*время, деньги*); проводить (*время*)
spent [spɛnt] *past u p. p. om spend*
spoil [spɔɪl] *v* (**spoilt/spoiled**) 1) портить 2) баловать
spoilt [spɔɪlt] *past u p. p. om spoil*
sport [spɔ:t] *n* спорт, спортивные игры
spot [spɒt] *n* пятно, прыщик
spray [spreɪ] 1. *n* спрей 2. *v* распылять, обрызгивать
spring [sprɪŋ] *n* пружина, рессора
stand [stænd] *v* (**stood**) стоять
star [stɑ:] *n* звезда
start [stɑ:t] 1. *n* 1) начало 2) *спорт.* старт 2. *v* начинать
starvation [stɑ:'veɪʃn] *n* голод, голодание
starve [stɑ:v] *v* 1) умирать от голода 2) голодать
statement ['steɪtmənt] *n* утверждение
station ['steɪʃn] *n* станция
stay [steɪ] 1. *n* пребывание 2. *v* оставаться
stew [stju:] 1. *n* тушеное мясо 2. *v* тушить
stick [stɪk] *v* (**stuck**) приклеивать
still [stɪl] *adv* 1) до сих пор, (все) еще 2) все же, тем не менее, однако
stood [stʊd] *past u p. p. om stand*
stop [stɒp] *v* останавливать(ся)
store [stɔ:] *n* AE магазин, универсам
storm [stɔ:m] *n* буря, гроза
story [stɔ:ri] *n* рассказ, повесть

stove [stəʊv] *n* кухонная плита
straight [streɪt] 1. *a* прямой 2. *adv* прямо
street [stri:t] *n* улица
strength [streŋθ] *n* сила
stretch [stretʃ] *v* растягивать(ся), вытягивать(ся)
strong [strɒŋ] *a* 1) сильный 2) здоровый 3) прочный
student ['stju:dnt] *n* студент, ученик
stuff [stʌf] *v* набивать, заполнять, начинать, фаршировать; *a* ~ed toy мягкая игрушка
subject ['sʌbdʒekt] *n* предмет, дисциплина
substitute ['sʌbstɪtju:t] *v* заменять, замещать
substitution [ˌsʌbstɪ'tju:ʃn] *n* замена, замещение
such [sʌʃ] *a* такой
sucker ['sʌkə] *n* леденец
sudden ['sʌdn] *n*: **all of a ~** внезапно, вдруг
suddenly ['sʌdnli] *adv* внезапно, вдруг
suffer ['sʌfə] *v* страдать, терпеть
sugar ['ʃʊɡə] *n* сахар
suggestion [sə'dʒestʃən] *n* совет, предложение
suitcase ['su:tkeɪs] *n* чемодан
summary ['sʌməri] *n* краткое изложение
summer ['sʌmə] *n* лето
sunny ['sʌni] *a* солнечный
supermarket ['su:pə'mɑ:kɪt] *n* большой магазин самообслуживания, универсам
support [sə'pɔ:t] 1. *n* поддержка 2. *v* поддерживать
suppose [sə'pəʊz] *v* предполагать
sure [ʃʊə] 1. *a* уверенный 2. *adv* AE конечно, непременно
surgery ['sɜ:ʃəri] *n* кабинет, приемная врача
survive [sə'vaɪv] *v* 1) пережить 2) остаться в живых
sweater ['swetə] *n* свитер
sweep [swi:p] *v* (**swept**) мести, подметать
sweet [swi:t] 1. *n* леденец, конфета 2. *a* 1) сладкий 2) милый
sweetshop ['swi:tʃɒp] *n* кондитерская
Swiss [swɪs] *a* швейцарский
symbol ['sɪmbəl] *n* символ, эмблема
system ['sɪstəm] *n* система, устройство

Tt

table ['teɪbl] *n* 1) стол 2) таблица
tail [teɪl] *n* хвост
take [teɪk] *v* (took; taken) брать; ~ part in принимать участие; ~ photos of фотографировать кого-л., что-л.; ~ place случаться, иметь место
tale [teɪl] *n* рассказ, повесть
talk [tɔ:k] 1. *n* разговор, беседа 2. *v* говорить, разговаривать (about, of — о чем-л.; with — с кем-л.)
tall [tɔ:l] *a* высокий
tapir ['teɪpə] *n* зоол. тапир
taste [teɪst] 1. *n* вкус (чувство) 2. *v* (по)пробовать (на вкус)
tasty ['teɪstɪ] *a* вкусный
taught [tɔ:t] *past* и *p. p.* от teach
tea [ti:] *n* чай
teach [ti:tʃ] *v* (taught) учить, обучать
teacher ['ti:tʃə] *n* учитель
tear [teə] *v* (tore; torn) рвать
teeth [ti:θ] *pl* от tooth
telephone ['telɪfəʊn] 1. *n* телефон 2. *v* звонить по телефону
television ['telɪvɪʒn] *n* телевидение
tell [tel] *v* (told) 1) рассказывать 2) говорить, сказать
temperature ['temprətʃə] *n* температура
ten [ten] *num card.* десять
tense [tens] *n* грам. время
terrible ['terəbl] *a* ужасный, страшный
text [tekst] *n* текст
than [ðæn] *conj* чем
thank [θæŋk] *v* благодарить
that [ðæt] *pron* тот, та, то
the [ði, ðə] *определенный артикль*
their [ðeə] *pron* их; свой, свои
them [ðem] *pron* косв. падеж от they их, им
themselves [ðem'selvz] *pron* себя, -ся, себе
then [ðen] *adv* 1) тогда 2) потом, затем
there [ðeə] *adv* 1) там 2) туда
these [ði:z] *pl* от this
they [ði:] *pron* они
thick [θɪk] *a* 1) толстый 2) густой
thin [θɪn] *a* тонкий
thing [θɪŋ] *n* вещь
think [θɪŋk] *v* (thought) думать
thirsty ['θɜ:sti] *a* испытывающий жажду

thirty ['θɜ:ti] *num card.* тридцать
this [ðɪs] *pron (pl these)* этот, эта, это
those [ðəʊz] *pl* от that
thought [θɔ:t] 1. *n* мысль, мышление 2. *past* от think
three [θri:] *num card.* три
thrifty ['θrɪftɪ] *a* экономный
through [θru:] *prep* через, сквозь, по
tick [tɪk] 1. *n* отметка, птичка, галочка 2. *v* делать отметку, помечать
tidy ['taɪdi] 1. *a* опрятный, аккуратный 2. *v* убирать(ся)
tightly ['taɪtli] *adv* тесно, туго, крепко
time [taɪm] *n* время
tiny ['taɪni] *a* крошечный
tip [tɪp] *n* совет
tired ['taɪəd] *a* усталый, утомленный
to [tu:] *prep* указывает на направление к, в, на
toast [təʊst] *n* ломтик хлеба, подрумяненный на огне; гренок
today [tə'deɪ] *adv* сегодня
toe [təʊ] *n* палец на ноге
together [tə'geðə] *adv* вместе; get ~ собираться
toilet ['tɔɪlət] *n* туалет
tomato [tə'mɑ:təʊ] *n* томат, помидор
tomorrow [tə'mɒrəʊ] *adv* завтра
tonsil ['tɒnsəl] *n* миндалина; часто *pl* гланды
too [tu:] *adv* 1) слишком 2) очень 3) также, тоже
took [tʊk] *past* от take
tooth [tu:θ] *n (pl teeth)* зуб
top [tɒp] *n* верх
topic ['tɒpɪk] *n* тема, предмет обсуждения
torn [tɔ:n] *p. p.* от tear
tortoise ['tɔ:təs] *n* черепаха (сухонутная)
totally ['təʊtli] *adv* абсолютно, в целом
towel ['taʊəl] *n* полотенце
tower ['taʊə] *n* башня
town [taʊn] *n* город, городок
toy [tɔɪ] *n* игрушка
tradition [trə'dɪʃn] *n* традиция
train [treɪn] *v* тренировать(ся)
transcription [træns'krɪpʃn] *n* транскрипция
translate [træns'leɪt] *v* переводить(ся) (с одного языка на другой)
translation [træns'leɪʃn] *n* перевод
tray [treɪ] *n* поднос, лоток

treasure ['treʒə] *n* сокровище
tree [tri:] *n* дерево
trip [trip] *n* путешествие, поездка
trouble ['trʌbl] *n* беспокойство
trousers ['traʊzəz] *n* брюки
trust [trʌst] *v* доверять(ся), полагать-
 ся
trustworthy ['trʌstwɜ:ðɪ] *a* надежный,
 заслуживающий доверия
truth [tru:θ] *n* правда
truthful ['tru:θfl] *a* правдивый
try [traɪ] *v* пробовать, пытаться
T-shirt ['ti:ʃz:t] *n* тенниска, футболка
turn [tɜ:n] 1. *n* очередь 2. *v* вра-
 щать(ся), вертеть(ся); ~ **off** вы-
 ключать; ~ **out** оказаться, оказы-
 ваться; ~ **up** сделать громче
turtle ['tɜ:tl] *n* черепаха
turtlelike ['tɜ:tlɪk] *a* черепахоподоб-
 ный
TV [ti: 'vi:] *n* телевидение
twelve [twelv] *num card.* двенадцать
twenty ['twenti] *num card.* двадцать
two [tu:] *num card.* два
type [taɪp] *n* 1) тип, типичный обра-
 зец 2) модель, образец
typical ['tɪpɪkl] *a* типичный (of)

Uu

ugly ['ʌɡli] *a* безобразный, уродливый
under ['ʌndə] *prep* 1) под 2) указыва-
 ет на меньшую степень, более
 низкую цену, меньший возраст
 ниже, меньше
underline [ˌʌndə'laɪn] *v* подчеркивать
understand [ˌʌndə'stænd] *v* (**under-
 stood**) понимать
unhealthy [ʌn'helθɪ] *a* 1) болезненный,
 больной 2) вредный, нездоровый
uniform ['ju:nɪfɔ:m] *n* форменная одеж-
 да, форма
unit ['ju:nɪt] *n* 1) единица, целое
 2) секция, блок
unreal [ˌʌn'piəl] *a* 1) ненастоящий,
 поддельный 2) нереальный, вооб-
 ражаемый
unsatisfactory [ʌn,sætɪs'fæktəri] *a* не-
 удовлетворительный
unusual [ʌn'ju:ʒuəl] *a* 1) необыкновен-
 ный, необычный 2) замечатель-
 ный
up [ʌp] *adv* указывает на находяще-
 ние наверху или на более высокое
 положение наверху

upstairs [ˌʌp'steɪz] *adv* наверху
us [ʌs] *pron* косв. надеж от **we** нам,
 нас
use [ju:z] *v* употреблять
usual ['ju:ʒuəl] *a* обыкновенный, обыч-
 ный
usually ['ju:ʒuəli] *adv* обычно, обыкно-
 венно

Vv

various ['veəriəs] *a* различный, раз-
 ный
vegetable ['vedʒtəbl] *n* овощ
verb [vɜ:b] *n* глагол
very ['veri] *adv* очень
veterinarian [ˌvetərɪ'neəriən] *n* (разг.
 vet) ветеринарный врач
victory ['vɪktəri] *n* победа
video ['vɪdiəʊ] 1. *n* АЕ телевидение,
 видеоманитофон 2. *a* телевизион-
 ный
violin [ˌvaɪə'lin] *n* скрипка (*инстру-
 мент*)
visit ['vɪzɪt] 1. *n* посещение, визит,
 поездка 2. *v* навещать, посещать
voyage ['vɔɪdʒ] *n* морское путешест-
 вие

Ww

wag [wæg] *v* махать, размахивать
wagon ['wæɡən] *n* 1) фургон 2) вагон-
 платформа
wait [weɪt] *v* ждать (for)
wake [weɪk] *v* (**woke; woken**) просы-
 паться
walk [wɔ:k] 1. *n* 1) ходьба 2) прогул-
 ка пешком 2. *v* 1) ходить 2) идти
 пешком
wall [wɔ:l] *n* стена
want [wɒnt] *v* хотеть
war [wɔ:] *n* война
warm [wɔ:m] 1. *a* теплый, согретый,
 подогретый 2. *v* греть(ся), нагре-
 вать(ся), согревать(ся)
warn [wɔ:n] *v* предупреждать
was [wɒz] *past* от **be**
wash [wɒʃ] *v* мыть(ся), стирать; ~ **up**
 мыть посуду
watch [wɒtʃ] *v* наблюдать, смотреть; ~
 TV смотреть телевизор
water ['wɔ:tə] *n* вода
way [weɪ] *n* путь, дорога

we [wi:] *pron* мы
wear [weə] *v* (wore; worn) носить (одежду и т. п.)
weather ['weðə] *n* погода
Wednesday ['wenzdeɪ] *n* среда (день недели)
week [wi:k] *n* неделя
well [wel] *adv* (better; best) хорошо
well-known [,wel'nəʊn] *a* 1) известный, популярный 2) хорошо знакомый, общеизвестный
went [went] *past om go*
were [wɜ:] *past om be*
western ['westən] *a* западный
wet [wet] *a* мокрый, влажный
whatever [wɒt'evə] *a* какой бы ни, любой
when [wen] 1. *adv* когда 2. *conj* когда, в то время как, как только
where [weə] *adv* где, куда
whether ['weðə] *conj* ли
which [wɪtʃ] *pron* который, какой, кто (подразумевается выбор)
while [waɪl] 1. *n* время, промежуток времени 2. *conj* 1) пока, в то время как 2) несмотря на то, что
whisper ['wɪspə] *v* говорить шепотом
white [waɪt] *a* белый
who [hu:] *pron* кто
whole [həʊl] *a* целый, весь
why [waɪ] *adv* почему
wife [waɪf] *n* (pl wives) жена
will [wɪl] *v* (would) вспомогательный глагол, служит для образования будущего времени
wind [waɪnd] *n* ветер
window ['wɪndəʊ] *n* окно
windy ['wɪndɪ] *a* ветреный
winter ['wɪntə] *n* зима
with [wɪð] *prep* указывает на связь с
without [wɪð'aʊt] *prep* без
wives [waɪvz] *pl om wife*
woke [wəʊk] *past om wake*
woman ['wʊmən] *n* (pl women ['wɪmɪn]) женщина

wonderful ['wʌndəfl] *a* удивительный
wooden ['wʊdn] *a* деревянный
woollen ['wʊlən] *a* шерстяной
word [wɜ:d] *n* слово
work [wɜ:k] 1. *n* работа 2. *v* работать; ~ out разрабатывать
worker ['wɜ:kə] *n* рабочий
workshop ['wɜ:kʃɒp] *n* мастерская
world [wɜ:ld] *n* мир
worry ['wʌrɪ] *v* беспокоить(ся)
worst [wɜ:st] *a* (превосх. ст. от bad) наихудший
would [wʊd] *v* вспомогательный глагол, служит для образования будущего в прошедшем
write [raɪt] *v* (wrote; written) писать
writer ['raɪtə] *n* писатель
written ['rɪtn] *p. p. om write*
wrong [rʊŋ] *a* неправильный, ошибочный
wrote [rəʊt] *past om write*

Yy

yard [jɑ:d] *n* двор
yeah [jeə] *part разг.* да
year [jiə] *n* год
yellow ['jeləʊ] *a* желтый
yes [jes] *adv* да
yet [jet] *adv* еще, все еще
you [ju:] *pron* ты, вы
young [jʌŋ] *a* молодой, юный
your [jɔ:] *pron* ваш, твой
yourself [jɔ:'self] *pron* (pl yourselves) себя, -ся, -сь, себе

Zz

zebra ['zebrə] *n* зоол. зебра
zero ['ziərəʊ] *n* (pl zeros) ноль
zoo [zu:] *n* разг. зоопарк

List of names

Personal names

Alcyone [æl'saɪə,ni:]
Alice ['ælis]
Buckle ['bʌkl]
Celano [se'leɪnəʊ]
Charles Hanley [ˌtʃɑ:lz 'hænlɪ]
Charlie ['tʃɑ:lɪ]
Dorothy ['dɒrəθɪ]
Gardiner ['gɑ:dnə]
George [dʒɔ:dʒ]
Gloria ['glɔ:riə]
Gretel ['gretl]
Hansel ['hænsɪ]
Jackie ['dʒæki]
Janek ['jænek]
Jennie ['dʒeni]
Jinks [dʒɪŋks]
Jo [dʒəʊ]
Joel ['dʒəʊəl]

Geographic names

Crimea [kraɪ'miə]
France [frɑ:ns]

Others

Frankenstein ['fræŋkənstaɪn]

John Partridge [ˌdʒɒn 'pɑ:trɪdʒ]
Jonathan Fishbein [ˌdʒɒnəθən 'fɪʃbeɪn]
Josephine ['dʒəʊzɪfi:n]
Judith ['dʒu:diθ]
Kathy ['kæθɪ]
Laura ['lə:rə]
Margaret ['mɑ:grət]
Merope [mɪ'rəʊp]
Oliver Twist [ˌɒlɪvə 'twɪst]
Paula Danziger [ˌpɔ:lə 'dænsɪɡə]
Peggy Rathmann [ˌpeɡɪ 'ræθmən]
Pondicherry [ˌpɒndɪ'tʃerɪ]
Russell Baker [ˌrʌsl 'beɪkə]
Sterope [stɪ'rəʊp]
Suzanne [sʊ'zæn]
Taygete ['teɪdʒət]
Warden ['wɔ:dn]
Willy Wonka [ˌwɪli 'wɒŋkə]

Jamaica [dʒə'meɪkə]
Peru [pə'ru:]