






English 5



Reader

Условные обозначения

-  говорение
-  чтение
-  письменное задание
-  домашнее задание
-  задание повышенной сложности

Glasgow* — см. Лингвострановедческий справочник
(Linguistic and cultural guide (LCG))

AB — Activity Book

Let's make friends!

Английский язык

Книга для чтения

5 класс

Пособие для учащихся
общеобразовательных
организаций

2-е издание

Москва
«Просвещение»
2014

УДК 373.167.1:811.111
ББК 81.2Англ-93
А64

6+

Научный консультант авторского коллектива акад. РАО, д-р психол. наук
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**Английский язык. Книга для чтения. 5 класс : пособие
А64 для учащихся общеобразоват. организаций / [В. П. Кузовлев, Н. М. Лапа, И. П. Костина и др.]. — 2-е изд. — М. : Просвещение, 2014. — 95 с. : ил. — ISBN 978-5-09-032823-4.**

Книга для чтения является составным компонентом УМК «Английский язык» для 5 класса и предназначена для учащихся общеобразовательных организаций.

В пособие наряду с отрывками из произведений классиков детской английской литературы и современных авторов включены разнообразные типы текстов, которые дополняют и углубляют содержание уроков учебника. Все тексты сопровождаются упражнениями для развития умения читать.

УДК 373.167.1:811.111
ББК 81.2Англ-93

ISBN 978-5-09-032823-4

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Unit 1

Let's make friends!

1. In this article American children write about their favourite TV shows.

1) What are their favourite TV shows? Read the Learning to Learn note first.

Learning to Learn

Как быстро найти нужную информацию

Иногда бывает нужно очень быстро найти необходимую информацию в каком-либо тексте. При чтении на иностранном языке этому специально надо учиться. В книге для чтения этому умению помогают научиться задания с пометкой "Reading for specific information" (чтение с целью поиска конкретной информации). Чтобы успешно справляться с подобными заданиями, советуем поступать следующим образом:

- убедитесь, что вы чётко представляете, какую информацию нужно найти в тексте;
- обращайтесь особое внимание на опознавательные знаки, слова, которые могут подсказать, где в тексте находится необходимая информация (заглавные буквы — для ответа на вопросы кто?, где?, цифры — сколько?, когда? и т. д.);
- не останавливайтесь при чтении на каждом незнакомом слове, незначительной информации.

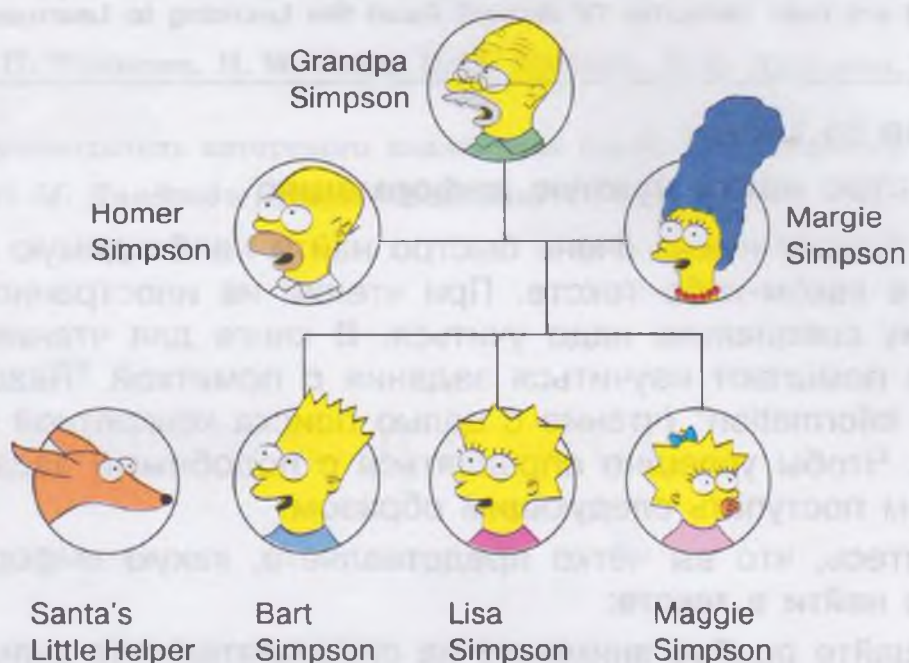
Our favourite TV shows¹ are all cartoons!

'The Simpsons' and 'Rugrats'* are the two cartoons we like best of all. We like Homer, (0) the father, because when he does something silly, he says that funny word "Doh!" People laugh when he says that. Margie, (1) _____, is great because of her big, blue hair. We're all Simpsons fans because of Bart, (2) _____. Bart makes the show more interesting. We like Lisa, (3) _____ because Lisa plays the *saxophone* and we like music. Maggie, (4) _____ is a lucky and cute baby.

¹ a show [ʃəʊ] — передача, шоу

'Rugrats' has a lot of baby characters, too. One of the babies is Tommy Pickle. He is the bravest baby. The other baby is Chuckie Finster. We like him because he has a good imagination. These shows are very different, but they are very funny.

2) Look at the Simpsons' family tree*. Who is who in the family? Fill in the gaps in the text with *Homer and Margie's son*, *Bart's sister*, *the father*, *the mother*, *Bart and Lisa's sister*. There is an example (0) at the beginning.



3) Learning to translate. Why do the children like *The Simpsons* and *Rugrats*? Find the answers in the text and translate them.

because [bi'koz] 1) потому что, так как; 2) ~ of из-за

4) What is the British word?

AE	BE
favorite	?

5) Letters, signs and sounds. Classify the words from the article according to the rules of reading of the letter *Uu*.

[ʌ] [ju:] [ʊ]

2. Jill wrote a poem about her visit to the county* fair.

1) Did Jill like the fair?



The County Fair

I went to the County Fair today.
I saw horses eating their hay.
I saw many rides there high and low.
I wanted to ride the tall scary one that
Went upside down, but Mom said, "No!!!"
We bought cotton candy and *lemonade*.
After that we saw a *parade!*
I saw baby pigs walking around.
Then I took a picture of a *clown!*
I liked the County Fair,
Next time I hope I'll see you there!

Jill, 10.



2) What did the girl do at the fair? Read the Learning to Learn note first.

Learning to Learn

Как научиться понимать всё, о чём читаешь

Иногда нужно прочитать текст на английском языке и полностью понять его. В книге для чтения этому важному умению помогают научиться задания с пометкой "Reading for detail" (чтение с целью полного понимания содержания).

Вот несколько полезных советов:

- прежде всего прочитайте весь текст и попытайтесь понять общий смысл. Это поможет глубже вникнуть в детали при повторном чтении;

- если при повторном, более внимательном чтении встретятся незнакомые слова, не спешите обращаться к словарю;
- постарайтесь понять значение незнакомого слова по общему смыслу предложения;
- попробуйте сопоставить незнакомое слово со словами русского языка;
- если оно не напоминает никаких слов, внимательно рассмотрите, из каких элементов состоит это слово, не помогут ли они догадаться о его значении;
- если все перечисленные способы не помогли, остаётся последний — обращение к словарю. Главное — не оставлять ключевые слова (подлежащее, сказуемое) без точного перевода;
- если все слова в предложении ясны, а общий смысл его всё равно не понятен, обратитесь к учителю и выясните, какое грамматическое явление употребляется в предложении и как оно переводится на русский язык.

3) What things did the girl see at the fair? What did she do at the fair?

4) **Letters, signs and sounds.** Which words of the poem rhyme? Classify the words from the poem according to the rules of reading.

a) [eɪ] b) [əʊ] c) [aʊ] d) [eə]

today
hay

5) Find the difference between the American and British words.

AE	BE
mom	mum
take a picture	take a photo

3. The story below is from *Ellen Tebbits* by Beverly Cleary.

1) What is the story about? Choose the best answer. Read the Learning to Learn note first.

The story is about

- Rosemont School
- what the children will do at the party
- Mrs Miller, a form teacher

Learning to Learn

Не вдаваясь в детали

Иногда нужно прочитать какой-то текст и понять только основное содержание, не вдаваясь в детали (reading for the main idea). В этом случае советуем поступить следующим образом:

- прочитайте внимательно название текста и постарайтесь предугадать, о чём в нём может идти речь;
- прочитайте текст быстро, не останавливаясь на незнакомых словах, если они не являются ключевыми. Чтобы понять общий смысл, не обязательно знать все слова;
- кратко ответьте на главные вопросы: о чём этот текст (рассказ, стихотворение и т. д.), в чём его главная идея;
- подумайте, помогло ли заглавие правильно предугадать содержание текста.

Open House at Rosemont School

After the lessons Mrs Miller **announced**, "Rosemont is planning to have an open house. All the mothers and fathers can visit the school. Each class **will exhibit** its best work, and children will be in each room — they will answer questions. Others **will entertain** the parents. The little children's *band* **will perform** rhythms, the fifth- and sixth-graders will do folk dances in the gymnasium, and the seventh- and eighth-graders will give cookies and *coffee* in the science room. Some of the children will perform a play. One of the eighth-grade girls will read the story aloud. And the younger children will act and dance the story in *pantomime*."

2) **Using a dictionary.** What will the children act in pantomime? Choose the best meaning from the dictionary article below.

play [pleɪ] *n* 1) игра; 2) шутка; 3) пьеса

3) Tick (✓) what will be on the programme of the party.

Word Building

to exhibit — выставлять (напоказ)
to entertain — развлекать
to perform — представлять
to announce — объявлять

Суффиксы существительных -tion, -ance, -ment

an **exhibition** — выставка
an **entertainment** — ?
a **performance** — ?
an **announcement** — ?

- _____ An exhibition of pupil's works
- _____ A concert
- _____ A band performance
- _____ Folk dances
- _____ Coffee break
- _____ A pantomime
- _____ A play
- _____ A disco

4) Find the difference between the American and English words.

AE

a sixth-grader
favorite
math
open house
cookies

BE

a sixth former
favourite
maths
open day¹
biscuits

Reading lesson

Our favourite game

4. After school children like to play different games. Here is a poem about some children and their favourite game.

a 1) Complete the sentences with rhyming words and you'll learn what game the children played.

Kate and Jim walked to the _____ garden/park,
 And in the street they met Clark.
 Clark then walked with Kate and Jim,
 And soon they *stopped* to take _____ a swim/a ride.
 At the pool they all asked Mark
 To go with them to the _____ river/park,
 Mark said, "Sure, I'd like to _____ come/go,
 And I will bring my best friend Joe."
 Then they all went to buy some _____ drink/candy,
 And Kate saw Mary, Sue and Andy,
 They said they'd like to play some _____ ball/music
 If they could also bring Gail and Paul.

¹ open day — день открытых дверей



Each one agreed, and off they _____ went/got.
 And soon they met¹ their good friend Kent.
 But Kent said, "No, I won't _____ do/go

Because I want to go to a show."
 Soon they all got to the _____ pond/park,
 But it was already dark,
 And Clark and Jim and Sue and Joe
 Decided it was time to _____ start/go.

So they went home, and all the rest
 Talked it over and thought it best
 To have two groups and play some _____ cards/ball
 Until they couldn't see at all.

Soon it was time to start the _____ play/game,
 But first each group got a name.
 One was 'Hit', the other _____ 'Hide'/'Run'
 Now — how many were in each group?

E 2) Before the children got to the park, they did different things.

In what order did they do the following things?
 (reading for detail)

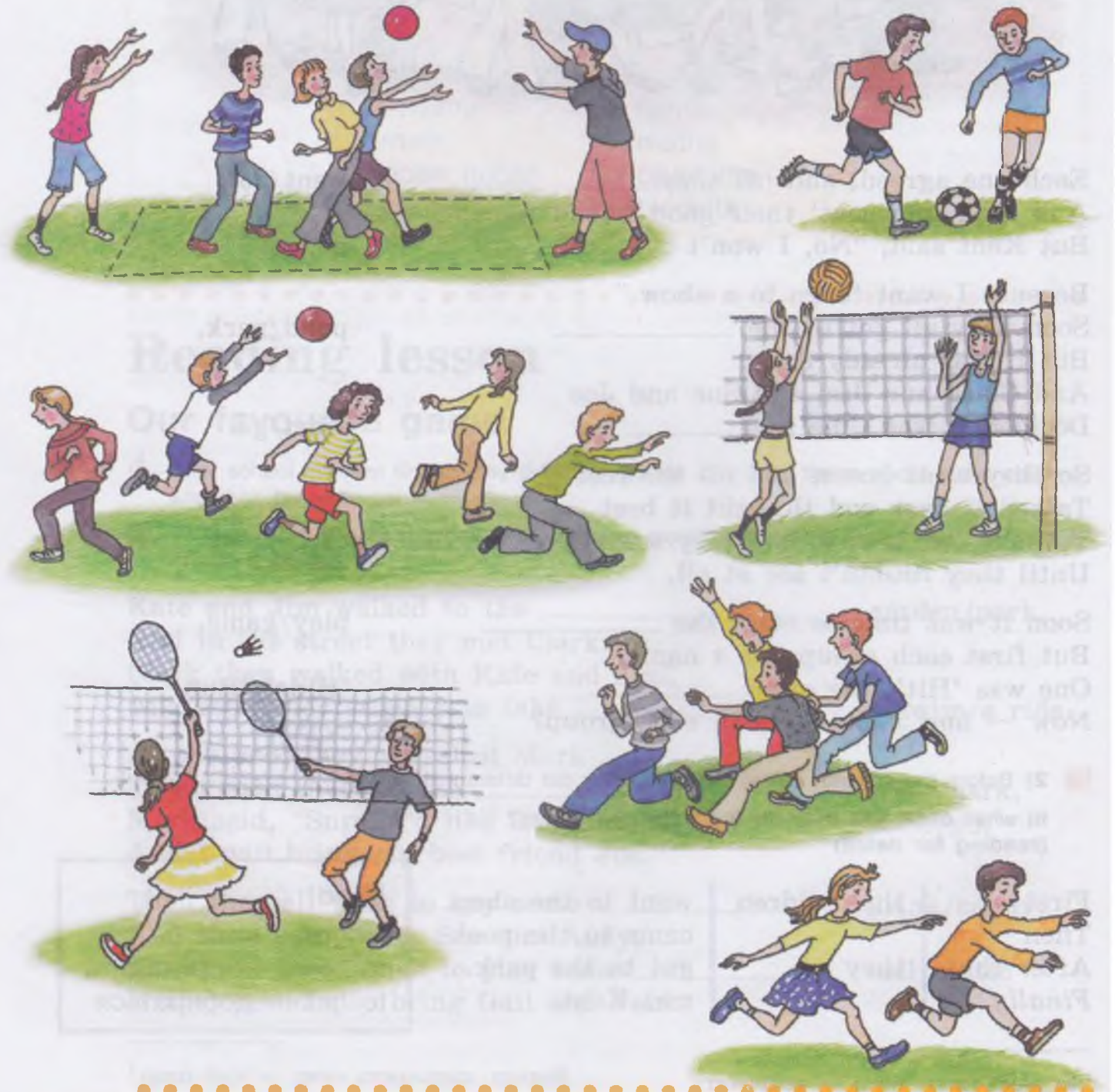
First	the children	went to the shop.
Then		came to the pool.
After that	they	got to the park.
<i>Finally</i>		met Kent.

Mind!

to go — идти
 to come — приходиться
 to get — добираться

¹ to meet (met, met) — встречать


- E** 3) Who played the game in the park? Answer the questions and mark the children's way to the park in the picture (AB ex. 1).
- E** 4) What question does the author of the poem ask? Answer the question.
- E** 5) **Role play.** On the way to the park the children invited their friends to go with them.
 a) Act out the conversation between the children and Mark.
 b) Act out the conversation between the children and Kent.
- 6) **In your culture.** What similar games are there in your culture? What ball games do you like playing?



Unit 2

Rules around us

1. American children should follow the following school safety tips.¹

 1) What are these tips? Finish each one (1–5) with the sentences A–F. There is one extra (лишнее) sentence. (reading for detail)

School safety tips for children

Always take a friend when you walk or ride your bike to and from school. (1)

Don't help a stranger. (2)

Don't get into a car with a stranger. (3)

Don't play in parks or playgrounds alone. (4)

Don't take money or things from anyone.² (5)

A. Adults³ should not ask children for help, they should ask other adults.

B. Only go with someone⁴ if your parents have told you it is OK.

C. Always ask your parents' permission before you take anything from other people.

D. It's safer and more fun to be with your friends.

E. Make sure⁵ you have your parents' permission, and they know where you are going to.

F. Change your plans.

Word Building

some + one = someone — кто-то

any + one = anyone — кто-то, кто-нибудь (в отрицательных и вопросительных предложениях), всякий, любой (в утвердительных предложениях)

any + where = anywhere — ?

¹ a tip [tɪp] — совет

² anyone ['eniwʌn] — кто-либо

³ an adult ['ædʌlt] — взрослый (человек)

⁴ someone ['sʌmwʌn] — кто-нибудь

⁵ to make sure [ʃʊ, ʃʊr] — убедиться

- a** 2) Letters, signs and sounds. Classify the words from the tips according to the rules of reading for the letter Aa.

[eɪ] [æ] [ɑ:] [ɔ:] [eə]

safety

2. Miss Honey (Matilda's first teacher) tells the pupils from her class about the rules at their school.

- 1) What are these rules? (reading for specific information)



“**N**ow this is the first day of school for you. It is the start of eleven years of *schooling* that all of you are going to have to go through. And six of those years you will spend here at Crunchem Hall where, as you know, your Headmistress is Miss Trunchbull. She likes **strict**¹ *discipline* at the school. Never **argue**² with her. Always do as she says. Never answer her back. Don't forget that Miss Trunchbull **deals** very strictly **with** anyone who **gets out of line** in this school. Have you **got the message**?”

It was the second week of Matilda's first term when Miss Honey said to the class, “Tomorrow Miss Trunchbull will **take over** your class for one lesson. The Headmistress is very strict. Make sure your clothes are clean, your faces are clean and your hands are clean. Speak only when she speaks to you. When she asks you a question, stand up before you answer it. And don't be funny.”

(from “*Matilda*” by Roald Dahl*)

- a** 2) Letters, signs and sounds. Find in the story the words that match with the transcription. Guess their meanings.

[ˈsku:lɪŋ] [ˈdɪsəplɪn]

¹strict [strikt] — строгий, требовательный

²to argue [ˈɑ:ɡju:] — спорить

- 3) **Learning to translate.** Find the following word combinations in the story and choose the appropriate meaning. Read the Learning to Learn note first.

Learning to Learn

Многозначные слова

Многие слова имеют не одно, а два и более значений. Подходящее значение выбирается исходя из контекста, то есть предложения, в котором употребляется слово.

Например: **take over**

1) перевозить, переводить (*через дорогу*)

These boats can **take over** the river. Эти лодки могут перевезти людей через реку.

2) принять должность, обязанность от других

My son will **take over** some of the cleaning. Мой сын возьмёт на себя уборку.

deal with

1) иметь дело с кем-либо, чем-либо;

2) обходиться, обращаться

get out of line

1) выходить из очереди; 2) вести себя неправильно

get the message

1) получить сообщение; 2) понимать

- 4) Are the following sentences true (T) or false (F)? Prove it from the story. (reading for detail)

1. Children have to follow some rules at their school.
2. They mustn't argue with Miss Trunchbull.
3. They have to be clean.
4. They have to stand up to answer the question.
5. They mustn't be funny.
6. They can ask Miss Trunchbull questions.
7. Miss Trunchbull is strict with pupils.

3. Kate is the main character in the story *The Computer Nut* by Betsy Byars.

1) **Learning to translate.** What is a 'computer nut'?



nut [nʌt]

n 1) орех; 2) человек, помешавшийся (на чём-либо)

2) Read the story to check. (reading for the main idea)

“The funniest thing happened¹ to me this afternoon,” Kate said when she came into the room.

“What happened?” her father asked.

“Well, I was at the *office* using the computer — this was for school. I had to do my *portrait* for art. So after I finished the picture a message came on the computer for me. Someone *contacted* me!”

“A message? Who was it from?”

“I don’t know, Mom. It was like *magic*.²”

“Kate, I do not like strangers who contact anyone.” She looked at her daughter. “Now, Kate, sit down and we’ll talk about this computer message.”

Kate said, “It was nothing, Mom, really.”

“You have no idea who sent the message?”

“No.”

“These computers are like telephones. I don’t like it. Anyone may contact you.”

“Mom, you don’t understand.³ Anyone may not —”

“Kate, you shouldn’t give your name and address. Any *weirdo* [ˈwiədəʊ] may —”

“Some interesting things have happened, and you talk about the dangers.”

“Kate, we care about you.”

C 3) Choose the correct answers to the following questions. (reading for detail)

1. How did Kate get the message?
 - A. She got it on the computer.
 - B. A stranger came to the father’s office and brought the message.
 - C. Her father brought it from his office.
2. What did Kate do at her father’s office?
 - A. She used the telephone.
 - B. She did her homework.
 - C. She played computer games.
3. What did Kate’s mother think about the computer message?
 - A. She didn’t like it.
 - B. She didn’t like people who send messages on the computer.
 - C. She didn’t like that the message was from a stranger.

¹ to happen [ˈhæp(ə)n] — происходить, случаться

² magic [ˈmædʒɪk] — волшебство, магия

³ to understand [ˌʌndəˈstænd] — понимать

4. What did Kate think about the computer message?
- She was afraid of it.
 - She liked it.
 - She was sorry about it.
5. What does **weirdo** mean?
- A person who is not normal.
 - A computer nut.
 - A computer.

c 4) Kate's mum cares about Kate.

Finish the sentence.


Any weirdo may _____.

Reading lesson

Powder that may change your school life

4. Mr Wonka and the children are talking about the spotty powder.

1) **Learning to translate.** What is “spotty powder”? Read the story and match the words with their translations.

spotty powder [spɒtɪ 'paʊdə]		• полный беспорядок, хаос
chaos ['keɪɒs]		• 1) вещество, материал; 2) вещи, имущество
chickenpox ['tʃɪkɪn'pɒks]		• порошок, вызывающий сыпь
stuff [stʌf]		• ветрянка (<i>детская болезнь</i>)

Word Building **Сложные существительные**
breakfast + time = breakfast-time — ?

AB ex. 1

“**I**’d like to show you my new stuff,” said Mr Wonka. “This stuff is going to bring chaos to schools all over the world when I get it into the shops. Spotty powder! There it is! That’s it! Fantastic stuff!”

“It looks like **sugar**,¹” said Miranda.

¹sugar ['ʃʊɡə] — сахар



“It looks like sugar,” Mr Wonka said. “But it isn’t sugar.”

“Then what is it?” asked Miranda. “What’s this stuff for?”

“Ah-ha,” said Mr Wonka. “You will never guess that, not in a million years. Now listen. All you have to do is put it in your porridge at breakfast-time like sugar. Then you eat it. And then you have red *spots* on your face.”

“What sort of silly person wants spots on his face at breakfast-time?” said Miranda.

“I’ll finish,” said Mr Wonka. “Your mother looks at you and says, ‘My dear child. You must have chick-enpox. You shouldn’t go to school today.’ And you stay at home. But at lunch-time, the spots have gone away.”

“Fantastic!” said Charlie. “That’s what I want for the day when we have exams!”

“That’s the best time to use it,” said Mr Wonka. “But you mustn’t do it often.”

“This stuff is bad! It mustn’t be in shops! I’ve never skipped a day’s school in my life. All vacations should stop!” cried Miranda. “Children must work not play.”

(from “Spotty Powder” by Roald Dahl)

AE	BE
vacation	holiday

2) Do the children like the spotty powder? (reading for the main idea)

E 3) Answer the following questions. (reading for detail)

1. Where did Mr Wonka get the powder from?
2. What happens when you eat the stuff?
3. What might the spotty powder do?
4. Is it easy to use the stuff?
5. What does Charlie think about the spotty powder?
6. How often can you use the spotty powder?
7. What does Miranda think about the spotty powder?

- d** 4) Now look at the answers to each of the questions (1–7) from ex. 4.3) and choose the correct answer, A or B. Prove from the story why some answers are wrong. Read the Learning to Learn note first.

Learning to Learn

Как делать задания с выбором ответа из нескольких предложенных

Чтобы хорошо справиться с подобным заданием, поступайте следующим образом:

- просмотрите текст, чтобы понять, о чём он;
- читайте текст более внимательно и постарайтесь ответить на каждый вопрос самостоятельно, не смотря на предложенные ответы (вопросы к тексту даны по порядку);
- прочитайте предложенные варианты ответа и выберите тот, который наиболее близок к вашему ответу;
- проанализируйте, почему остальные варианты не верны.

Question 1 **A.** He made the stuff.
 B. He bought the stuff in the shops.

Ответ **B** неверный. В тексте написано “when I **get** it **into** the shops”, а не **from** the shops.

Другие ответы могут сообщать информацию, которая может быть верной, но которой в тексте нет.

Question 2 **A.** Your mother thinks you feel bad and you stay at home.
 B. Your parents take you to hospital.

Ответ **B** неверный. В тексте об этом не сказано, хотя это возможно.

Question 3 **A.** The stuff might make school life better.
 B. The stuff might make school life worse.

Question 4 **A.** It is easy because you can use it like sugar.
 B. It is difficult because you have to cook it like porridge.

Question 5 **A.** He likes it.
 B. He is cautious of it.

Question 6 **A.** It is better to use it very often.
 B. It is better to use it only when you have exams.

Question 7 **A.** She thinks it is wonderful.
 B. She thinks it is dangerous.

5) Grammar. Find in the story the examples of the following sentences and read them aloud.

- Предложения, в которых говорится о необходимых действиях (мы должны делать что-либо или нам нельзя делать что-либо).
- Предложения, в которых говорится о действиях, которые мы должны совершать в соответствии с правилами.
- Предложения, в которых выражается пожелание, совет.
- Предложения, в которых выражается уверенность в том, что что-то происходит сейчас.

6) Do you agree with Miranda's words? Why? Why not?

"All vacations should stop! Children must work not play."

7) What may happen if there aren't any holidays?

8) What preposition is the dictionary article about? Fill in the gaps with the examples from the story.

_____ *prep.* 1. в пространственном значении указывает на

1) нахождение в пределах или внутри чего-л. в _____;

2) какое-л. движение внутрь чего-л. в _____;

2. во временном значении указывает на 1) период, по прошествии которого что-л. происходит через _____;

2) период, в течение которого происходит действие за, в течение _____.



Unit 3

We must help people around

1. Here is an article from a children's newspaper about the programme "Farms for City Children".

1) Who started the programme? What have you learnt about this man? (reading for specific information) Read the Learning to Learn note first.

In 1976 Michael Morpurgo* and his wife Clare started the programme 'Farms for City Children'. They now have three farms: in Devon, Wales and Gloucestershire, where children from towns and cities can come and be farmers.

The children spend a week at a **country-side**¹ farm, during which they put on their macs* and wellies* and take part in different farmyard work.

The day **begins**² early at 7.15 am with chores before breakfast. Children milk cows, check the sheep, and feed the ducks and hens. After that the children work **until**³ lunch-time and then walk in the countryside.

Every week groups of children visit the farms and have great fun with animals there.



Learning to Learn

Как пользоваться справочником "Linguistic and cultural guide"

Справочник "Linguistic and cultural guide" продолжает знакомить вас с культурой своей страны и культурой англоязычных стран. Слова в справочнике расположены в алфавитном порядке. Чтобы найти в справочнике информацию о писателе, учёном или другом известном человеке, вы должны искать его по фамилии: например, статья Michael Morpurgo будет находиться в справочнике

¹ a countryside ['kʌntrisaɪd] — сельская местность, деревня

² to begin [bɪ'ɡɪn] (began, begun) — начинать(ся)

³ until [ən'tɪl] — до

на букву **M** (Morpurgo). А если вы ищете имя персонажа книги, легендарного героя, то в справочнике его надо искать по имени: например, статья Robinson Crusoe будет находиться в справочнике на букву **R** (Robinson). Обязательно прочитайте по транскрипции, как правильно произносится по-английски фамилия известного человека или любой другой факт культуры.

Q 2) What do children do at the farms? Match the words in the columns.

spend a week	at 7.15
put on	sheep
the day begins	on a farm
milk	in the countryside
check	ducks
feed	fun
walk	mackintoshes and wellington boots
have	in farm work
take part	cows

E 3) Would you like to visit one of the farms?

2. Grammar. Here is a poem about Grizzly Bear*.

Q 1) How did the Bear answer the children's questions? Give full answers. (reading for specific information)

I have been over the mountains.

I _____
 I _____
 I _____
 I _____
 I _____

Grizzly Bear, Grizzly Bear

Grizzly Bear, Grizzly Bear,
 Where have you been?
 Over¹ the mountains —
 Such things I've seen!

Grizzly Bear, Grizzly Bear,
 What have you done?

¹Over ['əʊvə] — по ту сторону


Eaten blueberries
Made ripe by the sun.¹

Grizzly Bear, Grizzly Bear,
What have you found?
Ice-cold spring water
Deep from the ground.²

Grizzly Bear, Grizzly Bear,
What do you dream?
Sweet tasting salmon
Swimming upstream.³

Grizzly Bear, Grizzly Bear,
Where do you creep?⁴
Into my dark cave
Alone, let me sleep!

2) Here is a poem by A. A. Milne* about a little girl.

 Read the poem and complete it with a word from the box. (reading for the main idea)

bad naughty⁵ good smart

It's funny how often they say to me, "Jane?

Have you been a _____ girl?"

"Have you been a _____ girl?"

And when they have said it, they say it again,

"Have you been a _____ girl?"

"Have you been a _____ girl?"

I go to a party, I go to tea,

I go to my aunt for a week at the sea,

I come back from school or from playing a game;

Whenever I come from, it's always the same:⁶

¹ ...blueberries made ripe by the sun — ...голубика, созревшая на солнце

² Ice-cold spring water deep from the ground — Ледяная весенняя вода из глубины земли

³ ...Salmon swimming upstream — ...лосось, плывущий вверх по течению

⁴ to creep [kri:p] — ползти

⁵ naughty ['nɔ:ti] — непослушный

⁶ Whenever I come from, it's always the same — Откуда бы я ни пришла, всегда всё одно и то же

“Well?

Have you been a _____ girl, Jane?”

It's always the end of the loveliest day:

“Have you been a _____ girl?”

“Have you been a _____ girl?”

I went to the Zoo, and they waited to say:

“Have you been a _____ girl?”

“Have you been a _____ girl?”

Well, what did they think that I went there to do?

And why should I want¹ to be bad at the Zoo?

And should I be likely to say if I had?²

So that's why it's funny of Mummy and Dad,

This asking and asking, in case I was bad,³

“Have you been a _____ girl?”

“Well?”

“Have you been a _____ girl, Jane?”

2) Choose the answers to the following questions.

1. Who asks Jane the question?

- A. her friend
- B. her parents
- C. different people

2. How often do they ask her the question?

- A. 11 times
- B. every time when she comes home
- C. every morning

3. What is the title of the poem?

- A. The Good Little Girl
- B. The Bad Little Girl
- C. The Naughty Little Girl
- D. The Smart Little Girl

3. Here is a comic strip about bears.

1) Translate the sentences with yet and already.

— Have you done your homework, Poozy?

— No, I haven't done it yet.

¹ why should I want — *зд. с какой стати я буду*

² should I be likely to say if I had — *неужели я скажу, что плохо себя вела*

³ This asking and asking, in case I was bad — *Спрашивать на всякий случай, не плохо ли я себя вела*

- And you, Woozy, have you done your homework yet?
- Yes, I have already done it.
- Who wants to go to the movies?
- I do!
- I do!
- Woozy may go. But Poozy hasn't finished his homework yet.
- Next time I won't wait to do my homework.

- E** 2) Do your parents ask you such questions? Do you sometimes behave (вести себя) like Poozy?
- Q** 3) Letters, signs and sounds. Classify the words from the poem according to the rules of reading.

[ʌ] [əʊ] [ɜ:] [u:]



Reading lesson

Preparation for the Christmas show

4. Here is an extract from the book *Harriet the Spy** by L. Fitzhugh.

1) Look up the following words in the LCG. What is the story about?

- Mr and Mrs Curie*
- the Trojan War*

2) Read the story and check. (reading for the main idea)

Miss Elson came into the room and the children all said, "Good morning, Miss Elson." Miss Elson answered, "Good morning, children." Then *they* all sat down.

"Now, children," *she* began when the children stopped talking, "today is the day to plan our Christmas show. 1 _____"

"What about pirates?" said Sport.

"Well, that's great. I'll write that down. Next?"

Marion said, "I think, Miss Elson, that *we* should perform a play about the Trojan War. *It* will show what we have learnt." Miss

AE	BE
grade	?



Elson smiled. "That's a lovely¹ idea, Marion. 2 _____ But don't forget that we shouldn't give a play. The sixth-graders should dance." "Gibbs?"

"I think that a dance about the Curies would be nice. 3 _____ "Hansen?"

"I think we should all be things that you eat at Christmas dinner." "Hawthorne?"

Marion Hawthorne stood up. "I think *that's* a wonderful suggestion." 4 _____

Miss Elson said, "I think that's a lovely idea. Now let's go to the sports room and talk to Miss Berry."

... "All right, children, Miss Berry is ready now."

"Sixth-grade, yes, sixth-grade, let's see. 5 _____

Marion spoke for all of them.

"We've decided to be a Christmas dinner," *she* said brightly.

"Lovely, lovely. Now let's see, vegetables first, vegetables. *You* will be celery." 3"

"What?" asked Pinky.

"And *you*," she looked at Harriet "are an onion." 4"

"NO, I am not! I don't want to be an onion."

"Harriet, 6 _____.

"I will not do *it*."

"Stop talking! You are an onion."

"I won't do it."

"You must do it. It is a SCHOOL!"

¹ lovely ['lʌvli] — отличный, восхитительный

² a suggestion [sə'dʒestʃ(ə)n] — предложение

³ a celery ['seləri] — сельдерей

⁴ an onion ['ʌnjən] — лук

- ☰ ☐ 3) These sentences were taken out of the text. Put them into the right place.
(reading for detail)

- A. Sport and I could be Mr and Mrs Curie.”
- B. First let’s have some ideas about what we would like to do.”
- C. an onion is a beautiful thing.
- D. I think we should be Christmas dinner, too.”
- E. What have you decided?”
- F. I’ll write it down.

- ☰ 4) Look at the highlighted pronouns and find out what they refer to. Read the Learning to Learn note first.

Learning to Learn References. Связи между словами и предложениями в тексте

Такие слова, как *they*, *she*, *it* и др., помогают понять отношения внутри текста, они обычно относятся к чему-либо или кому-либо, уже упомянутому в тексте.

- ☐ 5) Choose the right answer to the following questions.

1. The children decided to
 - a) prepare Christmas dinner.
 - b) play the roles of different food.
 - c) take part in Christmas dinner.
2. Miss Elson and Miss Berry were
 - a) pupils of the sixth grade.
 - b) the children’s parents.
 - c) the teachers.
3. The role of onion went to
 - a) Harriet.
 - b) Sport.
 - c) Pinky.
4. Harriet
 - a) liked her role very much.
 - b) didn’t like the role at all.
 - c) didn’t get any role.
5. Harriet behaved¹
 - a) well.
 - b) badly.
 - c) like all children behave at school.

¹ to behave [bɪ'heɪv] — вести себя

! 6) What roles did the other children get?

□ 7) Letters, signs and sounds. Classify the following words according to the rules of reading of the letter Aa.

came sat all today plan that
play war dance talk grade

[eɪ] [ɔ:] [ə] [ɑ:]

□ 8) Read the summary of the text and complete it with the words from the box in the correct form.

take part suggestion plan role
permission must suggest decide

Miss Elson and the children from the sixth grade decided to 1 _____ a Christmas show. The children had different 2 _____ about what to do at the show. They 3 _____ that they could be pirates, and also suggested performing a play about the Trojan War. But they 4 _____ to do a show about Christmas dinner. All the children got different 5 _____. Harriet got the role of an onion. She didn't like her role. She didn't want to 6 _____ in the show and she wanted to leave the class without the teacher's 7 _____. But Miss Berry told her that at school children 8 _____ do what the teacher tells them to do.

5. Wally is a boy from children's books *Where's Wally?**. Here is Wally's interview to a children's newspaper.

□ Match the questions (1–7) with the answers (A–G).

1. — You travel a lot. Are you tired of travelling?
2. — Are you planning a new trip?
3. — What's the best place you've visited?
4. — How long have you travelled with Woof?
5. — What do you like doing?
6. — Where did you first meet your friend Wenda?
7. — What are your favourite clothes?



- A** _____
— I like travelling to fantastic places and meeting different people. I never hide, but children say that it's sometimes difficult to find me.
- B** _____
— I like my red and white shirt and hat. I think it is easy to find me in these clothes.
- C** _____
— I have been to so many fantastic places, but I always like the place I've just visited best. I will never forget the Sport Land.
- D** _____
— I met Wilma, Wenda's sister first. Then in The Magic Poster Land, Wenda joined us. Wilma and Wenda are the twins. Wenda is a great friend.
- E** _____
— Oh, no. I love travelling, meeting new people and looking at all the interesting events that happen around me. It is great!
- F** _____
— Wilma asked me to look after Woof some years ago. He has become a very good friend and he helps me a lot in my travels.
- G** _____
— Oh, yes!

Unit 4

Every day and at weekends

1. The Internet review gives information about a children's camp.

a 1) Before reading find out the meaning of the following words, match the words with the Russian equivalents.

to amuse

a sand house

reluctantly

дом из песка

неохотно, без желания

развлекать

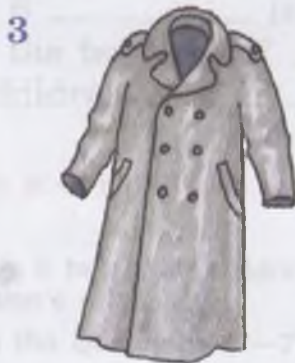
a 2) Using a dictionary. Label the pictures.

A. a tent

B. a fly-sheet

C. wooden floor

D. a mackintosh



3) Do you think that children like the camp? Why? (reading for detail)

This is an experimental summer camp for children who are aged from ten to fourteen.

We do not amuse them. We do not have special people who must play with the children. Our children are free to do what they want and to amuse each other. If they want to decorate a sand house, they do it. Children can swim or watch turtles that live in the lake. They watch the changes of the weather and the tricks of wild birds.

We have reading aloud. Our children like reading books together and they always come to the library during reading hours. At first our older boys read reluctantly, but then they read with interest. Children can boat and fish when they want to.

Children don't bring playthings, but they can take a favourite doll or a teddy bear because it can be lonely without its small parent. There is a puppy and three kittens in the camp and children like to play with the friendly animals.

We live in tents with wooden floors and the older boys in Indian tents. We eat under a fly-sheet in all weathers. If it is wet, we wear mackintoshes. When our children go home, they plan what they will do at the camp next summer.

4) What do children do in the camp? Find at least 8 activities. (reading for detail)

5) Would Beth, David and Nora like to choose this camp? (reading for the main idea)

Beth

— I like playing in the water. But my mother buys me books from the school programme and the books which she liked to read when she was 12. But I want to swim!

David

— I enjoy fishing. I'd like to fish every day in summer, but my mother thinks I should do it once a month. It's boring!

Nora

— I like my doll's house. I can't live without it. I want to make new dresses for my dolls and cook food for them. I like it when my friends come and we play with my doll's house.

2. Celia is a little girl. She can't swim yet. She is learning how to swim.

1) What does Celia do at her swimming lessons? Find in the box the meaning of the following words.

to stretch → ?



to dry off → ?



- a) вытираться после мытья
- b) вытягиваться/растягиваться
- c) разогреться/разминаться

to warm up — ?

2) What is Celia saying about her swimming lesson? Match the pictures and the comments. There is an extra picture. (reading for detail)



- A.** Hi! My name is Celia! I am having a swimming lesson. My swimming teacher is talking to me.
- B.** I am swimming in the river. I am looking at the sky. I see some birds.
- C.** I am drying off. It's time to go home. I hear my mother's voice.
- D.** I am doing some exercises. I am stretching and warming up before swimming.
- E.** Judie is my swimming teacher. She is showing me how to swim.

¹ a voice [vɔɪs] — голос

a 3) Put the pictures in the correct order.

4) Choose the comment for the extra picture on p. 30

- (1) Look! I am swimming in the lake. (2) Look! I am swimming in the swimming pool.
(3) Look! I am swimming in the river.

a 5) What does Celia usually do at her swimming lessons?

a 6) **Letters, signs and sounds.** Classify the words from the sentences on p. 30 according to the following rules of reading of the letters *li* and *Yy*.

[aɪ] [ɪ] [ɜ:]

3. A popular magazine gives some information about the Republic of Ireland.

1) Why is Ireland a popular place for tourists? What do visitors like to do in Ireland? (reading for detail)

Tourists from different countries love Ireland. It is a popular place to visit. It has a long and interesting history, and Irish people are kind and friendly.

A POPULAR PLACE TO VISIT

Perhaps it's a popular place for tourists because the Irish are very friendly. Irish people enjoy talking and they love having parties. Visitors to Ireland like to fish, to surf, scuba dive and listen to folk music. Perhaps it's because of the **landscape**.¹ Ireland is a beautiful country with green forests and valleys, blue lakes and rivers.

THE WEATHER

In Ireland it is usually rainy. In some areas 270 days of the year are rainy. Because of rainy days the Irish landscape is very green and people sometimes call Ireland the Emerald Isle.*

¹ a landscape ['læn(d)skeɪp] — пейзаж



THE MUSIC

Music is very important in Irish life. In many villages you can see people who play traditional Irish music. Many famous bands come from Ireland.

COMPUTER CITY

Dublin is one of the fastest growing cities in Europe. There are big hi-tech companies which create many new jobs. Now people from other countries are coming to Ireland. They want to live and work there.

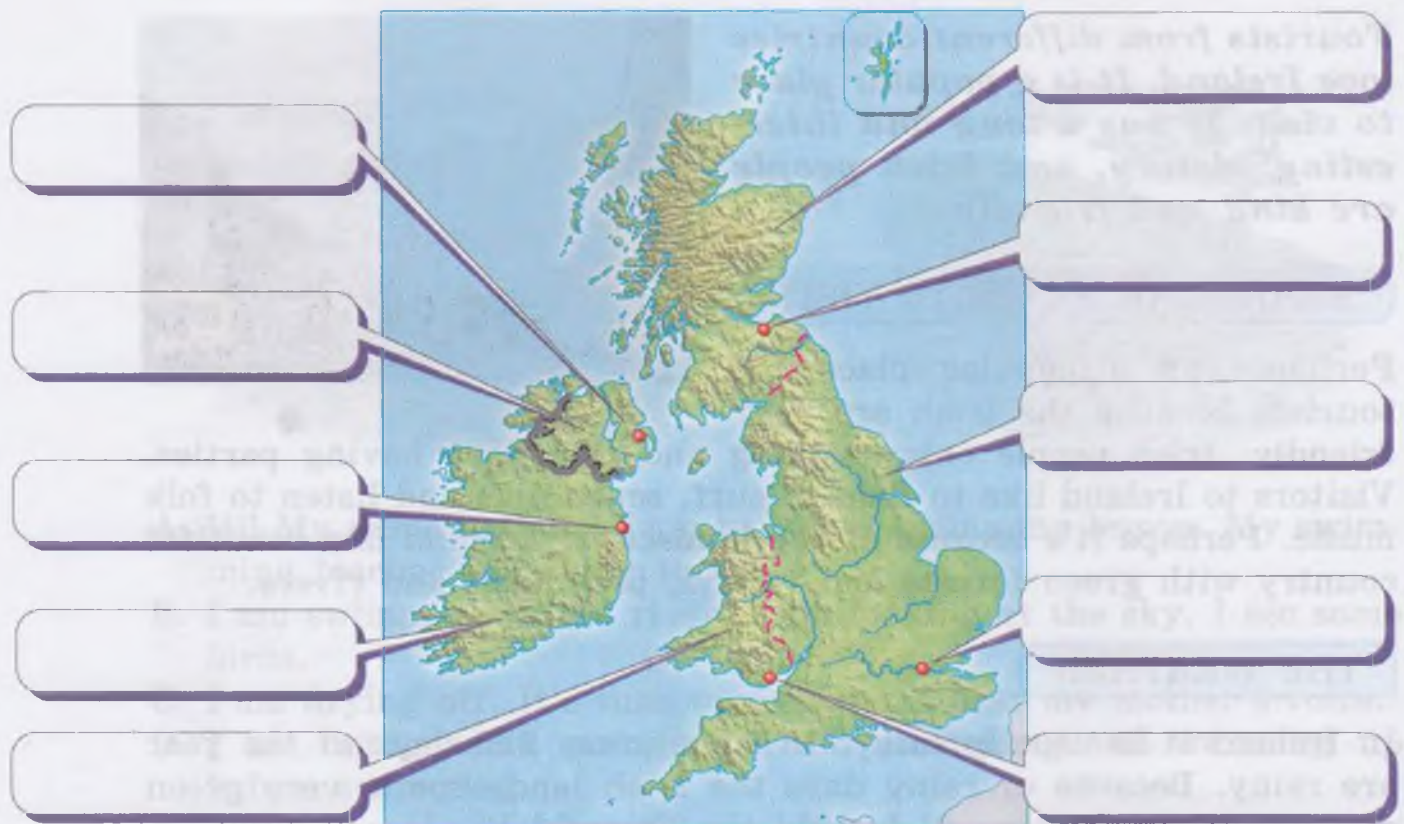
FACT FILE

Full country name: The Republic of Ireland (or Ireland).¹

Capital city: Dublin.

Language: English, Irish.

 2) Complete the map with the names of the countries and their capitals.



¹ Northern Ireland is part of the United Kingdom.

- 3) In the text, find the words which can illustrate the pictures of the most popular spare time activities and write them down.**



Reading lesson

Happy birthday!

4. Jennings is a hero of the book *Jennings and His Friends* by A. Buckeridge. He lives and studies in Linbury Court Boarding School.¹

1) What is Jennings waiting for on his birthday?

Jennings gets up early in the morning and remembers. It is his birthday! Jennings looks at the bed where Darbishire is sleeping. Darbishire is his best friend though Jennings is quick and Darbishire is slow in all he does.

“Get up, Darbishire, get up!”

“Why?” Darbishire opens his eyes.

“It’s my birthday today!”

“Oh, yes. Many happy returns of the day,” says Darbishire and closes his eyes.

“Oh, get up, Darbi. Let’s go and meet the postman. I am sure I’ll get a birthday gift from my parents. Get up quickly!”

“I am coming,” says Darbishire sleepily.

The bell rings,² and all the boys get up.

“I say you don’t know what day it is today,” says Jennings.

“It’s Friday,” Venables answers. “It’s Friday and on Fridays we have fish for breakfast.”

¹ a boarding school [ˈbɔːdɪŋˈskuːl] — школа-интернат

² to ring [rɪŋ] — звенеть

“Yes, and what else?¹” asks Jennings.
 “What else? Cookies with milk.”
 “No, it is not about food. Today is my birthday!”
 “Many happy returns,” says Atkinson.
 “You know my mother always sends me wonderful birthday cakes. I am going downstairs. I’m waiting for the postman.” Jennings runs up to the door and suddenly a teacher comes in. It is Mr Wilkins. Mr Wilkins is a large and strict man, but he can be nice when he wants to. But he doesn’t understand why the boys of twelve can’t behave like teachers, for example.
 “Why are you making noise,² Jennings?” asks Mr Wilkins.
 “Yes, of course, but I am going downstairs to see ...”
 “You know well you can’t leave your bed before the bell rings. Well, you will stay in class during football and do some work for me.”
 “Yes, sir,” says Jennings and thinks, “Boys who have birthdays on the holidays don’t know how lucky they are.”
 “Please, sir! Mr Wilkins, sir! But it’s Jennings’ birthday today!”
 “Oh! Well, if it is his birthday ... Well, let’s forget about it.” Mr Wilkins looks angrily at the boys who are not celebrating a birthday this morning and leaves.
 “Thank you, Darbi. It’s very nice of you to tell Old Wilkie that it is my birthday. I don’t want to stay in class during football on my birthday.”

- ☰ 2) In the text, find the words with the suffix **-ly** and translate them. What actions do these words characterize?

Word Building

sudden — внезапный,
 неожиданный
 angry — сердитый
 quick — быстрый
 sleepy — сонный

Суффикс наречий **-ly**

suddenly — вдруг, внезапно,
 неожиданно
 angrily — ?
 quickly — ?
 sleepily — ?

- 📄 3) Learning to translate. Choose the Russian equivalents for the following phrases.

1. ... Darbishire is slow in all he does.
 A. ... Дарбишир всё делает медленно.
 B. ... Дарбишир всё делает тихо.

¹ else [els] — ещё, кроме

² a noise [nɔɪz] — шум

2. Many happy returns of the day.

A. Желаю счастливо провести день!

B. Поздравляю с днём рождения!

3. ... why the boys of twelve can't behave like teachers ...

A. ... почему двенадцатилетние мальчики не могут вести себя, как учителя ...

B. ... почему двенадцать мальчиков не могут вести себя, как учителя ...

4. It's very nice of you ...

A. Ты очень хороший ...

B. Это очень мило с твоей стороны ...

4) According to the text mark the statements A–K true (T) or false (F). Prove it from the text. (reading for detail)

a) Jennings and Darbishire are celebrating their birthdays. _____

b) Jennings wants to go to the hall and meet the postman with the gift from his parents. _____

c) The postman comes quickly after the breakfast. _____

d) The boys don't know what is special about the day. _____

e) The boys forget to say "Many happy returns". _____

f) Jennings tells the boys about the birthday cake that his mother always makes for him. _____

g) On the way to the door Jennings meets the teacher and tells him about the birthday cake. _____

h) The teacher is angry about the noise. _____

i) The teacher says to Jennings to stay after classes and to do work for him. _____

j) Darbi tells the teacher about the birthday and the teacher says that Jennings can be free after classes. _____

k) Jennings thanks Darbi for his help and leaves. _____

5) Grammar. What do the boys usually do at the boarding school? (reading for detail)

On their birthdays

Usually

On Fridays

In detention¹

6) Grammar. What is happening at the moment described by the author of the story?



¹detention [di'ten(t)ʃ(ə)n] — оставление после школы (в качестве наказания)

Unit 5

My favourite celebrations

1. People in different countries celebrate Christmas in different ways.

1) Read the articles and find out in which country:

- not all people send greetings cards;
- people celebrate Christmas in January;
- people eat dishes from different countries;
- people can visit the place where Father Christmas lives.

(reading for specific information)

Finland

Finnish people think that Father Christmas lives in Finland. There is a big tourist theme park 'Christmas Land' or 'Lapland' where people can visit Father Christmas's house.

Christmas Eve is a very special time. People eat *rice* and drink plum *juice* in the morning. Then they decorate a Christmas tree in the house. In the evening people eat a traditional Christmas dinner: macaroni, potato, ham or turkey.

France

In France, people call Christmas 'Noel' [nəʊ'el]. **Everyone¹** has a Christmas tree. People often decorate trees in the garden with lights. Father Christmas is called Pere Noel. The Christmas dinner is very important for the family. Not everyone sends Christmas cards.

Russia

Christmas and New Year is the important time — when 'Father Frost' brings presents to children. The Russians celebrate Christmas on January 7th. This is not usual for Europe. Special Christmas food is duck, cakes and pies.

The United States of America

In the USA, you will find many different ways of celebrating Christmas. A girl writes about Christmas food, "Our family likes turkey. My grandparents prefer Polish sausage², vegetable dishes, and *soups*. My friend's Italian family likes *lasagna* [lə'zænjə]!" Santa Claus brings presents at midnight.

¹ everyone ['evriwʌn] — каждый

² a sausage ['sɔ:sɪdʒ] — колбаса

c 2) Father Christmas has different names in different countries.

What are they? Fill in the table. (reading for specific information)

Finland	France	Russia	The USA

c 3) **Letters, signs and sounds.** Classify the words from the articles according to the rules of reading of the letter Cc.

[s] [k]

2. Jack Darent is a character from the story *The Dead Man of Varley Grange* went to the countryside on Christmas Eve.

1) Did anything magic happen in Varley Grange? (reading for the main idea)

I met Jack Darent on December 23rd when everyone was going away for the holiday.

“I’m going hunting. We’re going to stay in Varley Grange.”

“Varley Grange?” I said. “Oh no, Jack. You shouldn’t go there.”

“Why not?” he asked.

“I’ve heard ... not very good things about that house,” I said. Varley Grange was an old house in Westernshire. Dennis Varley’s **ghost**¹ walked around the house.

A week later Jack came to my place again.

“Well, Jack, how was the hunting?” From his white face I saw that all was not well.

“I understand now what you were saying then,” he began. “I saw everything,” he said.

“We all left London together. The next day we went hunting. After dinner we were drinking coffee and telling stories about hunting, when one of us **shouted**² and **pointed**³ up. We all looked round and there was a man upstairs. He was looking down at us.”

“What was he wearing?” I asked.

“He was wearing black clothes, and his face was white and thin and he had a long beard and terrible eyes. He looked like a dead man.”

c 2) In the story, find the answers to the following questions. (reading for specific information)

Where did Jack spend Christmas?

What was the place famous for?

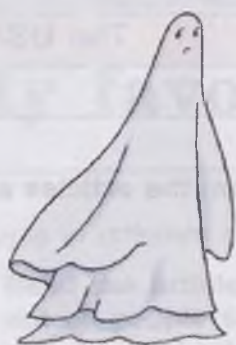
What were Jack and his friends doing when they saw the ghost?

¹ a ghost [gəʊst] — привидение

² to shout [ʃaʊt] — кричать

³ to point [pɔɪnt] — указывать

3) Using a dictionary. What did the ghost look like? Choose from the pictures.



A



B

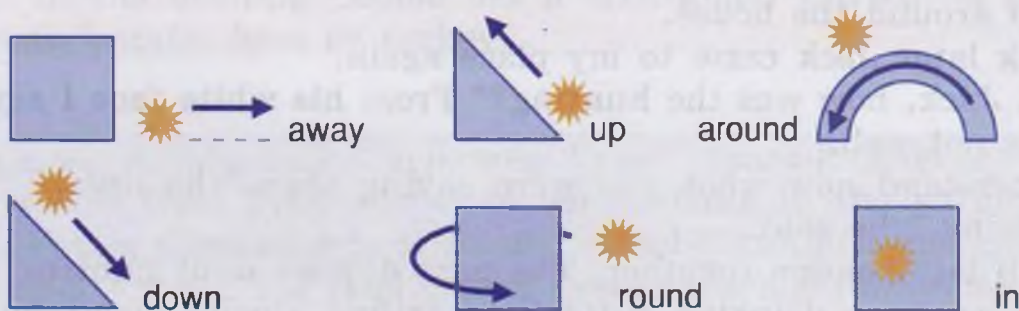


C

4) Find in the story these prepositions. What verbs do they go with?

was going **away** — уезжал

Grammar for Revision Prepositions of Place and Direction (Предлоги места и направления)



3. Children liked to spend time at Mrs Piggie-Wiggle's house.

1) Why did the children often come to Mrs Piggie-Wiggle's house? (reading for detail)

Word Building

any + where = anywhere — где-либо

every + thing = everything — всё

every + where = everywhere — ?

One day at Mrs Piggie-Wiggle's house two little girls were making cookies; one little boy was making pudding; a little girl was putting away all of Mrs Piggie-Wiggle's clean clothes; two boys were

painting the dog house; three little girls were washing Mrs Piggie-Wiggle's old pirate stockings; and **everywhere** there were pirates: they were playing in the back yard, shouting, running into and out of the house and taking cookies. Mrs Piggie-Wiggle was sitting in the room. She was sewing dolls clothes. She was wearing a crown¹ on her head and Kitty Wheeling was standing near her *throne* (it was a chair). She was making Mrs Piggie-Wiggle's hair beautiful.

2) Find the answers to the following questions. (reading for specific information)

1. How many children were there at Mrs Piggie-Wiggle's house?
2. How many children were playing in the house?
3. What were the children doing **inside**² the house?
4. Were the children running in the yard?
5. Who was sitting on the chair?
6. What were the children doing **outside**³ the house?

3) Letters, signs and sounds. Write out the words from the story according to the rules of reading of *ou*, *ow*.

[aʊ]

4. Rosemont School from the book *Ellen Tebbits* by B. Clearly had an open house.

1) Which event did the fourth-graders take part in? Find out from the story. (reading for the main idea)

- a) an exhibition b) folk dances c) a play

A. It was the evening of the open house in Rosemont School. Ellen came into the school at night with her mother and father. She took them to the fourth-grade room.

B. "What for?" asked Ellen, looking at Otis's costume.

"How can I know?" said Otis. "Come on."

C. Then Otis came into the room in his costume. He was wearing a blue *jacket* and long red stockings. "Hey," he said. "Mrs Miller wants you."


D. Then Ellen showed her parents her desk. While she was showing her arithmetic workbook, Linda and Austine came into the room. They were both wearing purple skirts and white blouses. They looked happy and important when they took a box from Mrs Miller's desk and went out of the room.

¹ a crown [kraʊn] — корона

² inside [in'saɪd] — внутри

³ outside [aʊt'saɪd] — снаружи


E. Ellen followed Otis to the classroom. The children and the townspeople were running around in a game of tag. The rats in their brown costumes were jumping over the chairs. Mrs Miller clapped her hands from time to time, but they were not listening to her.

 2) Put the paragraphs in the correct order. The first and the last paragraphs are already in their places. (reading for detail)

1. A 2. _____ 3. _____ 4. _____ 5. E

3) Learning to translate. What do the following words from paragraph E mean? Choose.

tag 1) ярлык, этикетка, бирка; 2) конец, заключительная часть, эпилог; 3) санки, пятнашки
clap 1) хлопать, аплодировать; 2) похлопать (по плечу)

 4) Match the two parts of the sentences according to the story.

A. When Otis came into the room,
B. Linda and Austine came into the room
C. When Ellen saw Linda and Austine,
D. When Ellen and Otis came into the classroom,



a. while Ellen was showing her workbook.
b. they were wearing purple skirts and white blouses.
c. the children, the townspeople and the rats were running and jumping.
d. he was wearing a blue jacket and red stockings.

Reading lesson

What is the perfect Christmas tree?

5. Christmas trees decorate all houses at Christmas.

1) Using a dictionary. The story's name is *The Perfect Tree*.

What does the word 'perfect' mean here? Read the dictionary article and choose.

perfect ['pɜːfɪkt] 1) совершенный, безупречный; 2) точный, полный; 3) хорошо подготовленный

2) Read the story to check. (reading for the main idea)

The Perfect Tree

by Debra W. Hingley

Finally, that day came to buy the perfect Christmas tree. I got into my car to find the Christmas tree. (1) _____ I began to think what stories the trees might tell. I got out of my car and began to walk around, but I wasn't choosing that perfect tree.

I saw a man near me, *he* was looking at a branch¹ on a tree and laughing. The branch was longer than the *others*. I stopped to listen to what he was saying, "Look at this tree! It is only good for the fire." I looked at the tree and said, "But did you think that maybe that branch was special? A bird might sit on *it*." The man looked at me, small tears² were in his eyes. *He* smiled and said, "You know you are right, it is the perfect Christmas tree. It will be nice to see my daughter's smile when *she* runs to the tree on Christmas morning. (2) _____" I smiled and went on my way.

Then I saw a mother with her children. (3) _____ *They* were laughing at the *strange*³ little tree, too. I stopped and asked them, "What is funny about this little tree?" One of the boys answered with a laugh, "Two trees have wrapped around each other." I looked at his mother and said, "Maybe one of the trees was very small, and the other tree had to help his brother." The little boys were looking at the tree. *Their* mother then turned to me and said, "This tree is beautiful. *It* is just like my sons. (4) _____ When *one* falls⁴ down, the *other* catches him." And *she* bought that tree.

During the Christmas holiday, when we are decorating our trees, think about all the stories that these trees may tell because they are all perfect in nature's eyes.

3) Choose the best answers to the following questions. (reading for detail) Read the Learning to Learn note on p. 17 first.

1. When did the *author* see the man?
 - A. While she was sitting in the car.
 - B. While she was walking around.
 - C. While she was choosing a tree.

¹ a branch [brɑ:ntʃ] — ветвь

² a tear [tiə] — слеза

³ strange [streɪndʒ] — странный, незнакомый

⁴ to fall [fɔ:l] — падать

2. What was the man doing when the author saw him?
 - A. He was laughing at the tree branch.
 - B. He was buying a tree.
 - C. He was going away with the tree.
3. Why "were small tears in his eyes"?
 - A. He was thinking about his daughter.
 - B. He couldn't buy the tree.
 - C. He was afraid of the woman.
4. Why were the boys laughing at the tree?
 - A. It was very small.
 - B. There were two trees in one.
 - C. They didn't know how to decorate it.
5. Why did the boys' mother buy the tree?
 - A. There were no other trees.
 - B. It was the smallest.
 - C. The tree was like her sons.

- 4)** Look at all the highlighted words and find out what they refer to. Read the Learning to Learn note on p. 25 first.

Word	What it refers to (к чему относится)
<i>he</i>	a man

- 5)** Read the text and decide where the sentences (A–D) fit.
- A. They were looking at a tree.
 - B. Where one goes the other follows.
 - C. She will be happy to see her new doll on this wonderful branch.
 - D. While I was sitting in my car.

- 6)** Which of these trees have you read about in the story?



E 7) Was there anything special about your Christmas tree? What was its story?

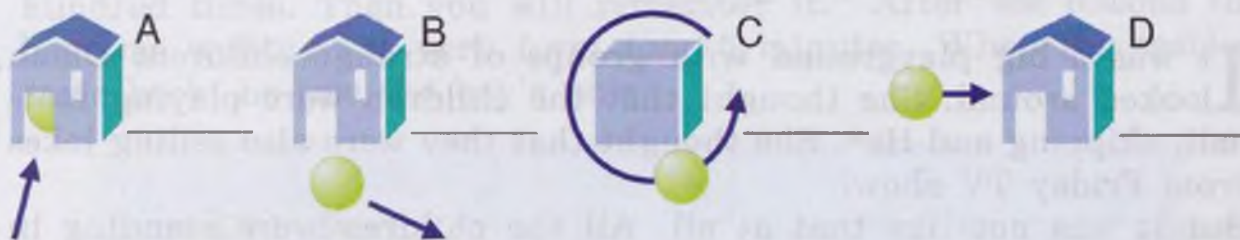
a 8) **Word Building.** Find in the story words describing emotions and fill in the table.

Nouns	Verbs
_____	to smile
_____	to laugh

! **a** 9) **Grammar.** Find in the story pronouns and fill in the table.

Личное местоимение в именительном падеже	Личное местоимение в объектном падеже	Притяжательное местоимение
I	_____	_____
_____	you	your
he	_____	_____
_____	her	_____
_____	us	_____
they	_____	_____

! **a** 10) **Grammar.** Find in the story prepositions that match with these pictures. Write out the verbs they go with.



Unit 6

We've had a nice trip to England

1. In the story *The Demon Headmaster* by G. Cross the author describes a school playground during the break.

c 1) What were the children doing during the break? Mark the following statements true (T) or false (F). (reading for detail)

1. The children were playing football.
2. The children were telling funny jokes from the TV show.
3. In one group the children were counting.
4. In another group the children were talking about the kings of England.
5. In a third group the children were naming capitals.



It was a big playground with groups of strange children. Dinah looked around. She thought that the children were playing football, skipping and He*. She thought that they were also telling jokes from Friday TV show.

But it was not like that at all. All the children were standing in groups on the playground and saying something. When Dinah heard, she couldn't believe¹ it.

"Nine twenty-ones are a hundred and eighty-nine.
Ten twenty-ones are two hundred and ten.

¹ to believe [bi'li:v] — поверить

Eleven twenty-ones are two hundred and thirty-one...”
How strange! She went to another group. She thought that they were doing something more interesting. What they were saying was different.

“William the First* 1066 to 1087.

William the Second* 1087 to 1100.

Henry the First* 1100 to 1135...”

Behind her she could hear a third group.

“The capital of France is Paris.

The capital of Spain is Madrid*.

The capital of the United States is New York.


The capital of Russia is Moscow.

The capital of Brazil* is ...”

Dinah walked around the playground, waiting for the bell.

 2) Write the sums given in the text in numbers.

 3) Find the children’s mistakes and correct them.

 4) **Letters, signs and sounds.** Classify the words from the box according to the rules of reading.

[aʊ] [əʊ]

around joke house those about hello
mouse town old how owl Moscow
poet note show

2. Here is a story about a boy who made a grammar mistake.

1) **What grammar mistake did he make? (reading for specific information)**

A schoolboy often wrote *I have went*. It was a grammar mistake. His teacher said: “Stay after school and write *I have gone* a hundred times. Then you will remember it.” After the lessons the boy was writing the verb form for 15 minutes. When the teacher came back, he saw the boy’s note:

Dear Sir,
I have written I have gone a hundred times
and I have went.
Sincerely yours,
Pete

E 2) Did the boy get rid of the mistake? What couldn't he remember?

a 3) **Grammar.** Write the verb forms from the box in the correct column.

Past Simple

(V₂)

wrote

Present Perfect

(have + V₃)

have written

written	went	gone	wrote	spent
came	seen	come	saw	worn
ate	spent	wore	sung	did
took	sang	taken	eaten	done

a 4) **Grammar.** Write out from the story the verb forms that match the tenses.

Past Simple _____

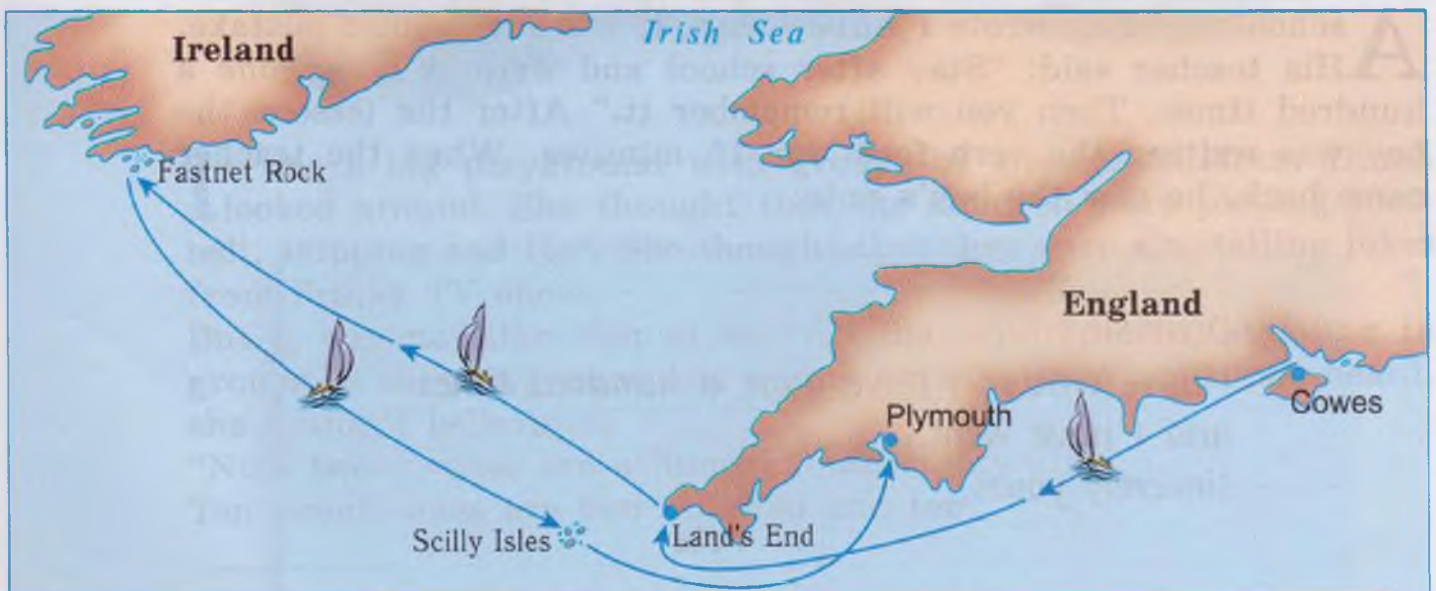
Past Progressive _____

Present Perfect _____

3. There is Caroline's travel book on p. 47.

1) Which event did Caroline write about? Choose the correct answer. (reading for detail)


- a) a swimming competition
- b) her family holiday
- c) a boat race



2) Look at the map of the race and fill in the gaps in the travel book with the geographical names.

Sunday, 6.08.2010	We arrived at Cowes at 5 pm. We <i>start</i> at 10 am on Monday.
Monday, 7.08.2010	We have had a good start. There are 7 of us on a <i>boat</i> called "Kyla". I am the youngest in the race. There are 85 boats in our <i>class</i> .
Wednesday, 9.08.2010	We have just passed ¹ (1) _____. It is our first day in the (2) _____ Sea.
Friday, 10.08.2010	We passed (3) _____ at 9.17 am.
Saturday, 11.08.2010, 9 pm	We passed the (4) _____ at 5 pm. From 6 to 7 pm we were watching a lot of <i>dolphins</i> . They were friendly.
Monday, 13.08.2010	We <i>finished</i> the race at 6.23 am in (5) _____. We came second. Today is the most wonderful day of my life.
	Caroline, 15

pass [pɑ:s] — проходить, пройти (*мимо*)

 2) Look at the map of the race and fill in the gaps in the travel book with the geographical names.

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	Caroline, 15

¹ to pass [pɑ:s] — проходить, пройти (*мимо*)

- c) 3) **Grammar.** Which actions did Caroline describe? Tick. Write out the verb forms from the travel book to prove it.

Действия, которые	✓
произошли в прошлом (важны действия и время их совершения)	
происходили в определённый момент или в течение какого-то периода в прошлом	
произошли в прошлом (важны действия, а не время их совершения)	

Reading lesson

The trip I liked best of all

4. When people travel, they often write about their impressions.

1) Look through the following texts. Which is a postcard, a letter and a newspaper article? How did you guess? (reading for the main idea)



Hello, Paul,

15 March

I want to tell you that from London we went to Canterbury* by bus. It's not a big city but it's one of the ten most famous cities in Britain. Yesterday we were at the Canterbury Tales* attraction.¹ For an hour we were watching a popular performance about the pilgrims. The actors were wonderful. It is the most interesting street performance I've ever seen. If you have never seen this wonderful attraction, you should see it. I'm sure you'll enjoy it, too.

Best wishes,
Oliver

¹ an attraction [ə'trækʃ(ə)n] — аттракцион

The Fastnet Boat Race

The boat race started on August 8th from Plymouth. 85 boats took part in it. The boats were racing for five days. They passed the Scilly Isles, the Fastnet Rock and Land's End*. The *winner* was the boat "Kyla".

The youngest girl in the race was Caroline. She is 15 years old. At the finish she said: "I'm happy. I've seen a lot of sea life and I've had wonderful **impressions**¹ of the race."


*Bill Thompson,
First News reporter*



Dear Mum and Dad,

I'm in Windsor* now. I'm having a good time. I've already been to Windsor Castle*. It's great. Yesterday at 11.00 I was watching the Changing of the Guard*. I took this photo when the *band* was playing near the castle.

Love and kisses from Clare.

 2) Who wrote about

- a) a street performance?
- b) a competition?
- c) an official ceremony?²

¹ an impression [ɪm'preʃ(ə)n] — впечатление

² a ceremony ['serɪməni] — обряд, церемония

- 3)** The children and the newspaper reporter wrote about different places, things and events.

What did you learn about them? Match.

Windsor

Kyla

Windsor Castle

The Canterbury Tales attraction

Canterbury



a town in England

one of the official homes of the British Queen

a street performance with *Canterbury Tales* characters

the name of the boat

- 4)** What did the children and the reporter write about? Mark the following statements with T (true) or F (false). Prove it from the texts.

1. Oliver travelled to London by bus.
2. Canterbury is the largest city in Britain.
3. Oliver enjoyed the performance about pilgrims very much.
4. More than eighty boats took part in the competition.
5. The boats were competing for three days.
6. "Kyla" won the race.
7. Clare likes her trip to Windsor.
8. Clare went on the excursion to Windsor.
9. Clare liked the excursion very much.
10. Clare took photos of the Changing of the Guard.

- 5)** There are some mistakes in the reporter's article.

Compare his information with Caroline's travel book on p. 47. What information was not correct?

- 6) Grammar.** What actions did the children and the reporter describe? Write out from the texts the verb forms in the correct column.

Действия, которые	Oliver	Clare	Bill	Caroline
произошли в прошлом (важны действия и время их совершения)				
происходили в определённый момент или период в прошлом				
произошли в прошлом (важны действия, а не время их совершения)				

E 7) **Role play.** Oliver, Clare and Caroline are sharing impressions about their trips. What are their questions? What are their answers?

Have you ever...?

Did you...?

When/Where/What did you...?

... ..



B 8) **All about me.** Share your impressions about the trip you liked best of all.



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Unit 7

My future holiday

1. Lisa likes fishing very much.

1) Where does she fish? (reading for specific information)

A. My father doesn't take me fishing.

"My dear girl, don't hope to catch much, I am not the best fisherman¹ in the world, maybe I am the worst."

"Grandpa says that fishing is great! **B. He says that fresh² fish is better than fish sticks.³**"

One morning my father comes up to me and says: "What are you doing today, my dear? I'm going to fish. Do you want to join me?"



We are boating in the lake and we are sitting on the deck⁴ in the sun. It is very hot.

C. Then my father has got one fish. The fish is on the deck. It is green and blue and silver and black in the sun. It is really beautiful! "Daddy, what are you going to do next?"

"I am going to eat the fish for dinner," my father said.

"I don't know. Maybe we will have just fish sticks."

¹ a fisherman ['fɪʃəmən] — рыбак

² fresh [freʃ] — свежий

³ a fish stick ['fɪʃ stɪk] — рыбная палочка

⁴ a deck [dek] — палуба

My father looks at me and tosses¹ the fish back in the lake.
My father doesn't take me fishing. That's all right. We do a lot of things together. We often play computer games. Maybe we'll be computer *champions* in the future.

2) Learning to translate. Choose the correct translation for the highlighted sentences A, B and C.

- A. Мой отец не даёт мне рыбачить.
Мой отец не берёт меня на рыбалку.
- B. Он говорит, что свежая рыба лучше, чем рыбные палочки.
Он говорит, что свежая рыба лучше, чем замороженная.
- C. И вот мой папа поймал рыбу.
У моего папы есть рыба.

3) Why didn't the father take Lisa fishing? What do you think? (reading for the main idea)

- A. The girl always asks her father to toss fish back in the lake.
B. Lisa can't fish.
C. The father likes fishing alone.

4) Grammar. Classify the underlined verbs.

Present actions

Future actions

5) Classify the words from the text on p. 52 according to the following rules of reading of the letter Aa.

[æ] [ɑ:]

2. Here is a children's song.

1) What is the song about? Choose the correct answer. (reading for the main idea)

- a) about a dinner
b) about tasty food
c) about a future party

Will you come to my party,
Will you come?
Bring your own cup and saucer,
And a bun.
We'll eat jellv with a spoon,
And play games all afternoon,
Will you come to my party,
Will you come?

¹ to toss [tɒs] — бросать

- c** 2) What will you bring to the party? What will you do at the party? Replace the underlined words with the words from the box.

your favourite dolls fly beautiful balloons have fun
 watch fish in the lake your favourite films
 watch interesting cartoons eat a chocolate cake

- 3.** Tatiana often came to her grandmother's house in summer.

1) What did she want to do there every year? Choose the meaning of the words below that fit the context. (reading for specific information)

- | | | | |
|----------|-------------|---------------------------------------------|-----------------------------|
| 1. extra | 1. <i>n</i> | 1) что-то дополнительное | 2) высший сорт; |
| | 2. <i>a</i> | 1) добавочный, дополнительный, лишний | |
| 2. seed | 1. <i>n</i> | 1) зерно | 2) <i>pl</i> собир. семена; |
| | | 2. <i>v</i> сеять, засевать (<i>поле</i>) | |

Tatiana liked her grandmother's garden. She liked eating apples, she liked picking up apples and she liked apple pies.¹

"Come quickly, grandma Bachi. We need three more apples for grandpa's birthday pie," said Tatiana.

"My dear child," grandma said, "I can't walk fast."



Tatiana is singing: "One apple, two apples, three apples, four ... oops, I have one more."

"The extra apple will be for your pie," grandma said.

¹ a pie [paɪ] — пирог



“But one apple won’t make a whole pie.”

“Eat the apple and you will see.”

“One seed, two seeds, three seeds, four,” grandma Bachi sang. “These came from the apple core.¹”

“I can’t make an apple pie with apple seeds!”

“We will **plant**² the seeds in the ground. And one day, when you are a grandma, you will pick up apples from YOUR apple tree and make an apple pie for your grandchildren. They will be happy.”

“Great! I want to plant one apple tree every year!”



2) According to the text mark the statements A–E true (T) or false (F). Prove it from the text. (reading for detail)

- a) Tatiana picked up apples for her grandmother’s birthday pie. _____
- b) Tatiana and her grandmother went to the garden for more apples. _____
- c) Tatiana made an extra pie. _____
- d) The grandmother said, “The apple seeds are for your pie.” _____
- e) The grandmother said, “You will have your apple tree and apples for your apple pie.” _____

3) Letters, signs and sounds. Choose the words from the story which match the following rules of reading of the letter Ee.

[e] [i:] [ɪə]

4. Stuart Little is a character of the book *Stuart Little* by E. B. White. He is the son of Mr and Mrs Little. They live in New York City. It is strange but Stuart looks like a mouse but acts like a boy. He likes playing games and he likes fun.

1) What competition did Stuart Little want to take part in? (reading for the main idea)

A. Once Stuart saw a beautiful ship in the sea. She was a racing ship. Her name was *the Wasp*. Stuart liked the ship very much.

B. Stuart found the **owner**³ of the ship and said to him, “I want to work on this ship. I hope you will take me.”

C. “Well,” said the man. “Can you see that big racing ship?” “Yes, sir.” “It is *the Lillian*. Her owner is going to take part in a boat race.

¹ a core [kɔ:] — сердцевина

² to plant [plɑ:nt] — сажать

³ an owner [ˈəʊnə] — владелец

And *the Lillian* is faster than my ship. She always wins boat races. You must win this race.”

D. “I think I will win it, sir.”

“How are you going to win the race?”

“I am going to sail¹ much faster than any other racing ship.”

“Not in my ship.”

“Then I will go straight and very fast to the finish.”

E. “Bravo, my boy, you are taking part in the race in my ship. Win and you will get a good job.”

2) Match the statements a–f with the right part of the story. Prove it from the story. There is one extra statement. (reading for detail)

- a) Stuart Little asks the owner of the ship to give him a job.
- b) Stuart Little says how he can win the race.
- c) Stuart Little says that *the Lillian* is a fast ship.
- d) Stuart Little likes the ship.
- e) The owner of *the Wasp* tells Stuart Little about another ship.
- f) Stuart Little is taking part in the ship race on *the Wasp*.

3) Grammar. Write out the sentences with the following verb forms: the Present Progressive, the Future Simple Tenses and To be going to.



Reading lesson

Jennings is ill

5. Jennings and Darbishire are characters of the book *The Adventures of Jennings* by Anthony Buckeridge. They are twelve and they are good friends. They live and study at a boarding school.

1) What did Jennings want very much? (reading for the main idea)

At school Jennings and Darbishire worked hard² for Mr Carter because they liked his lessons. They worked hard for the Head of the school because they were a little afraid of him and they worked hard for Mr Wilkins because they saw it was dangerous not to do it. There were other teachers in Linbury School, but very often they gave lessons to Form Three. Mr Carter was the best teacher for Jen-

¹ to sail [seil] — идти под парусами

² hard [hɑ:d] — настойчиво, упорно

nings and Darbishire because he **trained**¹ the famous First Eleven. Jennings trained hard to get into the First Eleven. He waited for summer when the matches started and his dream was to see his name in the list of the **team**.² At last the happy day came. But Jennings was so **nervous** that he got ill. He came to Matron. She gave him a thermometer and waited. The result was not good.

"You are **running a temperature**. But I hope you'll be fine soon."

"Will I be fine for the match this afternoon?"

"I think you'll be fine tomorrow."

"But I want to be fine today. Our team is playing this afternoon. They'll go without me and Johnson will play in my place I'm sure."

"Very nice for Johnson," said Matron.

Darbishire came to Jennings' room after the match.

"They won, one nil. Johnson **scored the goal**. He played a wonderful game. I think he'll stay in the team."

Soon after Darbishire Mr Carter came.

"Hello, Jennings. I'm sorry that you didn't play. It was a good game. Johnson played well."

"Yes, I know, sir. And I don't think that I'll take part in the next match."

"But of course, you will play next Saturday."

"Oh, is our team going to play next Saturday?"

"Yes, we are playing with Bracebridge School," said Mr Carter.

"M-m, yes, but now when I know that Johnson is very good, I think I won't play in the First Eleven."

"Yes, you will. You and Johnson will play next time."

"Oh, wonderful, sir!" said Jennings. "Thank you very much, sir!"

Jennings was happy again.

≡ 2) **Learning to translate.** In the story, find the English equivalents of the following sentences.

Они выиграли 1:0.

У тебя высокая температура.

Джонсон забил гол.

Но Дженнингс так нервничал, что заболел.

3) **What does 'the First Eleven' mean? Choose the right equivalent.**

a) первый состав футбольной команды

b) первые одиннадцать человек

¹ to train [treɪn] — тренировать(ся)

² a team [ti:m] — команда

c 4) Complete the sentences. (reading for detail)

1. Jennings worked hard for Mr Carter because
 - a) he liked all school lessons.
 - b) his lessons were interesting.
2. Jennings trained hard to play in
 - a) the school football team.
 - b) the match.
3. Jennings got ill because
 - a) he was running a temperature.
 - b) he was nervous.
4. "I think you'll be fine
 - a) today," said Matron.
 - b) tomorrow," said Matron.
5. Jennings couldn't play in the match because
 - a) he didn't get into the team.
 - b) he was ill.
6. The team won because
 - a) Johnson scored the goal.
 - b) Jennings didn't play in the match.
7. Jennings wasn't sure that
 - a) he could stay in the team.
 - b) Johnson could play in the next match.
8. Mr Carter said that
 - a) Jennings and Johnson could play in the next match.
 - b) Jennings could play in the team next year.

c 5) Grammar. Write out the sentences with the future actions.

Действие, которое собираются совершить

Запланированные действия

Действия, которые будут совершены в будущем

Unit 8

My best impressions

1. Here is a foreword to one of the most popular children's books.

1) Which paragraph is about the author? Which paragraph is about the book character? (reading for the main idea)

A. James Matthew Barrie [dʒeɪmz 'mæθju: 'bæri] (1860—1937) was a writer. He was born in Scotland in 1860. He was the ninth of the ten children in the family. He studied at Edinburgh *University*. He started to work as a *journalist*, then he began to write novels and stories. He wrote many novels and stories, but we know him as the author of *Peter Pan*.

B. J. M. Barrie wrote his famous play *Peter Pan* in 1904. Since that time it has become a regular event. Every Christmas children in England, the USA and other English-speaking countries can watch at the theatre the *fantasy* about a boy who didn't want to be an adult and who went to Never-Never Land. In 1911 Barrie wrote *Peter Pan* in novel form. In 1951 W. Disney* made a *Peter Pan* cartoon. In England there are two *monuments* to Peter Pan — one *statue* is in London in Kensington Gardens*, the second — in Liverpool.

E 2) What did you learn about J. M. Barrie and Peter Pan? Make up sentences.

- | | | |
|-----------------|-------|--------------|
| a) J. M. Barrie | was | a play |
| b) Peter Pan | wrote | a boy |
| | is | a novel |
| | | a novelist |
| | | a playwright |
| | | a cartoon |
| | | a statue |
| | | a writer |



2. Jessica and her boyfriend Josh from *The Older Boy* by F. Pascal went to the circus.

1) Put the story in the correct order. (reading for detail)

A. ...The performance was finishing. A lion tamer, a fire-eater, and three dancing bears were in the first part of the evening. Everyone was having a wonderful time. "Having fun?" Josh asked Jessica.

B. ...The master of the ceremonies was coming into the centre of the *arena*. "Ladies and gentlemen!" he said. "Welcome to the tenth

visit of our circus to Sweet Valley! Meet three great *clowns* — Lo, Mo, and Bo!” A door of the big arena opened and three short, fat clowns rode out on unicycles.

C. ...The circus came to Sweet Valley only once a year, and it stayed in town only two weekends. Jessica wanted to go to the circus very much. “I’d like to go to the circus! I’ve been there three times. Are they going to have those three clowns on the unicycles?”

a 2) Who was in the arena in the first part of the performance? Find in the story the English equivalents of the following words and write them down.

Танцующие медведи _____.

Дрессировщик со львами _____.

Фокусник _____.

Конферансье _____.

Клоуны на одноколёсных велосипедах _____.

a 3) What did Josh ask Jessica about? Write the full form sentence.

a 4) What actions does the author describe? Write out the verb forms and match them with the tenses. Write out one verb form for each case, if any.

Действия, которые	Сказуемое	Видо-временная форма
произошли в прошлом (важны действия и время их совершения)	came	Present Simple
происходили в определённое время в прошлом		Past Simple
произошли в прошлом (важны действия, а не время их совершения)		Future Simple
происходят в определённый момент в настоящем		Present Progressive
происходят обычно в настоящем		Past Progressive
могут произойти в будущем		Present Perfect
запланированы на будущее		
собираемся совершить в будущем		

E 5) Have you ever been to the circus? Did you like the performance? Why?

Reading lesson

A day in Disneyland

3. Read the story about the Wellers.

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

It's about

- a) how they spent their holidays.
- b) how they are going to spend their holidays next summer.
- c) how they are spending some time on holiday.

The Wellers are in Anaheim, California*, the USA. They are going to spend four days in Disneyland*. Stuart has already been there. He travelled to California three years ago. He had a wonderful time there and now he is telling his family about it.

— There are six different lands at Disneyland. Each land has a lot of rides. My favourite was *Tomorrowland*.

I drove in a time car and took an *underwater* ride. It was exciting.

— Will we see everything? asks Melanie.

— Oh, no. We'll choose only some things. Let's start with Main Street.

They have bought tickets and got in the magic park. In Main Street they see how America looked one hundred years ago. There are also a lot of places for entertainment. Melanie wants to watch *Steamboat Willie* — the first sound cartoon about Mickey and Minnie. Then they are going to explore the park.

— Where are we going now? asks Melanie.

— You like **adventures**.¹ Would you like to see an alligator? Or would you like to see pirates?

— Pirates!

They have found the pirate ride in *Adventureland* and now they are boating in a *tunnel*.

— Look! The pirates are here!

The pirates are sailing in a big ship. They are shouting. They are attacking the town.



¹ an adventure [əd'ventʃə] — приключение

Flames¹ are jumping everywhere.

— Special *effects*? asks Melanie.

— Yes, they are wonderful.

The first day in Disneyland has finished. The Wellers are sure that the magic of the Magic Kingdom will stay with them for a long time.

- E** 2) Read the Word Building note and guess the meaning of the highlighted words in the story.

Word Building **Сложные слова**

tomorrow (завтрашний день, будущее) + **land** (страна) = **tomorrowland** — страна будущего

adventure + **land** = **adventureland** — ?


under + **water** = **underwater** — ?


- C** 3) Are there answers to these questions in the story? Tick yes or no. If yes, what are the answers? (reading for detail)


Yes/No

- Where is Disneyland? _____
- Who was in Disneyland three years ago? _____
- How did Stuart travel to California? _____
- What did Stuart like best of all in Disneyland? _____
- Will Melanie see everything in Disneyland? _____
- How did America look one hundred years ago? _____
- What is *Steamboat Willie*? _____
- Where are the Wellers going now? _____
- How many alligators are there in Disneyland? _____
- How much are the tickets for the pirate ride? _____
- How many rides are there in *Adventureland*? _____
- Did the Wellers watch a pirate ride? _____
- Did Melanie like the special effects? _____
- How much time did the Wellers spend in Disneyland? _____
- Will the Wellers stay in Disneyland for a long time? _____

- F** 4) How did the family spend the first day in Disneyland? Match the two columns and give details.

First  they took a pirate ride. They ...

Then  they watched a cartoon. It ...

After that  they learnt the history of America. They ...

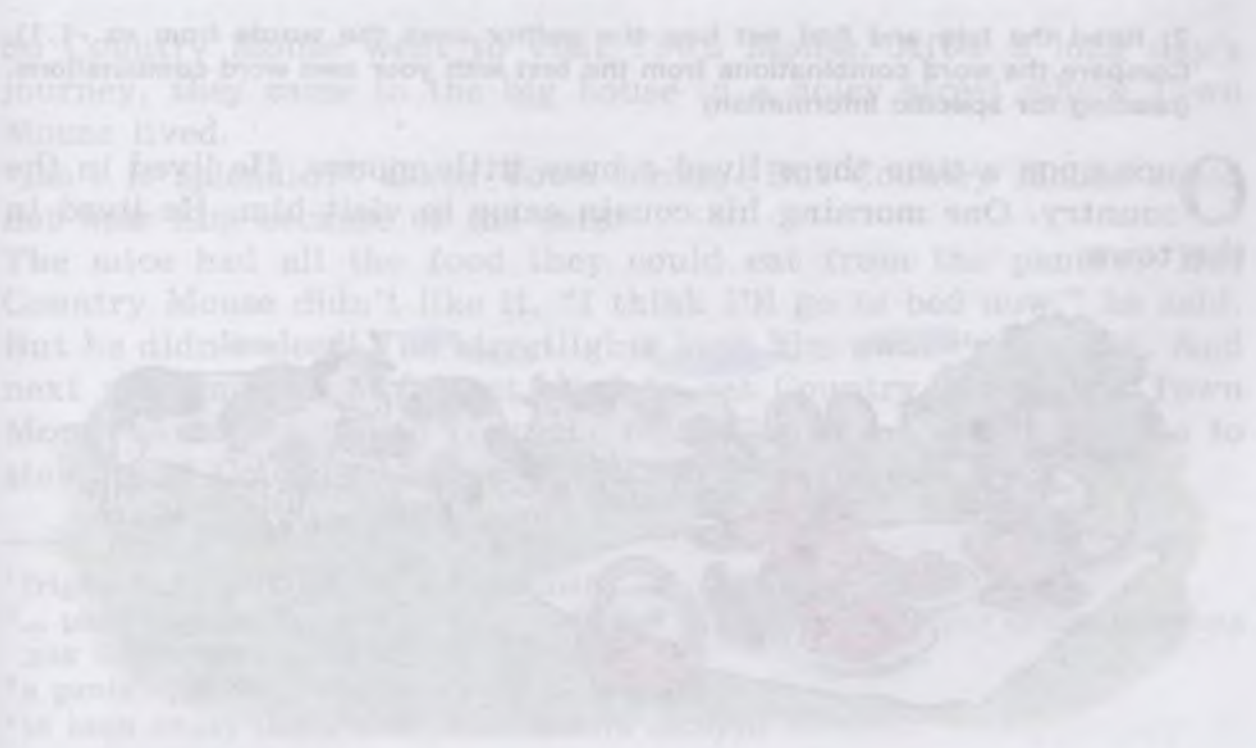
¹ a flame [fleɪm] — язык пламени

a 5) Match the underlined verb forms in the story with the correct tense and usage.

- a) Past Simple
- b) Future Simple
- c) Present Progressive
- d) Present Perfect
- e) to be going to
- f) Present Simple
- g) для действий, которые произошли в прошлом (важны действия и время их совершения)
- h) для действий, которые могут произойти в будущем
- i) для действий, которые происходят в определённый момент в настоящем
- j) для действий, которые произошли в прошлом (важны действия, а не время их совершения)
- k) для действий, которые собираемся совершить
- l) для обычных действий, состояний в настоящем

6) Choose the best title for the story. Explain your choice.

- a) The Magic Land
- b) Adventureland
- c) Tomorrowland



Supplementary reading

Дополнительное чтение

1. You are going to read an English tale *Country Mouse and City Mouse*.

a 1) Using a dictionary. How can you describe a town and a country? Match the words in the columns.

terrible	}	cows and horses
peaceful		streets
awful		grass
beautiful		flowers
big		noise
ordinary		fields
soft		country
busy		cats
splendid		sounds
wonderful		houses

Mind!

noise — шум, гам,
неприятный звук
sound — звук

Word Building

Суффикс прилагательных **-ful**

beauty — красота

beautiful — красивый

colour — цвет

colourful — ?

2) Read the tale and find out how the author uses the words from ex. 1.1). Compare the word combinations from the text with your own word combinations. (reading for specific information)

Once upon a time there lived a busy little mouse. He lived in the country. One morning his cousin came to visit him. He lived in the town.



“The country is peaceful,” said Town Mouse. “The flowers are beautiful and the grass is soft and wonderful.” But that night Town Mouse came to Country Mouse. “Oh, cousin,” said Town Mouse. “I am frightened.¹ There are terrible noises outside.”

Country Mouse listened. “Those are just ordinary country sounds,” he said.

The next day, Country Mouse was busy as usual. He picked up berries and seeds to store for winter.² But Town Mouse did not want to work. In the afternoon, Country Mouse made a picnic for his cousin. But Town Mouse was frightened of big cows and horses in the field. “Come back to town with me,” he said to his cousin. “You’ll love it there.”



So Country Mouse went to visit Town Mouse. After a long day’s journey, they came to the big house in a noisy street where Town Mouse lived.

“Isn’t it splendid?” asked Town Mouse. But Country Mouse could not hear him because of the cars.

The mice had all the food they could eat from the pantry.³ But Country Mouse didn’t like it. “I think I’ll go to bed now,” he said. But he didn’t sleep! The streetlights kept him awake⁴ all night. And next morning, an awful cat tried to eat Country Mouse but Town Mouse saved his cousin from the cat! “Thank you for having me to stay,” said Country Mouse, “but I’m going home.”

¹ frightened [ˈfraɪ(ə)nd] — напуганный

² ... picked up berries and seeds to store for winter — ... собирал ягоды и семена для заготовки на зиму

³ a pantry [ˈpæntɪ] — кладовая

⁴ to keep awake [ki:p əˈweɪk] — не давать заснуть

3) Which sentences are true (T) and which are false (F)? Find the sentences in the text to prove your opinion. (reading for specific information)

1. There were two mice that lived in the country. _____
2. First Country Mouse came to the town to visit his cousin. _____
3. The terrible noise frightened Town Mouse at night. _____
4. The next day Town Mouse and Country Mouse picked up food for winter. _____
5. Town Mouse made a picnic for his cousin. _____
6. Town Mouse was not afraid of cows and horses. _____
7. Town Mouse invited his cousin to visit the town. _____
8. The town was noisy. _____
9. Country Mouse couldn't sleep at night. _____
10. The awful cat wanted to eat Country Mouse. _____
11. Country Mouse stayed to live in the town. _____

4) Did Town Mouse like the life in the country? What did he like? What didn't he like? Use the words from the text to prove your opinion.

5) Did Country Mouse like the life in the town? What did he like? What didn't he like? Use the words from the text to prove your opinion.

6) Here are some English proverbs.

a) Read the English proverbs. Match them with the translations.

An Englishman's home is his castle.	Всякая птица своё гнездо любит.
There is no place like home.	Дом англичанина — его крепость.
Every bird likes its own nest.	Любая собака в своём доме — лев.
Every dog is a lion at home.	Нет места подобно дому.

b) Match the English proverbs with the Russian proverbs.

Дома и стены помогают. (Всяк кулик на своём болоте велик.)

Мой дом — моя крепость.

Всяк кулик своё болото хвалит.

В гостях хорошо, а дома лучше.

c) Choose the proverb that describes the main idea of the tale.

2. Here is a popular English poem *This is the Key of the Kingdom*.

1) Read the first part of the poem and complete the second part. Use a dictionary. (reading for detail)

This is the key of the kingdom:

Вот ключ от королевства

In that kingdom there is a city.



In that city there is a town.
 In that town there is a street.
 In that street there is a lane.
 In that lane there is a yard.
 In that yard there is a house.
 In that house there is a room.
 In that room there is a bed.
 In that bed there is a basket.
 In that basket there are some flowers.
 Flowers in a basket.
 Basket on the bed.



Bed in the ... _____

... _____

House in the ... _____

_____ ...

Lane in the _____ ...

_____ ...

_____ ...



City in the kingdom.

Of the kingdom this is the key.

! 2) Can you translate the poem? Compare your translation with S. Marshak's translation.

Ключ от королевства

Вот вам ключ от королевства:

В королевстве — город,

А в городе — улица.

А на улице есть двор,

На дворе — высокий дом,

В этом доме — спальня,

В спальне — колыбелька,

В колыбельке — ландышей

Полная корзина.

Ландышей,

Ландышей —

Полная корзина.

Ландыши — в корзине,

Корзина — в колыбельке,

Колыбелька — в спальне,

А спальенка — в доме,
 Дом стоит среди двора,
 Двор глядит на улицу,
 А улица — в городе,
 Город — в королевстве.

Вот от королевства ключ,
 Ключ от королевства!

3) What are the differences between the English poem and the Russian translation? Read out the sentences and write out the words that are different.

English poem

flowers

?

Russian poem

ландыши

?

3. The Grandmother from *An Old-fashioned Thanksgiving* by Louisa May Alcott was ill and the children's parents Mr and Mrs Bassett had to go to her house.

1) How did the Bassett children spend the day without the parents? (reading for the main idea)

“Now, Eph. You must look after the cows,” said Mr Bassett. “Tilly, look after the children. I depend on¹ you, my daughter,” said Mrs Bassett. And they went away.

The next morning when the children woke up, like early birds, it was snowy, but the little Bassetts jumped up and went downstairs. Eph went to the barn², and Tilly soon cooked a great pot of porridge ready. (1) _____

“Now about dinner,” said Tilly, while the children were eating.

“Ma said we could have what we liked, but we can't have a real Thanksgiving dinner, because she won't be here to cook it, and we don't know how,” began Prue.

“I can roast a turkey and make a pudding, I think. (2) _____ . And we can cook vegetables,” cried Tilly.

“Yes, yes!” cried all the boys, “let's have a dinner; Ma won't be against.”

“Pa is coming tonight. So we won't have dinner till late; that will give us a lot of time,” said Tilly. She suddenly understood how important the task was.

“Have you ever roasted a turkey?” asked Roxy with interest.

¹ to depend on — надеяться

² a barn [bɑ:n] — коровник

"You will see what I can do. I'm going to make the dinner. And you should keep out of the way,¹ and Prue and me will work. The little children can play in the big room. We will prepare the sitting room for dinner," said Tilly.

"I don't know about that. Ma didn't tell us to," began Eph. "(3) _____ Won't Ma want the children to be safe and warm?"

Can I make a nice dinner with four children under my feet all the time? Come, now, if you want a turkey, plum pudding and pies. And you'll have to do as I tell you," said Tilly.

2) Choose the best answers to the following questions. (reading for detail)

1. What did the Bassetts have for breakfast?
 - A. porridge with milk
 - B. turkey and pudding
 - C. vegetable soup
2. What did the Bassetts decide to have for dinner?
 - A. vegetables
 - B. turkey, pudding and pies
 - C. porridge with milk
3. Who will cook the dinner?
 - A. Tilly and Prue
 - B. Tilly alone
 - C. the father
4. What will the small children do?
 - A. sit in the room
 - B. play in the room
 - C. make dinner
5. How many children were there in the family?
 - A. four
 - B. five
 - C. seven

3) Read the text and decide where the sentences (A–C) fit. Look at the words like pronouns (*it, she ...*) in these sentences (A–C) and decide what they refer to.

- A. Don't we always do it Sundays and Thanksgivings?
- B. The pies are all ready, too.
- C. With warm milk it made a good breakfast for the seven children.

¹ keep out of the way — держаться в стороне

- 4) Find in the story the examples of the following constructions and translate the sentences.**

The Present Perfect Tense	The Past Progressive Tense	The Present Progressive Tense (future meaning)	To be going to	Modal verbs

4. In the story the *Lost Boy* Chris Culshaw describes Paul's adventures.

1) How did Paul's adventures start? Choose the best answer.

- a) Paul went to the shop.
- b) Paul went to the school.
- c) Paul went to the park.

“Ken! Ken! Have you seen our Paul?” Ken was in the garden. He *was fixing* his bike when Mrs Collins, who lived next door, asked him.

“Sorry, Mrs Collins. I haven't seen him all day.”

“Will you do me a favour,¹ Ken? Will you *go*² to the corner shop and see where he's got to. He went off on his bike, at about 10 o'clock, to buy some sugar.”

“All right, Mrs Collins.”

Ken fixed his bike and set off down the street to the corner shop. Mrs Patel, who *ran* the shop, said, “He was here. Yes, I know this boy. Blue pullover. Yes, he was here. He bought sugar, I think. Yes, sugar.”

Ken looked up and down the street. Three girls were playing football opposite the post office. Ken rode to them. “Do you know Paul Collins?” The three girls came over to Ken. “Nice bike,” said one of them. “Can I have a go?”³

“Stop *messing* about! Do you know Paul? He was in the shop an hour ago. Blue pullover. Riding a green BMX*.”

The girls hadn't seen Paul.

Mrs Collins was waiting at the door. “No *sign* of him, Ken?”

¹ Will you do me a favour? — Выполни мою просьбу, пожалуйста

² Will you go — Пойди, пожалуйста

³ Can I have a go? — Могу я прокатиться?

“No. He’s been to the shop. I’ll go and have another look for him, Mrs Collins. I’ll ride to the park and to the school. He sometimes plays football there. Don’t worry, he’ll turn up.”

2) Learning to translate. Find the following words and word combinations in the story and choose the best meaning.

to fix [fiks]	1) устанавливать; 2) чинить, ремонтировать
to mess [mes]	1) производить беспорядок; 2) ~ about a) возиться (с чем-либо); b) приставать (к кому-либо)
to run [rʌn]	1) бежать, двигаться; 2) управлять, владеть (делом, предприятием)
sign [sain]	1) знак, символ; 2) вывеска; 3) след
to turn up [ˈtʜ:nʹʌp]	1) поднимать вверх; 2) находиться, обнаруживаться

3) Put the events into the correct order according to the story.

- A. Paul went to the shop to buy sugar.
- B. Ken went to the shop.
- C. Ken asked the girls about Paul.
- D. Ken fixed his bike.
- E. Ken went to the park.

4) Write the full forms of the underlined verb forms.

BMX ['bi: em 'eks] велосипед для катания по грубому грунту с усиленной рамой и маленькими широкими колёсами; дети любят кататься на этих велосипедах и исполнять трюки.

Brazil [brə'zɪl] Бразилия — самая большая страна в Южной Америке, столица — г. Бразилиа.

California ['kælə'fɔ:niə] Калифорния — штат на тихоокеанском побережье США. Сокращённо — CA. Самые большие города штата — Сан-Франциско и Лос-Анджелес. Столица — г. Сакраменто.

Canterbury ['kæntəbəri] Кентербери — один из древнейших городов Англии в графстве Кент.

Canterbury Tales ['kæntəbəri 'teɪlz] 1. «Кентерберийские рассказы» — известное произведение английского средневекового писателя Джеффри Чосера, которое повествует о путешествии паломников в Кентербери; 2. музей в Кентербери.

Changing of the Guard, the ['tʃeɪndʒɪŋ əv ðə 'gɑ:d] смена караула — церемония, регулярно проводимая около Букингемского дворца, в которой гвардейцы, одетые в красную форму и чёрные медвежьи шапки, сменяют один другого. Эта красочная церемония привлекает много туристов.

county ['kaunti] графство — единица административного деления в Великобритании (кроме Шотландии), **округ** — единица административного деления США.

Curie ['kjʊəri], **Marie** ['ma:ri] Мария Кюри (1867—1934) — известный физик польского происхождения, которая вместе со своим мужем, французом Пьером Кюри, изучала радиоактивность и открыла два новых радиоактивных элемента. Она получила две Нобелевские премии и стала первой женщиной, получившей её.

Dahl [da:l], **Roald** ['rəʊəld] Роалд Дал (1919—1990) — один из самых известных детских английских писателей. Его произведения читают дети всего мира. Среди его книг «Матильда», «Чарли и шоколадная фабрика», «Дэнни — чемпион мира». Многие книги Роалда Дала были экранизированы.

Disney ['dɪzni], **Walt** [wɔ:lt] Уолт Дисней (1901—1966) — основатель и продюсер известной американской компании по производству мультипликационных фильмов.

Disneyland ['dɪznɪlənd] Диснейленд — огромный детский парк в штате Калифорния, США, открытый в 1955 году компанией Уолта Диснея. Все аттракционы связаны с героями мультфильмов этой компании.

Emerald Island, the ['emrəld 'aɪlənd] Изумрудный остров — поэтическое название Ирландии, данное из-за ярко-зелёного цвета растительности.

family tree ['fæmli 'tri:] **семейное древо** — рисунок или план, показывающий отношения между членами семьи за большой период времени. В Британии и Америке люди любят проводить время, выясняя свою родословную.

grizzly ['grizli] **гризли** — подвид бурого медведя, обитающий преимущественно на Аляске и в западных районах Канады. Строением тела и внешним видом гризли весьма похож на обычного бурого медведя, но в целом крупнее, тяжелее и сильнее его.

Harriet the Spy [,hæriət ðə 'spai] **«Шпион Харриет»** — книга американской писательницы Луизы Фицхью о девочке, которая очень любила следить за всеми окружающими её людьми.

He! [hi:] **«Он попался!»** — популярная детская игра типа салок. («He» — водящий.)

Henry I ['henri ðə 'fɜ:st] **Генрих I (1068—1135)** — король Англии (1100—1135), младший сын Вильгельма I.

Kensington Gardens ['kenziŋtən 'gɑ:dnz] **Кенсингтон-гарденз** — королевский парк вокруг Кенсингтонского дворца в лондонском районе Кенсингтон. До 1728 года представлял собой часть Гайд-парка. На берегу озера находится статуя Питера Пэна, установленная в 1912 году. Вдоль западной части парка расположена улица Кенсингтон-Палас-Гарденз, на ней большую часть зданий занимают роскошные особняки и посольства.

Land's End ['lændz 'end] **Лэндс-Энд** — мыс, который считается самой крайней точкой на юго-западе Великобритании.

Madrid [mæ'drid] **Мадрид** — столица Испании.

mac [mæk], **mackintosh** ['mækintɒʃ] **макинтош** — плащ из водоотталкивающей ткани, названный в честь изобретателя прорезиненной ткани химика Ч. Макинтоша (1766—1843).

Milne [mɪln], **Alan** ['ælən] **Alexander** ['æliŋ'zɑ:ndə] **Алан Александр Милн (1882—1956)** — английский писатель, известный своими книгами о Винни-Пухе и стихами для детей. В России его истории о Винни-Пухе публикуются в пересказе Бориса Заходера.

Morpurgo [mɔ:'pɜ:gəʊ], **Michael** ['maɪkl] **Майкл Морпурго (р. 1943)** — английский писатель, поэт, драматург, известный своими произведениями для детей. В 1976 году он и его жена Клэр основали благотворительную программу Farms for City Children (Фермы для городских детей), которая позволяет детям из разных городов познакомиться с жизнью на ферме.

Queen Mary 2, the [kwɪ:n 'meəri ðə 'sekənd] **«Королева Мария 2»** —

1) один из крупнейших и наиболее комфортабельных океанских лайнеров в мире. Построен во Франции в 2003 году и принадлежит одному из британских пароходств. На борту лайнера располагается более 1300 кают, пять бассейнов, теннисный корт, театр, кинотеатры, рестораны и т. д.;

2) любое морское или речное судно заменяется в повествовании местоимением she: *The Queen Mary 2 is one of the biggest and most comfortable ocean liners. She was built in France in 2003.*

Rugrats [ˈrʌgræts] «Ох, уж эти детки!» — детский мультфильм о компании маленьких детей в Америке, которые играют вместе и представляют, что они отправляются в удивительные путешествия, даже играя в обычные игры.

Trojan War, the [ˌtrɔɪdʒən 'wɔ:] **Троянская война** — согласно «Илиаде» и «Одиссее», 10-летняя война между греками и троянцами, возникшая из-за того, что сын царя Трои Парис похитил прекрасную Елену, жену царя Спарты Менелая. По преданию, греческие воины, осаждавшие Трою, спрятались в огромном деревянном коне, подаренном Трое в знак примирения. Троянцы, не подозревая о хитрости греков, ввезли его в пределы города. Ночью греки вышли из коня и впустили остальное войско. Так пала Троя. Раскопки Трои показали, что около 1260 года до н. э. город испытал длительную осаду и был разрушен, таким образом подтвердились сведения греческих преданий.

welly ['weli], **wellingtons** ['welɪŋtənz] **веллингтоны** — высокие резиновые сапоги, а также высокие кожаные сапоги для верховой езды, спереди прикрывающие колено. Названы они в честь герцога Веллингтона (1769—1852), который носил такие сапоги.

Where's Wally? ['weəz 'wɒli] «Где Уолли?» — серия детских книг, созданная британским художником Мартином Хендфордом. В них на картинке среди большого количества людей и предметов нужно найти Уолли, который одет в полосатую красно-белую рубашку, носит очки, шапку с кисточкой и опирается на деревянную трость. Он постоянно теряет свои вещи, например книги, которые тоже нужно найти на картинке. Отыскать Уолли на картинке не просто из-за обилия различных персонажей и предметов, отвлекающих внимание.

William I (or William the Conqueror) ['wɪljəm də 'fɜːst] **Вильгельм I (или Вильгельм Завоеватель)** (1027—1087) — герцог Нормандии, который стал королём Англии после победы над королём Гарольдом в битве при Гастингсе в 1066 году. Он построил много замков, чтобы контролировать Англию, изменил устройство общества и права тех, кто владел землёй.

William II ['wɪljəm də 'sekənd] **Вильгельм II** (1056—1100) — король Англии в 1087—1100 годах.

Windsor ['wɪnzə] **Виндзор** — город в южной Англии на р. Темзе, известен своим замком.

Windsor Castle ['wɪnzə 'kɑːsl] **Виндзорский замок** — одна из официальных загородных резиденций английских монархов, расположенная в городе Виндзор. Строительство замка было начато при Вильгельме Завоевателе (см. **William I (or William the Conqueror)**). В 1992 году замок сильно пострадал от пожара, но в 1998 году вновь был открыт для посетителей.

List of names

Personal names

Atkinson ['ætɪŋsən]
Austine ['ɒstɪn]
Bachi ['bætʃɪ]
Byars [baɪz]
Caroline ['kærəlɪn]
Celia ['si:lɪə]
Chuckie Finster ['tʃʌki 'fɪnstə]
Darbi ['dɑ:bɪ]
Darbshire ['dɑ:bɪʃə]
Darent ['dærənt]
Elson ['elsən]
Fitzhugh [fɪts'hju:]
Gail [geɪl]
Gillian ['dʒɪlɪən]
Glossbrenner ['glɒsbrenə]
Jennings ['dʒenɪŋz]
Jessica ['dʒesɪkə]
Louise [lʊ:'ɪz]
Margie ['mɑ:dʒɪ]
Melanie ['meləni]
Michael ['maɪkl]
Morpurgo [mɔ:'pɜ:gəʊ]
Paul [pɔ:l]
Sarah ['seərə]
Simon ['saɪmən]
Stuart ['stju:ət]
Sue [sju:]
Trunchbull ['trʌntʃbʊl]
Varley ['vɑ:lɪ]
Wheeling ['wi:lɪŋ]

Geographical names

Anaheim ['ænəhaɪm]
Canada ['kænədə]
Chicago [tʃɪ'kɑ:gəʊ]
Devon ['devn]
Dublin ['dʌblɪn]
Finland ['fɪnlənd]
France [frɑ:ns]
Kirriemuir [kɪrɪ'mjuə]
London ['lʌndən]
Minnesota [mɪnɪ'səʊtə]
Moscow ['mɒskəʊ]
New York [,nju: 'jɔ:k]
Paris ['pærɪs]
Plymouth ['plɪməθ]
Scilly Isles, the ['sɪli 'aɪlz]
Spain [speɪn]
United States, the [ju:'naɪtɪd 'steɪts]
USA, the [,u:es'ei]
Westernshire ['westənʃə]

Others

Crunchem Hall ['krʌntʃəm 'hɔ:l]
Lillian, the ['lɪlɪən]
Pere Noel ['peə nəʊ'el]
Santa Claus ['sæntə klɔ:z]
Varley Grange ['vɑ:lɪ 'greɪndʒ]
Wasp, the [wɒsp]

Irregular verbs (Неправильные глаголы)

be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	быть, находиться
bear [beə]	bore [bɔ:]	born [bɔ:n]	переносить
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	делаться, становиться
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	начинать(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить, доставлять
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать, приобретать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, схватывать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
do [du:]	did [dɪd]	done [dʌn]	делать
drive [draɪv]	drove [drəʊv]	driven ['drɪvən]	вести (автомобиль)
eat [i:t]	ate [et]	eaten ['i:tn]	есть, поесть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать, понижаться
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забывать
get [get]	got [gɒt]	got [gɒt]	получать
go [gəʊ]	went [went]	gone [gɒn]	идти, ходить
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти, произрастать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударять
hold [həʊld]	held [held]	held [held]	держать, проводить
keep [ki:p]	kept [kept]	kept [kept]	держать, хранить
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учиться
leave [li:v]	left [left]	left [left]	покидать, оставлять
let [let]	let [let]	let [let]	позволять, разрешать
make [meɪk]	made [meɪd]	made [meɪd]	делать

mean [mi:n]	meant [ment]	meant [ment]	значить, означать
meet [mi:t]	met [met]	met [met]	встречать(ся)
put [pʊt]	put [pʊt]	put [pʊt]	класть
read [ri:d]	read [red]	read [red]	читать
ride [raɪd]	rode [rəʊd]	ridden [ˈrɪdn]	ехать верхом
run [rʌn]	ran [ræn]	run [rʌn]	бежать
say [seɪ]	said [sed]	said [sed]	говорить, сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть, смотреть
sell [sel]	sold [səʊld]	sold [səʊld]	продавать
send [send]	sent [sent]	sent [sent]	посылать, отправлять
set [set]	set [set]	set [set]	ставить, помещать
sew [səʊ]	sewed [səʊd]	sewn [səʊn]	шить
shake [ʃeɪk]	shook [ʃʊk]	shaken [ˈʃeɪkən]	трясти
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sit [sɪt]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
speak [spi:k]	spoke [spəʊk]	spoken [ˈspəʊkən]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	писать <i>или</i> произно- сить (слово) по буквам
spend [spend]	spent [spent]	spent [spent]	тратить
stand [stænd]	stood [stʊd]	stood [stʊd]	стоять
swim [swɪm]	swam [swæm]	swum [swʌm]	плавать, плыть
take [teɪk]	took [tʊk]	taken [ˈteɪkən]	брать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить, обучать
tell [tel]	told [təʊld]	told [təʊld]	рассказывать; говорить; сказать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить (одежду)
win [wɪn]	won [wʌn]	won [wʌn]	побеждать
write [raɪt]	wrote [rəʊt]	written [ˈrɪtn]	писать

СПИСОК СОКРАЩЕНИЙ

Английские

- a* — adjective — имя прилагательное
adv — adverb — наречие
AE — American English — американский вариант английского языка
attr. — attribute — определение
BE — British English — британский вариант английского языка
card. — cardinal — количественное числительное
cj — conjunction — союз
demonstr. — demonstrative (pronoun) — указательное (местоимение)
indef. — indefinite (pronoun) — неопределённое (местоимение)
int — interjection — междометие
inter. — interrogative — вопросительный
n — noun — имя существительное
num. — numeral — числительное

Русские

- ав.* — авиация
араб. — арабский (язык)
гл. обр. — главным образом
грам. — грамматический термин
зд. — здесь
зоол. — зоология
ист. — исторический
мат. — математика
нем. — немецкий (язык)
обыкн. — обыкновенно
поэт. — поэтическое слово, выражение
прил. — имя прилагательное
разг. — разговорное слово, выражение

- ord.* — ordinal — порядковое числительное
pers. — personal (pronoun) — личное (местоимение)
pl — plural — множественное число
poss. — possessive (pronoun) — притяжательное (местоимение)
p.p. — past participle — причастие прошедшего времени, или причастие II
predic. — predicative — употребляется в качестве именной части составного именного сказуемого
pref — prefix — приставка
prep — preposition — предлог
pron — pronoun — местоимение
refl. — reflexive — возвратный
sing — singular — единственное число
sl — slang — сленг, жаргон
v — verb — глагол

- русск.* — русский (язык)
см. — смотри
собир. — собирательно(е)
сокр. — сокращение, сокращённо
спорт. — физкультура и спорт
тж. — также
употр. — употребляется
физ. — физика
фр. — французский (язык)
хим. — химия
шотл. — шотландский
яп. — японский (язык)

Aa

about [ə'baʊt] 1. *adv* поблизости, неподалёку; 2. *prep* 1) около; 2) о
according [ə'kɔ:diŋ] *adv* - to согласно, в соответствии с
act [ækt] *v* 1) действовать, поступать; 2) *meamp.* играть
action ['ækʃn] *n* действие
activity [æk'tɪvɪti] *n* деятельность
actor ['æktə] *n* актёр
address [ə'dres] *n* адрес
adult ['ædʌlt] *n* взрослый, совершеннолетний, зрелый человек
adventure [əd'ventʃə] *n* приключение
advise [əd'vaɪz] *v* советовать
afraid [ə'freɪd] *a* испуганный; *be* - of бояться
after ['ɑ:ftə] *prep* после
afternoon [ɑ:ftə'nʊ:n] *n* послеполуденное время
again [ə'geɪn] *adv* снова, опять
ago [ə'gəʊ] *adv* тому назад
agree [ə'grɪ:] *v* соглашаться
all [ɔ:l] *indef. pron* все
all right ['ɔ:l'raɪt] *int* хорошо!, ладно!
alligator ['ælɪgətə] *n* аллигатор
almost [ɔ:lməʊst] *adv* почти, едва не
alone [ə'ləʊn] *a predic.* 1) один, одинокий; 2) сам, без посторонней помощи
aloud [ə'ləʊd] *adv* вслух
already [ɔ:l'reɪdɪ] *adv* уже
also [ɔ:lsəʊ] *adv* тоже, также
always ['ɔ:lweɪz] *adv* всегда
American [ə'merɪkən] *a* американский
amuse [ə'mju:z] *v* развлекать
angrily ['æŋgrɪli] *adv* сердито, разгневанно
angry ['æŋgrɪ] *a* сердитый, разгневанный; *be* - with сердиться, гневаться
animal ['ænɪməl] *n* животное
announce [ə'naʊns] *v* объявлять, заявлять
announcement [ə'naʊnsmənt] *n* объявление, сообщение; извещение, уведомление (*about, of*)
anonymous [ə'nɒnɪməs] *a* анонимный; безымянный
another [ə'nʌðə] *pron* другой

answer ['ɑ:nsə] 1. *n* ответ; 2. *v* отвечать
any ['eni] *indef. pron.* кто-нибудь, что-нибудь, сколько-нибудь (*в вопр. предл.*); нисколько, ничуть (*в отриц. предл.*)
anyone ['eniwʌn] *pron* кто-нибудь
anything ['eniθɪŋ] *indef. pron.* 1) что-нибудь, ничто; 2) что угодно, всё
anywhere ['eniweə] *adv* везде, всюду
apple ['æpl] *n* яблоко
appropriate [ə'prəʊpriɪt] *a* подходящий, соответствующий
area ['eəriə] *n* район, зона
arena [ə'reɪnə] *n* арена
argue ['ɑ:gju:] *v* спорить, препираться, возражать
arithmetic [ə'riθmətɪk] *n* арифметика
around [ə'raʊnd] 1. *adv* кругом, вокруг; 2. *prep* вокруг, по
arrive [ə'raɪv] *v* прибывать
art [ɑ:t] *n* 1) искусство; 2) творчество, умение
article ['ɑ:tɪkl] *n* 1) статья; 2) артикль; 3) *pl* ремёсла; 4) *pl* гуманитарные науки
as [æz, əz] *adv* как; *as... as...* так же... как; *as well* также
ask [ɑ:sk] *v* спрашивать; - *for* спрашивать о чём-л.
at [æt, ət] *prep* 1) у, около (*места*); 2) в (*определённый момент времени*)
ate [et] *past* от *eat*
attack [ə'tæk] *v* нападать
attention [ə'tenʃən] *n* внимание
attraction [ə'trækʃn] *n* 1) привлекательность; 2) аттракцион
August ['ɔ:gəst] *n* август
aunt [ɑ:nt] *n* тётя
author ['ɔ:θə] *n* автор
away [ə'weɪ] *adv* прочь

Bb

baby ['beɪbɪ] *n* младенец, ребёнок
back [bæk] 1. *n* спина; 2. *v* поддерживать; 3. *adv* назад, обратно
bad [bæd] *a* (*worse, worst*) плохой, дурной, скверный

badly ['bædli] *adv* 1) плохо; 2) очень; сильно
ball [bɔ:l] *n* 1) шар; 2) мяч
balloon [bə'lu:n] *n* воздушный шар
band [bænd] *n* оркестр
be [bi:] *v* (was/were, been) быть, находиться
bear [beə] *n* медведь, медведица
bear [beə(r)] *v* (bore, born) 1) переносить; 2) рождать
beard [biəd] *n* борода
beautiful ['bj:utɪfl] *a* красивый, прекрасный
because [bi'kɔ:z] *conj* потому что, так как
become [bi'kʌm] *v* (became, become) стать, становиться
bed [bed] *n* постель, кровать
been [bi:n] *p.p.* от be
before [bi'fɔ:] 1. *adv* раньше, прежде; 2. *prep* перед
begin [bi'gɪn] *v* (began, begun) начинать(ся)
beginning [bi'gɪnɪŋ] *n* начало
behind [bi'haind] *adv* сзади
bell [bel] *n* 1) колокол, колокольчик; 2) звонок
below [bi'ləʊ] 1. *adv* ниже, внизу; 2. *prep* ниже, под
best [best] *a* (превосх. ст. от good) лучше
better ['betə] *a* (сравни. ст. от good) лучший
between [bi'twi:n] *prep* между
big [big] *a* большой, крупный
bike [baɪk] *n* (разг. сокр. от bicycle) велосипед
bird [bɜ:d] *n* птица
birthday ['bɜ:θdeɪ] *n* день рождения
biscuit ['bɪskɪt] *n* печенье
black [blæk] *a* чёрный, тёмный, мрачный
blouse [blaʊz] *n* блузка
blue [blu:] *a* синий, голубой
blueberry ['blu:bɛrɪ] *n* голубика
board [bɔ:d] *n* стол; -ing school школа-интернат
boat [bəʊt] *n* лодка, корабль
boating ['bəʊtɪŋ] *n* катание на лодке
book [buk] *n* книга, литературное произведение

boot [bu:t] *n* 1) ботинок; 2) сапог
boring ['bɔ:ɪŋ] *a* скучный
born [bɔ:n] *p.p.* от bear; to be - родиться
both [bəʊθ] *pron* оба
bought [bɔ:t] *past, p.p.* от buy
box [bɒks] *n* коробка, ящик; word - рамка, в которой расположены слова
boy [bɔɪ] *n* 1) мальчик; 2) парень
brave [breɪv] *a* храбрый, смелый
bravo ['brɑ:vəʊ, brɑ:'vəʊ] *int* bravo!
break [breɪk] 1. *n* перемена; 2. *v* (broke, broken) - down 1) разбивать; 2) разрушать(ся)
breakfast ['brekfəst] *n* завтрак
brightly ['braɪtli] *adv* ярко, светло
bring [brɪŋ] *v* (brought) приносить, доставлять
British ['brɪtɪʃ] *a* британский
brother ['brʌðə] *n* брат
brought [brɔ:t] *past, p.p.* от bring
brown [braʊn] *a* коричневый
building ['bɪldɪŋ] *n* здание
bun [bʌn] *n* сдобная булочка, кекс
bus [bʌs] *n* автобус
but [bʌt] *conj* но
buy [baɪ] *v* (bought) покупать, приобретать
by [baɪ] 1. *prep* указывает на средство передвижения: by car машиной; 2. *adv* около

Сс

cake [keɪk] *n* кекс, торт, пирожное
call [kɔ:l] *v* называть
came [keɪm] *past* от come
camp [kæmp] 1. *n* лагерь; 2. *v* располагаться лагерем
can [kæn, kən] *v* мочь, быть в состоянии, уметь
candy ['kændi] *n* 1) леденцы; 2) АЕ конфеты (любого сорта)
capital ['kæpɪtəl] *n* 1) столица; 2) заглавная буква
car [kɑ:] *n* автомобиль
card [kɑ:d] *n* 1) карта (изральная); 2) билет; 3) карточка
care [keə] 1. *n* забота, попечение; to take - of заботиться о; 2. *v* заботиться

cartoon [kɑ:'tu:n] *n* мультипликационный фильм
case [keis] *n* случай, обстоятельство, положение, дело
castle ['kɑ:sl] *n* замок, дворец
cat [kæt] *n* кот, кошка
catch [kætʃ] *v* (caught) ловить, схватывать
cautious ['kɔ:ʃəs] *a* осторожный, осмотрительный
cave [keiv] *n* пещера
celebrate ['selibreit] *v* праздновать
celebration [,selə'breiʃn] *n* празднование, торжество
centre ['sentə] 1. *n* центр, середина; 2. *v* помещать(ся) в центре
ceremony ['seriməni] *n* обряд, церемония
chair [tʃeə] *n* стул
champion ['tʃæmpiən] *n* чемпион
chance [tʃɑ:ns] *n* 1) случай, случайность; 2) шанс
change [tʃeindʒ] 1. *n* изменение, перемена; 2. *v* менять(ся), изменять(ся)
chaos ['keɪs] *n* хаос
character ['kærɪktə] *n* 1) характер; 2) тип, персонаж
characterize ['kærɪktəraɪz] *v* характеризовать
check [tʃek] *v* проверять
child [tʃaɪld] *n* (*pl* children) ребёнок
chocolate ['tʃɒklət] шоколадный
choice [tʃɔis] *n* выбор
choose [tʃu:z] *v* (chose, chosen) 1) выбирать; 2) предпочитать
chore [tʃɔ:] *n* (обыкн. *мн. ч.*) ежедневные обязанности, ежедневная работа (по дому или в подсобном хозяйстве)
cinema ['sɪnəmə] *n* кинотеатр
circus ['sɜ:kəs] *n* цирк
city ['sɪti] *n* 1) большой город; 2) *attr.* городской, муниципальный
clap [klæp] *v* хлопать
class [klɑ:s] *n* класс
classify ['klæsɪfaɪ] *v* классифицировать
classroom ['kla:srum] *n* классная комната, класс
clean [kli:n] *a* чистый
close [kləuz] *v* закрывать

clothes [kləʊðz] *n* одежда
clown [klaʊn] *n* клоун
coffee ['kɒfi] *n* кофе
cold [kəʊld] *a* холодный
column ['kɒləm] *n* 1) столбик; 2) графа
combination [,kɒmbɪ'neɪʃn] *n* сочетание, комбинация
come [kʌm] *v* (came, come) приходить; - out выступать; - over приближаться; - round заходить к кому-л.; - up подходить
comics ['kɒmɪks] *n pl* комиксы
comment ['kɒmənt] *n* замечание, отзыв, комментарий
company ['kʌmpəni] *n* общество, компания; друзья, товарищи
compare [kəm'preə] *v* 1) сравнивать (to); 2) сопоставлять
competition [,kɒmpɪ'tɪʃn] *n* соревнование
complete [kəm'pli:t] *v* заканчивать, завершать
computer [kəm'pjʊ:tə] *n* компьютер
concert ['kɒnsət] *n* концерт
contact ['kɒntækt] 1. *n* контакт, соприкосновение; 2. *v* связаться
context ['kɒntekst] *n* контекст
conversation [,kɒnvə'seɪʃn] *n* разговор, беседа
cook [kʊk] 1. *n* кухарка, повар; 2. *v* готовить, варить
cookie ['kʊki] *n* 1) АЕ печенье (домашнее); 2) шотл. булочка
core [kɔ:] *n* сердцевина
correct [kə'rekt] *a* правильный, точный
costume ['kɒstjum] *n* одежда, платье, костюм
cotton ['kɒtɪn] *n* хлопок; - candy сладкая вата
could [kʊd, kəd] *past of can*
count [kaʊnt] 1. *n* счёт, подсчёт; 2. *v* считать, подсчитывать
country ['kʌntri] *n* 1) страна; 2) деревня
countryside ['kʌntɪsaɪd] *n* сельская местность, деревня
county ['kaʊnti] *n* графство (административная единица в Англии)
course [kɔ:s] *n* курс; of - конечно
court [kɔ:t] *n* суд

cow [kaʊ] *n* корова
create [kri'eɪt] *v* творить, создавать
cry [kraɪ] *v* 1) кричать; 2) плакать
culture ['kʌltʃə] *n* культура
cup [kʌp] *n* чашка, кубок
cute [kjut] *a* 1) умный, сообразительный; 2) привлекательный

Dd

dad [dæd] *n* папа
daddy ['dædi] *c.m.* dad
dance [dɑːns] 1. *n* танец; 2. *v* танцевать
dancing ['dɑːnsɪŋ] *n* танцы, пляска
danger ['deɪndʒə] *n* 1) опасность; 2) угроза
dangerous ['deɪndʒərəs] *a* опасный, рискованный
dark [dɑːk] *a* тёмный
daughter ['dɔːtə] *n* дочь
day [deɪ] *n* день, сутки; - *off* выходной день
dead [ded] *a* мёртвый, умерший
dear [diə] *a* дорогой, милый, любезный
December [di'sembə] *n* декабрь
decide [di'saɪd] *v* решать, принимать решение
decorate ['dekəreɪt] *v* украшать
describe [di'skraɪb] *v* описывать, изображать
desk [desk] *n* письменный стол, парта
detail ['diːteɪl] *n* подробность, деталь
dictionary ['dɪkʃənəri] *n* словарь
difference ['dɪfərəns] *n* разница, различие
different ['dɪfərənt] *a* 1) другой; 2) разный, различный
difficult ['dɪfɪkəlt] *a* трудный, тяжёлый
dinner ['dɪnə] *n* обед
direction [di'rekʃn] *n* направление
discipline ['dɪsɪplɪn] *n* дисциплина
disco ['dɪskəʊ] *n* (сокр. от discotheque) дискотека
discussion [dɪ'skʌʃn] *n* обсуждение, дискуссия
dish [dɪʃ] *n* посуда, блюдо
dive [daɪv] *v* нырять

do [duː] *v* (did, done) делать
dog [dɒg] *n* собака, пёс
doll [dɒl] *n* кукла
dolphin ['dɒlfɪn] *n* дельфин
done [dʌn] *p.p.* от do
door [dɔː] *n* дверь
down [daʊn] 1. *adv* вниз, внизу; 2. *prep* вниз, по
downstairs ['daʊn'steɪz] *adv* 1) вниз 2) внизу, на нижнем этаже
dream [dri:m] 1. *n* мечта; 2. *v* мечтать
dress [dres] 1. *n* платье, одежда; 2. *v* одеваться
drink [drɪŋk] *v* (drank, drunk) пить
drive [draɪv] *v* (drove, driven) вести (машину); ехать (в автомобиле)
drove [drəʊv] *past* от drive
dry [draɪ] 1. *a* сухой; 2. *v* сушить; - *off* вытирать(ся)
duck [dʌk] *n* утка
during ['dʒuːrɪŋ] *prep* в течение, в продолжение, во время

Ee

each [iːtʃ] *pron* каждый; - *other* друг друга
early ['ɜːli] 1. *a* 1) ранний; 2) преждевременный; 2. *adv* рано
easy ['iːzi] 1. *a* лёгкий, нетрудный; 2. *adv* легко
eat [iːt] *v* (ate, eaten) есть, поедать, поглощать
effect [ɪ'fekt] *n* результат, эффект
eighth-grader ['eɪθ'ɡreɪdər] *n* ученик восьмого года обучения
eighty ['eɪti] *num. card.* восемьдесят
eleven [ɪ'levən] *num. card.* одиннадцать
else [els] *adv* 1) (с *pron indef.* и *pron inter.*) ещё, кроме; 2) (обыкн. после *or*) иначе; или же
emerald ['emrəld] *n* 1) изумруд; 2) *attr* изумрудный
emotion [ɪ'məʊʃən] *n* чувство, эмоция
end [end] 1. *n* конец; 2. *v* кончать(ся)
English ['ɪŋglɪʃ] *n* английский язык
English-speaking ['ɪŋglɪʃspiːkɪŋ] *a* англоговорящий
enjoy [ɪn'dʒɔɪ] *v* получать удовольствие, наслаждаться

entertain [ˌentə'teɪn] *v* развлекать, при-
нимать (гостей)
entertainment [ˌentə'teɪnmənt] *n* 1) раз-
влечение; 2) представление
equivalent [i'kvɪvələnt] *n* эквивалент
Eve [i:v] *n* канун
evening [i'vɪnɪŋ] *n* 1) вечер; 2) *attr.*
вечерний
event [i'vent] *n* случай, событие
ever [i'evə] *adv* когда-либо
every [i'evri] *pron indef* каждый
everyone [i'evriwʌn] *pron indef* каждый
(человек)
everything [i'evriθɪŋ] *pron indef* всё
everywhere [i'evriweə] *adv* всюду, везде
exactly [ɪg'zæktli] *adv* точно
exam [ɪg'zæm] *n* разг. экзамен
example [ɪg'zɑ:mpl] *n* пример
exciting [ɪk'saɪtɪŋ] *a* увлекательный,
волнующий
excursion [ɪk'skɜ:ʃn] *n* экскурсия
exercise [i'eksəsaɪz] *n* упражнение, тре-
нировка
exhibit [ɪg'zɪbɪt] *v* экспонировать, вы-
ставлять, выставить; демонстриро-
вать
exhibition [ˌeksɪ'bɪʃn] *n* выставка; показ
experimental [ɪk'sperɪ'mentl] *a* экспери-
ментальный, основанный на опыте
explain [ɪk'spleɪn] *v* объяснять
explore [ɪk'splɔ:] *v* исследовать
extra [i'ekstrə] *a* дополнительный
extract [i'ekstrækt] *n* отрывок
extraordinary [ɪk'strɔ:dnəri] *a* чрезвычай-
ный, необычайный, выдающийся
eye [aɪ] *n* глаз

Ff

face [feɪs] *n* 1) лицо 2) поверхность
fact [fækt] *n* факт, событие
fair [feə] *n* ярмарка
false [fɔ:ls] *a* ложный, неверный
family ['fæmlɪ] *n* семья
famous ['feɪməs] *a* знаменитый, изве-
стный
fan [fæn] *n* любитель, разг. фанат
fantastic [fæn'tæstɪk] *a* фантастический
fantasy ['fæntəsi] *n* воображение, фан-
тазия

farm [fɑ:m] *n* ферма, хозяйство
farmer ['fɑ:mə] *n* фермер
farmyard ['fɑ:mjɑ:d] *n* двор фермы
fast [fɑ:st] 1. *a* скорый, быстрый; 2. *adv.*
быстро
fat [fæt] *a* жирный, толстый
father ['fɑ:ðə] *n* отец
favourite ['fɑ:vərɪt] 1. *a* любимый; 2. *n*
любимец; любимая вещь
feed [fi:d] *v* (fed) кормить
feel [fi:l] *v* (felt) чувствовать
file [faɪl] *n* досье
fill [fɪl] *v* наполнять(ся), заполнять(ся);
- *in* заполнять
film [fɪlm] 1. *n* 1) плёнка; 2) фильм;
кино; 2. *v* снимать
finally ['faɪnəli] *adv* в конце, в заклю-
чение
find [faɪnd] *v* (found) находить; - *out*
узнать, разузнать, выяснить
fine [faɪn] *a* 1) прекрасный, превос-
ходный, славный; 2) ясный (о по-
годе)
finish ['fɪnɪʃ] 1. *n* конец, оконча-
ние; 2. *v* 1) кончать(ся), заканчи-
вать(ся); 2) завершать; 3) прекра-
щать; - *up* заканчивать что-л.
начатое, доводить до конца
Finnish ['fɪnɪʃ] *a* финский
fire-eater ['faɪə:ɪtə] *n* огнеглотатель,
пожиратель огня (о фокуснике)
first [fɜ:st] *num. ord.* первый
fish [fɪʃ] 1. *n* (*pl* часто без измен.)
рыба; 2. *v* ловить рыбу
fish stick [fɪʃstɪk] *n* рыбная палочка
fisherman [fɪʃmən] *n* рыбак
fishing [fɪʃɪŋ] *n* рыбная ловля
fit [fɪt] 1. *a* годный, подходящий;
2. *v* соответствовать, годиться
flat [flæt] *n* квартира
floor [flɔ:] *n* пол; этаж
fly [flaɪ] 1. *n* полёт; 2. *v* (flew, flown)
летать, пролетать
fly-sheet ['flaɪʃɪt] *n* тент, тканевое
полотно, прикреплённое к четы-
рём стойкам
folk [fəʊk] *attr.* народный
follow ['fɒləʊ] *v* 1) следовать; 2) сле-
дить; 3) следить за ходом чьих-л.
рассуждений

food [fu:d] *n* пища, питание; еда, кушанье
 football ['fʊtbɔ:l] *n* футбол
 for [fɔ: fə] *prep* 1) для; 2) в течение, в продолжение
 forest ['fɒrɪst] *n* лес
 foreword ['fɔ:wɜ:d] *n* предисловие
 forget [fə'get] *v* (forgot, forgotten) забывать
 form [fɔ:m] 1. *n* 1) форма; 2) класс (в школе); 2. *v* формировать
 former ['fɔ:mə] *a* 1) предшествующий; 2) бывший
 found [faund] *past, p.p. om* find
 fourteen [,fɔ:'ti:n] *num. card.* четырнадцать
 fourth grader ['fɔ:θ'greɪdə] *n* ученик четвертого года обучения
 free [fri:] *a* свободный
 fresh [frefʃ] *a* свежий
 Friday ['fraɪdeɪ] *n* пятница
 friend [frend] *n* друг; to make -s with sb подружиться с кем-л.
 friendly ['frendli] *a* дружеский, дружелюбный
 from [frɒm] *prep* от, из, с
 frost [frɒst] *n* мороз
 full [fʊl] *a* полный, целый
 fun [fʌn] *n* веселье, забава, шутка
 funny ['fʌni] *a* забавный, смешной
 future ['fju:tʃə] *n* будущее

Gg

game [geɪm] *n* 1) игра; 2) развлечение, забава
 gap [gæp] *n* пропуск (или пробел)
 garden ['gɑ:dn] *n* сад; *pl* парк
 gave [geɪv] *past om* give
 gentleman ['dʒentlmən] *n* джентльмен
 geographical [ˌdʒɪə'græfɪkl] *a* географический
 get [get] *v* (got) 1) получать; 2) добираться; 3) - sth in (to) доставлять что-л. (куда-л.); 4) - into входить, садиться (в машину); 5) - out выходить
 ghost [gəʊst] *n* привидение, призрак
 gift [gɪft] *n* подарок
 girl [gɜ:l] *n* девочка, девушка

give [gɪv] *v* (gave, given) давать, отдавать
 go [gəʊ] *v* (went, gone) 1) идти, ходить; 2) - on продолжать
 goal [gəʊl] *n* гол
 good [gʊd] *a* хороший
 got [gɒt] *past om* get
 grade [greɪd] *n* 1) класс (в США); 2) отметка, оценка (в США)
 grader ['greɪdə] *n* ученик школы (в США)
 grandchild ['grændʃaɪld] *n* (*pl* grandchildren) внук; внучка
 grandma ['grænma:] *n* разг. бабушка
 grandmother ['græntrʌdə] *n* бабушка
 grandpa ['grænpɑ:] *n* разг. дедушка
 grandparents ['grændpreərənts] *n* *pl* бабушка и дедушка
 great [greɪt] *a* 1) большой; 2) великий; разг. восхитительный, великолепный
 green [ɡri:n] *a* зелёный
 greeting ['ɡri:tɪŋ] *n* приветствие
 ground [graʊnd] *n* земля, грунт
 group [ɡru:p] *n* группа
 grow [ɡrəʊ] *v* (grew, grown) 1) расти; 2) выращивать
 guard [ɡɑ:d] *n* караул
 guess [ɡes] *v* угадывать
 guide [ɡaɪd] *n* 1) гид, экскурсовод; 2) путеводитель
 gymnasium [dʒɪm'neɪzɪəm] *n* гимнастический зал

Hh

had [hæd] *past, p.p. om* have
 hair [heə] *n* 1) волос, волосок; 2) волосы
 hall [hɔ:l] *n* 1) зал 2) вестибюль, приёмная
 ham [hæm] *n* 1) окорок; 2) ветчина
 hand [hænd] *n* рука (кисть)
 happen ['hæpən] *v* случаться, происходить
 happy ['hæpi] *a* счастливый, довольный
 hard [hɑ:d] 1. *a* твёрдый, прочный; 2. *adv* усердно
 hat [hæt] *n* шляпа

have [hæv] *v* (had) иметь, обладать
hay [heɪ] *n* сено
he [hi:] *pron* он
head [hed] 1. *n* 1) голова; 2) глава, руководитель; 2. *v* направляться
Headmaster [ˌhedˈmɑːstə] *n* директор школы (мужчина)
Headmistress [ˌhedˈmɪstrəs] *n* директор школы (женщина)
hear [hɪə] *v* (heard) слышать
heard [hɜːd] *past. p.p.* от hear
hello [həˈləʊ] *int* привет
help [help] 1. *n* помощь; 2. *v* помогать
hen [hen] *n* курица
her [hɜː] *pron pers. косв. падеж от she*
here [hɪə] *adv* здесь, тут
hero [ˈhɪərəʊ] *n* герой
hey [heɪ] *int* эй!
hi [haɪ] *int* 1) эй!; 2) привет!; салют!
hide [haɪd] *v* (hid, hidden) прятать(ся)
high [haɪ] 1. *a* 1) высокий; 2) высший, главный; 2. *adv* высоко
highlighted [ˈhaɪlaɪtɪd] *a* зд. выделенный
him [hɪm] *pron pers. косв. падеж от he*
himself [hɪmˈself] *pron* себя, себе, собой (о 3-м лице ед. числа м. рода)
his [hɪz] *pron poss.* его, свой
history [ˈhɪstəri] *n* история
hit [hɪt] *v* (hit) ударять, ударить, стукнуть
hi-tech [haɪˈtek] *n* высокая технология
holiday [ˈhɒlədeɪ] *n* 1) праздник, день отдыха, нерабочий день; 2) *pl* каникулы
home [həʊm] *n* 1) дом; at ~ дома; 2) домашний очаг, родные, семья
homework [ˈhəʊmwɜːk] *n* домашняя работа
honey [ˈhʌni] *n* мёд
hope [həʊp] *v* надеяться
horse [hɔːs] *n* лошадь, конь
hospital [ˈhɒspɪtl] *n* больница
hot [hɒt] *a* горячий; жаркий
hour [ˈaʊə] *n* час
house [haʊs] *n* дом; здание
how [haʊ] *adv inter.* как, каким образом

hundred [ˈhʌndrəd] *num. card.* сто
hunt [hʌnt] 1. *n* охота; 2. *v* охотиться

Ii

ice [aɪs] *n* лёд
idea [aɪˈdɪə] *n* идея; мысль
if [ɪf] *conj* если
ill [ɪl] *a predic.* больной, нездоровый
illustrate [ˈɪləstreɪt] *v* иллюстрировать
imagination [ɪˈmædʒɪˈneɪʃən] *n* воображение
important [ɪmˈpɔːnt] *a* значительный, важный
impression [ɪmˈpreʃn] *n* впечатление
in [ɪn] *prep* 1) в(о), на, у; 2) через; ~ two days через два дня
information [ɪnfəˈmeɪʃn] *n* информация, сообщение
inside [ɪnˈsaɪd] *adv* внутри
interest [ˈɪntrəst] 1. *n* интерес; 2. интересоваться, заинтересоваться
interesting [ˈɪntrəstɪŋ] *a* интересный
Internet [ˈɪntənɪt] *n* Интернет (глобальная информационная сеть)
interview [ˈɪntəvjuː] 1. *n* интервью; 2. *v* интервьюировать
into [ˈɪntuː] *prep* (указывает на движение или направление внутрь) в(о)
invite [ɪnˈvaɪt] *v* 1) приглашать; 2) просить
Irish [ˈaɪrɪʃ] 1. *a* ирландский; 2. *n* 1) (the ~) *pl* собир. ирландцы, ирландский народ; 2) ирландский язык
isle [aɪl] *n* остров
it [ɪt] *pers pron* он, она, оно (н)его, (н)ему, (н)им, (н)её, (н)ей, (н)ею (о предметах, животных)
Italian [ɪˈtæljən] *a* итальянский
its [ɪts] *pron* его, её, свой (о предметах, животных)

Jj

jacket [ˈdʒækɪt] *n* куртка
January [ˈdʒænjʊəri] *n* январь
jelly [ˈdʒeli] *n* желе
job [dʒɒb] *n* работа, труд

join [dʒɔɪn] *v* 1) соединять; 2) вступать
joke [dʒəʊk] *v* шутить, подшучивать
journalist [ˈdʒɜːnəlɪst] *n* журналист
juice [dʒuːs] *n* сок
jump [dʒʌmp] *v* прыгать
just [dʒʌst] *adv* точно, как раз, именно

Kk

king [kɪŋ] *n* король
kingdom [ˈkɪŋdəm] *n* королевство
kiss [kɪs] 1. *n* поцелуй; 2. *v* 1) целовать; 2) поцеловать
kitten [ˈkɪtn] *n* котёнок
know [nəʊ] *v* (knew, known) знать

Ll

label [ˈleɪbl] 1. *n* ярлык, этикетка; 2. *v* прикреплять или наклеивать ярлык
lady [ˈleɪdi] *n* леди, дама
lake [leɪk] *n* озеро
land [lænd] *n* земля
language [ˈlæŋɡwɪdʒ] *n* язык; речь
large [lɑːdʒ] *a* большой, крупный, многочисленный
lasagna [ləˈsænjə, -zæp-] *n* лазанья (блюдо итальянской кухни)
last [lɑːst] 1. *a* последний; ~ time (в) последний раз; 2. *v* продолжаться, длиться
late [leɪt] 1. *a* (later, latter; latest, last) опоздавший; поздний; 2. *adv* (later, latest) поздно
laugh [lɑːf] 1. *n* смех; 2. *v* смеяться
learn [lɜːn] *v* (learned or learnt) учиться, учить что-л.
learnt [lɜːnt] *p.p.* от learn
least [liːst] *n* минимальное количество; at - по крайней мере
leave [liːv] *v* (left) 1) покинуть; 2) оставлять
lemonade [ˌleməˈneɪd] *n* лимонад
lesson [ˈlesn] *n* урок
let [let] *v* (let) разрешать; - us (let's) go идём(те)
letter [ˈletə] *n* 1) письмо; 2) буква
library [ˈlaɪbrəri, ˈlaɪbrɪ] *n* библиотека
life [laɪf] *n* (pl lives) жизнь

light [laɪt] *n* свет
like [laɪk] 1. *n* 1) нечто подобное, похожее; 2) *pl* симпатии, склонности; 2. *adv* так, подобно этому; 3. *v* любить, нравиться
likely [ˈlaɪkli] *a* вероятный, правдоподобный
line [laɪn] *n* линия, черта
lion [ˈlaɪən] *n* лев
list [lɪst] 1. *n* список; 2. *v* вносить в список
listen [ˈlɪsn] *v* слушать, прислушиваться (к чему-л. to, for)
little [ˈlɪtl] 1. *a* (less, least) маленький, небольшой; 2. *adv* немного, мало
live [lɪv] *v* жить
lonely [ˈləʊnli] *a* одинокий
long [lɒŋ] 1. *a* 1) длинный; 2) долгий, продолжительный; 2. *adv* 1) долго; 2) давно; ~ ago давно
look [lʊk] 1. *n* взгляд; 2. *v* 1) смотреть, глядеть; 2) ~ through просматривать
lot [lɒt] *a* разг. большое количество, множество; a - of много, множество
loud [laʊd] 1. *a* громкий; 2. *adv* громко
love [lʌv] 1. *n* любовь; 2. *v* любить
lovely [ˈlʌvli] *a* красивый, прекрасный
low [ləʊ] 1. *a* низкий; 2. *adv* низко
lucky [ˈlʌki] *a* счастливый, удачливый; удачный
lunchtime [ˈlʌntʃtaɪm] *n* обеденный перерыв

Mm

macaroni [ˌmækəˈrəʊni] *n* макароны
mackintosh [ˈmækɪntɒʃ] *n* непромокаемый плащ, дождевик, макинтош
made [meɪd] *past, p.p.* от make
magazine [ˌmæɡəˈziːn] *n* (периодический) журнал
magic [ˈmædʒɪk] *a* волшебный
main [meɪn] *a* главный, основной
make [meɪk] *v* (made) делать, совершать
man [mæn] *n* (pl men) 1) человек; 2) мужчина

- many ['meni] *a* (more, most) много
 map [mæp] *n* карта (географическая)
 March [mɑ:ʃ] *n* март
 mark [mɑ:k] 1. *n* метка, знак; 2. *v* метить, отмечать
 master ['mɑ:stə] *n*: - of ceremonies конферансье
 match [mætʃ] *v* подбирать под пару; сочетать
 maths [mæθs] *n* (сокр. разг. от mathematics [mæθə'mæti:kz]) математика
 may [mei] *v* мочь, иметь возможность
 maybe ['meibɪ] *adv* может быть, возможно
 me [mi:] *pron pers.* (косв. надеж от I) меня, мне
 mean [mi:n] *v* (meant) 1) значить, означать; 2) намереваться
 meaning ['mi:nɪŋ] *n* значение; смысл
 meat [mi:t] *n* мясо
 meet [mi:t] *v* (met) встречать(ся)
 meeting ['mi:tiŋ] *n* собрание
 merry ['merɪ] *a* весёлый, радостный
 message ['mesɪdʒ] *n* сообщение, записка
 midnight ['midnaɪt] *n* полночь
 might [maɪt] 1. *n* сила, могущество; 2. *v past om may*
 milk [mɪlk] *n* молоко
 million ['mɪljən] *num. card.* миллион
 mind [maɪnd] 1. *n* 1) разум; 2) память; to my - по моему мнению; 2. *v* обращать внимание
 minute ['mɪnɪt] *n* минута
 miss [mɪs] *n* мисс (при обращении к девушке или незамужней женщине)
 mistake [mɪ'steɪk] *n* ошибка
 mom [mɒm] *n* АЕ (сокр. от mamma) мама
 Monday ['mʌndeɪ] *n* понедельник
 money ['mʌni] *n* деньги
 month [mʌnθ] *n* месяц
 monument ['mɒnjumənt] *n* памятник
 more [mɔ:] 1. *a* (сравн. ст. от much и many) больший, более многочисленный; 2. *adv* (сравн. ст. от much) больше
- morning ['mɔ:niŋ] *n* утро
 most [məʊst] 1. *a* (превосх. ст. от much и many) наибольший; 2. *adv* (превосх. ст. от much) больше всего
 mother ['mʌðə] *n* мать, мама
 mountain ['maʊntɪn] *n* гора
 mouse [maʊs] *n* (pl mice) мышь
 Mr ['mɪstə] *сокр. от mister*
 Mrs ['mɪsɪz] *сокр. от mistress*
 much [mʌʃ] 1. *a* (more, most) 1) много; 2) большой; 2. *adv* 1) очень; 2) почти; 3) гораздо больше
 mum [mʌm] *n* ВЕ мама
 mummy ['mʌmi] *n* детск. мама
 music ['mjuzɪk] *n* музыка
 must [mʌst] *v* должен, обязан
 my [maɪ] *pron poss.* мой, моя, моё, мои

Nn

- name [neɪm] 1. *n* 1) имя; 2) фамилия; 3) название; 2. *v* называть, давать имя
 nasty ['nɑ:sti] *a* неприятный, противный
 nature ['neɪʃə] *n* природа, мир, вселенная
 naughty ['nɔ:ti] *a* озорной, капризный
 near [niə] 1. *a* близкий, ближайший; 2. *adv* близко, поблизости, подле; 3. *prep* около, возле
 need [ni:d] 1. *n* надобность, нужда; 2. *v* 1) нуждаться в чём-л.; 2) требоваться
 nervous ['nɜ:vəs] *a* нервный
 never ['nevə] *adv* никогда
 new [nju:] *a* новый
 newspaper ['nju:spetə] *n* газета
 next [nekst] 1. *a* 1) следующий; 2) ближайший, соседний; 3) будущий; 2. *adv* затем, потом
 nice [naɪs] *a* приятный, милый, славный, хороший
 night [naɪt] *n* ночь; вечер
 nil [nɪl] *n* ноль
 nine [naɪn] *num. card.* девять
 no [nəʊ] *a* никакой, нет
 noise [nɔɪz] *n* 1) шум; 2) звук
 normal ['nɔ:ml] *a* нормальный, обыкновенный, обычный

northern ['nɔ:ðn] *a* северный
not [nɒt] *adv* не, нет, ни
note [nəʊt] *n* 1) (обыкн. *pl*) заметка, запись 2) нота
nothing ['nʌθɪŋ] 1. *n* ничто, пустяк;
 2. *adv* нисколько, совсем нет
noun [naʊn] *n* грам. имя существительное
novel ['nɒvl] *n* роман
now [naʊ] *adv* теперь, сейчас
number ['nʌmbə] 1. *n* 1) число, количество; 2) (порядковый) номер;
 2. *v* нумеровать

Оо

of [ɒv, əv] *prep* указывает на принадлежность; передаётся родительным падежом
off [ɒf] *adv* указывает на удаление, отдаление
office ['ɒfɪs] *n* административное здание
official [ə'fɪʃl] *a* служебный, должностной
often ['ɒfn] *adv* часто, много раз
oh [əʊ] *int* о!, ах!, ой!
OK [əʊ'keɪ] *a predic. разг.* всё в порядке, хорошо, правильно
okay [əʊ'keɪ] *см.* OK
old [əʊld] *a* (older, elder; oldest, eldest) старый
on [ɒn] *prep* (в пространственном значении указывает на нахождение на поверхности какого-л. предмета) на
once [wʌns] 1. *n* один раз; **at** ~ тотчас
 2. *adv* однажды
one [wʌn] *num. card.* один
onion ['ɒnjən] *n* лук
only ['əʊnli] 1. *a* единственный; 2. *adv* только, исключительно, единственно, лишь
oops [ʊps] *int* ой!
open ['əʊp(ə)n] 1. *a* открытый; 2. *v* открывать(ся), раскрывать(ся)
or [ɔ:] *сj* или
order ['ɔ:də] *n* порядок; последовательность
other ['ʌðə] *a* другой, иной

our ['aʊə] *pron poss.* (употр. атрибутивно) наш
out [aʊt] *prep:* ~ of (указывает на положение вне другого предмета) вне, за, из
over ['əʊvə] *adv* 1) указывает на движение через что-то; 2) **all - the world** по всему миру
owl [əʊl] *n* зоол. сова, филин
own [əʊn] 1. *a* (после притяжательных местоимений и существительных в *possessive case*) свой собственный; 2. *v* владеть; иметь, обладать
owner ['əʊnə] *n* владелец; хозяин

Рр

painting ['peɪntɪŋ] *n* 1) живопись; 2) картина
pantomime ['pæntəmaɪm] *n* пантомима; феерия
pantry ['pæntri] *n* кладовая
parade [pə'reɪd] *n* парад
paragraph ['pærəgrɑ:f] *n* 1) абзац; 2) параграф, пункт
parent ['peər(ə)nt] *n* родитель
park [pɑ:k] *n* парк
part [pɑ:t] *n* 1) часть; 2) роль; 3) участие, доля в работе; **to take - in** принимать участие в чём-л.
party ['pɑ:ti] *n* званый вечер, вечеринка
people ['pi:pl] *n* люди; *pl* народы
perfect ['pɜ:fɪkt] 1. *a* совершенный, безупречный, прекрасный; 2. *n* 1) грам. перфект; 2) грам. перфектный; ~ tense перфектное время
perform [pə'fɔ:m] *v* 1) выполнять; 2) представлять, выступать
performance [pə'fɔ:məns] *n* 1) исполнение; 2) спектакль, представление
perhaps [pə'hæps] *adv* может быть, возможно; пожалуй
permission [pə'mɪʃn] *n* позволение, разрешение
person ['pɜ:sn] *n* личность, человек
photo ['fəʊtəʊ] *n* (*pl* -os [-əʊz]) разг. фотография
phrase [freɪz] *n* фраза, выражение

pick [pɪk] *v* 1) подбирать; 2) собирать,
to - up поднимать
picture ['pɪktʃə] *n* картина, изображе-
ние
pie [paɪ] *n* пирог, пирожок
pig [pɪɡ] *n* поросёнок
pilgrim ['pɪlɡrɪm] *n* пилигрим, палом-
ник, странник
pirate ['paɪəreɪt] *n* пират
place [pleɪs] *n* место; to take - слу-
чаться, иметь место
plan [plæn] 1. *n* план; проект; 2. *v* со-
ставлять план, планировать
play [pleɪ] 1. *n* игра; 2. *v* играть
playground ['pleɪɡraʊnd] *n* площадка
для игр, спортивная площадка
plaything ['pleɪθɪŋ] *n* игрушка
please [pli:z] *n* 1) нравиться; 2) доста-
влять удовольствие
plum [plʌm] *n* слива
pm [pi:'em] (сокр. от *post meridiem*)
полудни
poem ['pəʊɪm] *n* поэма; стихотворение
poet ['pəʊɪt] *n* поэт
Polish ['pɒlɪʃ] *a* польский
pond [pɒnd] *n* пруд
pool [pu:l] *n* 1) пруд; 2) спорт. (пла-
вательный) бассейн (тж. swim-
ming -)
popular ['pɒpjələ] *a* популярный
porridge ['pɒrɪdʒ] *n* каша (овсяная)
portrait ['pɔ:trət] *n* портрет
post [pəʊst] 1. *n* почта; 2. *v* послать
по почте
postcard ['pəʊstkɑ:d] *n* почтовая открыт-
ка, карточка
postman ['pəʊstmən] *n* почтальон
potato [pə'teɪtəʊ] *n* (pl -es [z]) карто-
фель
powder ['paʊdə] *n* порошок
preparation [,preɪə'reɪʃn] *n* приготоделе-
ние, подготовка
prepare [prɪ'preɪ] *v* 1) готовить, подго-
тавливать; 2) готовиться
preposition [,preɪə'zɪʃn] *n* грам. пред-
лог
present 1. ['preznt] *n* 1) настоящее вре-
мя, at - в данное время; 2) пода-
рок; 2. [prɪ'zent] *v* дарить
program(me) ['prɒɡræm] *n* программа

pronoun ['prəʊnaʊn] *n* грам. местоиме-
ние
prove [pru:v] *v* доказывать
pudding ['pʊdɪŋ] *n* пудинг
punish ['pʌnɪʃ] *v* наказывать; налагать
взыскание
pupil ['pjʊ:pəl] *n* ученик
puppy ['pʌpɪ] *n* щенок
purple ['pɜ:pl] *a* пурпурный
put [pʊt] *v* (put) класть, положить

Qq

queen [kwɪn] *n* королева
question ['kwɛstʃən] *n* вопрос
quick [kwɪk] *a* быстрый, скорый
quickly ['kwɪkli] *adv* быстро, скоро

Rr

race [reɪs] 1. *n* состязание в беге; гон-
ки; 2. *v* участвовать в гонках
rainy ['reɪni] *a* дождливый
raise [reɪz] *v* поднимать
rat [ræt] *n* крыса
read [ri:d] *v* (read [red]) читать
ready ['redi] *a* готовый, приготоделе-
нный
really ['ri:li] *adv* действительно, в са-
мом деле
red [red] *a* красный
refer [rɪ'fɜ:] *v* относить(ся)
regular ['regjələ] *a* 1) регулярный;
2) очередной
relation [rɪ'leɪʃn] *n* 1) отношение, связь,
зависимость; 2) родственник, род-
ственница
reluctantly [rɪ'lʌktəntli] *adv* неохотно,
с неохотой
reporter [rɪ'pɔ:tə] *n* репортёр
republic [rɪ'pʌblɪk] *n* республика
rest [rest] *n* (the -) остаток; осталь-
ное; остальные, другие
result [rɪ'zʌlt] *n* результат
return [rɪ'tɜ:n] *v* 1) возвращать, отда-
вать; 2) возвращаться; идти обра-
тно
review [rɪ'vju:] *n* обзор, обозрение
revision [rɪ'vɪʒn] *n* 1) пересмотр; 2) про-
верка

rhyme [raɪm] 1. *n* рифма, рифмованный стих; 2. *v* рифмовать
 rhythm ['rɪðəm] *n* ритм
 rice [raɪs] *n* рис
 rid [rɪd] *v* (rid, ridden [-ɪd]) освобождать, избавлять; to get - of отделиться, избавляться
 ride [raɪd] *v* (rode, ridden) ехать
 right [raɪt] *adv* правильно, верно
 ring [rɪŋ] *n* кольцо
 river ['rɪvə] *n* река
 rode [raʊd] *past om* ride
 role [rəʊl] *n* роль
 room [ru:m] *n* комната
 round [raʊnd] *a* круглый
 rule [ru:l] 1. *n* правило; 2. *v* управлять, править, властвовать
 run [rʌn] *v* (ran, run) бежать
 Russian ['rʌʃn] *a* русский

Ss

safe [seɪf] *a* безопасный, надёжный
 safety ['seɪfɪ] *n* безопасность
 said [sed] *past, p.p. om* say
 sail [seɪl] 1. *n* парус; 2. *v* 1) идти под парусами 2) плавать
 same [seɪm] *pron demonstr.* как прил. тот же самый; одинаковый
 sand [sænd] *n* песок
 sang [sæŋ] *past om* sing
 sat [sæt] *past, p.p. om* sit
 Saturday ['sætədeɪ] *n* суббота
 saucer ['sɔ:sə] *n* блюдце
 saw [sɔ:] *past om* see
 saxophone ['sæksəfəʊn] *n* саксофон
 say [seɪ] *v* (said) говорить, сказать; they - говорят
 scary ['skeəri] *a* разг. 1) жуткий; 2) пугливый
 school [sku:l] *n* школа
 schoolboy ['sku:lboɪ] *n* школьник
 schooling ['sku:lɪŋ] *n* (школьное) обучение
 science ['saɪəns] *n* 1) собир. естественные науки; 2) - fiction научная фантастика
 score [skɔ:] 1. *n* счёт; 2. *v* выигрывать
 scuba ['sku:bə] *n* (сокр. om self-contained underwater breathing appara-

tus) скуба, дыхательный аппарат для дыхания под водой
 sea [si:] *n* море
 second ['sekənd] *num. ord.* второй
 see [si:] *v* (saw, seen) видеть; смотреть, глядеть
 seen [si:n] *p.p. om* see
 send [send] *v* (sent) посылать, отправлять
 sent [sent] *past, p.p. om* send
 sentence ['sentəns] *n* грам. предложение
 series ['siəri:z] *n* (pl без измен.) 1) ряд; серия; 2) сериал
 sew [səʊ] *v* (sewed [-d], sewn) шить, сшивать
 share [ʃeə] 1. *n* доля, часть; 2. *v* 1) делить(ся); 2) разделять (мнение, вкусы и т. п.)
 sheep [ʃi:p] *n* (pl без измен.) овца, баран
 shelf [ʃelf] *n* (pl shelves) полка
 ship [ʃɪp] *n* корабль, судно
 shoot [ʃu:t] *v* (shot) 1) стрелять; 2) снимать фильм
 shop [ʃɒp] 1. *n* лавка, магазин; 2. *v* делать покупки (обыкн. go shopping)
 shore [ʃɔ:] *n* берег (моря, озера)
 short [ʃɔ:t] *a* короткий; краткий; краткосрочный
 should [ʃʊd, ʃəd] 1) вспомогательный глагол; служит для образования условного наклонения; 2) модальный глагол, выражающий долженствование, уместность, целесообразность, предположение
 shout [ʃaʊt] 1. *n* крик, возглас; 2. *v* кричать
 show [ʃəʊ] 1. *n* 1) показ, демонстрация; 2) зрелище; 3) выставка; 2. *v* (showed [-d], shown) 1) показывать; 2) демонстрировать
 sign [saɪn] *n* знак, обозначение
 silly ['sɪli] *a* глупый
 silver ['sɪlvə] *n* серебро; 2. *a* серебряный
 similar ['sɪmɪlə] *a* подобный (to); сходный, похожий
 simple ['sɪmpl] *a* простой, несложный
 since [sɪns] *prep* с, после

- sincerely [sɪn'ʃɪəli] *adv* искренне
- sing [sɪŋ] *v* (sang, sung) петь
- sir [sɜː] *n* сэръ, господин
- sister ['sɪstə] *n* сестра
- sit [sɪt] *v* (sat) сидеть; - down садиться
- sixth-grader ['sɪksθgɹeɪdər] *n* шестиклассник
- skip [skɪp] *v* 1. скакать, прыгать; 2. пропускать
- skirt [skɜːt] *n* юбка
- sky [skaɪ] *n* небо
- sleep [sliːp] *v* (slept) спать; - in спать дольше обычного
- sleepily ['sliːpɪli] *adv* сонно
- slow [sləʊ] *a* медленный, тихий
- small [smɔːl] *a* маленький; небольшой
- smart [smɑːt] *a* 1. остроумный, находчивый; 2. умный, разумный, интеллектуальный
- smile [smaɪl] 1. *n* улыбка; 2. *v* улыбаться
- so [səʊ] *adv* 1) так, таким образом; 2) итак
- some [sʌm] *pron indef.* 1) кое-кто, некоторые, одни, другие; 2) некоторое количество
- someone ['sʌmwʌn] *pron indef.* кто-то, кто-нибудь
- something ['sʌmθɪŋ] *pron indef.* как суц. что-то, кое-что, нечто, что-нибудь
- sometimes ['sʌmtaɪmz] *adv* иногда
- son [sʌn] *n* сын
- song [sɒŋ] *n* песня
- soon [suːn] *adv* скоро
- sorry ['sɒri] *a predic.* огорчённый; to be - about жалеть о чём-то; I'm -! виноват, извините
- sort [sɔːt] *n* сорт, вид
- sound [saʊnd] 1. *n* звук; шум; 2. *v* 1) звучать, издавать звук; 2) звучать, казаться, создавать впечатление
- soup [suːp] *n* суп
- spare [speə] *a* свободный
- speak [spiːk] *v* (spoke, spoken) говорить, разговаривать
- special ['speʃl] *a* специальный; особый
- specific [spə'sɪfɪk] *a* особый, особенный
- spelling ['speliŋ] *n* правописание, орфография
- spend [spend] *v* (spent) 1) тратить, расходовать; 2) проводить (время)
- spent [spent] *past, p.p. om spend*
- spoke [spəʊk] *past om speak*
- spoken ['spəʊkən] *p.p. om speak*
- spoon [spuːn] *n* ложка
- sport [spɔːt] *n* спорт, спортивные игры
- spring [sprɪŋ] *n* весна
- stand [stænd] *v* (stood) стоять
- start [stɑːt] 1. *n* 1) начало; 2) спорт. старт; 2. *v* 1) начинать; 2) утверждать, основывать
- statement ['steɪtmənt] *n* утверждение
- statue ['stætʃuː] *n* статуя
- stay [steɪ] 1. *n* пребывание; 2. *v* оставаться
- steamboat ['stiːmbəʊt] *n* пароход
- stocking ['stɒkɪŋ] *n* чулок
- stood [stud] *past, p.p. om stand*
- stop [stɒp] *v* останавливать(ся)
- story ['stɔːri] *n* рассказ, повесть
- straight [streɪt] 1. *a* прямой; 2. *adv* прямо
- strange [streɪndʒ] *a* 1) чуждый, незнакомый; 2) странный; необыкновенный
- stranger ['streɪndʒə] *n* чужестранец, незнакомец
- street [striːt] *n* улица
- stretch [stretʃ] *v* растягивать(ся); вытягивать(ся)
- strict [strikt] *a* строгий, требовательный
- stictly [striktli] *adv* строго
- strong [strɒŋ] *a* 1) сильный; 2) здоровый; 3) прочный
- study ['stʌdi] *v* изучать
- stuff [stʌf] *n* материал, вещество
- such [sʌtʃ] *a* такой
- sudden ['sʌdn] *a* внезапный, неожиданный
- suddenly ['sʌdnli] *adv* внезапно, вдруг
- suffix [sʌfɪks] *грам. n* суффикс
- sugar ['ʃʊgə] *n* сахар
- suggest [sə'dʒest] *v* предлагать, советовать
- suggestion [sə'dʒestʃən] *n* совет, предложение
- sum [sʌm] *n* 1) сумма, количество; итог; 2) арифметическая задача; 3) *pl* арифметика, решение задач

summary ['sʌməri] *n* краткое изложение
 ние
 summer ['sʌmə] *n* лето
 sun [sʌn] *n* солнце
 Sunday ['sʌndeɪ] *n* воскресенье
 sung [sʌŋ] *p.p. om* sing
 sure [ʃʊə] 1. *a* уверенный; 2. *adv* АЕ
 конечно, непременно
 surf [sɜ:f] *v спорт.* заниматься сёр-
 фингом
 sweet [swi:t] *a* сладкий
 swim [swɪm] *v* (swam, swum) плавать,
 плыть
 swimming ['swɪmɪŋ] *n* плавание

Tt

table ['teɪbl] *n* 1) стол; 2) таблица
 tag [tæg] *n* игра в салки, пятнашки
 take [teɪk] *v* (took, taken) брать; - *part*
 in принимать участие; - *photos of*
 фотографировать (кого-л., что-л.);
 - *place* случаться, иметь место
 taken ['teɪkən] *p.p. om* take
 tale [teɪl] *n* рассказ, повесть
 talk [tɔ:k] 1. *n* разговор; беседа; 2. *v*
 говорить; разговаривать (about,
 of — о чём-л.; with — с кем-л.)
 tall [tɔ:l] *a* высокий
 tamer ['teɪmə] *n* укротитель, дресси-
 ровщик
 tasty ['teɪsti] *a* вкусный
 tea [ti:] *n* чай
 teacher ['ti:tʃə] *n* учитель
 team [ti:m] *n* спортивная команда
 teddy bear ['tedɪbeə] *n* плюшевый миш-
 ка
 telephone ['telɪfəʊn] 1. *n* телефон; 2. *v*
 звонить, говорить по телефону
 tell [tel] *v* (told) 1) рассказывать;
 2) говорить, сказать
 temperature ['tempərəʃə] *n* температура
 ten [ten] *num. card.* десять
 tense [tens] *n* грам. время
 tent [tent] *n* палатка
 term [tɜ:m] *n* 1) срок; long (short) -
 sick длительно (кратковременно)
 болющий; 2) семестр
 terrible ['terəbl] *a* ужасный, страш-
 ный

test [test] 1. *n* контрольная работа;
 2. *v* подвергать проверке
 text [tekst] *n* текст
 than [ðæn] *conj* чем
 thank [θæŋk] *v* благодарить
 that [ðæt] *pron demonstr.* тот, та, то
 theatre ['θi:ətə] *n* театр
 their [ðeə] *pron poss.* их; свой, свои
 them [ðem] *pron pers. косв. надеж от*
 they
 theme [θi:m] *n* тема, предмет (разгово-
 ра, сочинения)
 themselves [ðəm'selvz] *pron refl.* себя,
 -ся, себе
 then [ðen] *adv* 1) тогда; 2) потом, затем
 there [ðeə] *adv* 1) там; 2) туда
 thermometer [θə'mɒmɪtə] *n* термометр,
 градусник
 these [ði:z] *pl om* this
 they [ðeɪ] *pron pers.* они; *косв. надеж*
 them их, им
 thin [θɪn] *a* тонкий
 thing [θɪŋ] *n* вещь
 think [θɪŋk] *v* (thought) думать
 third [θɜ:d] *num. ord.* третий
 thirty ['θɜ:ti] *num. card.* тридцать
 this [ðɪs] *pron demonstr. (pl these)*
 этот, эта, это
 those [ðəʊz] *pl om* that
 though [ðəʊ] *conj* хотя, несмотря на
 three [θri:] *num. card.* три
 throne [θrəʊn] *n* трон; престол
 through [θru:] *prep* через, сквозь, по
 tick [tɪk] 1. *n* отметка, птичка, галоч-
 ка; 2. *v* делать отметку, помечать
 ticket ['tɪkɪt] *n* билет
 time [taɪm] *n* 1) время; 2) раз
 tip [tɪp] *n* совет
 tired ['taɪəd] *a* усталый, утомлённый
 title ['taɪtl] 1. *n* 1) заглавие; 2) звание;
 2. *v* называть, давать заглавие
 to [tu:] *prep* (указывает на направле-
 ние) к, в, на
 today [tə'deɪ] *adv* сегодня
 together [tə'geðə] *adv* вместе; to get -
 собирать(ся)
 told [təʊld] *past. p.p. om* tell
 tomorrow [tə'mɒrəʊ] *adv* завтра
 too [tu:] *adv* 1) слишком; 2) очень;
 3) также, тоже

took [tuk] *past om take*
 tourist ['tuənst] *n* турист, путешественник
 town [taun] *n* город; городок
 traditional [trə'diʃnəl] *a* традиционный
 train [treɪn] 1. *n* поезд; 2. *v* тренироваться
 transcription [træn'skripʃn] *n* фон. транскрипция
 translate [træns'leɪt] *v* переводить(ся) (с одного языка на другой)
 translation [træns'leɪʃn] *n* перевод
 travel ['trævl] *v* путешествовать
 tree [tri:] *n* дерево
 trick [trɪk] *n* 1) хитрость, обман; 2) фокус
 trip [trɪp] *n* путешествие; поездка
 true [tru:] *a* 1) верный, правильный; 2) верный, преданный
 tunnel ['tʌnl] *n* тоннель
 turkey ['tɜ:kɪ] *n* индейка
 turn [tɜ:n] 1. *n* очередь; 2. *v* вращать(ся), вертеть(ся)
 turtle ['tɜ:tl] *n* черепаха
 TV ['ti:vi] *n* телевидение
 twelve [twelv] *num. card.* двенадцать
 twenty ['twenti] *num. card.* двадцать
 twin [twɪn] *n* (обыкн. *pl*) близнецы

Uu

under [ˈʌndə] *prep* 1) под; 2) указывает на меньшую степень, более низкую цену, меньший возраст ниже, меньше
 underline [ˌʌndəˈlaɪn] *v* подчёркивать
 understand [ˌʌndəˈstænd] *v* (understood) понимать
 underwater [ˌʌndəˈwɔ:tə] *a* подводный
 unicycle ['ju:nɪˌsaɪkl] *n* моноцикл (велосипед с одним колесом)
 unit ['ju:nɪt] *n* 1) единица; целое; 2) секция, блок
 university [ˌju:nɪˈvɜ:sɪti] *n* университет
 until [ən'tɪl] *conj* до тех пор; пока
 up [ʌp] *adv* (указывает на нахождение) наверху или на более высокое положение) наверху
 upside [ˈʌpsaɪd] *adv*: ~ down вверх ногами

upstairs [ˌʌpˈsteəz] *adv* наверх; наверху
 us [ʌs] *pron pers. косв. om we*
 usage ['ju:sɪdʒ] *n* употребление
 use [ju:z] *v* употреблять
 usual ['ju:ʒuəl] *a* обыкновенный, обычный
 usually ['ju:ʒuəli] *adv* обычно, обычно

Vv

vacation [vəˈkeɪʃn] *n* каникулы, отпуск
 valley ['væli] *n* долина
 vegetable ['vedʒɪəbl] *n* овощ
 verb [vɜ:b] *n* глагол
 very ['veri] *adv* очень
 village ['vɪlɪdʒ] *n* деревня
 visit ['vɪzɪt] 1. *n* посещение, визит; поездка; 2. *v* навещать; посещать
 visitor ['vɪzɪtə] *n* посетитель, гость
 voice [voɪs] *n* голос

Ww

wait [weɪt] *v* ждать (for)
 walk [wɔ:k] 1. *n* 1) ходьба; 2) прогулка пешком; 2. *v* 1) ходить; 2) идти пешком
 want [wɒnt] *v* хотеть
 war [wɔ:] *n* война
 warm [wɔ:m] 1. *a* тёплый, согретый, подогретый; 2. *v* греть(ся), нагревать(ся), согревать(ся); - *up* разогревать(ся), разминать(ся)
 was [wɒz] *past om to be*
 wash [wɒʃ] *v* мыть(ся), стирать
 watch [wɒtʃ] *v* наблюдать, смотреть; - *TV* смотреть телевизор
 water ['wɔ:tə] *n* вода
 way [weɪ] *n* путь; дорога
 we [wi:] *pron pers.* мы
 wear [weə] *v* (wore, worn) носить (одежду и т. п.)
 weather ['weðə] *n* погода
 Wednesday ['wenzdeɪ] *n* среда (день недели)
 week [wi:k] *n* неделя
 weekend [ˌwi:k'end] *n* уикенд, время отдыха с субботы до понедельника

weirdo ['wiədəʊ] *n* разг. чудак, странная личность
welcome ['welkəm] *a* 1) желанный, приятный; 2) добро пожаловать
well [wel] *adv* (better, best) хорошо
went [went] *past om go*
were [wɜ:] *прошедшее время мн. ч. гл. to be*
what [wɒt] *pron inter.* какой?, что?, сколько?
wheel [wi:l] *n* колесо
when [wen] 1. *adv inter.* когда? 2. *с* когда, в то время как, как только
where [weə] *adv inter.* где?, куда?
wherever [weə'evə] *с* где бы ни, куда бы ни
which [wɪtʃ] *pron inter.* который?, какой?, кто? (*подразумевается выбор*)
while [waɪl] 1. *n* время, промежуток времени; 2. *с* пока, в то время как
white [waɪt] *a* белый
who [hu:] *pron inter.* кто?
whole [həʊl] *a* целый, весь
whose [hu:z] *pron poss.* чей?, чья?, чья?, чьи?
why [waɪ] *adv inter.* почему?
wife [waɪf] *n* (*pl* wives) жена
wild [waɪld] *a* дикий
will [wɪl] *v* (would) *вспомогательный глагол; служит для образования будущего времени*
win [wɪn] *v* (won) выиграть; победить
winner ['wɪnə] *n* победитель
wish [wɪʃ] *n* (по)желание
with [wɪð] *prep* (указывает на связь) с
within [wɪð'in] *prep* в, внутри, в пределах
without [wɪð'au:t] *prep* без
woman ['wʊmən] *n* (*pl* women ['wɪmɪn]) женщина

won [wɒn] *past, p.p. om win*
wonderful ['wʌndəfl] *a* удивительный
wooden ['wʊdn] *a* деревянный
word [wɜ:d] *n* слово
wore [wɔ:] *past om wear*
work [wɜ:k] 1. *n* работа; 2. *v* работать; - out разрабатывать
workbook ['wɜ:kbuk] *n* 1) сборник упражнений; 2) рабочая тетрадь
world [wɜ:ld] *n* мир
worse [wɜ:s] *a* (*сравн. ст. om bad*) худший
worst [wɜ:st] *a* (*превосх. ст. om bad*) наихудший
would [wʊd] *вспомогательный глагол; служит для образования будущего времени в прошедшем*
wrap [ræp] *v* 1) завертывать, сворачивать; 2) окутывать, обертывать
write [raɪt] *v* (wrote, written) писать; - down записывать
wrong [rɒŋ] *a* неправильный, ошибочный
wrote [rəʊt] *past om write*

Yy

yard [jɑ:d] *n* двор
year [jɪə] *n* год
yes [jes] *adv* да
yesterday ['jestədi] *adv* вчера
yet [jet] *adv* ещё; всё ещё
you [ju:] *pron pers.* ты, вы
young [jʌŋ] *a* молодой, юный
your [jɔ:] *pron poss.* твой, ваш

Zz

zoo [zu:] *n* разг. зоопарк

List of names

Personal names

Atkinson ['ætɪŋksən]
Austine ['ɒstɪn]
Bachi ['bætʃɪ]
Byars [baɪz]
Caroline ['kærələɪn]
Celia ['si:lɪə]
Chuckie Finster ['tʃʌki 'fɪnstə]
Darbi ['dɑ:bɪ]
Darbshire ['dɑ:bɪʃə]
Darent ['dærənt]
Elson ['elsən]
Fitzhugh [fɪts'hju:]
Gail [geɪl]
Gillian ['dʒɪliən]
Glossbrenner ['glɒsbrenə]
Jennings ['dʒenɪŋz]
Jessica ['dʒesɪkə]
Louise [lʊ:'i:z]
Margie ['mɑ:dʒɪ]
Melanie ['meləni]
Michael ['mi:kəl]
Morpurgo [mɔ:'pɜ:gəʊ]
Paul [pɔ:l]
Sarah ['særə]
Simon ['saɪmən]
Stuart ['stju:ət]
Sue [sju:]
Trunchbull ['trʌntʃbʊl]
Varley ['vɑ:lɪ]
Wheeling ['wi:lɪŋ]

Geographical names

Anaheim ['ænəhaɪm]
Canada ['kænədə]
Chicago [ʃi'kɑ:gəʊ]
Devon ['devn]
Dublin ['dʌblɪn]
Finland ['fɪnlənd]
France [frɑ:ns]
Kirriemuir [kɪrɪ'mjuə]
London ['lʌndən]
Minnesota [mɪnɪ'səʊtə]
Moscow ['mɒskəʊ]
New York [,nju: 'jɔ:k]
Paris ['pærɪs]
Plymouth ['plɪməθ]
Scilly Isles, the ['sɪli 'aɪlz]
Spain [speɪn]
United States, the [ju:'naɪtɪd 'steɪts]
USA, the [,u:es'ei]
Westernshire ['westənʃə]

Others

Crunchem Hall ['krʌntʃəm 'hɔ:l]
Lillian, the ['lɪliən]
Pere Noel ['peə nəʊ'el]
Santa Claus ['sæntə klɔ:z]
Varley Grange ['vɑ:lɪ 'greɪndʒ]
Wasp, the [wɒsp]

Irregular verbs (Неправильные глаголы)

be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	быть, находиться
bear [beə]	bore [bɔ:]	born [bɔ:n]	переносить
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	делаться, становиться
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	начинать(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить, доставлять
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать, приобретать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, схватывать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
do [du:]	did [dɪd]	done [dʌn]	делать
drive [draɪv]	drove [drəʊv]	driven [ˈdrɪvən]	вести (автомобиль)
eat [i:t]	ate [et]	eaten [ˈi:tn]	есть, поесть
fall [fɔ:l]	fell [fel]	fallen [ˈfɔ:lən]	падать, понижаться
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забывать
get [get]	got [gɒt]	got [gɒt]	получать
go [gəʊ]	went [went]	gone [gɒn]	идти, ходить
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти, произрастать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударять
hold [həʊld]	held [held]	held [held]	держать, проводить
keep [ki:p]	kept [kept]	kept [kept]	держать, хранить
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учиться
leave [li:v]	left [left]	left [left]	покидать, оставлять
let [let]	let [let]	let [let]	позволять, разрешать
make [meɪk]	made [meɪd]	made [meɪd]	делать

mean [mi:n]	meant [ment]	meant [ment]	значить, означать
meet [mi:t]	met [met]	met [met]	встречать(ся)
put [pʊt]	put [pʊt]	put [pʊt]	класть
read [ri:d]	read [red]	read [red]	читать
ride [raɪd]	rode [rəʊd]	ridden [ˈrɪdn]	ехать верхом
run [rʌn]	ran [ræn]	run [rʌn]	бежать
say [seɪ]	said [sed]	said [sed]	говорить, сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть, смотреть
sell [sel]	sold [səʊld]	sold [səʊld]	продавать
send [send]	sent [sent]	sent [sent]	посылать, отправлять
set [set]	set [set]	set [set]	ставить, помещать
sew [səʊ]	sewed [səʊd]	sewn [səʊn]	шить
shake [ʃeɪk]	shook [ʃʊk]	shaken [ˈʃeɪkən]	трясти
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sit [sɪt]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
speak [spi:k]	spoke [spəʊk]	spoken [ˈspəʊkən]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	писать <i>или</i> произно- сить (слово) по буквам
spend [spend]	spent [spent]	spent [spent]	тратить
stand [stænd]	stood [stʊd]	stood [stʊd]	стоять
swim [swɪm]	swam [swæm]	swum [swʌm]	плавать, плыть
take [teɪk]	took [tʊk]	taken [ˈteɪkən]	брать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить, обучать
tell [tel]	told [təʊld]	told [təʊld]	рассказывать; говорить; сказать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить (одежду)
win [wɪn]	won [wʌn]	won [wʌn]	побеждать
write [raɪt]	wrote [rəʊt]	written [ˈrɪtn]	писать

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Учебное издание

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Английский язык
Книга для чтения
5 класс

Пособие для учащихся общеобразовательных организаций

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Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000.
Изд. лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать 06.05.14.
Формат 84×108¹/₁₆. Бумага офсетная. Гарнитура SchoolBook. Печать офсетная.
Уч.-изд. л. 6,1. Доп. тираж 7 000 экз. Заказ № 485.

Открытое акционерное общество «Издательство «Просвещение».
127521, Москва, 3-й проезд Марьиной рощи, 41.

Отпечатано в ОАО «Тверской полиграфический комбинат». 170024, г. Тверь,
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