





Книга для чтения

7 класс

Учебное пособие для общеобразовательных организаций

18-е издание

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Условные обозначения

— чтение

— говорение

— письменное задание

— домашнее задание

— задание повышенной трудности

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Книга для чтения является составной частью учебно-методического комплекта «Английский язык» для учащихся 7 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.

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Unit 1 Are you happy at school?

- 1. Here are some letters that children wrote about their impressions of summer to children's newspapers.
- 1) How did Richard, Anne, Daniel and Julia spend their holidays? Fill in the table. (reading for specific information/making notes)

Who?	Where?	Did what?	Impressions
Richard	Wales	I did a lot of water sports.	It was the best time I've ever had.

In summer I went on holiday to Wales. It was the best time I've ever had. Most of my friends were boasting that they had been to other countries on holiday. They told me that holidays in Wales might be really boring, so I wasn't looking forward to it at all. But they weren't right. The weather was brilliant. I did a lot of water sports and played football on the beach. You don't need to go to other countries to have a great time, after all! (Richard, 13)



I have just returned from a holiday to Chicago and it was great! I went to the zoo at Lincoln Park, and saw a classical open-air concert. It was exciting to explore a new city. I will remember my trip for a long time, but most of all I will miss the chocolate biscuits that we had for breakfast every day! (Anne, 12)



Last year I went to Morocco in North Africa. I spent a lot of time on the beach, went sunbathing and swimming. I visited the local market. It was interesting because the culture is different. (Daniel, 14)



Last summer I went to my grandmother's house in the countryside. I helped her to care for the plants and flowers in the garden. Sometimes I just liked to help. I learned to be a good worker. Now I know that working in the garden is harder than it looks but it can be fun, too. (Julia, 12)



2) Anne says that she will miss the chocolate biscuits.

What does the word miss mean? Read the Learning to learn note and choose the correct meaning. (choosing meaning that fits the context)

Learning to learn

Многозначные слова

В английском языке многие слова имеют не одно, а несколько значений. Чтобы правильно определить значение слова, в котором оно используется в предложении, нужно:

- определить, к какой части речи относится данное слово (n существительное, v глагол, a прилагательное, adv наречие и т. д.);
- найти в словарной статье нужную часть речи:
 - выбрать то значение, которое подходит по смыслу.

miss [mis] v 1) промахнуться 2) пропустить, не явиться 3) скучать, чувствовать отсутствие

Reading lesson

Is your school life interesting?

2.	Here	is	an	advertisement	that	Mandy	and	her	classmates	read	on	the	school	notice-
boa														

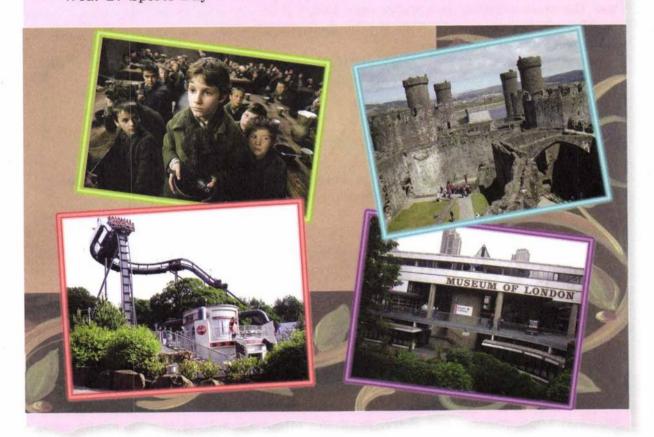
	a	1)	Voca	abulary	. What	after-school	activities	will the	e pupils	have	in
Sep	ten	nbe	r and	October?	While rea	ding find the	English eq	uivalent	s of the	followi	ng
wor	ds.	(gı	iessing	meaning	by anal	ogy and famil	iar elemen	ts)			

- 1) (календарь) событий _____
- 4) День здоровья
- 5) театральный (клуб)
- 6) учебная экскурсия
- 7) гонки _____

Calendar of Events

September
Fri. 15 Visit to Oxford*
Mon. 18 Outing to the Theatre
Tue. 26 Chess Competition
Wed. 27 Sports Day*

October
Thu. 13 History Field Trip*
Mon. 24 Bike Race
Fri. 28 Drama Club Performance



2) Mandy keeps a class diary. Here are some of her notes.

a) Which activities from the Calendar of Events does Mandy write about? (reading for specific information)

Class diary

Sept. School started on the 8th. There was a new pupil, Ted. A cute boy! The class went to the theatre together. We watched *Oliver*.* Interesting! Some pupils took part in the chess competition. Kim won!

Oct. We spent 2 days at Conwy Castle. We took part in walks, games and did tasks on History. We learned a lot of new things.

Nov. We were happy when the writer Rachel Anderson came to our school during Children's Book Week. She talked about how she got her ideas and answered many questions on writing and literature.

A week off from school.

Dec. Ugh! Test week!

There was a very nice Christmas party. Our class won a trip to Alton Towers Park* because we had sold most tickets for the Christmas Fair. The holidays started on the 22nd.

Jan. We visited the Museum of London.* It was really interesting.

Feb. We watched a drama club performance.

A week off from school.

Mar. Tests again! Robert and Billy took part in the swimming competition.

Apr. Easter* holidays. We enjoyed fantastic rides at Alton Towers Park. It was the most exciting trip we've ever had.

May. Our class was first in the football competition.

A week off from school.

June. Summer tests! Not very difficult.

We went on an outing to the local radio station. We all enjoyed it a lot.

July. Hurrah! School is over!



off *prep* — not at work, school, etc. because you are sick or on holiday

b) What events were there at Mandy's school from November till June? Complete the Calendar of Events. (reading for detail/making notes)

Calendar of Events	
Nov	
Dec	2.46
	4

- c) Are after-school activities at Mandy's school interesting? What is your opinion? (expressing personal opinions)
- d) How are your after-school activities different from the activities at Mandy's school? (relating information to personal experience)
- 3) When do British children have holidays?
- a) Look through the diary, read the information from the Linguistic and Cultural Guide and complete the table about holidays at British schools. (extracting cultural information/using reference materials/transcoding information into some other display)

school holidays ['hɒlədeɪz] каникулы — holidays can be at different times in different regions. Schools usually have ten days at Christmas, ten days at Easter and six weeks in summer from the end of July to the beginning of September. Besides holidays, all schools in Britain have half-term holidays. They are often for a few days or a week in the middle of each term. There are three school terms in Britain: autumn, spring and summer terms.

What holidays?	How long?

- b) What will you tell your foreign friend about school terms and holidays in your country (at your school)? (applying background knowledge)
- 4) What after-school activities do you take part in?
- 5) Reader ex. 3.
- 3. Below is a story Einstein Anderson and the Huck Finn Raft Race.
- 1) Find the answers to the questions to explain its title. (reading for specific information)
- Why did they name the competition the Huck Finn Raft Race?
- Why did everybody call Adam by his nickname Einstein*?

The first Tuesday in June was Field Day at Sparta Junior High School. Buses came early in the morning to take the pupils to Big Lake State Park. The children were going to have a picnic lunch and play games there all day long.

The **highlight** of the day was a **raft** race between grades. In honor of Mark Twain's* story of a boy who was rafting down the Mississippi River, they named the competition the Huck Finn Raft Race.

Sixth-graders had chosen Einstein to be their *leader*. Einstein was good at using science to help to do things. In fact, his name was Adam, but everyone, and his mother, too, called him by his nickname.

"I hope you have some ideas for the race," Margaret said to Einstein when the buses came to Big Lake.

"I have a few ideas that may help us win," he answered.

The race was before lunch. All the children built their grade's raft, but only two went on the raft and **floated** down the river. Einstein chose the two sixth-graders to pilot the raft — Pat and Herman, the biggest and heaviest kids. He gave them instructions and put something on the raft.

At the start of the race, the eighth-grade raft was on one side of the river, the seventh-

BE

Sports Day form sixth-former AE

Field Day grade sixth-grader



grade raft on the other side, and the sixth-grade raft in the middle.

When the rafts arrived at the finish, the sixth-grade raft was the first.

(from Highlights, after Seymour Simon)

¹ in honor ['mna] of — в честь (кого-л.)

2) Vocabulary. In the story, find the English equivalents of the following Russian phrases.

- 1) основной момент _____
- 2) состязание на плотах
- 3) плыть на плоту
- 4) построить плот _____
- 5) плыть по реке ______
- = 2) What did the numits do an Smorte Day? Chance the convect statements. Convect
- 3) What did the pupils do on Sports Day? Choose the correct statements. Correct the false statements. Prove it from the story. (reading for detail)
- · The pupils had Field Day on the first of June.
- They came to Big Lake State Park early in the morning.
- · After a picnic lunch, the pupils had a raft race.
- The pupils of three forms took part in the race.
- · Pat and Herman won the race.
- Einstein's ideas helped to win the race.
- Adam Anderson knew some things that science teaches us about rivers. What did he do to help to win the race? Find the answer in the story. (applying background knowledge)
- 4. British children like reading about Nancy, a comic character of a popular magazine for children.
- 1) What is this story about? (reading for the main idea)



(from Clockwork)

2) What is Nancy's attitude to school? Choose the answer that fits. (understanding implied main ideas)

- · Nancy hates homework but she doesn't ignore it.
- Nancy hates homework and prefers doing other things.
- Nancy hates helping about the house more than doing homework.
- 5. British children like to write acrostics* about their favourite people.
- 1) Who are the following acrostics about? (reading for detail)

My teacher is nice Real friendly smile

Going to Maine (soon)
Likes to drive a Volvo
And, likes to eat chocolate
Sure, we'll miss him very much next year
Stay!

My teacher is nice Really, a good teacher So, I like her

Kind to us
Reading is her favourite activity
Organised a drama club
Never tired
Tennis is her hobby
Smart!

[2] Grammar. What did you learn about these teachers? Make the usual full sentences. (predicting grammar structures)

Mr Glass has a real friendly smile.

💽 📘 3) Write an acrostic about your favourite person. (creative writing)

Unit 2

What are you good at?

- 1. Here is a short magazine article about one research.
- 1) What do people argue about? While reading, choose the correct meaning of the word. (reading for detail/choosing meaning that fits the context)

argument ['a:gjoment] n 1) довод, аргумент 2) дискуссия, спор

Who's Better at Maths - Girls Or Boys?

(by Jack Myers)

Several years ago two *mathematicians* reported the results of tests that they gave to 10,000 seventh- and eighth-form pupils. In tests of using words, girls and boys were alike. In the maths tests boys did better. For seven years boys had always got better results in maths. There were lots of **arguments** about it. No one argued about the results — only about what they mean. Do the results mean that there is something in boys that makes them better at maths? Or do the results mean that boys have learned something that makes them better at maths? And how they can learn more if up to the seventh form most girls and boys take the same subjects in school.

Most people are not sure what the results mean. Will those who do best in maths in the seventh form become the best mathematicians or *engineers* when they grow up? I am not sure. And I can offer some advice. All boys and girls should try hard and try to be the best at everything that they do.

(from the Highlights for Children)

2) Are the following statements true or false according to the article?

- A Boys and girls study the same subjects at school but boys get better results in maths.
- B Girls do better in tests of using words.
- C Nobody knows why boys are better at maths.
- People agree with the results of the tests.
- E Boys become better mathematicians than girls.
- F If you do best in maths in the seventh form, you will become the best engineer.
- G Everybody should try hard to get good results.
- 3) Here are some summaries written by pupils.

Which summary is the best? Read the Learning to learn note and give your arguments. (summarizing)

Learning to learn

Как кратко передать содержание текста

При кратком изложении текста необходимо соблюдать следующие правила:

1) обязательно передавать главную мысль текста;

2) содержание пересказывать собственными словами, при этом:

а) не ограничиваться только передачей главной мысли текста;

б) не приводить слишком много подробностей;

A The article shows that sometimes it is difficult to understand what the results of some tests mean.

в) не сообщать неверную информацию.

- B The article shows that it is not easy to explain the results of some tests. Boys may be better at maths at school, but it doesn't mean they become the best professionals in the future. A person should work hard to become a professional.
- C The article describes the results of boys and girls in maths tests and explains why it is so. Boys have more abilities in maths and girls have more abilities in learning languages.

Reading lesson

Is your life under pressure?

2. Kristin Thompson from the book Second Chance by Kate William was good at tennis.

1) Was Kristin's day busy? (reading for the main idea)

Kristin Thompson was sitting alone in the library. Lunch hour* was almost over, and she still hadn't begun her English report.

With her tennis schedule, Kristin didn't have enough time for the report. So it was better to start

early.

The library door opened, and Shelley Novak came in. When the door opened, Kristin could hear people. They were talking and laughing.

Kristin didn't have time for talking. During the break she always hurried to the library to work. If she spent time with other people during lunch hour, she lost an hour in practice after school.



¹ a schedule ['fedju:l] — расписание, график

And Kristin knew she couldn't change her strict schedule if she wanted to be a professional. She **got up** every morning at six to jog. And then when school **was over** she hurried back on her bike to the tennis club to practice until dinner. Kristin didn't even **get around to** her homework until eight thirty or nine, and she had to be in bed at ten thirty. Her schedule didn't leave a lot of time for having fun.

Shelley came to Kristin's table *to look* something *up* in the dictionary. "You're Kristin Thompson, right? The tennis champion?"

Kristin felt shy. "That's me," she said simply.

"I'm Shelley Novak. I'm on the girls' basketball team. I'm a sports fanatic, and I've read about you in the sports pages."

"The Avery Cup tournament is coming up," Kristin said.

"I guess that's an important tournament for you. I hope you'll win," Shelley said. "Do you feel like you're under a lot of pressure?" 2

"Well, a bit," Kristin agreed. "It always is with a serious sport. It must be the same with basketball." She added.

"Well, it's a little different, because I don't want to be a professional basketball player. I don't think I could deal with all the pressure. But I really admire you, Kristin."

"Thanks," Kristin said. She had always said that tennis was her life. But sometimes she wanted to be like everybody else. Sometimes she wanted to exchange all her prizes for a normal life; to go out to parties, or simply mix with friends at school and not to spend every minute of her life practicing.

BE

to practise in a team I think

AE

to practice on a team I guess

2) How can we characterise Kristin's life? Choose the best answer according to the story. Prove from the story. (reading for detail)

- 1 Kristin was in the library during lunch hour because ...
 - a she didn't have any friends at school.
 - b she had to write a report.
 - c she liked to spend lunch hour alone.
- 2 Kristin's usual working day was ...
 - a good fun.
 - b busy.
 - c like Shelley's day.
- 3 Shelley knew Kristin because ...
 - a they were in the same class.
 - b she had read about her in the newspaper.
 - c they were in the same team.

² pressure ['prefə] — давление



¹ a tournament ['tɔ:nəmənt] — турнир

- 4 What was Kristin's attitude towards her sport life?
 - a She sometimes got tired of it.
 - b She liked to have a busy life.
 - c She didn't think about another way of life.

■ ③ 3) Vocabulary. What are the meanings of the verbs from the first column? Which postpositions do they go with in the story? What are the meanings of these phrasal verbs? Read Learning to learn note first. (using a dictionary)

Verb	Meaning	Vei	rb + po	stpositio	on	Phrasal verb's meaning
be come get go look		around	out	over	ир	

Learning to learn Как выяснить значение глагольной идиомы В английском языке есть глаголы, которые могут использоваться с послелогами, образуя устойчивые сочетания. Сочетание глагола с послелогом называется глагольной идиомой (phrasal verb). Глагольная идиома имеет значение, отличающееся от значения глагола без послелога. Чтобы найти значение глагольной идиоbe [bi:] v (was/were; been) мы, сначала нужно найти словарную 1. быть, существовать статью, посвящённую основному глаголу. 2. находиться Глагольные идиомы следуют после всех = be away значений за определённым знаком и отсутствовать; располагаются в алфавитном порядке be over окончиться, послелогов. завершиться: the lesson В словарной статье может быть привеis over урок окончен дён пример употребления глагольной идиомы и дан перевод этого примера.

- 4) Some people say, "Stars are not born, they are trained."
- a) What were Kristin's achievements and ambitions?
- b) Was Kristin's life really under pressure? Prove it from the story.
- C) Do you go in for any sport? Is your day busy? Is it similar to Kristin's day? (relating information to personal experience)

d) What was on Kristin's schedule? Fill in Kristin's schedule. (transcoding information into some other display)

At 6 am get up,
At lunch hour _____
After school _____
At 8.30 pm _____
At 10.30 pm _____

- 3. Here is a story about the Wright brothers* by Susan Renner-Smith.
- 1) What did they like to do when they were children? (reading for specific information)

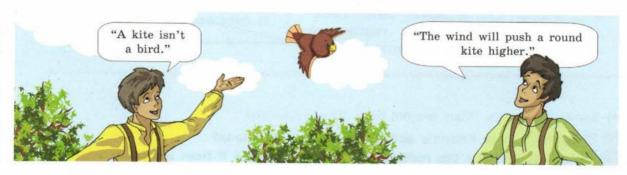
From the time they were boys Wilbur and Orville Wright thought about flying.











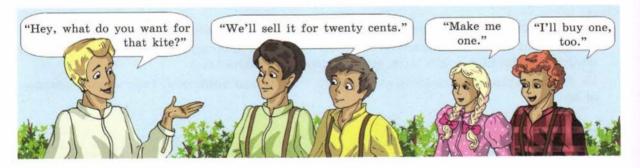
¹ a wing — крыло



Together, the two boys cut sticks. They cut paper. They did everything carefully. Then the Wright brothers took their new kite outside. Other children were flying kites there.



Suddenly, the wind died down. Other kites fell from the sky. But not the Wright brothers' kite. The kite flew high.



Wilbur and Orville made more kites. They tried to make each one better. The kites flew faster and higher.

2) What helped the Wright brothers to make a better kite? Choose from the following. (understanding cause-effect relationships)

- A The brothers used their knowledge of biology.
- B They worked together.
- C Wilbur and Orville's mother gave them good advice.
- D The brothers organised their work properly.
- E The brothers made all necessary drawings of a kite.
- F Other children helped them to get the material.

- 4. These two pieces of information are about people who are gardeners.
- 1) Which one is a letter of Kelly from Edinburgh to a newspaper, and which one is from the children's book by Roald Dahl*? (identifying the type of text)

I'd like to say a big "thank you" to my neighbours, Mr and Mrs Morgan. Every Saturday they give me the *First News*.* Mrs Morgan is a very good gardener and grows lettuce, apples, cherries and other tasty fruits and vegetables. She often lets me *taste* them. If you are reading this, thanks, Mrs Morgan!

Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever. Mrs Twit was no better than Mr Twit. In her right hand she always carried a walking stick. The real reason why she carried a stick was she could hit¹ things with it, things like dogs and cats and small children.

Mrs Twit was a gardener. She was very good at growing thistles² and other weeds.³ "I always grow a lot of thistles," she said. "Bad little children are afraid of them."

2) Are the gardeners different or alike? Compare them. Fill in the table. (reading for specific information/making notes)

	What she grew	What her attitude to children was
Mrs Morgan		
Mrs Twit		

- 3) Which of the two gardeners does this picture illustrate?
- 4) What does twit mean? How does the name characterise Mrs Twit? (using a dictionary/identifying author's attitude towards characters)
- 5) Characterise Mrs Morgan and Mrs Twit in one sentence. (expressing personal opinion)

Mrs Morgan is good at She is a ... person.

Mrs Twit was good at She was a ... person.



¹ to hit — ударять

² a thistle ['OISI] — чертополох

³ a weed — сорняк

Can people do without you?

- Here is a story about Henry Dunant.
- 1) What is Henry Dunant known for? (reading for detail)

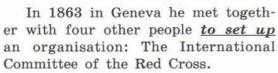




Henry Dunant's family always supported needy people. When Henry was a child he helped his parents to provide food for the poor people.

Dunant went to Italy and was in Solferino to see the results of one of history's most awful battles. The Battle of Solferino* was on June 24, 1859. To tell people about his impressions Henry Dunant wrote a book, A Memory of Solferino.







In 1864 people from 16 countries organised an International Conference to discuss Dunant's ideas. In 1866, 22 countries joined the Red Cross.





Now, the Red Cross society is in almost every country. About 250,000,000 volunteers all over the world help this organisation. The Red Cross* helps people by providing food and medicine. Red Cross volunteers teach people to provide first aid¹ and to care for sick and elderly people. People celebrate the Red Cross Day on May 8, Henry Dunant's birthday.

The British Red Cross Society started its work in 1870. British Red Cross has Junior and Youth Groups. There are more than 22,000 British Red Cross members in 1,700 Youth Groups.

2) Grammar. What did Henry Dunant do to help other people? Find the sentences in the story with the underlined words and translate them. (learning to translate)

grammar for revision

Infinitive of purpose

Неопределённая форма глагола в функции обстоятельства цели

Когда сообщается, с какой целью совершается действие или поступок, то используется неопределённая форма глагола с частицей **to**. На русский язык неопределённая форма глагола переводится с союзом чтобы или для того чтобы:

He wrote the book to tell people about his impressions.

Он написал книгу, чтобы рассказать людям о своих впечатлениях.

3) Here are some figures taken from the story.

Write numbers near the words. Match the numbers with the questions they will give you an answer to.

¹ first aid — первая помощь

1)	two hundred and fift	y million
2)	twenty-two	
3)	twenty-two thousand	
4)	eighteen seventy	
5)	eighteen fifty-nine	-
6)	one thousand and seven	n hundred

7) eighteen sixty-three _____

- a) When did The Battle of Solferino take place?
- b) In what year did the British Red Cross start its work?
- c) How many countries joined the Red Cross in 1866?
- d) How many volunteers help the Red Cross all over the world?
- e) How many Youth Groups are there in the UK?
- f) How many members are there in the British Red Cross Youth Groups?
- g) In what year did they set up The International Committee of the Red Cross?
- 2. Every year people in different countries celebrate Arbor Day.
- 1) Vocabulary. What do people do on Arbor Day? Find the following words in the story and tick the appropriate meaning. (choosing meaning that fits the context)

holiday ['hɒlədeɪ] n 1) праздник 2) день отдыха, нерабочий день 3) отпуск, каникулы

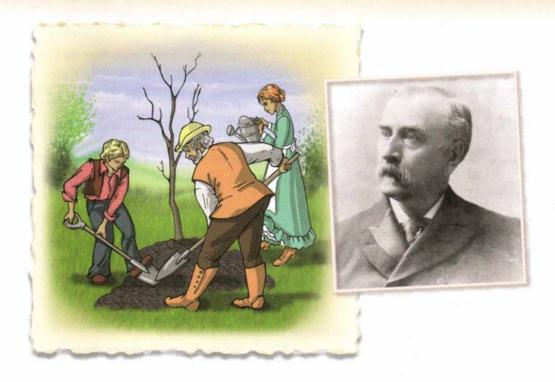
 \mathbf{set} [set] v 1) помещать, ставить, класть 2) поднимать 3) основывать, учреждать, организовывать

time [taim] n 1) время 2) раз

Every year people celebrate Arbor Day. It began in Nebraska* in 1872. The idea of the holiday came from Julius Sterling Morton. All his life Morton grew trees and asked other people to plant trees. He also wanted to set up one day each year for tree planting. People liked his idea. He said about the holiday: "Other holidays celebrate the past. Arbor Day celebrates the future."

On the first celebration of Arbor Day, on April 10, 1872, people planted more than a million trees in Nebraska. Arbor Day became an official holiday in Nebraska on April 22, 1885, Morton's birthday.

Nowadays, all over the world people are planting trees in their yards and in their communities. In the United States, they call this tree planting holiday Arbor Day. In other countries you may hear it is called Arbor Week, Tree Holiday, or Tree Festival, the New Year's Day of the Trees, or a Tree-Loving Week. People call this special time of the year differently, but all of them share the idea that trees are important to us. In different countries, people celebrate Arbor Day on different dates. It depends on the best time to plant trees. The celebration of Arbor Day is a good contribution to making the world a better place.



- 2) How can you translate the name of the holiday?
- 3) What is special about Arbor Day*? Complete the article about Arbor Day for LCG. Use the questions below as an outline. (summarizing)
- What do people do on Arbor Day?
- Who set Arbor Day?
- When do people celebrate Arbor Day?

Arbor Day ['a:bə deɪ] is a national holiday in the US. People _____

Reading lesson

Do you take part in charity events?

- 3. Charlie and Janet are the characters in the story *The Fur Coat* by David Evans. Once they organised a charity concert.
- 1) Vocabulary. What charity were Charlie and Janet going to help? While reading find out the meaning of the highlighted words and match them with their Russian equivalents. (reading for specific information; guessing meaning by context)

выступить с речью • иметь права • кричать мех • плохо слышать • уставиться убивать (животных) — преступление

Charlie was nervous about the concert. He was worried because at the beginning of the concert he had to make a short speech. When Charlie and Janet waited at the bus stop, Charlie decided to practise his speech. Charlie began: "We're here this evening because we want to raise money to help animals. People have rights, and animals have rights, too. We are sure that to kill animals is a crime. If you don't eat meat, if you don't wear fur, join us and help animals everywhere — show sympathy." Charlie looked at Janet. "Well," he said, "what do you think?" "I think it's a wonderful speech," she said. "Don't worry!"



* * *

At the dinner table, Janet said, "I'm going to a concert tomorrow, Grannie."

"What's that?" asked her grandmother.

Janet loved her grandmother, but sometimes it was difficult to talk to her because she was a bit deaf.

"A CONCERT!" shouted Janet. "I'M GOING TO A CONCERT TOMORROW. IT'S FOR CHARITY. WE'RE RAISING MONEY TO HELP ANIMALS."

"A charity concert?" said her grandmother. "That's nice. Perhaps I'll come with you tomorrow."

"BUT GRANNIE," shouted Janet, "YOU WON'T LIKE THE MUSIC."

"I'm sorry, dear," said Janet's grandmother. "I can't hear you."



Janet's grandmother decided to go to the concert. Janet didn't tell Charlie about it, because he was already nervous about his speech and she didn't want to make things worse.

On the day of the concert, Charlie and Janet got to the concert early. When Janet's grandmother arrived the concert was going to begin. Charlie was ready to make his speech.

As Janet's grandmother walked into the hall, all the children stopped talking and stared at her.





- 2) Decide if the following statements are correct. Prove them from the story.
- 1) The children organised the concert to raise money for the charity that supports animals.
 - 2) Janet invited her grandmother to the concert.
 - 3) Charlie did not know that Janet's grandmother was going to the concert.
 - 4) When Janet's grandmother arrived Charlie had already made his speech.
 - 5) Nobody noticed Janet's grandmother.
- 3) Why did the children stop talking and stared at Janet's grandmother? What do you think? (anticipating)
- 4) Read the second part of the story to check if your guess was right.

"Hello," said Janet's grandmother, as she looked around. "Has anyone seen Janet? Has anyone seen Charlie?"

"What are you doing here?" one person asked her.

"Yes," said another person, "and why are you wearing that ... that awful fur coat?"

Of course, Janet's grandmother didn't answer the questions, because she couldn't hear them. She walked into the middle of the hall. "Charlie!" she shouted again. "Janet!"

	Q.	5)	Complete	the	summary	using	the	words	from	the	story	y. (summarizin	ıg)
OI.	٠.					-								

Charlie and Janet were going to a	concert. The children wanted
to money to help animals. At th	e beginning of the concert Charlie
was going to make a Charlie asl	ked people not to ani-
mals and wear . Animals have	and to kill them is a .
Janet did not want her grandmother to	to the concert. But Granny
did not hear what Janet said, because she was	a bit Janet's grand-
mother came to the concert in her	coat and everybody at
her.	

4. Iggy and his friends are the characters in the book French Fries Up Your Nose by M. M. Ragz. Once they thought about fundraising for their school.

1) Vocabulary. What was Iggy's idea? While reading find the words in the extract that mean the following. (reading for detail/guessing meaning by context)

провести лотерею	поделить на квадраты	
бродить вокруг	«коровья лепёшка»	

That's when it hit me one of my all-time great ideas. "Splotto!" I shouted. "That's our fundraiser Splotto!"

"What are you talking about?" Drool asked.

"I read about it in some magazine. This school ran a lottery. They divided their school playground into squares, and they sold tickets for each square. Then

CVNI - DWG

they got a cow and let her wander around. The person who has the ticket with the number of the square where the cow took the first cow flop won."

"You think the teachers will let us do something like that?" Drool asked.

"I don't see why not," I said. "Other schools have done it. I'll find the article and show it to them. It's a great idea. We'll raise a lot of money, and everyone will get a big laugh out of it. But don't talk to anyone — and I mean anyone — about this. Until I announce the idea on Friday, it has to be our secret."

2) Choose the picture which illustrates the story best.



3) Vocabulary. Complete the instruction how to organise Splotto using the words from the story. (making notes)

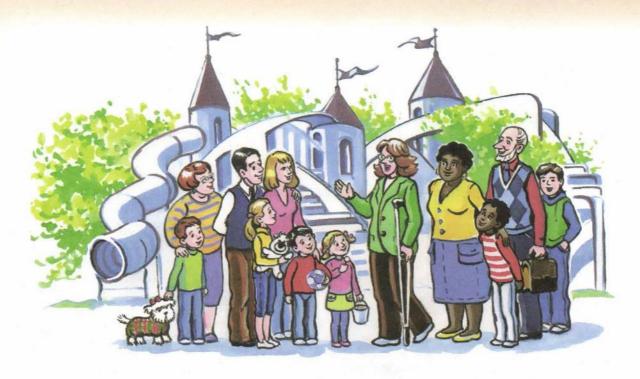
Splotto

- 1) Divide your school playground into
- 2) Sell for each square.
- 3) Get a and let her around the playground.
- 4) The square where the cow takes the first cow wins

4) Is Iggie's idea of fundraising great? What do you think? (expressing personal opinion)

- 5. Matthew Martin is the character in the book Earth to Matthew by Paula Danziger.*
- 1) What community project was Matthew involved in? (reading for specific information)

Everyone gathers at the playground. There are a lot of people because building the playground was a real community project. One of the parents did the design and the *students* helped to plan what was going into the playground.



Everyone helped to raise money.

And then it was spring *vacation*. And everyone who could worked on the play-ground. Some built. Some babysat with the kids of the people who had other play-ground jobs. Some parents made the food. Local restaurants and supermarkets also donated some food. There were lots of jobs to do, and people worked day and night.

Mrs Nichols is going to speak. The people *named* the playground *after* her. Mrs Nichols, the seventy-eight-year-old person, is one of the people that Matthew likes best in the world. Because she is a lot of fun and because she has been a part of his family life since he was born, because she makes the best chocolate *cookies* in the world ... and she can really talks to kids and listens to them, not just asks *dumb* questions like "How old are you?" and "What *grade* are you in?".

Mrs Nichols smiles and then speaks. "I have so much to be *thankful* for today. It's such an *honor* to have this wonderful playground to be named after me, and I can hardly wait until my leg is better and I can use the swings."

Many people laugh, thinking that she's joking.

Matthew remembers how much she liked sledding² with him and his friends and knows that she is serious.

She says, "I am thankful that so many people helped me."

Matthew also remembers how, after she broke her leg, she almost had to sell her land. He is thankful, too, that so many people helped her so that she didn't have to go away.

¹ swings — качели

² to sled — кататься на санках

Mrs Nichols says, "I am so happy to be part of a community that cares. Again, I thank you."

Matthew looks around.

Some people are crying, remembering how Mrs Nichols has always helped, always volunteered at the school, always shared food with people who needed it.



AL	DE
cookies	biscuits
dumb	silly
grade	form
honor	honour
student	pupil
vacation	holidays

• people did to contribute to the community project:	
• Matthew likes about Mrs Nichols:	

3) Why did the people name the playground after Mrs Nichols?

Unit 4

Are you a friend of the planet?

- 1. Here is an article The Greenhouse Effect.
- 1) Vocabulary. Look at the picture and the words from the article. Is the article from the magazine for children or for adults? (anticipating)

greenhouse effect ['gri:nhavs ı,fekt] — парниковый эффект close [kləvs] — близкий far — далёкий heat — жара to rise — подниматься

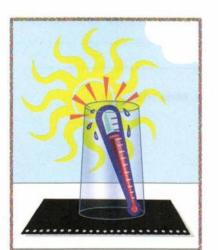
a glass — стакан upside down — вверх дном, вверх ногами through [θru:] — через out — наружу

2) Read the article, check your ideas and choose the picture (A, B, or C) that illustrates the greenhouse effect. (reading for detail/interpreting illustrations)

Mars is cold. Venus is hot. Earth is *right*. What makes the temperatures on these planets so different? Part of the answer is that planets **close** to the Sun are warmer than those that are **far** away. Another piece of the answer is the greenhouse effect.

To see this effect for yourself, try this experiment. You will need a small thermometer, a glass big enough to keep the thermometer, a piece of black paper, and a sunny day.

Put the paper on a table in the sun. Turn the glass upside down, and place it on the paper with the thermometer inside the glass. In a minute, the air in-



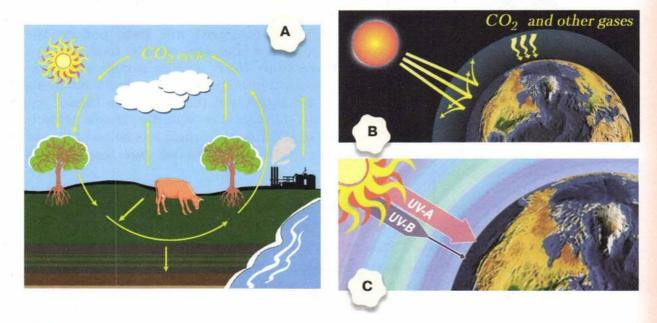
side the glass will begin to get warmer, and the thermometer will show the rising temperature.

The glass lets light in but doesn't let heat out. Some gases, for example, carbon dioxide (CO₂), work like the glass. They warm up a planet by letting sunlight pass **through** and not letting the heat go out. They are called greenhouse gases.

Our atmosphere keeps Earth warm. You have probably heard that scientists have found that the Earth's temperature is slowly rising because of greenhouse gases.

No one knows how serious this problem may become. To be safe, many people are working to reduce the greenhouse effect. Each of us can help a little. We can plant trees, which take carbon dioxide when they grow. Also, we can find how

to save energy, for example, we can turn off lights when we are not using them.



- 3) In the article find the equivalents of the following Russian phrases. (learning to translate)
 - 1) достаточно большой, чтобы поместить термометр
 - 2) воздух внутри стакана начнёт нагреваться
 - 3) термометр покажет растущую температуру
 - 4) стекло пропускает свет внутрь стакана
 - 5) но не выпускает тепло наружу
 - 6) нагревают планету, пропуская солнечные лучи
 - 7) не выпуская тепло наружу
 - 8) учёные обнаружили
 - 9) чтобы уменьшить парниковый эффект
- 10) поглощают углекислый газ, когда растут

Reading lesson

Have you ever seen an otter?

- 2. Few British and American children have ever seen an otter. Why?
- 1) Which article is about otters in Britain and which one is about otters in the USA? (reading for specific information)

River otters were common¹ all over the country many years ago. *However*, they are very *rare* in our rivers now. The rivers are polluted with chemicals from factories and farms. *As a result*, there are less than 8,000 otters in the wild.

¹ **common** — распространённый



In 1978 otters became protected animals, because they were so rare. Otter hunting, a sport since Henry II's* reign (1154-1189), also had to stop.

Today, chemicals that kill fish, pollute the river's ecosystem and the otter's food are not used. *More than that*, wildlife groups are working to build otter homes. "We've built hundreds of homes for otters and the otters like them," explains Geoff Liles of the Wildlife Trusts project. The work of wildlife specialists has helped to make

the future bright for otters in England, Wales and Scotland, but they are not out of risk yet.

* * *

Once, river otters were common all over the country. In the 1800s,
, hunters killed so many otters for their beautiful fur that the
animals began to disappear. Then, their number was reduced more
the water pollution. Otters have disappeared from many parts of the country.
Today, several states ² are trying to bring back the otter. Wildlife specialists look
after the babies3 of otters. , they buy big otters from hunters who
catch the animals without hurting them. Then the otters are put into the rivers
and lakes. Missouri's* program to bring back the otter is the largest in the na-
tion. , you can see otters in the rivers of the state. David Hamilton,
a wildlife specialist for the state of Missouri, says: "We have found that our ot-
ters usually do well."

E 2) Is the situation with otters in Britain and the USA similar or different?
Fill in the table. (reading for detail)

	In Britain	In the USA
 what caused and causes danger for otters what people do to make the situation better 		

3) In the first article some words are highlighted.

a) How do they help you to understand relations between the parts of the article? Read the Learning to learn note and translate the sentences with the highlighted link-words. (understanding relations between the parts of a text through grammatical cohesion device)

¹ a number — количество

² a state — штат

³ a baby — малыш, детёныш

Learning to learn

Союзы и союзные слова

чтобы понять текст, связи между предложениями текста, а также связи внутри сложноподчинённых предложений, необходимо обращать внимание на союзы и союзные слова (link-words). Они могут передавать следующие связи: причину (because, because of), результат (as a result), противопоставление (however, but), добавление аргументов (more than that).

b) Fill in the gaps in the second article with the link-words. Explain your choice. (understanding relations within a text)

Connect two parts using the correct link-word.

As a result, • because • because of However • More than that

Otters were common in the rivers many years ago.

Otter hunting was popular, The number of otters reduced Hunters killed a lot of otters every year.

Wildlife specialists work hard to bring back otters.

there are more otters in the country now.

they are not so common nowadays. people put chemicals into rivers. otter hunting.

people liked the otters' beautiful fur.

4) In your culture. What can you tell your foreign friend about how wild animals are protected in Russia? (AB ex. 1)

3. The National Geographic World magazine publishes a lot of information about animals, their life in the wild and near people.

1) Look at the photo. What do you know about the way of life of these animals? Start filling in the table. (anticipating/applying background knowledge)



	Before reading	After reading
 appearance food where they live what they do during the day what they do at night 		

2) Read the article to check your predictions. (reading for specific information)

Some people don't understand why raccoons live in towns, but / because the raccoons were there first. Cities grow, houses come close to forests where earlier only wild animals lived. As a result / But some animals go away. Raccoons usually stay. They can live near people. People don't always like this fact, as a result / however. The animals can carry a dangerous illness.

Raccoons sleep most of the day. They sleep in trees. At night, they come out to look for food. Garbage is now a large part of the city raccoon's *diet*. **Because** / **Because** of dark fur around their eyes raccoons got the nickname of "masked bandits".

In the forests, raccoons usually live in trees, high above the ground. In towns, that's why/however, trees are very rare. More than that / As a result, raccoons sometimes make their homes in chimneys.²

When people find a raccoon in their house, they usually want it to go away. *That's why / Because* they call experts for help. There are also specialists who are trained to help lost or sick animals. Such people help animals to learn to live in their natural environment.

- 3) Grammar. Look at the highlighted words and choose the correct ones. (understanding relations within a text)
- 4) How can you characterize a raccoon now? Fill in the table (ex. 3.1).
- [5] Why do wild animals come to cities? (expressing personal opinions)
- **4.** Here is the story *Fifteen Minutes Or So* by Mary E. Furlong from the *Highlights for Children* magazine.
- 1) What did Mr Hardy, the main character, do for the community? (reading for specific information)

Mr Hardy drove a bus in West Smithville. Each day he started at the big bus garage. He drove people down Main Street and up Green Street and across the Hill Street Bridge. He drove all the way to the end of the line.³ At the end of the line, he waited for fifteen minutes or so.⁴ Then it was time to drive back to the big bus garage.

Mr Hardy liked to drive the bus. But he didn't like to wait at the end of the line for fifteen minutes or so. Not at all! "There's nothing to see at the end of the line," he said. "Nothing but garbage and dirt⁵ and weeds." 6

One day, Mr Hardy *cleaned up* some of the garbage at the end of the line. He cleaned and cleaned for fifteen minutes or so. He cleaned up the garbage the next day, too. And the next. And the next.

¹ an illness — болезнь

² a chimney ['tʃɪmnɪ] — дымоход

³ а line — маршрут

⁴ or so — приблизительно, около этого

⁵ dirt — грязь

⁶ a weed — сорняк

Then Mr Hardy pulled up weeds at the end of the line. He pulled and pulled for fifteen minutes or so. He pulled up weeds the next day, too. And the next. And the next.

Then Mr Hardy planted flowers at the end of the line. He planted and planted for fifteen minutes or so. He planted the flowers the next day, too. And the next. And the next.

Soon the end of the line looked like a new place, neat and clean, with no garbage anywhere. Instead of garbage there were flowers — red and yellow and blue. What a difference Mr Hardy made in fifteen minutes or so!



Mr Hardy likes to drive the bus 1) ____ West Smithville. He likes to drive people 2) ____ Main Street and 3) ____ Green Street and 4) ____ the Hill Street Bridge. But best of all, Mr Hardy likes to wait 5) ____ the end of the line. Sometimes he cleans up the garbage. Sometimes he pulls up weeds. And sometimes he just looks 6) ____ the flowers 7) ____ fifteen minutes or so.

2) What did the end of the line look like at the beginning and at the end of the story? What did Mr Hardy do? (making notes)

Before	What Mr Hardy did	Now	What Mr Hardy does
garbage	147 -		

- 3) Grammar. Fill in the missing prepositions in the last paragraph. Explain your choices and then complete the last column of the table. (predicting grammar structures: prepositions)
- 4) What can you do for the community for fifteen minutes or so?
- 5. The Everglades is a special place in the USA.
- 1) Read three extracts about the Everglades and decide where they are taken from (identifying the type of text):
- a story (Lost in the Everglades by Tricia Workman);
- an encyclopaedia;
- an Internet advertisement.

A The Everglades are subtropical wetlands in the US state of Florida. The idea of a national park for the Everglades appeared in 1928. But the park opened in 1947. Now it protects the largest wilderness¹ area near the Mississippi River. One month before the opening of the park, a book The Everglades: River of Grass by Marjory Stoneman Douglass* appeared in which the writer characterized the Everglades as a river instead of a swamp.² Now all people call the Everglades "river of grass".

¹ wilderness ['wildənis] — дикая местность

² **a swamp** [swpmp] — болото

B There are many different experiences that a visitor can have at Everglades National Park. You can come for a few hours or a week. Camping, boating, walking, having a picnic or more of a wilderness experience are all possible. Many have enjoyed exploring some of the 156 miles (251 km) of canoe and walking trails. You may spend a morning photographing the birds, an afternoon walking and seeing the alligators, an evening enjoying the warmth of your campfire.

You can find schedules and information here on the park website.

C The Everglades are not the swamp I had imagined. No other place on Earth is like it. This is a great "river of grass". We floated in the canoe through grass, passed some islands. We saw large turtles, a snake, birds, raccoons and otters there. Suddenly we heard a strange noise and came eye to eye with an alligator as big as our canoe. It swam lazily in front of us, then disappeared under the water. At night we heard the noises of *mosquitoes*, frogs and alligators. "This hasn't changed for thousands of years," I thought. It wasn't going to be a fun night, but it would be interesting to spend a night in this great wilderness.

2) Vocabulary. Match the adjectives and nouns according to the stories and translate the sentences with the word combinations you've got.

big alligator
different experiences
great noise
large park
largest river of grass
national turtles
strange wilderness



[3] What adjectives and adverbs are used in story C? How do they help to describe the author's impressions?

4) Would you like to visit the Everglades? Why? Why not? (expressing personal opinions)

¹ a trail — тропа, маршрут

² a campfire — костёр

Have you got any problems with your friends?

- 1. Here is an extract from the book *Do Not Read This Book* by Pat Moon.* The main character in the book, which is written in the form of a diary, is Finch Olive.
- 1) Who are Finch Olive's family members and friends? (reading for specific information)

This book belongs to
Finch Olive Penny
51 Nelson Street
Fletchley
England

Age when I started the book of my life: Eleven years, eleven months and three weeks

BEST FRIENDS

Graeme Penny
51 Nelson Street
Fletchley



Because

- He understands how I am feeling.
- I tell him my secrets things I won't tell anyone else (even Cassie).
- · He never lets me down.
- · He makes me laugh.

MY FAMILY

Mum: Deborah Ann Penny, known as Debbie

Dad: Tom Kellogg (died before I was

Granny: Olive Marie McKay, known as Nolly



Cassandra Jane Owens, known as Cassie 3 Acacia Gardens Fletchley



Because

- We have been friends since we were three.
- We have the same sense of humour.
- We tell each other everything (almost).
- We look after each other.
- We are <u>opposites</u>, which makes it more interesting.

2) Vocabulary. Find in the diary notes words that mean the following. The words are highlighted.

- принадлежит
- противоположности
- даже
- известная как
- никогда меня не подведёт
- почти

3) Which statements are true or false according to the story?

- Finch Olive Penny and her best friend Cassie live in the same street in London.
- Finch Olive Penny was almost 12 years old when she started writing her book.
- Finch Olive's mum's name is Debbie.
- Finch Olive hasn't got a father.
- Finch Olive likes Graeme Penny because he can keep secrets.
- Graeme Penny will never betray Finch Olive.
- Finch Olive and Cassie have been friends for almost 9 years.
- It is interesting for Finch Olive to be friends with Cassie because they are different.

4) Why does Olive Finch tell more secrets to Graeme Penny than to Cassie?

- 2. Professor Horace John Morris in the story by M. Spark* had a friend, called Ticky.
- 1) Vocabulary. Before reading the story write down the meaning of the following words.

Words	Meaning before reading	Meaning after reading
confident a face slow fast on time too	уверенный	надёжный

2) Read the story and identify the meaning of the words by context. Complete the table (ex. 1). (choosing meaning that fits the context)

Once there was a very fine clock that was named Ticky. His friend, Professor Horace John Morris, had brought Ticky from Switzerland one day, in the wintertime, many years ago. Since then Ticky and the Professor had become very good friends and they understood each other well. Professor Horace John Morris did not like when people called him "Professor Horace", and that is why Ticky

called him "Professor Morris" first and then he called him "Professor John", which pleased the Professor very much.

"You are a very fine clock, Ticky," he said one night. "You are always on time, and you are never too fast or too slow. In fact, you are the most confident of all my friends." "I'm happy to hear it, Professor John," Ticky answered, "and I know that my grandfather, who lives in a castle on top of a mountain in Austria, will also be happy to hear it."

"To be perfectly honest, Ticky," said Professor John, "I usually do not care about grandfather's



clocks. They are so very tall that one can never look into their faces and see what they are thinking. But your grandfather must be a very special clock, because it is always a good thing to have a grandfather who lives in a castle."

3) Why did Professor Morris like his friend Ticky? Tick true statements.

Ticky was a clock that

understood Professor Morris well.
was always on time.
was never too fast or too slow.
had a grandfather who lived in a castle.
was very tall.
was very special.

4) Find sentences with who and which in the story. Read the Grammar in Focus note and translate the sentences. (learning to translate)



Relative clauses with who and which

Относительные придаточные предложения **уточняющие** с союзными словами **who/which:**

- 1) уточняют какую-либо информацию о человеке или предмете: Mrs Lipton, who lives next door, hasn't come yet. Миссис Липтон, та, что живёт по соседству, ещё не пришла.
- 2) уточняют основную идею главного предложения: My friends say that I'm a reliable person, which makes me happy. Moи друзья говорят, на меня можно положиться, что меня радует.

Уточняющие придаточные предложения отделяются от главного предложения запятыми.

Some friend!

- 3. Here is a story *Some Friend!* by David Gifaldi. It is written in the form of letters Kevin Hollister and Dodie were writing to each other.
- 1) Vocabulary. Read the letters and translate the sentences with the words in the word box.



a tree fort



a wasp [wpsp]



to hold (held/held) one's nose

welcome ['welkəm] 1. v приветствовать 2. a желанный; (You are) \sim ! phr Добро пожаловать!

 $\mathbf{smell}\ v\ 1)$ нюхать 2) пахнуть

challenge ['tʃælɪnʤ] v вызывать

run smack (into the goalpost) врезаться прямо (в ворота)

mean a подлый, нечестный purpose ['ps:pəs] n цель; оп \sim нарочно, с целью

forgive [fə'gɪv] v (forgave; forgiven) прощать



1 Dear Dodie,

Welcome to Marshall School!

Dodie, we ride the same bus with you and I thought you <u>might</u> like to get off at my stop and I <u>could</u> show you the pond behind my house with all the frogs. There's a **tree fort** there, too, but I don't think girls like tree forts.

Your <u>maybe</u> friend, Kevin Hollister



2 Dear Dodie,

I know that you forgot your lunch today. You can share my lunch if you want.

Your friend (1 hope), Kevin



3 Dear Dodie,

It's not what you think. I had no idea that my mom packed an egg salad sandwich for my lunch. When I smelled it, I almost died. Iosh and some of the boys smelled it and held their noses. I held my nose, too. I was holding my nose not because of you. I think you smell good. Iosh says you were crying. Were you?

Kevin



4 Dear Dodie,

Inst to show you how bad I feel I'm leaving something for you on the desk in the classroom. Kevin



5 Dear Dodie,

It's all Josh's fault. He caught the wasp this morning and put it inside the flower. I challenged that rat Josh to a fight after school. He'll probably kill me. But I'm sure YOU don't care.

Kevin Hollister



6 Dear Dodie,

OK, I forgive you. But I should tell you what happened yesterday after school. Iosh didn't appear. A group of us played soccer and I ran smack into the goalpost. Iosh and I made up this morning. Your friend (again), Kevin



A To: Kevin Hollister

Some friend you are! How <u>could</u> you? You're the **meanest** boy in the whole world!

Dodie



B Dear Kevin Hollister,

Thanks for welcoming me to Marshall School. One thing about the pond — I don't like frogs very much ... But I hope you don't hunt and kill them.

Your friend (only if you want to, too), Dodie



C Dear Ex-Friend: Yes, I was crying! Dodie



D To: Kevin Hollister,

Josh is right. You're the kind of boy who no one can rely on. He said you held your nose **on purpose** yesterday and that you planned everything. Why? Then you give me a flower with a WASP in it! You <u>must</u> really hate me, Kevin Hollister.

Dodie (your *un-friend* forever)



E Dear Kevin,

I <u>couldn't</u> believe it when I saw you in the bus this morning. Your eye looked awful. Why did you want to do something so stupid? I feel as it's all my fault. Please **forgive** me. Your friend (PLEASE), Dodie



- 2) Put the letters in the correct order and explain. (Kevin's letters are in the right order.) (understanding sequence)
- 3) Grammar. Find sentences with modal verbs and with other underlined words, and translate these sentences. Read Learning to learn note No 6 in Student's book.
- 4) Did the events happen in the following order? Read a short summary of the story and fill in the blanks with the words that fit. (understanding sequence)

Kevin	wanted to ma	ake 🦳	with	Dodie.	First,	he	wrote	a letter	to	her,
then he	hi hi	is sandwich	with her	. But	the sar	ndw	ich (so	bad

that Kevin and some other boys their noses. Dodie thought that Kevin his nose because of her. Dodie cried. Kevin was upset. To show how bad he felt, Kevin left a for Dodie. Josh put a inside the flower. Dodie got angry. Kevin Josh to a fight. Josh did not come and Kevin played instead. During the game Kevin got a . Dodie thought that Kevin had got his fighting with Josh. She felt sorry for Kevin and asked him to her. Kevin Dodie. 5) How would you translate the title of the story?
6) All about me. My friends/classmates and I. (AB No 7) Reader ex. 4.
4. In her book Sleepovers Jacqueline Wilson* writes about Daisy, her school friends and their special secret club. 1) How did Daisy and her school friends call their special secret club? Why? (reading for detail)
"Guess what!" said Amy. "It's my birthday next week and my mum says I can
invite all my special friends for a sleepover party.*"
"Great," said Chloe.
"Fantastic," said Emily.
I didn't say anything. I smiled.
I wasn't sure that I was one of Amy's special friends. Amy and Bella were best friends. Chloe and Emily were best friends. I didn't have a best friend at this new school. Well, it wasn't quite a new school, it was old, with polished cor-
ridors and lots and lots of classrooms, some of them in the playground.
I lost my way sometimes. The very first day I couldn't find the girls'
toilets and was jumping round all playtime. But then Emily found me and took
me to the toilets. I liked Emily so much. I wanted her to be my best friend. But
she already had Chloe for her best friend. I didn't like Chloe very much. I liked



Amy and Bella . We had started to go round in a little group of five, Amy and Bella and Emily and Chloe and me. We formed this special secret club. We called it "The Alphabet Girls". It's because of our names. I'm Daisy. our first names start with A B C D and E. I was the one who saw this. The secret club was all my idea too. I always wanted to be part of a special secret club. It was as good as having a best friend.

2) Vocabulary. Learn the meaning of the following ADVERBS and decide where they belong.

 just
 просто

 quite
 довольно, достаточно

 still
 (всё) ещё, до сих пор

though Tem He MeHee, BCË ЖЕ

 almost
 почти

 yet
 (пока) ещё

 so
 таким образом

3) Tick all the phrases that are about Daisy.

- can invite all my special friends for a sleepover party
- was one of Amy's special friends
- didn't have a best friend yet
- lost my way sometimes
- liked Emily so much
- started to go round in a little group of five
- the secret club was all my idea too
- always wanted to be part of a special secret club

4) What did Daisy do to make friends with the girls?

- 5. Here is an extract from the book *Old Yeller*, a story of frontier* days written by American writer Fred Gipson.*
- 1) Travis, a fourteen-year-old boy, and his family lived on the farm. They had a dog called Old Yeller.

What happened to the dog? What do you think? (understanding cause-effect relations beyond the material presented)

Days went by, but I couldn't get over it. I couldn't eat. I couldn't sleep. I couldn't cry. Every minute I was thinking about my big yellow dog, how we'd worked together, how we'd played together, how he'd fought the bear off little Arliss, how he'd saved me from the hogs, how he'd fought the wolf off Mama and Lisbeth.

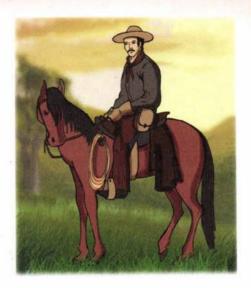
³ **a hog** — кабан

¹ to go by — проходить, протекать (о времени)

² to get over it — оправиться от удара







Mama tried to talk to me about the dog. Lisbeth talked to me, too. She didn't say much; she was very shy. "You've got another dog. He's part of Old Yeller," she said. But that didn't help. The puppy might be part of Old Yeller but he wasn't Old Yeller. He hadn't saved all our lives.

The next morning Papa arrived. He had money in his pockets, a big laugh for everybody and a horse for me. I had to be happy and thankful. But I wasn't. Papa saw that something was wrong. In the evening we sat down and talked about the dog and everything that had happened. But it didn't help, either.

- 2) Grammar. What did Old Yeller do for Travis and his family? Write out the verbs in the Past Perfect Tense and translate them. Use a dictionary if necessary. (identifying familiar grammar structures/using a dictionary)
- 3) Grammar. How did Travis feel about the dog and the whole situation? Find sentences with modal verbs and translate them. (identifying familiar grammar structures)
- 4) Did the family try to comfort Travis? In what way? Did it help? Why?

What is best about your country?

Reading lesson

What's best in your country?

- 1. What is best in Great Britain? To answer this question British schoolchildren Joy, Jim and Harry have written their reports.
- 1) What items that make their country the place they like have Joy, Jim and Harry written about? (reading for specific information)

There is nothing like an English village with its traditional village green.* There is life everywhere and at the same time it is safe and quiet.



Most village people are friendly and sociable. I for one live in a cosy small cottage in a small cosy village and I love it a lot! When I look out of my window I see our beautiful brightly coloured garden with lots of wonderful flowers and funny gnomes. My grandpa says that the gnome comes from Germany and in Britain it appeared 200 years ago. Since that time these garden ornaments have been a symbol of the British garden.

I think Madame Tussaud's is the best! Marie Tussaud, a Swiss waxwork modeller, came to England in 1802 and opened a museum. Now it is known



as Madame Tussaud's. It is one of the most interesting British museums! The museum is packed with life-size wax figures of famous people — popular politicians, film actors, musicians ... It is not easy to make a wax figure. Do you know that a modeller should take more than 150 measurements to make a wax figure of a real person? Sometimes the process of making a wax figure lasts 6 months and costs more than £30, 000!

I'm crazy about football! Football is the British national sport. Everyone knows that football comes from Britain. But not everyone knows that the

first football match took place in 1175. But that game was very different from modern football. There were no rules! Modern English football clubs play to win the FA Cup.* The FA Cup Final is the biggest day in the sporting calendar. The first FA Cup competition took place in the 1871-1872 season, when just 15 teams played. My favourite football team is Manchester United. It has been FA Cup winner 11 times!



2) What do the highlighted words in the texts mean? How did you guess? Copy and fill in the table. (guessing meaning by analogy/word building/using a dictionary)

Analogy	Word building	Dictionary use
а cottage — коттедж	bright — яркий; bright<u>ly</u> — ярко	а waxwork — изделие из воска, восковая фигура

3) Have you understood correctly what the children say about their favourite items?

a) Match the names with what or who they are.

Madame Tussaud

village green a gnome

Madame Tussaud's

the FA Cup

Manchester United

a garden ornament

a grass area of common land in a village

many villages

a museum

a Swiss waxworks modeller

an English football club

the prize English football clubs compete for

6 b) Choose the best completion of the sentences, a or b.

1. The gnome figures first appeared ...

a in Germany.

b in Britain.

2. Every English village ...

a is a green village.

b has a village green.

- 3. A symbol of the British garden is ...
 - a a village green.
- b a gnome.
- 4. To make a wax figure of a real person a modeller should take ...
 - a more than 150 measurements.
 - b more than 30 000 measurements.
- 5. The process of making a wax figure lasts ...
 - a half a year. b six years.
- 6. The first FA Cup competition took place ...
 - a in 1175.
- b in the 1871-1872 season.
- 7. The FA CUP FINAL is ...
 - a a famous football club.
 - b the final match between English football clubs.
- 4) How do the children describe the items they like? They do not only give some interesting information but also express their opinions.

Find <u>adjective + noun</u> combinations in the children's stories and say which of the adjectives are opinion adjectives and which are fact adjectives.

Learning to learn

Прилагательные для описания фактов и мнений

Для того чтобы определить отношение автора к предметам или людям, обращайте внимание на оценочные прилагательные (opinion adjectives): wonderful, beautiful.

С помощью фактических прилагательных (fact adjectives) автор сообщает фактическую информацию о размере, возрасте, форме, цвете, цели предмета и т. д.: big, old, different, red, football.

Оценочные прилагательные всегда идут перед фактическими прилагательными:

I live in a beautiful small cottage.

- 5) a) Look through the Reader for <u>adjective + noun</u> combinations with opinion and fact adjectives.
- b) Activity book ex. 1. Reader ex. 2.
- One of the most exciting attractions of Blackpool is the Blackpool Tower.
- 1) Vocabulary. What is the Blackpool Tower famous for? While reading the text guess the meaning of the highlighted words. (guessing meaning by analogy)



1 foot (ft) = 30,48 cm 1 inch (in) = 2,54 cm The Tower Top

The "Walk of Faith"



weight [weit] — вес; to weigh — весить to withstand — выдерживать (вес) faith — вера, доверие promenade [,promə'nɑ:d] — место для гулянья to reach — достигать thick — толстый a tower ['tavə] — ?



The Blackpool Tower

Blackpool is a popular seaside resort in the UK. More than 17 million people come to Blackpool every year. The most exciting attraction of Blackpool is the Tower. The Blackpool Tower is the centre piece of the **illuminations** that light up the town every autumn. The Tower is a member of the World *Federation* of Great Towers.*

The Blackpool Tower is an English *version* of the Eiffel Tower* in Paris and is five years newer. The Blackpool Tower opened on May 14, 1894 and since that time it has been a symbol of fun and entertainment. The Tower is 518 ft and 9 in tall and is usually painted in dark red. In 1949 Britain's highest post box appeared at the top of the tower.

Inside the Tower building there are a few attractions. The most exciting one is the Tower Top. At 380 ft above the Promenade there is a viewing platform. Visitors can reach it by a lift. On a clear day from the platform they can see the Lake District* and North Wales.

In 1998 they put a glass floor *panel* at the Tower Top and called it the "Walk of Faith". The "Walk of Faith" looks down to the Promenade below. The "Walk of Faith" is two inches thick and weighs half *a tonne*. It could withstand the weight *equivalent* to five baby elephants.

2) Answer the following questions with one word.

- By how many years is the Blackpool Tower newer than the Eiffel Tower?
- How many inches is the glass panel?

- How many baby elephants could the glass panel withstand?
- Which month in 1894 did the Blackpool Tower open?
- What can visitors see from the glass floor panel?
- 3) Look for more details in the text. (reading for specific information)
 - 0) The Blackpool Tower is an English version of the Eiffel Tower. The Blackpool Tower is an English version of the Eiffel Tower in Paris.
 - 1) The Blackpool Tower opened in 1894.
 - 2) The Tower is 518 ft tall.
 - 3) The Tower is usually painted in red.
 - 4) A post box appeared at the top of the tower in 1949.
 - 5) At 380 ft there is a viewing platform.
 - 6) From the platform visitors can see the Lake District.
 - 7) The "Walk of Faith" is thick.
 - 8) The "Walk of Faith" can withstand a weight equivalent to five elephants.
- 4) How tall in metres is the Blackpool Tower?
- 5) Write a short summary of the text about the Blackpool Tower in 120 words. First read the Learning to learn note on p. 13 and the one below. (summarizing)

Learning to learn

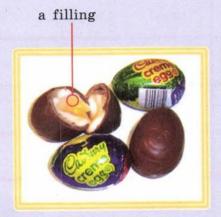
Какие детали являются важными?

Иногда текст, предназначенный для краткого изложения, может содержать много подробностей, поэтому в первую очередь нужно определить, какие детали являются важными и без них нельзя обойтись, а какие не столь важны и их можно опустить. Особенно внимательными следует быть тогда, когда количество слов в пересказе ограничено (например, 100 слов). Например, в предложении The Blackpool Tower is an English version of the Eiffel Tower in Paris о местонахождении Эйфелевой башни можно не упоминать, так как это общеизвестный факт. В предложении The "Walk of Faith" is two inches thick нельзя пренебречь такой деталью, как "two inches", так как для характеристики стеклянной панели важно не то, что она имеет какую-то толщину, а то, что толщина эта невелика, всего 2 дюйма (чуть больше 5 см), но при этом выдерживает вес пяти слонят.

- 3. Here is an extract from the book Boy. Tales of Childhood by R. Dahl.* In one of the chapters the author describes his life in the House.
- 1) Vocabulary. What did the boys in the House sometimes get? Read the text and match the words with their meanings. (guessing meaning by synonyms/context/pictures)

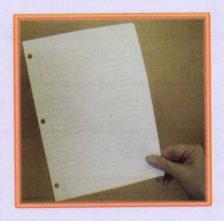
every now and again = sometimes
a manufacturer = a maker
from nought to ten = from 0 to 10
splendid = wonderful
intelligent = clever
House = a boarding school
a comment — ?

a shape — форма blank — чистый, неисписанный in return — взамен





a bar of chocolate



a sheet of paper

Every now and again, every boy in our House got a grey box. This was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes, all with different fillings and all with numbers from one to twelve. Eleven of these bars were new. The twelfth was the "control" bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with numbers from one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments. All we had to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks and make an intelligent comment on why we liked it or disliked it.

It was a good idea. Cadbury's were using some of the greatest chocolate-bar experts in the world to test their new chocolates. We were between thirteen and eighteen, and knew almost every chocolate bar that was around, that is why our opinions on anything new Cadbury's could rely on. All of us played this game with great enthusiasm, giving our marks and making our comments.

2) Could the sheet of paper in the box look like that below? Prove your opinion from the text. (reading for detail/interpreting graphic aids)

No	Marks	Comments
1.	10	Terrific!
2.	- 10	Fabulous!
3.	9	Wonderful!
4.	8	Lovely!
5.	8	Nice!
6.	7	Good!
7.	10	Fantastic!
8.	10	Splendid!
9.	9	So sweet and creamy!
10.	7	Sweet but not enough!
11.	6	Too sweet!
12. Cadbury's Coffee Cream	8	Nice and strong.

^{■ 13)} Vocabulary. Find two pairs of words in the story which are similar in meaning.

^{4.} Mary Quant is a British designer who is famous for designing the mini-skirt.

¹⁾ Look through the passages and say what made Mary Quant design a miniskirt. (reading for specific information)



- A At _____, she designed her own school uniform. She wore very short dresses.
- B , Mary went to Goldsmith's College in London where she met her future husband¹ Alexander Plunkett Greene. Like Mary, he wore unusual clothes such as purple *velvet* trousers and *pyjama* jackets.
- When Mary left college she started working for a hat-maker in London. In , together with her husband she opened her own clothes shop Bazaar on the Kings Road* in London. It was very important for Mary. Soon she decided to make her own clothes.

¹ a husband — муж, супруг

D	Mary Quant was born in Kent,* in . When she was young,
	there was no teenage fashion. Young women dressed like adults or little girls.
E	The are often called the "Swinging Sixties".* During these
-	
	years Mary's designs became very popular. Everyone loved her mini-skirts.
	Thanks to ² Mary, London became the fashion capital of the world. In 1961,
	Quant opened a second Bazaar in Knightsbridge* and in she
	started selling her clothes to the USA where they were also very popular.
F	In , Mary was awarded the Order of the British Empire* for
	her work in the fashion industry. She went to Buckingham Palace* in a mini-
	skirt to get the medal.
	Skill to get the medal.





G At this period Mary started her own cosmetics company. She designed beautiful packaging for it, with the Quant daisy³ symbol. In Quant sold her business to a Japanese company. Now, there are over 200 Mary Quant Colour Shops in Japan, where Quant fashions are still popular.

2) Place the passages in the chronological order and insert the correct time markers. The last passage is in the right place. (understanding chronological order)

1934 • 13 • after school • October 1955 • 1960s 1963 • 1966 • 2000

3) Which statements are true, false or unstated? Mark the statements below with the corresponding letters T, F or U.

• When Mary was thirteen she designed her own school uniform everybody loved.

After school Mary went to London where she started wearing unusual clothes.

¹ fashion — 1) фасон, покрой 2) стиль, мода

² thanks to — благодаря

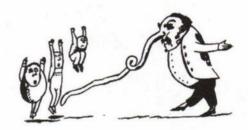
³ **a daisy** ['deizi] — маргаритка

The year of 1955 was important for Mary because she opened her first shop.
Mary Quant's second shop was more popular then the first one.

In the 1960s London became the fashion capital of the world.

- For her work in the fashion industry, Mary got the Quant daisy symbol.
- In 2000 Quant bought 200 shops in Japan and called them Mary Quant Colour Shops.
- Limericks* are typically British humorous short poems.
- 1) Read the limerick below and answer the questions. (reading for detail/understanding text organisation)
- How many lines are there in the limerick?
- Which lines are long? Which are short?
- Which lines rhyme?
- Which line introduces a person?
- Which line has a surprise?

There was an Old Man with a nose, Who said, "If you choose to suppose¹ That my nose is too long, You are certainly wrong!" That remarkable² Man with a nose.



2) Write the missing words from the box into the limerick below.

There was an Old Man on a hill,
Who seldom, if ever, stood;
He ran up and down,
In his Grandmother's
Which adorned³ that Old Man on

a hill — холм still — спокойно a gown — халат



3) Reconstruct a limerick about a young lady of Niger.

There was / They returned / Who smiled / a Young Lady of Niger / from the ride / as she rode on a tiger / on the face of the tiger / And the smile / With the lady inside

¹ to suppose [sə'pəʊz] — предполагать

² remarkable [п'ma:kəbl] — удивительный

³ to adorn = to decorate

Unit 7

Do you have an example to follow?

- 1. Here are the articles about Helen Sharman from British newspapers.
- 1) Why did Helen Sharman get an Order* of the British Empire? While reading guess the meanings of the highlighted words. (reading for detail/guessing meaning by analogy)



Britain's first astronaut, 27-year-old Helen Sharman from Sheffield, is in space!

The Soviet Soyuz spaceship made a launch from the Baikonur cosmodrome in Kazakhstan carrying Miss Sharman, Anatoly Artebartsky and Sergei Krikalyov.

Her parents and sister came to Baikonur and watched how the *rocket* was flying up.

She carries with her a photograph of the Queen, a butterfly brooch that her father gave her and a "space *passport*" if her spaceship lands outside the Soviet Union.*

Miss Sharman, a *chemist* for the Mars chocolate company, won her place in space in 1989 after answering an advertisement she heard on the car radio — "Astronaut wanted.¹ No experience necessary". They chose her from over 13,000 persons to be the British member of the Russian space *mission*. She spent 18 months training in Star City* and now speaks Russian well. Tomorrow, the Soyuz docks with the Mir space *station*. During her eight days in space, Miss Sharman

¹ Astronaut wanted. — Требуется астронавт.

will do medical experiments. She will also take part in a radio-ham test* with British schools and take photos of the British Isles.

18 May 1991

In 7 days, Helen Sharman came back to the Earth in her Soyuz capsule which parachuted into Kazakhstan. When she left the capsule she said: "The air is very fresh. Smell the flowers, they are wonderful." She got an Order of the British Empire* in 1993. Now Helen works as a lecturer and broadcaster on science education.

25 May 1991

- [2] Vocabulary. In the articles, find 12 words and word combinations that can be used to describe a space flight. Write them out and translate them. Use a dictionary if necessary, (quessing meaning by analogy/by context/using a dictionary)
- 3) Write a short article about Helen Sharman to a Guide of British Culture. (transcoding information into some other display/summarizing)

Helen Sharman (1963) is	
In 1991 Helen Sharman went	
Helen spent	
She did	
Today Helen	a lecturer and

- 2. Here is some information from the official royal website.
- 1) Look at the words from the information and try to guess what period in the life of the royal family is described? Read the information and check your supposition. (quessing meaning by context/by analogy)

nation's resistance королевские вооружённые силы war and peace войска Армия air raids troops долг, обязанность a duty служить нации война и мир the Army to serve the nation воздушные налёты Royal Armed Forces

напиональное сопротивление

The period of 1939-1945 contributed much to her popularity. During the war, her actions provided moral support to the British public and the Army. Adolf Hitler called her "the most dangerous woman in Europe". At that time the King and Queen became real symbols of the nation's resistance. When the war began in 1939, there was some suggestion that the Queen and her daughters should evacuate to North America or Canada. But the Queen made her famous answer, "The children won't go without me. I won't leave the King. And the King will never leave." During the Second World War the Queen and her children shared the dangers and difficulties of the nation. She was in Buckingham Palace when

German planes bombed it in September 1940. Elizabeth said, "I'm glad we've been bombed. It makes me feel I can look the East End* in the face." She and the King visited badly damaged areas of the country after the air raids, and they visited hospitals, factories and troops. The Queen supported the Red Cross.* It was her idea to create The Queen's Book of the Red Cross. Fifty authors and painters contributed to the book. People bought the book to help the Red Cross with money. In her Royal duties, the Queen Mother served the nation for about eighty years, working for many charities and supporting the Royal Armed Forces in peace and war.



Queen Elizabeth II (1926-) the queen of the United Kingdom and Northern Ireland since 1952, a daughter of Queen Elizabeth



the Queen Mother (1900-2002) Queen Elizabeth in 1936-1952, the wife of King George VI, the mother of Queen Elizabeth II

2) Look at the portraits and read the captions and the text and decide which person the information is about. (reading for the main idea/matching)

3) Why did the Queen become popular during the war? Match the two parts of the sentences. Prove from the text. (reading for detail)

oral support to the British. e Red Cross. stay in London during the war.
,

4) How do you understand the phrase "I'm glad we've been bombed. It makes me feel I can look the East End* in the face"? (understanding unstated ideas)

3. Here is an extract from The Adventures of Tom Sawyer by Mark Twain.*

1) Which picture goes with this part of the story about Tom Sawyer? (reading for the main idea/interpreting illustrations)



On his way to school after breakfast Tom met Huckleberry Finn, the boy who had no home, no mother and whose father had left the town. All the mothers of the town hated Huckleberry because he was bad, and because all their children admired him, and wanted to be like him. Like all the boys, Tom envied Huckleberry his free life. Tom's aunt didn't want him to play with Huck. So Tom played with him every time he could.

Huckleberry always wore dirty² clothes. He came and went when he wanted. He slept outside in fine weather and he slept in empty barrels³ when it was wet or rainy. He did not have to go to school or to church.⁴ He could go fishing or swimming when and where he chose. He could fight with anybody he wanted and he could sit up as late as he wanted. He was always the first boy to walk barefooted⁵ in the spring and the last to wear shoes again in the autumn. He never had to wash or wear clean clothes. In a word, that boy had everything that made his life wonderful. This was the opinion of every good boy in St Petersburg.*

2) Why did the good boys from St Petersburg envy Huckleberry Finn? Mark the statements true (T) or false (F). (reading for detail)

- 1) Huckleberry Finn was free to do what he wanted.
- 2) Huck could go fishing or swimming when he wanted. _____
- 3) Huck Finn walked barefooted all the year round.
- 4) Huckleberry Finn could play with the children any time they wanted.
- 5) Huck Finn didn't go to school or to church.
- 6) Huck slept in empty barrels in good weather.

¹ **to envy** ['envi] — завидовать

² dirty ['dз:tɪ] — грязный

³ an empty barrel ['bærəl] — пустая бочка

⁴ a church [ʧз:ʧ] — церковь ⁵ barefooted ['beəfʊtɪd] — босой

- 3) The children in St Petersburg envied Huckleberry Finn but did the children understand how hard Huckleberry Finn's life was? In the story find at least five facts of his hard life to prove that there was nothing to envy. (understanding unstated idea)
- 4. Here is the interview with Kelly Holmes, a famous British sportswoman, who won two gold medals at the 2004 Summer Olympics.
- 1) In what kind of sports did Kelly win her gold medals? (reading for specific information)
- It was a physical training *instructor* in the Army. I wanted to do that from when I was 14. I joined the Army before I was 18 and stayed for 9 and a half years. And I had been in athletics since I was 12 years old. So I decided to leave the Army and give 100% to my sport.



— I have tried many sports and when I started running my mother said, "I hope you are going to choose running." I enjoyed all of them but I was good at running. So running was my choice.

- I think yes, but it is not a special thing. Just before big competitions I write a list of the things I need for the competition and put them into my sporting bag the night before.
- No! Taking part in the TV programme was great fun and I really enjoyed it.
 But I got a lot of injuries.¹
- Not to have so many injuries. I always hoped I'd never have one, but they made me stronger.

(from The First News newspaper)

- 2) Find the correct place for each question in the interview. (reading for detail/understanding relations within a text)
- You have been good at judo, volleyball and athletics. Why did you decide to stay in running?

 $^{^{1}}$ an injury ['ɪnʤərɪ] — 1) рана, ушиб 2) cnopm. травма

- 2) Do you ice-skate after Dancing on Ice*?
- 3) When you were younger, what was your dream job?
- 4) If you could change one thing in your life, what would you like to change?
- 5) Do you have a lucky mascot?
- 3) Think of and write down two more questions to ask Kelly Holmes.

Reading lesson

Make the world a better place

- 5. Here is an extract from an article in the Teen Magazine.
- 1) Which titles go with the three parts of the extract? (reading for the main idea)



a head master (директор)

- How to collect books
- Computer master
- Helping to protect dogs

AE

a principal

- Learn to love books
- · A room of broken computers
- Dogs in your community

Stacey Hillman, Florida

Once Stacey has read about police dogs in the newspaper: sometimes their lives are in danger! "I thought about how much I love my dogs and I don't want to lose them. So I need to do something to help to protect the police dogs." At 9 years old, Stacey began a charity organisation to buy bullet-proof vests¹ for dogs. Stacey took her idea to the local police officer and with his help, she created *Pounds to Protect Dogs*. People in her community joined the charity organisation and they started to raise money. The volunteers even washed cars! And they asked different organisations to help. *Pounds to Protect Dogs* has raised \$275,000 and bought vests for 340 dogs in 21 states and *territories*. "My aim is to buy bullet-proof vests for all police dogs because every police dog needs it."

Jacob Komar, Connecticut

When Jacob was 11 years old, a teacher of his sister's school showed him a room where he saw a lot of broken computers. He thought, "I know lots of kids who don't have computers, and they need computers for learning, so why not let the kids have them."

¹ a bullet-proof vest ['bult,pru:f vest] — пуленепробиваемый жилет

The school principal agreed to give Jacob the broken computers and he began to rebuild them. Then Jacob found needy students, gave them the computers, and taught the families to use them.

"Best of all I liked their happy faces. It was like Santa Claus who came in." Jacob rebuilt more than 110 computers. Now he is a college student and he is going to teach others about his computers.

Robin Strump, California

Robin remembers that it was difficult to learn to read when she was a child. But Robin not only learned to read but also she started to love it. "In my home, I have always had a lot of books. And I have always had someone who could sit and read with me." Robin decided to help other students and to teach them to love reading. "My aim was to start a Book Project and to provide needy students with good books." In 5 years, Robin and her friends collected and bought more than 15,000 books. "In one school I met a boy who said he hated reading. I spent a lot of time trying to find a book he'd like to read. At last I discovered that the boy was crazy about sports and he agreed to take a book about a boy who was good at basketball. In 3 days he came to our library again and chose another book. I was happy."

2) What do the following figures tell you about? (reading for specific information)

- twenty-one
- five
- three hundred and forty
- nine, one hundred and ten
- two hundred and seventy-five thousand
- eleven
- [3] There are three parts in the article: about Stacey, Jacob and Robin. In which part can you find the answer to the question? Prove it from the text. (reading for detail)
- How did the idea come to the teenager?
- What was the idea of the student?
- What did the teenager do to realize his/her idea?
- Who helped the teenager to realize the idea?
- How did the teenager help needy students?

4) What did the children get out of their work? (reading for detail)

- 5) Do you think that Stacey, Jacob and Robin are examples to follow? Why? (expressing personal opinions)
- 6) Do you know such people like Stacey, Jacob and Robin? What do they do to help some other people?

How do you spend your free time?

- 1. Here are some stories from children's magazines in which British children wrote about their favourite hobbies.
- 1) What is each story about? Match the title with the story and pictures on p. 62. (reading for the main idea)
 - A. The more the better!
- B. Sweet tooth
- C. Car crazy
- 1 I first became interested in collecting candles at the age of six when my dad brought me two from Guernsey. Now it is my main interest. I love collecting them because of the smell they sometimes give, also the colour. I have 48 candles now, six I made myself. Candle collecting is a fun hobby because it is interesting to see all the different types and how they are made. I also keep a diary of the candles, writing all the details like who bought them for me. (Emily, 14)
- 2 I took up collecting packets of sweets from over the world four years ago. I got the idea after reading *Charlie and the Chocolate Factory.** It's fun, cheap and makes it easy for people to buy me presents when they go on holiday! Also it is a good way to remember where I have been. (Gareth, 11)
- 3 I took up my first collection when I was 8. I was always thrilled by cars. Now I have more than 10 collections, including old toy metal motorboats from Japan, James Bond* toys and rare Action Men.* I think that they are very entertaining. I'm really happy with the number of cars I've collected but I still want to have more. (Justin, 12)



2) What collections do the children have? Fill in the table. (reading for specific information/making notes)

Who?	What collection?	Why?

3) How will you translate the titles? (learning to translate)

2. The following story is about a popular sport.
1) Choose the best title for the story. (reading for the main idea)
A Skateboarding is a popular sport.
B The history of skateboarding.
C A new sport is born!



skate v + board n = skateboard n - ? skateboard n - skateboard v - ? skater n - ?

skateboarding n-? skateboarder n-?

- In 1950s, in America, surfers decided to surf on the land. They used the wheels from roller skates, and it was fun! So, a new sport was born. It was called skateboarding.
- 2) But then skateboards suddenly disappeared. People were bored with them. There were no skateboarders in the street.
- 3) In the film Back to the Future (1985), Michael J. Fox* ran away from the past on a skateboard, and the sport was born again.
- 4) In 2004, an international Go Skateboarding Day was created. It is celebrated every year on June 21st.
- 5) For about twenty years, skateboarding was the most popular sport. Everyone wanted to be good at skateboarding. Everyone wanted a skateboard for Christmas. There were magazines about skateboarding, and there were World Skateboard Championships.
- 6) Nowadays skateboarding is popular again. You can also see skateboarders in the streets and in the parks. Their boards are brightly coloured. Skateboarders can do very difficult tricks. To protect themselves they wear helmets. Many British children are keen on skateboarding. They can go to local skate parks and enjoy their favourite sport. PlayStation Skate Park is London's biggest skate park. Children can skate, ride their bicycles and go skateboarding there. Every year there are competitions and famous skaters come there.

2) Put the story of skateboarding in chronological order, (understanding chrono-

logical order)
3) According to the story, mark the following statements true (T) or false (F) (reading for detail)
1) Skateboarding is an American sport
2) Skateboarding has always been popular since 1950s
3) Skateboarding became popular again after the film Back to the Future.
4) People can't skateboard in parks
5) Go Skateboarding Day is celebrated in many countries
6) PlayStation Skate Park is the biggest skate park in England

4) Make captions in the picture on p. 62.

A day out in London

- 3. There is a lot to see and do for people of all ages in their free time in London.
- 1) Which of the following can people find at outdoor events? Match the English phrases with the translations. (guessing meaning by context)

herbs, plants and flowers

for sale

homemade food

guided walks

live music

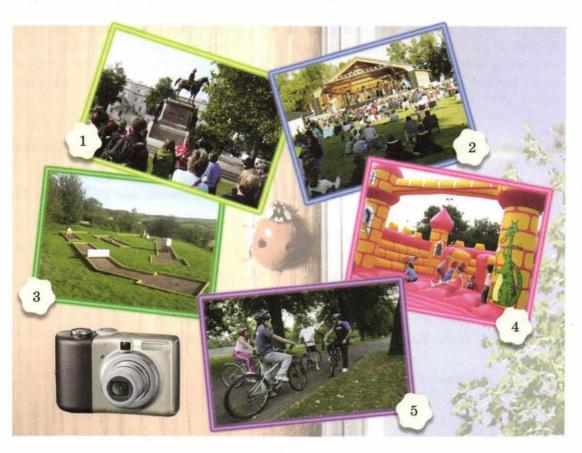
free admission

бесплатный (свободный) вход еда домашнего приготовления прогулки с экскурсоводом травы (специи, лекарственные), растения,

цветы, выставленные на продажу

живая музыка

- 2) Look through five Internet advertisements of some events for children. Match the title of the event with the advertisement. One title is extra. (reading for the main idea)
- A Open Garden
- C Sports and Cycling Festival F Family Dance
- D Family Concerts
- B Story of London Festival E Charlotte Street Festival



1) The festival is a day of activities for the whole community. One of the highlights of the festival is the fantastic Cycling Zone which includes crazy bikes tricks, roller race, and bicycles for sale. There'll be something for everyone to try out in our Sports Zone including climbing walls, and sports games like basketball, netball, baseball, volleyball, skateboarding, cricket, judo and rugby to name just a few. In the Family Area, the little ones will be entertained with different games, bouncy castles* and crazy golf.* You can also visit the amazing Dance Zone where dance groups will perform during the day.

Admission is free.

2) Come and enjoy our concerts, a musical playground with an orchestra where everyone can listen, learn and join in the fun and games. Go on a musical treasure hunt, take a musical quiz, or play musical chairs.* So join us for a musical holiday.

Admission: Adults £8, Children £6.

3) Come and meet Thrive, the small national charity that uses gardening to change people's lives, at our beautiful herb garden in Battersea Park. There will be herbs, salad plants and delicious homemade food for sale. There will also be great activities for children including pot painting, face painting and a treasure hunt.

Admission is free but donations are welcome.

4) Celebrating London's past, present and future, the festival programme includes music, film, guided walks and family-friendly activities.

Highlights of the month-long festival are:

Walking Weekend A chance to take part in more than 120 walks with expert London guides. Tours are given in different languages, including Polish, Japanese and Russian.

Film Weekend A weekend of film and music including live per-

formances by musicians from a jazz club and free film showings.

If you want to make your own plans, you can use the events calendar to look for daily events and admission.

5) The English Folk Dance invites you to take part in our family-friendly programme of monthly events at Cecil Sharp House. Join in dancing from the British Isles. Live music is played by the Black Pig Band with instructions for all dances coming from friendly Jane Pfaff. Absolutely no dance experience needed! This is an event for children of all ages and their parents.

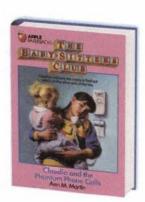
Admission: Child £5, Adult £1.

3) Which event provides the things from ex. 1.1)?

4) Which ad gives information on the following questions? Fill in the table with the answers. (reading for specific information/making notes)

a Stewarters of Supers	Ad 1	Ad 2	Ad 3	Ad 4	Ad 5
1) Where is the event organised? 2) How long does the event last? 3) How much are the tickets?		-		Ą	
4) What activities can visitors join in?	-				
5) What activities are provided for little children?					
6) Does the event raise money for charity?					

- 5) Which adjectives do the ads use to attract visitors? Translate the sentences with them. (identifying the function of a text)
- [a] 6) Which event would you like to visit (take part in)? Why? (expressing personal opinions)
- 7) Reader ex. 4.
- 4. Claudia from Claudia and the Phantom Phone Calls* by Ann M. Martin describes one of her school parties.
- 1) Read Claudia's story and put the missing parts of the sentences (A-E) in the correct places (1-4). One answer is extra. (understanding relations within a text)
- A in the main gymnasium from four o'clock until six o'clock
- B the night before the dance
- C got to the school gymnasium
- D in my office after the last bell
- E saw my friends there



On Thursday night, (3) _____, Stacey and Kristy and I ran around to each of our houses, trying on our dance clothes. We decided not to go in costume. We wanted to look nice. Stacey and I chose jeans and sweaters. We couldn't talk Kristy out of a jumper.

The next day, after changing out of my school clothes into my dance clothes, I (4) _____. The Halloween Hop was terrific. Kristy and Alan were there, and

so were Stacey and Pete. Mary Anne didn't go, and seemed quite happy about it. Trevor and I talked and laughed about his phone calls. When we ran out of things to talk about, we danced. To be honest, Trevor isn't very good at dancing and neither am I, but we had fun — lots of fun — anyway. I had a new friend.

2) Vocabulary. Claudia describes how she and her friends prepared for the Halloween Hop.

Write down the meaning of the verbs in the second column in the table. Find out what postposition is used after the verbs in the story and write down the phrasal verbs in the third column in the table. Match the phrasal verb with its meaning in the fourth column. (understanding phrasal verbs)

Verb	Meaning	Phrasal verb	Meaning
run		1)	а) кончаться
try		2)	b) отговорить
talk		3)	с) бегать туда и сюда
run		4)	d) примерять

3) Grammar. Who is the following information about? Match the two sentences.



So and neither

Иногда информация об одном человеке относится также к другому человеку. В этом случае используется краткое утвердительное предложение со словом **so** или краткое отрицательное предложение со словом **neither**.

So и **neither** употребляются со вспомогательным или модальным глаголом, который соотносится с глаголом полного предложения.

So или neither стоит перед подлежащим.

Kristy and Alan were at the party, and so were Stacey and Pete. (Stacey and Pete were there, too.)

Trevor isn't very good at dancing and neither am I. (I am not good either.)

- 1) Stacey and Claudia ran around to each of their houses.
- 2) Kristy and I were trying on dance clothes.
- 3) Claudia didn't want to go to the party in costume.
- 4) Kristy and Alan were at the party.
- 5) Stacey couldn't talk Kristy out of wearing a jumper at the party.
- 6) Stacey decided to wear jeans at the party.

- a) So did Claudia.
- b) Neither did Stacey.
- c) So was Stacey.
- d) Neither could Claudia.
- e) So was Pete.
- f) So did Kristy.

- 4) What advertisement about the Halloween Hop was there at the school noticeboard? What do you think? Design a poster, (creative writing/transcoding information into some other display)
- 5. Claudia and Charlotte, from Claudia and the Phantom Phone Calls* by Ann M. Martin, were going to watch TV.
- 1) Vocabulary. In what order did the girls do the following things? What do you think? Match the English phrases with the translations and put the numbers. (guessing meaning by context/anticipating)

 turned	on	the	TV

- _____ switched from channel to channel
- ____ tuned in the UHF stations
- ____ watched a commercial
- ____ watched a spooky film
- _____ found a cooking show

- переключали с канала на ка-
- настраивали на дециметровые каналы
- включили телевизор
- нашли программу «Кулинарное шоу»
- смотрели страшный (о привидениях) фильм
- смотрели рекламу

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

"Quick, let's turn on the TV," said Stacey.

She and Charlotte ran into the family room. They started switching from channel to channel. They found an interview, a cooking show, and two news programs.

"Boring," said Stacey. "Let's put on MTV. At least we could hear some good music."

"What's MTV?" asked Charlotte.

"Music Television."

"Boring, boring," said Stacey.

Flick, flick, flick. They looked at all the regular channels and even tried to tune in some of the UHF stations.

"Boring," said Charlotte.

"Hey", said Stacey. "Here's something." She tuned into Channel 47 and saw the words SPOOK THEATRE.

"Ooh, spooky!" said Charlotte.

"It's better than anything else that's on."

"Okay," agreed Charlotte.

Stacey and Charlotte watched a commercial that showed a can of cleanser dancing around a bathroom. Then the words SPOOK THEATRE appeared again, and finally the movie began.

3) Which programmes did the girls watch? Which programmes didn't they watch? Fill in the table. (reading for detail)

a film a tin

a programme a theatre

AE

a movie a can

a program a theater

What are the most famous sights of your country?

1. Here is some information about the Tretyakov Gallery from the Guide for foreign tourists.

1) Why are foreign tourists suggested to visit the Tretyakov Gallery? (reading for the main idea)

Welcome to the Tretyakov Gallery, one of the greatest museums in the world. Pavel Tretyakov started his famous collection in the year of 1865 and that was the year when the Gallery began. Tretyakov wrote in 1869, "I'd like to leave a national gallery, that is, a gallery with works of Russian painters." The years passed, and in 1892, when the collection already included about 2000 works, Pavel Tretyakov gave it to Moscow. Together with Pavel Tretyakov's collection, Moscow got the collection of Western European art of his brother Sergei, who had died before the Gallery opened. Today these works are in the collections of the Pushkin Museum of Fine Arts* and in the Hermitage.*

Pavel Tretyakov was an outstanding¹ person: a hard-working businessman and a philanthropist.* "... since I was a child I wanted to make a lot of money and to give it back to the people in the form of some useful institutions.² This idea was with me all my life." And he started a wonderful monument to the idea – the Gallery and he helped many needy painters. Now the collection of the Gallery has more than 100,000 works, about 50,000 of which tourists can see in the Gallery.

The Tretyakov Gallery is in Lavrushensky Lane now and its wonderful building is one of the most famous Moscow sights.

Thousands of tourists come to the Gallery every day (except Monday) and enjoy its masterpieces.

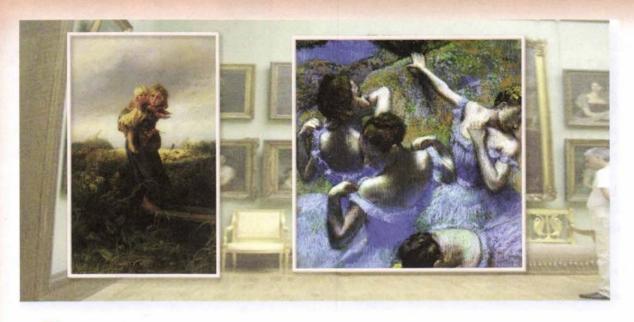
2) Find the correct place for the three parts of the information about the Gallery. (reading for the main idea)

- Location
- History of the Gallery
- Working hours

3) Which painting is housed in the Tretyakov Gallery and which one is housed in the Pushkin Museum of Fine Arts? (interpreting illustrations)

¹ outstanding [aut'stændin] — выдающийся

² an institution [,insti'tju:fn] — учреждение



4) Illustrate the posters for Russian and for foreign tourists with the information about the Gallery. (transcoding information into some other display)

State	Tretya	kov	Gal	lerv

founded in _

Location: ____12___

Working hours: 10.00-19.30

Tickets: 250 roubles (adults)

150 roubles (pupils and students)

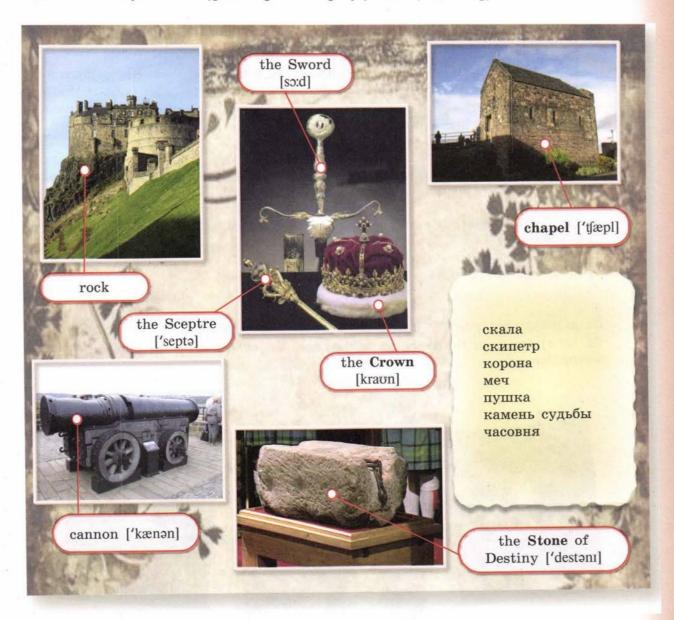


- 2. Here is some information about Edinburgh.
- 1) Where do you think the information about Edinburgh come from? (reading for the main idea/identifying the type of text)

a newspaper article • a tourist guide

a history book • a story

2) Which of the following are the Honours of Scotland*? Match the words with their Russian equivalents. (guessing meaning by pictures/matching)



Edinburgh, the wonderful capital of Scotland, attracts people from all over the world. It has beautiful houses, very old streets, beautiful bridges and green parks. And the magnificent castle on the rock.

Indeed, Edinburgh is one of the most beautiful and romantic capitals in the world.

More than 340 million years ago there was an active *volcano* in this region which left a *volcanic* rock. The Old Town stands on the rock today. The fortress Din Eidyn that was built on the top of the rock in 630 AD* became the Castle of Edinburgh – the national symbol of Scotland.

St Margaret's Chapel is the smallest and the oldest building in the Castle. In the Castle you can see Mons Meg, a very big and very old cannon. The Palace was the residence of Scottish kings and queens. In the Palace you can see the Honours of Scotland: the Crown, the Sword and the Sceptre and also the Stone of Destiny. All Scottish and then British kings used this big grey stone in the coronations.*

Outside the Castle there is the Castle Esplanade.* There you can enjoy the famous Military¹ Tattoo* that takes place every August. It is so famous that the tickets are sold out about 6 months in advance! Here you can see Scottish dances, marching soldiers and listen to military music.

Edinburgh is the city you'd like to come back to.

3) What are the sights and events of Edinburgh? Match the names with what they are. (reading for detail/understanding references)

- 1) Mons Meg
- 2) the Castle Esplanade
- 3) the Fortress Din Eidyn
- 4) the Military Tattoo
- 5) St Margaret's Chapel
- a) the Castle of Edinburgh now
- b) the oldest building in the Castle
- c) a big old cannon
- d) a square for military parades
 - e) a military parade

3. In the ancient times there were the 7 Wonders of the World.

[1] Which of the Wonders is the story about? (reading for specific information/matching)



the Temple of Artemis* at Ephesus

¹ military ['mɪlɪtərɪ] — военный

You have probably heard of Alexandria.* That city was founded by Alexander the Great.* It was famous for its library that housed about 5,000,000 manuscripts, and, of course, for its lighthouse.

If you look up the word "lighthouse" in French, Italian or Spanish dictionaries, you will find "pharos" ['feəros]. Pharos was the name of the island near Alexandria where the famous lighthouse stood. So the lighthouse is known as the Pharos of Alexandria.

The lighthouse was designed by the Greek architect Sostratos. It was finished in about 280 BC.* The tower was 120-metres high. It was made of stone. One part of the tower was decorated with many bronze statues. The lighthouse was famous for many reasons. The Pharos of Alexandria was the tallest building on Earth. It was one of the most beautiful buildings of the ancient world. Its mirror¹ was a mystery.² It could reflect³ light more than fifty kilometres away. Legend says that the mysterious mirror could even destroy enemy ships before they got to Alexandria. The lighthouse showed many ships the way to Alexandria.

The Pharos of Alexandria stood for 1500 years. It was destroyed by the two strong earthquakes⁴ of 1303 and 1323.

- 2) What was the Pharos of Alexandria built for? (reading for detail)
- 3) Which questions have the answers in the story? (reading for detail)
- 1) What was Alexandria famous for?
- 2) Why do the French, the Spanish and the Italians use the word "pharos" for "lighthouse"?
- 3) Who designed the famous lighthouse?
- 4) What was special about the bronze statues of the lighthouse?
- 5) What was the lighthouse famous for?
- 6) What did the Pharos of Alexandria look like?
- 7) What does legend say about the building of the lighthouse?
- 8) What was mysterious about the lighthouse?
- 9) What destroyed the famous lighthouse?

Reading lesson

A tour to Liberty Island

4. Here is an extract from the book Statue of Liberty Adventure by Ellen Kushner.

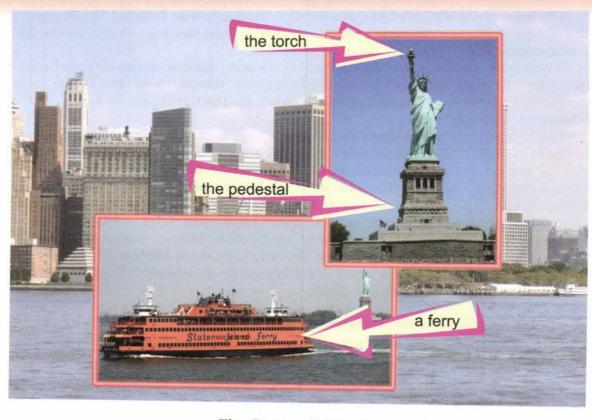
1) In what country does the Statue of Liberty stand? (applying background knowledge/guessing meaning by pictures)

¹ **a mirror** ['mɪrə] — зеркало

² a mystery ['mistəri] — тайна

³ to reflect [п'flekt] — отражать

⁴ an earthquake ['з:Өkwcik] — землетрясение



The Statue of Liberty

2) Why did the children arrive at Liberty Island? While reading match the words with their meanings. (choosing meaning that fits the context)

convince	лестница
spirit of liberty	узкий
ladder	убеждать
narrow	ступенька
step	дух свободы

As your ferry comes nearer to the little island, the figure of the woman becomes larger and larger. The Statue of Liberty is huge!

On Liberty Island your class is met by Kathy. Kathy is a guide and she explains all about the statue to you.

The Statue of Liberty, she tells you, was the idea of the French sculptor Frédéric Auguste Bartholdi. He convinced the French people to give it to America as a gift, in honour of friendship and love of liberty we shared. The sculptor thought that the statue could arrive in 1876 when the USA celebrated its 100th birthday. But it took time to raise money for the statue and it arrived in the USA in October 1886.

"Who's it a statue of?" Eileen asks.

"Nobody knows whose face the statue has," Kathy tells her, "but some people think it's Bartholdi's mother. The statue represents the spirit of liberty. Did you know that its real name was 'Liberty Enlightening the World*'?"

"Is that because of the light of the torch?"

"Yes, the torch represents the light of liberty across the ocean to Europe and Africa."

"Can we climb up in the torch?"

"Liberty's torch is closed to the public. It's safe but the ladder inside the torch is narrow that a group of people can't climb it."

"Awww," some kids say.

Kathy says, "Oh, you'll do a lot of climbing before the day is over. The statue is a hundred and fifty-one feet high. It is placed on pedestal that is eighty-nine feet high. You can take an elevator to the foot of the statue, but from there you have to climb a hundred and seventy-one steps to get to the top of the head, where you can look out and see the most beautiful parts of New York!"

"Let's go," LeRoy Barth says.

"First," Kathy says, "I'll take you inside pedestal to see the American Museum of *Immigration*. The Statue of Liberty was the first thing that *immigrants* saw when their ships came into New York Harbour."



3) Find the English equivalents of the following Russian words and expressions. (learning to translate)

- ... передать Америке в качестве подарка ...
- ... заняло время, чтобы собрать деньги ...
- Кто позировал для статуи?
- ... олицетворяет дух ...
- ... символизирует свет ...
- сто пятьдесят один фут высотой.
- ... размещён на пьедестале ...
- ... подняться на лифте ...
- ... подножие статуи ...
- ... добраться до вершины ...
- Сначала ...
- Я поведу вас ...



4) Are these facts true (T) or false (F)? (reading for detail)

- The USA was founded in 1776. ______
 The name of the sculptor who designed the statue was Frédéric Auguste Bartholdi. ______
- 3) The Statue of Liberty was created in the USA.
- 4) The Statue of Liberty was brought to the USA in 1876. _____
- 5) The Statue of Liberty stands on Liberty Island. _____
- 6) There is a museum at the foot of the statue.
- 7) The museum tells the tourists about the history of the city. _____

5) Write a short article about the Statue of Liberty to a Guide of British Cultu (transcoding information into some other display/summarizing)		
The Statue of Liberty was create	ed in	by
The French decided to		
The statue arrived in	in	
The Statue of Liberty is placed of	on	in

Linguistic and cultural guide

- acrostic [ə'krɒstɪk] акростих a poem in which each line begins with a different letter and all the letters together spell a word or a name.
- Action Man ['æksən mæn] солдат a doll dressed as a soldier and played with usually by boys in the UK.
- AD [,ei 'di:] (abbrev. for Anno Domini) нашей эры used to show that a date is a particular number of years after the birth of Jesus Christ.
- Alexander the Great [ælig,zɑːndə ðə 'greit] (356-323 BC) Александр Великий (также Александр Македонский) a king of Macedonia who, while he was still a young man, took control of Greece, Egypt, and most of the countries to the east of the Mediterranean Sea as far as India. He established (основал) many cities including Alexandria in Egypt, and is considered (считается) one of the greatest military leaders in history.
- Alton Towers Park [,c:ltən 'tauəz ,pα:k] Олтен тауэрз парк one of the biggest theme parks in England, including more than 125 attractions.
- Arbor Day ['a:bə dei] День древонасаждений a US holiday when people plant trees.
- Artemis ['a:timis] Артемида in Greek mythology, the goddess (богиня) of hunting and the moon. In Roman mythology her name is Diana.
- Battle of Solferino, the ['bætl əf ,sɒlfə'ri:nəʊ] битва при Сольферино the greatest land battle between the Austrians and the French armies. It took place on June 24, 1859. The battle took place near the village of Solferino, Italy. The battle resulted in over 6,000 people being killed.
- BC [,bi: 'si:] (abbrev. for Before Christ) до нашей эры used to show that a date is a particular number of years before the birth of Jesus Christ.
- Bond, James [bond, deimz] Джеймс Бонд a character in the books by Ian Fleming, and in the films based on these stories. James Bond is a secret agent who works for the British government (правительство) and is sometimes called "007".
- bouncy castle [,baunsi 'ka:sl] «прыгающий за́мок» an inflatable (надувная) model of a fairytale castle with an area for small children to jump on for fun.
- Buckingham Palace [,bʌkɪŋəm 'pæləs] Букингемский дворец (главная королевская резиденция в Лондоне) the London residence of the British Queen. It was built for the Duke of Buckingham (герцога Букингемского) in the early 18th century.
- Castle Esplanade [,ka:sl ,esplə'neid] замковая эспланада a parade ground at Edinburgh Castle created in 1753. Along the northern side of the esplanade are a number of statues and monuments.
- Charlie and the Chocolate Factory [,tʃɑ:lɪ ənd ðə 'tʃɒklɪt ,fæktərɪ] «Чарли и шоколадная фабрика» a well-known children's story by Roald Dahl about a poor boy who wins the chance to tour a magical chocolate factory.

- Claudia and the Phantom Phone Calls ['klo:djə ənd ðə ,fæntəm 'fəun ,ko:lz] «Клаудия и телефонные звонки призрака» a book from the very popular "the Baby-Sitters Club" series by Ann M. Martin about different adventures of four friends Kristy, Claudia, Mary Anne and Stacey.
- coronation [,kprə'neɪʃən] коронация the ceremony at which a king or queen is crowned. In Britain, this is held in Westminster Abbey.
- crazy golf [,kreizi 'gplf] «весёлый гольф» a game like golf, played for fun outdoors, in which players hit a small ball through various silly and amusing obstacles (препятствия), over bridges and small hills, etc.
- Dahl, Roald ['da:l, 'rəvəld] (1916-1990) Роалд Дал a British writer. R. Dahl's parents were Norwegian, but he was born in Wales, UK. He started writing short stories in 1942. His collections of short stories are translated into many languages and are bestsellers all over the world. His children's books Matilda, Charlie and the Chocolate Factory and many others are popular all over the world.
- dame [deɪm] (also Dame) дейм (in Britain) the title of a woman who has been given the OBE* or any of certain other awards by the King or Queen.
- Dancing on Ice [,da:nsin ən 'ais] «Танцы на льду» a British TV show, in which celebrities (знаменитости) and their professional partners compete in figure skating in front of a panel of judges (судьи). The first season of the show took place in 2006. Jayne Torvill and Christopher Dean, famous British ice dancers who won gold medals at the 1984 Winter Olympics and bronze medals at the 1994 Winter Olympics, help to train dancers; they also appear throughout the show with comments and advice. There are 2 Russian versions of the show: Ice Age («Ледниковый период»), Cnannel One, and Star Ice («Звёздный лёд»), TV Channel Russia.
- Danziger, Paula ['dænzīgə, 'pɔːlə] (1944-2004) Пола Дэнзигер a US children's author. She lived in New York City. She wrote more than 30 books.
- Douglass, Marjory Stoneman ['dʌgləs, ,maːʤərɪ 'stəunmən] (1890-1998) Марджори Стоунмен Дуглас an American author and environmentalist, she devoted (посвятила) her life to writing about the beauty and the environmental usefulness of the Everglades. In 1969 she helped to found Friends of the Everglades. The newspapers called her Mother Nature. She had a lot of honours.
- East End [,ist 'end] (also East End of London) Ист-Энд the eastern part of central London containing (содержащая в себе) much of the docklands (районы доков). It is thought of by many people as a poor, rough (беспокойный) area, but one of great character and friendliness among the working people who live there. It is now changing because of the introduction of new industries and very expensive housing bought by the rich.
- Easter ['istə] Hacxa a Christian festival that occurs on a Sunday in March or April or May.
- Eiffel Tower, the [,aifəl 'tauə] Эйфелева башня а 300-metre-high metal tower in the centre of Paris. The Tower was built in 1887-1889. It is recognised as one of the important symbols of France.

- Einstein, Albert ['ainstain, 'ælbət] (1879-1955) Альберт Эйнштейн a US physicist and mathematician, born in Germany, who developed the theory of relativity (теория относительности), which completely changed the way that scientists understand space and time. He was one of the greatest scientists ever born, and people sometimes use the name Einstein to talk about someone who is very intelligent.
- FA Cup, the [,ef ei 'kap] (Football Association Cup, the [,fotbo:lə,səusi'ei[ən 'kap]) Кубок Футбольной ассоциации one of the main competitions of the football season, organised on a knock-out basis (по олимпийской системе), with the final match (Cup Final) to decide the winner of a series of matches. This is the biggest day in the football calendar. Two English football clubs play to win the FA Cup. Scotland has its own FA Cup Final, played at Hampden Park in Glasgow.
- field trip ['fi:ld trip] экскурсия с учебными целями a week away from home in a study centre where pupils not only practise various skills in geography, biology and history but also enjoy spending time with people of their own age, walking and playing games.
- First News [,f3:st'nju:z] «Новости из первых рук» the only (единственная) weekly (еженедельная) national newspaper for children, started in May 2006 by a team of journalists to get children interested in the news. It has 24 pages. The newspaper covers the following topics: world and UK news, the environment and animals, sports and health, entertainment, books, puzzles and competitions.
- Fox, Michael J. [foks, 'markl dʒer] (1961-) Майкл Джей Фокс a Canadian-born actor who has appeared in American films, for example, Back to the Future parts 1, 2, and 3.
- frontier (days) [,frantiə'deiz] время продвижения переселенцев (колонистов) в США a period in the history of the United States of America (within the 18th and 19th centuries) when people moved west to enter wild, unknown land and helped to increase the size of the United States. These people were called frontiersmen.
- Gibson, Fred ['gibsən, fred] (1908-1973) Фред Гибсон an American writer. He is best known for writing the novel Old Yeller (1956), which became a popular 1957 Walt Disney film. Gibson was born on a farm in Texas. After working at different farming jobs, he entered the University of Texas at Austin in 1933. There he wrote for The Daily Texan and The Ranger, but he left school before graduating to become a newspaper journalist.
- Halloween [,hæləʊ'i:n] Хэллоуин the night of October 31, when children play tricks while wearing false faces and strange clothes.
- Henry II [,henri ðə 'sekənd] (1133-1189) Генрих Второй the king of England from 1154 until 1189.
- Hermitage, the ['hз:mitid3] (from the French word ermitage место уединения) Эрмитаж a museum in St Petersburg. It is the largest arts museum in Russia and is famous throughout the world. It is the second largest museum in the world after the Louvre (Лувр) in Paris. It was founded as a private

- (частная) collection of Empress Catherine II in 1764 and was opened for the public in 1852. Now the museum has several buildings, one of them is the Winter Palace.
- Honours of Scotland, the [,pnəzəv'skptlənd] (also known as the Scottish regalia and the Scottish Crown Jewels) сокровища шотландской короны dating from the 15th and 16th centuries, are the oldest set of Crown Jewels in the British Isles. The existing set was used for the coronation* of Scottish monarchs from 1543 to 1651. They have been used on State occasions. There are three primary elements of the Honours of Scotland: the Crown, the Sceptre, and the Sword of State. These three elements also appear upon the crest of the Royal coat of arms of Scotland (на украшении наверху королевского гербового щита Шотландии), where the red lion of the King of Scots is depicted wearing the Crown and holding both the Sword and the Sceptre.
- International Red Cross and Red Crescent (organisation), the [,intə'næʃənəl ,red 'kros ənd ,red 'kresənt] Международный Красный Крест и Красный Полумесяц an international organisation with about 97 million volunteers all over the world. It protects people's lives and supports people suffering (страдающих) from wars and natural disasters (бедствия).
- Kent [kent] Keнт a county (графство) in South Eastern England. Fruit is its main product, that is why Kent is usually called the "Garden of England".
- Kings Road [,kinz 'rəud] Кингз-Роуд an area of London including a road which was known as the centre of fashionable life in the 1960s, esp. among young people. It is still fashionable, but has become much more expensive.
- Knightsbridge ['naɪtsbridʒ] Найтсбридж a district of central London which has a number of expensive, fashionable shops, and where it is generally very expensive to live.
- Lake District, the ['leɪk ,dɪstrɪkt] Озёрный край an area of lakes and mountains in the northwest of England.
- Liberty Enlightening the World [,libəti in,laitənin дә 'ws:ld] Свобода, озаряющая мир the official name of the Statue of Liberty.
- limerick ['limərik] лимерик type of humorous poems with five lines, the first two rhyming with the last. The most famous writer of limericks was Edward Lear. His humour was based on absurd situations, but most modern limericks are usually satirical.
- lunch hour ['lant], ava] обеденный перерыв the period of time in the middle of the day, when people stop work and have something to eat. Schoolchildren may go home to dinner or may stay at school. If they stay at school, pupils may have a meal in the school cafeteria or they can bring their own packed lunch and eat it in their social area. Then they can sit or play quietly in their social area, they can read in the library, they can join in clubs or sport, and they can go outside to run about.
- Military Tattoo [,mileteri te'tu:] военный парад was originally a military drum performance. It dates from the 17th century. The Edinburgh Military Tattoo is a show given by military bands and display teams in the Scottish capital,

- Edinburgh. The event takes place annually (ежегодно), at the same time as the Edinburgh Festival. The Tattoo began in 1950 with just 8 items in the programme. Every year, an average (в среднем) of 217,000 people gather at Edinburgh Castle to watch the famous Military Tattoo.
- Mir space station, the ['mir 'speis ,steifn] орбитальная станция «Мир» a Soviet (and later Russian) orbital station, it was the world's first long-term research (исследовательская) station in space, and the first "third generation" (третьего поколения) type space station. The station began its work in 1986. The Mir space station spent 5,511 days in orbit. The decision was made to stop its work and in March 2001 the station was destroyed.
- Missouri [mr'svərī] Миссури a state in central USA, an industrial and farming area.
- Moon, Pat [mu:n, pæt] Пат Мун an American author of children's books and young adult books, the most popular of which are Ghost of Sadie Kimber (Orchard Black Apple Fiction 10+), Do Not Read or Else!, The Spying Game.
- Museum of London, the [mju:'zi:əm əv 'lʌndən] музей Лондона a splendid museum which traces the history of London and its people from prehistoric times to the present day.
- musical chairs [,mju:zikl 'tʃeəz] «музыкальные стулья» a children's game in which all the players must sit down on a chair when the music stops, but there is always one chair less than the number of people playing.
- Nebraska [nı'bræskə] Небраска a state in central USA.
- Oliver ['plivə] Оливер a character of the book Oliver Twist by Charles Dickens. Oliver is a poor boy who is brought up (воспитывается) by a good man, Mr Brownlow. The musical Oliver was based on this story.
- Order of the British Empire [,э:dər əv ðə ,britiʃ 'empaiə] (also the Most Excellent Order of the British Empire, OBE) орден Британской Империи a British order of chivalry (рыцарство) established (учреждённый) on 4 June 1917 by King George V. The Order includes five classes in civil and military divisions. Only the two highest ranks entail admission into knighthood (влечёт за собой принятие в дворянство), an honour allowing the recipient (позволяющая получателю) to use the title "Sir" (Сэр) or "Dame" (Кавалерственная дама) before their first name (for example, Dame Kelly Holmes).
- Oxford ['pksfed] Οκοφορμ a city on the Rivers Thames and Cherwell in Oxfordshire, southern England. It has many beautiful old buildings and is famous for its university.
- **philanthropist** [fi'lænθrəpist] филантроп a person who helps those who are poor or in trouble, especially a rich person who gives generous (щедрый) gifts of money.
- Pushkin State Museum of Fine Arts, the [,puʃkin ,steit mju:,zi:əm əv ,fain 'a:ts] Государственный музей изобразительных искусств им. А. С. Пушкина — a museum in Moscow which has one of the largest art collections in Russia and in the world.

- It was founded by Ivan Tsvetayev (Иван Владимирович Цветаев) and Yuri Nechaev-Maltsev (Юрий Степанович Нечаев-Мальцев (по другим источникам Нечаев-Мальцов) and opened in 1912.
- radio-ham test [,reidiəvhæm 'test] проверка любительской радиосвязи 1) trying to contact school radio amateurs (радиолюбителями) from space to see if they can connect (могут связаться) with the spaceship 2) in Britain and in the USA, it is necessary to have a licence (лицензию) to operate a ham (любительское) radio, a test has to be taken to gain (получить) this licence.
- Red Cross, the [,red 'krps] Красный Крест см. International Red Cross and Red Crescent (organisation).
- sleepover (party) ['sli:pəuvə] (also known as a pyjama party/a slumber party) детская вечеринка по поводу дня рождения или какого-либо другого праздника с ночёвкой a party where a guest or guests are invited to stay overnight. They are often combined with a birthday party. Typical activities include staying up late, talking, playing board games, watching movies, ordering pizza, eating sweets, building forts out of pillows and blankets (подушки и одеяла), having pillow fights, or, for girls, having a "spa night", in which girls polish their nails and toes and put on face masks. Sometimes, sleepovers can have a theme, like dressing up as a favourite book character or a Christmas or Halloween sleepover.
- Soviet Union, the [,səʊvɪət 'juːnjən] Советский Союз between 1917 and 1991 was the largest country in the world. It included 15 republics, the largest of which was Russia.
- Spark, Muriel (Sarah) [spa:k, 'mjvэггэl] (1918-2006) Мюриэл (Сара) Спарк a Scottish novelist, poet and short-story writer. She is best known for *The Prime of Miss Jean Brodie* (1961), which was later successfully filmed. In 1993 M. Spark was made a dame* (also Dame).
- Sports Day ['sports der] День здоровья on this day pupils do not have lessons but take part in different sporting events.
- St Petersburg [snt 'pi:təzbɜ:g] Санкт-Петербург a small town in the state of Mississippi, the USA. It is common for Americans to give names of big and famous cities to small towns in the USA.
- Star City [,sta: 'sɪtɪ] Звёздный городок a town near Shchyolkovo in the Moscow Region some 32 km northeast of Moscow. Cosmonauts have lived and trained in Star City at the Gagarin Cosmonauts Training Centre, since the 1960s.
- swinging sixties, the [,swinin'sikstiz] «бушующие шестидесятые» the years 1960-1969 in Britain and the USA, esp. in the sense of the freedom young people felt to wear unusual clothes and discuss new ideas.
- Twain, Mark [twein, ma:k] (1835-1910) Марк Твен an American writer best known for his novels *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. His real name was Samuel Langhorne Clemens.
- village green [,vilid; 'gri:n] «виллидж грин» a grass area of common land found in or near the centre of many villages, and often serving as a recreational area or a place for public gatherings.

- Wilson, Jacqueline ['wɪlsən, 'ʤækliːn] (1945-) Жаклин Уилсон a British writer born in Bath, England in 1945. Childrens writer Jacqueline Wilson became the UK's most popular author in 2004. Her works include The Illustrated Mum («Разрисованная мама»), Double Act and The Story of Tracy Beaker. These books have all been filmed for TV.
- World Federation of Great Towers, the [,w3:ld,fedə'reɪʃən əv ,greɪt 'tauəz] Международная федерация высотных башен an association of tall towers and skyscrapers (небоскрёбы) from around the world. It was created in 1989. The key criterion for inclusion in the WFGT is that the tower or a skyscraper must have a public observation deck (смотровая площадка). The WFGT has 26 members including the Ostankino Television Tower in Moscow.
- Wright [raɪt], Orville ['ɔːvɪl] and Wilbur ['wɪlbə] Орвилл (1871-1948) и Уилбер (1867-1912) Райт American brothers who in 1903 were the first people who made a controlled flight (управляемый полёт) in their airplane, near Kitty Hawk, in North Carolina.
- Zeus [zjuːs] Зевс in Greek mythology, the king of the gods and ruler of the Universe (Вселенная). In Roman mythology his name is Jupiter (Юпитер).

Vocabulary

СПИСОК СОКРАЩЕНИЙ

Английские

a — adjective — имя прилагательное adv — adverb — наречие AE — American English — американский английский attr. — attribute — определение BE — British English — британский английский ci — conjunction — союз demonstr - demonstrative (pronoun) указательное (местоимение) emph — emphatic (pronoun) — усилительное (местоимение) indef — indefinite (pronoun) — неопределённое (местоимение) int — interjection — междометие inter - interrogative (pronoun) вопросительное местоимение n — noun — имя существительное neg — negative (pronoun) — отрицательное (местоимение)

num — numeral — числительное num card — numeral cardinal — количественное числительное num ord — numeral ordinal — порядковое числительное pl — plural — множественное число p. p. — past participle — причастие прошедшего времени, или причастие II poss — possessive (pronoun) — притяжательное (местоимение) predic — predicative — предикативное употребление prep — preposition — предлог pron — pronoun — местоимение refl — reflexive — употребляется с возвратным местоимением sing. — singular — единственное

Русские

безл. — безличный грам. — грамматика

зд. — здесь

знач. — значение

зоол. — зоология

измен. — изменение

ист. — история

косв. - косвенный

миф. — мифология

мн.ч. — множественное число

муз. — музыка

нареч. — наречие

обыки. — обыкновенно

прил. — имя прилагательное

разг. — разговорное слово, выражение

см. — смотри

собир. — собирательно

v — verb — глагол

сокр. — сокращение, сокращённо

спорт. — спортивный термин

сравн. ст. — сравнительная степень

сущ. — имя существительное

театральный термин

также также

телевидение телевидение

тк. - только

употре. — употребляется

физ. — физика

хим. — химия

Aa

ability [ə'biləti] n способность about [ə'baʊt] prep 1) около 2) о, относительно (чего-л.) above[ə'bʌv] prep 1) над 2) выше absolutely ['æbsəlu:tli] adv 1) абсолютно 2) конечно, точно, именно according [ə'kɔ:dɪŋ]: ~ to (ynomp. κακ ргер) согласно, в соответствии с achievement [ə'tʃi:vmənt] n достижение across [ə'krɒs] prep сквозь, через active ['æktɪv] а активный activity [æk'tıvətı] n 1) деятельность 2) мероприятие actor ['æktə] n актёр ad [æd] n (cokp. om advertisement) разг. объявление, реклама admire [əd'maiə] v восхищать(ся) admission [əd'mɪʃn] n вход, доступ adorn [ə'dɔ:n] v украшать adult ['ædʌlt] n взрослый человек advance [əd'va:ns] п предварение, упреждение; in ~ вперёд, заранее adventure [əd'ventʃə] n приключение adverb ['ædvз:b] n грам. наречие advertisement [əd'vз:tɪsmənt] n объявление, реклама advice [əd'vais] n совет afraid [ə'freid] a испуганный; I'm ~ к сожалению after ['a:ftə] prep после; ~ all в конце концов afternoon [,a:ftə'nu:n] n время после полудня again [ə'gen] adv снова, опять age [eids] n возраст ago [ə'gəv] adv тому назад agree [ə'gri:] v соглашаться aim [eim] n цель аіг [еә] п воздух, атмосфера air raid ['eəreɪd] n воздушный налёт alike [ə'laɪk] а одинаковый, похожий all [3:1] 1. n indef pron BCe; at ~ BOOGще, совсем 2. adv ~ over повсюду; ~ over the world по всему миру 3. п все, всё

alligator ['ælідеіtә] n аллигатор almost ['o:lməust] adv почти, едва не alone [ə'ləun] а один, одинокий already [э:l'redi] adv уже also ['э:lsəʊ] adv тоже, также always ['ɔ:lweiz] adv всегда $\mathbf{amazing}$ [ə'meiziŋ] a удивительный; восхитительный ambition [æm'bɪʃn] n стремление, цель ancient ['eɪnʃənt] а древний angry ['æŋgri] а сердитый, гневный animal ['æniməl] n животное announce [ə'naʊns] v объявлять announcement [ə'naunsmənt] n объявление another [ə'nʌðə] pron другой answer ['a:nsə] 1. n ответ 2. v отвечать any ['eni] pron indef 1) кто-нибудь, что-нибудь, сколько-нибудь 2) любой, какой-нибудь anybody ['eni,bbdi] pron indef кто-нибудь anyone ['eniwan] pron indef кто-нибудь anything ['eniθin] pron indef что-нибудь anyway ['eniwei] adv во всяком случае anywhere ['enrweə] adv везде, всюду appear [ə'ріә] v появляться appearance [э'ріэгэпѕ] п внешность, appropriate [ə'prəupпət] а подходящий, соответствующий architect ['a:kitekt] n архитектор area ['eəпə] n 1) площадь 2) район, зона, край argue ['a:qju:] v спорить armed [a:md] a вооружённый army ['a:mi] *n* армия around [ə'raund] 1. adv кругом, вокруг; to be ~ разг. существовать 2. prep вокруг, по arrive [ə'raɪv] v прибывать, приезжать art [a:t] n искусство article ['a:tikl] n статья as [əz] 1. adv как; as ... as ... так же ... как; as well также; as to что касается 2. сопј когда, в то время ask [a:sk] v спрашивать; to ~ for спрашивать о astronaut ['æstrənə:t] n астронавт at [æt] prep 1) у, около (места) 2) в (определённый момент времени) athletics [æθ'letiks] n атлетика atmosphere ['ætməsfiə] n атмосфера attitude ['ætitju:d] n отношение (к чему-л.) attract [ə'trækt] v привлекать attraction [ə'trækfn] n 1) место, привлекательное для туристов, достопримечательность 2) аттракцион aunt [a:nt] n тётя author ['э:дə] n автор autumn ['э:təm] n осень

Bb

away [ə'wei] adv прочь

awful ['o:fl] a разг. ужасный

baby ['beibi] n ребёнок babysit ['beɪbɪsɪt] υ сидеть с чужими детьми (за плату) back [bæk] adv назад, обратно bad [bæd] a (worse; worst) плохой; to feel ~ чувствовать (себя) плохо badly ['bædli] adv (worse; worst) плоbag [bæg] n сумка band [bænd] n opkectp \mathbf{bandit} ['bændɪt] n бандит, разбойник bar [ba:] n брусок, кусок; $a \sim of$ chocolate плитка шоколада baseball ['beɪsbɔ:l] n бейсбол basketball ['ba:skitbo:l] n баскетбол bathroom ['ba:θru:m] n ванная (комната) battle ['bætl] n битва, сражение be [bi:] v (sing was, pl were; been) быть, находиться; to ~ back вернуться; to ~ on идти (о телепрограмме); to ~ over окончиться, завершиться beach [bi:tʃ] n берег, пляж bear [beə] n медведь beautiful ['bju:tifl] а красивый, пре-

became [bi'keim] v past om become because [bi'kbz] conj потому что, так как; ~ of из-за become [bi'kam] v (became; become) делаться, становиться bed [bed] n постель, кровать; to go to ~ ложиться спать been [bi:n] v p. p. om be before [bi'fɔ:] 1. adv раньше, прежде preр перед began [bi'gæn] v past om begin begin [bi'gin] v (began; begun) начинать(ся) beginning [bɪ'gɪnɪŋ] n начало bell [bel] n звонок belong [bi'lon] v принадлежать (to кому-л.) below [bi'ləv] 1. adv ниже, внизу 2. ргер ниже, под besides [bi'saidz] adv кроме того best [best] a (npesocx. cm. om good) лучший betray [bi'trei] v предавать better ['betə] a (сравн. ст. от good) лучший between [bi'twi:n] prep между bicycle ['baisikl] n велосипед big [big] a большой bike [baik] n (сокр. разг. от bicycle) велосипед Biology [baɪ'ɒləʤɪ] n биология bird [bз:d] n птица birthday ['bз:Өdeɪ] n день рождения biscuit ['biskit] n сухое печенье bit [bit] n кусочек; частица; $a \sim не$ много black eye [,blæk 'ai] n синяк под глаblank [blæŋk] а чистый, неисписанный blue [blu:] а синий, голубой board [bo:d] n доска boarding school ['bo:dun ,sku:l] n пансион, закрытое учебное заведение; школа-интернат boast [bəust] v хвастать(ся) boating ['bəʊtɪŋ] n катание на лодке bomb [bpm] v бомбить

красный

book [buk] n книга bore [bo:] v надоедать bored [bo:d] а скучающий boring ['bɔ:rɪn] a скучный born [bo:n] v p. p. om bear; to be ~ родиться bought [bo:t] v past u p. p. om buy box [boks] n коробка boy [boi] n мальчик break [breik] v (broke; broken) 1) pasбивать, ломать 2) разрушать(ся) breakfast ['brekfəst] n завтрак bridge [brid] n мост bright [brait] а яркий brightly ['braɪtlı] adv ярко brilliant ['briljənt] а блестящий, выдающийся bring [brin] v (brought) приносить, доставлять; to ~ back возвращать broadcaster ['bro:dka:stə] n диктор broke [brouk] v past om break broken ['brəʊkən] v p. p. om break bronze [bronz] а бронзовый brooch [broutf] n брошь brother ['braðə] n брат brought [brott] v past u p. p. om bring build [bild] v (built) строить building ['bildin] n 1) здание 2) строительство built [bilt] v past u p. p. om build bus [bas] n автобус businessman ['biznismæn] n бизнесмен busy ['bizi] а занятой but [bat] conj Ho butterfly ['bʌtəflaɪ] n бабочка buy [bai] v (bought) покупать by [bai] prep 1) около 2) указывает на автора a book by Tolstoy книга, написанная Толстым 3) указывает на средство передвижения by plane самолётом

\mathbf{Cc}

 calendar ['kæləndə] n календарь

 call [kɔ:l] 1. n звонок 2. v 1) называть

 2) звать, окликать

came [keim] v past om come camping ['kæmpin] n кемпинг, лагерь для автотуристов can I [kæn] n консервная банка can II [kæn] v мочь, быть в состоянии, уметь candle ['kændl] n свеча cannon ['kænən] n пушка canoe [kə'nu:] n каноэ; байдарка capital ['kæpitl] n столица capsule ['kæpsju:l] n 1) капсула 2) отделяемая (от космического корабля) кабина caption ['kæpſn] n заголовок (статьи, главы) car [ka:] *п* автомобиль carbon dioxide [,ka:bən dar'pksaid] n yrлекислый газ care [keə] 1. n забота, попечение; to take ~ of заботиться о 2. v 1) заботиться (for, of, about) 2) to ~ for интересоваться 3) беспокоиться, тревожиться carefully ['keəfli] adv точно, аккуратcarry ['kæп] v 1) везти, перевозить 2) переносить castle [ka:sl] n замок catch [kætf] v (caught) ловить cause [kɔ:z] v быть/являться причиной, вызывать celebrate ['seləbreit] v праздновать celebration [,selə'breɪʃn] n празднование, торжество centre ['sentə] n центр, середина cent [sent] n цент certainly ['s3:tnli] adv конечно, несомchallenge ['tʃælɪnʤ] v вызывать, бросать вызов champion ['tfæmpiən] n чемпион championship ['tʃæmpɪənʃɪр] n чемпионат **chance** [tʃɑ:ns] n 1) случай 2) шанс change [tfeinds] v менять(ся), изменять(ся) channel ['tfænl] n канал

chapel ['tʃæpl] n часовня

character ['kæпktə] n 1) характер 2) персонаж, герой chapter ['tfæptə] n глава (книги) characterize ['kærəktəraiz] v характеризовать charity ['tfæriti] n 1) благотворительность 2) благотворительная организация cheap [tʃi:p] a дешёвый check [tfek] v проверять chemical ['kemikl] 1. n химикат 2. a химический chemist ['kemist] n химик cherry ['tferi] n вишня chess [tfes] n шахматы child [tfaɪld] n (pl children) ребёнок, дитя childhood ['tfaildhod] n детство children ['tʃɪldrən] n дети chimney ['tʃɪmnɪ] n труба, камин chocolate ['tʃɒklət] n 1) шоколад 2) шоколадка choice [tfɔis] n выбор choose [tʃu:z] v (chose; chosen) выбирать chose [tfəʊz] v past om choose Christmas ['krisməs] n Рождество church [tʃз:tʃ] n церковь cinema ['sɪnəmə] n кино city ['sɪtɪ] n большой город class [klas] n 1) класс 2) занятие classical ['klæsikl] а классический classmate ['kla:smeit] n одноклассник classroom ['kla:srum] n классная комната clean [kli:n] 1. а чистый 2. v чистить, убирать; to ~ up убирать cleanser ['klenzə] n моющее средство (обычно бытовое) clear [kliə] a ясный clever ['klevə] a умный, интеллигентclimb [klaim] v подниматься, карабкаться clock [klpk] n часы (стенные, на-

стольные, башенные)

close I [kləuz] v закрывать

close II [kləʊs] а близкий

closed [kləuzd] а закрытый; замкнутый clothes [kləvðz] n одежда club [klлb] n клуб centimetre (сокр. om['senti, mi:tə]) сантиметр coat [kəut] n пальто coffee ['kvfi] n кофе cold [kəʊld] а холодный collect [kə'lekt] v собирать collection [kə'lekʃən] n коллекция college ['kpliф] n колледж colour ['kʌlə] n цвет coloured ['kʌləd] а окрашенный, раскрашенный column ['kɒləm] n 1) столбик 2) графа combination [,kombi'neisn] n сочетание; комбинация come [kam] v (came; come) 1) приходить 2) происходить (from); to ~ back приходить; to ~ up приближаться, случаться, начинаться comfort ['kʌmfət] v успокаивать сотіс ['кртік] а комический, комедийный comment ['kpment] 1. n комментарий 2. *v* комментировать (что-л.) (on, upon) commercial [kə'mз:ʃl] п разг. радиоили телереклама committee [kə'miti] n комитет **common** ['kɒmən] *a* 1) общий 2) распространённый community [kə'mju:nətɪ] n община сотрану ['клтрэпі] п компания compare [kəm'peə] v сравнивать (to) compete [kəm'pi:t] v участвовать в соревновании competition [,kpmpə'tɪʃn] n соревноваcomplete [kəm'plit] v заканчивать, завершать completion [kəm'pli:ʃn] n завершение, окончание composition [,kpmpə'zɪʃn] n сочинение computer [kəm'pju:tə] n компьютер concert ['knnsət] n концерт conference ['kpnfərəns] n конференция

confident ['kɒnfidənt] a 1) уверенный в себе 2) надёжный connect [kə'nekt] v соединять(ся), связывать(ся) construction [kən'strakfn] n конструкпия [kən'tribju:t] v вносить contribute вклад, способствовать; делать пожертвования contribution [,kpntri'bju:fn] n вклад; пожертвование; to make a ~ сделать вклад control [kən'trəʊl] n контроль; attr контрольный (в эксперименте) convince [kən'vins] v убеждать cook [kuk] v готовить, варить cooking ['kukin] n кулинария cookie ['kʊkɪ] n AE домашнее печенье; булочка сору ['кррі] и переписывать, копировать correct [kə'rekt] 1. а правильный, точный 2. v исправлять corresponding [,kpri'spundin] a соответствующий corridor ['kprido:] n коридор cosmodrome ['kvzmədrəvm] n космодром cost [kust] v (cost) стоить costume ['kɒstju:m] n костюм, одежда, платье cottage ['kntids] n коттедж, небольшой дом could [kvd] v past om can country ['kʌntrı] n страна countryside ['kantrisaid] п сельская местность course [kɔ:s] n: of ~ конечно cow [kav] n корова соху ['кәихі] а уютный crazy ['kreizi] а сумасшедший, разг. помешанный (на чём-л.)

cream [kri:m] n сливки, крем

creative [krī'eɪtɪv] а творческий

crime [kraim] n преступление

cricket ['krikit] n крикет

creamy ['kri:mi] а сливочный (вкус) create [kп'eit] v творить, создавать

 crown [kraun] n корона

 cry [krai] v 1) кричать 2) плакать

 culture ['kʌltʃə] n культура

 cup [kʌp] n кубок

 cut [kʌt] v (cut) резать; to ~ down

 рубить (деревья)

 cute [kjut] a 1) разг. привлекательный

 сусlе ['saikl] v разг. ездить на велосипеде

Dd

dad [dæd] n папа daily ['deɪlɪ] а ежедневный dairy ['deəri] а молочный damage ['dæmiф] v вредить, портить dance [da:ns] 1. n танец 2. v танцевать dancer ['da:nsə] n танцор, танцовщица danger ['deindsə] n опасность dangerous ['deinфэгэз] а опасный dark [da:k] а тёмный date [deit] n дата, число daughter ['dɔ:tə] n дочь day [dei] n день, сутки; one ~ однажdeaf [def] a глухой deal [di:l] v (dealt) заниматься (чем-л.) dear [diə] a дорогой decide [di'said] v решать, принимать решение decorate ['dekəreit] v украшать delicious [dɪ'lɪʃəs] а очень вкусный depend [di'pend] v зависеть от (on, upon) describe [dı'skraɪb] v описывать design [dɪ'zaɪn] 1. n проект; план; чертёж 2. и делать эскизы (костюмов) designer [dı'zaınə] n дизайнер, модельер destiny ['destəni] n судьба destroy [dı'strэi] v уничтожать, разруdetail ['di:teil] n подробность, деталь diary ['daiəri] n дневник dictionary ['dɪkʃənrı] n словарь

did [did] v past om do die [dai] v умирать difference ['dıfrəns] n разница, разлиdifferent ['dɪfrənt] a 1) другой 2) разный, различный difficult ['dıfıkəlt] а трудный, тяжёлый difficulty ['dɪfikəltɪ] n трудность dinner ['dɪnə] n обед dirty ['d3:t1] а грязный, испачканный disappear [,disə'ріә] v исчезать, пропадать discover [dis'kavə] v открывать, делать открытие discuss [dı'skʌs] v обсуждать dish [dif] n кушанье dislike [dis'laik] v не любить divide [di'vaid] v делить(ся) do [du:] (did; done) v делать, заниматься; to ~ well чувствовать себя хорошо dock [dbk] v производить стыковку (космических кораблей) donate [dəv'neit] v передавать в дар, жертвовать donation [dəʊ'neɪʃ(ə)n] n пожертвование door [do:] n дверь down [daun] 1. adv 1) вниз 2) внизу 2. ргер вниз; по, вдоль по drama ['dra:mə] n драма drawing ['dro:: η] n рисунок, чертёж, набросок dream [dri:m] n мечта drive [draiv] v (drove; driven) 1) вести (автомобиль) 2) ехать (в автомобиле) dumb [dʌm] a AE разг. глупый, тупой during ['djuərin] prep в течение, во время

Ee

each [i:tf] pron каждый; ~ other друг друга
early ['3:lɪ] 1. a ранний 2. adv рано earth [3:θ] n земля; земной шар

 duty ['dju:ti] n долг, обязанность

east [i:st] 1. *п* восток 2. *а* восточный easy ['i:zi] 1. а лёгкий, нетрудный 2. adv легко eat [i:t] v (ate; eaten) есть ecosystem ['i:kəʊ,sɪstəm] n экосистема education [,edjv'keɪʃn] n образование effect [i'fekt] n 1) следствие, результат 2) эффект either ['aiðə] adv также elderly ['eldəli] а пожилой elephant ['elifənt] n слон elevator ['eliveitə] n AE лифт else [els] 1. adv c 2. pron indef и pron inter ещё, кроме empire ['empaiə] n империя empty ['empti] а пустой encyclopedia [ɪn,saɪklə'pi:dɪə] n энциклопедия **end** [end] **1.** *n* конец **2.** *v* кончать(ся) enemy ['enimi] n враг, противник energy ['enəʤi] n энергия engineer [,enфi'niə] n инженер enjoy [ш'фэц] v получать удовольствие, наслаждаться enlighten [in'laitn] v 1) просвещать 2) поэт. проливать свет enough [ɪ'nʌf] 1. a достаточный 2. adv достаточно, довольно entertain [,entə'teɪn] v развлекать enthusiasm [ɪn'θjuːzɪ,æzəm] n воодушевление environment [in'vairənmənt] n окружающая среда, природа envy ['envi] v завидовать equivalent [i'kwivələnt] 1. n эквивалент 2. а равнозначный etc. [,et'setrə] adv лат. и так далее, и European [,jvərə'pɪən] a европейский evacuate [i'vækjveit] v эвакуировать, вывозить even ['ivn] adv даже evening ['i:vnin] n вечер event [i'vent] n случай, событие ever ['evə] adv когда-либо every ['evri] pron indef каждый; ~ now and again время от времени, то и дело

everybody ['evribodi] pron indef каждый (человек) everyday ['evridei] а ежедневный everyone ['evriwan] = everybody everything ['evriθin] adv всё everywhere ['evriweə] adv всюду, везде example [ig'za:mpl] n пример; for ~ например except [ik'sept] prep кроме exchange [iks'tfeind] v 1) обменивать 2) менять(ся) exciting [ik'saitin] а увлекательный, волнующий experience [ik'spiəriəns] n опыт experiment [ik'speriment] n опыт, эксперимент expert ['eksp3:t] n специалист

explore [ik'splo:] v исследовать, изучать
express[ik'spres] v выражать
expression [ik'spresn] n выражение
extra ['ekstrangle a дополнительный
extract ['ekstrækt] n отрывок
eye [ai] n глаз

explain [ik'splein] v объяснять

Ff

fabulous ['fæbjʊləs] а разг. потрясаюший face [feis] n 1) лицо 2) циферблат fact [fækt] n факт, событие; in ~ фактически, на самом деле factory ['fæktəri] n фабрика fair [feə] n ярмарка faith [fei θ] n вера, доверие fall [fo:l] v (fell; fallen) падать, понижаться; to ~ down падать; to ~ in love влюбиться false [fɔ:ls] а ложный, неверный family ['fæmlı] n семья famous ['feiməs] a знаменитый, известный; ~ for знаменитый (чем-л.) fanatic [fə'nætɪk] n фанатик fantastic [fæn'tæstɪk] а фантастический far [fa:] а дальний, далёкий farm [fa:m] n ферма

fast [fa:st] 1. а скорый, быстрый 2) неточный; the clock is ~ часы спешат 2. adv быстро father ['fa:ðə] n отец favourite ['feivərit] 1. n любимая вещь а любимый feel [fi:1] v (felt) чувствовать feet [fi:t] n pl om foot fell [fel] v past om fall ferry ['feri] n паром festival ['festivl] n фестиваль, празднеfew [fju:] а мало, немного, несколько field [fi:ld] n 1) поле 2) область, сфеfight [faɪt] 1. n драка, борьба 2. v (fought) сражаться, бороться; to ~ off отбить, отогнать figure ['figə] n 1) цифра, pl цифровые данные 2) фигура (человека) [fil] v наполнять(ся), нять(ся); to ~ in заполнять filling ['filiŋ] n начинка final ['faɪnl] а завершающий finally ['fainəli] adv в конце, в заключение find [faind] v (found) находить fine[fain] а прекрасный, превосходный finish ['finis] 1. n финиш 2. v кончать(ся), заканчивать(ся) first [f3:st] 1. num ord первый; ~ ever самый первый 2. adv сперва, сначала, впервые first aid [,f3:st 'eid] n первая помощь; скорая помощь fish [fiʃ] 1. n рыба 2. v ловить рыбу fishing ['fiʃiŋ] n рыбная ловля fit [fit] v соответствовать flew [flu:] v past om fly flick [flik] n щелчок flight [flaɪt] n полёт float [flout] v плавать; держаться на поверхности воды floor [flo:] n пол flop [flop] n шлёпанье; a cow ~ «коровья лепёшка»

flower ['flavo] n цветок

fly [flai] 1. *n* полёт 2. *v* (flew; flown) летать, пролетать folk [fəʊk] *attr* народный follow ['fɒləʊ] *v* следовать

following ['fbləvɪŋ] а следующий, последующий

food [fu:d] n пища, еда

foot [fot] n (pl feet) 1) ступня, нога (ниже щиколотки) 2) подножие 3) (pl часто без измен.) фут (= 30,48 см)

for [fo:] prep 1) для, ради 2) за 3) в течение, в продолжение

force [fɔ:s] n сила

foreign ['fɒrɪn] а иностранный

forest ['forist] n лес

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

forgive [fə'gɪv] v (forgave; forgiven) прощать

form [form] **1.** *n* **1)** форма **2)** вид, разновидность **3)** класс (в школе) **2.** *v* формировать

fort [fo:t] n форт; а tree ~ дом на дереве

fortress ['fɔ:trəs] n крепость forty ['fɔ:tɪ] num card сорок

found [faund] v past u p. p. om find

found [faund] v основывать

fox [foks] n лиса

free [fri:] *a* 1) свободный 2) бесплатный

French [frentf] a французский

fresh [fres] а свежий

friend [frend] *n* друг, приятель; to make ~s with подружиться с (кем-л.)

friendly ['frendli] а дружеский, дружелюбный

friendship ['frendsip] n дружба

frog [frog] n лягушка

from [from] prep от, из, с

front [frant] n фасад, передняя сторона; $in \sim of$ перед, впереди

fruit [fru:t] n фрукт

full [ful] а полный, целый

fun [fʌn] **1.** *n* **1)** веселье **2)** источник веселья, удовольствия **2.** *a* весёлый

function ['fʌŋkʃn] n функция, назначение

fundraiser ['fʌnd,reɪzə] n сборщик денег (на благотворительные нуж- $\partial \omega$)

fundraising ['fʌnd,reɪzɪŋ] n сбор денег (на благотворительные нужды) funny ['fʌnɪ] a смешной, забавный

fur [f3:] *n* мех; **a** ~ **coat** (*меховая*) шуба

future ['fju:tʃə] n будущее

Gg

gallery ['gælэп] n галерея game [geim] n игра gap [gæр] n промежуток, интервал garbage ['gæ:biʤ] n мусор garden ['gæ:dn] n сад; pl парк gardening ['gæ:dniŋ] n садоводство gas [gæs] n газ gather ['gæðə] v собирать(ся) gave [geiv] v past om give geographic [,ʤiə'græfik] = geographical n географический

 cal a географический

 German ['фз:mən] 1. n немец, немка

 2. a немецкий

get [get] v (got) 1) получать; доставать 2) приобретать; to ~ around to приступать; to ~ off сойти; to ~ over sth оправиться от удара, прийти в себя; to ~ to прибыть, добраться; to ~ up вставать

gift [gɪft] n подарок

girl [g3:1] *п* девочка

give [giv] v (gave; given) давать, отдавать

 glad
 [glæd]
 а
 1)
 predic
 довольный

 2)
 радостный

glass [glas] *n* 1) стекло 2) стеклянная посуда 3) стакан

gnome [noum] n rhom

go [gou] v (went; gone) идти, ходить; to ~ away уходить, уезжать; to ~ by проходить, протекать (о времени); to ~ out бывать в обществе

goalpost ['gəʊlpəʊst] *n спорт*. стойка ворот

gold [qəvld] а золотой golf [gplf] n гольф good [gud] (better; best) а хороший; to be ~ at хорошо уметь делать (что-л.) got [qpt] v past om get grade [greid] n AE класс grandfather ['grænd,fɑ:ðə] n дедушка grandmother ['græn, mʌðə] n бабушка grandpa ['grænpa:] n разг. дедушка granny ['qræni] n бабушка, бабуля grass [gra:s] n трава great [greit] a 1) великий 2) замечательный, выдающийся; That's ~! Это замечательно! Greek [gri:k] 1. n 1) грек, гречанка 2) греческий язык 2. а греческий green [qri:n] а зелёный grew [gru:] v past om grow grey [grei] a серый

2) спортивная площадка (*тж.* sports ~)
group [gru:p] *n* группа
grow [grəv] *v* (grew; grown) 1) расти,
произрастать 2) выращивать
guess [ges] *v* угадать, отгадать
guide [gaid] *n* 1) экскурсовод, гид
2) путеводитель, справочник
gymnasium [ʤɪm'neɪzɪəm] *n* гимнасти-

ческий зал

ground [graund] n 1) почва, земля

 Hh

 had [hæd] v past om have

 half [hɑːf] n (pl halves) половина

 hall [hɔːl] n зал

 Halloween [,hæləʊ'iːn] n Хеллоуин

 (праздник накануне Дня всех святых, отмечается в ночь с 31 октября на 1 ноября)

 hand [hænd] n рука

 happen ['hæpən] v случаться, происходить

 happy ['hæpi] a счастливый

 hard [hɑːd] 1. a трудный 2. adv усердно, упорно

hardly ['ha:dli] adv едва hard-working [,ha:d'wз:kin] а трудолюбивый hate [heit] v ненавидеть have [hæv] v (had) иметь, обладать head [hed] n 1) голова 2) руководитель hear [hiə] v (heard) 1) слышать 2) слушать heard [h3:d] v past u p. p. om hear heat [hi:t] 1. n жара, жар 2. v нагревать(ся) heavy ['hevi] а тяжёлый held [held] v past om hold helmet ['helmit] n шлем **help** [help] **1.** *n* помощь **2.** *v* помогать herb [hз:b] п трава, (лекарственное) растение here [hiə] adv здесь, тут high [hai] 1. а высокий 2. adv высоко highlight ['haɪlaɪt] 1. n самое главное событие 2. υ выделять hill [hil] n холм, возвышение historic [hı'stɒrɪk] а исторический; имеющий историческое значение history ['histəri] n история hit [hit] (hit) v ударять hobby ['hpbi] n увлечение hold [hould] v (held) 1) держать 2) проводить holiday ['hɒlədei] n 1) праздник, выходной день 2) pl каникулы home [həum] n 1) дом; at \sim дома 2) домашний очаг homemade [,həum'meid] а домашнего приготовления homework ['həumwз:k] n домашняя работа honest ['pnist] a 1) честный 2) правдивый honour ['pnə] 1. n 1) честь, слава; in ~ of в честь 2) pl награды, почести, ордена 2. и почитать, чтить hop [hop] n разг. танцы, танцевальный вечер hope [həup] v надеяться horse [ho:s] n лошадь, конь hospital ['hɒspɪtl] n больница

hot [hpt] а горячий, жаркий hour ['avə] n час house [haus] 1. n дом 2. v вмещать(ся), помещать(ся) how [hav] adv inter как, каким обра-30M however [hav'evə] adv как бы ни huge [hju:dʒ] a огромный humorous ['hju:mrəs] а забавный, юмористический humour ['hju:mə] n юмор hundred ['handred] num cto hunt [hant] v охотиться hunter ['hantə] n охотник hunting ['hantin] n oxora hurry ['hari] v торопиться hurt [hз:t] v (hurt) 1) причинить боль, повредить 2) причинять вред husband ['hʌzbənd] n муж, супруг

Ii

ice [ais] n лёд

idea [ai'diə] n идея, мысль if [ɪf] cj если ignore [ig'no:] v игнорировать illness ['ilnəs] n болезнь illumination [ɪ,luːmɪˈneɪʃn] n 1) освещение 2) обыкн. pl иллюминация illustrate ['iləstreit] v иллюстрировать illustration [,ɪlə'streɪʃn] n иллюстрация imagine [ı'mæфіп] v представлять себе, воображать immigrant ['ımıgrənt] n иммигрант, переселенец immigration [,ımı'greıſn] п иммиграimagination [i,mæфi'neisn] n воображение important [im'po:tənt] а важный, значительный impression [im'prefn] n впечатление in [m] prep в(o), на, у inch [intf] n дюйм (= 2,5 см) include [m'klu:d] v 1) заключать, содержать в себе 2) включать indeed [in'di:d] adv в самом деле, действительно

industry ['indəstп] n промышленность, индустрия information [,infə'mei[n] n информация instead [in'sted] prep вместо, взамен: ~ of this вместо этого institution [,insti'tju:ʃn] n учреждение instruction [in'straksn] п инструкция instructor [in'straktə] n 1) инструктор 2) преподаватель intelligent [in'telidənt] а умный interest ['intrest] 1. n интерес 2. v интересовать, заинтересовывать interesting ['intrəstin] а интересный international [,intə'næ[nl] а международный Internet ['intənet] n Интернет interview ['intəvju:] n интервью into ['intə] prep в(o), на introduce [,intrə'dju:s] v представлять, знакомить invite [m'vant] v приглашать involve [in'volv] v вовлекать; to be ~ed быть вовлечённым (во что-л.) island ['ailənd] n остров isle [ail] n noəm. остров item ['aɪtəm] n отдельный предмет Italian [ı'tæljən] n итальянец

Jj

Japanese [,фарэ'пі:z] п японский язык jazz [фæz] n джаз jeans [фi:nz] n pl джинсы job [фрв] n работа, труд jog [dʒɒg] v бегать join [фэіп] v соединять(ся), присоединять(ся) 2) поступить (на службу в армию) јоке [фэυк] 1. n шутка 2. v шутить judo ['фи:dəv] n спорт. дзюдо jump [флтр] v прыгать jumper I ['флтрэ] п джемпер jumper II ['флтрэ] п прыгун junior ['фи:nıə] а младший (по званию, положению) just [флят] adv точно, как раз, просто, только

Kk

keen [ki:n] *a* сильно желающий, стремящийся; **to be** ~ **on** увлекаться (чем-л.)

keep [ki:p] v (**kept**) 1) держать 2) оставаться в каком-л. состоянии 3) вести (∂ невник) 4) хранить ($ce\kappa$ -pem)

kid [kid] n разг. ребёнок

kill [kil] v убивать

kilometre ['kiləmi:tə] n километр

kind [kaɪnd] а добрый

king [kin] n король

kingdom ['kɪŋdəm] n королевство

kite [kait] n воздушный змей

knew [nju:] v past om know

know [nəʊ] v (knew; known) знать

knowledge ['nblid] n знания

known [nəʊn] 1. p. p. om know 2. a известный

Ll

ladder ['lædə] n лестница

lady ['leidi] n дама, госпожа

lake [leɪk] n озеро

land [lænd] 1. *n* земля 2. *v* приземляться, делать посадку

lane [lein] n переулок

language ['længwidʒ] n язык

large [la:dʒ] а большой

last [la:st] 1. *а* последний 2. *v* продолжаться, длиться

late [lent] 1. a (later, latter; latest, last) опоздавший; поздний 2. adv (later; latest) поздно

 laugh
 [la:f]
 1.
 n
 1)
 смех
 2)
 шутка

 2.
 v
 смеяться

launch [lant] *n* запуск (космического корабля и m. n.); **to make a** ~ запускать (ракету и m. n.)

lazily ['leizili] adv лениво

leader ['li:də] n руководитель, лидер

learn [ls:n] v (learned; learnt) учиться, учить (что-л.)

least [list] n минимальное количество; at \sim по крайней мере

leave [liv] *v* (**left**) 1) покидать 2) оставлять

lecturer ['lektʃərə] *n* лектор, преподаватель (*университета*)

left [left] **1.** *a* левый **2.** *adv* налево, слева

left [left] v past om leave

leg [leg] n Hora

legend ['leфənd] n легенда

less [les] a (сравн. ст. от little) мень-

lesson ['lesn] n ypok

let [let] v (let) позволять, разрешать;
 us go идём(те); to ~ sb down подвести, покинуть в беде

letter ['letə] n 1) письмо 2) буква

lettuce ['letis] n бот. салат-латук

liberty ['libəti] n свобода

library ['laɪbrəп] n библиотека

life [laif] n (pl lives) жизнь

life-size ['laɪfsaɪz] а в натуральную величину

lift [lift] n лифт

light [laɪt] 1. n свет 2. v зажигать; to ~ up освещать

lighthouse ['laɪthaʊs] n маяк

like [laik] 1. а похожий 2. v любить, нравиться 3. adv так, подобно этому 4. prep как

line [lam] n 1) строка 2) маршрут

link-word ['liŋkwз:d] n слово-связка

list [list] n список

listen ['lisn] v слушать

literary ['litrəri] а литературный

little ['litl] 1. a (less, lesser; least) маленький, небольшой 2. adv немного, мало

live [laɪv] a живой

live [liv] v жить

local ['ləʊkl] а местный

location [ləʊ'keɪʃn] n определение места (чего-л.); обнаружение, нахождение

long [lbn] 1. a 1) длинный 2) долгий, продолжительный 2. adv 1) долго 2) давно; ~ ago давно

look [luk] v 1) смотреть, глядеть 2) выглядеть; to ~ after присмат-

ривать за, заботиться о, ухаживать; to ~ for искать; to ~ forward to с нетерпением ожидать; to ~ through просматривать; to ~ up искать (в словаре)

lose [lu:z] v терять; to ~ one's way потеряться, заблудиться

lost [lost] a потерянный

lot [lot] 1. *п разг*. большое количество, множество; а ~ of много, множество; lots of огромное количество кого-л., чего-л. 2. adv гораздо, намного

 lottery ['lɒtəri] n лотерея

 love [lʌv] 1. n любовь 2. v любить

 lovely ['lʌvli] a 1) красивый 2) восхитительный

 lucky ['lʌkɪ] a счастливый

lunch [lant] n обед (обычно в полдень в середине рабочего дня), ленч

Mm

made [meid] v past u p. p. om make magazine [,mægə'zi:n] n (периодичес-кий) журнал

magnificent [mæg'nıfisənt] a великолепный; величественный

main [mein] а главный, основной make [meik] v (made) 1) делать, совершать; to ~ up составлять, выдумывать 2) заставлять

 \mathbf{maker} [meikə] n производитель, изготовитель

 man
 [mæn]
 n
 (pl
 men)
 1)
 человек

 2)
 мужчина

manufacturer [, mænjʊ'fæktʃərə] n 1) предприниматель 2) изготовитель, производитель

manuscript ['mænjʊskript] n рукопись many ['meni] a (more; most) много march [mɑːtʃ] v маршировать mark [mɑːk] n отметка marker ['mɑːkə] n указатель market ['mɑːkɪ] n рынок Mars [mɑːz] n Марс mascot ['mæskət] n талисман

masked [mæskt] *а* в маске, переодетый, (за)маскированный

master ['mɑ:stə] n 1) мастер 2) знаток своего дела, специалист

masterpiece ['mɑ:stəpi:s] n шедевр

match [mæt] 1. n матч, соревнование 2. <math>v подбирать $(nod\ napy)$, сравнивать

material [mə'tiəriəl] n материал mathematician [,mæӨəmə'tiʃn] n мате-

maths [mæθs] n (сокр. разг. от mathematics [,mæθι'mætiks]) математика may ['mei] υ модальный глагол мочь, иметь возможность

maybe ['meibi] *adv* может быть, возможно

mean [mi:n] v (meant) 1) значить, означать 2) намереваться, иметь в виду

mean [mi:n] а подлый, низкий meaning ['mi:nin] n значение, смысл measurement ['meʒəmənt] n 1) измерение, снятие мерок 2) мерка meat [mi:t] n мясо medal ['medl] n медаль, орден

medical ['medikl] а медицинский medicine ['medsən] п лекарство meet [mi:t] v (met) встречать(ся) meeting ['mi:tin] п собрание

men [men] pl om man

member ['membə] n член, участник **memory** ['memən] n 1) память 2) воспоминание

met [met] v past u p. p. om meet
metal ['metl] n металл
middle ['midl] a средний
might [mait] v past om may
mile [mait] n миля
military ['militəri] a военный
mind [maind] v 1) обращать внимание, придавать значение 2) возра-

mini-skirt ['mɪnɪskɜ:t] n мини-юбка minute ['mɪnɪt] n минута mirror ['mɪrə] n зеркало miss [mɪs] n мисс (nри обращении κ девушке или незамужней женщине)

miss [mis] v 1) упустить, пропустить 2) скучать (по ком-л.) missing ['misin] а недостающий mission ['mɪʃn] n 1) миссия 2) поручение, командировка 3) задание mix [miks] v 1) мешать, смешивать(ся) 2) общаться (with) modeller ['mpdlə] n лепщик modern ['mpdn] a современный, новый money ['mʌnɪ] n деньги month [$m \land n \theta$] n месяц monthly ['mʌn θ lɪ] a ежемесячно monument ['monjument] n памятник moral ['mɒrəl] а моральный, нравственный more [mo:] 1. a 1) сравн. ст. от much и many 2) больший, более многочисленный 2. adv 1) сравн. ст. от much 2) больше; ~ than that более того, кроме того morning ['mo:nin] n ytpo mosquito [mp'ski:təv] n москит, комар most [moust] a 1) npesocx. cm. om much u many 2) наибольший mother ['mʌðə] n мать, мама motorboat ['məutəbəut] n моторная лодка mountain ['mauntin] n ropa movie ['mu:vi] n кино, кинотеатр Mr ['mistə] n cokp. om mister Mrs ['misiz] n cokp. om mistress much [matf] 1. a (more; most) 1) много 2) большой 2. adv очень $mum [m_{\Lambda}m] n BE mama$ museum [mjʊ'zi:əm] n музей music ['mju:zɪk] n музыка musical ['mju:zɪkl] а музыкальный musician [mjʊ'zɪʃn] n музыкант must [mast] v модальный глагол, выражающий долженствование, обязанность myself [mai'self] pron refl себя, меня самого, себе mysterious [mi'stionos] а таинствен-

ный

mystery ['mistəri] n тайна

Nn

name [neim] v называть, давать имя; to ~ after называть в честь кого-л. narrow ['nærəʊ] a узкий nation ['neɪʃn] n 1) народ, нация 2) нация, государство national ['næsnəl] а национальный natural ['nætʃrəl] а природный nature ['neit[ə] n природа near [піә] *prep* около, возле neat [ni:t] a 1) чистый, аккуратный 2) чёткий, разборчивый necessary ['nesəsп] а необходимый need [ni:d] 1. n нужда; pl нужды 2. v нуждаться (в чём-л.) needy ['ni:di] а нуждающийся, бедствующий neighbour ['neɪbə] n сосед, соседка neither ['naiðə] pron neg ни один (из двух), никто, ни тот ни другой nervous ['ns:vəs] а беспокоящийся, взволнованный never ['nevə] adv никогда **new** [nju:] а новый news [nju:z] n новость, новости newspaper ['nju:s, регрэ] n газета **next** [nekst] **1.** *a* следующий **2.** *adv* затем, потом nice [nais] 1) а приятный, хороший 2) сладкий, вкусный (o $e\partial e$) nickname ['nikneim] n прозвище night [naɪt] n ночь, вечер nobody ['nəʊbədi] pron neg никто noise [noiz] n mym normal ['nɔ:ml] а нормальный, обычный North $[no:\theta]$ n север northern ['nɔ:ðən] а северный nose [nəʊz] n нос note [nəut] п обыкнов. pl заметка, запись nothing ['nлθіŋ] pron ничто, ничего notice ['noutis] v замечать, обращать внимание noticeboard ['nəutisbo:d] n доска для объявлений nought [no:t] n ничто, ноль

noun [naun] n имя существительное now [nau] adv теперь, сейчас nowadays ['nauədeiz] adv в наши дни number ['nʌmbə] n 1) число 2) номер

Oo

ocean ['əʊʃn] n океан
o'clock [ə'klɒk] adv: it's five ~ пять чаcoв

of [əv] реер указывает на принадлежность; передаётся родительным падежом

off [vf] prep указывает на 1) удаление, отделение 2) прекращение, окончание действия

offer ['pfa] v предлагать

office ['pfis] n пост, должность, служба

officer ['vfisə] *n* 1) офицер 2) полицейский

official [ə'fiʃl] а официальный often ['pfn] adv часто, много раз old [əvld] а (older, elder; oldest, eldest) старый

Olympic [ə'limpik] *a* олимпийский **on** [pn] *prep* на, в; о, об

once [wans] 1. *n* один раз 2. *adv* однажды

one [wʌn] *n ynomp. как слово-заместитель* один; ~ can never обобщающее; I for ~ что касается меня

only ['əʊnlɪ] 1. *a* единственный 2. *adv* только, единственно

open ['əʊpən] **1**. *a* открытый **2**. *v* открывать(ся)

opinion [ə'pɪnjən] n мнение

орроsite ['ppэzit] 1. a расположенный, находящийся напротив, противоположный 2. n противоположность ог [x:] cj или

orchestra ['o:kistrə] n оркестр

order ['ɔːdə] n 1) порядок, последовательность 2) орден

organisation [,ɔ:gənaı'zeɪʃn] n организация

organise ['э:gənaiz] v организовывать

ornament ['э:nəmənt] n украшение other ['лðə] a другой, иной otter ['vtə] n зоол. выдра out [aut] prep: ~ of указывает на положение вне другого предмета

outdoor ['autdo:] а находящийся вне дома

вне, за, из

outing ['autin] n загородная прогулка, экскурсия

outline ['autlam] *n* схема, план **outside** [,aut'said] *n* наружная часть

outstanding [,aut'stændin] а выдающийся, знаменитый

over ['əʊvə] 1. adv указывает на окончание, прекращение действия; the lesson is ~ урок окончен 2. prep за, в течение; по, по всей поверхности

own [əun] a (после притяжательных местоимений и существительных в possessive case) свой собственный

Pp

pack [pæk] v заполнять packaging ['pækiʤiŋ] n упаковка packet ['pækit] n пакет раде [реіф] *п* страница paint [peint] 1. n краска 2. v 1) писать красками 2) красить painted ['peintid] а покрашенный painter ['peintə] n художник painting ['peintin] n картина pair [peə] n napa palace ['pæləs] n дворец panel ['pænl] n панель **рара** [рә'ра:] *п* папа рарег ['peipə] n 1) бумага 2) газета parachute ['pærəfu:t] v спускаться на парашюте parade [pə'reid] n парад paragraph ['pærəgra:f] n абзац parent ['pearant] n родитель part [pa:t] n 1) часть 2) роль 3) участие; to take ~ in принимать участие в (чём-л.)

party ['pa:ti] n званый вечер, вечеринка pass [ра:s] *v* проходить, идти passage ['pæsids] и место, отрывок (из книги) passport ['pasport] n паспорт past [pa:st] n прошлое; прошедшее peace [pi:s] n мир pedestal ['pedistl] n 1) подножие 2) основание people ['pi:pl] *п* люди perfectly ['ps:fiktli] adv совершенно, вполне perform [pə'fə:m] v играть, исполнять performance [pə'fɔ:məns] n спектакль, представление perhaps [pə'hæps] adv может быть, возможно period ['різгізd] n период, промежуток времени person ['ps:sn] п личность, человек personal ['ps:sənl] а личный pharos ['feərps] п греч. поэт. маяк phone [foun] v звонить photo ['fəutəu] n (pl -os [-əuz]) pasz. фотография photograph ['fəʊtəgra:f] v фотографировать phrase [freiz] n фраза, выражение physical ['fizikl] а физический picnic ['piknik] n пикник picture ['piktʃə] n картина, изображеpiece [pi:s] n кусок, часть pig [pig] n поросёнок pilot ['paɪlət] v вести place [pleis] 1. n место; to take ~ случаться, иметь место 2. v ставить, помещать, размещать plan [plæn] n план, проект plane [plein] n самолёт planet ['plænɪt] n планета plant [pla:nt] 1. n растение 2. v сажать, сеять platform ['plætfɔ:m] n площадка play [plei] 1. n urpa 2. v играть player ['pleia] n участник игры, иг-

рок

playground ['pleigraund] n площадка для игр, спортивная площадка playtime ['pleitaim] n время игр и развлечений, время отдыха please [pli:z] v доставлять удовольpocket ['ppkit] n карман poem ['pəvim] n поэма; стихотворение police [pə'li:s] n полиция Polish ['pəvlif] п польский язык polished ['polift] a (от)полированный, гладкий political [pə'litikl] а политический, государственный politician [,ppli'tt[n] n политик pollute [pə'lu:t] v загрязнять (делать непригодным для использования) pollution [pə'lu:ʃn] n загрязнение (окружающей среды) роог [роэ] а бедный, неимущий popular ['popjolə] а популярный popularity [,popjo'lærəti] n популярность portrait ['postret] n портрет possible ['posəbl] а возможный, вероятный postbox ['pəʊstbɒks] n почтовый ящик poster ['pousto] n плакат postposition [,pəʊstpə'zɪʃn] n помещение, расположение позади pot [ppt] n горшок, котелок, кастрюля pound [paund] n фунт practice ['præktis] n практика practise ['præktis] v практиковаться, упражняться, тренировать(ся); репетировать predict [pm'dikt] v предсказывать, пророчить prediction [pm'dikfn] n предположение, прогноз prefer [рп'fз:] v предпочитать ргераге [рптреэ] v 1) готовить, подготавливать 2) готовиться preposition [,prepə'zɪʃn] n предлог present ['preznt] n подарок pressure ['prefə] n давление principal ['prinsəpl] n AE директор prize [praiz] n награда, приз

probably ['probabli] adv вероятно problem ['problem] п проблема process ['prouses] n процесс professional [prə'fe[nl] а профессиональный professor [prə'fesə] n профессор, преподаватель program(me) ['prəugræm] n программа project ['prodekt] n проект, предложение, план promenade [,promo'na:d] n место для гуляния properly ['propəli] adv должным образом, как следует, правильно protect [prə'tekt] v защищать prove [pru:v] v доказывать provide [prə'vaid] v обеспечивать public ['pʌblɪk] a общественный publish ['pʌblɪʃ] v 1) публиковать 2) издавать pull [pol] v тянуть; to ~ up выдёргивать puppy ['pлpi] n щенок purpose ['pз:pэs] n цель; on ~ намеренно push [pvf] 1. n толчок, удар 2. v толкать, проталкивать put [put] v (put) 1) класть, положить 2) устанавливать рујата [рә'фа:тә] а имеющий форму/вид пижамы

Qq

queen [kwi:n] n королева question ['kwestʃən] n вопрос quick [kwik] а быстрый, скорый quiet ['kwaiət] а тихий, спокойный quite [kwait] adv просто quiz [kwiz] n викторина

\mathbf{Rr}

raccoon [rə'ku:n] n енот race [reis] *п* состязание в беге, гонка raft [ra:ft] 1. n плот 2. v плыть на плоту rainy ['reini] а дождливый

ran [ræn] v past om run rang [ræn] v past om ring rare [reə] a редкий reach [ri:tf] v достигать, доходить read [ri:d] v (read [red]; read [red]) читать ready ['redi] а готовый, приготовленный real [пэ] а действительный, настояrealize ['пэlаіz] v осуществлять, выполнять really ['пэlі] adv действительно, в самом деле reason ['ri:zn] n причина rebuild [,ri:'bild] v (rebuilt) восстанавливать red [red] a красный reduce [п'dju:s] v уменьшать, сокраregion ['ri:don] n край, область regular ['regjulə] а регулярный reign [rein] n правление, царствование relationship [п'leɪʃnʃɪp] n 1) родство 2) отношение, взаимоотношение reliable [п'laɪəbl] a 1) надёжный 2) заслуживающий доверия rely [п'lai] v полагаться, надеяться (on)

raise [reiz] v собирать (деньги u m. d.)

remarkable [п'ma:kəbl] а замечательный, удивительный

remember [п'membə] v помнить, вспоминать

report [п'рэ:t] 1. n отчёт, докладная v сообщать

represent [,repri'zent] v представлять. олицетворять

research [п's3:tf] 1. n исследование, изучение 2. v исследовать

residence ['rezidens] n 1) место жительства 2) проживание, пребыва-

resistance [гі'zіstəns] n сопротивление resort [n'zo:t] n курорт restaurant ['resteront] n pectopah restore [ri'sto:] v восстанавливать(ся)

result [п'zʌlt] *n* результат; **as a ~** в результате

return [п'tз:n] **1.** *n* возвращение; **in** ~ взамен **2.** *v* **1**) возвращать, отдавать **2**) возвращаться, идти обратно

rhyme [raim] *n* рифма, рифмованный стих

ride [raid] 1. n 1) прогулка верхом
 2) аттракцион 2. v (rode; ridden)
 ехать верхом

right [rait] **1.** *n* право **2.** *a* верный, правильный

rise [raiz] **1.** *n* повышение, подъём **2.** *v* (**rose**; **risen**) подниматься; вставать

risk [risk] n риск
river ['rivə] n река
rock [rök] n скала
rocket ['rökit] n ракета
rode [rəʊd] v past om ride
roller-skater ['rəʊləskeɪtə] n роллер
romantic [rəʊ'mæntɪk] а романтический

room [ru:m] *n* комната round [raʊnd] 1. *a* круглый 2. *adv*

вокруг; all the year ~ круглый год royal ['гою] а королевский rule [rul] 1. п правило 2. v управлять run [глп] v (ran; run) 1) бежать; to ~ around бегать туда-сюда 2) проводить (a lottery) 3) to ~ out кончаться

Ss

safe [seif] a безопасный, надёжный said [sed] v past u p. p. om say salad ['sæləd] n салат sale [seil] n продажа, распродажа same [seim] pron demonstr как прил. тот (же) самый, одинаковый sandwich ['sænwid;] n бутерброд, сандвич save [seiv] v 1) спасать 2) экономить saw [so:] v past om see say [sei] v (said) говорить, сказать sceptre ['septə] n скипетр schedule ['fedju:l] n расписание

school [sku:l] n школа science ['saiəns] n наука scientific [.saɪən'tɪfɪk] а научный scientist ['saɪəntɪst] n vчёный Scottish ['skptif] а шотландский sculptor ['skalptə] n скульптор seaside ['si:saɪd] n морской берег season ['si:zn] n время года second ['sekənd] num ord второй secret ['si:krət] n тайна, секрет see [si:] v (saw: seen) видеть, смотреть seen [si:n] v p. p. om see seldom ['seldəm] adv редко sell [sel] v (sold) продавать(ся) sense [sens] n чувство sentence ['sentons] n грам. предложение serious ['sɪərɪəs] а серьёзный serve [s3:v] v служить, быть полезным set [set] v (set) ставить, помещать; to ~ up основывать, учреждать several ['sevrəl] а несколько shape [feip] n dopma share [[eə] v 1) делить(ся) 2) разделять (мнение, вкусы и т. п.) sheet [fi:t] n лист ship [fip] n корабль, судно shoe [$\mathfrak{f}\mathfrak{u}$:] n туфля, ботинок **shop** [pp] n магазин short [fo:t] а короткий should [fvd] v модальный глагол, выражающий долженствование, уместность, целесообразность, предположение shout [faut] v кричать show [ʃəʊ] 1. *n* зрелище, шоу 2. *v* (showed [-d]; showed, shown) 1) показывать 2) демонстрировать showing ['soun] n показ shy [fai] a застенчивый, робкий sick [sik] a преим. AE больной side [said] n сторона sight [sait] n 1) вид 2) pl достопримечательности similar ['sɪmələ] а подобный (to) simply ['simpli] adv легко, просто, несложно

since [sins] prep с, после sister ['sistə] n cecrpa sit [sit] v (sat) сидеть situation [,sɪtʃʊ'eɪʃn] n ситуация size [saiz] n pasmep skate [skeit] v кататься на коньках skateboard ['skeitbo:d] n скейтборд skateboarder ['skeitbo:də] n скейтбордист skateboarding ['skeitbo:din] n катание на скейтборде skater ['skeitə] n скейтер skirt [sk3:t] n юбка sky [skai] n небо sled [sled] v кататься на санках sledding ['sledin] n катание на санsleep [sli:p] v (slept) спать slept [slept] v past u p. p. om sleep slow [slov] а медленный; the clock is ~ часы отстают smack [smæk] adv разг. с треском small [smɔ:l] а маленький smart [sma:t] a остроумный, находчивый smell [smel] 1. n 1) обоняние 2) запах, аромат 2. v 1) чувствовать запах 2) иметь запах, пахнуть smile [smail] 1. n улыбка 2. v улыбаться snake [sneik] n змея so [səv] adv 1) поэтому, так, таким образом, так что 2) употр. для усиления так, настолько; ог ~ приблизительно, около этого sociable ['səʊʃəbl] а общительный society [sə'saɪətɪ] n общество sold [səvid] v past u p. p. om sell soldier ['səʊlʤə] n солдат some [sʌm] pron 1) некоторые 2) некоторое количество someone ['samwan] pron indef кто-то, кто-нибудь something ['samθιη] pron indef κακ сущ. что-то, кое-что, нечто, чтонибудь sometimes ['sʌmtaɪmz] adv иногда

~ виноват, простите; to feel ~ for сочувствовать (кому-л.) sound [saund] n звук Soviet ['səuviət] а советский space [speis] n космос, космическое пространство spaceship ['speis, sip] n космический корабль Spanish ['spænis] n испанец, испанка speak [spi:k] v (spoke; spoken) говорить, разговаривать special ['spefl] a специальный, особый specialist ['spefalist] n специалист speech [spi:tf] n речь; to make a ~ выступить с речью spend [spend] v (spent) 1) проводить 2) тратить, расходовать spent [spent] v past u p. p. om spend spirit ['spirit] n дух splendid ['splendid] а великолепный; разг. отличный, превосходный spook [spu:k] n привидение spooky ['spu:ki] a 1) похожий на привидение 2) жуткий, страшный, ужасный \mathbf{sport} [spo:t] n спорт, спортивные игры sporting ['spo:tin] a спортивный sportswoman['sports, wuman] n choptсменка spring [sprin] n весна square [skweə] n 1) квадрат 2) площадь stand [stænd] v (stood) стоять star [sta:] n звезда stare [stee] v таращить или пялить глаза start [start] 1. n старт 2. v начинать(ся) state [steit] n 1) государство 2) штат statement ['steitment] n утверждение station ['steifn] n станция statue ['stætfu:] n статуя stay [stei] v оставаться step [step] n ступенька stick [stik] n палка still [stil] adv 1) до сих пор, (всё) ещё 2) всё же, тем не менее, однако

sorry ['sɒɪɪ] a predic огорчённый; I am

soon [su:n] adv скоро

stone [stəun] n камень stood [stud] v past u p. p. om stand stop [stpp] v останавливать(ся) story ['sto:ri] n рассказ, повесть strange [streinф] a 1) чуждый, незнакомый 2) странный street [stri:t] n улица strict [strikt] а строгий, требовательstrong [stron] a 1) сильный 2) крепкий, насыщенный (вкус) structure ['straktfə] n структура, устройство study ['stadi] v изучать stuff [staf] n pass. чепуха subject ['sabdaekt] n предмет, дисципsubtropical [,snb'tropikl] а субтропический such [sʌtʃ] a такой; ~ as как например, такой как suddenly ['sʌdnlı] adv вдруг, внезапно, неожиданно suggest [sə'dest] v предлагать, советовать suggestion [sə'dʒestʃən] n совет, предложение suitable ['su:təbl] а подходящий, соответствующий summary ['saməri] n краткое изложение summer ['samə] n лето sun [san] n солнце sunbathe ['sanbeið] v принимать солнечные ванны sunlight ['sʌnlaɪt] n солнечный свет sunny ['sʌnɪ] a солнечный supermarket ['su:pə,ma:kit] n супермар**support** [sə'pɔ:t] 1. *n* поддержка 2. *v* оказывать поддержку, помогать suppose [sə'pəuz] v предполагать supposition [,sapə'zɪʃn] n предположеsure [ʃʊə] 1. a уверенный 2. adv AE конечно, непременно surf [s3:f] v заниматься сёрфингом

surfer ['sз:fə] n сёрфингист, сёрфер

surprising [sə'praizin] а удивительный swam [swæm] v past om swim swamp [swbmp] n болото sweater ['swetə] n свитер sweet [swit] 1. n конфета; сладости 2. а сладкий swim [swim] v (swam; swum) плавать, плыть swimming ['swimin] n плавание swing [swin] n качели switch [swit] v переключать sword [soid] n меч symbol ['simbl] n символ, эмблема sympathy ['simpəθi] n сочувствие synonym ['sinənim] n синоним

Tt

table ['teibl] n таблица take [teik] v (took; taken) 1) брать 2) занимать, отнимать (время, место) 3) сопровождать, провожать; to ~ up приступить, заняться; to ~ measurements снимать мерку taken ['teikn] v p. p. om take tale [teil] n pacckas, повесть talk [to:lk] 1. n разговор 2. v разговаривать; to ~ out отговорить tall [to:l] a высокий task [ta:sk] n задание taste [teist] 1. n вкус (чувство) 2. v (по)пробовать (на вкус) tasty ['teisti] а вкусный tattoo [tæ'tu:] n сигнал вечерней зари taught [to:t] v past u p. p. om teach teach [ti:tʃ] v (taught) учить, обучать teacher ['ti:tʃə] n учитель team [ti:m] n спортивная команда teen [ti:n] n юноша, девушка; подросteenager ['ti:neidə] n подросток television ['teliviʒn] n телевидение tell [tel] v (told) 1) рассказывать 2) говорить 3) сказать temperature ['temprətʃə] n температура temple ['templ] n xpam term [t3:m] n семестр, четверть

terrific [tə'rifik] a разг. с усил. знач. необычайный territory ['teritri] n территория test [test] 1. n контрольная работа 2. *v* подвергать испытанию, провеthan [ðæn (полная форма), ðən (редуцированная форма)] сј чем thank $[\theta$ æŋk] v благодарить; ~s to благодаря thankful ['Өæŋkfl] а благодарный that [ðæt] pron demonstr 1) тот, та, то 2) который (-ая, -ые) theatre [' θ ıətə] n театр themselves [ðəm'selvz] pron refl себя; -ся; себе then [ðen] adv 1) тогда 2) потом, затем there [ðeə] adv 1) там 2) туда thermometer [0ə'mpmətə] n термометр, градусник these [di:z] pron demonstr pl om this thick $[\theta_{ik}]$ а толстый thing $[\theta i \eta]$ n вещь, предмет think [θιηκ] υ (thought) думать third [θз:d] num ord третий this [dis] pron demonstr (pl these) этот, эта, это thistle ['Ossl] n чертополох those [ðəʊz] pron demonstr pl om that though [ðəʊ] cj тем не менее, всё же thought [Oot] v past u p. p. om think thousand ['Өаण्znd] num card тысяча thrill $[\theta r r l]$ v сильно взволновать thrilled [θ піd] a 1) взволнованный, возбуждённый 2) заинтригованный, захваченный through [θru:] prep через, сквозь tick [tik] v делать отметку, ставить галочку ticket ['tikit] n билет tiger ['taigə] n тигр till [til] cj до тех пор; пока (не) time [taim] n 1) время, pl эпоха, времена; on ~ точно, вовремя 2) раз tin [tɪn] n банка tire ['taiə] v утомлять(ся), уставать (от чего-л.) tired ['taiəd] a усталый, утомлённый

title ['taitl] n звание, титул to [tu:] prep 1) указывает на направление к, в, на 2) указывает на сравнение на, к, против today [tə'deɪ] adv сегодня together [tə'geðə] adv вместе toilet ['toɪlət] n туалет told [təʊld] v past u p. p. om tell tomorrow [tə'mprəv] adv завтра tonne [tʌn] n метрическая тонна (= 1000 kr)too [tu:] adv 1) слишком 2) также, тоже took [tvk] v past om take tooth [tu:θ] n (pl teeth) зуб; to have a sweet ~ быть сластёной top [top] 1. *n* вершина 2. *a* 1) лучший 2) занимающий верхнее положение torch [to:tf] n факел tour [tuə] n экскурсия, поездка tourist ['tuərist] n турист, путешественник tournament ['tuenement] n турнир towards [tə'wɔ:dz] prep к, по направлению к tower ['tauə] n башня town [taʊn] n город, городок toy [toi] n игрушка traditional [trə'dɪʃnəl] а традиционный train [trein] v тренироваться translate [træns'leit] v переводить(ся) (с одного языка на другой) translation [træns'leɪʃn] n перевод treasure ['treʒə] n сокровище tree [tri:] n дерево trick [trik] n фокус \mathbf{trip} [trip] n путешествие, поездка troop [tru:p] n 1) отряд 2) pl войско true [tru:] a 1) верный, правильный 2) верный, преданный trust [trʌst] n концерн, фонд try [trai] v 1) пробовать, пытаться, стараться 2) проверять на опыте; to ~ on примерять, to ~ out пробовать tune [tju:n] v настраивать; to ~ in настраивать радиоприёмник/телевизор

turn [ts:n] *v* вращать(ся), вертеть(ся); **to** ~ **off** выключать; **to** ~ **on** включать

turtle ['ts:tl] n черепаха

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

twit [twit] *n разг*. глупый человек, дурак

type [taip] n 1) тип, типичный образец 2) модель, образец **typically** ['tipikəli] adv типично

Uu

under ['ʌndə] prep под
underline [,ʌndə'lain] a подчёркнутый
understand [,ʌndə'stænd] v (understood) понимать
uniform ['ju:nifɔ:m] n форменная одежда, форма

 until [ən'tıl] cj до тех пор; пока

 unusual [ʌn'ju:ʒʊəl] a 1) необыкновенный, необычный 2) замечательный

up [∧p] adv указывает на нахождение наверху, вверх

upset [лр'set] а расстроенный

upside down ['Apsaid dawn] adv вверх дном, вверх ногами

us [AS] pron pers косв. n. om we

use 1. n [jus] использование **2.** v [juz] употреблять, использовать

useful ['ju:sfl] а полезный

usual ['ju:ʒʊəl] a обыкновенный, обычный

usually ['ju:ʒʊəlɪ] adv обычно

$\mathbf{V}\mathbf{v}$

vacation [və'keɪʃn] n каникулы; AE отпуск

 $\mathbf{vegetable}$ ['vedstəbl] n овощ

velvet ['velvit] а вельветовый, бархатный

Venus ['vi:nəs] n Венера

version ['v3: $\int n$] n версия; вариант

very ['veri] adv очень

viewing platform [,vju::ŋ 'plætfo:m] n смотровая площадка

village ['vɪlɪʤ] n деревня visit ['vɪzɪt] v навещать, посещать visitor ['vɪzɪtə] n посетитель, гость volcanic [vɒlˈkænɪk] a вулканический volcano [vɒlˈkeɪnəʊ] n (pl-oes) вулкан volleyball ['vɒlɪbɔːl] n волейбол volunteer [,vɒlənˈtɪə] 1. n добровольный помощник 2. v добровольно помогать

$\mathbf{W}\mathbf{w}$

wait [weit] v ждать (for)

walk [wo:k] 1. *п* прогулка 2. *v* 1) ходить 2) идти пешком 3) гулять

wall [wo:l] n стена

wander ['wndə] v бродить

want [wont] v хотеть

war [wo:] *п* война

warm [wo:m] 1. *a* тёплый 2. *v* греть(ся), нагревать(ся); to ~ up нагревать

warmth [wɔ:mθ] n тепло

wash [wbf] v мыть(ся)

wasp [wpsp] n oca

watch [wpt]] v наблюдать, смотреть

water ['wɔ:tə] n вода

wax [wæks] n воск

waxwork ['wæksw3:k] *п* изделие из воска

way [wei] n 1) путь, дорога 2) способ wear [weə] v (wore; worn) быть одетым (во что-л.); носить ($o\partial e \mathcal{m} \partial y$)

weather ['weðə] n погода

website ['websait] n веб-сайт

weed [wi:d] n сорняк

week [wi:k] n неделя

weekend [,wi:k'end] *п* уик-энд, время отдыха с субботы до понедельника weigh [wei] *v* взвешивать

weight [weit] n Bec

welcome ['welkəm] 1. а желанный; (You are) ~! phr Добро пожаловать!

2. v приветствовать

well [wel] *adv* (better; best) хорошо; as ~ вдобавок, также; well, ... ну, ...

went [went] v past om go

were [w3:] v past om be

west [west] n запад western ['westən] а западный wet [wet] a мокрый, влажный wetlands ['wetlandz] n заболоченные земли what [wpt] pron какой?, что?, сколько? wheel [wi:l] n колесо when [wen] 1. adv когда? 2. ci когда where [weə] 1. adv где?, куда? 2. cj где, откуда which [witf] 1. pron 1) который?, какой?, кто? (подразумевается выбор) 2) каковой, который, что 2. сі который, какой, что while [wail] cj пока; в то время как who [hu:] 1. pron 1) кто?, который? 2) который, кто 2. сі который, кто whole [həʊl] а целый, весь whose [hu:z] pron poss чей, чья, чьё, чьи why [wai] adv inter почему wife [waif] n жена wild [waild] a дикий wilderness ['wildenis] n дикая местность wildlife ['waildlaif] n живая природа (лес, поле, океан и их обитатели) win [win] v (won) выиграть, победить wind [wind] n bettep window ['windəv] n окно wing [win] n крыло winner ['winə] n победитель wintertime ['wintətaim] n зима with [wið] prep указывает на связь с чем-л. с without [wið'aut] prep без; to do ~ об-

ходиться без (чего-л.)

ять, выдержать

withstand [wið'stænd] v противосто-

wolf [wulf] n (pl wolves) волк woman ['woman] n (pl women ['wimin]) женщина won [wan] v past om u p. p. om win wonderful ['wʌndəfl] а удивительный wonder ['wʌndə] n чудо word [wз:d] *п* слово wore [wo:] v past om wear work [wз:k] 1. *п* работа 2. *v* работать worker ['ws:kə] n рабочий, работник workman ['ws:kmən] n рабочий, работworld [w3:ld] n мир worry ['wari] v беспокоить(ся) worse [w3:s] a (сравн. ст. от bad) худший write [rait] v (wrote; written) писать writer ['raitə] n писатель written ['ritn] v p. p. om write wrong [ron] а неправильный wrote [rout] past om write

$\mathbf{Y}\mathbf{y}$

yard [jɑ:d] n двор year [jɪə] n год yellow ['jeləʊ] a жёлтый yet [jet] adv (пока) ещё young [jʌŋ] a молодой, юный yourself [jə'self] pron (pl yourselves) refl себя; -ся, -сь; себе youth [ju: θ] n 1) молодёжь 2) attr молодёжный

Zz

zoo [zu:] *n разг*. зоопарк **zone** [zəun] *n* зона, район

List of names

Personal names

Alexander Plunkett Greene [,ælig'za:ndə ,plankit 'gri:n] Anderson, Rachel ['ændəsn, 'reitfəl]

Anne [æn] Arliss ['a:lɪs]

Bartholdi, Frédéric Auguste [ba:'θnldī, ,frede,ri:k ɔ:'qʌst]

Cassandra Jane Owens [kə,sændrə ,dein 'อบเทร]

Charlotte ['ʃa:lət]

Claudia ['klɔ:djə]

David Evans [,deivid 'evənz]

Deborah Ann Penny [,debərə ,æn 'peni]

Dodie ['dəvdı]

Dunant, Henry ['du:nont, 'henri]

Eileen ['aɪli:n]

Elizabeth [ι'lızəbəθ]

Finch Olive Penny [,fintf ,pliv 'peni]

Furlong, Mary E. ['fs:lpn, 'meərı'i:]

Gareth ['gærəθ]

Gifaldi, David [dʒɪ'fɑ:ldɪ, 'deɪvɪd]

Graeme Penny [,greim 'peni]

Hamilton, David ['hæmiltən, 'deivid]

Holmes, Kelly ['houmz, 'keli]

Horace John Morris [,hprəs,dgpn 'mpris]

Huckleberry Finn [,hakəlbəri 'fin]

Iggy ['igi]

Jacob Komar [,deikəb 'kəuma:]

Janet ['dænit]

Morton, Julius Sterling ['mɔːtn, ˌdʒuːljəs ,stɜːlɪŋ]

Kevin Hollister [,kevin 'hplistə]

Kristin Thompson [,kristin 'tompson]

LeRoy Barth [lə,rɔɪ 'bɑ:θ]

Liles, Geoff ['laɪlz, 'ʤef]

Matthew Martin [,mæθju: 'mɑ:tɪn]

Myers ['maiəz]

Old Yeller [,əʊld 'jelə]

Olive Marie McKay [,pliv ,meəri mə'kei]

Robin Strumpf [,robin 'strampf]

Seymour, Simon ['si:mo:, 'saɪmən]

Sharman, Helen ['ʃa:mən, 'helən]

Shelley Novak [,[cli 'nəuvək] Tom Sawyer [,tpm 'sɔ:jə] Workman, Tricia ['wɜ:kmən, 'trɪ[ə]

Geographical names

Alexandria [,ælɪg'zɑ:ndrɪə] г. Александрия

Austria ['pstriə] Австрия

British Isles, the [,britiʃ 'ailz] Британские острова

California [,kælı'fɔ:nɪə] Калифорния (штат США)

Canada ['kænədə] Канада

Chicago [ʃi'kɑ:gəʊ] г. Чикаго

Connecticut [kə'nektikət] Коннектикут (штат США)

Edinburgh ['edinbərə] г. Эдинбург

Egypt ['i:ʤɪpt] Египет

Ephesus ['efisəs] г. Эфес

Еигоре ['ju:əгəр] Европа

Everglades, the ['evəgleidz] Эверглейдс

Fletchley ['fletʃlı] г. Флетчли

Florida ['floridə] Флорида (штат США)

Geneva [dʒə'ni:və] г. Женева

Germany ['dʒɜ:mənɪ] Германия

Guernsey ['gз:nzi] о-в Гернси

Japan [dʒə'pæn] Япония

Kazakhstan [,kæzæk'stɑ:n] Казахстан

Maine [meɪn] Мэн (штат США)

Mississippi [,misi'sipi] Миссисипи (штат США)

Mississippi, the [,misi'sipi] Миссисипи (peкa)

Morocco [mə'rɒkəʊ] Марокко

Moscow ['mpskəv] г. Москва

Nebraska [nı'bræskə] Небраска (штат США)

New York [,nju: 'jɔːk] г. Нью-Йорк

Niger ['naɪʤə] Нигер

North Wales [,nɔ:θ 'weilz] Северный Уэльс North Africa [,nɔ:Ө 'æfrɪkə] Северная Африка

Olympia [ə'lımpıə] г. Олимпия Paris ['pæris] г. Париж

Sheffield ['sefi:ld] г. Шеффилд

St Petersburg [sənt 'pi:təzbз:g] г. Санкт-Петербург

Switzerland ['switsələnd] Швейцария United States, the [ju:,naitid 'steits] Соединённые Штаты Америки USA, the [,ju: es 'ei] США

Others

Acacia Gardens [ə,keiʃə 'gɑ:dnz] Экейша Гарденз (название улицы) Avery Cup tournament, the [,eivəri ,kʌp 'tɔ:nəmənt] Турнир кубка Эйвери Bazaar [bə'zɑ:] «Базар» (название журнала)

Conwy Castle [,kpnwi 'ka:sl] замок Конви

Din Eidyn [,din 'eidin] Дин Эйдин (крепость)

Manchester United [,mæntʃəstə ju:'naɪtɪd] «Манчестер Юнайтед» (название английского футбольного клуба)

Mons Meg [,mbnz 'meg] Монс Мег (nywкa)

St Margaret's Chapel [sənt ,ma:grəts 'tʃæpl] часовня святой Маргариты Thrive [θгаіv] Трайв (благотвори-

тельная организация)

List of reading skills

Anticipating — умение антиципировать (предвосхищать/прогнозировать содержание)

Applying background knowledge — умение применять ранее полученные знания

Choosing meaning that fits the context — умение выбрать значение многозначного слова, подходящее по контексту

Expressing personal opinions — умение выражать собственное мнение

Extracting cultural information — умение извлекать культурологическую информацию

Guessing meaning by analogy — умение определять значение незнакомого слова по аналогии с родным языком

Guessing meaning by context — умение определять значение незнакомого слова по контексту

Guessing meaning by pictures — умение определять значение незнакомого слова по иллюстрациям

Guessing meaning by synonyms — умение определять значение незнакомого слова с помощью синонимов

Identifying author's attitude towards characters — умение определять отношение автора κ героям

Identifying familiar grammar structures — умение распознавать знакомые грамматические явления (в незнакомом тексте)

Identifying the type of text — умение определять тип текста

Interpreting graphic aids — умение извлекать информацию из таблиц, графиков

Interpreting illustrations — умение извлекать информацию из иллюстрированной наглядности (умение интерпретировать иллюстрации)

Learning to translate — умение переводить

Making notes — умение выписывать из текста запрашиваемую информацию

Matching — умение соотносить (слова, картинки, тексты и т. д.)

Predicting grammar structures — умение предвосхищать/прогнозировать (элементы) грамматических структур

Reading for detail — умение читать с полным пониманием

Reading for specific information — умение читать с извлечением конкретной информации

Reading for the main idea — чтение с пониманием основного содержания

Relating information to personal experience — умение соотносить информацию в тексте с личным опытом

Summarizing — умение кратко излагать содержание прочитанного

Transcoding information into some other display — умение представлять информацию в форме, отличной от её первоначального вида

Understanding cause-effect relations beyond the material presented — умение понимать скрытые причинно-следственные связи

Understanding cause-effect relations — умение понимать причинно-следственные отношения

Understanding chronological order — умение понимать хронологическую последовательность событий

Understanding references — умение использовать справочные материалы

Understanding relations between the parts of a text through grammatical cohesion device — умение понимать связи между частями текста посредством союзных слов и союзов

Understanding relations within a text — умение понимать связи между частями текста

Understanding sequence — умение понимать последовательность событий, описываемых в тексте

Understanding text organisation — умение понимать внутреннюю организацию текста

Understanding unstated ideas — умение понимать скрытую идею текста
Using a dictionary — умение пользоваться словарём

Using reference materials — умение использовать справочные материалы

Contents

Are you happy at school?	5
What are you good at?	12
Can people do without you?	19
Are you a friend of the planet? 2	28
Have you got any problems with your friends?	35
What is best about your country? 4	14
Do you have an example to follow?	54
How do you spend your free time?	61
What are the most famous sights of your country?	69
Linguistic and cultural guide	77
Vocabulary	84
List of names10	07
List of reading skills10	09
	What are you good at? Can people do without you? Are you a friend of the planet? Have you got any problems with your friends? What is best about your country? Do you have an example to follow? How do you spend your free time? What are the most famous sights of your country? Linguistic and cultural guide Vocabulary List of names



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