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АНГЛИЙСКИЙ ЯЗЫК Книга для учителя

VII класс

**Пособие для общеобразовательных
организаций и школ с углублённым
изучением английского языка**

Москва «Просвещение» 2014

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Афанасьева О. В.
А94 **Английский язык. Книга для учителя. VII класс : пособие для общеобразоват. организаций и шк. с углубл. изучением англ. яз. / О. В. Афанасьева, И. В. Михеева. — М. : Просвещение, 2014. — 190 с. — ISBN 978-5-09-030464-1.**

Книга для учителя является составной частью учебно-методического комплекта для VII класса общеобразовательных организаций и школ с углублённым изучением английского языка. Она содержит методические рекомендации по организации и проведению занятий на данном этапе обучения.

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Дорогие коллеги!

Эта книга для учителя к учебнику английского языка для VII класса общеобразовательных организаций и школ с углублённым изучением английского языка является одним из основных компонентов УМК-VII, который продолжает серию учебно-методических комплектов, созданных авторскими коллективами: И. Н. Верещагина, Т. А. Притыкина (II, III классы), И. Н. Верещагина, О. В. Афанасьева (IV, V классы) и О. В. Афанасьева, И. В. Михеева (VI класс).

УМК-VII построен на тех же принципах, что и предыдущие УМК, и обеспечивает достижение образовательной, воспитательной, развивающей и практической целей при ведущей роли последней.

Однако VII класс (шестой год обучения иностранному языку) имеет свои особенности. К этому моменту (первая половина среднего этапа обучения) у учащихся, занимающихся по комплектам данной серии, должна сложиться весьма основательная база знаний, умений и навыков в овладении иностранным языком. На данном этапе обучения возникает необходимость в определённых обобщениях, систематизации усвоенного материала, дифференциации лексических и грамматических явлений языка. У учащихся соответствующей возрастной группы (13—14 лет) имеются все возможности для осознанного усвоения достаточно сложного, разнообразного материала, требующего логического осмысления, сопоставительного анализа изучаемых явлений, представленного в данном УМК.

Авторы не считают необходимым, как и в предыдущих классах, давать подробные рекомендации по проведению уроков. В разделе «Методические рекомендации по работе над учебными ситуациями» даются лишь отдельные советы, объясняются наиболее сложные явления лингвистического и методического характера. Авторы оставляют многие позиции открытыми, рассчитывая на творческий подход учителя в работе с УМК-VII.

Авторы

Предисловие

За последние годы существенно изменились роль и место иностранного языка в системе школьного образования. Новые политические, социально-экономические и культурные реалии в России и во всём мире, влияние технологических достижений цивилизации на развитие мировой языковой индустрии потребовали расширения функций иностранного языка как учебного предмета и соответственно уточнения целей его изучения в современном обществе.

Учебно-методический комплект для VII класса включает в себя:

- 1) рабочие программы (V—IX классы) ¹
- 2) учебник в комплекте с электронным приложением АВВУУ и аудиокурсом (CD);
- 3) рабочую тетрадь;
- 4) книгу для чтения;
- 5) книгу для учителя;
- 6) контрольные задания.

УМК-VII соответствует требованиям **Федерального государственного образовательного стандарта основного общего образования** и учитывает требования, изложенные в действующей **примерной программе** обучения английскому языку в общеобразовательной школе ². В УМК сочетаются как новые тенденции в преподавании языка, так и традиции старой «классической» школы, в которой язык изучался глубоко и основательно, где все навыки владения иностранным языком получали своё постепенное развитие.

В соответствии с упоминавшейся выше примерной программой **целями** обучения в школах с углублённым изучением иностранного языка являются:

- «развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной);
- развитие личности учащихся посредством *реализации воспитательного потенциала* иностранного языка:

¹ *Апальков В. Г.* Английский язык. Рабочие программы. Предметная линия учебников И. Н. Верещагиной, О. В. Афанасьевой, И. В. Михеевой. V—IX классы: пособие для учителей общеобразоват. учреждений и шк. с углубл. изучением англ. яз. — М.: Просвещение, 2012.

² Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 4-е изд., испр. — М.: Просвещение, 2011.

- формирование у учащихся потребности изучения иностранных языков и овладения ими как средством общения, познания, самореализации и социальной адаптации в поликультурном, полиэтническом мире в условиях глобализации на основе осознания важности изучения иностранного языка и родного языка как средства общения и познания в современном мире;
- формирование общекультурной и этнической идентичности как составляющих гражданской идентичности личности; воспитание качеств гражданина, патриота; развитие национального самосознания, стремления к взаимопониманию между людьми разных сообществ, толерантного отношения к проявлениям иной культуры; лучшее осознание своей собственной культуры;
- развитие стремления к овладению основами мировой культуры средствами иностранного языка;
- осознание необходимости вести здоровый образ жизни путём информирования об общественно признанных формах поддержания здоровья и обсуждения необходимости отказа от вредных привычек»¹.

Построенный в соответствии с вышеперечисленными целями комплект будет способствовать развитию личности учащихся, сможет привести, как того требует программа по иностранным языкам, к более полной реализации воспитательно-образовательно-развивающего потенциала иностранного языка как учебного предмета применительно к индивидуальности каждого ученика.

Естественно, учитывая эти цели, учитель должен быть ориентирован на более широкое использование в учебном процессе материалов страноведческого и лингвострановедческого характера, при этом особое внимание уделять также материалам, связанным с историей, культурой стран изучаемого языка, не забывая о включении в учебный материал более глубокой информации о родной стране.

Подобный подход предполагает достаточно тесную связь с другими дисциплинами школьного курса и их частичную интеграцию. УМК-VII рассчитан на то, что учащиеся VII класса имеют достаточно полную информацию о родной стране (её географии, истории, культуре), знакомы с политическим устройством нашего государства. Предполагается также, что они в достаточной степени информированы о положении дел в основных англоязычных странах, что им не чужды знания об общечеловеческих ценностях, что они в большей или меньшей

¹ Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 4-е изд., испр. — М.: Просвещение, 2009. — С. 6—7.

степени знакомы с миром искусства, миром спорта и т. д. Таким образом, можно сказать, что УМК-VII является одной из ступеней для достижения **личностных, метапредметных и предметных** результатов. При этом последние предполагают достижение учащимися достаточно высокого уровня владения **речевой, языковой, социокультурной, компенсаторной и учебно-познавательной компетенциями**.

Результаты обучения по УМК-VII в соответствии с требованиями Федерального государственного образовательного стандарта основного общего образования могут быть представлены на трёх уровнях: **личностном, метапредметном и предметном**.

К **личностным результатам** обучения по УМК-VII можно отнести осознание важности изучения английского языка, стремление продолжать его изучение и понимание того, какие возможности даёт владение иностранным языком в плане дальнейшего образования, будущей профессии. Изучение английского языка будет способствовать совершенствованию коммуникативной культуры школьников. Материалы страноведческого характера в УМК-VII помогут семиклассникам в осознании культуры страны изучаемого языка и толерантного отношения к её проявлениям, а также дадут возможность глубже сопоставить реалии родной и иноязычной культуры.

Говоря о **метапредметных результатах**, отметим, что УМК-VII построен таким образом, что с его помощью учащиеся развивают и шлифуют навыки и умения учебной и мыслительной деятельности, постепенно формирующиеся при изучении всех школьных предметов. Среди прочих можно выделить умение работать с информацией, осуществлять её поиск, анализ, обобщение, выделение и фиксацию главного. Включение в УМК проектных заданий способствует развитию исследовательских умений; разделы для повторения ранее изученного помогают учащимся провести рефлексивный анализ качества усвоения изученного материала, учат адекватно оценивать уровень своих учебных достижений.

К **предметным результатам** изучения английского языка в VII классе мы отнесём приближение учащихся к пороговому уровню владения английским языком как средством общения. Ожидается, что к концу учебного года учащиеся смогут демонстрировать следующие результаты:

в области говорения

- высказываться в монологической форме в типичных для учащихся данного возраста ситуациях общения, сообщать краткие сведения о стране изучаемого языка;

- расспрашивать собеседника и отвечать на его вопросы, высказывая своё мнение, просьбу, отвечать на предложение собеседника согласием / отказом в пределах изучаемой тематики и усвоенного лексико-грамматического материала;
- вести диалог-расспрос и этикетный диалог в стандартных ситуациях общения, соблюдая при этом нормы речевого этикета, используя характерные для разговорной диалогической речи клише;
- делать краткие сообщения о своей стране, стране изучаемого языка, об изучаемом языке, культуре, досуге и спорте, делать презентации, описывать события, явления (в рамках изученных тем), передавать основное содержание, основную мысль прочитанного или услышанного, выражать своё отношение к прочитанному / услышанному;

в области аудирования

- воспринимать на слух и понимать речь учителя и одноклассников;
- воспринимать на слух и понимать основное содержание несложных аутентичных аудиотекстов, относящихся к разным коммуникативным типам речи (сообщение, интервью, рассказ);
- воспринимать на слух и выборочно понимать с опорой на языковую догадку и контекст краткие несложные аутентичные аудиотексты, выделяя значимую (нужную, необходимую) информацию;

в области чтения

- читать несложные аутентичные тексты разных жанров как с пониманием основного содержания (определять тему, основную мысль; выделять главные факты; устанавливать логическую последовательность основных фактов текста), так и с полным и точным пониманием всей содержащейся в тексте информации (при этом учащиеся опираются на языковую догадку, выборочный перевод, учатся использовать справочные материалы);

в области письма и письменной речи

- составлять письменные высказывания описательного или повествовательного характера в соответствии с ситуацией общения;
- заполнять анкеты и формуляры;
- составлять план, тезисы устного или письменного сообщения;
- кратко излагать результаты проектной работы;
- совершенствовать орфографические навыки.

В плане **языковой компетенции** учащиеся VII класса овладевают заложенным в содержание УМК-VII и представленным детально в по-

урочном планировании лексическим, грамматическим и фонетическим материалом, учатся его использовать при решении коммуникативных задач. В целом предполагается, что данный языковой материал позволит семиклассникам общаться на иностранном языке в устной и письменной форме в рамках предложенных коммуникативных ситуаций.

В отношении **социокультурной компетенции** учащиеся знакомятся с образцами художественной, публицистической и научно-популярной литературы. У них складывается представление об особенностях образа жизни, быта, культуры стран изучаемого языка (всемирно известных достопримечательностях, выдающихся людях и их вкладе в мировую культуру), а также о сходстве и различиях в традициях своей страны и стран изучаемого языка.

Развитие **компенсаторной компетенции** в УМК-VII связано в основном с развитием умения выходить из положения в условиях дефицита языковых средств в процессе диалогического общения при помощи специальных клише (переспрос, уточнение, просьба пояснить), словарных замен, а также жестов и мимики. Также развиваются умения: сравнивать языковые явления родного и иностранного языков на уровне отдельных грамматических явлений, слов, словосочетаний и предложений; овладевать приёмами работы с текстом (пользоваться определённой стратегией чтения / аудирования в зависимости от коммуникативной задачи); действовать по образцу / аналогии при выполнении упражнений и составлении собственных высказываний в пределах изучаемой тематики; осуществлять индивидуальную и совместную проектную работу.

Развитие компенсаторной компетенции также связано с приобретением учащимися к ценностям мировой культуры как через источники информации на иностранном языке (в том числе мультимедийные), так и через непосредственное участие в школьных обменах, туристических поездках, молодёжных форумах, и со стремлением вести здоровый образ жизни (режим труда и отдыха, питание, спорт, фитнес).

Учебно-познавательная компетенция формируется в процессе овладения семиклассниками **общеучебными и специальными умениями**, необходимыми для приобретения новых умений и выполнения учебных заданий. Так семиклассники учатся выполнять действия на основе образцов, опор, работать с информацией, пользоваться справочным материалом, выявлять сходства и различия между русским и английским языками, выделять реалии культуры стран изучаемого языка и сопоставлять их с реалиями родной культуры.

УМК-VII строится на тех же методических принципах, что и предыдущие УМК: коммуникативной направленности всего процесса обучения, дифференцированного и интегрированного обучения всем

аспектам языка и видам речевой деятельности, сознательности и активности учащегося в овладении материалом, использовании всех видов наглядности. Так же как и в предыдущих УМК, в новом комплексе применяется принцип избыточности, который играет весьма существенную роль на этом этапе обучения английскому языку, так как даёт учителю возможность вариативно и избирательно задействовать предлагаемые в УМК материалы, чтобы успешно проводить занятия в группах с разным уровнем языковой подготовки учащихся. Учебник тем не менее предполагает планомерное ознакомление с большинством предлагаемых заданий и их выполнение всеми учениками.

Объём знаний и умений по иностранному языку, заложенный в УМК-VII, сориентирован на общеевропейский стандарт, в соответствии с которым, по определению отечественных и западных методистов, выпускники, занимающиеся по данному комплекту, должны быть в состоянии сдать экзамен международного образца “Cambridge First Certificate in English” (FCE). Этот экзамен предполагает весьма обширные и достаточно глубокие знания в области лексики и грамматики английского языка, определённый и довольно высокий уровень владения умениями и навыками аудирования, говорения, чтения и письма. Основы этих умений и навыков закладывались в УМК данной серии на предыдущих этапах. УМК-VII продолжает эту линию.

Фактически на этом этапе завершается знакомство учащихся с существующей системой времён в рамках действительного и страдательного залогов, предлагается более детальная и глубокая проработка такого грамматического явления, как артикль (источник бесконечных ошибок у изучающих английский язык), происходит знакомство с сослагательным наклонением. УМК-VII продолжает систематическое обучение лексике современного английского языка, при этом особое внимание обращается на синонимы (в частности, их дифференциацию), стилистические различия слов, их особенности.

Отработка вышеперечисленного материала с помощью разнообразных упражнений поможет учащимся успешно пройти **Государственную итоговую аттестацию (ГИА)** в девятом классе. Многие задания в учебнике и рабочей тетради созданы в формате ГИА или максимально приближены к нему. Они помечены специальным значком **SFA (State final assessment)**. Количество подобных заданий от класса к классу возрастает, что делает этот формат всё более привычным для учеников и помогает сконцентрироваться на подготовке к экзамену.

Продолжая традиции серии, УМК-VII нацелен на филологическое воспитание учащихся. Увеличена доля заданий на развитие языковой догадки, на развитие умения наблюдать факты языка, делать сопо-

ставления и обобщения. В учебнике достаточно широко представлены материалы на сравнение аналогичных или сходных явлений родного и изучаемого языков. В наиболее концентрированном виде работа этого плана представлена в таблицах **Read and compare!**. Подчеркнём также, что УМК-VII предлагает большое количество упражнений для формирования навыков языковой догадки в рамках более широкого контекста.

Доля страноведческого материала по-прежнему занимает весьма существенное место, хотя в учебник включены также и многочисленные тексты фабульного характера.

В данном учебнике отсутствует принцип устного опережения при подаче нового материала. Не представлены и типичные для данной серии уроки повторения (**Round-up Lessons**), однако каждая учебная ситуация начинается подразделом **Revision**. Как и предыдущие, учебник для VII класса включает уже известные учащимся явления языка, предназначенные для повторения, совместно с элементами нового материала.

Единицей построения учебника является учебный блок (**Unit**), рассчитанный на работу в течение 19—20 часов. Исключением являются **Unit 1** и **Unit 9** (вводный и завершающий разделы, 8 и 9 часов соответственно), а также **Unit 5**, рассчитанный на 2 учебных часа, который изучается в конце второй четверти и посвящён встрече Нового года и рождественским праздникам.

Каждый блок представляет собой последовательное и систематическое изучение определённой учебной ситуации и состоит из следующих разделов: **Revision; Reading for Information; New Language**, включающий два подраздела **Grammar Section** и **Vocabulary Section** со специально выделенной рубрикой **Social English; Reading for Discussion; Speaking, Writing** и **Miscellaneous**. Предваряет каждый блок схематическое изображение изучаемой учебной ситуации, которая представлена перечнем подтем, большинство из которых в той или иной степени уже затрагивались (с различной степенью детализации) в предыдущих УМК. Таким образом, можно считать, что весь учебник построен на циклическом повторении пройденного и что это повторение систематически происходит в течение всего учебного года, находясь при этом в тесной связи с новым материалом.

Упомянутый выше раздел **Revision** в наиболее концентрированном виде представляет реализацию этой идеи. Задания данного раздела нацелены на то, чтобы учащиеся могли освежить в памяти не только конкретные лексико-грамматические явления языка, употребляя их зачастую в неожиданном, необычном контексте, но и вспом-

нили многие реалии страноведческого характера. В большинстве своём эти упражнения несложные, их следует выполнять в достаточно быстром темпе. Однако в некоторых случаях необходимо обратиться к материалам предыдущих УМК, на что есть указания в соответствующих упражнениях.

Завершает раздел **Revision** рубрика **Assess Your Results**, включённая в большинство учебных ситуаций (она отсутствует в первом и пятом блоках в силу того, что они имеют отличные от остальных структуры и лексико-грамматический аспект заданий в них не столь значителен). Учащимся предлагается сравнить свои результаты, полученные при выполнении заданий, с максимально возможными. Предполагается, что это поможет им обнаружить пробелы в своих знаниях, проанализировать собственные достижения и неудачи. Рубрика **Assess Your Results** девятого блока отличается от предыдущих тем, что в неё входит материал не одной учебной ситуации, а всех пройденных за год. Благодаря этому в конце учебного года школьники смогут оценить свои финальные достижения и с помощью учителя определить, что именно требует корректировки в дальнейшем изучении предмета.

Как и в прежних УМК, в УМК-VII активно задействован принцип оппозиций, дающий возможность благодаря противопоставлению повторяемых явлений языка заострить внимание учащихся на самых важных, центральных характеристиках того или иного языкового явления. При этом если на более ранних ступенях обучения изучаемый материал был представлен чаще всего в виде двух оппозиций, то в УМК-VII действуют более длинные ряды противопоставлений, вскрывающие специфику каждого явления в рамках определённой системы (см., например, синонимический ряд глаголов говорения, упр. 47 Unit 4), хотя противопоставления двух явлений красной нитью проходят через весь учебник, иллюстрируя таблицы **Read and compare!** и помогая учащимся усвоить отличительные признаки того или иного явления изучаемого языка.

На этом этапе обучения языку авторы предлагают учащимся два вида чтения, которые разрабатываются в двух специальных разделах: **Reading for Information** (отсутствовал в предыдущих учебниках) и **Reading for Discussion** (о втором будет сказано далее). Раздел **Reading for Information** включает в себя информативные тексты нефабульного характера, достаточно тесно связанные с учебной ситуацией, и нацелен на более детальное ознакомление учащихся с изучаемым тематическим материалом, будь то история олимпийского движения, развитие театрального искусства и киноискусства, про-

блемы иностранных языков в современном обществе и т. д. Тексты этого раздела представляют собой практически неадаптированные, слегка сокращённые аутентичные произведения британских и американских авторов. Предполагается, что учащиеся работают с ними в классе, погружаясь в реально функционирующий язык со всеми его сложностями. Ученикам предлагается, читая текст, подготовить ответ на задание перед текстом, не обращая внимания на второстепенные детали, максимально попытаться понять суть текста, основные его моменты.

Составленная система упражнений к этому разделу (задания, завершающие раздел) способствует развитию языковой догадки, акцентируя внимание учащихся на так называемых интернациональных словах, словообразовательных моделях, имеющих особое значение для создания и распознавания единиц различных частей речи при чтении. Более глубокому пониманию материала для чтения в этом разделе способствуют задания типа *Match the phrases in English and Russian* или *Read the text again for more detailed information and find in it the words and word combinations which mean ...*, нацеленные на нахождение аналогов в системе родного и изучаемого языков. Учащимся рекомендуется просто получить информацию из приведённых текстов, не обсуждая детально их содержание, не заучивая неизвестные им слова.

В данном разделе представлены многие упражнения на чтение в формате ГИА, помеченные, как уже говорилось, значком SFA (*см., например*, упр. 9 Unit 1, упр. 23 B Unit 2, упр. 16 Unit 3, упр. 23 B Unit 4 учебника и т. д.). Прежде всего это задания на определение соответствия предлагаемых утверждений тексту. Иными словами, учащихся просят выбрать один из ответов (*true, false, not stated*) как правильный. В учебнике также содержатся многочисленные упражнения на чтение, в которых ученикам при проверке понимания текста следует закончить то или иное высказывание, связанное с содержанием текста, выбрав наиболее корректный, на взгляд учащегося, финал фразы из ряда предлагаемых.

Расширение кругозора семиклассников в рамках изучаемой учебной ситуации — основная их задача.

По желанию учитель может попросить учащихся подготовить этот материал дома при помощи двуязычного англо-русского словаря. Этот фактор имеет принципиальное значение, так как в течение предыдущих лет обучения языку (особенно целенаправленно эта подготовка осуществлялась через материал УМК-VI), пользуясь словарём, учащиеся последовательно и систематически готовились к приобретению

умения извлекать необходимую информацию из текста. Двухязычный словарь является основным видом справочной литературы, которым на этом этапе обучения языку пользуются учащиеся, в плане уточнения орфографии, значения, функционирования незнакомых слов, их произношения, принадлежности к той или иной части речи, слогоделения. Предполагается, что в процессе обучения учитель уже объяснил учащимся, какую информацию им может предложить словарь, научил пользоваться им. Однако если эти навыки отсутствуют, то, признавая необходимость пользоваться словарём, учителю, очевидно, придётся объяснить учащимся структурную организацию двухязычных словарей, рассказать об их отличии от изданий энциклопедического характера, о том, что отличает эти словари от привычного “Vocabulary” в конце учебника.

Развитие навыков работы со словарём рассматривается как необходимое на данном этапе обучения. По существу, после пяти-шести лет достаточно интенсивного изучения английского языка все учащиеся должны обладать способностью определить значение незнакомого слова по словарю. Именно этим фактором объясняется несколько более высокий уровень сложности предлагаемых текстовых материалов в рассматриваемом разделе. В дальнейшем, при необходимости и желании учителя, раздел **Reading for Information** можно использовать для обучения речи.

Раздел учебника **New Language** посвящён введению и усвоению нового материала как грамматического (секция **Grammar Section**), так и лексического характера (секция **Vocabulary Section**). Весь грамматический материал подробно объясняется в уроках при помощи различных схем, таблиц, многочисленных иллюстративных примеров. В конце учебника в разделе **Reference Grammar** на русском языке даются дополнительные сведения уточняющего характера, в основном касающиеся временных форм глагола, употребления артиклей, таких особо важных явлений языка, как сложное дополнение, страдательный залог, сослагательное наклонение и т. п.

Поурочные комментарии относительно наиболее сложных лексических и грамматических явлений, конкретные рекомендации предлагаются учителю в разделе «Методические рекомендации по работе над учебными ситуациями» (см. с. 30), однако эти моменты отнюдь не исключают использования учителями различных справочных пособий, иной методической и учебно-методической литературы:

1) *Carter R., McCarthy M., Mark G., O’Keefe A. English Grammar Today. An A—Z of Spoken and Written Grammar. — Cambridge: Cambridge University Press, 2011;*

2) *Carter R., McCarthy M.* Cambridge Grammar of English (A Comprehensive guide. Spoken and Written English Grammar in Usage). — Cambridge: Cambridge University Press, 2006;

3) *Murphy R.* Essential Grammar in Use. — Cambridge: Cambridge University Press, 2012;

4) *Мыльцева Н. А., Жималенкова Т. М.* Универсальный справочник по грамматике английского языка. — М.: Феникс: Глосса-Пресс, 2010;

5) *Swan M.* Practical English Usage. — Oxford: Oxford University Press, 2005;

6) *Swan M., Walter C.* How English Works: A Grammar Practice Book with Answers. — Oxford: Oxford University Press, 2005;

7) *Redman S.* English Vocabulary in Use: Pre-intermediate and intermediate. — Cambridge: Cambridge University Press, 2011 и все последующие издания.

Секция **Vocabulary Section** знакомит учащихся с новыми словами и лексическими структурами. Сюда же включены материалы на расширение вокабуляра учащихся в области фразовых глаголов (подраздел **Phrasal Verbs**). Данные глаголы являют собой весьма важный пласт лексикона современного английского языка и представляют значительные трудности для изучающих язык, так как послелог полностью меняют их значение. Планомерная работа по изучению фразовых глаголов была начата во второй части УМК-VI. В учебнике для VII класса она ведётся систематически в течение всего учебного года, к концу которого учащиеся могут в значительной степени освоить употребление 10 фразовых глаголов.

Все упомянутые выше разделы готовят учащихся к работе с материалами раздела **Reading for Discussion**. Его цель — продолжение обучения чтению как виду речевой деятельности, т. е. деятельности, направленной на извлечение нужной информации из печатного текста. Хотя основные лексико-грамматические трудности для понимания текста заранее сняты при помощи предыдущих разделов учебника, всё же учащимся могут встретиться в тексте незнакомые слова. Они немногочисленны и практически всегда представляют собой имена существительные конкретной семантики, например *distaff, fiddle, tank cap, beetroot* и др. Эти слова, хотя и важны для понимания конкретного текста, не были включены авторами в списки слов, обязательных для изучения (active и recognition vocabulary), в силу их достаточно низкой частотности. Иллюстрации на полях текстов (в случае сложного произношения даётся транскрипция) помогут учащимся понять значение этих слов. Как и в УМК-VI, определённые части этого

раздела, а иногда и весь текст целиком, учащиеся могут прослушать в аудиозаписи и должным образом подготовиться к выразительному чтению.

В УМК-VII раздел, направленный исключительно на развитие навыков и умений аудирования, отдельно не выделяется. Каждый блок включает в себя тексты на аудирование и систему упражнений к ним; эти материалы расположены в разделах **New Language, Reading for Discussion** и др. и в большей степени ориентированы на закрепление вводимого в данном разделе нового лексического материала. Осознавая, что предложенных в учебнике текстов на аудирование явно недостаточно для работы над развитием этого вида деятельности, авторы видоизменили структуру аудиокурса к УМК-VII по сравнению с предыдущими годами обучения. В предлагаемом комплекте он состоит из двух частей. Первая — традиционная — содержит задания, тесно связанные с лексико-грамматическим материалом УМК-VII. Вторая — представляет собой последовательно представленные части целого законченного произведения фабульного характера с постоянно действующими персонажами: 3 девочки (Barbara, Janet, Pam) и 4 мальчика (Peter, George, Colin и Jack) и их собака (Scamper). Это сокращённый вариант повести “The Secret Seven” известной детской писательницы Инид Блайтон (Enid Blyton, 1897—1968). Герои повести — обыкновенные школьники, ведущие увлекательное расследование.

Упражнения раздела **Speaking** составлены на материале предыдущих разделов. Авторы считают целесообразным нацелить семиклассников на творческое выполнение предлагаемых заданий. Ориентируя учащихся на выполнение заданий этого раздела, желательно стимулировать их к высказыванию своей точки зрения, своего отношения к обсуждаемой проблеме. Естественно, учёт индивидуальных особенностей и возможностей говорящих весьма важен. По мнению авторов, значительную помощь здесь может оказать рубрика **Social English**, включённая в каждый блок.

В разделе **Writing** продолжается работа над письменной речью. В большинстве случаев письмо рассматривается как средство обучения. Однако авторы включили в этот раздел определённое количество творческих заданий. Как и раньше, в учебнике для VII класса предлагается выполнить в письменной форме ряд упражнений предыдущих разделов. Учителю не стоит удивляться достаточно длинному перечню этих упражнений. Во-первых, учебник для VII класса построен по принципу избыточности, и учитель может выбрать те задания, которые необходимы для группы учащихся, с которыми он работает. Во-вторых, не следует забывать, что экзамены ГИА и ФСЕ требуют вы-

полнения достаточно большого числа письменных заданий. В-третьих, каждый блок изучается в течение продолжительного времени — примерно четырёх недель.

В данном разделе задания в формате ГИА прежде всего нацелены на заполнение пропусков в тексте, в котором следует употребить правильные грамматические формы слов, расположенных справа за чертой. При этом в большинстве случаев подобные преобразования касаются форм глаголов (см. упр. 74 Unit 4, упр. 67 Unit 7, упр. 69 Unit 8 учебника), но это может относиться также и к именам существительным (*child — children*), местоимениям (*he — his, him, himself*), прилагательным (*good — better*), числительным (*one — first*) и т. д. Тексты практически всех заданий подобного рода в рабочей тетради предоставляют учащимся возможность поупражняться в изменении форм слов, принадлежащих этим частям речи. Важно также обратить внимание на задания по написанию диктантов с опорой на изучаемую новую лексику, представленные в разделе **Writing**.

Последний раздел каждого блока — **Miscellaneous**. Он содержит интересный дополнительный материал, который учитель по своему усмотрению может включать в процесс обучения. Здесь предлагаются стихи, песни, идиомы, афоризмы, необычные и малоизвестные факты.

Каждая учебная ситуация имеет задание под рубрикой **Summing-up the Topic**. Целью такого задания является повторение и анализ пройденного материала, проведённый самими учащимися, что вырабатывает у них навык самостоятельной работы, в частности самоконтроля. Кроме того, введение данной рубрики позволяет заострить внимание на самых важных моментах каждой учебной ситуации. Так, например, первая учебная ситуация, посвящённая разговору о России, предлагает учащимся задуматься над такими вопросами, как:

- почему диалог культур столь важен в настоящее время;
- что такое толерантность и насколько толерантны сами учащиеся;
- почему люди гордятся своей страной и т. д.

При анализе пройденного рекомендуется суммировать всё то новое, что семиклассники узнали о своей стране, и подумать, что им было бы интересно ещё узнать о ней. Данный подход способствует расширению кругозора учащихся и направлен на достижение личностных и метапредметных результатов.

Работа над каждой учебной ситуацией завершается одним резервным уроком, а также одним или двумя уроками домашнего чтения.

В Федеральном государственном образовательном стандарте большое значение отводится **самостоятельной и проектной деятельности** учащихся в процессе овладения иностранным языком.

Учитывая тот факт, что к VII классу ученики российских школ овладевают умениями работы с информационно-компьютерными технологиями на достаточно хорошем уровне, УМК-VII предлагает конкретные адреса интернет-сайтов, где учащиеся имеют возможность получить дополнительную информацию по теме и, возможно, использовать её при подготовке презентации или во время выполнения проектной работы.

Проектная деятельность учащихся осуществляется во внеурочное время. Каждый проект сопряжён с темой конкретной учебной ситуации. Все проектные задания располагаются в конце учебника перед разделом **Reference Grammar**. Предполагается, что часть из восьми проектных заданий должна выполняться в группах (проектные задания № 2, 3, 4, 5, 7), а часть из них — индивидуально (проектные задания № 1, 6, 8).

В конце учебника помещён раздел **Reference Grammar**, где в сжатом виде на русском языке предлагаются пояснения к наиболее сложным грамматическим явлениям, которые изучались в течение года, а также мини-словарь, состоящий из двух частей. 1. **English-Russian Vocabulary** — традиционное для данной серии представление слов и выражений, включающее лишь те новые слова, которые изучаются в течение года; 2. **Topical Vocabulary** — вид словаря, включающий в себя подробные списки слов и словосочетаний, сгруппированных по пройденным в VII классе темам: “ *English — a Language of the World* ”, “ *Me and My World* ”, “ *It Takes Many Kinds to Make the World* ”, “ *The Pleasure of Reading* ”, “ *Popular Arts* ”, “ *Sport in Our Life* ”.

Одним из важнейших компонентов УМК-VII является **рабочая тетрадь**. Все уроки и задания рабочей тетради тематически соотнесены с учебными ситуациями (units) учебника. Они активизируют и закрепляют тот материал, который был введён в классе.

В основном использование рабочей тетради нацелено на самостоятельную работу учащихся дома. Тем не менее многочисленные задания в формате ГИА, направленные на тренировку и овладение словообразовательными деривационными моделями и корректное использование лексико-грамматических форм слов различной частеречной принадлежности, на взгляд авторов, вполне уместно выполнять в классе. Учитель может пояснить учащимся наиболее сложные моменты подобных заданий, подготавливая их уже на этом этапе обучения к сдаче экзамена ГИА.

Надо сказать, что многие задания, помеченные в тетради значком SFA (State final assessment), не всегда абсолютно следуют формату, принятому для проведения Государственной итоговой аттестации.

В частности, задания на словообразование зачастую предлагаются в рамках контекста отдельного предложения, а не текста, что несколько облегчает задачу учащимся при выполнении подобных упражнений. Но этот несколько изменённый формат даёт возможность повторить максимальное количество аффиксов. Иногда в текстах, в которых следует заполнить пропуски, используя соответствующие лексико-грамматические формы слов, можно отметить значительное превышение количества позиций по сравнению с форматом ГИА. Подобные неизбежные отклонения от формата, однако, не противоречат сути заданий этого этапа в целом и позволяют сосредоточиться на конкретных моделях и формах.

Наиболее сложные упражнения снабжены ключами, приведёнными в конце тетради.

Отметим, что в конце каждого раздела рабочей тетради имеется целый ряд заданий развлекательно-обучающего характера. Среди них есть викторина, загадки, лимерики и другие весёлые стихи, занимательные тексты и т. п. Можно надеяться, что введение таких заданий в курс иностранного языка увеличит мотивацию к его изучению, будет способствовать укреплению общего позитивного отношения к учёбе, а также снабдит школьников дополнительной полезной информацией.

Книга для чтения для VII класса по своей структуре отличается от аналогичных книг для чтения, предлагаемых учащимся на предыдущих ступенях обучения, хотя во многих моментах преемственность сохраняется. Так, например, она состоит из двух частей, первая из которых хоть и ориентирована лексически и грамматически на соответствующий материал учебника и, по мнению авторов, является обязательной для всех учащихся, в большей степени является самостоятельным компонентом по сравнению с аналогичным учебным материалом, предлагаемым в книгах для чтения III, IV, V и VI классов.

Содержательно-структурное построение первой части также является инновационным. В VII классе учащимся на уроках домашнего чтения предлагается обсудить не серию различных рассказов, не связанных между собой, как было раньше, а целостное произведение с постоянно действующими персонажами. Это несколько сокращённая и в незначительной степени подвергшаяся адаптации повесть известной английской писательницы Инид Блайтон «Великолепная пятёрка на острове сокровищ».

Предполагается, что сами тексты и задания к ним учащиеся прорабатывают дома, а в классе учитель проводит обсуждение подготовленного материала, при необходимости прочитывая с учениками опре-

делённые отрывки вслух с целью выработки навыков выразительного чтения, что характерно для самого учебника.

Как уже было сказано, предлагаемая для чтения повесть представляет собой аутентичный текст, содержащий определённые трудности лексического и грамматического характера. По мнению авторов, она должна прочитываться с англо-русским словарём. По этой причине мини-словарик в пособие не включается, а все главы первой части снабжены постраничными комментариями, которые должны снять некоторые трудности ещё неизвестного учащимся материала.

Вся вторая часть пособия является дополнительным материалом, который можно прочитать и на отдыхе во время каникул, и в свободное время дома. В неё включены более простые аутентичные тексты нефабульного характера, повествующие об интересных людях и фактах. Предваряют каждый из десяти текстов пять вопросов, ответы на которые учащимся предлагается найти в самих текстах.

Текстовое содержание **аудиокурса**, прилагающегося в комплекте к учебнику (на CD), представлено в разделе «Аудиокурс» (см. с. 58).

Электронное приложение (ЭП) является дополнительным компонентом УМК, значительно расширяющим возможности печатного учебника, а также эффективным средством индивидуализации обучения. Тесная связь ЭП с учебником и другими компонентами УМК облегчает использование их в образовательном процессе, позволяет сделать его интересным и познавательным.

Разработанное ЭП к учебнику позволяет организовать работу в классе и самостоятельную работу учащихся дома, что будет способствовать развитию таких качеств личности ученика, как трудолюбие, ответственность, умение самостоятельно планировать свою работу и анализировать полученные результаты.

ЭП представляет собой компонент УМК, включающий: *аудиокурс (в формате MP3)*, содержащий аутентичные аудиозаписи текстов и упражнений для совершенствования произносительной стороны речи дальнейшего развития умения понимать речь на слух; *программу ABBYY Lingvo Tutor*, содержащую дополнительные комплексы упражнений для более прочного овладения новыми лексическими единицами уроков; *программу ABBYY Lingvo*, в составе которой находится англо-русский учебный словарь, позволяющий не только получить перевод незнакомых слов, но и прослушать их правильное произношение.

В *аудиокурсе* записаны все упражнения, выполняемые в классе под руководством учителя и самостоятельно дома. На диске также находится список треков, который помогает ориентироваться в







аудиокурсе (указан урок, номер упражнения). Список можно распечатать.

Программа ABYY Lingvo Tutor позволяет работать с новыми лексическими единицами урока, используя различные виды упражнений. Программа позволяет изменять последовательность упражнений и темп подачи материала.



ЭП работает на операционной системе Windows, приложения имеют одну платформу, построены по одному принципу, что обеспечивает преемственность в обучении от класса к классу. ЭП имеет интуитивно понятный, дружелюбный интерфейс.

ЭП позволяет развить у учеников навыки работы в информационно-образовательной среде, а также способствует развитию познавательных и регулятивных универсальных учебных действий.



Планирование







Учебная ситуация	№ блока	Часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Тексты на аудирование	Песни, стихи, идиомы, факты	
			Слова на узнавание	Слова на активное использование						
<i>Russia, My Homeland</i>	1	1—8				General revision	1. "Swan Lake" 2. "A Page from a Diary"  1	"Back from Holi-day"  2	1. <i>Song</i> "Moscow Suburb Nights"  3 2. Did you know that ...?	
		9	Optional Lesson							
		10	Home Reading Lesson 1							
<i>English — a Language of the World</i>	2	11—29	1. (the) foundations 2. isolation 3. to memorize 4. an idiom	1. a drill 2. an interpreter 3. to interpret 4. to practise 5. practice 6. related (to)	What do you feel about ...? a few words at a time; to have a (no) problem doing <i>sth</i> ;	Revision: 1. Simple Tenses; Continuous Tenses 2. Complex Object 3. Phrasal verbs: <i>to look, to take, to make, to give</i>	1. "An English-speaking World" 2. "Are You Happy with the Way You Are Taught English?"  7	"Laugh, Please"  8	1. "Cat" Idioms 2. <i>Song</i> "It's a Small World"  10	

¹ В данной графе даны номера заданий со знаком диска, обозначающие фрагменты текста, которые учащиеся могут прослушать в аудиозаписи.

Учебная ситуация	№ блока	Часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Тексты на аудирование	Песни, стихи, идиомы, факты
			Слова на узнавание	Слова на активное использование					
			<p>5. an intonation 6. afterwards 7. helpful 8. a mother tongue</p>	<p>7. up-to-date 8. old-fashioned 9. average 10. rude 11. to realize 12. to disappoint 13. disappointed 14. almost 15. translator 16. a vocabulary 17. a dictionary</p>	<p>to keep oneself up-to-date with <i>sth</i>; to find <i>sth</i> easy (good, etc.); to get / to do <i>sth</i> wrong; far more difficult; to ask for <i>sth</i>; I'm afraid I don't know; to make a note of <i>sth</i>; to get an idea of <i>sth</i>; to cope with <i>sth</i>; to make sure</p>	<p>New Language: 1. The noun (common / proper; countables / uncountables); The plural forms of the noun 2. The article (the, -, a): general rules 3. The noun <i>fruit</i>. Social English: <i>classroom expressions</i>.</p> <p> 6 1. Phrasal verb: <i>to get</i> 2. To be + Adj / to get + Adj</p>			<p>3. <i>Poems</i> Limericks  11 4. Did you know that ...?</p>

Учебная ситуация	№ блока	Часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Тексты на аудирование	Песни, стихи, идиомы, факты
			Слова на узнавание	Слова на активное использование					
				40. a bowl 41. close (<i>adj</i>) 42. to repair 43. firm					
		53	Optional Lesson						
		54—55	Home Reading Lessons 4, 5						
<i>It Takes Many Kinds to Make the World</i>	4	56—75	18. stripy 19. condensed milk 20. a claw 21. a toe 22. a hoof	44. gloomy 45. particular 46. kindly (<i>adj</i>) 47. anxious 48. fussy 49. to promise 50. a promise 51. solemn 52. solemnly 53. tremendous 54. to wave 55. to seem 56. to murmur	on the contrary; anyhow; every now and then; to come in sight; help yourself	Revision: 1. Adjectives. Degrees of Comparison 2. Object description 3. Present perfect continuous 4. Present perfect <i>versus</i> present perfect continuous New Language: 1. Past perfect continuous 2. Adjectives: <i>late, old, far,</i>	1. "A. A. Milne" 2. "Tiger Comes to the Forest and Has Breakfast" 23	"Christopher's Toys" 22	1. <i>Poem</i> "Just for You" 19 2. <i>Poem</i> "Waiting at the Window" 26 3. "Colour" Idioms 4. Jokes

Учебная ситуация	№ блока	Часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Тексты на аудирование	Песни, стихи, идиомы, факты
			Слова на узнавание	Слова на активное использование					
			27. to transport 28. a librarian 29. a speech	68. to devour 69. a search 70. to search (for) 71. to pick (up) 72. fascination 73. fascinating 74. an adventure 75. an edition 76. to contain 77. a container 78. a chat-terbox 79. tiny 80. a spell / to spell (spelt, spelt) 81. contents 82. to impress	from then on; to take one's time; for some reason; let me know; in (on) one's lap; to be totally absorbed in <i>sth</i>	3. Tenses and forms to describe future New Language: 1. Collective nouns. Countables, uncountables 2. Articles with the names of meals 3. Future perfect continuous 4. Object clauses Social English: <i>reacting to people's words.</i>  1. Phrasal verb: <i>to run</i>			2. <i>Song "Clementine"</i>  36

Учебная ситуация	№ блока	Часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Тексты на аудирование	Песни, стихи, идиомы, факты
			Слова на узнавание	Слова на активное использование					
						Social English: <i>giving proper replies.</i>  37 1. Phrasal verb: <i>to set</i>			
		128	Optional Lesson						
		129—130	Home Reading Lessons 10, 11						
	8	131—151	37. folk 38. to fill (up) 39. piggy 40. secretly 41. triumph 42. victory	102. beyond 103. either (<i>conj, pron</i>) 104. property 105. a patch 106. ground 107. desperately 108. desperately 109. enormous 110. to bark 111. filthy 112. to point (at) 113. to beat 114. to threaten	to bark up the wrong tree	Revision: 1. Clauses of time and condition (<i>when, if, unless</i>) 2. Phrases with the verbs to do and to make 3. Articles with geographical names New Language: The subjunctive mood Social English: <i>formal and informal English.</i>  43 1. Phrasal verb: <i>to do</i>	1. "History of the Olympic Games" 2. "The Great Shooting Day"  45	"Favourite Sports and Games"  44	1. Proverbs with <i>to make</i> and <i>to do</i> 2. <i>Poem</i> "Silver"  47 3. <i>Song</i> "Yankee Doodle"  48 4. Did you know that ...?

Методические рекомендации по работе над учебными ситуациями УМК-VII

I полугодие

Материал первого полугодия рассчитан на 80 учебных часов (periods). Предполагается, что учащиеся имеют по 5 часов английского языка в неделю в течение шестнадцати учебных недель. Предлагаемые для изучения в VII классе учебные ситуации более ёмкие по сравнению с предыдущими годами обучения. Вот почему в первом полугодии по плану для изучения предлагается только пять учебных ситуаций — 1) “*Russia, My Homeland*”, 2) “*English — a Language of the World*”, 3) “*Me and My World*”, 4) “*It Takes Many Kinds to Make the World*”, 5) “*Christmas*”. На первую из них отводится 8 уроков (periods) работы в классе, на остальные темы соответственно — 18, 19, 19 и 2. Последний учебный блок (Unit 5) посвящён рождественским праздникам, встрече Нового года и рассчитан только на два учебных часа. В конце первого полугодия предполагается обязательное проведение контрольной работы (см. компонент УМК «Контрольные задания»). Завершается изучение каждой ситуации свободным уроком (Optional Lesson), который учитель использует по своему усмотрению. После каждого свободного урока следует соответствующий урок (уроки) из книги для чтения.

Unit 1 (Periods 1—8)

На первом занятии учитель знакомит учащихся с новым учебником, его структурой, делая акцент на нововведениях. Рекомендуется напомнить семиклассникам о принятых в учебнике формулировках заданий, подчеркнуть, что лексически они становятся более разнообразными, предложить учащимся чаще обращаться к «настоящему» англо-русскому словарю для того, чтобы понять незнакомые слова. Здесь следует подчеркнуть, что расположенный в конце учебника словарь-гlossарий содержит только те слова и выражения, с которыми учащиеся впервые познакомились в VII классе, и структура его отличается от той, что была в предыдущих классах. Слова и словосочетания, необходимые для ведения беседы на одну из предлагаемых учебником тем (**Topical Vocabulary**), даются отдельно от базисного вокабуляра (**English-Russian Vocabulary**).

Следует показать семиклассникам многообразие способов описания тождественных, однотипных ситуаций в языке. Ведь говоря о красивой девушке, можно, с одной стороны, употребить в её описании различные синонимичные прилагательные: *beautiful, pretty, lovely, good-looking*, а с другой — использовать иные разноструктурные средства языка, например *a girl of great beauty*. Очень важно, чтобы учащиеся поняли, что существующие вариативные средства языка помогают полнее и точнее рассказать о мире, в котором мы живём, что одну и ту же мысль можно выразить различными способами. Здесь же можно ещё раз подчеркнуть, что даже в грамматике различные термины могут описывать одно и то же явление языка. В качестве примера можно привести используемые вариативные наименования времён в английском языке (*present continuous / present progressive; present indefinite / present simple*). Таким образом, следует подвести учащихся к мысли о том, что язык — это живой организм, что он постоянно изменяется, что лексика его достаточно подвижна, что произношение слов тоже меняется (*ср.: hospitable* [ˈhɒspɪtəbəl], [hɒˈspɪtəbəl]), что очень часто невозможно говорить о единственно правильном выражении мысли, что очень часто многое зависит от позиции говорящего, от того, что он хочет подчеркнуть в своём высказывании.

Основная задача первого учебного блока — ввести школьников после длительного летнего перерыва в мир английского языка. С одной стороны, необходимо освежить в памяти учащихся известный им основной лексико-грамматический материал, с другой — сделать это на достаточно хорошо знакомом им фактическом материале. Предлагаемая в этих целях учебная ситуация, посвящённая Родине учащихся, представляется крайне важной в первую очередь потому, что им многое известно о стране, где они живут. Но нужно понимать, что выражение тех или иных понятий родной культуры на иностранном языке часто вызывает трудности. Оказывается, рассказать иностранцу о самоочевидных для нас вещах совсем непросто и в силу несоответствия самих явлений, и в силу отсутствия точных наименований для них в системе изучаемого языка. Однако реальность сегодняшнего дня часто ставит изучающих иностранный язык в такие условия, когда им приходится говорить о своей Родине, о мире, в котором они живут. В какой-то степени потенциальные сложности снимаются за счёт того, что на предыдущих уровнях изучения английского языка школьники довольно подробно изучали географию, историю, политическое устройство таких стран, как Великобритания, США, Австралия, их обычаи, культуру, а УМК-V и УМК-VI давали сопоставление с родной страной учащихся по этим аспектам. Однако целого раздела,

посвящённого России, предыдущие УМК, кроме УМК-IV, не предлагали. Поэтому перед выполнением упражнений, основанных на страноведческом материале, необходимо напомнить учащимся некоторые необходимые факты или предварительно отослать их к картам, статьям и другим справочным материалам.

Естественно, что зрительные опоры (схемы, карты, рисунки) также помогут учащимся при обсуждении изучаемой ситуации. Так, например, карта в упражнении 1 фактически содержит ответы на большую часть вопросов. При выполнении данного упражнения следует пояснить, что на картах перед названиями рек, морей, океанов, горных цепей определённый артикль обычно отсутствует, хотя с точки зрения норм современного английского языка он употребляется. То же самое касается наименований кинотеатров, отелей, музеев, мостов, ресторанов.

Следует также упомянуть современную тенденцию давать географические и другие имена собственные в манере, принятой в данной стране, особенно в справочной литературе, путеводителях, энциклопедиях, атласах, картах. Например, *Kreml* вместо *the Kremlin*, *Borovitskaya Bashnya* вместо *the Borovitskaya Tower*. То же относится и к написанию имён (*Alexandr* вместо *Alexander*).

Приступая к ответам на вопросы первого упражнения, рекомендуется попросить учащихся внимательно изучить предлагаемую карту, сопоставить информацию, расположенную на ней, с известными фактами о России. Ученикам следует помочь с произношением некоторых географических имён. В частности, название великой русской реки Лены (*the Lena*) произносится ['leɪnə] или ['ljɛnə], что вряд ли может быть известно школьникам. Заметим, что ответы на вопросы 13—17 следует попросить учащихся подготовить дома, полистав энциклопедии, учебники по истории, а также вспомнив соответствующие уроки УМК-IV (Lessons 51—53).

Необходимо помнить, что ключи к подобным заданиям в целом не должны толковаться учителем как нечто абсолютно заданное. Они представляют собой лишь возможные варианты вопросов, ответов и т. д. Скорее всего, предложения учащихся будут отличаться от предлагаемых образцов.

Очевидно, потребуется помощь учителя и при выполнении упражнения 2, где схема иллюстрирует существующие институты власти в нашей стране. Перед тем как выполнять это упражнение, следует по-русски напомнить учащимся структуру ветвей власти в России, можно даже провести сопоставление с Англией и США. При этом можно обратить внимание учащихся на синонимичные единицы *aides* и *helpers*, первое из которых явно имеет формальную окраску.

При выполнении упражнения 6 задача учеников сводится к придумыванию возможных вопросов, ответами на которые являются параграфы текста. По замыслу авторов, отработку чтения и дальнейшее обсуждение данное упражнение не предполагает.

В первом блоке учащиеся встретятся с новым видом чтения Reading for Information (упр. 8). Работа с упражнениями данного раздела проводится в классе, без предварительной подготовки дома. Перед началом выполнения задания учителю рекомендуется обратить особое внимание учеников на предтекстовую задачу. Цель — уловить не только содержание театральной программы, но вычленив для себя содержание каждой части. Понимание текста в целом проверяется здесь и в дальнейшем заданиями типа Say ‘true’ or ‘false’, Choose the right word и т. п. Детальность понимания текста, как правило, проверяется с помощью вопросов и заданий, в которых учащимся предлагается найти в тексте эквиваленты определённых слов и словосочетаний. При выполнении подобных заданий очень важно научить школьников абстрагироваться от незнакомых слов, получать информацию из текста, не переводя его мысленно слово за словом, а, напротив, пытаться увидеть сначала общую идею (skimming), а затем конкретную информацию по тем или иным вопросам (scanning). Учителю рекомендуется просить учеников читать текст один раз про себя для извлечения самой общей информации, например, чему посвящён текст, а затем после прочтения текста ещё несколько раз обратиться к деталям текста.

Необходимо обращать внимание на подсказки в виде интернациональных слов, которые звучат одинаково в разных языках, или слов, значение которых можно понять по уже знакомым учащимся однокоренным словам. В следующих блоках этому посвящены специальные послетекстовые упражнения.

Определённую трудность у учащихся может вызвать вопрос, предлагаемый до прослушивания диалога (упр. 20), “What country does Alice come from?”. Правильно ответить на него учащиеся смогут, если учитель заранее подведёт их к ответу установками типа “Pay attention to what Alice says about visiting the Tower” или “How can you comment on Alice’s phrase ‘It’s surprising how little one knows of one’s own country. You won’t believe I’d never been to the Tower of London before’”.

Упражнение 25 первого блока позволяет напомнить ученикам, как оформлять текст на почтовых открытках, писать адрес в том виде, как это принято за рубежом. Желательно сопоставить эти факты с тем, что характерно для России.

Школьников может заинтересовать упражнение 28 (проектная работа), в котором учеников просят сделать дневник группы на англий-

ском языке с информацией о каждом из учащихся, фотографиями и рисунками, оформив его своими руками. Дневник следует сохранить до конца учебного года и закончить его заполнение на одном из последних занятий.

Раздел **Miscellaneous** впервые появляется в УМК-VII. Это факультативная часть учебного блока. Учитель может обращаться к материалам этого раздела в любое удобное для него время. Заметим, что задания этого раздела могут помочь оживить уроки, сделать их разнообразнее. Именно в этом разделе учитель найдёт стихи и песни, шутки и интересную информацию, английские идиомы и т. п. Так, в первом блоке ученикам предлагается опознать московские памятники, прочитать о нескольких интересных фактах, связанных с историей России, выучить песню «Подмосковные вечера» на английском языке. В учебнике даётся название песни на английском языке *Moscow Suburb Nights* (это единственный известный авторам опубликованный перевод данной популярной песни). Однако лексическая единица *suburb*, хотя имеет перевод *пригородный*, в словаре Macmillan English Dictionary (2012) объясняется следующим образом: *suburb* — an area or town near a large city but away from its centre where there are many houses especially for middle-class people, что вряд ли справедливо по отношению к Подмосковию. Поэтому учащимся следует объяснить, что слово *suburb* в тексте перевода песни весьма условно и существует, скорее, как дань традиции.

Unit 2 (Periods 11—29)

Ведущей учебной ситуацией второго блока является тема “*English — a Language of the World*”. Она введена в УМК-VII по многочисленным пожеланиям практикующих учителей. Логично, что вокруг неё группируется вокабуляр, уже в большей степени известный учащимся. Эта учебная ситуация позволяет немного остановиться на истории английского языка, его значении в современном мире, а также сопоставить его особенности в странах, в которых он используется либо как родной, либо как язык общения. А это, в свою очередь, даёт возможность учителю сделать акцент на географических названиях (упр. 3). Заметим, однако, что большинство стран, предлагаемых учащимся для ознакомления, введены в канву учебника лишь для пассивного овладения лексикой и закрепления навыка чтения транскрипций.

Материал для повторения второго учебного блока строится на базе группы **неопределённых** и **продолженных времён** (прошедшего, настоящего и будущего). Все три времени каждой группы даются в со-

поставлении. Учителю предлагается либо самому ввести уточнения в употребление данных грамматических времён, либо попросить учащихся внимательно прочитать грамматический справочник учебника (с. 324). Упражнение 6 второго блока и аналогичные задания последующих блоков позволяют повторить теоретический материал ещё раз и проверить, насколько хорошо он усвоен.

Вторым важным грамматическим явлением на повторение является **сложное дополнение**. Информация о нём была введена и закреплена в VI классе. Однако, как хорошо известно преподавателям английского языка, этот феномен, отсутствующий в грамматической системе русского языка, оказывается весьма сложным для русскоговорящих учащихся. Преподавателю будет нелишне ещё раз структурно очертить это явление, показав возможность следования различных глагольных форм за разными глаголами. Повторяя группу глаголов физического восприятия (*feel, hear, etc.*), следует обратить внимание учащихся на то, что после них может следовать либо **первое причастие**, либо **инфинитив** без частицы *to* только в том случае, если глаголы обозначают непосредственно физическое действие. *Ср.:* I feel him touch my hand. I hear her speaking. Однако в переносном значении эти глаголы обозначают нечто иное и в рассматриваемой конструкции не употребляются. *Ср.:* I hear he arrived in Moscow ten days ago. I feel that you are right. Упражнения на отработку этого материала представлены в рабочей тетради. Учитель может показать учащимся различие между конструкциями с первым причастием и с инфинитивом без частицы *to*. *Ср.:* I saw him opening the door и I saw him open the door. Хотя в учебнике это различие пока не рассматривается, в продвинутых в изучении языка классах можно объяснить, что в первом случае говорящему важно подчеркнуть, что действие не завершено, а находится в процессе. Тогда первое причастие английского глагола (в нашем примере *opening*) переводится на русский язык глаголом несовершенного вида (*Я видел, как он открывал дверь*). Другие примеры: We saw her dancing. — Мы видели, как она танцевала. They heard Nina singing. — Они слышали, как Нина пела. В предложении же, где в состав сложного дополнения входит инфинитив глагола без частицы *to*, говорящему важно подчеркнуть, что действие закончено, завершено. На русский язык эта часть предложений переводится с помощью глагола совершенного вида (*Я видел, как / что он открыл дверь*). Поэтому в предложениях, где перечисляются несколько последовательных действий, возможны только структуры с инфинитивом: I noticed the children get up and leave the room. We watched the birds rise into the air and disappear in the sky.

Во втором учебном блоке, как и во всех последующих, предлагаются задания на раскрытие скобок с использованием различных глагольных форм. Подобные задания представляются авторам крайне важными, так как позволяют лучше увидеть и понять систему форм английского глагола. Ключи к заданиям дают самые вероятные, а в большинстве случаев и единственные варианты ответов. Однако в редких случаях возможно использование и других глагольных форм.

В данном уроке учащиеся встретятся с новым материалом в разделе **New Language**. Структурно он подразделяется на две части (секции): **Grammar Section** и **Vocabulary Section**.

В грамматической части происходит обобщение предшествующих знаний семиклассников относительно категории «**имя существительное**». При этом учащимся самим предлагается провести сопоставление данных, приводимых в таблице (упр. 25). Опора на знания родного языка поможет ученикам понять и усвоить логику существующей классификации, а упражнение 26 — произвести соответствующую тренировку.

С формами образования множественного числа исчисляемых существительных школьники начинают знакомиться с самых первых УМК (2—3 классы). К шестому году обучения ими уже накоплены достаточно глубокие знания в этой области. Упражнения 27, 28 дадут возможность вспомнить основные правила образования множественного числа, уже известные учащимся. Особой отработки в этом плане требуют имена существительные, оканчивающиеся на **-o**. Отдельные слова этой категории уже знакомы семиклассникам (*potatoes, pianos*). Учебник же делает попытку систематизировать правописание подобных слов, а также освежить в памяти учащихся случаи нерегулярного образования множественного числа (упр. 29).

Особо следует оговорить с учениками употребление имени существительного *фрукты* — **fruit / fruits**. В отличие от русского исчисляемого английское слово принимает форму множественного числа только в том случае, когда речь идёт о разнообразных фруктах, различных их видах (груши, яблоки, цитрусовые и т. д.). Практически только в этом случае возможна форма **fruits**, которая сочетается с глаголом во множественном числе (*fruits are / have*) и уточняющим словом **many**. Во всех остальных случаях в английском языке имя существительное **fruit** функционирует как неисчисляемое, согласуется с глаголом в единственном числе (*fruit is / has*), не используется с неопределённым артиклем и может употребляться с уточнением **much**.
Ср.: There is much fruit on the table. — *На столе много фруктов.*
I like different fruit. — *Я люблю разные фрукты.*

В этом же разделе даётся общая таблица основных случаев употребления определённого и неопределённого артикля. Прежде чем приступить учащиеся выполнить упражнение 34 В, рекомендуется ввести понятие «нулевой артикль», а также предложить ознакомиться с соответствующим разделом грамматического справочника (с. 318).

Секция **Vocabulary Section** открывается рубрикой **Social English**, которая также является нововведением в учебнике для VII класса и нацелена на знакомство учащихся с часто употребляемыми разговорными формулами. Учителю рекомендуется не ограничиваться лишь теми немногими заданиями данной рубрики, которые есть в учебнике и рабочей тетради, а возвращаться к этому материалу в процессе учебного года как можно чаще, добиваясь того, чтобы он вошёл в активный словарь учеников.

Во втором учебном блоке встречается целый ряд устойчивых словосочетаний с глаголом *do*, которые отражают широту его семантики. Обратите внимание учащихся на такие сочетания, как *to do a test* (упр. 4, с. 26; упр. 16, с. 31), *to do sports* (упр. 4, с. 6), а также напомните уже известные им выражения *to do a city (a museum)*, *to do homework* и др. Подробнее этот материал даётся в блоке 8 на с. 260 при сопоставлении глаголов *do* и *make*, хотя уже с самых первых уроков полезно обращать внимание учащихся на использование глагола *do* в устойчивых словосочетаниях, объяснив им, что благодаря своей многозначности этот глагол может заменять более узкие по значению глаголы: *to write a test — to do a test*, *to clean a room — to do a room*, *to learn a subject — to do a subject*, *to arrange one's hair — to do one's hair* и др.

Ряд заданий учебника в таблицах **Read and compare!** (с. 47) построены по образцу словарных дефиниций, прочитав которые, учащиеся могут сопоставить значения сравниваемых слов. Такие задания очень полезны для развития навыка самостоятельной работы, в частности работы с одноязычным словарём. Работая над упражнением 45 и проверяя его по ключам, следует обратить внимание на предложение 4. В наше время появилась тенденция чередовать местоимения *everybody* и *everyone* не столько с местоимениями 3-го лица единственного числа *he (she)*, сколько с местоимением 3-го лица множественного числа *they*. Ср.: **Everybody** likes it, don't **they**? **Everyone** who comes to Moscow gets **their** idea of the city. **Everybody** who works with children puts **their** hearts into them.

Работу над техникой чтения следует продолжать и на среднем этапе обучения языку. В этом и последующих блоках тексты раздела **Reading for Discussion** (например, упр. 47 и др.) снабжены аудиоза-

писями. Записан может быть весь текст целиком или его отрывок. Аудиозапись помогает добиваться беглости и выразительности чтения. Практически все тексты этого раздела имеют фабульный характер. Включение литературных произведений и отрывков из них как репрезентантов культурного фонда страны изучаемого языка является одним из актуальных требований к учебникам нового поколения, выдвигаемых современной методической наукой России, несмотря на то, что большинство западных учебников и пособий практически не содержат подобных текстов.

В подразделе **Discussing the Topic** второго и почти каждого из последующих блоков приводятся списки слов и словосочетаний, владение которыми помогает говорить на заданную тему. Хотелось бы рекомендовать учителю добиться усвоения учащимися этой лексики и использования её в речи как можно шире. Разветвлённая сеть упражнений на закрепление этой лексики предлагается в рабочей тетради.

Задания типа *Test your spelling* (упр. 69 и др.) введены в учебник для совершенствования у учащихся навыков письма, в частности орфографии. Некоторую трудность представляет понимание текста на слух, поэтому при необходимости учитель может дать учащимся возможность прослушать аудиозапись несколько раз. Диктант можно предложить ученикам для самопроверки.

Тексты, предлагаемые на аудирование (упр. 52), зачастую содержат несколько новых слов. Предполагается, что к шестому году обучения языку у учащихся достаточно развиты языковая догадка и филологическое чутьё. Первое прослушивание целесообразно осуществлять, дав задание понять текст целиком и найти ответ на один вопрос достаточно общего плана. Перед вторым прослушиванием следует указать на новые слова и лишь затем приступить к выполнению заданий, завершающих работу по аудированию.

Unit 3 (Periods 33—52)

Ведущей учебной ситуацией данного урока является “*Me and My World*”. Большинство упражнений данного урока лично ориентированы на учащихся (упр. 1, 2, 3, 4). Возможно, при выполнении упражнения 2 учителю будет не лишним повторить с учащимися общие правила образования вопросов — тему, которая является источником многочисленных ошибок даже в студенческой аудитории. Особо стоит остановиться на тренировке мини-диалогов, модель которых предлагается в упражнении 3. Здесь ещё раз необходимо напомнить семиклассникам, что глагол *like* требует после себя **прямого дополне-**

ния (*it*) в конструкциях типа **I like it, when ...**, а после глагола *enjoy* и оборота *feel / don't feel like* требуется употребление **герундия**.

Раздел повторения третьего учебного блока в области грамматики затрагивает **группу перфектных времён**. Здесь следует порекомендовать ученикам обратиться к справочному разделу в конце учебника. Учителю же стоит при повторении проводить сопоставление перфектных времён, обращая внимание учащихся на уже известные им факты. Во-первых, в большинстве случаев глаголы в *present perfect* и *past perfect* переводятся на русский язык глаголами в прошедшем времени. Исключение составляет *present perfect durative* в предложениях типа *I have known him since 1998*. — *Я знаю его с 1998*. *They have lived here all their life*. — *Они живут здесь всю жизнь*. Однако для *present perfect* характерна связь с настоящим: *Nick has broken the cup*. — *Ник разбил чашку*. (Чашка разбита.) В то время как глаголы в *past perfect*, чаще всего указывая на завершенность действия в прошлом, подчёркивают, к какому моменту оно завершилось (**by 5 o'clock, before Mother came**), а также предшествование одного действия другому: *When Nick arrived, his friends had already left*. Здесь же следует оговорить и то, что предложения в *past indefinite* (когда есть указание на время совершения действия в прошлом — **yesterday, the other day, in 1999** и т. д.) также переводятся на русский язык прошедшим временем.

Предлагаемые в учебнике тренировочные упражнения 7, 8, 9, 10, 11, а также упражнения из рабочей тетради помогут учащимся научиться правильно употреблять соответствующие времена глаголов в речи.

Перед тем как выполнять упражнение 11, классу следует напомнить основные правила согласования времён, а также те случаи, когда ими можно пренебречь: а) указание на реально существующий факт действительности; б) точное время в прошлом. *Ср.*: *He said the earth is round. I thought they came to London in 1998*. Здесь же следует сказать о том, что, передавая чьё-то высказывание в косвенной речи, следует разнообразить глаголы в главном предложении, не пользоваться лишь одним из них, хорошо известным учащимся глаголом *to say*. Полезно будет заранее приготовить для учащихся список глаголов-заменителей, таких как *to ask, to answer, to reply, to add, to mention, to think, to agree, to advise, etc.*

В разделе **Revision** учащимся предлагается ряд заданий на повторение нового вокабуляра учебного блока 2 (упр. 12). Большое количество упражнений для тренировки в употреблении этих слов помещено в рабочую тетрадь.

Упражнение 13 по своей структуре уже знакомо учащимся по учебнику предыдущего УМК-VI. Это весьма важное задание для филологического развития школьников. Упражнения этого типа позволяют устанавливать словообразовательные связи между словами, самостоятельно выявлять значения, казалось бы, незнакомых слов, которые после анализа контекста оказываются семантически прозрачными. В определённой степени, повторяя уже знакомый материал, упражнения этого типа позволяют избежать возможных сложностей при понимании текстов для чтения, которые встречаются в разделе **Reading for Discussion**.

Выполняя это упражнение, пытливые учащиеся могут обнаружить, что от имени существительного *wood* можно также образовать прилагательное *wooded*, которое имеет значение, практически совпадающее со значением прилагательного *woody*. *Ср.:* *woody — a woody area has many trees; wooded — filled with trees* (Macmillan English Dictionary, 2012); *a woody / wooded alley*.

Новый грамматический материал урока прежде всего касается введения незнакомого семиклассникам перфектного времени — **future perfect**. Обращая внимание на то, что **by**-фраза является своеобразным маркером этого времени в речи, учителю следует объяснить, что употребляется оно лишь в том случае, когда важно подчеркнуть, что какое-либо действие будет завершено к определённом моменту в будущем. В реальной жизни необходимость в подобных высказываниях возникает достаточно редко. Следовательно, требовать от учащихся продуктивного построения подобных высказываний вряд ли стоит. Эта весьма специфическая форма реализуется в достаточно ограниченном количестве контекстов.

В третьем учебном блоке вводится важный грамматический материал — правила употребления **определённого артикля**. Известно, что данная тема всегда была и остаётся одной из самых сложных для русскоязычных учащихся, не знакомых с использованием артикля, так как в родном языке артикль не употребляется. Нелишне напомнить ученикам, что определённый артикль происходит от указательного местоимения **that**, а потому данное местоимение, поставленное в позицию артикля (*that самый*, равно как и местоимение **this** — *этот самый*), может служить указанием на необходимость использования определённого артикля. В блоке приводятся шесть типичных случаев, иллюстрирующих правила его употребления. Может быть, самый трудный из них тот, в котором определённый артикль является ситуативно обусловленным. Для объяснения учитель может использовать любое количество предложений на русском языке, обсуждая с учениками,

в каких случаях им необходимо использовать определённый артикль. Например, во фразе *Закройте дверь, пожалуйста* перед словом *дверь* на английском языке должен был бы стоять артикль **the**, так как из контекста понятно, что речь идёт об определённой конкретной двери. Кроме того, учитель мог бы помочь ученикам запомнить фразы, являющиеся лимитирующими определениями, а также существительные, обозначающие уникальные явления. Их желательно знать наизусть, чтобы не ошибаться в использовании артикля. В случае, когда существительное является наименованием целого класса предметов, используется как определённый, так и неопределённый артикль, поэтому данное правило менее важно, чем все другие.

Особого внимания требует специально выделенная группа существительных *school, college, hospital, bed, prison, church, space, university, work*. Данные слова могут употребляться как с нулевым, так и с неопределённым / определённым артиклем. Это зависит от того, какое значение реализует одно из этих существительных, что оно обозначает. Пояснить эти различия можно на примере переводов словосочетаний, включённых в соответствующие таблицы 1. **Zero Article** и **2. The / A (An)** (упр. 25). Так, единица **bed** в словосочетаниях а) *to go to bed*, б) *to be in bed* вовсе не означает предмет мебели, а, будучи употреблённой подобным образом, описывает некую деятельность: а) *ложиться спать*, б) *находиться в постели* (при этом *постель* реально может выступать в виде дивана, софы, раскладушки и просто матраса на полу). Соответственно *to go to prison / to be in prison* — *сесть в тюрьму / быть заключённым*; *to go to hospital / to be in hospital* — *лечь в больницу / лежать в больнице, находиться в ней в качестве пациента*; *to go to church / to be in church* — *пойти в храм помолиться Богу / находиться в храме*; *to go to university / to be at university (college), school* — *поступить в университет / учиться в университете (колледже), школе* и т. д. В тех же случаях, когда говорящий имеет в виду конкретное здание, предмет мебели и т. д., возможно использование артиклей **a / the** в зависимости от ситуации. Ср.: *Tom is at the church (в конкретной церкви)*. *Nancy works in a hospital (в одной из больниц)*. Учителю рекомендуется обратить особое внимание своих учеников на различие оборотов *to watch television* и *to watch the telly*, а также *to listen to the radio*, *to hear on the radio*. Это различие чисто условное и предполагает традиционное употребление. Подобные словосочетания следует запомнить.

Рубрика **Social English** этого учебного блока предлагает учащимся вариативные способы высказывания собственного мнения (упр. 28). Значимость использования подобных клише в речи трудно переоценить.

Для большинства жителей Великобритании при построении предложений характерно отсутствие категоричности утверждений. Высказывая то или иное суждение, англоговорящие люди пользуются вводными фразами типа **I think, In my opinion.** Этим они подчёркивают, что высказанная точка зрения — это их личное мнение, они как бы не претендуют на роль истины в последней инстанции. Другим, весьма важным культурологическим моментом, заслуживающим упоминания, является тот факт, что, хотя своё высказывание несогласия можно осуществить как более мягко, так и более категорично (упр. 28 В), последнее не характерно для носителей англоязычной культуры. Стоит показать учащимся, что, выразив несогласие, обычно говорящий старается пояснить его причины, при этом не обижая собеседника.

При введении новой лексики особо следует оговорить случаи использования слова **light** в современном английском языке, напомнив учащимся, что по конверсии образованы единицы **light (adj)** и **light (v)**, что прилагательное полисеманлично, что, реализуя различные значения, имя существительное может быть как исчисляемым, так и неисчисляемым.

Данный урок даёт возможность вспомнить нормативные случаи образования наречий. Неплохо, сопоставив пары новых слов **cheerful / cheerfully; regretful / regretfully; firm / firmly**, предложить учащимся сформулировать это правило, дать свои собственные примеры для его иллюстрации. Также неплохо сказать о том, что для английского языка длинные слова не характерны, а потому сочетание **with regret** употребляется в речи чаще, нежели **regretfully**. Стоит также оговорить фонетическое различие прилагательного **close** [kləʊs] и глагола **to close** [kləʊz].

Проводя сопоставление единиц в таблицах **Read and compare!** и сравнивая слова **home** и **house**, следует подчеркнуть, что **home** — это место, где тебя любят и ждут, где ты член сообщества, где твой «очаг», а **house** — это здание, строение в отличие от дворца, хижины, коттеджа и т. д. При сравнении же единиц **to go to sleep** и **to fall asleep**, обе переводятся на русский язык одинаково — *заснуть*, следует отметить, что второе сочетание подчёркивает действие непреднамеренное (человек засыпает потому, что ему хочется спать), единица же **go to sleep** описывает действие, которое происходит по намерению говорящего или иного лица. Невозможно передать просьбу «Засынай!» при помощи сочетания **fall asleep**. В этом случае допустима лишь фраза “Go to sleep!”.

При выполнении упражнения 44 учителю следует напомнить своим ученикам, что в английском языке, когда *to feel, to look, to sound, to smell, to taste, to seem* функционируют как глаголы-связки, после

них возможно использование только прилагательного (to feel bad, to look strange, to sound loud, to smell sweet, etc.), хотя на русский язык эти конструкции переводятся глаголом и уточняющим его наречием (*чувствовать плохо, выглядеть странно, звучать громко, пахнуть сладко* и т. д.). Данные явления знакомы учащимся с пятого класса, однако интерференция родного языка весьма значительна и повторение особенностей функционирования подобных глаголов не будет лишним.

В третьем учебном блоке в текстах для чтения авторы впервые прибегают к помощи рисунков для объяснения смысла некоторых слов. Это вызвано желанием не загромождать словарь лексикой, не требующей специальных объяснений и тренировки, а также стремлением оживить подачу текста в учебнике.

В упражнении 46 третьего блока и упражнении 45 восьмого блока в текстах писателя Роальда Даля встречаются американские слова *diaper* и *gasoline*, не характерные для британского варианта английского языка, где употребляются слова *nappy* и *petrol* соответственно. Такое употребление характерно для писателя, родившегося в Великобритании, но проведшего большую часть своей жизни в США. Поэтому, хотя в текстах речь идёт о Великобритании, автор употребляет эти и другие так называемые американизмы. Авторы не сочли необходимым заменить авторские слова их британскими эквивалентами. Однако наличие таких слов в тексте даёт учителю возможность вернуться к разговору о британском и американском вариантах английского языка и, в частности, о расхождениях в их лексическом составе. Примеры тому многочисленны и широко известны: *sidewalk — pavement, pantyhose — tights, cellphone — mobile, stove — cooker, garbage can — dustbin, candy — sweet, windshield — windscreen* и многие другие.

Работая над лексикой подраздела **Discussing the Topic**, учащиеся встретятся со словами, позволяющими дать наименование (описание) родственникам. Большая часть этой лексики учащимся знакома. Новые единицы касаются только «родственников по закону» (**in-laws**). Эти слова легко укладываются в логическую схему («мать по закону» — тёща / свекровь, «отец по закону» — тесть / свёкор, т. е. родные, появляющиеся у человека после оформления законного брака) и трудности у учащихся вызвать не должны. А вот перевод группы этих слов на русский язык, возможно, вызовет определённые сложности, снять которые поможет упражнение 57. Особо надо привлечь внимание учащихся к орфографии этих существительных (они все пишутся через дефис), а также к образованию ими множественного числа. Например: *невестки — sisters-in-law*.

Характеризуя возраст людей и вводя новую лексику этого подраздела, учителю необходимо подчеркнуть, что англичане крайне редко

применяют прилагательное *old* при описании людей, особенно женщин. Значительно чаще в их речи звучат единицы *advanced in years*, *elderly*, *getting on in years*.

Особой отработки потребуют структуры “What is he like?” (*Что он за человек? Каков он по своим внутренним качествам?*) и “What does he look like?” (*Как он выглядит?*), первая из которых подразумевает характеристику внутреннего мира человека, его поведенческие черты (*добрый, злой, знающий, внимательный, рассеянный, безразличный, приятный / неприятный* и т. д. — вот возможные ответы на первый вопрос). Второй касается только *внешности, лица*. Заметим, что в английском языке перевод вопроса «*Как он выглядит?*» может также звучать как “How does he look?”. Однако этот вопрос можно задать, интересуясь внешним видом уже знакомого лица, которого вы, например, давно не видели. Уместен этот вопрос относительно человека, перенёсшего заболевание или изменившего свой образ жизни. *Ср.:* — What does she look like? — She is a tall fair-haired girl. — How does Nelly look after she has started keeping to a diet? — Oh, she is pale but getting quite slim.

Упражнение 68 предназначено для выполнения дома. Однако прежде чем задать это упражнение на дом, учителю стоит ещё раз напомнить учащимся, что, хотя в английском языке существуют маркеры, особые слова, характерные для того или иного времени (например, **usually, often, always** — present simple; **never, ever, just** — present perfect; **now** — present continuous), они тем не менее могут использоваться в предложениях, где глагол стоит в ином времени. *Ср.:* I have **never** eaten mango. I **never** eat early in the morning. Хотя наречия неопределённого времени **just** и **just now** как бы чётко привязаны к определённым временным группам (**just** — present perfect; **just now** — past simple), они оба могут переводиться на русский язык сочетанием *только что*, однако во втором случае более уместен аналог *минуту назад*, указывающий на достаточно точное время в прошлом, а потому ассоциирующийся с past simple и являющийся типичным маркером этого времени.

Unit 4 (Periods 56—75)

Основная учебная ситуация блока “*It Takes Many Kinds to Make the World*” — разговор о человеке, о том, что придаёт ему индивидуальность, и о том, что различие между людьми не может быть препятствием к их взаимопониманию. У учителя есть хорошая возможность попутно повторить такие темы, как «Характер и внешность человека», «Наши привычки и пристрастия». Данная учебная ситуация даёт возможность активизировать речевые навыки учащихся. Большая часть

урока построена на отрывках из сочинений британских школьников. Эти отрывки представляют собой интересный языковой материал. Можно рекомендовать учителю помочь ученикам заучить как можно больше слов и словосочетаний и использовать их в собственной речи.

Начиная работать над учебной ситуацией, учителю рекомендуется привлечь внимание учащихся к одному из ключевых слов — **behaviour**, которое в американском варианте английского языка имеет иное написание **behavior**. Не делая акцент на данном факте, следует упомянуть эту характерную для орфографии двух вариантов языка деталь. (Ср.: colour — color.) Можно сказать, что по этой характерной черте достаточно легко установить авторство (англичанин / американец) того или иного произведения.

Особое внимание в блоке уделяется работе с прилагательными. Например, стоит остановиться на том факте, что оттенки цветовой гаммы весьма часто передаются в английском языке сложными прилагательными, в построении которых участвуют слова, называющие предмет, для которого характерен типичный цвет — *снег, уголь, лимон* и т. д. Ср.: **snow white, coal black, lemon yellow** (as white as snow, as black as coal, as yellow as lemon). Иногда подобные сравнения в свёрнутом виде могут содержать названия животных, птиц — **dove white, mouse grey, turtle brown**. Написание данных прилагательных в современном английском языке вариативно. Встречается слитное, раздельное и дефисное написание.

В упражнении 4 вводятся прилагательные, весьма необходимые для описания размера, формы, веса предмета. Такая лексика позволяет учителю организовать интересные формы работы, например игры, в которых учащиеся угадывают, о каком предмете идёт речь с помощью его описания. Излишне говорить, как важно снабдить учеников знанием прилагательных, которые сделают их речь более точной и красочной. Согласно научным исследованиям, для английского языка в большей степени, чем для русского, характерно распространение предложения признаковой лексикой, в частности прилагательными.

В упражнении 12 даются правила образования степеней сравнения прилагательных. В данном задании сведены вместе все возможные случаи образования степеней сравнения в двусложных словах с помощью суффиксов. В подобном виде этот материал не встречался ученикам прежде. Новыми также будут правила использования суффиксов в двусложных словах с ударением на последнем слоге и трёхсложных словах с приставкой **un-**. На этом следовало бы сделать акцент.

При выполнении упражнения 15 (пункт 7) учащимся придётся выяснить, кто из них живёт дальше всех от школы, а кто ближе всех.

Учителю следует обратить внимание учеников на различие предлогов, которые в данном контексте обычно используются в английском языке. *Ср.:* to be the farthest **from** school; to be the closest **to** school.

Также определённого комментария со стороны учителя заслуживает различие между русскими и английскими структурами, например: *руки в мелу* — hands covered in chalk dust; *руки в чернилах* — hands covered in ink.

С ними учащиеся столкнутся в таблице **Read and compare!**, которая иллюстрирует употребление глагольных форм в новом для семиклассников времени present perfect continuous.

Глагольные формы present perfect continuous используются для обозначения действия, которое протекало в течение определённого времени в прошлом и имеет физически выраженный результат в настоящем. Это правило также является новым шагом в овладении учащимися системой глагольных форм английского языка, а потому требует особого внимания со стороны учителя. Не менее важно объяснить ученикам различие между формами present perfect continuous и present perfect, первая из которых говорит о процессе, а вторая — о результате.

Упражнение 23 раздела **Reading for Information** приводит текст биографического характера об английском писателе Алане Александре Милне. Хотя текст предназначен для обучения просмотровому и поисковому чтению и развития языковой догадки, учитель может использовать его в качестве образца для устного или письменного рассказа о других людях, в частности для составления биографий самих учащихся. Работа с текстом также может стимулировать беседу о том, например, когда семиклассники впервые познакомились с произведениями этого писателя и что о них думают и т. п. Будет уместно во время работы над этим уроком вовлечь ребят в проектную работу «Герои А. Милна», попросив их, например, собрать различную информацию об авторе, его героях, приготовить свои иллюстрации и т. д.

Работая над новым грамматическим временем past perfect continuous, вводимым в разделе **New Language**, рекомендуется провести аналогию с present perfect continuous, уже известным учащимся, подчеркнув, что новое время употребляется тогда, когда конкретное действие продолжалось в прошлом некоторое время до какого-то определённого срока. Этот момент может быть выражен в предложении либо лексически (например, с помощью указателя **by 3 o'clock**), либо придаточным предложением (например, **when we arrived**). Данное грамматическое время не является часто употребляемым в современном английском языке. Оно используется в достаточно ограниченных ситуациях. Учащиеся должны уметь вычленять это время из текста, правильно его

интерпретировать, использовать в случае необходимости (скорее, на письме). Однако в речи в большинстве случаев возможно обойтись без него, а потому учителю вряд ли стоит тратить большие усилия на его объяснение и закрепление.

Ряд упражнений урока (29, 30, 33 и др.) посвящён супплетивным формам степеней сравнения некоторых прилагательных (**last / latest, older / elder, farther / further, nearest / next**). Этот материал достаточно сложен для понимания, а потому может потребовать дополнительной тренировки и возвращения к нему через некоторое время. Упражнения на отработку этих явлений учитель может найти в рабочей тетради или составить самостоятельно по образцу заданий учебника. Важно, чтобы учащиеся поняли различие в значении и употреблении супплетивных форм и научились их правильно использовать.

Выполняя упражнение 29, в предложении 5 учащиеся сталкиваются с выражением **as for me** (*по-моему, с моей точки зрения*). В английском языке существует целый ряд выражений со сходным значением: *in my view, in my opinion, as I see it, to my mind, I think, I suppose, I guess* и др. К сожалению, зачастую учитель выбирает для своих учеников только одно из них, которое они бесконечно повторяют в речи, что делает её менее богатой и разнообразной. Кроме того, выбор одного из этих лексических средств тоже не всегда бывает удачным и равноценным. Например, словосочетания *as I see it* и *to my mind* обозначены в словаре как разговорные, выражение *I guess* чаще употребляется в американском варианте английского языка, *as far as I am concerned* и *in my view* звучат несколько формально. Пожалуй, самыми распространёнными и нейтральными из всех можно считать словосочетания *I think* и *in my opinion*, которые и нужно учить в первую очередь.

В упражнении 37 учащиеся знакомятся с целым рядом устойчивых словосочетаний, в которых употребляется неопределённый артикль. Часть из них (**to have a swim, to have a talk** и др.) выражают единичность действия и в этом смысле противопоставлены глаголам, обозначающим это действие как таковое (*to swim, to talk* и др.). На этот факт также желательно обратить внимание учеников.

Рубрика **Social English** четвёртого блока знакомит учеников с различными возможностями говорящего при оформлении в речи вопросов и ответов. При этом можно ещё раз рассказать о нетипичности для английского языка прямых вопросов типа *Куда ты идёшь?*. Более характерной для англоговорящих людей будет фраза *Могу я узнать, куда ты идёшь?*. То же касается однозначных, односложных ответов, которыми грешат русскоязычные говорящие. Предлагаемые в учебнике клише весьма типичны для английского языка и стоят того, чтобы

возвращаться к ним несколько раз, например при необходимости напомнить об их употреблении при составлении диалогов.

В этом блоке школьники изучают фразовый глагол *to rush*. Его использование с послелогом **at** часто имеет негативную окраску, а сам фразовый глагол в этом значении может употребляться в отрицательной форме императива. Например: *Don't rush at your food! Don't rush at your work!* Рассматривая выражение *to rush to conclusions* (торопиться с выводами), можно предложить учащимся выражения *to come to conclusion* (прийти к выводу / заключению), *to jump to conclusions* (поторопиться с выводами).

Новая лексика четвёртого блока в большинстве своём не представляет трудности для учащихся. Специально следует предостеречь их от путаницы двух слов: имени существительного **weight** и соответствующего ему глагола **to weigh**, в написании которого отсутствует буква **t**. Рекомендуются также чётко провести дифференциацию двух синонимичных английских глаголов **to murmur** и **to mumble**, оба из которых могут переводиться на русский язык как *бормотать*. Однако первый используется, скорее, тогда, когда речь говорящего очень тихая и потому не слышна, второй же глагол употребляется в том случае, если нужно подчеркнуть, что говорящий произносит что-то невнятно, иногда специально для того, чтобы его не очень-то слышали.

В упражнении 47 отрабатываются слова, обозначающие различные виды говорения. Без владения этими словами речь учащихся была бы однообразной, что бывает особенно заметно при пересказах и других видах повествования. Поэтому следует чаще просить учеников заменять слова *say* и *answer* другими, подходящими к ситуации словами. Здесь же можно заострить внимание учеников на разнице в употреблении глаголов *to say* и *to tell*, напомнив им о необходимости наличия прямого дополнения после глагола *tell*.

В формулировке задания 47 В учащимся встретится незнакомое до сих пор слово *conversation* — разговор, беседа. Эта единица семантически эквивалентна известному для учащихся имени существительному *talk*, однако имеет совершенно иную стилистическую окраску. Если *talk* относится к разговорной лексике, то *conversation* стилистически маркируется иначе и относится к лексике формальной.

Unit 5 (Periods 79—80)

Так же как УМК-VI, данный учебник даёт учителю возможность особым образом построить свои уроки в конце второй четверти, перед новогодними каникулами. Учебник содержит материал для двух уро-

ков чтения и устной речи. Тематика уроков — Рождество, Новый год и всё, что связано с этими праздниками. Учителю можно было бы порекомендовать внести в эти уроки как можно больше праздничности, сделать их непохожими на обычные, стандартные занятия. Материал позволяет поговорить о рождественских и новогодних традициях (упр. 2, 3), прослушать и прочитать рождественское стихотворение А. Милна “*King John’s Christmas*” (упр. 5), а также разыграть его по ролям, устроив что-то вроде рождественской пантомимы.

Ученикам предлагается сделать своими руками новогодние украшения для классной комнаты (упр. 9). При этом желательно настроить учащихся на использование знаний английского языка при изготовлении этих украшений. Например, подсказать им идею подготовить новогоднюю газету, новогодние открытки учителям или одноклассникам, которые можно вывесить в кабинете в виде гирлянды, придумать всевозможные загадки, шарады в форме ёлочных украшений (проектная работа). Успех такой работы во многом зависит от изобретательности и творческого подхода учителя. Этим уроком завершается работа по английскому языку в первом полугодии.

II полугодие

Материал второго полугодия рассчитан на 85 учебных часов (periods). Предлагаемые для изучения учебные ситуации самые ёмкие: 1) “*The Pleasure of Reading*” (20 учебных часов), 2) “*Popular Arts*” (22 учебных часа), 3) “*Sport in Our Life*” (20 учебных часов), 4) “*Exploring the World*” (урок повторения, рассчитанный на 9 учебных часов). Завершается изучение каждой ситуации, как и в предыдущих четвертях, свободным уроком и соответствующими уроками домашнего чтения.

Unit 6 (Periods 81—101)

Этот учебный блок имеет своей целью освежить в памяти учащихся и в определённой степени обобщить их знания о мире книг, дать новые сведения об истории книгопечатания, различных авторах, жанрах. Естественно, что основой для изучения данного материала служат фоновые знания учащихся. К сожалению, в последние годы интерес к чтению значительно падает. Нынешнее поколение молодых людей предпочитает получать информацию по иным каналам. Очень хочется, чтобы разговор о радостях, которые испытывает человек читающий, вернул учащихся к этому столь важному и приятному занятию.

Разговор о книгах, литературе предполагает умение передавать прочитанное в достаточно логичной форме. Упражнения 3 и 4, в которых излагаются и отрабатываются приёмы техники повествования, помогут учащимся овладеть ими. Можно посоветовать учителю дать развёрнутый план какой-либо истории и расширить её теми средствами, которые предлагает учебник. Упражнения этого типа также находятся в рабочей тетради.

Блок 6 предлагает обобщающие данные по использованию неопределённого артикля (упр. 6). Занимаясь этим грамматическим материалом, учащиеся должны усвоить, что между употреблением неопределённого артикля и функцией существительного в предложении существует прямая зависимость. Если исчисляемое имя существительное употреблено как часть составного именного сказуемого (It is a table), то даже при повторном применении этой конструкции всё равно используется неопределённый артикль. (Ср.: It is a wooden table. It is a brown table. It is a very large table.) Функция подлежащего (после конструкции **there is / there was** — There is a table in the room) и функция прямого дополнения (Give me a pen.) также чаще всего указывают на необходимость использования неопределённого артикля. Некоторую помощь при правильном выборе артикля в той или иной ситуации могут оказать слова-заместители. Так, можно поставить неопределённые местоимения **every, any, some** на место предполагаемого артикля. Если подстановка семантически логична, это явное указание на необходимость использования **a / an**.

Особо следует оговорить употребление артиклей перед именами существительными в функции обстоятельства места. Из предыдущих блоков учащиеся уже знают, что в подобных случаях чаще всего используется определённый артикль: in **the** garden, on **the** table, under **the** bench. Однако если перед именем существительным стоит описательное определение, то чаще всего оно является указанием на использование **a / an**. Упражнения 7—10, а также некоторые задания из рабочей тетради помогут учащимся разобраться с функционированием одной из самых сложных категорий современного английского языка.

В этом же уроке учащимся предлагается обобщение и систематизация уже известных данных о возможностях выразить действие и состояние в будущем (с. 165—166). Фактически весь этот материал в той или иной степени уже известен учащимся. Учителю следует прокомментировать сводную таблицу и помочь семиклассникам усвоить вариативные возможности и определённые запреты на использование того или иного оборота. Обязательно обратить внимание уча-

щихся на объяснения, предлагаемые в грамматическом справочнике в конце учебника.

Текст “*The Printed Word*” (упр. 18) не только расширяет кругозор учащихся в области истории книгопечатания, но и даёт им представление о самых крупных библиотеках мира. Работая с этим материалом, учитель имеет широкие возможности для вариативного его использования.

Новый грамматический материал данного учебного блока касается более подробного изучения группы собирательных имён существительных. Думается, что учащимся будет интересен материал, представленный в упражнении 25, где им нужно найти аналоги в русском языке. Следует обратить внимание учащихся на тот факт, что подобные существительные могут сочетаться с глаголом как в единственном, так и во множественном числе. *Ср.*: A basketball **team** consists of five players. Our basketball **team are** very well-trained. В первом случае имеется в виду вся команда игроков как единое целое, во втором подчёркивается, что каждый игрок команды должным образом подготовлен. Учителю следует просто познакомить учащихся с этим фактом языка, который является только информацией к сведению.

В этом же уроке делается попытка показать учащимся, что одни и те же имена существительные могут выступать либо как исчисляемые, либо как неисчисляемые. Сводные таблицы **Read and compare!** на с. 176—177 учебника иллюстрируют это положение. В зависимости от того, к какой группе имён относится то или иное существительное, перед ним соответственно употребляется или не употребляется неопределённый артикль. Упражнения 27 и 28 помогут учащимся овладеть навыком этого употребления.

К новому грамматическому материалу также относится использование артиклей с именами существительными, обозначающими приём пищи / трапезу (упр. 29).

Новое время *future perfect continuous* вводится учащимся только лишь для ознакомления. Тренировочные упражнения на его использование в учебник не включаются, поскольку это грамматическое время достаточно редко встречается в речи и только в специальных конкретных случаях, специальных контекстах. Особого внимания, однако, заслуживает упражнение 31 с придаточными дополнительными (изъяснительными), когда после союзов **if** и **when** в придаточном возможно употребление *future simple* в отличие от похожих на них придаточных времени и условия, где употребление будущего времени невозможно. *Ср.*: I’m not sure if they **will come** on time. If they **come** on time, I’ll be surprised. Учащиеся не всегда легко справляются

с задачами дифференциации подобных случаев, а это ведёт к ошибкам в употреблении соответствующих времён. Чтобы избежать этих ошибок, нужно научить семиклассников задавать вопросы к подобным предложениям. Если придаточное предложение отвечает на вопрос *что?* (*сказал что? спросил что? думает что?*), то в этом случае употребляется форма будущего времени (*I don't know when he will come*). Если же предложение отвечает на вопросы *когда? / при каком условии?*, то употребляется соответствующая форма настоящего времени для выражения действия или состояния в будущем (**When he comes, I'll give you a call**). Здесь также не будет лишним напомнить учащимся правила использования запятой в придаточных времени и условия в английском языке. Запятая необходима лишь в том случае, если придаточное стоит в начале сложноподчинённого предложения. *Ср.: If he leaves at 5, he will arrive at 5.45, но He will arrive at 5.45 if he leaves at 5.*

При введении и закреплении новой лексики этого блока больших сложностей не предвидится. Однако обязательно надо показать учащимся различие в написании известного им глагола **to speak** и нового имени существительного **speech**, специально сделав акцент на фонетическом совпадении звука [i:] в обоих случаях и его разном отражении на письме.

Специального внимания также заслуживает имя существительное **contents**, которое переводится на русский язык как *содержание* и согласуется в английском языке с глаголом во множественном числе. Например: **The contents of the comedy were rather funny**. Здесь учителю нужно напомнить учащимся иные случаи подобных несоответствий в двух языках: *картофель (он) — potatoes (they); морковь (она) — carrots (they); виноград (он) — grapes (they); часы (они) — watch / clock (it); одежда (она) — clothes (they); полиция (она) — police (they)*.

Unit 7 (Periods 105—127)

Учебный блок посвящён общей теме *“Popular Arts”* и особенно двум связанным между собой темам *“Theatre”* и *“Cinema”*. Как и большинство предыдущих блоков, он начинается с беседы об искусстве, цель которой позволить ученикам вспомнить то, что они уже знают и могут сказать по этой теме (упр. 1, 4, 5).

В качестве повторения грамматического материала предлагается такая сложная тема, как **страдательный (пассивный) залог**. Задача блока — обобщить и закрепить знания и навыки учащихся в этой

области. Дополнительные задания для отработки этой темы можно найти в рабочей тетради. В разделе **New Language** тема пассивного залога развивается дальше: к уже известным глагольным формам добавляются продолженные и перфектные формы. Понятно, что они сложны для восприятия и употребления уже в силу громоздкости их структур. Поэтому учителю можно было бы посоветовать обратить внимание прежде всего на эту формальную сторону данного грамматического явления и попытаться добиться того, чтобы выстраивание подобных форм совершалось учениками автоматически.

Но не менее важна и смысловая сторона употребления этих конструкций. Полезно провести параллель с аналогичными формами активного залога и сопоставить между собой отдельные формы пассива. Например, затруднение может вызвать выбор необходимой формы пассивного залога в оппозиции **The house is built.** / **The house has been built.** В первом случае речь идёт о состоянии, положении дел на данный момент, во втором — о завершившемся действии, акте.

Наряду с общими положениями важно сказать о таких нюансах, как употребление глаголов с двумя дополнениями и глаголов с предлогами в пассивном залоге. Это важно, поскольку именно знание деталей обеспечивает чистоту речи на изучаемом языке.

Учебный блок насыщен сведениями лексико-грамматического характера, например информацией об употреблении предлогов **with** и **by** в отдельных значениях, также впервые обобщаются сведения об употреблении артикля с названиями времён года и частей суток. На освоение всего этого материала необходимо отвести достаточное количество времени.

Рубрика **Social English** позволяет выучить весьма необходимые для устного общения и незаменимые в диалоге клише, выражающие предложение, согласие или отказ. Учителю можно порекомендовать возвращаться к этим фразам как можно чаще, стимулируя их употребление в речи.

В подразделе **New Words to Learn** в упражнении 37 появляется новое для учащихся слово **handy** — *умелый*. В тексте сказки “*The Story of Merrymind*” (упр. 48) это прилагательное используется в следующем контексте: “He (Merrymind) was a handy boy and could mend the strings while watching his father’s sheep”. Именно такие контексты иллюстрируют это слово в упражнении 37, где учащимся предлагается догадаться о значении данной единицы. Однако в настоящее время данное прилагательное значительно чаще используется в значении «полезный» для описания различных объектов: **The book is handy for quick reference. It’s always handy to have a couple of spare batteries.**

The article gave lots of handy hints for decorating a small flat. (Более подробную информацию можно найти в словарях.)

В таблицах **Read and compare!** проводится сравнение глаголов **to repair / to mend, to throw / to drop** и прилагательных **golden / gold**. Во всех этих случаях слова очень близки по значению, поэтому внимание учащихся нужно обратить именно на то, что их различает: понятие *ремонттировать механизм* выражается только глаголом *repair*, значение *имеющий вид золота, золотистый* выражается почти всегда прилагательным *golden*, а глаголы *throw* и *drop* обозначают разные виды движения.

В упражнении 48 даётся текст для интенсивного чтения и обсуждения. Как и в третьем блоке, значения ряда конкретных понятий объясняются здесь с помощью картинок. Текст предоставляет возможности для самых разных видов устной работы: пересказа, драматизации, дискуссии. Столь же широкие возможности предоставляют и устные темы «Кино» и «Театр».

Unit 8 (Periods 131—151)

Учебная ситуация данного блока “*Sport in Our Life*”. Хотя эта тема и включает в себя большое количество новых для учащихся лексических единиц (названий видов спорта и спортивного оборудования), лексика эта не сложна в силу своей конкретности, однозначности и наличия в ней большого количества интернациональных слов.

Как и остальные блоки учебника, блок 8 указывает на ряд фактов языка, которые учащимся необходимо понять и запомнить. Так, например, сопоставление слов **unless** и **if** авторы полагают необходимым, так как структуры с ними могут употребляться не всегда правильно. Придаточные условные с **if** и **unless** описывают одну и ту же ситуацию с противоположных точек зрения. В первом случае после **if** глагол употребляется в отрицательной форме, а во втором случае — в утвердительной. Переводятся предложения на русский язык одинаково. *Ср.: If he doesn't come, I'll call you. — Если он не придёт, я позвоню тебе. Unless he comes, I'll call you. — Если он не придёт, я позвоню тебе.*

Очень важными представляются задания, связанные с использованием артиклей с географическими названиями. Упражнения 10, 11 дают учителю прекрасную возможность вернуться к этой сложной теме и напомнить учащимся, что ряд географических названий традиционно употребляется с **определённым артиклем** (*названия океанов, рек, озёр*

(если в названии нет слова *lake*), *гостиниц, театров, кинотеатров, музеев, большинства ресторанов, горных цепей и названия стран, состоящие из нескольких слов*), в то время как другие географические названия употребляются **без артикля** (*названия континентов, большинства стран, площадей, улиц, парков, горных вершин*) .

Рекомендуется также помочь учащимся заучить фразы с глаголами **to make** и **to do** (из таблицы **Read and compare!** на с. 260), что может представлять собой определённую трудность в силу их большого количества. Однако знание этих фраз крайне важно.

При выполнении упражнения 17 ученики должны осознавать не только различия между вышеупомянутыми глаголами (*What are you doing here? What are you making here?*), но и различия между именами существительными *housework* — *домашняя работа (работа по дому)* и *homework* — *домашняя работа (задания для учащихся на дом)*. Если учитель не уверен, что его ученикам известны эти различия, упомянуть о них следует перед выполнением упражнения.

Текст "*History of the Olympic Games*" (упр. 18), предназначенный преимущественно для обучения просмотровому и поисковому чтению, по желанию учителя может быть использован и для обучения речи, например в пересказе или беседе.

Раздел **New Language** включает в себя достаточно сложный грамматический материал — **сослагательное наклонение**. Учащимся при объяснении этого грамматического феномена следует пояснить ряд важных моментов. Во-первых, глаголы в этой форме описывают нереальные действия. Во-вторых, форма глаголов в сослагательном наклонении совпадает с формой прошедшего времени или с формой будущего в прошедшем. Исключение составляет только глагол *to be*, имеющий в сослагательном наклонении форму **were** для всех лиц. Справедливости ради следует отметить, что в устной речи и в книгах довольно часто можно встретить структуры *if I was, if he / she was*, однако всё-таки учащимся следует приобрести навык употребления в этих случаях классической формы **were**. Третий момент, важный для усвоения учащимися, заключается в том, что весь предложенный им для тренировки материал касается только ситуаций, относящихся к описанию желательных фактов настоящего и будущего плана. Соответствующие пояснения даются в грамматическом справочнике в конце учебника.

При работе с упражнением 34 рубрики **Social English** учитель может расширить список формальных и неформальных слов, если эта тема интересует учащихся. Некоторые они, возможно, вспомнят самостоятельно: *goodbye* — **bye**, *grandfather* — **grandad**, *grandmother* —

granny. К ним можно добавить такие единицы, как: *vegetables* — *vegies*, *nightdress* — **nighty**, *child* — **kid**, *famous* — **well-known**, *to continue* — **to go on**, *policeman* — **cop**, *fellow* — **lad / chap**, *stomach* — **tummy** и т. д.

Формулировка задания к этому упражнению содержит вопросительное местоимение *whom*. Учителю было бы не лишним сделать акцент на этой форме. Дело в том, что в современном разговорном английском языке в аналогичных случаях употребляется местоимение *who*. *Who did you speak to?* — является нормой, в то время как фраза *To whom did you speak?* звучит очень формально. Однако в письменной речи, да ещё в формулировке задания, *whom* оказывается предпочтительнее.

В таблице, представленной в этом упражнении, внимание учащихся следует обратить на определённый артикль, который является обязательным перед именами существительными, обозначающими метро (*the underground, the tube*).

При отработке нового лексического материала учителю рекомендуется обратить внимание на английские эквиваленты русского прилагательного *любой*. В качестве последнего в английском языке могут выступать неопределённые местоимения **any** (если речь идёт о большом количестве предметов) и **either** (если выбор осуществляется из двух возможных объектов).

Учебная ситуация, вокруг которой строится весь урок, посвящена спорту. Вокабуляр для обсуждения этой темы представлен в разделе **Discussing the Topic**. Приведём пример того, что учителю стоит прокомментировать. В учебнике предлагаются два варианта, которыми учащиеся могут воспользоваться при необходимости назвать судью того или иного соревнования, — *a judge or a referee*. Надо заметить, что существительное *referee* употребляется для обозначения судьи во время футбольного матча или игры в регби. При проведении состязаний по теннису, бейсболу, крокету человек, осуществляющий судейство, в английском языке называется *an umpire*.

Unit 9 (Periods 155—164)

Девятый учебный блок подводит итог всему пройденному за год материалу. Фактически учащимся предлагается вспомнить в той или иной форме все учебные ситуации, с которыми они познакомились в течение года. Поэтому последний блок года весь построен на материале повторения. Он нацелен на повторение случаев употребления страдательного залога (упр. 8, 9) и сослагательного наклонения

(упр. 10), на повторение в сопоставлении всех грамматических времён, которые на данный момент известны учащимся (упр. 11, 12, 13), а также иного сложного лексико-грамматического материала: употребление степеней сравнения прилагательных (упр. 14), артиклей (упр. 15).

В течение всех четырёх четвертей учащиеся знакомились с использованием фразовых глаголов, типичным явлением для английского языка. Упражнение 17 позволяет вспомнить все шесть фразовых глаголов с их многочисленными послелогом.

Задания на повторение лексики в большинстве своём коммуникативно ориентированы. Изученные единицы языка при выполнении этих заданий естественно включаются в канву обсуждения.

В задании 4 тема для школьной конференции “*Russia in the 21st century*” предполагает обсуждение любых аспектов жизни России XXI века. Однако учитель может расширить рамки дискуссии, если сочтёт это необходимым.

Текст “*Come Away, Come Away!*” (упр. 20) представляет собой практически аутентичный текст из книги хорошо известного в Великобритании, но менее известного в России писателя Дж. М. Барри. Книга «Питер Пэн», написанная для детей, весьма необычна по форме и полна философского содержания. Текст предназначен для чтения и обсуждения и, возможно, заинтересует учащихся. Было бы полезно порекомендовать им прочитать эту книгу летом на русском или английском языке.

Упражнение 26 предполагает знание вышеупомянутого текста “*Come Away, Come Away!*”. В пунктах 1 и 3 этого задания учащиеся встретятся с именем существительным *stranger* — *незнакомый человек* и словосочетанием *a strange boy*, которое может трактоваться двояко: 1) странный мальчик и 2) незнакомый мальчик. Естественно, в контексте обсуждаемого отрывка из книги Дж. М. Барри только второе прочтение является корректным.

Упражнение 31 отсылает учеников к тому дневнику, оформление которого они начали осенью. На этот раз они могут заполнить ещё несколько страниц дневника и написать в нём, чего они ждут от лета. Сохранив дневник до сентября следующего учебного года, учитель может вернуться к нему на одном из первых занятий и попросить учеников рассказать, сбылись ли их ожидания.

Таковы основные лексико-грамматические особенности и сложности, с которыми учащиеся могут встретиться на страницах учебника, а также дополнительные идеи по работе с изданиями, которыми может воспользоваться учитель.

Приложение

Часть 1

Аудиокурс к учебнику

Unit 1

No. 1. Exercise 10. *Listen to the text “A Page from a Diary” and try to read it in the same manner.*

A Page from a Diary

When I first arrived in Moscow, everything appeared to be rather grey and dark, but as I came to the city centre, there was a dramatic change. There were so many fantastic buildings with very interesting architecture. I found Red Square and the Kremlin very impressive and was surprised by the number of churches and cathedrals in and around Moscow. I got the impression that religion is still at the heart of the Russian culture. Although a large number of churches are not used for services they are beautifully kept. The frescoes and icons are brilliant.

My first journey by Metro was unforgettable. Some of the stations are beautifully decorated. At one of the stations I thought I was in a palace. There were huge chandeliers and wonderful artwork all around. I felt important.

Moscow is definitely a city of contrasts. So rich in many ways, yet in other ways, quite poor. There is so much history here, you can feel it everywhere you go. Everything tells a story: demonstrators marching through Red Square, people reading books, magazines and newspapers on the Metro, modern buildings, shops and the things they sell, street markets ... the list is endless! The dramatic changes over recent years are quite evident.

Russia has produced a great number of very creative and talented people. Theatrical performances, museums and picture galleries in fact all aspects of Russian life prove that. Moscow is one of the cities of the world that must be seen, I think, and this is what I'll tell my friends when I come back home.

No. 2. Exercise 20. *Listen to the talk and say: a) where Bob, Ann and Alice spent their summer holidays, b) what country Alice comes from, c) how many children there are in Alice's family.*

Back from Holiday

(A group of students at the International School of English in London on their first day after the summer holidays.)

Alice: Had a good holiday?

Bob: All right, thank you. We went to Spain actually.

Ann: Oh? What was it like?

Bob: We enjoyed ourselves very much. The weather was fine and we just lay on the beach all day. It felt really wonderful to be lazy for a change.

Alice: What was the weather like there?

Bob: Excellent. The brilliant sunshine and the warm blue sea, sometimes a bit too hot in the afternoon, but on the whole very pleasant.

Ann: Well, you are certainly looking brown. And we went touring round St Petersburg.

Bob: What was it like?

Ann: Not bad. The weather was not as hot as in Spain and we didn't enjoy long sandy beaches, but I think the trip was pretty good. We visited Pavlovsk, Peterhof, Tsarskoe Selo with its two royal palaces. The Great Palace in Peterhof is just wonderful. Picturesque countryside. I'd never realized how beautiful it was.

Bob: Yes, I've always wanted to go there. What about you, Alice? Where did you go?

Alice: Oh, I stayed at home and helped my mother.

Bob: That doesn't sound much of a holiday, does it?

Alice: No, but with four little brothers and sisters it's a bit of a problem going away. So my family decided to stay at home and just go out for the day.

Bob: That sounds sensible.

Alice: It's surprising how little one knows of one's own country. You won't believe I'd never been to the Tower of London before!

No. 3. Exercise 30. Listen to the song and sing it along.

Moscow Suburb Nights

Not a rustling leaf, not a bird in flight

In the sleepy grove until dawn.

How I love these nights, Moscow suburb nights,

The caress of the waking sun.

} twice

The calm rilling stream seems to ebb and flow

Like a silver web of moonlight,

In my heart I hear singing come and go

On this wonderful summer night.

} twice

Why this downcast look? Does the rising day
Bring us near the hour when we part?
It's as hard to keep as to give away
All that presses upon my heart. } *twice*

Dawn is nigh, and pale grow the amber lights.
Let me hope, my dear, that you too
Will remember these Moscow suburb nights
And our love that has been so true. } *twice*

Unit 2

No. 4. Exercise 21. *Listen to the recording and check your reading.*

Australia, Pakistan, Malaysia, Ghana, Barbados, New Zealand,
Bangladesh, Tanzania, Guyana, India, Sri Lanka, Nigeria, (the)
Bahamas

No. 5. Exercise 27 B. *Listen to the recording and check your reading.*

places, marks, meadows, lungs, mysteries, leaves, watches, oceans,
ostriches, insects, churches, ladies, intervals, ghosts, messages, hopes,
hundreds, hedges, peaches, graves, fields, giants, wolves, countries

No. 6. Exercise 35. *Social English. Repeat the phrases after the announcer.*

I'm sorry I'm late.
I'm afraid I've left my book at home.
Can I have a copy, please?
Shall I read the text?
Shall I do this exercise on the blackboard?
How do you spell this word?
How do you pronounce this word?
I'm not sure how to put (say) it in English.
What's a better way of saying this?
What do you call this thing in English?
Can I say it like that? Sorry, I didn't get this.
Could you say it again, please?
Could you repeat the last sentence?
Could you explain it again, please?
Could you write it up on the board?
Is it my turn? (Am I next?)

No. 7. Exercise 47. Listen to the dialogue “Are You Happy with the Way You Are Taught English?” and try to read it in the same manner.

Interviewer: Anna, I know you have been learning English for almost five years and you are planning to become an interpreter. What do you feel about learning grammar? Do you think your teacher spends too much or too little time on it?

Anna: Of course, you must learn grammar in any language. After all, you can’t build a house without foundations. But that’s all we do at school — grammar, grammar and more grammar, for half an hour four times a week! We have too many drills.

Int.: So grammar is important, but not too much of it. But should it be taught in isolation?

Anna: No. You need to practise grammar together with vocabulary. It’s not good when you learn new words but don’t have much practice using them with the grammar you’ve learnt.

Int.: With vocabulary — is it better to learn a few words at a time and practise them, rather than a lot of words by heart?

Anna: Practice helps you to memorize the words. Also I remember words better if they are related to my interests. I have no problem learning words connected with my hobby which is animals and wildlife.

Int.: One of the problems for learners of English is phrasal verbs — “to get on”, “to get along with” and so on, and of course, idioms. Is it a problem for you? Have you learnt enough to cope with idioms?

Anna: They’re very difficult. And you have to keep yourself up-to-date with them too. For example, when I first came to England, I used the idiom “It’s raining cats and dogs” very proudly, and everyone laughed at me because it’s so old-fashioned and the average English person doesn’t use that expression.

Int.: So, make sure the idioms you learnt are up-to-date. Now, how about pronunciation? A lot of students find that hard.

Anna: English intonation is awful! I mean, I think it’s the most difficult part of pronunciation, because if you get it wrong, people think you’re rude. Intonation is far more difficult than learning to pronounce words correctly. It’s important to learn both formal and informal English — how to ask for information, how to be polite. Let me give you an example. My English teacher phoned me yesterday asking about something he wanted to know and I just said “no”. Then, when I thought about it afterwards, I realized that I had sounded rude. I should have said “I’m afraid I don’t know” — or something like that. Learning social English is very useful, take writing letters in English for example.

Int.: What advice would you give to people who are just beginning to learn English?

Anna: I find reading very helpful — I read books, newspapers, magazines and other periodicals. I try to guess the meaning of words I don't know from their context. This helps me to read more quickly. But I also look up words in the dictionary and make a note of the most useful ones.

Int.: How about listening to pop music?

Anna: Yes — that can be useful. I was a bit disappointed actually, because some songs have such silly words, although the music is lovely. Listening to the radio and watching videos and educational TV programmes in English help me too. Especially listening to the news. I was very proud when I realized that I could easily get the idea of what I was listening to.

Int.: As I can see, learning a language isn't as simple as all that. You can learn rules for grammar and pronunciation and also for vocabulary, but the most difficult feature of any language is perhaps learning the elements for which there are no written rules — for example “social English”. This means learning about expected ways of behaviour, knowing what sort of English to use in different situations, formal or informal and how to understand what is said, all that is so easy and natural in your mother tongue.

No. 8. Exercise 52. *Listen to the text “Laugh, Please” and do the tasks in your Student's Book.*

Laugh, Please

Once there lived a famous writer who practised giving lectures to university students. At times he found it far more difficult than writing books, especially when he talked to foreign students. Last year, when the writer was visiting Japan, he was invited to give a lecture to a large group of students. He knew that most of them could not understand spoken English. So he asked an interpreter to help him to make sure that the students would get the idea of what he was saying.

His lecture went on very well. It seemed that the students didn't have a problem understanding him and made careful notes of the lecture. At the end of the lecture the writer, who liked to keep his listeners happy, told them an amusing story. The story was long and he stopped to allow the interpreter to translate it into Japanese. The writer was very surprised when the interpreter did this in a few seconds and all the students laughed loudly afterwards.

When the lecture was over, the writer thanked the interpreter for his good work and then he asked him how he had coped with that long story so quickly, how he had made it so short.

“I didn’t tell your story at all,” the interpreter answered with a smile. “I just said, our lecturer has just told a funny story. You will all laugh, please.”

No. 9. Exercise 69. *Listen to the recording sentence by sentence and write them down.*

1. Eliza wanted to practise idioms at home. 2. Do you have any problems using English tenses? 3. Henry found it easy to memorize three new words at a time. 4. French and Spanish are related languages. 5. Tom was quite an average pupil who couldn’t cope with his lessons. 6. Dorothy was very helpful and never rude. 7. The boys realized they had done something wrong but didn’t want to ask for help. 8. Nelly is a very strange woman. She prefers old-fashioned phrases to those which are up-to-date. 9. I know how to begin the lesson but I am afraid I don’t know what to do afterwards. 10. It’s difficult to disappoint her but it’s far more difficult not to disappoint her.

No. 10. Exercise 71. *Listen to the song and sing it along.*

It’s a Small World

It’s a world of laughter, a world of tears,
It’s a world of hopes and a world of fears.
There’s so much that we share that it’s time we’re aware —
It’s a small world after all.

There’s just one moon and one golden sun
And a smile means friendship to everyone.
Though the mountains divide and the oceans are wide.

It’s a small world after all.
It’s a small world after all.
It’s a small world after all.
It’s a small
It’s a small
It’s a small world after all.

No. 11. Exercise 72 B. *Listen to these limericks and repeat them after the announcer.*

I. There was a Young Lady whose nose
Was so long that it reached to her toes;
So she hired an old lady,
Whose conduct was steady
To carry that wonderful nose.

II. There was an Old Man with a poker,
 Who painted his face with red ochre;
 When they said, "You're a Guy!"
 He made no reply,
 But knocked them all down with his poker.

III. There was an Old Man of the North,
 Who fell into a basin of broth;
 But a laudable cook
 Fished him out with a hook,
 Which saved that Old Man of the North.

IV. There was an Old Man of the East,
 Who gave all his children a feast;
 But they all ate so much,
 And their conduct was such
 That it killed that Old Man of the East.

Unit 3

No. 12. Exercise 14 B. *Listen to the recording and check your reading.*

Malaysia, Ghana, Barbados, Canada, New Zealand, South Africa, (the) Bahamas, Pakistan, Great Britain

No. 13. Exercise 28. *Social English. Listen to the phrases and repeat them after the announcer.*

A. I think (that) ...	As I see it ...	If you ask me ...
I guess (that) ...	My view is that ...	I'd say that ...
I suppose (that) ...	My opinion is that ...	In my view ...
I feel (that) ...	The point is that ...	In my opinion ...

I'd rather not say anything about it.

<u>B. You agree</u>	<u>You're not sure</u>	<u>You disagree</u>
Just so.	Yes, but ...	On the contrary!
I quite agree here.	On the other hand ...	Certainly not.
Certainly.	I'm afraid	Don't be so silly!
Sure.	I don't agree.	Just the other way round.
Exactly.	I don't think you are right.	
I should think so.	I can't agree with you there.	
That's just what I was thinking.	I'm not so sure.	

No. 14. Exercise 45 A. *Listen to the text “The Story Bag” and do the tasks in your Student’s Book.*

The Story Bag

There once lived a rich family. They were nice, kindly and caring people and had only one child, a boy. The boy was cheerful and bouncy and loved to listen to stories told to him. Whenever he met a new person, his eyes lit up with interest and he used to say, “Tell me a story.”

And then he put the story he heard in a small bag. Soon the bag was full of stories, and he had to push hard to get each new story in. With each new story the bag got heavier and firmer.

The boy grew into a handsome young man and decided to get married. The whole family were preparing for his wedding when a devoted old servant heard a strange knocking. It was night. The servant lit a candle and looked around. He looked and listened carefully and soon discovered that the sound was coming from the bag hanging on the wall. He came close to the bag. Without any doubt it was the bag of stories the young master had kept in his boyhood and had forgotten.

The old servant listened to carefully and this is what he heard: “Listen, everyone,” whispered a voice, “the boy’s wedding is tomorrow. We have suffered for a long time in this bag, packed so closely and uncomfortably together. Now we must make the boy suffer.”

“Yes, I don’t mind that,” said another voice, “I have been thinking the same thing. Tomorrow the young man will leave on horseback to bring home his young wife. I shall turn into bright red berries by the road. I shall be poisonous, but shall look so beautiful that he will want to eat me. I shall kill him.”

“And I,” another voice said firmly, “shall kill him if you don’t. I shall become hundreds of very poisonous snakes. I shall hide in his room and when he and his young wife come in, I shall come out and he will regret that he had forgotten us.”

The old devoted servant knew that he must help his master. Early next morning the wedding procession left the house and set off along the road. On the way they came to an opened field where a lot of bright berries were growing. The berries looked delicious. “Wait!” the young man called out. “Stop the horse and pick me some of these berries.” But the servant did not stop. In fact, he made the horse hurry on and said, “Oh, those berries. You can find them everywhere. I shall pick some of them later.”

Soon they reached the young girl’s home. The wedding ceremony was held then, and the couple returned to the young man’s house. The good

old servant took his sword and walked in front of the young people into their room. The room was full of very poisonous snakes, they were everywhere, in every corner of the room. The servant struggled like mad and cut them into pieces with his sword. When there was no danger any longer, he told his young master the whole story.

That is why, when stories are heard, they must never be put away to become angry and spiteful, but must always be shared with other people. In this way, they are passed from one person to another so that as many people as possible can enjoy them.

No. 15. Exercise 46. *Listen to the text “Danny’s Story” and try to read it in the same manner.*

Danny’s Story

When I was four months old, my mother died suddenly, and my father was left to look after me all by himself.

I had no brothers or sisters with whom I could share toys or play together. So all my boyhood, from the age of four months on, there were just us two — my father and me. We lived in an old gypsy caravan behind a filling station. My father owned the filling station and the caravan and a small meadow behind — that was about all he owned in the world — and my father struggled to make both ends meet. It was a very small filling station on a small country road with fields and woody hills around it.

While I was still a baby, my father washed me and fed me, changed my diapers, pushed me in my pram to the doctor and did all the millions of other things a mother normally does for her child. That is not an easy task for a man, especially when he has to earn his living at the same time.

But my father didn’t mind. He was a cheerful man. I think that he gave me all the love he had felt for my mother when she was alive. We were very close. During my early years, I never had a moment’s unhappiness, and here I am on my fifth birthday.

I was now a bouncy little boy as you can see, with dirt and oil all over me, but that was because I spent all day in the workshop helping my father with the cars. The workshop was a stone building. My father built that himself with loving care. “We are engineers, you and I,” he used to say firmly to me. “We earn our living by repairing engines and we can’t do good work in a bad workshop.” It was a fine workshop, big enough to take one car comfortably.

The caravan was our house and our home. My father said it was at least one hundred and fifty years old. Many gypsy children, he said, had been born in it and had grown up within its wooden walls. In old times

it had been pulled by a horse along winding country roads of England. Different people had knocked at its doors, different people had lived in it. But now its best years were over. There was only one room in the caravan, and it wasn't much bigger than a modern bathroom.

Although we had electric lights in the workshop, we were not allowed to have them in the caravan as it was dangerous. So we got our heat and light in the same way as the gypsies had done years ago. There was a wood-burning stove that kept us warm in winter and there were candles in candlesticks. I think that the stew cooked by my father is the best thing I've ever tasted. One plateful was never enough.

For furniture, we had two narrow beds, two chairs and a small table covered with a tablecloth and some bowls, plates, cups, forks and spoons on it. Those were all the home comforts we had. They were all we needed and we never regretted that our caravan was far from a perfect home.

I really loved living in that gypsy caravan. I loved it particularly in the evenings when I was tucked up in my bed and my father was telling stories. I was happy because I was sure that when I went to sleep, my father would still be there, very close to me, sitting in his chair by the fire.

My father, without any doubt, was the most wonderful and exciting father any boy ever had. Here is a picture of him.

You may think, if you don't know him well, that he was a stern and serious man. He wasn't. He was actually full of fun. What made him look so serious and sometimes gloomy was the fact that he never smiled with his mouth. He did it all with his eyes. He had bright blue eyes, and when he thought of something funny, you could see a golden light dancing in the middle of each eye. But the mouth never moved. My father was not what you would call an educated man. I doubt he had read many books in his life. But he was an excellent storyteller. He promised to make up a bedtime story for me every time I asked him. He always kept his promise. The best stories were turned into serials and went on many nights running.

No. 16. Exercise 71. *Listen to the recording and write down the sentences.*

1. There were three candles in the tall candlestick but they didn't give much light. 2. Danny smiled cheerfully at his father. 3. It is my firm decision to repair the car myself. 4. The boys will be ready in five minutes. They are still struggling with the last sentence. 5. Have you wound the clock yet? 6. I would like to share this cake with you. 7. I tried to pull the giant fish out of the river but couldn't. 8. He never regretted what he had done. 9. Jane's breakfast consisted of a bowl of cornflakes and a cup of coffee.

No. 17. Exercise 73. *Listen to the song and sing it along.*

You Are My Sunshine

You are my sunshine, my only sunshine;
You make me happy when skies are grey.
You'll never know, dear, how much I love you;
Please don't take my sunshine away.

The other night, dear, as I lay sleeping,
I dreamed I held you in my arms.
When I awoke, dear, I was mistaken,
So I hung my head and I cried.

You are my sunshine, my only sunshine;
You make me happy when skies are grey.
You'll never know, dear, how much I love you;
Please don't take my sunshine away. *twice*

Unit 4

No. 18. Exercise 4. *Listen to the recording and check yourselves.*

a) *The size of an object:* big, high, vast, giant, huge, large, little, small, short, tall, wide.

b) *The shape of an object:* round, square, oval, triangular, rectangular.

c) *The material an object can be made of:* wooden, woollen.

No. 19. Exercise 13 B. *Listen to the poem and read it after the announcer.*

Just for You

I picked the reddest apple from the tree.

It was the finest one that I could see.

I saved it all except a bite or two

Just for you.

I carried home the groceries from the store.

I wanted to be helpful with a chore.

I put them all away except a few

Just for you.

Some day I'll be grown up too,

And if I can, I'll grow up just like you.

I ate up all my lunch just like you said,

But I think there was a little too much bread

And so I left the crust when I was through

Just for you.

No. 20. Exercise 41. *Social English. Repeat the phrases after the announcer.*

Questions

Excuse me, where ...?
Excuse me, do you happen to know who ...?
Would you mind telling me why ...?
This may sound a stupid question, but I'd like to know ...
Something else I'd like to know is ...
What do you think of ...?
Can you help me? I wonder when ...

Answers

Certainly (Sure).
I can't tell you exactly, but ...
I can't tell you offhand, I'm afraid, ...
Let me think for a moment ...
Well, let me see ...
I'm not very sure, I'll have to find out.
That's a very interesting question.
I'm not really sure. I have no idea, I'm afraid.
I'd rather not answer that. Sorry. (If you don't mind.)

No. 21. Exercise 47. *Listen to the recording to check your answers.*

say, whisper, scream, speak, murmur, ask, tell, answer, shout, cry, mumble, reply

No. 22. Exercise 51. *Listen to the text "Christopher's Toys" and do the tasks in your Student's Book.*

Christopher's Toys

When Christopher Milne grew up, he often had to answer questions about himself when he was a child and about his toys.

He remembered that Pooh was his parents' present and the oldest, only a year younger than Christopher himself, and the most cheerful of them. He was Christopher's favourite toy and companion. It was Pooh to whom the little boy said good night before falling asleep.

Eeyore too was a present. With time his neck had gone down and this had given him his sad and gloomy look.

Piglet was a present from a neighbour who lived close by.

Rabbit was invented. At first he was just the owner of the hole in which Pooh got stuck and struggled to get free. Every child remembers how once Pooh was walking through the forest humming to himself

*Tra-la-la, tra-la-la,
Tra-la-la, tra-la-la,
Rum-tum-tiddle-um-tum
Tiddle-iddle, tiddle-iddle,
Tiddle-iddle, tiddle-iddle,
Rum-tum-tum-tiddle-um.*

When he saw a hole, found out that Rabbit was in and pushed his way through the hole, the two had a bite after which Pooh couldn't climb out of the hole, though he pulled with his front paws and pushed with his back paws as hard as he could. For a long week Pooh had to stay in the hole — and have no meals: not a bowl of honey, not even a mouthful of condensed milk — and only when he got thinner Christopher Robin, Rabbit and Rabbit's friends and relations pulled Pooh out of the "tight place".

Both Kanga and Tigger arrived later, they were presents from Christopher's parents carefully chosen so that they could make new literary characters. As A. A. Milne said, "... you only had to look at them to see at once that Tigger was bouncy, Eeyore was gloomy and Piglet was squeaky."

Pooh's house was inside an old walnut tree. The tree was hollow inside and it was easy to climb in through a big opening in the trunk. It was the perfect tree house for a five-year-old. This was where Christopher and Pooh played their quiet, happy games together.

No. 23. Exercise 53. *Listen to the first part of the text "Tigger Comes to the Forest and Has Breakfast" and try to read it in the same manner.*

Tigger Comes to the Forest and Has Breakfast

"Hallo, Eeyore!" said Pooh. "This is Tigger."

"What is Tigger?" said Eeyore.

"This," explained Pooh and Piglet together, and Tigger smiled the happiest smile and said nothing.

"He's just come," explained Piglet.

Eeyore thought for a long time and then said:

"When is he going?"

Pooh explained to Eeyore that Tigger was a great friend of Christopher Robin, and Piglet explained to Tigger that he mustn't mind what Eeyore said because he was always gloomy; and Eeyore explained to Piglet that, on the contrary, he was feeling particularly cheerful this morning; and Tigger explained to anybody who was listening that he hadn't had any breakfast yet.

"Tiggers always eat thistles," said Pooh. "So that was why we came to see you, Eeyore."

"Don't mention it, Pooh."

"Oh, Eeyore, I didn't mean that I didn't want to see you."

"Quite-quite. But your new stripy friend — naturally, he wants his breakfast. What did you say his name was?"

“Tigger.”

“Then come this way, Tigger.”

Eeyore led the way to the most thistly-looking patch of thistles that ever was and waved a hoof at it.

“A little patch I was keeping for my birthday,” he said, “but, after all, what are birthdays? Here today and gone tomorrow. Help yourself, Tigger.”

Tigger thanked him and looked a little anxiously at Pooh.

“Are these really thistles?” he whispered.

“Yes,” said Pooh.

“What Tiggers like best?”

“That’s right,” said Pooh.

“I see,” said Tigger.

So he took a large mouthful.

“Oh!” said Tigger.

He sat down and he put his paw in his mouth.

“What’s the matter?” asked Pooh.

“Hot!” mumbled Tigger.

“Your friend,” murmured Eeyore, “appears to have bitten on a bee.”

Pooh’s friend stopped shaking his head and explained that Tiggers didn’t like thistles.

“Then why spoil a perfectly good one?” asked Eeyore.

“But you said,” began Pooh, “you said that Tiggers liked everything except honey and haycorns.”

“And thistles,” said Tigger, who was now running round in circles. With his tongue hanging out.

Pooh looked at him sadly.

“What are we going to do?” he asked Piglet.

Piglet knew the answer to that, and he said at once that they must go and see Christopher Robin.

“You’ll find him with Kanga,” said Eeyore. He came close to Pooh and said in a loud whisper.

“Could you ask your friend to do his exercises somewhere else? I shall be having lunch soon and don’t want it bounced on just before I begin. Fussy of me, but we all have our little ways.”

Pooh nodded solemnly and called to Tigger.

“Come along and we’ll go and see Kanga. She’s sure to have lots of breakfast for you.”

Tigger finished his last circle and came up to Pooh and Piglet.

“Hot!” he explained with a large and friendly smile.

“Come on!” and he rushed off.

Pooh and Piglet walked slowly after him. As they walked, Piglet said nothing because he couldn't think of anything, and Pooh said nothing, because he was thinking of a poem. Tigger had been bouncing in front of them all this time, turning round every now and then to ask, "Is this the way?"

No. 24. Exercise 76. *Listen to the recording and write down the sentences.*

1. Sit down to table and help yourself. 2. Natalie always has condensed milk in her coffee. 3. I don't want any soup, anyhow, I'm not hungry. 4. She never wears old-fashioned dresses. On the contrary, she is always particular about her clothes. 5. The young actress had a tremendous success. 6. Please don't be so fussy: everything will be fine. 7. Yesterday Walter seemed gloomy and anxious. 8. Every now and then our teacher asks us to speak properly and not to mumble. 9. Promise you will buy me a teddy bear for Christmas. 10. Tigger was big and stripy and had soft paws.

No. 25. Exercise 77. *Listen to the recording and check yourselves.*

Number One is a head. Number Two is a face. Number Three is an ear. Number Four is an eye. Number Five is a forehead. Number Six is a nose. Number Seven is a nostril. Number Eight is chops. Number Nine is a tooth or teeth. Number Ten is a tongue. Number Eleven is a neck. Number Twelve is a throat. Number Thirteen is a whisker or whiskers. Number Fourteen is a body. Number Fifteen is a breast. Number Sixteen is a skin. Number Seventeen is a shoulder. Number Eighteen is a back. Number Nineteen is a leg. Number Twenty is a paw. Number Twenty-one is a claw. Number Twenty-two is a tail.

No. 26. Exercise 78. *Listen to the poem and read it after the announcer.*

There are my two drops of rain
Waiting on the window-pane.
I am waiting here to see
Which the winning one will be.
Both of them have different names.
One is John and one is James.
All the best and all the worst
Comes from which of them is first.
James had just begun to ooze.
He's the one I want to lose.
John is waiting to begin.

He's the one I want to win.
 James is going slowly on.
 Something sorts of sticks to John.
 John is moving off at last.
 James is going pretty fast.
 John is rushing down the pane.
 James is going slow again.
 James has met a sort of smear.
 John is getting very near.
 Is he going fast enough?
 (James has found a piece of fluff.)
 John has hurried quickly by.
 James was talking to a fly.
 John is there, and John has won!
 Look! I told you! Here's the sun!

Unit 5

No. 27. Exercise 5. *Listen to the poem and repeat it after the announcer.*

King John's Christmas

King John was not a good man —
 He had his little ways.
 And sometimes no one spoke to
 him
 For days and days and days.
 King John was not a good man,
 And no good friends had he.
 He stayed in every afternoon ...
 But no one came to tea.
 And, round about December,
 The cards upon his shelf
 Which wished him lots of
 Christmas cheer,
 And fortune in the coming year,
 Were never from his near and
 dear,
 But only from himself.
 King John was not a good man,

Yet had his hopes and fears.
 They'd given him no present now
 For years and years and years.
 But every year at Christmas,
 While minstrels stood about,
 He stole away upstairs and hung
 A hopeful stocking out.
 King John was not a good man,
 He lived his life aloof,
 Alone he thought a message out
 While climbing to the roof.
 He wrote it down and propped it
 Against the chimney stack:
 "To all and sundry — near and
 far —
 F. CHRISTMAS IN PARTICULAR."
 And signed it not "Johannes R."
 But very humbly, "Jack".

“I want some crackers,
 And I want some candy;
 I think a box of chocolates
 Would come in handy;
 I don’t mind oranges,
 I do like nuts!
 And I should like a pocket knife
 That really cuts.
 And, oh! Father Christmas,
 if you love me at all,
 Bring me a big, red india-rubber
 ball!”
 King John was not a good man —
 He wrote this message out,
 And got him to his room again,
 Descending by the spout.
 And all that night he lay there,
 A prey for hopes and fears.
 “I think that’s him a-coming now,”
 “He’ll bring one present,
 anyhow —
 The first I’ve had for years.”
 “Forget about the crackers,
 And forget about the candy;
 I’m sure a box of chocolates
 Would never come in handy;
 I don’t like oranges,
 I don’t want nuts.
 And I have got a pocket knife
 That almost cuts.
 But, oh! Father Christmas,

If you love me at all,
 Bring me a big, red india-rubber
 ball!”
 King John was not a good man —
 Next morning when the sun
 Rose up to tell a waiting world
 That Christmas had begun.
 And people took their stockings,
 And opened them with glee,
 And crackers toys and games
 appeared,
 And lips with sticky sweets were
 smeared King John said grimly:
 “As I feared,
 Nothing again for me!”
 King John stood by the window,
 And frowned to see below
 The happy bands of boys and girls
 All playing with the snow.
 A while he stood there watching,
 And envying them all.
 When through the window big and
 red
 There hurtled by his royal head
 Fell and bounced upon the bed,
 An india-rubber ball!
 AND, OH, FATHER CHRISTMAS,
 MY BLESSINGS ON YOU FALL
 FOR BRINGING HIM
 A BIG, RED INDIA-RUBBER
 BALL!

No. 28. Exercise 8. *Listen to the carol and sing it along.*

O Christmas Tree

O Christmas tree, O Christmas tree, With faithful leaves unchanging. Not only green in summer’s heat, But also winter’s snow and sleet. O Christmas tree, O Christmas tree, With faithful leaves unchanging.	} <i>twice</i>
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Unit 6

No. 29. Exercise 32. *Social English. Listen to the recording to check yourselves.*

- | | |
|---|--------------------------------------|
| 1. How's your father keeping? | g) He's fine. Thank you. |
| 2. How do you do? | l) How do you do? |
| 3. Thank you very much. | i) You're welcome. |
| 4. What a nice blouse! | a) Thank you. Do you really like it? |
| 5. I'm awfully sorry, but I've broken a plate. | e) Oh, that doesn't matter. |
| 6. Thank you for a wonderful meal. | o) I'm glad you enjoyed it. |
| 7. Have a nice weekend. | c) Thanks, you too. |
| 8. Goodbye, give my love to your son. | f) Thank you, I will. Goodbye. |
| 9. How nice to see you again. | d) It's nice to see you too. |
| 10. Hallo. John here. Can I speak to Rob, please? | h) Hold the line, please. |
| 11. How about a nice cup of tea before you go? | n) Yes, I'd love one. |
| 12. You must have some more chicken. | b) No, thank you. I've had a lot. |
| 13. Meet my sister Jane. | j) Pleased to meet you. |
| 14. Happy Easter! | k) Thanks. The same to you. |
| 15. I've just passed my exam. | m) Congratulations. |

No. 30. Exercise 33. *Listen to the recording to check yourselves.*

- How do you do? c) — How do you do?
- Meet my friend Alec. a) — Glad to meet you.
- Have a nice holiday. b) — Thank you.
- How's your mum? a) — She's fine, thank you.
- I've won in a lottery! b) — Congratulations.
- Goodbye and thanks for everything. c) — You're welcome.
- I'm sorry, I'm late. b) — That doesn't matter.
- Can I speak to Kate, please? c) — Hold on, please.

No. 31. Exercise 47. *Listen to the text "Aladdin and the Magic Lamp" and do the tasks in your Student's Book.*

Aladdin and the Magic Lamp

In one of the cities of Persia there once lived a poor woman. She lived in a tiny house. She had only one child, Aladdin, so there were only two of them in the household. When Aladdin became a teenager,

a rich man came to their house and introduced himself. He said he was their relative. Neither Aladdin nor his mother knew that Aladdin's father had a brother, but they welcomed their guest and gave him food. Aladdin's uncle had brought them some presents. The boxes contained plates, clothes, sweets. Aladdin's uncle had transported them from Morocco. The presents impressed Aladdin and his mother and they looked at the uncle in fascination. Later Aladdin was taken aback when the man asked his nephew to take him to the mountains. He knew it would take them long to get there, but he agreed. He was sure they would be able to manage that long and dangerous journey.

The next day they started their adventure. They walked many miles every day. Aladdin's uncle was a good storyteller, and he told the boy many interesting things. Then they came to a certain rocky place. For some reason the uncle decided to stop there. He made a fire, picked up a tiny stone from the ground and threw it into the fire. At once there was a great noise, and a hole opened in front of them. Aladdin stood pop-eyed. His uncle asked him to go down into the hole and search for a garden with a fascinating fruit tree with fine jewels on it. Under that tree Aladdin had to search for an old lamp. He had to go down into the hole all by himself and to search carefully everywhere. The boy's uncle asked him not to hurry and to keep a watchful eye on all the trees in the garden. He also asked Aladdin to let him know if he had found the lamp. "Before you come back," said the uncle, "put some fruit in your pockets. But don't push or rub the lamp. Lastly take this ring, it will keep you safe." "But why do you want the lamp, Uncle?" Aladdin asked. "The lamp is under the spell. Just go down." So Aladdin went down into the earth.

No. 32. Exercise 48. *Listen to the first part of the text "The Reader of Books" and try to read it in the same manner.*

The Reader of Books

Matilda's brother Michael was a perfectly normal boy, but his sister was something to make your eyes pop. By the age of one and a half, her speech was perfect and she knew as many words as most grown-ups. The parents, instead of applauding her, called her a noisy chatter-box and told her angrily that small girls should be seen and not heard. By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she could read fast and well. The only book in the whole of this "educated" household was something called "Easy Cooking" belonging to her mother, and when she had read this from cover to cover and had

learned all the recipes by heart, she decided she wanted something more interesting.

“Daddy,” she said, “do you think you could buy me a book?”

“A book?” he said. “What’s wrong with the telly, for heaven’s sake? We’ve got a lovely telly and now you come asking for a book! You’re getting spoiled, my girl!”

Nearly every weekday afternoon Matilda was left alone in the house. So on the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself. When she arrived, she introduced herself to the librarian, Mrs Phelps. She asked if she could sit for a while and read a book. Mrs Phelps was taken aback when she saw that such a tiny girl had arrived at the library without a parent, but told her she was very welcome.

“Where are the children’s books, please?” Matilda asked.

“They’re over there on those lower shelves,” Mrs Phelps told her. “Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. “I’m sure I can manage.”

From then on, every afternoon, Matilda came to the library. The walk took her only ten minutes and this allowed her two wonderful hours in the library where she sat quietly by herself in a cosy corner devouring one book after another. When she had read all children’s books in the place, she started searching for something else.

Mrs Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. “Can I help you, Matilda?” she asked.

“I’m wondering what to read next,” Matilda said. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?”

“Yes, but I’ve read the books as well. I thought some were very poor,” Matilda said, “but others were lovely. I liked the “Secret Garden” best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall.”

Mrs Phelps was taken aback, but she did not show it.

“What sort of a book would you like to read next?” she asked.

Matilda said, “I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

Mrs Phelps looked along the shelves taking her time. She didn’t quite know what to bring out. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick a young teenager’s romance of the kind that is written for fifteen-year-old schoolgirls, but for some reason she walked past that particular shelf.

“Try this,” she said at last. “It’s very famous and very good. If it is too long for you, just let me know and I’ll find something shorter and a bit easier.”

“*Great Expectations*,” Matilda read, “by Charles Dickens. I’d love to try it.”

Over the next few afternoons Matilda sat reading in the big armchair at the far end of the room with a book on her lap. She was totally absorbed in the wonderful adventures of Pip and old Miss Havisham and her house and spell of magic that Dickens, the great storyteller, had created with his words.

No. 33. Exercise 58. *Listen to the dialogue “A Book to Read on Holidays” and try to read it in the same manner.*

A Book to Read on Holidays

Alex: Jane.

Jane: Yes?

Alex: Can you help me?

Jane: Certainly. What’s the problem?

Alex: I need your advice. I’ve read all the books we have at home. Now I’m going to the local library because I want to borrow two or three books that I can read during our school holidays. Can you think of any good books? I want some really good stuff.

Jane: What kind of books do you prefer? Do you read adventure novels or detective stories?

Alex: No, in fact, I enjoy historical novels a lot more.

Jane: Have you read Alexandre Dumas?

Alex: Of course I have. I have only just finished “*The Count of Monte Cristo*”.

Jane: I see. Let me think ... And do you like Walter Scott?

Alex: I do. I read “*Ivanhoe*” some years ago and ... Well, that’s it. Scott sounds like a good idea. What novels by Scott are the best?

Jane: I personally like “*Quentin Durward*”. It’s set in France in the fifteenth century. You are sure to like it.

Alex: Good. I’ve put it down. What else? One book isn’t enough.

Jane: If you like Walter Scott, why don’t you take something else by him? “*Rob Roy*”, for example. Rob Roy was known as the “Robin Hood of Scotland” and the book describes him and his adventures.

Alex: Great. Are you reading anything interesting now?

Jane: I’m reading another English classic — “*David Copperfield*” by Charles Dickens and I love it.

Alex: I don’t think that I like Dickens as much as you do ... but ... well, he’s not bad. Thanks for your help, Jane. I knew you would give me good advice.

No. 34. Exercise 70. *Listen to the recording and write down the sentences.*

1. The girl was taken aback when she heard Robert's explanation.
2. Take your time, don't be in a hurry. 3. Nick popped a chocolate in his mouth and smiled happily at me. 4. Don't devour all the books you read. 5. Books transport people into new worlds and introduce them to the wonderful people who live exciting lives. 6. From then on, Matilda would visit the library only once a week. 7. The little girl sat in a big armchair totally absorbed in the wonderful adventures. 8. Do public libraries allow you to borrow books and take them home?

No. 35. Exercise 71. *Listen to the poem and try to read it in the same manner.*

Little Red Riding Hood and the Wolf

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked at Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have another helping!"
Then added with a frightful leer,
"I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood."
He quickly put on Grandma's clothes,
(Of course he hadn't eaten those.)
He dressed himself in coat and hat.
He put on shoes and after that
He even brushed and curled his hair,

Light she was and like a feather,
And her shoes were number nine.
Herring boxes without topses
Sandals were for Clementine.

Chorus

Drove she ducklings to the water
Every morning just at nine.
Hit her foot against a splinter,
Fell into the foaming brine.

Chorus

Ruby lips above the water,
Blowing bubbles soft and fine.
But alas I was no swimmer,
So I lost my Clementine.

Chorus

Unit 7

No. 37. Exercise 33. *Social English. Listen to the possible offers and invitations and the ways to give replies to them.*

“Yes”

1. — It might be an idea to go to the cinema.
(*You can reply:* “Great!” or “That’s a wonderful idea!” or “I’d like that very much.” Any “yes” answer will do.)
2. — Have you ever thought of travelling?
— That sounds like a good idea.
3. — Why don’t we play football in the gym?
— I’d love to.
4. — How would you like to come to my place this afternoon?
— That would be very nice. Thank you.
5. — What about going to the theatre on Sunday?
— That’s a wonderful idea.
6. — Do you feel like watching a new video film?
— I’d like that very much.
7. — Let’s go ice-skating!
— Great!

“No”

1. — Do you feel like watching a new video film?
— That’s all very well, but I’m really busy tonight.
2. — It might be an idea to go to the cinema.
— That’s quite a good idea, but I don’t think I can make it.

3. — Have you ever thought of travelling?
— It's nice of you to ask, but I'm afraid I must stay at home and help mother.
4. — How would you like to come to my place this afternoon?
— I don't think I can, thanks all the same.
5. — What about going to the theatre on Sunday?
— That's quite a good idea, but I don't think I can make it.
6. — Let's go ice-skating.
— I don't think I will, thanks all the same.

No. 38. Exercise 47. Listen to the text "A Family of Musicians" and do the tasks from your Student's Book.

A Family of Musicians

Carol Parker was a very special kind of girl who was a member of a very special family. Everyone in Carol's family was a fine musician, and they were all the most musical family in the neighbourhood. They lived in a deserted village high in the mountains with a few other families. All the inhabitants of the village admired the musical family. Each of them played a different instrument and practised their music in different corners of their house.

Carol played the violin in the bedroom. She was a good player. She knew what to do to make the right note come out at the right time. Carol had a pet, a cat Pussy by name. They took walks together and climbed trees in the woods together but when Carol played Pussy slept on the bed. Carol and Pussy tried to share as many things as they could. In fact, Pussy was never out of Carol's sight.

Carol's brother Sam had the best place to practise. He was fortunate to play in the living room because he was the family piano player, and the piano stood in the living room. Sam was always playing one thing or another. Sometimes he played from printed music, sometimes he played things that he made up himself. He was a handy boy and could repair almost any musical instrument.

In the evenings and on weekends Carol's father practised playing the bagpipes downstairs in the hall. The mother was a singer. She had a lovely light voice. Mrs Parker fortunately could practise all through the day. She sang one song when she was watering the plants, and another song while she was cooking dinner. Carol loved her cooking and so did Pussy.

After dinner the Parkers gathered around the piano with their chairs and their music stands. It was the time of day that no one wanted to

miss. The Parker family played together. The noble sounds of beautiful tunes filled the room and spread all over the village and that gave their neighbours a chance to enjoy their concerts too.

No. 39. Exercise 48. *Listen to the first part of the text “The Story of Merrymind” and try to read it in the same manner.*

The Story of Merrymind

Once upon a time, there lived a certain man and his wife who had two cornfields, three cows, two oxen, five sheep and thirteen children. Twelve of the children were called by names common in the country, but the thirteenth child got a strange name of Merrymind. The thirteen children grew taller and stronger every year, and they did hard work earning their living. But when the youngest was old enough to look after his father’s sheep, there happened the great fair to which everybody in the neighbourhood went. As the fair happened only once in seven years, the man and his family couldn’t miss it. The father opened the bag in which he kept his money and gave every one of the thirteen a silver penny.

The boys and girls had never before owned so much pocket money and, thinking of what they should buy, they dressed themselves in their holiday clothes and set out with their father and mother to the fair. Before evening the twelve of the children had spent their money on clothes and all sorts of beautiful things, but Merrymind hadn’t bought anything. The reason was that he had set his heart upon a fiddle. Unfortunately fiddles cost a lot more than a silver penny.

The sun was getting low and red upon the hill, and Merrymind was still looking about. Suddenly he saw a little grey-haired man with just one old dirty fiddle the strings of which were broken.

“Buy the fiddle, my young master,” he said as Merrymind came up to him. “You’ll have it cheap: I ask but a silver penny for it. Mend the strings and you’ll have the best fiddle in the country.”

Merrymind thought this a great bargain. He was a handy boy and could mend the strings while watching his father’s sheep.

Everybody laughed at Merrymind’s bargain except his mother who was a very kindly woman. The boy began repairing the strings — he spent all his time, both night and day upon them, but no string would hold on his fiddle. At last Merrymind decided to leave home where everyone except his mother laughed at him and go to seek his fortune. So he set out on a summer morning with the broken-stringed fiddle under his arm.

Merrymind walked through the woods and found himself in the mountains. He was so tired of his journey that he fell asleep in a deserted cottage in the valley. He woke up in the middle of the night and saw

that the valley was full of inhabitants, and they were all busy in houses, in fields and in mills. They were wearing fine clothes and looked rich but very unhappy. Even the birds of that valley did not sing — they were too busy building their nests. The cats did not lie by the fire — they were all on the watch for mice. The dogs went out after hares and the cows and sheep grazed without stopping.

In the middle of the valley there stood a beautiful castle. The gates stood open, and Merry mind walked in. The courtyard was full of people who were so busy working that they didn't even look up at the boy. In the highest tower of that busy castle, at a window from which she could see the whole valley, there sat a noble lady. Her dress was rich, her hair was iron-grey, her look was sour and gloomy. She and her twelve maidens were spinning as hard as they could, but all the yarn they made was black.

No one in or out of the castle would greet Merry mind or answer his questions. They said, "We have no time to talk!" The only person who talked to him was a soldier. He told the boy the story of the valley.

"This valley belongs to the lady of the castle, whose name is Dame Dreary. She had another name in her youth — they called her Lady Littlecare; and then the valley was the happiest and the most beautiful place in the whole country. There were May games, harvest festivals and Christmas parties among them.

Shepherds piped on the hillsides, people sang in the fields, and laughter was heard in every house in the evening. All that was changed, nobody knows how. Some say it was because of a magic ring which fell from the lady's finger, and she became Dame Dreary. Hard work and hard times spread over the valley. They say it will be so till Dame Dreary lays down her distaff and dances."

No. 40. Exercise 72. *Listen to the recording and write down the text.*

One day my brother and I decided to repair our cottage in the country. We set out early in the morning and at noon we were in our neighbourhood. Many of the inhabitants of our village greeted us on our way as it was the day of the fair and many people had been to the fair. We were told how fortunate they were, what bargains they had had. We were even shown some of the things they had bought — golden thread, pots of sour cream. The sight was impressive. We changed our minds and decided to go to the fair too.

No. 41. Exercise 74. *Listen to the song and sing it along.*

She'll Be Coming Round the Mountain

She'll be coming round the mountain when she comes.

She'll be coming round the mountain when she comes.

She'll be coming round the mountain,
 She'll be coming round the mountain,
 She'll be coming round the mountain when she comes.
 She'll be driving six white horses when she comes.
 She'll be driving six white horses when she comes.
 She'll be driving six white horses,
 She'll be driving six white horses,
 She'll be driving six white horses when she comes.
 Oh, we'll all go out to meet her when she comes.
 Oh, we'll all go out to meet her when she comes.
 Oh, we'll all go out to meet her,
 Oh, we'll all go out to meet her,
 Oh, we'll all go out to meet her when she comes.
 Oh, we'll all have chicken and dumplings when she comes.
 Oh, we'll all have chicken and dumplings when she comes.
 Oh, we'll all have chicken and dumplings,
 Oh, we'll all have chicken and dumplings,
 Oh, we'll all have chicken and dumplings when she comes.
 We'll be singing "Hallelujah" when she comes.
 We'll be singing "Hallelujah" when she comes.
 We'll be singing "Hallelujah",
 We'll be singing "Hallelujah",
 We'll be singing "Hallelujah" when she comes.

No. 42. Exercise 76. *Listen to the poem "In Two Months Now" and try to read it in the same manner.*

In Two Months Now

In two months now or maybe one
 The sun will be a different sun,
 And earth that stretches white as straw
 With stony ice will crack and thaw
 And run in whistling stream and curve
 In still blue-shadowed pools. The nerve
 Of each pink root will quiver bare,
 And orchards in the April air
 Will show black breaking white.
 Red roses in the green twilight
 Will glimmer ghostly blue and swell
 Upon their vines with such a smell
 As only floats when the breeze is loud

At dusk from roses in a crowd.
I know that there will be these things,
Remembering them from other springs.
All these and more shall soon be seen;
But not so beautiful as they
Seem now to be, a month away.

Unit 8

No. 43. Exercise 34. *Social English. A. Listen to the formal version of the dialogue "Stolen Bicycle" and try to read it in the same manner.*

Stolen Bicycle

Polly: Hello, Walter! What's the matter?

Walter: Someone has stolen my bicycle! It makes the second time this year.

Polly: Poor Walter! My mother saw a programme on television yesterday. They said something about a thief stealing bicycles in our neighbourhood.

Walter: Really? I have a friend who is a policeman. Do you think I should telephone him?

Polly: I think it's a wonderful idea. Meanwhile, I can drive you to work. I know how much you hate the underground.

Walter: Oh, thank you. And ...

Polly: What?

Walter: Could you lend me about a hundred pounds? I'd like to buy a new bicycle.

B. Now listen to the informal version of the dialogue "Stolen Bicycle" and check yourselves.

Polly: Hi, Walter! What's up?

Walter: Someone has stolen my bike! It makes the second time this year.

Polly: Poor Walter! My mum saw a programme on the telly yesterday. They said something about a thief stealing bikes in our neighbourhood.

Walter: Really? I have a pal who is a policeman. Do you think I should phone him?

Polly: I think it's a wonderful idea. Meanwhile, I can drive you to work. I know how much you hate the tube.

Walter: Oh, ta. And ...

Polly: What?

Walter: Could you lend me about a hundred quid? I'd like to buy a new bike.

No. 44. Exercise 44. Listen to the text “Favourite Sports and Games” and do the tasks in your Student’s Book.

Favourite Sports and Games

Patrick: So, Sophia, what are your favourite sports?

Sophia: It’s really difficult to say. I play tennis, table tennis, volleyball. I go in for swimming and do some skating and skiing in winter.

Patrick: Are you good at skiing?

Sophia: I am not the world’s greatest skier. I’m a careful skier. I enjoy skiing in the forest but I like skiing in the mountains most of all. The most wonderful thing about skiing for me is the light and sunshine high in the mountains and the speed.

Patrick: A lot of people like it, though skiing in the mountains is very expensive. You need a special kind of equipment, skis, boots, ski suits. But I agree it is very exciting especially when you “fly” down the mountains. But I myself go to the mountains very seldom.

Sophia: What games do you prefer to play?

Patrick: I play football and volleyball. They are my favourite games. You can play them with your friends and practically all the year round.

Sophia: Do you play football and volleyball regularly?

Patrick: Well, it depends on the season. During the summer I play football and volleyball on the beach, and that’s only once a week on Sunday or on Saturday. But in spring, autumn and winter I play football regularly.

Sophia: Where do you play football?

Patrick: I play it at our local sports centre as I’m a member of our city football team, and then when we have matches with other cities or take part in football tournaments around the country. I play football at their stadiums and on their fields.

Sophia: Do you do quite well in the tournaments?

Patrick: Rather. We have won several matches and now we are leading the tournaments, so, yes, I have done quite well.

Sophia: Congratulations!

No. 45. Exercise 45. Listen to the text “The Great Shooting Day” and try to read it in the same manner.

The Great Shooting Day

Mr Victor Hazell was rich beyond words, and his property stretched for miles along either side of the valley. All the land around us belonged to him, everything on either side of the road, everything except the small patch of ground on which the filling station stood. That patch belonged to my father. It was a little island in the middle of the vast ocean of Mr Hazell’s property.

Mr Victor Hazell was a snob, and he tried desperately to get on with what he believed were the right kind of folk. He hunted with the hounds and gave shooting parties. And every weekend he drove his enormous silver Rolls-Royce past our filling station on his way to the factory.

“No,” my father used to say, “I do not like Mr Victor Hazell one little bit. I haven’t forgotten the way he spoke to you last year when he came in for a fill-up.”

I haven’t forgotten it either. Mr Hazell had arrived in his expensive Rolls-Royce and had said to me, “Fill her up and look sharp about it.” I was eight years old at the time. He didn’t get out of the car, he just handed me the key to the cap of the gasoline tank and as he did so, he barked out, “And keep your filthy little hands to yourself, you understand?” I didn’t understand at all, so I said, “What do you mean, sir?”

There was a walking stick on the seat. He picked it up and pointed it at me like a pistol. “If you spoil my car, I’ll beat you up,” he shouted.

My father was out of the workshop almost before Mr Hazell had finished speaking. He came up to the window of the car and placed his hands on it. “I don’t like you speaking to my son like that,” he said. His voice was dangerously soft. “You had no reason to threaten him,” my father went on. “He had done nothing wrong. Next time you threaten someone why don’t you pick on a person your own size,” my father said. “Like me, for instance.”

Mr Hazell did not look at him. He sat quite still in the seat of his Rolls-Royce, his tiny piggy eyes staring straight ahead.

“Now go away, please,” my father said. “We do not wish to serve you.” He took the key from my hand and threw it through the window. The Rolls-Royce drove away fast in a cloud of dust. A silence fell between us. “I’ll tell you something interesting,” my father said at last. “The shooting season starts on Saturday. It always starts on the first of October,” he said. “And every year Mr Hazell celebrates the day by giving a big shooting party. It is a very famous event, Danny, that shooting party of Mr Hazell’s.”

“Do lots of people come?” I asked.

“Hundreds,” he said. “They come from miles around. Dukes and lords, barons and baronets, rich businessmen and all important folk in the country. They come with their guns and their dogs and their wives, and all day long the noise of shooting is heard across the valley. But they don’t come because they like Mr Hazell. Secretly they all despise him.”

“Then why do they come, dad?”

“Because it’s the best pheasant shoot in the South of England, that’s why they come. But to Mr Hazell it’s the greatest day in the year because it makes him feel important. For one day in the year he becomes a big cheese in a little world and even the Duke of so-and-so tries to re-

member his first name when he says goodbye. So he is willing to pay almost anything to make it a success. He spends a fortune on those pheasants. Each summer he buys hundreds of young birds from the pheasant farm and puts them in the wood where the keepers feed them, and it's a deadly secret, Danny." My father looked carefully all around him.

"I would like," he whispered, "to find a way of getting so many pheasants from Hazell's wood that there would not be any left for the big opening-day shoot on October the first."

"Dad!" I cried. "No!"

"Sssh," he said. "Listen. Just imagine, Danny," he went on, "what a triumph, what a glorious victory that would be! All the dukes and lords and famous men would arrive in their big cars and then out they would all go with their guns under their arms — and they would take up their positions in the famous wood — and there wouldn't be a single pheasant to be found anywhere! And Mr Victor Hazell's face would be redder than a boiled beetroot! Now wouldn't that be the most amazing and beautiful things if we could pull it off, Danny!"

No. 46. Exercise 74. *Listen to the recording and write down the sentences.*

1. It's the best competition of the year. I'm desperate to go and see it. I hope to see the triumph of our team. 2. I find Mary amazing: she is so willing to help people and animals. Yesterday she saw a little dog on the school playgrounds. The dog was filthy and wet. Mary brought it home secretly and fed it. 3. "There he is," said Max and pointed at the tall man with piggy eyes staring at us. "He threatened that he would beat me with a stick if I tell anyone about him." 4. Why my dog is always barking at the postman is beyond my understanding. He is either afraid of him or despises him with all his heart.

No. 47. Exercise 76. *Listen to the poem "Silver" and try to read it in the same manner.*

Silver

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees,
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep

Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by
With silver claws and silver eye
And moveless fish in the water gleam,
By silver reeds in a silver stream.

No. 48. Exercise 77. *Listen to the song “Yankee Doodle” and sing it along.*

Yankee Doodle

Father and I went down to camp
Along with Captain Doodling;
There we saw the men and boys
As thick as hasty pudding.

Chorus:

Yankee Doodle, keep it up,
Yankee Doodle dandy!
Mind the music and the step
And with the girls be handy!

There was Captain Washington
Upon a slapping stallion,
Giving orders to his men —
I guess there was a million.

Chorus

Here we saw a thousand men
As rich as Squire David;
What they wasted every day,
I wish it could be saved.

Chorus

Then the feathers on his hat,
They looked so very fine, oh!
I wanted desperately to get
To give to my Jemima.

Chorus

Unit 9

No. 49. Exercise 20. *Listen to the text “Come Away, Come Away!” and read it in the same manner.*

Come Away, Come Away!

Some loud noise woke Wendy, and she sat up in bed. Then she searched for the candle and lit it. She was not frightened to see a stranger crying on the floor; she was only pleasantly interested.

“Boy,” she said kindly, “why are you crying?”

Peter could be extremely polite, so he rose and bowed to her beautifully.

“What’s your name?” he asked.

“Wendy Moira Angela Darling,” she replied solemnly. “What’s your name?”

“Peter Pan.”

“Is that all?”

“Yes,” he said rather anxiously. He felt for the first time that it was a tremendously short name.

She asked where he lived.

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

“What a funny address!”

“No, it isn’t,” he said firmly.

“I mean,” Wendy said nicely, remembering she was hostess, “is that what they put on the letters?”

“Don’t get any letters,” he said with regret.

“But your mother gets letters?”

“Don’t have a mother,” he mumbled. Not only had he no mother, but he had not the slightest wish to have one. Wendy, however, felt at once that she was in the presence of tragedy.

“O Peter, no wonder you were crying,” she said and got out of bed and ran to him.

“I wasn’t crying about mothers,” he said staring at her. “I was crying because I can’t get my shadow to stick on. Besides, I wasn’t crying.”

“It has come off?” asked Wendy pop-eyed.

“Yes.”

Then Wendy saw the shadow on the floor and she was frightfully sorry for Peter and willing to help him. “How awful!” she said. Fortunately she knew at once what to do. “It must be sewn on,” she said. “I shall sew it on for you, my little man,” she said, though he was as tall as herself, and she got out her sewing basket and sewed the shadow on to Peter’s foot. Peter was so happy that he started bouncing about. He had already forgotten that it was Wendy who helped him. He thought he had sewn the shadow on himself. “How clever I am,” he shouted, “oh, the cleverness of me!” he repeated with triumph.

Wendy was taken aback. “Indeed,” she exclaimed with sarcasm, “of course I did nothing!”

“You did a little,” Peter said carelessly and continued to dance.

“A little!” she replied angrily. “If I am no use, I can go to bed,” and she got into bed and covered her face with the blankets.

Peter sat on the end of the bed. "Wendy," he said, "don't go to sleep." And then he continued in a voice that no woman has ever yet been able to resist, "Wendy, one girl is more use than twenty boys."

"Do you really think so, Peter?" murmured Wendy.

"Yes, I do. Without any doubt."

"I think it is perfectly sweet of you," she smiled, "and I'll get up again."

When people are introduced, it is customary for them to ask each other's age, and so Wendy, who always liked to do the correct thing, asked Peter how old he was. It was not really a happy question to ask him; it was like an examination paper that asked grammar, when what you want to be asked is Kings of England.

"I don't know," he replied gloomily, "but I am quite young." He really knew nothing about it. "Wendy, I ran away the day I was born. It was because I heard father and mother talking about what I was to be when I became a man. I don't want ever to be a man. On the contrary, I want always to be a little boy and to have fun. So I ran away to Kensington Gardens and lived a long, long time among the fairies."

Wendy had lived such a home life that to know fairies struck her as quite wonderful. She poured out questions about fairies and though the questions were rather a nuisance to him, Peter told her what he knew. Then Wendy asked him more questions.

"If you don't live in Kensington Gardens now —"

"Sometimes I do still," Peter mumbled.

"But where do you live mostly now?"

"With the lost boys."

"Who are they?" Wendy seemed much interested.

"They are the children who fall out of their prams when the nurse is looking the other way. If they are not asked back in seven days they are sent far away to the Neverland. I'm a captain."

"What fun it must be!" said Wendy in fascination.

"Yes," said cunning Peter, "but we are rather lonely. You see we have no girlfriends."

"Are there no girls?"

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

Wendy was impressed. "I think," she said, "it is perfectly lovely the way you talk about girls; my brother John just despises us."

Wendy felt she was having a real adventure. She was just slightly disappointed when Peter said that he came to her window not to see her but to listen to stories which her mother told every evening.

"You see I don't know any stories for some reason. None of the lost boys knows any stories," said Peter with regret.

“How perfectly awful,” Wendy said. “Can you all be under the spell?”

“I am not sure,” Peter answered. “O Wendy, your mother was telling you such a lovely story.”

“Which story was it?”

“About the prince who couldn’t find the lady who wore the glass slippers.”

“Peter,” said Wendy excitedly, “that was Cinderella, the prince was desperate to find her and he did. They lived happily ever after.”

Peter was so glad that he rose from the floor, where they had been sitting, and hurried to the window.

“Where are you going?” she cried.

“To tell the other boys.”

“Don’t go, Peter,” she asked, “I know such a lot of stories: I have devoured so many books. I’m a great storyteller.”

He came back and there was a greedy look in his eyes now. “Wendy, do come with me and tell the other boys. How we should all respect you. You could tuck us in at night.”

“Oo!”

“None of us has ever been tucked in at night. And you could mend our clothes and make pockets for us. None of us has any pockets.”

How could she resist? “Of course it’s awfully fascinating!” she cried. “But I can’t fly.”

“I’ll teach you.”

No. 50. Exercise 32. Listen to the poem “Warning” and try to read it in the same manner.

Warning

When it’s English that we speak
Why is *steak* not rhymed with *weak*?
And couldn’t you please tell me how
Cow and *now* can rhyme with *bough*?
I simply can’t imagine why
High and *eye* sound like *buy*.
We have *food* and *blood* and *wood*.
And yet we rhyme *should* with *good*.
Bead is different from *head*,
But we say *red*, *bread* and *said*.
Gone will never rhyme with *one*
Nor *home* and *dome* with *some* and *come*.
Nose and *lose* look much alike,

So why not *fight* and *height* and *bite*?
Dove and *dove* look quite the same,
But not at all like *rain, rein* and *reign*.
Shoe just doesn't sound like *toe*,
And all for reasons I don't know,
For all these words just prove to me
That sounds and letters disagree.

Часть 2

Вторая часть аудиокурса представляет собой несколько сокращённый вариант повести Инид Блайтон “The Secret Seven”. Повесть разделена на 20 частей (parts) — 20 возможных уроков аудирования, которые учитель проводит в удобное для него время. Данный раздел аудиокурса лексически не увязан с учебником VII класса, однако соответствует уровню языковой подготовки учащихся. Незнакомые слова и выражения предлагаются перед каждой частью. Учителю рекомендуется ознакомить учащихся с ними перед первым прослушиванием текста, целью которого является общее понимание. Затем учащимся предлагается прослушать текст вторично, после чего учитель проверяет, насколько хорошо учащиеся поняли детали текста.

Так как на протяжении всей повести действуют одни и те же персонажи — члены тайного общества — 3 девочки (Barbara, Janet, Pam) и 4 мальчика (Peter, George, Colin и Jack), а также их собака (спаниель Scamper), целесообразно сразу познакомить учащихся с именами главных героев. Можно попросить учеников нарисовать их портреты. Коллаж из лучших рисунков можно поместить в классе. Он будет служить своеобразной зрительной опорой при аудировании.

Аудиозапись повести “The Secret Seven”

Part I. A SECRET SEVEN MEETING

The words to be introduced before listening:

a shed — сарай

bang — удар в дверь

to knock (at / on the door) — стучать в дверь

a password — пароль

Susie can be awfully smart — Сьюзи может быть очень сообразительна

She badly wanted — Ей очень хотелось

Susie wants smacking — Сьюзи заслуживает того, чтобы её отшлёпали

with the letters S.S. neatly worked on it — с буквами S.S., аккуратно выбитыми на ней

an adventure — приключение

to stalk — выслеживать

a thicket — чаща, заросли

The Secret Seven Society was having its usual weekly meeting. Its meeting place was down in the old **shed** at the bottom of the garden belonging to Peter and Janet. On the door were the letters S.S. painted in green.

Peter and Janet were in the shed, waiting for the rest of their secret society to come. Janet was making lemonade for the meeting. On a plate lay seven chocolate biscuits and one big dog biscuit. That was for Scamper, their spaniel. He sat with his eyes on the plate. "Here come the others," said Peter, looking out of the window. "Yes — Colin — George — Barbara — Pam and Jack. And you and I make the Seven."

"Woof," said Scamper, feeling left out.

"Sorry, Scamper," said Peter, "but you're not a member — just a companion but a very nice one!"

Bang! Somebody **knocked** at the door.

"**Password**, please," called Peter. He never opened the door until the person outside said the password.

"Rabbits!" said Colin, and Peter opened the door. "Rabbits!" said Jack, and "Rabbits!" said the others. That was the very latest password. The Secret Seven changed the word every week. They did not want anybody to know it.

Peter looked at everyone seriously as they came in and sat down. "Where's your badge, Jack?" he asked.

Jack looked uncomfortable. "I'm awfully sorry," he said, "but I think Susie has got it. I hid it in my desk, and when I looked for it this morning — it was not there. **Susie can be awfully smart** when she likes."

Susie was Jack's sister. **She badly wanted** to belong to the Society, but Jack didn't. He used to say that, as long as there were seven in the Secret Seven, there couldn't possibly be any more.

"**Susie wants smacking**," said Peter. "You'll have to get back the badge somehow, Jack, and then in future don't hide it in the desk or anywhere, but pin it on to your pyjamas at night and wear it. Then Susie can't get it."

"Right," said Jack. He looked round to see if everyone else was wearing a badge. Yes — each member had a little round button **with the letters S.S. neatly worked on it.** He felt very angry with Susie.

“Has anyone anything exciting to report?” asked Peter, handing round the seven chocolate biscuits. He gave Scamper the big dog biscuit, and the spaniel caught it quickly in his mouth. Soon everyone was eating.

Nobody had anything to report at all. Barbara looked at Peter.

“This is the fourth week we’ve had nothing to report, and nothing has happened,” she said. “It’s very dull. I don’t think it is necessary to have a Secret Society if it doesn’t do something. We should solve some mystery or have **an adventure** .”

“Well, think one up, then,” said Peter. He was not pleased. “You seem to think mysteries and adventures grow on trees, Barbara.”

Janet took a glass of lemonade. “I want something exciting to happen, too,” she said. “Can’t we make up some kind of adventure?”

“What sort?” asked Colin. “Oh, this lemonade’s sour!”

“I’ll put some more honey in,” said Janet. “Well, I mean, couldn’t we dress up as Red Indians or something, and go somewhere and **stalk** people without their knowing it? We’ve got some lovely Red Indian clothes, Peter and I.”

They talked about it for a while. They discovered that between them they had six sets of Red Indian clothes.

“Well, I know what we’ll do, then,” said George. “We’ll dress up, and go off to Little **Thicket**. We’ll have two parties, one at each end of the thicket — and we’ll see which party can stalk and catch Colin — he’s the only one without a Red Indian dress. That’ll be fun.”

“I don’t much want to be stalked by all six of you,” said Colin. “I hate it when you jump on me all at once.”

“It’s only a game!” said Janet. “Don’t be silly.”

“Listen — there’s somebody coming!” said Peter.

Footsteps came up the path right to the shed. There was a very loud bang at the door, which made everyone jump.

“Password,” said Peter, forgetting that all the Secret Seven were there.

“Rabbits!” was the answer.

“It’s Susie!” said Jack. He opened the door, and there, sure enough, was his clever sister, wearing the S.S. button, too!

“I’m a member!” she cried. “I know the password and I’ve got the badge!”

Everyone got up in anger, and Susie ran away, laughing as she went.

“I’m going after her,” said Jack. “And now we’ll have to think of a new password, too!”

“The password can be Indians!” Peter called after him. “Meet here at half past two!”

Part II. A RED INDIAN AFTERNOON

The words to be introduced before listening:

to threaten — угрожать

cautiously — осторожно

tiresome — надоедливый

a hatchet — топор, большой нож, тесак

to tie — привязывать

to crawl — ползти

a tummy — живот

to be horrified — быть в ужасе, ужаснуться

to be aimed at — быть нацеленным на

amazed — изумлённый

At half past two the Secret Seven Society arrived by ones and twos. Jack arrived first, wearing his badge again. He had caught Susie and taken it from her.

“I’ll come and bang at the door again and shout the password,” **threatened** Susie.

“That won’t be any good,” said Jack. “We’ve got a new one!” Everyone said the new password **cautiously**, just in case that **tiresome** Susie was anywhere about. “Indians!”

“Indians!” The password was whispered time after time till all seven were gathered together. Everyone had brought Red Indian suits and headdresses. Soon they were all dressing, except Colin, who hadn’t one.

“Now off we go to Little Thicket,” said Peter. He had a most terrifying-looking **hatchet**. Fortunately, it was only made of wood. “I’ll take Janet and Jack for my two men, and George can have Barbara and Pam. Colin’s to be the one we both try to stalk and capture.”

“No **tying** me to trees and shooting off arrows at me,” said Colin, firmly. “That’s fun for you, but not for me. See?”

They had all painted their faces except Colin. Jack had a rubber knife which he kept pretending to get into Scamper. They really did look a very terrifying-looking collection of Indians indeed.

They went to Little Thicket, which was about half a mile away, across the fields. It lay beside a big house called Milton Manor, which had big walls all round it.

“Now, what we’ll do is to start out at opposite ends of Little Thicket,” said Peter. “My three can take this end, and your three can take the other end, George. Colin can go to the middle. We’ll all shut our eyes and count one hundred — and then we’ll begin to hunt for Colin and stalk him.”

“And if I spot any of you and call your name, you have to get up and show yourselves,” said Colin. “You’ll be out of the game then.”

“And if anyone of us manages to get right up to you and touch you, then you’re his prisoner,” said Peter. “Little Thicket is just the right kind of place for this!”

It certainly was. It was a mixture of tall grass and bushes and trees, big and small. There were plenty of places to hide, and anyone could stalk a person from one end of the thicket to the other without being seen if he **crawled** carefully along on his **tummy**. The two parties separated, and went to each end of Little Thicket. There was a high fence on one side and on the other the walls of Milton Manor rose strong and high. If Colin could manage to get out of either end of Little Thicket uncaptured, he would be clever! He went to stand in the middle, waiting for the others to count their hundred with their eyes shut. As soon as Peter waved a handkerchief to show that the counting had begun, Colin ran to a tree. He climbed quickly up into the thick branches, and sat himself there. He smiled.

“They can stalk me all they like, from one end of the thicket to the other, but they won’t find me!” he thought. “And when they’re all tired of looking and give up, I’ll get down and come up to them!”

The counting was up. Six Red Indians began to move silently through the bushes and long grass.

Colin could see where some of them were. And then something very surprising caught his eye. He looked over to the high wall that surrounded the grounds of Milton Manor, and saw that somebody was climbing over the wall! It was a man. While Colin was looking, the man jumped down and disappeared. Colin heard the noise of his steps. Then everything was still. Colin couldn’t see him at all. He was most surprised. What was the man doing there? Colin couldn’t for the life of him think what was best to do. He couldn’t start shouting to the others from the tree. Then he suddenly saw that Peter, or one of the others, was very near the place where the man had gone to ground!

It was Peter. He thought he had heard somebody not far from him, and he felt sure it was Colin. So he went in that direction too. Ah! He was sure there was somebody hiding in the middle of that bush! It must be Colin. But it wasn’t Colin. To his great surprise Peter saw a man there.

As for the man, he **was horrified**. He suddenly saw a dreadful, painted face looking at him through the bush, and saw what he thought **was** a real hatchet **aimed at** him. He had no idea it was only made of wood!

He got up at once and ran away and for a moment Peter was so **amazed** that he didn’t even follow!

Part III. A SHOCK FOR COLIN

The words to be introduced before listening:

completely — полностью

to fancy — представить себе

to be frightened — испугаться

tracks — следы

in despair — в отчаянии

By the time Peter had stood up to see where the horrified man had gone, he had **completely** disappeared. There wasn't a sign of him anywhere.

"I am no good as a Red Indian," said Peter. "Can't even stalk somebody right under my nose. Where in the world has the fellow gone?"

He began to hunt here and there, and soon the others, seeing him standing up, knew that something had happened. They called to him, "Peter — what is it? Why are you showing yourself?"

"There was a man hiding under one of the bushes," said Peter. "I just wondered why. But he got up and ran away. Anyone see where he went?"

No one had seen him at all. They came up to Peter. "**Fancy** — seven of us crawling hidden in this field — and not one saw the man run off," said Pam. "We haven't even seen Colin!"

"The game's finished for this afternoon," said Peter. He didn't want the girls to come suddenly on the man in hiding. He thought they would **be frightened**. "We'll call Colin."

So they shouted for him. "Colin! Come out, wherever you are! The game's finished."

They waited for him suddenly to stand up and appear. But he didn't. There was no answer to their call, and no Colin suddenly appeared. "Colin!" shouted everyone. "Come out."

Still he didn't come. He didn't even shout back. It was strange. "Don't be funny!" shouted George. "The game's over! Where are you?" Colin was where he had been all the time — hidden up in his tree. Why didn't he shout back? Why didn't he go down the tree and run over to the others, pleased that he hadn't been caught?

He didn't show himself for a very good reason. He was much too frightened to! He had had a shock when he saw the man jump down from the wall, and run to the thicket and hide — and he had an even greater shock when he saw him suddenly appear from a nearby bush, and run to the foot of the tree that he himself was hiding in.

Then he heard the sounds of someone climbing up. It was the man climbing the very tree that Colin himself had chosen for a hiding place!

Colin's heart beat fast. He didn't like this at all. He was frightened. The man was climbing up. But when he was almost up to the branch on which Colin sat, he stopped. The branch wasn't strong enough to hold a man, though it was quite strong enough for a boy. The man was just below Colin. He was breathing hard, but trying to keep his breathing as quiet as possible. Peter was not so very far away and might hear it.

Colin sat as if he was turned to stone. Who was this man? Why had he come over the wall? Why had he hidden in Little Thicket? And now here he was up in Colin's tree. And at any moment he might look up and see Colin. It was very unpleasant indeed. Then Colin heard the others shouting for him. "Colin! Come out, wherever you are — the game's finished!"

But poor Colin couldn't come out, and certainly he couldn't shout back. He was afraid to breathe, and hoped that he wouldn't have to sneeze or cough. He sat there as still as a mouse, waiting to see what would happen. The man also sat there as still as a mouse, watching the six children below, looking at them through the leaves of the tree. Colin knew they had not brought old Scamper with them. And he was sorry. Scamper could find the man's **tracks!** But Scamper had been left behind. He always got much too excited when they were playing Red Indians, and by his barking gave away where everyone was hiding!

After the others had hunted for Colin and called him, they began to walk off. "I think he has gone home," said Peter. "Well, we'll go too. We can't find that man, and I don't know that I want to, either. He looked a nasty bit of work to me." **In despair**, Colin watched them leave Little Thicket and disappear down the field-path. The man saw them go too. He gave a little sigh and got down the tree. Colin couldn't see much of him except the top of his head and his ears. He could still see nothing of the man as he made his way cautiously out of the thicket. He was a far, far better Red Indian than any of the Secret Seven, that was certain!

And now — was it safe for Colin to get down? He certainly couldn't stay up in the tree all night!

Part IV. IS IT AN ADVENTURE?

The words to be introduced before listening:

at top speed — во всю мощь, изо всех сил

to feel ashamed — устыдиться

impatiently — нетерпеливо

thankfully — к счастью

in disgust — *зд.* с раздражением (*уст.*)

a cheat — обман, жульничество

I bet — спорим

actually — на самом деле, фактически

clean-shaven — чисто выбритый

a pearl necklace — жемчужное ожерелье

Colin got down the tree. He stood at the foot, looking cautiously round. Nobody was in sight. The man had completely disappeared. "I'll run **at top speed** and hope for the best," thought Colin, and off he went. Nobody stopped him! Nobody shouted at him. He **felt** rather **ashamed** of himself when he came to the field-path and saw the cows looking at him in surprise. He went back to the farmhouse where Peter and Janet lived. Maybe the Secret Seven were still down in the shed, taking off their Red Indian things and washing the paint off their faces. He ran down the path to the shed. The door was shut as usual. There was the sound of voices from inside the shed. Colin knocked. "Let me in!" he cried. "I'm back too." There was a silence. The door didn't open. Colin banged again **impatiently**. "You know it's only me. Open the door!" Still it didn't open. And then Colin remembered. He must give the password, of course! What in the world was it? **Thankfully** he remembered it, as he saw some brilliant Red Indian feathers through the shed window.

"Indians!" he shouted.

The door opened. "And now everybody in the district knows our latest password," said Peter's voice **in disgust**. "We'll have to choose another. Come in. Wherever have you been? We shouted and shouted for you at Little Thicket."

"I know. I heard you," said Colin, stepping inside. "I say, I'm sorry I shouted out the password like that. But I wasn't I. I've got some news — most unusual news!"

"What is it?" asked everyone, and stopped washing the paint from their faces.

"You know when Peter stood up and shouted out that, he'd found a man in hiding, don't you?" said Colin. "Well, I was quite nearby — as a matter of fact, I was up a tree!"

"**Cheat!**" said George. "That's not playing Red Indians!"

"Who said it wasn't?" asked Colin. "**I bet** Red Indians climbed trees as well as crawled on their tummies. Anyway, I was up that tree — and, will you believe it, the man that Peter found came running up to my tree, and climbed it too!"

"Oh!" said George. "What did you do?"

"Nothing," said Colin. "He didn't come up quite as far as I was — so I just sat quietly, and didn't make a sound. I saw him before Peter did, **actually**. I saw him on the top of the wall that surrounds Milton Manor — then he got down, ran to the thicket and disappeared."

“What happened in the end?” asked Janet, excited. “After you’d all gone, he got down the tree and went away,” said Colin. “I didn’t see him any more. I got down too, and ran for home. I felt a bit frightened, actually.”

“Whatever was he doing, behaving like that?” wondered Jack. “What was he like?”

“Well, I only saw the top of his head and his ears,” said Colin. “Did you see him closely, Peter?”

“Rather,” said Peter. “But he wasn’t anything out of the ordinary really — **clean-shaven**, dark-haired — nothing much to remember him by.”

“Well, I think that’s the last we’ll hear of him,” said Barbara. “The adventure that passed us by! We shall never know exactly what he was doing, and why.”

“He has spoilt our afternoon, anyway,” said Pam. “Though I’m sure it’s impossible to find and catch anybody hiding up a tree like that. We shall have to make a rule that trees are not to be climbed when we are playing at stalking.”

“When’s our next meeting — and are we going to have a new password?” asked Janet.

“We’ll meet on Wednesday evening,” said Peter. “Keep your eyes and ears open for anything exciting or mysterious, as usual. It is a pity we didn’t capture that man — or find out more about him. I’m sure he was up to no good.”

“What about a password?” asked Janet again. “Well — we’ll have ‘Adventure’, I think,” said Peter. “Seeing we’ve just missed one!”

They all went their several ways home — and, except Colin, nobody thought much more of the man at Little Thicket. But the radio that evening suddenly made all the Secret Seven think of him again!

“Lady Lucy Thomas’s **pearl necklace** was stolen from her bedroom at Milton Manor this afternoon,” said the announcer. “Nobody saw the thief, or heard him, and he got away.” Peter and Janet were listening to the radio. “That’s the man we saw!” shouted Peter. “Would you believe it! Call a meeting of the Secret Seven for tomorrow, Janet — this is an adventure again!”

Part V. AN IMPORTANT MEETING

The words to be introduced before listening:

theft — воровство

steadily — постоянно

to burst — взорваться

“Gracious” — «Бог мой», «Боже мой»

tips of his ears — кончики его ушей

a ladder — лестница

considering the matter carefully — тщательно обдумывая проблему

the clatter — топот

to grin — ухмыляться

What beats me — Что я не могу понять

caught a quick glimpse of him — увидел его мельком

That night the Secret Seven were very excited. Janet and Peter had put notes into everyone's letterbox. "Meeting at half past nine. IMPORTANT! S.S.S."

Colin and George had no idea at all what was up, because they hadn't listened to the radio. But the others had all heard of the **theft** of Lady Lucy Thomas's necklace, and, knowing that she lived by Little Thicket, they guessed that the meeting was to be about finding the thief!

At half past nine the Society met. Janet and Peter were ready for them in the shed. Knocks at the door came **steadily**. "Password!" called Peter each time.

"Adventure!" said everyone in a low voice. "Adventure!" "Adventure!" One after another the members came into the shed.

"Where's that awful sister of yours — Susie?" Peter asked Jack. "I hope she's not about anywhere. This is a really important meeting today." "Got your badge?"

"Yes," said Jack. "Susie's gone out for the day. Anyway, she doesn't know our latest password."

"What's the meeting about?" asked Colin. "I know something's up by the look on Janet's face. She looks as if she's going **to burst**."

"You'll feel like bursting when you know," said Janet. "Because you're going to be rather important, seeing that you and Peter are the only ones who saw the thief we're going after."

Colin and George didn't understand. They didn't know what Janet was talking about, of course. Peter soon explained.

"You know the fellow that Colin saw yesterday, climbing over the wall that runs round Milton Manor?" said Peter. "The one I saw hiding in the bush — and then he went and climbed up into the very tree Colin was hiding in? Well, it said on the radio last night that a thief had got into Lady Lucy Thomas's bedroom and taken her beautiful pearl necklace."

"**Gracious**," said Pam. "And that was the man you and Colin saw!"

"Yes," said Peter. "It must have been. And now the thing is — what do we do about it? This is an adventure — if only we can find that

man — and if only we could find the necklace too — that would be a fine feather in the cap of the Secret Seven.”

There was a short silence. Everyone was thinking hard. “But how can we find him?” asked Barbara at last. “I mean — only you and Colin saw him, Peter — and then just for a moment.”

“And don’t forget that I only saw the top of his head and **tips of his ears,**” said Colin. “I’d like to know how I could possibly know anyone from those things. Anyway, I can’t go about looking at the tops of people’s heads!”

Janet laughed. “You’d have to carry a **ladder** about with you!” she said, and that made everyone else laugh too.

“Oughtn’t we to tell the police?” asked George.

“I think we ought,” said Peter, **considering the matter carefully.** “Not that we can give them any help at all, really. Still — that’s the first thing to be done. Then maybe we could help the police, and, anyway, we could look round and see if we can find out anything on our own.”

“Let’s go down to the police station now,” said George. “That would be an exciting thing to do! Won’t the inspector be surprised when we march in, all seven of us!”

They left the shed and went down to the town. They came into the police station, much to the astonishment of the young policeman inside.

“Can we see the inspector?” asked Peter. “We’ve got some news for him — about the thief that stole Lady Lucy’s necklace.”

The inspector had heard **the clatter** of so many feet and he looked out of his room. “Hallo, hallo!” he said, pleased. “The Secret Seven again! And what’s the password this time?”

Nobody told him, of course. Peter **grinned.**

“We just came to say we saw the thief climb over the wall of Milton Manor yesterday,” he said. “He hid in a bush first and then in a tree where Colin was hiding. But that’s about all we know!”

The inspector soon got every single detail from the Seven, and he looked very pleased.

“**What beats me** is how the thief climbed that enormous wall!” he said. “He must be able to climb like a cat. There was no ladder used. Well, Secret Seven, there’s nothing much you can do, I’m afraid, except keep your eyes open in case you see this man again.”

“The only thing is — Colin only saw the top of his head, and I only **caught a quick glimpse of him**, and he looked so very, very ordinary,” said Peter. “Still you may be sure we’ll do our best!”

Off they all went again down the steps into the street. “And now,” said Peter, “we’ll go to the place where Colin saw the man getting over the wall. We just might find something there — you never know!”

Part VI. SOME PECULIAR FINDS

The words to be introduced before listening:

to point to — указать на что-то

a holly tree (holly) — остролист

a mark — зд. след, отметка

a footprint — отпечаток ноги

heels — каблуки

puzzled — озадаченный

What could have made these marks? — Что могло оставить эти следы?

as if someone had been stabbing the ground with the tip of a broom

handle — как будто кто-то ковырял землю концом ручки от метлы

a brick — кирпич

The Seven made their way to Little Thicket, where they had played their game of Red Indians the day before.

“Now, where exactly did you say that the man climbed over?” Peter asked Colin. Colin thought a little. Then he **pointed to a holly tree**.

“See that holly? Well — he came over the wall between that tree and the little oak. I’m pretty certain that was exactly the place.”

“Come on, then — we’ll go and see,” said Peter. Feeling really rather important, the Seven walked across Little Thicket and came to the place between the holly tree and the little oak. They stood and looked up at the wall.

It was at least ten or eleven feet high. How could anyone climb a high wall like that without even a ladder?

“Look — here’s where he got down,” said Pam, suddenly, and she pointed to a deep **mark** in the ground near the holly tree. They all looked.

“Yes — that must be the place where his feet landed,” said George. “Pity we can’t tell anything from the mark — I mean, there are no **footprints**, for instance. They could help a lot. But it’s only just a deep mark — probably made by his **heels**.”

“I would like to get to the other side of the wall,” said Peter, suddenly. “We can perhaps find a footprint or two there. Let’s go and ask the gardener if we can go into the grounds. He’s a friend of our cowman and he knows me.”

“Good idea,” said George, so off they all went again. The gardener was working inside the front garden, beyond the great iron gates. The children called to him, and he looked up.

“Johns!” shouted Peter. “Could we come in and look round? About that thief, you know. We saw him climb over the wall, and the inspector of police has asked us to keep our eyes open. So we’re looking round.”

Johns grinned. He opened the gates. “Well, if I come with you, I don’t think you can do much harm,” he said. “Beats me how that thief climbed those walls. I was working here in the front garden all yesterday afternoon. I didn’t see him at the gates. He wasn’t here.”

The seven children went round the walls with Johns. Colin saw the top of the holly tree and the top of the little nearby oak above the wall. He stopped.

“This is where he climbed up,” he said. “Now let’s look for footprints.”

There were certainly marks in the earth — but no footprints. The Seven bent over the marks.

“Funny, aren’t they?” said Peter, **puzzled**. “Quite round and regular — and about three inches across — as if someone had been pushing a broom handle into the ground. **What could have made these marks**, Johns?”

“Beats me,” said Johns, also puzzled. “Maybe the police will make something of them, now they know you saw the thief climb over the wall just here.”

Everyone studied the round, regular marks again. There seemed no rhyme or reason for them at all. They looked for all the world **as if someone had been stabbing the ground with the tip of a broom handle** or something — and why should anyone do that? And anyway, if they did, how would it help them to climb over a wall?

“There’s been no ladder used, that I can say,” said Johns. “All my ladders are locked up in a shed — and there they all are still — and the key’s in my pocket. How that fellow climbed this wall, I can’t think.”

“He must be an acrobat, that’s all,” said Janet, looking up to the top of the wall. Then she saw something, and pointed to it in excitement.

“Look! What’s that? On that sharp bit of **brick** there — halfway up?”

Everybody stared. “It looks like a bit of wool,” said Pam at last. Perhaps, when the thief climbed up, that sharp bit caught his clothes, and a bit of wool was pulled out.

“Help me up, George,” ordered Peter. “Get it. It might be a very valuable clue.”

George helped him up, and Peter got that piece of wool. He got it, and George let him down to the ground again. They all gathered round to look at it.

It was really rather ordinary — just a bit of blue wool thread with a tiny red strand in it.

Everyone looked at it with excitement.

“Well,” said Janet at last. “We can all look out for somebody wearing a blue wool pullover with a tiny thread of red in it!”

And then they found something else — something much more exciting!

Part VII. SCAMPER FINDS A CLUE

The words to be introduced before listening:

curious — любопытный

a reproachful look — укоризненный взгляд

a twig of a tree — веточка дерева

a bamboo stick — бамбуковая палочка

to drop — бросать

tweed — твид (*разновидность ткани*)

a tramp — бродяга

a measure — сантиметр (*мерка*)

a string — бечёвка

I can't help thinking — не могу не думать

to fizzle out — кончиться

a poster — афиша

a lion tamer — укротитель львов

It was really Scamper the spaniel who found the biggest clue of all. He was with them, of course, very interested in the **curious** round marks. Then he suddenly began to bark loudly.

Everyone looked at him. "What's up, Scamper?" said Peter. Scamper went on barking. The three girls felt a bit frightened. They looked around, half afraid that there might be somebody hidden in the bushes!

Scamper had his head up, and was barking quite loudly. "Stop it," said Peter. "Tell us what you're barking at, Scamper! Stop it, I say."

Scamper stopped. He gave Peter **a reproachful look** and then gazed up above the children's heads. He began to bark again.

Everyone looked up, to see what in the world the spaniel was barking at. And there, caught neatly on the **twig of a tree**, was a cap!

"Look at that!" said Peter, much surprised. "A cap! Could it belong to the thief?"

"Well, if it does, why in the world did he throw his cap up there?" said Janet. "It's not a thing that thieves usually do — throw their caps up into trees and leave them!" The cap was far too high to reach. It was almost as high up as the top of the wall! Johns the gardener went to get a stick to get it down. "I don't think that it really belongs to the thief," said George. "Why should he be throwing his cap about like that, leaving such a very fine clue?"

"No. You're right, I'm afraid," said Peter. "It can't be his cap. It must be one that somebody else threw over the wall some time or other."

Johns came back with **a bamboo stick**. He got the cap off the tree and Scamper took on it at once.

“**Drop** it, Scamper, drop it!” ordered Peter, and Scamper dropped it, looking hurt. Hadn’t he found the cap himself? Then why was he not allowed to throw it up into the air and catch it?

The Seven looked at the dirty old cap. It was made of **tweed**, and used to be fashionable — but now it was so dirty that it was difficult even to see the colour. Janet looked at it in disgust.

“What a dirty cap! I’m sure that some **tramp** had finished with it and threw it over the wall — and it just got there on that tree branch. I’m sure it isn’t a clue at all.”

“I think you’re right,” said Colin, taking the cap in his hands. “It’s no use to us. Bad luck, Scamper — you thought you had found a big clue!”

He wanted to throw the cap up over the wall, but Peter stopped him. “No, don’t! We’d better keep it. You simply never know. We can throw away something that might prove to be a clue of some kind — though I do agree with you, it probably isn’t.”

Colin gave it to Peter, “No wonder somebody threw it away. It smells like anything!”

Peter put it in his pocket. Then he took the tiny piece of blue wool thread, and put that carefully into the pages of his notebook. He looked down at the ground where the curious marks were.

“I almost think we’d better make a note of these too,” he said. “Got a **measure**, Janet?”

She hadn’t, of course. But George had some **string**, and he carefully measured across the round marks. “That’s the size of the marks,” he said, and gave his bit of string to Peter. It went carefully into his notebook too.

“**I can’t help thinking** those funny marks all over the place are some kind of clue,” he said, putting his notebook away. “But what, I simply can’t imagine!”

They said goodbye to Johns, and made their way home across the fields. Nobody could make much of the clues. Peter did hope the adventure wasn’t going to **fizzle out**, after all!

“I still say that only an acrobat could have got over that high wall,” said Janet. “I don’t see how any ordinary person could have done it!”

Just as she said this, they came out into the square. A big **poster** had been put up on a wall nearby. The children glanced at it. And then Colin gave a shout that made them all jump!

“Look at that — it’s a poster advertising a circus! And see what it says — **Lion tamers**, Horse riders, Performing Bears — Clowns — and Acrobats! Acrobats! Look at that! Supposing — just sup-posing ...”

They all stared at one another in excitement. Janet might be right. This must be looked into at once!

Part VIII. A VISIT TO THE CIRCUS

The words to be introduced before listening:

to beg — умолять, просить

to scale — *зд.* преодолеть

It's worth looking into — *зд.* Этим стоит заняться

to vote — голосовать (за)

sensible — разумный

a band — оркестр

gay — весёлый (*уст.*)

to watch out for *sb* — высматривать

a side — бок

Peter looked at his watch. "It's nearly dinnertime. We must all get back home as fast as we can. Meet at half past two again, Secret Seven."

"We can't!" said Pam and Barbara. "We're going to a party." "Don't have a meeting without us," **begged** Pam. "I can't come either," said George. "So we'd better make it tomorrow. Anyway, if the thief is one of the acrobats at the circus, he won't be leaving this afternoon! He'll stay there till the circus goes."

"Well — it's only just a chance he might be an acrobat," said Janet, "I only just said it could only be an acrobat that **scaled** that high wall, I didn't really mean it!"

"**It's worth looking into**, anyhow," said Peter. "Well — meet tomorrow at half past nine, then. And will everybody please think hard, and have some kind of plan to suggest? I'm sure we shall think of something good!"

Everyone thought hard that day — even Pam and Barbara whispered together in the middle of their party! "I **vote** we go and see the circus," whispered Pam. "Don't you think it would be a good idea? Then we can see if Peter recognizes any of the acrobats as the thief he saw hiding under that bush!"

When the Secret Seven met the next day, saying the password as they went through the door of the shed, everyone seemed to have exactly the same idea!

"We should visit the circus," began George. "That's just what Pam and I thought!" said Barbara. "I thought so too," said Colin. "In fact, it's the only **sensible** thing to do. Don't you think so, Peter?"

"Yes. Janet and I looked in the local paper, and we found that the circus opens this afternoon," said Peter. "What about us all going to see it? I don't know if I would recognize any of the acrobats as the thief — I really only caught just a glimpse of him, you know, but it's worth trying."

“You said he was dark and clean-shaven,” said Colin. “And I saw that his hair was black, anyway. He had a little round thin place on the top. But it isn’t much to go on, is it?”

“Has anyone got any money?” asked Pam. “To buy circus tickets, I mean. I haven’t any at all, because I had to buy a birthday present to take to the party yesterday.”

Everyone turned out their pockets. The money was put on the table and counted.

“The tickets are thirty pence for children,” said Peter. “Thirty pence! They must think that children are made of money. We’ve got one pound twenty here, that’s all. Only four of us can go.”

“I’ve got sixty pence in my moneybox,” said Janet.

“And I’ve got twenty-nine pence at home,” said Colin. “Anyone got the odd penny?”

“Oh yes — I’ll borrow it from Susie,” said Jack.

“Well, don’t go and tell her the password in return for the penny!” said Colin, and got a kick from Jack.

“Right. That looks as if we can all go, after all,” said Peter, pleased. “Meet at the circus field ten minutes before the circus begins. Don’t be late, anyone! And keep your eyes open for anyone wearing a dark-blue pullover with a tiny thread of red in it — because it’s pretty certain the thief has a jersey or pullover made of that wool.”

Everyone was very punctual. All but Pam had money with them, so Peter gave her enough for her ticket. They went to the ticket box and bought seven tickets, feeling really rather excited. A circus was always fun — but to go to a circus and keep a look out for a thief was even more exciting than usual!

Soon they were all sitting in their seats, looking down on the ring in the middle of the great tent. The **band** struck up a **gay** tune and a drum sounded loud. The children sat up, excited. In came the horses, walking proudly. In came the clowns waving their hands and smiling; in came the bears; in came all the performers, one after another, greeting the audience with smiles.

The children **watched out for** the acrobats, but they were all mixed up with the other performers. It was impossible to tell which were the acrobats.

“They are third on the programme,” said Peter. “First come the horses — then the clowns — and then the acrobats.”

So they waited, clapping the beautiful dancing horses, and laughing at the funny clown until their **sides** ached.

“Now for the acrobats!” said Peter, excitedly. “Watch, Colin, watch!”

Part IX. A GOOD IDEA — AND A DISAPPOINTMENT

The words to be introduced before listening:

moustache(s) — усы

to leap up — подпрыгнуть, прыгать

steep — крутой(ая)

to spring (sprang) — прыгать

a wire — проволока

to hug — обнимать, тискать

a stilt walker — акробат на ходулях

stilts — ходули

stiffly — не сгибаясь

to snarl — сердито рычать

to pounce on (at) *sb* — набрасываться (на)

in admiration — с восхищением

a brainwave — удачная мысль

a wig — парик

bald — лысый

The acrobats came in. Peter pushed Colin. “Colin! See that fellow with his head between his legs — he’s clean-shaven like the man I saw hidden in the bush — and he’s got black hair!”

Colin nodded. “Yes — he may be the one! All the others have **moustaches**. Let’s watch him carefully and see if he could really **leap up** a high wall, and over the top.”

All the Secret Seven kept their eyes on this one acrobat. They had seen that the others had moustaches so they were out — but this one ... he was dark-haired and had no moustache! Could he leap high? Would he show them that he could easily leap up a **steep** wall to the top? They watched eagerly. The clean-shaven acrobat was definitely the best of them all. He was as light as a feather. When he **sprang** across the ring, it almost seemed as if his feet did not even touch the ground.

Then a long ladder was put up, and was fixed to **a wire** high up in the roof of the tent. The children watched the acrobat spring up the ladder, and they turned to look at one another. If he could leap up a ladder like that, he could most certainly leap up a twelve-foot wall to the top!

“I’m sure that one’s the thief,” whispered Janet to Peter. He nodded. He was sure, too. He was so sure, that he began to enjoy the circus properly, not bothering to look out for a thief any longer, now that he had made up his mind that this was the one.

It was quite a good circus. The performing bears came on. They really seemed to enjoy themselves boxing with each other and with their

trainer. One little bear was so fond of its trainer that it kept **hugging** his leg, and wouldn't let him go!

Janet wished she had a little bear like that for a pet. "He's just like a big teddy bear," she said to Pam, and Pam nodded.

The clowns came in again — and then the two **stilt walkers**, with three of the clowns. The stilt walkers were funny. They wore long skirts over their **stilts**, so that they looked like tremendously tall people, and they walked **stiffly** about with the little clowns running around them.

Then a strong cage was put up, and the lions were brought in, **snarling**. Janet was frightened. "I don't like this," she said. "Lions aren't meant to act about. They only look silly. Oh dear — look at that one. He won't get up on his stool. I know he's going to **pounce on** his keeper."

But he didn't, of course. He knew his performance and went through it very well together with the others.

Then a big elephant came in and began to play cricket with his trainer. He really enjoyed that, and when he hit the ball into the audience six times running, everyone clapped like mad.

Altogether, the children enjoyed themselves enormously. They were sorry when they found themselves going out into the big field again.

"If we could only hunt for thieves in circuses every time, it would be very enjoyable," said Janet. "Peter — what do you think? Is that dark-haired, clean-shaven acrobat the thief? I think he is the only one of the acrobats, really."

"Yes — all the others have moustaches," said Peter. "I wonder what we ought to do next. Can't we, perhaps, go and find him and talk to him? He may say something that would help us."

"But what excuse can we give for going to find him?" said George.

"Oh — ask him for his autograph!" said Peter. "He'll think that quite natural!"

The others stared at him **in admiration**. What a **brainwave**! Nobody had thought of half such a good idea.

"Look," whispered Barbara. "Isn't that him over there, talking to the bear trainer? Yes, it is. Does he look like the thief to you, Peter, now that you can see him close?"

Peter nodded, "Yes, he does. Come on — we'll all go up and ask him for an autograph. Keep your eyes and ears open."

They marched up to the acrobat. He turned round in surprise. "Well — what do you want?" he asked with a smile. "Want a lesson on how to walk the tightrope?"

"No — your autograph, please," said Peter. He stared at the man. He suddenly seemed much older than he had looked. The acrobat laughed.

“Yes, you can have my autograph — but just let me take off my **wig** first. It makes my head so hot!”

And, to the children’s enormous surprise, he lifted his wig. His black hair was a wig — and under it, the acrobat was completely **bald**. Well — what a disappointment!

Part X. TRINCULO THE ACROBAT

The words to be introduced before listening:

in dismay — уныло

distinctly — отчётливо

to afford — позволить (себе)

in delight — в восторге

to rub — потереть(ся)

fur — мех

tame — ручной

a bun — булочка

We’re stuck — Мы зашли в тупик

to spot — узнать, обнаружить

The Seven stared at him **in dismay**. His head was completely bald except for a few grey hairs right on the very top. He couldn’t possibly be the thief. Colin had **distinctly** seen the top of the thief’s head when he had sat above him in the tree — and he had said that his hair was black, except for a little round bald part in the centre.

Colin took the wig in his hand. He looked at it carefully, wondering if perhaps the thief had worn the wig when he had stolen the necklace. But there was no little round bald patch in the centre! It was a thick black wig with no round bald parts at all.

“You seem to be very interested in my wig,” said the acrobat, and he laughed. “No acrobat can **afford** to be bald, you know. We have to look as young and beautiful as possible. Now, I’ll give you each my autograph, then you must be off.”

“Thank you,” said Peter, and handed the man a piece of paper and a pencil.

The little bear came out, all by itself.

“Oh, look,” said Janet **in delight**. “Oh, will it come to us, do you think? Come here, little bear.”

The bear came up and **rubbed** against Janet. She put her arms round it and tried to lift it — but it was unexpectedly heavy. A strange-looking youth came after it, and caught it by the **fur** at its neck. “Ah, bad boy!” he said, and shook the little bear. “Oh, don’t!” said Janet. “He’s so sweet. He only came over to see us.”

The youth was dressed rather strangely. He had on a woman's blouse, a hat with flowers in — and dirty flannel trousers!

Peter looked at him curiously as he led the little bear away. "Was he in the circus?" he asked. "I don't remember him."

"Yes — he was one of the stilt walkers," said the acrobat, still busily writing autographs. "His name's Louis. He helps with all the animals. Do you want to come and see the bears in their cage some time? They're very **tame** — and old Jumbo, our elephant, would love to have a **bun** or two if you like to bring him some. He's as gentle as a big dog."

"Oh yes — we'd love to!" said Janet, at once thinking how much she would love to make friends with the dear little bear. "Can't we come tomorrow?"

"Yes — come tomorrow morning," said the acrobat. "Ask for Trinculo — that's me. I'll be about somewhere."

The children thanked him and left the field. They said nothing till they were well out of hearing of any of the circus people.

"I'm glad it wasn't that acrobat," said Janet. "He's nice. I like his funny face, too. I did get a shock when he took off his black hair!"

"So did I," said Peter. "I felt an idiot, too. I thought I had remembered how the thief had looked — when I saw Trinculo's face. I really did think he looked like the thief. But he doesn't, of course. For one thing, the man I saw was much younger."

"We'd better not go by faces, it seems to me," said Colin. "Better try to find someone who wears a blue pullover with a red thread running through it!"

"We can't go all over the district looking for that," said Pam. "Honestly, that's silly."

"Well, have you got a better idea?" asked Colin.

She hadn't, of course. Nor had anyone else. "**We're stuck,**" said Peter, gloomily. "This is a silly sort of mystery. We keep thinking we've got somewhere — and then we find we haven't."

"Shall we go to the circus field tomorrow?" asked Pam. "Not to try to find the thief, of course, because we know now that he isn't any of the acrobats. But should we go just to see the animals?"

"Yes. I did like that little bear," said Janet. "And I'd like to see old Jumbo close to, as well. I love elephants."

"I don't think I'll come," said Barbara. "I'm a bit afraid of elephants, they're so enormous."

"I won't come, either," said Jack. "What about you, George? We said we'd work with stamps tomorrow, you know."

“Yes — well, we won’t go either,” said George. “You don’t mind, do you, Peter? I mean, it’s nothing to do with the Society, going to make friends with bears and elephants.”

“Well, Janet and Pam and Colin and I will go,” said Peter. “And mind — everyone is to watch out for a blue pullover with a little red line running through it. You simply never know what you can see if you keep your eyes open!”

Peter was right. You will be surprised to know what he and Janet were going **to spot** the very next day!

Part XI. PAM’S DISCOVERY

The words to be introduced before listening:

inquisitive — любопытный

curiously — с любопытством

magnificent — впечатляющий

a bar — прут (*от клетки*)

to growl — рычать

just in case — *з*д. на всякий случай

to gaze at — внимательно смотреть

a line — верёвка (*бельевая*)

a pattern — *з*д. рисунок

to shoo — испугивать, прогонять, шикать

to dare — осмеливаться

Next morning Janet, Peter, Colin and Pam met to go to the circus field. They didn’t take Scamper, because they didn’t think Jumbo, the elephant, would like him running round him.

Scamper was very angry at being left, and they could hear his loud barks all the way up the road. “Poor Scamper!” said Janet. “But he may get into the lions’ cage or something. He’s so very **inquisitive.**”

They soon came to the field. They walked across it, looking at the circus people **curiously**. How different they looked in their ordinary clothes — not nearly so nice, thought Janet. But then, how exciting and **magnificent** they looked in the circus ring.

One or two of them had built little fires in the field and were cooking something in black pots over the flames. Whatever it was that was cooking smelt most tasty. It made Peter feel very hungry.

They found Trinculo, and he was as good as his word. He took them to make friends with Jumbo, who looked gently at them, and then, he set Janet high up on his great head. She shouted with surprise and delight.

They went to find the little bear. He was delighted to see them, and put his paws through the **bars** to reach their hands. Trinculo unlocked the cage and let him out. He put his arms round Trinculo's leg, looking at the rest of them with a funny look on his funny bear face.

"If only he wasn't so heavy," said Janet, who always loved to pick up any animal she liked and hug it. "I want him so much."

"Goodness — whatever would Scamper say if we took him home?" said Peter.

Trinculo took them to see the great lions in their cages. The youth called Louis was there with someone else, cleaning out the cages. The other man in the cage smiled at the staring children. One of the lions **growled**.

Janet backed away. "It's all right," said the trainer. "They're all harmless so long as they are well fed. But don't come too near, Miss, **just in case** ." The trainer didn't seem in the least afraid of the lions. Janet didn't like him, but she couldn't help thinking how brave he was! They were all sorry when it was time to go. They said goodbye to Trinculo, went to say goodbye to the little bear once more, and then went across the field to Jumbo. There were some caravans at the end of the field. Some of the caravanners had been doing their washing. They had put a good deal of it out on the grass to dry.

The children walked by, looking at everything they passed. And then Pam suddenly stopped. She **gazed at** something hanging on one of the **lines**. When she turned her face towards them, she looked so excited that the others hurried over to her.

"What is it?" asked Peter. "You look quite red! What's up?"

"Is anybody looking at us?" asked Pam in a low voice. "Well, Peter — hurry up and look at these socks hanging on this line. What do they remind you of?"

The others looked at the things on the line — two handkerchiefs, little dresses belonging to children, stockings and socks. For a moment Peter felt sure that Pam had noticed a blue pullover!

But there was no pullover on the line. He wondered what Pam had seen. Then he saw what she was gazing at.

She was looking very hard indeed at a pair of blue wool socks — and down each side of them ran a **pattern** in red! Peter's mind at once flew to the bit of wool he had in his pocketbook — did it match?

In a moment he had it out and was comparing it with the sock. The blue was the same. The red was the same. The wool was exactly the same too.

"And see here," whispered Pam. "There's a little hole in this sock — just here — where a bit of the wool has gone. I'm pretty certain, Peter, that that's where your bit of blue wool came from this sock!"

Peter was sure of it, too. An old woman came up and **shooed** them away. “Don’t you **dare** touch those clothes!” she said.

Peter didn’t dare to ask who the socks belonged to. But if only, only he could find out, he would know who the thief was at once!

Part XII. ONE-LEG WILLIAM

The words to be introduced before listening:

muddy — грязный

a shark — акула

mud — грязь

He couldn’t have climbed over the wall with one leg — Не может быть, чтобы он перелез через стену с одной ногой

astonished — ошеломлённый

to fancy — представить себе

an inch — дюйм

to fit — подходить, совпадать

a doubt — сомнение

goodness knows why — бог знает почему

to trace — выследить

The old circus woman gave Pam a little push. “Didn’t you hear me say go away!” she scolded. They all decided to go at once. Pam thought the old woman looked really rather like a witch!

They walked quickly out of the field, silent but very excited. Once they were in the lane they all talked at once, “We never thought of socks! We thought we had to look for a pullover!”

“But it’s socks all right — that pair is made of exactly the same wool as this bit we found caught on to that wall!”

“Gracious! To think we didn’t dare to ask whose socks they were!” “If only we had, we’d know who the thief was.”

They went back to the farmhouse. They wanted to discuss what to do next. And down in the shed, patiently waiting for them, were Jack, George and Barbara! They didn’t give the others a chance to tell about the socks — they immediately began to tell something of their own.

“Peter! Janet! You know those strange round marks we saw on the inside of the wall! Well, we’ve found some more, exactly like them!” said Jack.

“Where?” asked Peter.

“In a **muddy** place near old Chimney Cottage,” said Jack. “George and I saw them and went to fetch Barbara. Then we came to tell you. And what’s more, Barbara knows what made the marks!” “You’ll never guess!” said Barbara.

“Go on — tell us!” said Janet, forgetting all about the socks. “Well, when I saw the marks — round and regular, just like the ones we had seen — I couldn’t think what they were at first,” said Barbara. “But then, when I remembered who lived in the nearby cottage, I knew.”

“What were they?” asked Peter, eagerly.

“Do you know who lives at Chimney Cottage?” asked Barbara. “You don’t. Well, I’ll tell you. It’s One-leg William! He had a leg bitten off once by a **shark**, and he’s got a wooden leg — and when he walks in the **mud** with it, it leaves round marks — just like the marks we saw on the other side of the wall. It must be One-leg William who was the thief.”

The others sat and thought about this for a few moments. Then Peter shook his head.

“No. One-leg William couldn’t possibly be the thief. **He couldn’t have climbed over the wall with one leg** — and besides — the thief wore a pair of socks — and that means two legs!”

“How do you know he wore socks?” asked Barbara, **astonished**.

They told her about the socks on the line away in the circus field. Barbara thought hard. “Well — I expect the thief was a two-legged man with socks — but I don’t see why One-leg William couldn’t have been with him to help in some way. The marks are exactly the same! What was One-leg William doing there, anyway?”

“That’s what we must find out,” said Peter, getting up. “Come on — we’ll go and ask him a few questions — and see those marks. **Fancy** them being made by a one-legged man — I’ve never, never thought of that!”

They made their way to Chimney Cottage. Just outside was a very muddy place — and sure enough, there in it were the same round, regular marks that the children had seen over Milton Manor wall. Peter bent down to study them.

He got out his notebook and took from it the bit of string that George had cut when he measured the width of the other round marks. He looked up in surprise.

“No — these marks aren’t the same — they’re nearly **an inch** smaller — you look!” He set the string over one of the marks, and the others saw at once that it was longer than the width of the marks.

“Well! Isn’t that queer!” said George. “It couldn’t have been One-leg William, then. Is there another man with a wooden leg in the district? One whose leg might be a bit wider and **fit** the marks?”

Everyone thought hard — but nobody could think of a man with a wooden leg. It was really very strange. “We keep on thinking we’re solving things, and we aren’t,” said Peter. “There’s no **doubt**, I think,

that a man with a wooden leg was there with the thief, though **goodness knows why** — but it wasn't One-leg William. And we do know that the thief can't have only one leg because he definitely wears two socks!"

"We know his socks — but we don't know him!" said Janet. "This mystery is getting more mysterious than ever. We keep finding out things that lead us nowhere!"

"We shall have to go back to the circus field tomorrow and try **to trace** those socks," said Peter. "We can't ask straight out whose they are — but we could watch and see who's wearing them!"

"Right," said Colin. "Meet there again at ten — and we'll have a look at every sock on every foot in that field!"

Part XIII. A COAT TO MATCH THE CAP

The words to be introduced before listening:

to have a squint — взглянуть

Carry on! — эд. Давайте!

to be fast asleep — крепко спать

an ankle — лодыжка

bare — голый

to sweep — подметать

to frown — хмуриться

annoyed — раздражённый

to pretend — притворяться

to make sense — иметь смысл

to whistle — свистеть

to stoop — наклоняться

splendid — восхитительный

At ten o'clock all the Secret Seven were in the circus field. They decided to go and see Trinculo the acrobat again, as an excuse for being there. But he was nowhere to be found.

"He's gone off to the town," said one of the other acrobats. "What do you want him for?"

"Oh — just to ask him if we can mess around a bit," said Jack. "You know — **have a squint** at the animals and so on."

"**Carry on!**" said the acrobat, and went off to his caravan. The children watched him in admiration.

They went to look at the little bear, who, however, **was fast asleep**. Then they went cautiously over to the clothes line. The socks were gone! Aha! Now perhaps someone was wearing them. Whoever it was would be the thief.

The children walked round the field again, looking at the **ankles** of every man they saw. But all they could see had **bare** ankles! Nobody seemed to wear any socks at all. How awful!

Louis came up to the lions' cage and unlocked it. He went inside and began to do the usual cleaning. He took no notice of the lions at all, and they took no notice of him. Janet thought it must be great to go and **sweep** all round the feet of lions and not mind it at all!

He had his dirty flannel trousers rolled up to his knees. His legs, also dirty, were quite bare.

On his feet were dirty old rubber shoes.

The children watched him for a little while, and then turned to go. Another man came up as they were leaving, and they looked down at his ankles, to see what kind of socks he was wearing, if any. No socks, too, of course!

But something caught Jack's eyes, and he stopped and stared at the man. The fellow **frowned**. "Anything wrong with me?" he said, **annoyed**. "Stare away!"

Jack turned to the others, his face red with excitement. He pushed them on a little, till he was out of the man's hearing.

"Did you see that coat he was wearing?" he asked. "It's like that cap we found up in the tree — only not quite so filthy dirty! I'm sure it is!"

All seven turned to look round at the man, who was by now painting the outside of the lions' cage, making it look a little better than before. He had taken off his coat and hung it on the handle of the lions' cage. How the Seven wanted to go and compare the cap with the coat!

"Have you got the cap with you?" asked Pam in a whisper. Peter nodded, and touched his coat pocket. He had all the 'clues' with him, of course!

Their chance suddenly came. The man was called away by someone and went off, leaving his paint-pot, brush and coat. Immediately the children went over to the coat.

"**Pretend** to be interested in the lions' cage while I compare the cap with the coat," said Peter in a low voice. They all began to look into the cage and talk about the lions, while Peter pulled the cap out of his pocket and quickly put it against the coat.

There was no doubt about it — the cap and coat matched perfectly. Then was this fellow who was painting the lions' cage the thief? But how did it happen that he had thrown his cap high up in a tree? Why did he leave it behind? It just didn't **make sense**.

The man came back, **whistling**. He **stooped** down to pick up his paint-brush, and Colin got a **splendid** view of the top of his head. He stared at it.

Then all the children moved off. They wanted to ask Peter about the cap. Once they were out of hearing, he nodded to them. "Yes," he said. "They match. That fellow may be the thief. We'll have to watch him."

"No good," said Colin, unexpectedly. "I just caught sight of the top of his head. He's got black hair — but no round bare place at the top, like the man had who sat below me in that tree. He's not the thief!"

Part XIV. THE PECULIAR MARKS AGAIN

The words to be introduced before listening:

peculiar — особенный

the rails of the fence — штакетник ограды, перекладины

for the life of me — ни за что

annoying — досадный

joyfully — радостно

to share — делить, *зд.* жить вместе

We're getting warmer! — Теплее, теплее! (*т. е. приближаемся к решению проблемы*)

to spank — шлёпать

to be taken aback — быть озадаченным

puzzling — озадачивающий

circus properties — цирковое имущество, реквизит

clear off — убирайтесь вон

The Seven went to sit on **the rails of the fence** that ran round the circus field. They felt disappointed.

"To think we find somebody wearing a coat that exactly matches the cap we found — and yet he can't possibly be the thief because the top of his head is wrong!" said Peter. "I must say this is a most disappointing adventure. We keep finding out exciting things — and each time they lead us nowhere at all!"

"And if we find anyone wearing those socks that we are sure belong to the thief, it won't be him at all either," said Janet. "It will probably be his aunt, or something!"

That made everyone laugh. "Anyway," said Peter, "we're not absolutely certain that the cap has anything to do with the theft of the necklace. We only found it high up in a tree, you know, near where the thief climbed over the wall."

"It has got something to do with the mystery," said George. "I'm sure of it — though I can't **for the life of me** think how."

They all sat on the fence and stared solemnly over the field. What an **annoying** adventure this was! And then Janet gave a little shout.

“What is it? Have you thought of something?” asked Peter. “No. But I see something,” said Janet, and she pointed over to the right. The others looked where she pointed, and how they stared!

The field was rather wet just there, and in the damp part were round, regular marks just like those they had seen by the wall — and very like the smaller marks made by the one-legged man near his cottage!

“I think these marks are the right size,” said Peter, jumping down in excitement. “They look bigger than the marks made by the one-legged man’s wooden leg. I’ll measure them.”

He got out his bit of string and laid it carefully across one of the marks. Then across another and another. He looked up **joyfully**.

“See that. Exactly the same size! Every one of these round marks is the same as those we saw in the ground below the wall the thief climbed!”

“Then — there must be another one-legged man here, in the circus — a man with a wooden leg that measures the same as those round marks,” said Colin, excitedly. “He’s not the thief, because a one-legged man couldn’t climb the wall, but I’m sure he was with the thief.”

“We must find him,” said George. “If we can find who his friend is, or who he **shares** a caravan with, we shall know his friend is the thief — and I expect we’ll find that the thief is wearing those socks, too! **We’re getting warmer!**”

Peter shouted to the small circus girl who was nearby. “Hey, you!” he called. “We want to talk to the one-legged man here. Which is his caravan?”

“Don’t be silly,” said the small girl. “There isn’t any one-legged man here. What’d he be doing in a circus? All of us here have got our two legs — and need them!”

“Now look here,” said Peter, firmly. “We know there is a one-legged man here and we mean to see him. Here’s some chocolate if you’ll tell us where he is.”

The little girl took the chocolate at once. Then she laughed. “Chocolate for nothing!” she said. “You’re silly! I tell you, there isn’t any one-legged fellow here!” And before they could ask her anything else, she was gone.

“You run after her and **spank** her,” called a woman from a nearby caravan. “But she won’t tell you no different. We haven’t got any one-legged man here!”

She went into her caravan and shut the door. The Seven felt quite **taken aback**. “First we find marks outside Chimney Cottage and are certain they belong to the thief,” cried Peter, “but they belong to a one-

legged man who has nothing to do with this adventure — and then we find the right marks, right size and all — and we're told there isn't a one-legged man here at all! It's really very **puzzling!**"

"Let's follow the marks," said Janet. "We shall find them difficult to see in the longer grass — but maybe we can spot enough to follow them up."

They did manage to follow them. They followed them to a small caravan parked not far off the lions' cage, next to a caravan where Louis was sitting on the steps. He watched them in surprise.

They went up the steps of the small caravan and looked inside. It seemed to be full of different **circus properties**. Nobody appeared to live there.

A stone fell down near to them and made them jump. "You **clear off**, where you've no business to be!" shouted Louis, and picked up another stone. "Do you hear me? Clear off!"

Part XV. A SHOCK FOR PETER AND COLIN

The words to be introduced before listening:

beast — животное, зд. дрянь

to store — хранить

to slip out — выскользнуть незаметно

a jigsaw puzzle — головоломка, игра, где можно сложить картину из кусочков

odd — странный, неподходящий

higgledy-piggledy — в беспорядке

properly — должным образом

a torch — фонарь

search — поиски

a row — скандал

The Seven went hurriedly out of the circus field and onto the road. George rubbed his ankle where one of Louis's stones had struck him.

"Beast!" he said. "Why didn't he want us to look into that little old caravan? It's only used for **storing** things, anyway."

"Maybe the thief has hidden the pearls there!" said Janet with a laugh. Peter stared at her and thought hard. "Do you know — you might be right!" he said, slowly.

"We are certain the thief belongs to the circus — we're certain the pearls must be there — and why should Louis be so upset when we just looked into that caravan?"

"I would like to look for the pearls there," said Colin. "But I don't see how we can."

“Well, I do!” said Peter. “You and I will go to tonight’s performance of the circus, Colin, but we’ll **slip out**, when all the performers are in the ring, or behind it — and we’ll see if those pearls are hidden there!” “But surely they won’t be?” asked Pam. “It seems such a silly place.” “I’ve got a sort of feeling about it,” said Peter, obstinately. “I just can’t explain it. Those strange round marks seemed to lead there, didn’t they? Well, that’s peculiar enough, to begin with.”

“It certainly is,” said Barbara. “Marks made by a one-legged man who doesn’t exist! This is a silly adventure, I think.”

“It isn’t really,” said George. “It’s a bit like **a jigsaw puzzle** — the bits look quite **odd** and hopeless when they’re all **higgledy-piggledy** — but as soon as you fit them together **properly**, they make a clear picture.”

“Yes — and what we’ve got so far is a lot of odd bits that really belong to one another — but we don’t know how they fit,” said Pam. “A bit of blue wool belonging to socks we saw on the line — a cap that matches a coat worn by someone we know isn’t the thief! Strange marks that turn up everywhere and don’t tell us anything.”

“Come on — let’s get home,” said Jack, looking at his watch. “It’s almost dinnertime. We’ve spent all the morning and have found nothing. Actually I’m beginning to feel quite strange over this adventure.”

“No more meetings today,” said Peter, as they walked down the road. “Colin and I will meet tonight by ourselves and go to the circus. Bring **a torch**, Colin. Just think — suppose we found the pearls hidden in that old caravan!”

“We shan’t,” said Colin. “I can’t think why you’re so set on looking for them there. All right — meet you at the circus gate tonight!”

He was there first. Peter came running up a little later. They went in together. They had to pay out sixty pence more. “Just for half the show, too,” whispered Peter.

The two boys went into the big tent and found seats near the back, so that they could easily slip out unnoticed. They sat down and waited for the show to begin.

It really was very good, and the clowns, stilt walkers and acrobats seemed better than ever. The boys were quite sorry to slip out before the show was over.

It was dark in the circus field now. They stopped to get their direction. “Over there,” said Peter, taking Colin’s arm. “See — that’s the caravan, I’m sure.”

They made their way cautiously towards the caravan. They didn’t dare to put on their torches in case someone saw them. They came to the caravan, and then began to climb up the steps carefully.

“Come on,” Peter whispered to Colin. “It’s all clear! The door isn’t locked, either. We’ll get in, and begin our **search** immediately!”

The two boys got into the caravan. They ran into something in the darkness. “Can’t we put on our torches yet?” whispered Colin.

“Yes. I can’t hear anyone near,” whispered back Peter. So, very cautiously, they switched on their torches.

They got a dreadful shock at once. They were in the wrong caravan! This wasn’t the little caravan in which all kinds of things from the circus were stored. This was a caravan people lived in. Good gracious! Suppose they were caught, what **a row** they would get into.

“Get out, quickly!” said Peter. But even as he spoke, Colin caught his arm. He had heard voices outside! Then someone came up the steps. Whatever were they going to do now!

Part XVI. PRISONERS

The words to be introduced before listening:

a bunk — койка

to be fed up — БЫТЬ СЫТЫМ ПО ГОРЛО

to drum — барабанить

He must have caught sight — Он, должно быть, заметил

“Quick! Hide under that **bunk** thing — and I’ll hide under this,” whispered Peter in panic. He and Colin crawled underneath, and pulled the hangings over them. They waited there, trembling.

Two men came into the caravan, and one of them lit a lamp. Each sat down on a bunk. Peter could see nothing of them but their feet and ankles. And then Peter got a shock. The man on the bunk opposite had pulled up his trousers, and there, on his feet, were the blue socks with the faint red lines running down each side!

To think he was sitting opposite the man who must be the thief — and he couldn’t even see his face to know who it was! Who could it be?

“I’m clearing out tonight,” said one man. “I’m **fed up** with this show. And I’m afraid of the police. I’m sure they will come along sooner or later about that last job.”

“You’re always frightened,” said the man with the socks. “Let me know when it’s safe to bring you the pearls. They can stay where they are for months, if necessary.”

“Sure they’ll be all right?” asked the other man. The man with the socks laughed, and said a most peculiar thing.

“The lions will see to that,” he said.

Peter and Colin listened, frightened and puzzled. It was clear that the thief was there — the man with the socks, whose face they couldn't see — and it was also quite clear that he had hidden the pearls away for the time being — and that the first man had got frightened and was leaving.

“You can say I'm feeling too sick to go on again in the ring tonight,” said the first man, after a pause.

“I'll go now, I think, while everyone's in the ring. Get the horse, will you?”

The man with the socks went down the steps. Peter and Colin wanted the other fellow to go too. Then perhaps they could escape. But he didn't go. He sat there, **drumming** on something with his fingers. It was clear that he felt nervous and frightened.

There were sounds of a horse outside. Then the man with the socks called up the steps. “All set! Come on out and drive. See you later.”

The man got up and went out of the caravan and he locked the door! Then he went quietly round to the front of the van, and climbed up to the driving seat.

“I say!” whispered Colin. “This is awful! He locked that door! We're prisoners!”

“Yes. What a bit of bad luck,” said Peter, getting out from his very uncomfortable hiding place. “And did you notice, Colin, that one of the men had those socks on! He's the thief. And he's the one we've left behind, worse luck.”

“We've learnt a lot,” said Colin, also getting out. “We know the pearls are somewhere in the circus. What did he mean about the lions?”

“Goodness knows,” said Peter. “Unless he's put them into the lions' cage and hidden them somewhere there. Under one of the boards, I expect.”

“We'll have to escape somehow,” said Colin. “Could we get out of a window, do you think?”

The boys looked cautiously out of the window at the front, trying to see where they were. The caravan came to a bright street lamp at that moment — and Peter gave Colin a sharp push.

“Look!” he whispered. “That fellow who's driving the caravan has got on the tweed coat that matches the old cap we found up in the tree. It must be the fellow we saw painting the outside of the lions' cage!”

“Yes. And probably the thief borrowed his cap to wear, seeing that they live in the same caravan,” said Colin. “That makes one of the bits of jigsaw pieces fit into the picture, anyway.”

They tried the windows. They were shut. Colin made a noise trying to open the window and the driver looked back sharply into the van.

He must have caught sight of the face of one of the boys by the light of a street lamp, for he at once stopped the horse, jumped down, and ran round to the back of the van.

“Now we’re for it!” said Peter in despair. “He’s heard us. Hide quickly, Colin! He’s unlocking the door!”

Part XVII. BACK AT THE CIRCUS FIELD

The words to be introduced before listening:

draperies — шторы, занавески

to give a good hiding — поколотить

a beam — луч, пучок света

to kick up — поддать ногой

a crash — треск

to dive — нырять, бросаться вниз

to roll — скатиться

at top speed — на самой большой скорости

to pant — тяжело дышать

blind — слепой

The key turned in the lock, and the door of the caravan was pushed open. A powerful torch was switched on, and lit the inside of the van.

The boys were under the bunks and could not be seen. But the man was so certain that somebody was inside the van that he pulled aside the **draperies** that hung over the side of the bunk where Peter was hiding. At once he saw the boy.

He shouted angrily and pulled poor Peter out. He shook him so hard that the boy cried. Out came Colin at once to his rescue!

“Ah — so there are two of you!” said the man. “What are you doing here? How long have you been in this van?”

“Not long,” said Peter. “We came in by mistake. We wanted to get into another van — but in the dark we missed our way.”

“A pretty poor sort of story!” said the man, angrily. “Now I’m going **to give you each a good hiding** — that will teach you to get into other people’s caravans.”

He put down his torch on a shelf, so that its **beam** lighted the whole caravan. The man looked dangerous indeed.

Colin suddenly **kicked up** at the torch. It got into the air and fell to the floor with **a crash**. The light went out. The caravan was in darkness.

“Quick, Peter, go for his legs!” shouted Colin, and **dived** for the man’s legs. But in the darkness he missed them, got out of the door, and **rolled** down the steps, landing on the road below.

Peter, too, dived to get hold of the man's legs and caught one of them. The man fell down. Peter fell down the steps and rolled into the hedge.

At the same moment the horse galloped off down the road. The man was inside of the caravan.

"Colin! Where are you?" shouted Peter. "Come on, quickly, the horse has gone with the caravan and the man inside it. Now's our chance!"

Colin was hiding in the hedge, too. He stepped out to join Peter, and the two set off down the road as fast as they could, running **at top speed, panting** loudly.

"Every single thing in this adventure goes wrong," said Colin at last, slowing down. "We can't even get into the right caravan when we want to. We have to choose the wrong one."

"Well, we learnt quite a bit," said Peter. "And we know the thief is wearing those socks now, even if we still don't know who he is. Funny thing is — I seem to know his voice."

"Have you any idea at all where we are?" asked Colin. "I mean — do you suppose we're running towards home, or away from it? As this is a most unusual adventure, I wouldn't be surprised if we're running in the wrong direction as fast as ever we can!"

"Well, we're not," said Peter. "I know where we are all right. In fact, we'll soon be back at the circus field. I say — should we slip into the field again and just have a look round for the man who's wearing the socks? I feel as if I simply must find out who he is!"

Colin didn't want to. He had had enough adventure for one night. But he said he would wait for Peter outside the gate if he badly wanted to go into the field again. So Peter slipped over the fence and made his way to where he saw many lights. The show was over, and the people had gone home. But the circus people were now having their supper, and the light from the fires looked very bright and gay. Peter saw some children playing together. One of them appeared very tall indeed — and Peter saw that she was walking on stilts, just as the stilt walkers did in the ring. It was the little girl who had told him there was no one-legged man in the circus. She came walking over to where he stood by a caravan, but she didn't see him.

She came and went — and Peter stared at something showing on the ground. Where the child had walked, her stilts had left peculiar marks in the ground — regular, round marks — just like the ones by the wall round Milton Manor! There they were, showing clearly in the damp ground, lit by the light of a nearby fire!

"Look at that!" said Peter to himself. "We were **blind**. Those marks weren't made by a one-legged man — they were made by a stilt walker! Why ever didn't we think of it before?"

Part XVIII. PETER TELLS HIS STORY

The words to be introduced before listening:

to yawn — зевать

to oversleep — проспять

bitterly disappointed — горько разочарованная

Peter stared down at the number of strange round marks. He looked over at the child who was stilt-walking — yes, everywhere she went, her stilts left those round marks on the ground. Now another bit of the jigsaw had fitted into place.

“The thief was a stilt walker,” said Peter to himself. “He took his stilts with him to help him get over the wall. I must find Colin and tell him!”

He ran over to where Colin was waiting for him. “Colin, I’ve discovered something exciting!” he said. “I know what makes those peculiar round marks — and they’re nothing to do with a one-legged man!”

“What makes them then?” asked Colin, surprised.

“Stilts!” said Peter. “The ends of stilts! The thief was on stilts — so that he could easily get over that high wall. What a very clever idea!”

“But how did he do it?” said Colin, puzzled. “Come on, let’s go home, Peter. It’s so late. I’m terribly tired, too.”

“So am I,” said Peter. “Well, we won’t discuss this exciting evening any more now — we’ll think about it and have a meeting tomorrow morning. I’ll send Janet round for the others first thing. As a matter of fact, I haven’t it quite worked out how the thief did climb over the wall with stilts.”

Colin **yawned** widely. He felt that he really could not try to think out anything. All he wanted to do was to get into bed and go to sleep!

Janet was fast asleep when Peter got home, so he didn’t wake her. He got into bed, meaning to think everything out carefully — but he didn’t, because he fell sound asleep at once!

In the morning he wouldn’t tell Janet a word about the night’s adventures. He just sent her out to get the others to a meeting. They came, wondering what had happened. One by one they whispered the password — “Adventure!” — and passed through the door. Colin was last of all. He said he had **overslept!**

“What happened last night? Did you find the pearls? Do you know who the thief is?” asked Pam, eagerly.

“We didn’t find the pearls — but we know everything else!” said Peter, with triumph.

“Do we!” said Colin, surprised. “You may, Peter — but I don’t. I still feel sleepy!”

“Peter, tell us,” said George. “Don’t keep us waiting. Tell us everything!”

“Come on up to Little Thicket and I’ll show you exactly how the thief got over that wall,” said Peter, suddenly deciding that that would be a very interesting way of fitting all the bits of the jigsaw together.

“Oh — you might tell us now!” said Janet, **bitterly disappointed.**

“No. Come on up to Little Thicket,” said Peter. So they all went together to Little Thicket, and walked over to the big gates of Milton Manor. Johns, the gardener, was there again, working in the front garden.

“Johns! May we come in again?” shouted Peter. “We won’t do any harm.”

Johns opened the gates, grinning. “Discovered anything yet?” he asked as the children crowded through.

“Yes, lots,” said Peter, and led the way to the place where the thief had climbed over the wall. “Come along with us and I’ll tell you what we’ve discovered, Johns!”

“Right — but I’ll just let this car in at the gates first,” said Johns, as a big black car stopped outside.

The children soon came to the place where they had been before. “Now look,” said Peter, “this is what happened. The thief was a stilt walker, so all he had to do was to come to the outside of this wall, get up on his stilts — walk to the wall, lean on the top, take his feet from the stilts and sit on the wall. He then draws his stilts over the wall and uses them on this soft ground. On the hard garden paths they don’t mark, and he is safe to come to earth and hide his stilts along the hedges.” “Go on!” said Janet in excitement.

“He gets into the house, takes the pearls, and comes back to the wall,” said Peter. “Up he gets on his stilts again and walks to the wall — and he leaves more of these peculiar round stilt marks behind in the earth, of course!”

“Goodness — that’s what they were!” said Pam. “Yes. And as he climbs on to the wall, his cap catches a high branch of a tree and is off,” said Peter. “He leaves it there because he doesn’t want to waste time getting it back. He catches one of his socks on that little sharp piece of brick and leaves a bit of wool behind ... then he’s up on the top of the wall, and down he jumps on the other side!”

“Which I heard him do!” said Colin. “But, Peter, he had no stilts when I saw him. What did he do with his stilts?”

Part XIX. WHERE ARE THE PEARLS?

The words to be introduced before listening:

reasoning — зд. рассуждения, доводы

prickly — колючий

unclimbable — недоступная

to snoop — вынюхивать, совать нос в чужие дела

to suspect — подозревать

remarkable — замечательный

to the amazement — к удивлению

barelegged — с голыми ногами

obediently — послушно

to bow — кланяться

“You want to know what he did with the stilts he used when he climbed up on the wall after he had stolen the pearls?” said Peter. “Well — I don’t really know — but if all my **reasoning** is right, he must have put them into a thick bush, somewhere, to hide them!”

“Yes — of course,” said Pam. “But which bush?” They all looked round at the bushes and trees nearby. “A holly bush!” said Colin, pointing over the wall. “That’s always so green and thick, and people don’t go messing about with holly because it’s too **prickly!**”

“Yes — that would certainly be the best,” said Peter. “Come on, everyone.” He led the rest out of the Manor grounds and round to the other side of the wall at top speed.

They were soon finding out what a very prickly job bending back the branches of the thick holly tree could be. But what a reward they had! There, pushed right into the very thickest part, were two long stilts! Colin pulled out one, and Peter pulled out the other.

“You were right, Peter!” said Janet. “You are clever! We’ve explained simply everything now — the old cap high up on a branch — the bit of wool — the peculiar round marks — how the thief climbed an **unclimbable** wall. Really, I think the Secret Seven have been very, very clever!”

“And so do I!” shouted another voice. They all turned, and there, flushed and breathless, was their friend, the inspector of police, with Johns, the gardener, still a good ten yards off.

“Hallo!” said Peter, surprised. “I say — did you hear that?”

“Yes,” said the inspector. “Johns here opened the gate to my car, and told me he thought you had solved the mystery. Well, what’s your explanation? You’ve certainly beaten the police this time!”

Peter laughed. “Ah well, you see — we can go **snooping** about the circus without anyone **suspecting** us — but if you sent seven

policemen to snoop round the circus field, you'd certainly be suspected of something!"

"No doubt we should," agreed the inspector. He picked up the stilts and examined them.

"A very clever way of getting over an enormously high wall. I suppose you can't also tell me who the thief is, can you?"

"Well — it's a stilt walker, of course," said Peter. "And I think it's a fellow called Louis. If you go to the circus you'll probably find him wearing blue socks with a little red thread running down each side."

"And he'll have black hair with a little round bare place at the top," said Colin. "At least — the thief I saw had a bare place there."

"Astonishing what a lot you know!" said the inspector, admiringly. "You'll be telling me the colour of his pyjamas next! What about coming along to find him now? I've got a couple of men out in the car. We can all go."

"Oooh," said Pam, imagining the Secret Seven appearing on the circus field with three big policemen. "I say — won't the circus people be afraid when they see us?"

"Only those who have reason to be afraid," said the inspector. "Come along. I do want to see if this thief of yours has a bare place on the top of his head. Now, how do you know that, I wonder? Most **remarkable!**"

They all arrived at the circus field at last. The police got there first, of course, as they went in their car, but they waited for the children to come. Through the gate they all went, much **to the amazement** of the circus folk there.

"There's Louis," said Peter, pointing out the young fellow over by the lions' cage. "But — he's got no socks on again!" "We'll look at the top of his head then," said Colin. Louis stood up as they came near. His eyes looked uneasily at the tall inspector.

"Got any socks on?" inquired the inspector, much to Louis's astonishment. "Pull up your trousers."

But, as Peter had already seen, Louis was **barelegged**. "Tell him to bend over," said Colin, which astonished Louis even more.

"Bend over," said the inspector, and Louis **obediently** bent himself over as if he were **bowing** to everyone.

Colin gave a shout. "Yes — that's him all right! See the bare round place at the top of his head? Just like I saw when I was up in the tree!"

"Ah — good," said the inspector. He turned to Louis again. "And now, young fellow, I have one more thing to say to you. Where are the pearls?"

Part XX. THE END OF THE ADVENTURE

The words to be introduced before listening:

a glance — быстрый взгляд

accompanied — в сопровождении

alarmed — встревоженный

to search — искать

to purr — мурлыкать

a water trough — *зд.* жёлоб, поилка для львов

anxiously — озабоченно

an exclamation — восклицание

a tool — инструмент

a belt — ремень

in alarm — встревоженно

slight — незначительный, слабый

to roar with laughter — покатиться со смеху

Louis stared at them all. “You’re mad!” he said. “Asking me to pull up my trousers, and bend over — and now you start talking about pearls. What pearls? I don’t know anything about pearls — never did.”

“Oh yes, you do,” said the inspector. “We know all about you, Louis. You took your stilts to get over that high wall — didn’t you? — the one that goes round Milton Manor. And you got the pearls, and came back to the wall. Up you got on to your stilts again, and there you were, nicely on top, ready to jump down the other side.”

“Don’t know what you’re talking about,” mumbled Louis, but he had gone very pale.

“I’ll refresh your memory a little more then,” said the inspector. “You left stilt marks behind you — and this cap on a high branch — and this bit of wool from one of your socks. You also left your stilts behind you, in the middle of a holly bush. Now, you didn’t do all those things for nothing. Where are those pearls?”

“Find them yourself,” said Louis. “Maybe my brother’s gone off with them in the caravan. He’s gone, anyway.”

“But he left the pearls here — he said so,” said Peter, suddenly. “I was in the caravan when you were talking together!”

Louis gave Peter an angry **glance**. He said nothing.

“And you said the pearls would be safe with the lions!” said Peter. “Didn’t you?”

Louis didn’t answer. “Well, well!” said the inspector. “We’ll make a few inquiries from the lions themselves!”

So **accompanied** by all the children, and the two policemen, and also

by about thirty interested circus people, and by the little bear who had somehow got free and was walking about in delight, the inspector went over to the big lions' cage. He called for the lion keeper.

He came, astonished and rather **alarmed**.

"What's your name?" asked the inspector. "Riccardo," replied the man. "Why?" "Well, Mr Riccardo, we have reason to believe that your lions are keeping a pearl necklace somewhere about their cage or their persons."

Riccardo's eyes nearly fell out of his head. He stared at the inspector as if he couldn't believe his ears.

"Open the cage and go in and **search**," said the inspector. "Search for a pearl necklace anywhere that pearls could be hidden."

Riccardo unlocked the cage, still looking too astonished for words. The lions watched him come in, and one of them suddenly **purred** like a cat, but much more loudly.

He turned, puzzled, to the watching people. "Sir," he said, "you can see that this cage is bare except for the lions and they could not hide pearls."

Peter was watching Louis's face. Louis was looking at the big **water trough** very **anxiously** indeed. Peter spoke to the inspector.

"Tell him to examine the water trough!" he said.

Riccardo went over to it. He picked it up and emptied out the water. "Turn it upside down," called the inspector. Riccardo did so — and then he gave an **exclamation**.

"It has a false bottom!" he cried. "See, sir — this should not be here!"

He showed everyone the extra bottom. Then he took a **tool** from his **belt** and something fell out to the floor of the cage. "The pearls!" shouted all the children at once, and the lions looked up **in alarm** at the noise. Riccardo passed the pearls through the bars of the cage, and then turned to calm his lions. The little bear, who was now by Janet, grunted in fear when he heard the lions snarling. Janet tried to lift him up, but she couldn't.

"Very satisfactory," said the inspector, putting the magnificent necklace into his pocket.

The children heard a **slight** noise, and turned to see Louis being marched firmly away by the two policemen. He passed a clothes line — and there again were the blue socks, that had helped to give him away.

"Come along," said the inspector, having the seven children in front of him. "We'll all go and see Lady Lucy Thomas — and you shall tell her the story of your latest adventure from beginning to end. She'll want to reward you — so I hope you'll have some good ideas. What do you want, Janet?"

“I suppose,” said Janet, looking down at the little bear still beside her, “I suppose she wouldn’t give me a little bear, would she? One like this, but smaller so that I could lift him up? Pam would like one, too, I know.”

The inspector **roared with laughter** . “Well, Secret Seven, ask for bears or anything you like — a whole circus if you want it. You deserve it. I really don’t know what I should do without the help of the S.S.S.! You’ll help me again in the future, won’t you?”

“Rather!” said the Seven at once.

And you may be sure they will!

Ключи к упражнениям учебника

Unit 1

Exercise 1. 1. The Russian Federation. 2. Twenty-one. We can say that Russia is a federation of 21 republics and 62 other regions. 3. Boris Nikolaevich Yeltsin (was). 4. The Constitution of the Russian Federation. 5. ... 6. In 1917. 7. Moscow. Its population is about 12 000 000, it was founded about 1147, it’s a big industrial and cultural centre ... 8. St Petersburg (formerly Leningrad, $\approx 5\,000\,000$), Nizhny Novgorod (formerly Gorky, $\approx 1\,260\,000$), Novosibirsk, Yekaterinburg (formerly Sverdlovsk), Samara (formerly Kuibyshev), Omsk, Chelyabinsk, Kazan, Perm, Ufa, Rostov, Volgograd, Krasnoyarsk, Saratov, Voronezh, Vladivostok. 9. It is. 10. The Altai Mountains lie south of Lake Baikal and along the border with Mongolia. The Caucasus Mountains are between the Black and Caspian Seas. The Ural Mountains, the Central Russian Uplands, the Mountains of East Siberia. ... 11. The Lena — in East Siberia. The Ob — in Siberia, to the east of the Urals, on the West Siberian Lowland. The Volga, the Oka, the Kama, the Irtysh, the Yenisey, the Amur, the Angara, *etc.* 12. The Arctic Ocean in the north; the Bering Sea, the Sea of Okhotsk, the Sea of Japan in the east; the Black Sea and the Caspian Sea in the south; the Baltic Sea in the west. 13. Lake Baikal is the deepest lake in the world: 1620 m deep. It has the greatest supply of fresh water in the world, its ecology is unique, it is also famous for its picturesque scenery. 14. The 9th century: Rus’ centred on Kiev was formed; 988 — Grand Prince Volodymyr (Vladimir) of Kiev established Orthodox Christianity; 1147 — the city of Moscow was founded and the first state (Moscow and the lands of Rus’) used the name **Rossia (Russia)**; Ivan III reign (1462—1505): threw off the Tatar

yoke; Ivan IV (the Terrible) reign (1533—1584): Siberia became a part of Russia; the Time of Troubles (1568—1613); Peter I (the Great) reign (1682—1725): he started a lot of reforms, won victories over Sweden, founded a new capital on the Baltic Sea; Catherine II (the Great) reign (1762—1796): continued reforms, won victories over Poland and wars in the Crimea; 1812 — the war with Napoleon and Russia’s victory in it; 1914 — Russia took part in World War I; 1917 — the two Revolutions (of February and October); 1941—1945 — World War II, the victory over Germany; 1989 — the beginning of Perestroika, *etc.* 15. ... 16. The official symbol of Russia is the Russian flag, a lot of people believe that traditional symbols of Russia are: the birch tree, the Russian “troika”, the brown bear. 17. It has three wide stripes — white, blue and red. *Red* symbolizes love and bravery, *blue* — honesty and devotion, *white* has always meant noble and sincere.

Exercise 2. » The Head of the country is its President, the Head of the Council of Ministers is its Prime Minister. The Russian Parliament = the Federal Assembly, consists of 2 Houses: the Federal Council (the upper House) and the State Duma (the lower House). The Head of the Federal Council is its Chairman. The Head of the State Duma is its Speaker.

Exercise 3. » 1. b; 2. a; 3. c; 4. a; 5. a; 6. a; 7. a; 8. b; 9. c; 10. b.

Exercise 6. » 1. What is the ecological situation in Russia? 2. What is Russian-style tea like? Do Russians like to drink tea? 3. What souvenirs do tourists usually buy in Russia? 4. What are traditional Russian dishes? 5. Are Russians religious people? What is the main church in Russia?

Exercise 9. A. » 1. false; 2. not stated; 3. false; 4. true; 5. false; 6. true; 7. not stated; 8. true; 9. true; 10. false.

Exercise 11. » 1. The houses in the suburbs are grey and not very attractive. 2. The city centre has got a lot of fantastic buildings with interesting architecture. 3. A lot of churches are beautifully kept though not all of them are used for services. 4. There were huge chandeliers and wonderful artwork all around. 5. The centre is beautiful. The suburbs are “grey and dark”, Moscow is rich in some ways and poor in other ways. 6. One can feel history everywhere, everything tells a story. 7. There are a lot of interesting things in Moscow, it has a lot of attractions for tourists.

Exercise 17. » 1147 — Yuri Dolgoruky founds Moscow; 1237 — Khan Batyi of the Golden Horde conquers Moscow ...; 1613 — Mikhail Romanov is elected Tsar of all Russia ...; 1703 — Peter the Great founds

St Petersburg ...; 1812 — Napoleon tries to conquer Russia ...; 1861 — Alexander II writes the decree ...; 1917 — the October Revolution takes place; 1941 — the USSR enters World War II; 1980 — Moscow hosts the XX Olympic Games; 1991 — the USSR breaks up.

Exercise 20. A. a) Bob spent his holidays in Spain, Ann — in Russia, Alice — in Great Britain; b) Alice comes from Great Britain; c) We know about Alice and her four brothers and sisters.

Exercise 22. A. 1 January — 4), g); 7 January — 2), b); February / March — 3), h); 23 February — 10), i); 8 March — 8), c); March / April — 7), e); 1 May — 9), j); 9 May — 5), a); 12 June — 1), d); 4 November — 6), f).

Exercise 27. *It is a sample version:* 1) I had a coach tour.
2) The coach was old, the passengers were noisy, the weather was nasty.
3) We stayed at third-rate hotels, my money was stolen, the police were most unhelpful.
4) No, absolutely not.

Exercise 29. 1 — d), the monument to A. Pushkin; 2 — e), the monument to A. Ostrovsky; 3 — a), the monument to M. Lomonosov; 4 — c), the monument to Yu. Dolgoruky; 5 — b), the monument to I. Fedorov.

Unit 2

Exercise 2. 1. False. English spoken in the USA differs from British English in pronunciation, grammar and vocabulary. It is often called American English. English spoken in Australia has got a strong accent and many specific words not known to ordinary English people. 2. True. 3. Sometimes they do. 4. False, there are many more. 5. True (*troika, sputnik, rouble*). 6. False. 7. False. Dictionaries are often made in one language, three languages, four languages, but bilingual dictionaries are very common. 8. False. A lot of people learn foreign languages staying at home. 9. True. 10. False. There are 26 letters in it.

Exercise 3. English is a native language in 1, 2, 3, 4, 5. It is another official language in all the rest (6—24).

Exercise 4. 1. ..., don't you? 2. ..., can't you? 3. ..., isn't it? 4. ..., won't you? 5. ..., do they? 6. ..., have they? 7. ..., shouldn't they? 8. ..., don't they?

Exercise 7. A. 1) Honesty is the best policy. 2) Bad news travels fast. 3) It never rains but it pours. 4) Rome was not built in a day. 5) If you run after two hares, you'll catch none.

B. 1. Честность — лучшая политика. 2. Плохие новости распространяются быстро. (*Ср.:* Дурные вести не сидят на месте.) 3. Дождь не просто идёт, а льёт ливнем. (*Ср.:* Пришла беда — отворяй ворота.) 4. Рим не был построен в один день. (*Ср.:* Москва не сразу строилась.) 5. Если побежишь за двумя зайцами, то ни одного не поймаешь. (*Ср.:* За двумя зайцами погонишься — ни одного не поймаешь.)

Exercise 10. 1. — I called (phoned / rang up) you yesterday, but you didn't answer. — No, I was having a walk at this time. I had a walk for 2 hours before going to bed. 2. Whenever Liza cooks, she always cooks very well. 3. Will you play the guitar if I sing? 4. Metals melt at high temperatures. 5. — Where did you buy the pen? — I don't remember. — And why did you buy it? — I hear such pens write well. 6. John hardly ever goes to the stadium. 7. I had a wonderful day yesterday: whatever I did I did well (was a success / worked out well, turned out well). I finished the composition, bought a present for my Mother and made a postcard for her birthday. 8. When we lived (were living) at our Granny's, we usually had (used to have) porridge for breakfast. 9. I am (was) told he prefers French to Italian. 10. When did you last go to the library?

Exercise 13. 1. freezes; 2. looks / is looking, is wearing; 3. plays; 4. don't eat, makes; 5. is swimming; 6. are you looking; 7. don't understand; 8. has, is having; 9. are you going; 10. smoke.

Exercise 14. 1) f; 2) i; 3) h; 4) a; 5) j; 6) e; 7) b; 8) c; 9) g; 10) d.

Exercise 15. In picture B: 2. The teacher is not writing on the blackboard. 3. It is not raining. The sun is shining. 4. The pupil at the front desk is not reading. He is writing. 5. The girl with a bag is not going out of the classroom, she is coming in. 6. The boy at the second desk is not looking through a thick dictionary, he is looking through a thin one. 7. The girl at the back desk is not eating chocolate, she is eating an apple. 8. The girl at the third desk is not wearing a dress, she is wearing a sweater. 9. The leaves on the trees are not falling down. 10. The bell above the door is ringing.

Exercise 16. 1. will you be doing ... I'll be watching; 2. are you thinking ... think; 3. was ... preferred ... eat; 4. were doing ... rang ... answered ... heard; 5. am not driving, am going ...; 6. will work / will be working ... goes ... is preparing; 7. Are you flying ... are you

going ... am flying; 8. were you talking to ... met ... were doing; 9. will take ... am going; 10. does not make ... did ... is learning; 11. walked ... turned ... smiled ... why have you never told ... asked; 12. calls ... am.

Exercise 17. 1. In summer we used to lie (would lie) ... 2. When I was seven, I used to go (would go) ... 3. My father used to play (would play) ... 4. When the Smiths came to Moscow, they used to stay (would stay) ... 5. In older times people used to write (would write) ... 6. When my granny was young, she and her friends used to dance (would dance) ...

Exercise 19. 1. — Why are you crying? — I am not crying. I never cry. 2. It was raining all night, but now it is not raining. The sun is shining brightly outdoors, but a cold wind is blowing. 3. Oliver used to ride a horse when he lived (was living) in the country. He lives in the city now, but often remembers these days. 4. — What will you be doing at four o'clock tomorrow? — I don't know. I think I will be swimming in the swimming pool at this time, but maybe I'll be playing basketball. 5. — Mother is coming tomorrow. — I know. I was doing the flat all day long. 6. — Where did you buy this disk (CD)? — I don't remember. But I hear that they are sold everywhere. 7. Nicola never eats meat, she is a vegetarian. 8. If you come on time, we'll be having lunch (dinner) and you'll be able to join us. 9. Mary will be 16 tomorrow. She is having a party. Will you come?

Exercise 20. A. 1. —; 2. —; 3. to; 4. —; 5. —; 6. to; 7. —; 8. to; 9. —; 10. to.

B. 1. We all heard Mike speak (speaking) English with Americans. 2. Who expected Jane to win at the competition? 3. I was made to do all the job again and I was not allowed to go for a walk. 4. Let me explain to you why I have come (came) late. 5. Nina felt somebody touch her hand (arm). 6. The little girl watched with interest the swans and ducks swimming in the pond. 7. I didn't expect him to change so much. 8. We want our guests to like our city (to like it in our city) / We would like our guests to enjoy staying in our town.

Exercise 22. B. 1. taking; 2. take; 3. look; 4. take; 5. look; 6. take; 7. made; 8. take; 9. give.

Exercise 23. B. 1. b; 2. c.

Exercise 26. *Proper nouns:* Celt, Berlin, Robin Hood, California, Chicago, John, Mary, McDonald's.

Common nouns: abstract — agriculture, carelessness, bravery, comfort, ecology, energy, horror, influence, knowledge; *concrete* — anorak,

cloud, buffalo, citizen, cockatoo, eucalyptus, legend; *material* — ice, cream, caviar, cheese; *collective* — team, audience, company, family.

Exercise 28. » universities, thieves, days, skies, skis, taxis, parties, keys, stories, ways, tragedies, languages, leaves, comedies, knives

Exercise 29. B. » photos, potatoes, kilos, pianos, stereos, echoes

Exercise 31. » Last summer I lived in Scotland on my grandfather's farm. It was very interesting there because my granddad has got a lot of animals (there are / were a lot of animals there). There I saw cows and oxen for the first time in my life. I didn't like the swine, but I made friends with three granddad's sheep and sometimes I gave them bread (I fed them with bread). Not far from the farm there was a lake with cold clear water. There were many (a lot of) fish in the lake. Once my granddad and me went fishing. I caught only one fish, but my granddad caught six (fish). When we came (up) to the lake, there were deer there drinking water (some deer were drinking water there). One of them was quite small (young). Every morning I fed geese, hens, chickens. That was my duty. There was another big farm not far from my granddad's (farm) where many men and women worked. The farmer — our neighbour — has got (had) a large family. He has got (had) three sons and two daughters. Little Peter is (was) very nice. When I was leaving, he gave me two white mice as a present. Now they live at my place. Next summer I would like to go to Scotland again.

Exercise 32. » 1. fruits; 2. fruit; 3. fruits; 4. fruit; 5. fruit; 6. fruit; 7. fruit; 8. fruits; 9. fruits; 10. fruit.

Exercise 33. » 1. — What do you call this strange fruit? — This is not fruit, they are vegetables. 2. Mother often puts dry fruit in the pie. 3. Is there always much fruit on (in) this tree? 4. Different citrus fruits grow on this island. 5. Go to the shop (shopping) and buy some fruit and vegetables. 6. I like it when there are different fruits on the table. 7. Do you need any fruit to make a cake? 8. My little brother likes fruit a lot (very much), especially bananas. 9. We grow many different fruits in the garden. 10. I have never seen such fruit.

Exercise 34. B. » 1. a; 2. an, —; 3. the; 4. a, a, —, —, —, —; 5. —, the, the; 6. a; 7. the, the; 8. the, the; 9. —; 10. a, a, the, the.

Exercise 36. » 1. How do you spell this word? 2. Could you repeat the last sentence? Sorry, I didn't get this. Could you say it again, please? 3. Can I have a copy, please? 4. Can I say it like that? What is a better way of saying this? 5. I'm sorry I'm late. 6. Could you write it up on

the board? 7. How do you pronounce this word? 8. What is the English for «землетрясение»? 9. Is it my turn (to read the text)? Am I next? 10. I'm afraid I have left my book at home. 11. What's a better way of saying this? 12. I am not sure how to say it in English. Could you help me, please?

Exercise 37. 1. up; 2. to; 3. out; 4. along; 5. off; 6. on; 7. away; 8. out; 9. over; 10. off.

Exercise 38. 1. I hope they will be able to get over (overcome) all the difficulties. 2. Unfortunately she doesn't get along with her step-brother. 3. Get out of here and don't make a noise! You will wake up the child. 4. It is already afternoon. Get down to work as soon as possible. 5. Get on the bus here and get off at the second stop (at the next stop but one). 6. We are going fishing tomorrow, and I'll have to get up at 6 o'clock in the morning. 7. Stop! You won't get away! 8. How are you getting on with the concert? Is everything ready? 9. Get into the car, we are leaving. 10. At what stop do you usually get off the bus?

Exercise 41. A. rude, old-fashioned, afterwards, helpful, disappointed, to memorize, related

Exercise 42. A. *Sample version:* *up-to-date* clothes, ideas, projects; *old-fashioned* views, cars, clothes; *rude* manners, people, words; *helpful* students, ideas, methods; *average* temperature, students, levels.

B. *to memorize* words, idioms, poems; *to practise* words, grammar rules, English; *to realize* plans, dreams, projects.

Exercise 43. 1. old-fashioned; 2. to interpret; 3. helpful; 4. to realize; 5. afterwards; 6. to realize; 7. an idiom; 8. foundations; 9. an intonation; 10. average; 11. a drill; 12. related; 13. up-to-date; 14. disappointed; 15. to practise; 16. to disappoint.

Exercise 44. 1. practising; 2. intonation; 3. old-fashioned; 4. average; 5. related; 6. rude; 7. practice; 8. helpful; 9. realized; 10. disappointed; 11. drills; 12. interpreted.

Exercise 45. 1. There is a great number of dictionaries in the world. 2. Teachers usually ask their students to keep vocabularies to put (write) down new words in them. 3. Give me that big dictionary from the shelf, please. 4. Everybody who learns a foreign language should try to enlarge his / her (their) vocabulary. 5. There is a vocabulary at the end of our Student's Book. 6. When you open a dictionary, you can learn a lot about the / a language. 7. Pushkin's vocabulary is different from Gogol's (vocabulary). 8. How many words are there in the English vocabulary?

Exercise 46. A. 1. dark; 2. thirsty; 3. married; 4. lost; 5. wet; 6. cold; 7. tired;

B. 1. is, get; 2. got; 3. was, get; 4. gets; 5. be; 6. are; 7. are.

Exercise 47. English intonation, learning the elements for which there are no written rules.

Exercise 48. 1. Yes, it is. 2. Together. 3. It's better to practise using new words, it helps you to memorize them. 4. No, they are not. 5. To understand the meaning of new idioms and not to use old-fashioned ones. 6. If you get intonation wrong people think you're rude. 7. It helps to read much quicker. 8. Listening to pop music, the radio, watching videos and educational TV programmes, listening to the news. 9. Learning the elements of the language for which there are no written rules. 10. Learning about expected ways of behaviour, styles.

Exercise 49. A. 1. j; 2. h; 3. e; 4. d; 5. f; 6. g; 7. k; 8. a; 9. i; 10. b; 11. c; 12. m; 13. l.

B. 1. *What's Anna's idea of learning grammar?* 2. Anna finds learning idioms *hard*. 3. Anna finds learning idioms *far more difficult* than learning words. 4. Anna knows how *to cope with learning* grammar. 5. Anna *has no problem* learning words connected with her interests. 6. It is important *to keep oneself up-to-date with* idioms. 7. If you *get your (the) intonation wrong*, people may think you are rude. 8. It's important to know how *to ask for information*. 9. It's *far more* polite to say "I'm sorry, I don't know" than just "I don't know". 10. Some people find it useful *to make a note of* words to memorize them. 11. It's good to know that you *have no problem understanding* what you are listening to. 12. *Make sure* to do your homework before five o'clock. 13. I am sure he can *cope with the job*.

Exercise 50. 1. One must learn grammar in any language. One can call grammar foundations of a language. It is important, but not too much of it. It shouldn't be taught (learnt) in isolation. One should practise grammar together with vocabulary. 2. Vocabulary should be taught (learnt) by practising new words with the grammar one has learnt. One remembers words better if they are related to a person's interests. Learning idioms is difficult. One should keep oneself up-to-date with them. 3. Intonation is the most difficult part of pronunciation and is far more difficult than learning to pronounce words correctly. 4. Reading is very helpful while learning English. One should read books, newspapers, magazines and other periodicals. It is good to look words up in the dictionaries, to make notes of the most useful ones, to guess the meanings of words. 5. It's important to learn formal and

informal English, how to ask questions, how to be polite. It is very useful, for example in writing letters in English. 6. Listening to pop music can be useful, though some songs have silly words. Listening to the radio, watching videos and educational programmes in English can help to learn English, especially listening to the news.

Exercise 52. A. 1. more difficult; 2. Japanese; 3. couldn't; 4. an interpreter; 5. amusing; 6. short; 7. laughed; 8. didn't tell.

B. 1. The writer knew that most of the students who were present at the lecture could not understand spoken English. 2. He was surprised as the interpreter made the writer's long story very short. It took him only a few seconds to interpret the story in Japanese. 3. The interpreter asked them to laugh.

Exercise 54. A *sample dialogue*: (1) How long have you been learning English, Val? (2) What do you like most of all (while) learning English? (3) Do you do many exercises? Where do you usually do them at home or in class? (4) Do you occasionally watch films or cartoons in English? (5) What is the most difficult thing for you in learning English? (6) Don't get upset. It takes a lot of time and practice to have no problem listening to records. (7) It's true, but your English is very good, you speak quite fluently.

Exercise 55. 1. It is spoken on all the continents, 750 million people all over the world use English, and half of those speak it as a mother tongue. 2. They can get jobs anywhere and have no problems speaking to different people and understanding them. 3. With the help of dictionaries we get a lot of information about words: their spelling, pronunciation, the way to use them in the language. 4. Speaking to such people you can master the language you are learning and get over a lot of difficulties. 5. They want to get better job opportunities, to speak to people, who don't know Russian, to travel more easily, to read books, periodicals in the original, *etc.* 6. Watching films, listening to songs, learning poems, reading books, playing games in English can all be fun. 7. While learning a foreign language many things should be learnt by heart. Students have a lot of practice and many drills. Some very important exercises are not often amusing. It is not possible to have only amusing lessons of any school subject.

Exercise 65. 1. with; 2. about; 3. of; 4. at; 5. for; 6. —; 7. —, of; 8. with; 9. of; 10. —; 11. at; 12. with.

Exercise 67. 1. In class we practise reading, speaking and writing. 2. — Can you cope with all the new words? — Certainly. I can memorize

twenty new words at a time. 3. Don't use these old books, you need up-to-date information about computers. 4. The word "memorize" is related to the word "memory". 5. Before going to school make sure you have put all the necessary things in the bag. 6. — What do you think about this new textbook? — I find it very useful. 7. In my opinion (I think) it is very difficult to memorize separate words, it's much easier to learn them in context. 8. An average pupil (student) can read and understand this text. 9. What an old-fashioned expression! Don't use it. 10. Are you disappointed at the results of the test? I am very sorry. But I think you should practise more writing (have more practice in writing).

Exercise 68. interpreter, intonation, practise / practice, disappoint, mother tongue, Anna, drill, realize, memorize, rude, afterwards, almost

Exercise 69. (См. No. 9, с. 63.)

Exercise 70. 1. g; 2. h; 3. f; 4. e; 5. a; 6. b; 7. d; 8. c.

Exercise 72. A. *The word "limerick" came from the geographical name Limerick, which is the name of the city or country in Ireland. One theory is that it was named for a group of poets who wrote in Limerick in the 18th century. Another theory is that the name came from a custom of making up a nonsense verse and following it with a chorus of "Will you come to Limerick?". The first limericks appeared in books published in 1820 and 1821, and the form popularized by the poet Edward Lear in a collection published in 1846. The word itself was first recorded in the dictionary in 1896.*

Unit 3

Exercise 2. A. 1. What is your full name? 2. Where were you born? 3. When were you born? 4. Where do you live? 5. How long have you lived (have you been living) there? 6. Have you got (Do you have) any brothers or sisters? 7. Are they younger or older than you? 8. What do you do in your free time? 9. Have you ever been to any other towns or countries? 10. Do you have holidays in summer? 11. How long have you been studying English? 12. Do you speak any other languages? 13. What do you enjoy doing in English? 14. What do you want to do after you leave school? 15. What is your dream?

Exercise 3. *Sample dialogues:*

b) A. What do you prefer long or short dresses?

B. I like my dresses short.

A. Do you sometimes wear long dresses or long skirts?

- B.* No, I don't. I don't feel like wearing long dresses. They are very inconvenient.
- c) *A.* Do you like sweet things?
B. No, I don't. I never have sugar in my tea or coffee.
A. Why don't you eat sweet things? Most people enjoy sweets, cakes or pies.
B. I know, and I also eat them, but I think sweet food is not quite healthy.
- d) *A.* What do you feel about skiing?
B. I like it a lot. It's my favourite sport. I prefer it to all others.
A. Do you really like it when it is frosty outdoors?
B. Very much. Especially if I ski in the forest. Trees look so beautiful on sunny frosty days.
- e) *A.* Do you like comedies?
B. No, I don't. I prefer serious films.
A. Why don't you like comedies? Most people enjoy films which make you laugh.
B. That's true. But I like it when films make you think. Many comedies are rather silly.
- f) *A.* Do you like sport TV programmes?
B. Yes, I do. I like it when sport competitions are shown on TV.
A. Do you really like watching football matches or ski races on TV?
B. Yes, very much. I like watching sports and games on TV.
- g) *A.* What do you prefer novels or short stories?
B. I like both novels and short stories if they are written by talented writers.
A. And what do you feel about poetry?
B. I am afraid I don't know many poems by heart. I have never liked poetry. I don't understand it I think.
- h) *A.* Which is your favourite subject at school?
B. Mathematics and Chemistry.
A. Do you really like sciences? Don't you find them difficult?
B. No, I don't. I like it when I solve problems which are not very easy.

Exercise 7. ➤ **A.** 1. has travelled, has been, visited; 2. have you been, did you arrive; 3. did you meet, were you, have you known; 4. have you ever tasted, did you eat, did you like; 5. has Helen written, hasn't, began; 6. has always wanted, has been; 7. hasn't typed, typed, hasn't done.

B. 1. a) had gone, b) has gone; 2. a) have lived, b) had lived; 3. a) has played, b) had not played; 4. has seen; 5. have often wondered; 6. had worked; 7. had lost.

Exercise 8. 1. e; 2. a; 3. b; 4. c; 5. d.

Exercise 9. 1. After / when Joe did all the shopping, he went to the café for a cup of coffee. 2. After / when Max looked through three dictionaries he had, he found the word he was looking for. 3. After / when Ron wrote three letters, he posted them. 4. When / after Jane told her granny about everything, she felt much happier. 5. After / when Bill finished learning the sonnet by heart, he watched television for an hour or so. 6. After / when Edward bought Christmas presents for everyone in his family, he bought a camera for himself as well.

Exercise 10. 1. My new friend asked me where I was (came) from. 2. We did not know where our granny was born. 3. What have you found out (did you find out) about his family? When did they move to our city (town)? 4. Where have you been all this time? 5. Jane asked her younger brother where he had been. 6. When we lived in the country, we enjoyed fishing. 7. I did not know Nick liked to sleep out. 8. — Where is Peter? — He has taken his dog for a walk. (He has gone for a walk with his dog.) 9. By the time Mother came back, we had learnt all the new words. 10. He said he wouldn't cope with the task.

Exercise 11. Tolya said they had had a grammar class the day before. They had discussed the use of articles in English. Vera said that was no wonder (she was not surprised). She added that articles are (were) the shortest and yet the most difficult words in English. Tolya mentioned he didn't think all English people understood how they should use articles. Vera agreed and said that in many cases they are (were) a complete mystery. She asked if Tolya thought one could realize the difference between the articles. She wanted to know if it was possible to learn how to use them. Tolya was not quite sure. His (their) teacher said it was. They should simply have more grammar drills. Vera asked if they would really help. She added they were very boring. Tolya advised her not to lose hope and wanted her to hope for the best.

Exercise 12. **A.** 1. a dictionary; 2. an interpreter; 3. a mother tongue; 4. almost; 5. to get out of the room; 6. to get away; 7. to get down to work; 8. to have practice / to practise; 9. to realize.

B. 1. Who memorized it? What did he memorize? When did he memorize it? Where did he memorize it? Why did he memorize it? How well did he memorize it? 2. Who disappointed him? Who(m) did they

disappoint? When did they disappoint him? Where did they disappoint him? Why did they disappoint him? How often did they disappoint him?
3. Who practised it? What did she practise? When did she practise it? Where did she practise it? Why did she practise it? How long did she practise it?

С. жить в полной изоляции, основание города, мальчик очень помог, читать полезно, тренировочное грамматическое упражнение, не иметь практики, навык мастера ставит (делает) / повторение — мать учения, иметь отношение к проблеме, мужчина среднего роста, осуществить свою мечту

Exercise 13. 1. пробовать на вкус, чувствовать вкус; 2. вкус; 3. грязь; 4. лесистый; 5. сомневаться; 6. образованный; 7. отрочество, мальчишеские годы; 8. комфорт, удобство (бытовые удобства, предметы личного потребления); 9. на вкус.

Exercise 15. 1) videos; 2) zoos; 3) teeth; 4) deer; 5) potatoes; 6) fish / fishes; 7) women; 8) mice; 9) roofs; 10) heroes; 11) dodoes / dodos; 12) leaves; 13) skis; 14) comedies.

Exercise 16. 1. d; 2. b.

Exercise 17. *Winter* — Up-Helley-Aa, Carol Singing; *Spring* — St David's Day, May Day; *Summer* — The Trooping of the Colour, Swan Upping, Highland games; *Autumn* — The State Opening of Parliament, Guy Fawkes Day.

Exercise 18. 1. b; 2. a; 3. b; 4. a; 5. a; 6. b; 7. b; 8. b; 9. a.

Exercise 19. 1. won't have had; 2. will have flown; 3. will have finished; 4. will have taken; 5. will have stopped; 6. will have bought; 7. won't have memorized; 8. will have finished; 9. won't have started; 10. won't have come.

Exercise 20. Tony'll have called Jack, have told him about Sam's letter, have written to Sam, have taken the clothes to the cleaner's, have cut the grass, have shopped for food, have played tennis, have bought a present for Mum, have come to Mum's birthday party.

Exercise 22. 1. The man will have cleaned the shop window. 2. The woman will have sold the fruit. 3. The girl will have bought bread. 4. The doorkeeper will have opened the restaurant. (The restaurant will have opened.) 5. The young man will have closed the Post Office. (The Post Office will have closed.) 6. The boys will have drunk four cans of Coke. 7. The fat man will have eaten the dinner. 8. The girl

will have posted the letter. 9. The postman will have brought the mail.
10. The old lady will have come home.

Exercise 24. A. a) 5; b) 6; c) 3; d) 2; e) 1; f) 4.

B. 1. the, an, an; 2. a; 3. —; 4. the, an; 5. the; 6. a; 7. a / the;
8. the, —, the; 9. the, the; 10. the.

Exercise 26. 1. —; 2. —; 3. the; 4. the, —; 5. —; 6. —; 7. the;
8. the; 9. the; 10. the.

Exercise 27. 1. a big college, a thousand students, the college that my brother goes to; 2. a new television, the biggest television, turn off the television; 3. hasn't got a family, the best home; 4. the hospital, a man at the window on the ground floor, to be a nurse and work in a big hospital; 5. the school I go to, it's a school.

Exercise 31. 1. up; 2. around; 3. into; 4. upside down; 5. over;
6. out; 7. inside out; 8. down; 9. into; 10. over.

Exercise 32. 1. John turned out to be a rather rude boy. 2. In many fairy tales wicked witches turn people into animals. 3. Turn over three pages and you will see the picture you are looking for. 4. Tom turned his pockets inside out but couldn't (didn't) find a single cent. 5. He turned up at the very end of the party and asked for a cup of tea and a piece of cake (pie) at once. 6. And now turn off the CD players and put down what you have heard. 7. It turned out that it is not always interesting to practise playing the piano. 8. I would like you to turn the television down. 9. We turned around and were much (very) disappointed when we saw that our friends had not come out the house to say goodbye. 10. As it turned out the English language has borrowed many (far) more words from other languages than German and French.

Exercise 35. 1. g; 2. c; 3. a; 4. d; 5. f; 6. b; 7. e.

Exercise 36. *Sample version:* close relatives, friends, cooperation; firm ground, foundations, answer; light rooms, days, dresses; light boxes, bags, baskets; bouncy children, puppies, animals; regretful looks, smiles, answers; cheerful words, faces, children; sleepy babies, kittens, eyes

Exercise 38. 1. for; 2. out; 3. at; 4. —; 5. for, from; 6. through;
7. by; 8. at / on; 9. to; 10. of.

Exercise 39. a white tablecloth, to pull the sledge along behind oneself, to look at somebody with regret (regretfully), a candle in a beautiful tall candlestick, a firm bed, bouncy children, a bowl of soup, to light

candles, firm views, bright light, to bounce a ball, to push a button of the doorbell, to turn off the light, cheerful colours, to bounce from one person to another, to pull somebody's hair, to struggle with the task, a winding path, to struggle for freedom, to wind (up) an alarm clock

Exercise 40. 1. house; 2. home; 3. house; 4. house; 5. home; 6. house; 7. home; 8. home.

Exercise 41. 1. They live in a huge house at the end of this street. 2. When do you usually come home? 3. "Is anybody (at) home?" asked the girl when she entered the house. 4. The street was lined with unusual houses on both the sides. 5. It is time to go home. It is already late. 6. Is it their house?

Exercise 42. 1. fall asleep / go to sleep; 2. fall asleep; 3. go to sleep.

Exercise 43. B. 1. spoonfuls; 2. plateful; 3. handful; 4. glassfuls; 5. teaspoonful.

Exercise 44. **A.** звучать печально, звучать серьёзно, выглядеть печально, выглядеть серьёзно, звучать счастливо (весело, радостно), звучать приятно, выглядеть счастливо, выглядеть приятно (хорошо)

B. to feel bad, to sound loud, to smell sweet, to look sad, to sound serious, to taste bitter, to look funny, to sound happy

Exercise 45. **B.** 1. He liked to listen to stories and put them in a small bag. 2. He discovered that the stories wanted to punish the boy (his master). 3. They spoke about the ways to punish the boy. 4. He didn't let his master eat the delicious-looking berries and cut the poisonous snakes in every corner of the room. 5. They can get angry and punish people.

C. 1. The voices from the story bag were angry with the boy. They wanted to punish him. 2. He knew that the berries were poisonous. He didn't want his master to die. 3. He wanted to save his master and knew that there would be a lot of snakes in the room. 4. Stories are told for people to know them. The more people know them the better.

Exercise 47. 1. In a gypsy caravan. 2. There are two of us — my father and I. 3. No, I didn't. My father was my only friend. 4. There is only one room in it, not much bigger than a modern bathroom. There is no electric light there. There is a stove, two beds, two chairs and a small table there. 5. He is not stern or serious. He is full of fun but never smiles with his mouth, only with his eyes. He is not educated but he is an excellent storyteller. He always keeps his promise. He cooks well. 6. At a filling station. 7. But yes, it is (comfortable enough). 8. He is not. He just looks it.

Exercise 48.» *Danny* — helpful, active, bouncy, cheerful, loving, happy, friendly, quick. *Father* — helpful, serious, cheerful, devoted, loving, caring, wonderful, exciting, happy, friendly.

Exercise 49.» A. 1. f; 2. a; 3. b; 4. g; 5. d; 6. e; 7. c.

B. 1. Ann did everything all by herself. 2. The family made both ends meet. 3. It is very difficult to make little Tom go to sleep. 4. When I was a little girl, my mother always tucked me in. 5. Jane gave the right answer without any doubt. 6. My mother doesn't mind my friends. 7. My parents have always spoken to me with loving care.

Exercise 52.» 1. false; 2. false; 3. true; 4. true; 5. false; 6. false; 7. false; 8. false; 9. true.

Exercise 53.» 1. When did Danny's mother die? 2. Did anybody help Danny's father to look after Danny? 3. Did Danny have any brothers or sisters? 4. Where did Danny and his father live? 5. What was Danny's father like? 6. How old was the caravan? 7. When did Danny like their caravan most of all? 8. Where did they have electric light?

Exercise 57. A.» mother-in-law, father-in-law, father-in-law, mother-in-law, brother-in-law, brother-in-law, daughter-in-law, sister-in-law, sister-in-law (daughter-in-law)

Exercise 58.» a baby, a toddler, a little boy / girl, a teenager, a person in his / her mid-thirties, a middle-aged person, an old man / woman (as old as the hills)

Exercise 61.» 1) a baby (a toddler); 2) a little (small) boy; 3) a boy coming to school age; 4) a teenager; 5) a person in his thirties; 6) a middle-aged person (getting on / in years); 7) an elderly (old) person; 8) a person who is as old as the hills.

Exercise 64.» The teenage boy plays the guitar. His hobby is also playing on the computer. He is fond of boxing and skiing, taking pictures and keeping pets. His favourite pastimes are also reading, drawing and painting, listening to music and collecting toy cars.

The teenage girl keeps pets at home — dogs and a cat. She is fond of cooking, watching TV and listening to music. She goes in for swimming and skating. She is fond of travelling or collecting pictures of famous cities, she collects books on arts and soft toys.

Exercise 65.» 1. travelling (on foot); 2. keeping pets; 3. theatre and cinema, going to the theatre / cinema; 4. drawing and painting; 5. gardening; 6. listening to music; 7. collecting things; 8. cooking.

Exercise 67. 1. has just blown; 2. ... just now; 3. ... just now; 4. has just fallen asleep; 5. ... just now; 6. ... just now; 7. ... just now; 8. have just solved.

Exercise 68. 1. loved; 2. fall; 3. don't forget; 4. walk; 5. was / had been; 6. put; 7. keep; 8. lay; 9. promise; 10. was; 11. to play; 12. are given; 13. grew; 14. was; 15. talked; 16. laid; 17. want; 18. to become; 19. have learnt; 20. grow; 21. hope; 22. will become; 23. will make / makes; 24. need.

Exercise 69. **A.** 1. John blew the candle out just a minute ago and said that he had done nearly (almost) everything. 2. — What does he look like? — He is not very tall, he has got blue eyes and fair hair. 3. — What is he like? — He is kind and helpful (always helps everybody). 4. Nick has just wound up the clock (watch), but it won't (doesn't) work. 5. My little brother has never heard of Roald Dahl. 6. Do you share the desk with anybody? 7. She has always been a cheerful child. 8. Little Sarah has just taken a mouthful of sweets. Will she eat them? 9. I have never said anything with regret (regretfully). 10. Have you ever lit candles? When did you last do it? Where was it? 11. A minute ago Helen wound her (a) scarf round her throat and then unwound it again.

B. 1. When mum comes, we'll have fallen asleep. 2. I think I will have cooked supper (dinner) by the time you come back. 3. Will you have set the table by 6 o'clock? 4. We'll have flown to Washington by this time tomorrow. 5. By the time the letter comes (arrives) he will have known about everything. 6. The film will have been over (will have finished) by the time. 7. Will you already have had breakfast by 10 o'clock? 8. Come at seven. I will have already finished to do lessons.

C. 1. Did you see him push the sledge all by himself? 2. Without any doubt Ann is the most cheerful child in the group. Yesterday I watched her bouncing. 3. Did you hear somebody knock (knocking) at / on the door? 4. I didn't expect George to grow flowers with loving care. 5. Andrew noticed Alice tuck little Philip in. 6. I heard Jane say she could hardly make both ends meet. 7. We didn't expect them to be against our struggle.

Exercise 70. serial, tablecloth, cheerfully, share, candlestick, struggle, regretfully, winding, bouncy

Exercise 71. (Cm. No. 16, c. 67.)

Exercise 72. B. 1. Pull yourself together; 2. to push their way; 3. pulling my leg; 4. pushing her luck; 5. pushed him to the wall; 6. pulled a face.

Unit 4

Exercise 1. B. » a) The sweater is dark blue. The dress is light blue.
b) The box is dark green. The leaf is light green. c) The chocolate is dark brown. The glove is light brown. d) The lemon is light yellow. The sunflower is dark yellow.

Exercise 3. B. » Jack wants to paint the car sky blue; John — coal black; Mary — lemon yellow; Duncan — dove white; Jenny — blood red; Peter — mouse grey; Ann — turtle green

Exercise 4. A. » *Adjectives describing:* a) *The size of an object:* big, high, vast, giant, huge, large, little, small, short, tall, wide, etc.; b) *The shape of an object:* round, square, oval, triangular, rectangular, etc.; c) *The material an object can be made of:* wooden, woollen, etc.

Exercise 5. » 1. a paper bag; 2. a plastic bowl; 3. a metal key; 4. a silver ring; 5. a gold watch; 6. an iron chimney; 7. a glass dish; 8. a leather belt.

Exercise 6. » *Sample version:* bitter — pepper, spices, oranges, cucumbers; salty — soup, fish, potatoes; sweet — cakes, pies, chocolate; sour — fruit, milk, lemons; pleasant — flowers, pictures, people; nice — books, toys, puppies; terrible — films, videos, witches

Exercise 7. » **A.** It is an apple.

B. Sample version: *A knife.* It is an instrument. It can be long or short. It is usually made of metal and should be sharp. It is usually grey or silver. It has a handle. People cut things with it or sometimes use it for fighting. *A bed.* It is rather a big object when grown-ups use it. It can be small if it used for children or toys. It can be made of wood or metal. It is quite regular in shape. When you touch it, it feels smooth and soft. It can be of different colours. People usually lie on it or sleep in it. *A stone.* This object can be small or big. Sometimes it is huge. You can find such object anywhere. There are many of them in rocky places. It is usually dark grey. It can be regular and irregular in shape. If it is big it can be heavy. When you touch it, it feels firm. It doesn't smell. People make houses, roads, walls of it. Sometimes it is used in fights. *A pencil.* It is usually long and thin, but if you use it for a long time it becomes shorter. It can be of different colours. One edge of it is usually sharp. You can call it an instrument for writing or drawing. *A wardrobe.* It is usually big and high. It is usually made of wood. And is situated in the corner of a room. If you touch it, it feels firm and smooth. It is heavy and has got shelves. People hang and put their clothes there.

Exercise 8. > *Sample version:* 1) baby, bird, button; 2) bookcase, furniture, box; 3) knife, blade, voice; 4) path, street, alley; 5) street, shoulder(s), smile; 6) sweater, toy, coat; 7) table, skin, sheet; 8) board, bench, clothes; 9) knife, axe, blade; 10) pencil, stick, nose; 11) stone, suitcase, box; 12) street, avenue, road.

Exercise 9. > a) attractive, fragile, smart, slim, short, strong, fat, young, tall, ugly, thin, pleasant, lovely, tidy;

b) boring, independent, noble, greedy, bouncy, modest, attentive, cheerful, mysterious, curious, wicked, serious, gloomy, clever, polite, brave, honest, stern, shy, careless, lazy, dull, tidy, firm;

c) educated, famous, lonely, smart, stupid, progressive, strong, young, great, wise, sad, poor, free, slow.

Exercise 10. > The first woman is thin, young, fashionable-looking, having up-to-date clothes on, modern, nice, lovely. The second woman is advanced in years. She has grey hair, her clothes are old-fashioned but tidy.

The first man is ugly, fat, untidy and bald. The second man is tall, handsome, elegant, clever and rich (as has a Rolls-Royce).

Exercise 13. > **A.** It is written on the part of a child and is probably addressed to a parent.

B. red — redder, fine — finer, more helpful — the most helpful.

Exercise 14. > *Questions:* 1. Which of the animals is the fastest? 2. Which of the languages is more widely spoken? 3. Which of the rivers is the longest? 4. Which of the oceans is the biggest? 5. Which of the buildings is the oldest? 6. Which of the cars is more expensive? 7. Which of the aspects of the English language is the most difficult for you? 8. Which of the countries is the coldest (the warmest)? 9. Which of the cities is the most populated? 10. Which of the climates is the healthiest?

Answers: 1. A cheetah is. 2. English is. 3. The Nile is. 4. The Pacific Ocean is. 5. The Tower of London is. 6. The Volga is. 7. — 8. a) Norway is. b) Italy is. 9. Moscow is. 10. The mild climate is.

Exercise 17. > 1. The man has been driving a bus since 9 o'clock (for 6 hours). 2. The boys have been reading in the library since 11 (for 4 hours). 3. The artist has been painting from nature since 12 o'clock (for 3 hours). 4. The old people have been working in the garden since 1 o'clock (for 2 hours). 5. The woman has been cooking for two hours and a half (since 12.30). 6. The girl has been walking with her dog for an hour and a half (since 2.30 o'clock). 7. The family have been having lunch since 2.00 (for an hour). 8. The young woman has been doing her (the) flat for half an hour (since 2.30).

Exercise 18. 1. She has been crying. 2. He has been working in the garden. 3. She has been making a pie. 4. We have been packing. 5. He (she) has been running. 6. She has been sleeping. 7. He has been fighting. 8. He has been lying in the sun for a long time.

Exercise 19. 1. а) Мы изучаем (учим) английский шесть лет. б) В этом месяце Джон выучил два сонета Шекспира. 2. а) Прости за беспорядок: я крашу дом с обеда. б) Мой брат покрасил бабушкину комнату. 3. а) Маргарет лежит в постели целый день. б) В течение нескольких столетий золото пиратов лежало под этим деревом. 4. а) За последнее время Джейн работает не так, как следует (у Джейн не всё ладится с работой). б) Моя бабушка уже давно не работает. 5. а) Господин Браун ждёт уже полчаса. б) Он никогда никого не ждал.

Exercise 20. 1. has broken; 2. has been lecturing; 3. has never spoken; 4. have been phoning; 5. Have you phoned; 6. has been living (has lived); 7. Has she been crying ... she has been laughing; 8. have you been living (have lived); 9. has been working (has worked); 10. have you been cooking.

Exercise 21. 1. We have known each other for 20 years. 2. My friends have been learning English for four years. 3. Have you learned these verbs? 4. We have never been to Japan but we have always wanted to visit this country. 5. He has been cycling for the whole evening (all the evening)! 6. Ann has not been working very well recently. 7. She hasn't been writing poetry (poems) for 3 years already, but she has written a lot of poems during her life. 8. — Why are you so dirty? — I have been playing with Rex in the garden. 9. How long have you been waiting for Masha?

Exercise 22. A. a cupful of milk, to push the door, a winding path, to wind (up) a watch (a clock), a clean tablecloth, with regret (regretfully), a firm decision, to tuck sb in (up), a close friend, a bowl of fruit, to make both ends meet, to knock at / on the window, to speak with regret (regretfully), a spoonful of medicine, a light box, a candle in a candlestick, a struggle with enemies, to bounce about the room

Exercise 23. A. Christopher Milne is A. A. Milne's son.
B. 1. c; 2. a.

Exercise 24. A. Alan Alexander Milne is the author of "Winnie-the-Pooh". H. G. Wells is a famous writer. Daphne is Alan Milne's wife. Christopher Robin is Alan Milne's son. Ernest Shepard is the man who did illustrations for the book. Winnie-the-Pooh is a teddy bear. Eeyore the donkey is a toy animal.

B. 1. false; 2. false; 3. true; 4. not stated; 5. false; 6. true; 7. true;
8. false; 9. true; 10. false.

Exercise 25. 1. the headmaster of a small preparatory school;
2. a mathematician; 3. (an) editor of the university's journal; 4. he
published; 5. light humorous poems; 6. witty works; 7. (a) paperback;
8. humorous essays; 9. (an) assistant editor; 10. (a) salary; 11. presented
her husband with; 12. (an) adorable son; 13. a teddy bear; 14. rented
a house; 15. illustrations; 16. sketches; 17. came alive; 18. a book of
children's verses; 19. he ran a bookshop; 20. the toys were 'evacuated'

Exercise 27. 1. she had been crying; 2. Mr Thompson had been
waiting; 3. she had been doing; 4. he had been standing; 5. Jill had
been studying.

Exercise 28. 1. Had you been running? 2. had painted / had been
painting, had painted two walls; 3. had been raining; 4. had been writ-
ing, had not received; 5. had been cooking, had not finished.

Exercise 29. 1. Она всегда одевается по последней моде. 2. Ког-
да отходит последний автобус? 3. Декабрь — последний месяц года.
4. Учитель рассказал нам о последних выборах в стране. 5. В этом
месяце мы прочитали две книги — «Алиса в стране чудес» и «Ма-
тильда». Последняя мне показалась более интересной. 6. Это стихот-
ворение относится к числу его последних (недавних) работ.

Exercise 30. 1. latest; 2. last; 3. last; 4. latest; 5. latest; 6. last.

Exercise 31. 1. Did you hear (Have you heard) the latest news? Ann
has arrived. 2. Page three hundred and fifty-nine is the last (page) in
the book. 3. — Where did you spend your last holiday? — Last year
we went to St Petersburg. 4. His latest book is very popular. And what
is he writing now? 5. I have not got the latest edition of this book.
6. "The Adventures of Tom Sawyer" is not the last novel by Mark Twain.
7. My brother hardly ever understands anything in the latest fashion.
8. — What film did you see last? (What was the last film you saw?) —
I did not go to the cinema last month.

Exercise 32. 1. c) as poor as a church mouse; 2. d) as cold as ice;
3. a) as hard as nails; 4. b) as brave as a lion; 5. h) as cool as a cucumber;
6. g) as old as the hills; 7. f) as happy as a lark; 8. e) as fresh as a daisy.

Exercise 33. 1. elder; 2. older; 3. oldest; 4. elder; 5. oldest; 6. old-
er; 7. older; 8. elder.

Exercise 34. 1. further; 2. further / farther; 3. further; 4. further /
farther; 5. furthest / farthest; 6. further; 7. further / farther; 8. further.

Exercise 35. further education, the furthest / farthest shop, a further / farther village, the furthest / farthest district (region), further details, further information, the furthest / farthest town from the capital, the furthest / farthest corner of the garden, further apologies, the furthest / farthest square from the centre

Exercise 36. 1. next; 2. nearest; 3. nearest; 4. next-door; 5. nearest; 6. next; 7. nearest; 8. next.

Exercise 38. 1) i; 2) h; 3) e; 4) b; 5) a; 6) g; 7) f; 8) d; 9) c.

Exercise 39. When did you last a) speak ... b) go ... c) have ... d) have ... e) say ... f) tell ... g) have ... h) When were you last in a hurry? i) say ... j) feel ...

Exercise 40. 1. have a swim, swim; 2. have a talk, talk; 3. smoke, have a smoke; 4. look, have a look; 5. have a break, break.

Exercise 43. A. 1. to; 2. to; 3. to; 4. out / off; 5. at; 6. in / into; 7. to; 8. at.

B. 1. A big goose rushed at a / the small boy. 2. Don't rush at conclusions. He will repair everything all by himself. 3. Little Johnny rushed into the room and shouted, "We have won!" 4. The students rushed to the door to greet the old teacher. 5. We have to rush to the railway station.

Exercise 46. A. *gloomily* — угрюмо; *particularly* — особенно, в особенности; *anxiously* — озабоченно; *solemnly* — торжественно; *tremendously* — грандиозно, очень; *fussily* — суетливо

Exercise 47. A. whisper, scream, speak, murmur, ask, tell, answer, shout, cry, mumble

B. 1. spoke; 2. asked; 3. replied / answered; 4. whispered; 5. shouted; 6. shouted; 7. said; 8. screamed; 9. mumbled; 10. murmured; 11. told; 12. replied / answered; 13. cried; 14. shouted; 15. mumbled.

Exercise 48. 1. fussy; 2. anxious; 3. particularly; 4. murmur; 5. gloomy; 6. anxious; 7. promised to be back; 8. tremendous; 9. mumble.

Exercise 49. *paws* — the bear, the wolf, the crocodile; *hooves* — the goat; *feet* — the ostrich, the parrot

Exercise 51. B. 1. a; 2. c; 3. b; 4. c; 5. a; 6. c; 7. c; 8. b.

Exercise 52. 1. The Prince said solemnly (gave a solemn oath) that he would find Cinderella. 2. Kate seems so worried (anxious) today.

Do you know what the matter is? 3. — How much does the fruit weigh? — The shop assistant will tell us the weight in a minute. 4. The British flag was waving in the wind. That meant the Queen was in the palace. 5. Look at this huge (tremendous) tree bending over the water. 6. Uncle Jack had never seemed (looked) a happy man, but on that day he was particularly gloomy. 7. If you mumble, the group won't hear you. Promise me that you'll speak loudly. 8. Don't make a fuss (don't be fussy), I'll do everything all by myself. 9. Tigers, cats, cheetahs and lions have paws, and oxen, cows, sheep and swine have hooves.

Exercise 53. Tiggers like Extract of Malt. They don't like thistles, honey, 'haycorns' (acorns).

Exercise 54. A. 1. d; 2. c; 3. a; 4. e; 5. f; 6. b.

B. 1. condensed milk, condensed milk, help yourself; 2. on the contrary; 3. anyhow; 4. every now and then.

Exercise 55. a) Tigger was a stripy friend as he had stripes on his skin. b) The patch of land where there were very many thistles.

Exercise 56. A. 1. Eeyore; 2. Eeyore; 3. Pooh; 4. Eeyore; 5. Tigger; 6. Kanga; 7. Roo; 8. Tigger;

B. 1. Eeyore; 2. Piglet, Pooh and Tigger; 3. Pooh; 4. Pooh; 5. Tigger.

Exercise 61. 1. appearance; 2. personality; 3. personality; 4. tastes; 5. behaviour and manners; 6. language and culture; 7. beliefs and opinions; 8. dreams and plans for the future; 9. appearance; 10. appearance, education; 11. behaviour and manners; 12. beliefs and opinion; 13. skills and experience.

Exercise 72. 1. the, the, —, a, —; 2. a, a; 3. a, a; 4. —, a, a; 5. the, the; 6. the, a, the; 7. a, a.

Exercise 73. A. 1. Did you see Victor light the candles? Are they in the candlesticks? 2. Alice watched her elder sister spreading a / the tablecloth on the table. 3. I don't think there is enough light in the room. Turn on the light, please. 4. I felt somebody push me. 5. Let me pull the sledge myself. 6. Do you hear somebody knocking at / on the door? 7. Mum always wants me to speak to my younger sister with loving care. 8. Do you regret what you (have) said? 9. Who made you wind this old clock (watch)? 10. "What does she look like?" asked Kate. 11. My granny is an elderly woman (is a woman advanced in years). She has grey hair and pale blue eyes. She is not tall. She has a kind,

merry (joyful / cheerful) face. 12. We noticed Mum take away the bowl of fruit into the kitchen. 13. My aunt said she didn't mind loud music (she had nothing against ...).

B. 1. I think that a person's appearance is not so (as) important as his personality, behaviour, manners and tastes. 2. I have never seen such spiteful people. To make it worse (besides) he is often gloomy. I don't want to see him again. 3. What a charming (adorable / loveable) child. Just look at this fair curly hair and long black eyelashes. 4. My friend is very independent and reliable. I like (love) him very much (a lot) though sometimes he is fussy (he makes a fuss about nothing). 5. Most of all I like it that my mother is so caring and patient. And I also like it that she is so cheerful. 6. My friend is very pretty. She wears her hair shoulder-length, she has got very expressive blue eyes, she is tall and slim (slender). But the most important thing is that she is a kindly girl and has a great sense of humour. 7. The criminal in the film looked terrible: he had a black beard, a long nose and small bright (shiny) eyes.

Exercise 74. 1. had already visited; 2. thought; 3. would go; 4. to see; 5. was doing; 6. it had been snowing; 7. to find; 8. warming; 9. saw; 10. looked; 11. shall I do; 12. will / shall go; 13. is; 14. will / shall put; 15. will / shall go; 16. hurried; 17. opened; 18. saw; 19. sitting; 20. stand; 21. wondering; 22. was; 23. were; 24. are; 25. have been sitting; 26. looked; 27. had stopped.

Exercise 75. fussy, tremendous, gloomy, anxious, solemnly, weight (wait), mumble, murmur, paw, promise, particular, condensed, stripy, bend, wave

Exercise 76. (Cm. No. 24, c. 72.)

Exercise 77. 1 is a head. 2 is a face. 3 is an ear. 4 is an eye. 5 is a forehead. 6 is a nose. 7 is a nostril. 8 is the chops. 9 is a tooth or teeth. 10 is a tongue. 11 is a neck. 12 is a throat. 13 is a whisker or whiskers. 14 is a body. 15 is a breast. 16 is a skin. 17 is a shoulder. 18 is a back. 19 is a leg. 20 is a paw. 21 is a claw. 22 is a tail.

Exercise 79. 1. ... It's a white elephant for him. 2. ... Jack is yellow. 3. ... They are to her like a red rag to a bull. 4. ... He always gives me a black look. 5. ... Why do you feel (look) so blue? 6. ... You call me once in a blue moon.

Exercise 81. 1. c; 2. a; 3. b.

Unit 5

Exercise 2. A. a) — 6, VIII; b) — 8, III; c) — 5, VII; d) — 7, II; e) — 3, I; f) — 2, V; g) — 9, IV; h) — 4, IX; i) — 1, VI.

Exercise 3. I. — The Way of Celebrating Christmas / Christmas Food. II. — Boxing Day.

Exercise 5. A big, red india-rubber ball. The fact that he had a present on that day, that he was not alone, that Father Christmas remembered him.

Unit 6

Exercise 2. 1. b; 2. d; 3. c; 4. e; 5. a.

Exercise 4. B. 1 — as / because; 2 — that's why; 3 — nevertheless / however / anyhow / actually; 4 — nevertheless / however / anyhow; 5 — actually; 6 — that's why.

Exercise 7. 1. He is a teacher. 2. She is an actress. 3. He is a journalist. 4. He is a taxi driver. 5. He is a bus driver. 6. He is a football player. 7. He is a pilot. 8. He is a tennis player. 9. She is a doctor. 10. She is an artist / a painter.

Exercise 8. 1. every / any; 2. one / some; 3. some; 4. certain / some; 5. some / one; 6. some / certain, some / certain / one; 7. every / any; 8. some / certain / one; 9. some / certain; 10. every / any.

Exercise 9. 1. a brother, sisters, a student, a first-year student, a very good student, an excellent mark, good marks; a flat, a small cottage. 2. A book, a dictionary, a Russian-English dictionary, a dark green book, a special page, Page 8. 3. a very good job, a difficult job, a library, a tall building, a ten-storeyed building, a reading hall, Floor 5.

Exercise 10. 1. a house, a house; 2. the house; 3. the washing machine; 4. a lovely dress; 5. a good library; 6. the story, the children; 7. the book, a book, a very old and expensive book; 8. the man, the house.

Exercise 11. 1. Take pens and write down the new words. 2. Draw black cats with bushy tails. 3. You need brushes and some black paint to do this. 4. You must be hungry, have some sandwiches. 5. I was very touched when you gave me flowers on my birthday. 6. Please bring chairs from the room next door. 7. I want you to choose good books and read them during your holidays. 8. Don't forget to write greetings cards to your grandparents and post them well before the holiday.

Exercise 12. Countables: mystery (mysteries), knock (knocks), hoof (hooves), murmur (murmurs), mosquito (mosquitoes), carrot (carrots), candle (candles), mother tongue (mother tongues), idiom (idioms), tomato (tomatoes), vocabulary (vocabularies), play (plays), coin (coins), potato (potatoes).

Uncountables: bread, information, weather, milk, toast, housework, practice, advice, money, butter, hair, paper.

Exercise 13. 1. will be, 2. will be, 3. will win, 4. won't rain, 5. will be, 6. come, 7. find, 8. gets, will light, 9. will be, come, 10. will go.

Exercise 14. 1. am taking / am going to take; 2. will be; 3. will please; 4. will they ask / are they going to ask; 5. will I have to read; 6. will I write; 7. will tell; 8. will have; 9. will give; 10. am going to look; 11. practise; 12. won't stay; 13. will try.

Exercise 15. A. 1) What time (when) are you going to get up? 2) What dress are you going to wear? 3) In what way (how) are you going to travel to Laura's? 4) What are you going to take to the party? 5) What time (when) are you going to come back?

B. What are you doing at 10.00? *etc.*

Exercise 16. 1 — d); 2 — b); 3 — a); 4 — c); 5 — e).

1 — action in the future; 2 — prediction of the future; 3 — a person's intentions; 4 — prediction of something that is on the way to happen; 5 — a threat.

Exercise 17. A. 1. Shall I switch on the light? 2. Shall I cook for everyone? 3. Shall I wash the car? 4. Shall I read the end of the story to you? 5. Shall I water the plants? 6. Shall I open the door for you? 7. Shall I buy some bread? 8. Shall I wash up after dinner?

B. 1. Shall I turn left or right? 2. Which of these books shall I choose? 3. What shall I give my friend as a birthday present? 4. How shall I lay the table? 5. What programme shall we watch? 6. Where shall I get off? 7. When shall I pick strawberries in the garden? 8. How shall I finish my story?

Exercise 18. 1. a; 2. d.

Exercise 19. 1. They were tables of wood covered with wax, pieces of bark, clay tablets, papyrus and skins of animals. 2. In Greece, Rome, Assyria, Babylonia and China. 3. In China. 4. They were used only by scientists. 5. In the 19th century. 6. The Universities of Oxford and Cambridge in England. Harvard and Yale in the US. 7. London, Washington, DC, Paris, Beijing, Moscow.

Exercise 20. 1. tablets of wood; 2. pieces of bark; 3. wax; 4. strips of leather; 5. clay tablets; 6. baking; 7. they were long-lasting; 8. survived until the present day; 9. papyrus; 10. a strip rolled from one cylinder to another; 11. a volume; 12. the Middle Ages; 13. books were quite common; 14. to chain; 15. the invention of printing; 16. went over Europe; 17. craftsmen; 18. editors, publishers and booksellers; 19. the appearance of a proper system of public libraries; 20. 90 million items; 21. books and manuscripts; 22. unique collections; 23. to keep.

Exercise 22. tablet, cylinder, congress, information, catalogue, metal, secret, museum, computer, film, papyrus, standard, public, journal, collection, manuscript, electronic

Exercise 23. 1. Where were the earliest books written? 2. How were the tablets held together? 3. In what countries (where) were clay tablets used for writing? 4. How did ancient people make clay tablets? 5. When was the first public library founded? 6. Who were the first people to invent printing? 7. How many printing presses were there in Europe by the end of the 15th century? 8. What was the name of the man who set up the first printing press in England? 9. Where and when was the first public library founded in Russia? 10. What is the world's largest library?

Exercise 24. *Sample outline:*

1. The earliest books and how they were made.
2. The first libraries.
3. The history of printing.
4. Public libraries, university libraries, the world's greatest libraries.
5. Modern libraries.

Exercise 25. В. 1. а) стадо овец или коз, б) стая птиц; 2. а) стая волков, б) стая собак; 3. а) рой мух, б) рой пчёл; 4. а) стадо коров, б) стадо оленей, с) стадо слонов; 5. а) стая / косяк рыб, б) стая китов; 6. стая львов; 7. зрители / публика; 8. комитет; 9. команда; 10. экипаж; 11. армия; 12. полиция; 13. а) связка ключей, б) букет / пучок цветов; 14. охапка, вязанка.

Exercise 26. 1. herd; 2. crowd; 3. crew; 4. bundle; 5. flock; 6. team; 7. swarm; 8. committee; 9. family; 10. audience; 11. bunch; 12. army; 13. herd; 14. pride; 15. pack; 16. government; 17. class; 18. a school.

Exercise 27. 1. а; 2. а; 3. —; 4. —; 5. а; 6. а; 7. а; 8. а; 9. а; 10. а; 11. а; 12. —; 13. —; 14. —; 15. —; 16. —; 17. (а); 18. —; 19. —; 20. —; 21. —; 22. (а); 23. —; 24. —; 25. —; 26. а; 27. а.

Exercise 28. a) 1. I like tea with lemon. 2. The lemon is on the table. Slice it. 3. Go to the shop and buy some apples and a lemon. 4. I need lemons for the cake. Buy some lemons, please.

b) 1. Give me a glass of milk. 2. Butter is made from milk. 3. The milk is cold. 4. Is there any milk in the fridge? 5. I don't like milk, but now I'd like to have (drink) some milk.

c) 1. The butter is fresh. You'll like it. 2. Where is the butter? 3. Put the butter into the fridge. 4. Give me some butter, a piece of butter will be enough. 5. Is there any butter in the house? 6. Butter is a dairy product.

d) 1. Three teas, please. 2. — Would you like tea or coffee? — A glass of tea, please. 3. English people like to drink tea with milk, but Russian people prefer tea with lemon. 4. There is no tea in the tea caddy. Buy some tea, please.

Exercise 29. B. 1. —; 2. a light supper; 3. the dinner; 4. the supper, the fridge; 5. —; 6. a huge breakfast; 7. the supper; 8. —; 9. the lunch, a cup of coffee; 10. —.

Exercise 30. 1. В мае будет три года, как мистер Финч живёт в Риме. 2. Через неделю будет год, как д-р Джонсон работает над этим проектом. 3. К концу года они будут заканчивать строительство плавательного бассейна. 4. Летом будет десять лет, как мисс Хани работает учителем. 5. К шести часам Джон будет работать на компьютере (уже) 5 часов!

Exercise 31. 1. Ask the teacher when you'll go to the museum. 2. I want to know when Andrew will send an e-mail. 3. When the lesson is over (finishes), we shall go home. 4. I won't be able to do the exercise if you don't help me. 5. Don't tell them when the meeting will begin. 6. Bob wonders if we'll come to his party. 7. Will you find out when we'll have our last geography class? 8. If you don't open the window, it will be hot in the room soon. 9. I don't know if he will stay in Moscow for a long time. 10. We are not sure if they will come, but if they come, explain everything to them.

Exercise 32. 1. g; 2. l; 3. i; 4. a; 5. e; 6. o; 7. c; 8. f; 9. d; 10. h; 11. n; 12. b; 13. j; 14. k; 15. m.

Exercise 33. 1. c; 2. a; 3. b; 4. a; 5. b; 6. c; 7. b; 8. c.

Exercise 34. 1. over; 2. out; 3. in; 4. out; 5. out; 6. over; 7. away / off; 8. down; 9. in / out; 10. over.

Exercise 37. 1. When they are surprised. 2. No, it isn't. 3. *A bottle or a carton* for milk, *a bottle or a can* for lemonade, *a jar* for jam,

a box or a packet for sugar, a cup or a carton for cream, a packet or a bag for flour. 4. Tiny. 5. "The Adventures of Tom Sawyer". 6. Nice furniture and decorations. 7. By burning it or putting too much salt in it. 8. ... 9. Criminals. 10. Because it may run over. 11. We call them teenagers. 12. ... 13. Her beautiful clothes turned into old, dirty ones. 14. By sea or by air. 15. In summer and early autumn. 16. To read them slowly and carefully.

Exercise 38. > *Sample version:* a) *tiny:* baby, toy, eyes, house, plant, etc.; b) *cosy:* house, flat, room, place, etc.; c) *fascinating:* story, event, idea, book, person, etc.; d) *impressive:* words, picture, sight, film, novel, etc.; e) *amazing:* news, idea, story, child, etc.

Exercise 39. > 1. his, his; 2. me, her (her, me); 3. myself; 4. each other; 5. they; 6. yourself (me), you (me); 7. me; 8. yourself, you.

Exercise 40. > 1. watchful; 2. tiny; 3. manage; 4. a very good storyteller; 5. searching for; 6. the telly; 7. contained; 8. are chatterboxes; 9. became a frog by a magic spell / a spell was put on the princess and she became a frog; 10. the contents of the book; 11. impressed you / your impressions of London are; 12. had seven editions; 13. devours books; 14. spoiled; 15. rushed into.

Exercise 41. > 1. Jane's words didn't make an impression on Mary. 2. Charles's photos impressed me greatly. 3. They impressed the audience greatly. 4. What made the greatest impression on you in his acting?

Exercise 42. > 1. He has been to so many countries and he has had so many adventures! 2. He learned the magic power of words. 3. "Tiny" is smaller than "little". 4. Will you manage this job? 5. The contents of the story were difficult, and the children didn't understand them. 6. Many kids in my class devour books. 7. Mary had a fascinating smile. 8. The wicked witch put a spell on the young prince, but the spell was broken when a princess kissed him. 9. Jimmy gave his little sister a chocolate, and she immediately popped it into her mouth. 10. I've lost my diary somewhere. My friends and I are searching (for) it everywhere. 11. The building of Moscow University looks very impressive. 12. When Nina said that penguins didn't line in the North Pole, everyone in the class sat pop-eyed. 13. What an amazing child! He reads a book every day, he just (simply) devours books. 14. What does this bottle contain? 15. The milk has been on the table since morning. I think it has spoiled (has turned sour).

Exercise 43. > 1. are; 2. are; 3. are; 4. is; 5. are; 6. is.

Exercise 46. 2. Chris would like to play football instead of doing his lessons. 3. Jane and Mary would like to lie in the sun instead of doing their room. 4. Laura would like to watch the telly (television) instead of washing up. 5. Nick and Peter would like to ride their bikes instead of working on the computers. 6. Mr Robertson would like to drink tea instead of building a / the house. 7. Mrs Smith would like to talk on the telephone instead of cooking. 8. Irene would like to drive a / the car instead of writing letters. 9. The children would like to have a swim instead of washing the car. 10. The dog would like to run on the lawn instead of staying at home.

Exercise 47. B. 1. They lived in a tiny house. 2. He came from Morocco. 3. The boxes contained plates, clothes, sweets. 4. Aladdin's uncle asked his nephew to take him to the mountains. 5 6. They stopped at a certain rocky place. 7. Aladdin's uncle picked up a tiny stone from the ground and threw it into the fire. 8. An old lamp.

Exercise 49. 1. d; 2. g; 3. e; 4. f; 5. b; 6. a; 7. c.

Exercise 50. A. 1. Matilda's father; 2. Mrs Phelps; 3. Matilda; 4. Mrs Phelps; 5. Mrs Phelps.

B. 1. Matilda; 2. Matilda; 3. Mrs Phelps; 4. Mrs Phelps; 5. Matilda; 6. Matilda.

C. 1. a; 2. b; 3. b; 4. a; 5. a; 6. a; 7. b; 8. b; 9. b.

Exercise 53. A. Every book from the list is a classical book. "Oliver Twist" is a novel. "Kashtanka" is a story. "Life of Leo Tolstoy" is a biography. "Frankenstein" is a horror story. "Gulliver's Travels" is a novel. "Little Mermaid" is a fairy tale. "Three Musketeers" is an adventure book. "The Time Machine" is a science fiction story. "Ivanhoe" is a historical novel. "Little Red Riding Hood" is a fairy tale. "Around the World in Eighty Days" is an adventure story. "Hound of the Baskervilles" is a detective story. "Robin Hood and the Sheriff" is a folktale. "Three Men in a Boat" is a travel book.

Exercise 55. 1. William Shakespeare lived in the 16th-17th centuries. He was a dramatist, wrote plays and also sonnets. 2. Agatha Christie lived in the 19th-20th centuries. She wrote detective stories. She is one of the most famous detective story writers in the world literature. 3. Charles Dickens lived in the 19th century. He wrote novels and stories. He is one of the best storytellers among writers, a great novelist. 4. Alan Alexander Milne lived in the 19th-20th centuries. He wrote books and poems for children. He is a well-known children's writer. 5. Alexander Pushkin lived at the beginning of the 19th century.

He wrote poems and stories. He is a famous Russian poet and writer. 6. Nikolai Nosov lived in the 20th century, he wrote stories for children. He is a modern children's writer. 7. Ivan Turgenev lived in the 19th century. He wrote stories and plays. He is a classical Russian writer. 8. Samuil Marshak lived in the 20th century. He wrote poems and translations. He wrote a lot of children's poems. He is a modern Russian poet. 9. Marina Tsvetayeva lived in the 19th-20th centuries. She wrote poems. She is a well-known Russian poetess.

Exercise 56. 1) fascinating; 2) powerful; 3) easy to read; 4) witty; 5) amusing; 6) exciting; 7) true-to-life; 8) moving; 9) heavy-going; 10) depressing; 11) slow-moving; 12) badly-written; 13) boring; 14) unoriginal.

Exercise 64. 1. do; 2. arrives; 3. will arrive; 4. will apologize, explain; 5. am playing; 6. promise, will phone; 7. are going; 8. does; 9. is going to write; 10. will you come?

Exercise 66. 1. feel; 2. will be; 3. am enjoying; 4. are; 5. say; 6. is; 7. am leaving; 8. will be; 9. starts; 10. think; 11. will sleep; 12. will have finished; 13. arrives; 14. will be; 15. see; 16. think; 17. will cry; 18. How are you all; 19. hope; 20. are all keeping; 21. say; 22. want; 23. to see; 24. meet; 25. Will Enrico and Marchello meet (be meeting); 26. will the whole family be; 27. come.

Exercise 67. A. 1. All the people ran out of the burning building. 2. The poor kitten was (has been) run over by a car. 3. Our time is running out. 4. We've run out of apples. Buy a kilo on your way home. 5. (The) Granny opened the door, and the puppy ran out into the hall. 6. Let's run in to see (and see) your relations (relatives) today. 7. The clock has run down. 8. This lad (guy) always runs me down (is always running me down).

B. 1. Emily says she will be upset (unhappy) if no one comes to her party. 2. I'm not sure that he will manage the job, but if he manages it, he'll help us a lot. 3. When will Garry return (take back) to the library the books he took to read? 4. I'm afraid I don't know if he will go to listen to the opera. 5. If the girl pushes the door, it'll open. 6. Natasha is not sure if she'll manage to eat a plateful of soup. 7. If it doesn't snow, we'll go skiing in the country tomorrow.

C. 1. — I need just (only) five minutes to finish reading this fascinating (entertaining) adventure novel. It's made a great impression on me. — Take your time, let me know when you finish. 2. I want to manage this translation myself though it contains a lot of unfamiliar words. 3. I like it when my favourite tiny kitten sits in (on) my lap. 4. We

bought a computer. Since that moment my little brother has been playing on it instead of reading books or watching TV. 5. "Keep a watchful eye on these boys," said the librarian. "I'm afraid that they can spoil the books." 6. She was sitting in a comfortable armchair in a cosy room and was totally absorbed in the historical novel that she was reading. 7. He speaks English fluently and correctly, but his speech doesn't contain any idioms. 8. Let me introduce myself. My name is Laura Brown. I'm a librarian and I work in a big public library in the north of England. We have some rare editions of famous novels. They usually make a great impression on (the) readers.

Exercise 69. librarian, edition, search, contain, devour, introduce, impress, transport, teenager, fascination, tiny, manage

Exercise 70. (См. No. 34, c. 79.)

Exercise 72. 1. c; 2. b; 3. h; 4. a; 5. f; 6. d; 7. e; 8. g.

Exercise 74. 1. u; 2. i; 3. q; 4. l; 5. f; 6. r; 7. n; 8. j; 9. t; 10. e; 11. h; 12. m; 13. k; 14. g; 15. a; 16. c; 17. b; 18. s; 19. p; 20. o; 21. d.

Unit 7

Exercise 2. 1. Painting, drawing and sculpture. 2. Arts brighten people's lives. They teach us to understand life and people better and (to) admire beauty. 3. The early primitive art began in prehistoric times. The greatest works of art appeared in the ancient times (theatre, singing), in the Middle Ages (architecture), during the Renaissance period (literature, theatre and painting), in the 18th-19th centuries (music, literature), in the 20th century (all modern arts). 4. Great literature was produced in many countries: Britain, France, Germany, Spain, Russia and others. Visual arts were especially developed in Italy, France, Russia, Spain, also Japan and China. Great Britain, France, Greece, Russia are famous for a high standard of theatre and Italy for great opera productions. The USA, France, Italy, Japan and Russia are famous for their cinema. 5. Hollywood in the USA is connected with cinema; Florence with painting, sculpture and architecture; Milan with opera; Paris with painting; Stratford-upon-Avon with theatre; Vienna with music; Moscow with music and ballet; St Petersburg with literature, etc. 6. Speaking about prehistoric art we usually mean early dancing and the first drawings that prehistoric people made. Speaking of ancient art we usually mean Greek theatre and singing and Greek and Roman architecture. By Renaissance art we usually understand the visual arts, theatre

and literature of this period. When we speak about classical art, we usually mean the arts of the 18th and 19th centuries, and by modern art we understand the arts of this century. 7. To theatres, cinemas, opera houses, concert halls, art galleries and exhibitions, sometimes to libraries. 8. ... 9. ... 10. ... 11. ...

Exercise 3. ➤ A. 1. d; 2. g; 3. j; 4. h; 5. b; 6. f; 7. i; 8. c; 9. a; 10. e.
B. 1. e; 2. c; 3. f; 4. g; 5. c; 6. d, e; 7. c; 8. d, e; 9. b; 10. e.

Exercise 4. ➤ 1) *Theatre*: drama, success, classical, stage, balcony, applause, ballet, operetta, box, audience, opera, scenery, tragedy, gallery, comedy, to act, character, to applaud, seat, dress circle, stalls, performer. 2) *Cinema*: drama, success, classical, fiction, screen, audience, tragedy, sound, comedy, to act, work of art, colour film, horror movie, cinemagoer, feature film, character, seat. 3) *Music*: flute, success, classical, stage, violin, balcony, piano, applause, concert, box, audience, gallery, sound, to compose, to applaud, seat, dress circle, stalls, performer. 4) *Sculpture*: sculpture, success, classical, bronze, work of art, monument, statue, museum. 5) *Painting*: success, classical, to draw, work of art, museum, to paint. 6) *Literature*: drama, success, classical, fiction, tragedy, comedy, work of art, character.

Exercise 5. ➤ 1 — c); 2 — d); 3 — g); 4 — a); 5 — f); 6 — e); 7 — b); 8 — h).

Exercise 6. ➤ 1) Jazz is a type of music and the only art form that was created in the United States. 2) Jazz was created by black Americans. 3) Many blacks were brought from Africa to America as slaves. 4) Different native songs were sung by the black slaves and the music of their homeland was played in America. 5) It is made up of the music of West Africa, the work songs of the slaves and religious music. 6) The first jazz bands were formed at the end of the 19th century. 7) This means that jazz music is made up or created on the spot. 8) This is why a jazz song can sound a little different each time it is played. 9) Today jazz is played all over the world. 10) On every continent special festivals are held where jazz musicians from the United States, Asia, Africa, South America and Europe meet and share their music. 11) Let's hope that no matter what happens in music jazz will always be performed and listened to.

Exercise 7. ➤ 1. b; 2. b; 3. a; 4. b; 5. a.

Exercise 8. ➤ A. 1. The contents of the novel must be discussed. 2. The audience ought to be impressed (by the actors). 3. These chatterboxes should be stopped. 4. The members of the team must be intro-

duced to each other. 5. Such books can't be devoured. 6. These boxes have to be transported. 7. The speech must be translated when the time comes.

B. 1. A lot of words were borrowed by English. 2. A lot of periodicals are brought to them (by the postman). 3. This telex will be sent tomorrow (by Mr William's secretary). 4. The origin of the adjective "big" wasn't found (by them). 5. Such idioms are easily memorized. 6. A bronze candlestick and three candles were brought. 7. The door is pushed to open it.

Exercise 9. A. 1. out; 2. over; 3. in / out; 4. to / into; 5. off / away; 6. over; 7. down; 8. off / away.

B. 1. on, up; 2. of, —, in; 3. on; 4. to; 5. for; 6. into / in, at; 7. on / in; 8. —, of; 9. under.

Exercise 10. A. 1. pop-eyed; 2. a wonderful storyteller; 3. fascination; 4. an amusing adventure; 5. a cosy house; 6. the contents of a book; 7. a brief / short speech; 8. an impressive landscape; 9. to manage the job; 10. the latest edition; 11. a watchful boy; 12. a bouncy teenager; 13. on / in one's lap; 14. let me know; 15. instead of the teacher; 16. to make an impression on the friends; 17. to devour books; 18. a fascinating librarian; 19. to be absorbed in the novel; 20. a dangerous adventure; 21. serious contents; 22. a tiny chatterbox; 23. from then on; 24. to take one's time; 25. to break the spell; 26. a rare edition of a book.

B. 1. I can't manage this book myself. Its contents are difficult. 2. The headmaster's speech made a great impression on the students. 3. "Let me introduce myself, my name is Matilda," said the tiny girl to the librarian. 4. Let's search for some novel on these shelves. Let me know if you find something interesting. 5. How long does it take you to get to the theatre? 6. My cat likes to sit in / on my lap. 7. Bob was taken aback when he understood that his plastic bag had to become a container for water. 8. Chatterboxes, you've been talking for a whole hour! 9. For some reason he couldn't join our group. 10. Alice rushed into the classroom shouting "Hooray!" loudly.

Exercise 11. 1. d; 2. b.

Exercise 12. 1) In ancient Greece. 2) He was the first actor known. 3) At the end of the 19th century. 4) France. 5) It was the first film in which an actor sang and spoke. 6) ... 7) The first part is about the history of theatre and the second is about the history of cinema.

Exercise 13. 1. based on ...; 2. relations; 3. they may be divided by misunderstanding; 4. drama developed from hymn; 5. a cart that carried all his belongings; 6. he won a prize; 7. the first professional performer;

8. this role had always belonged to priests or kings; 9. a paying public; 10. newsreels of processions and wars; 11. cinema rapidly developed; 12. Russia's great achievement in cinema; 13. with titles; 14. long lines of people; 15. silent films; 16. one hundred per cent sound film.

Exercise 14. 1. "Making a Living"; 2. "The Story of a Crime"; 3. "The Queen of Spades"; 4. "Lights of New York"; 5. "The Battleship 'Potemkin'"; 6. "Father Sergius"; 7. "By the Law"; 8. "The Great Train Robbery"; 9. "Earth"; 10. "Mother".

Exercise 15. A. theatrical, drama, based, actors, dramatic, conflict, audience, progress, hymn, wine, stories, leading, prize, festival, dialogue, professional, role

B. public, cinema, programme, procession, jazz, regular, dialogue, theatre, industry, director

Exercise 16. A. 1. are seldom built; 2. is being painted; 3. are being translated; 4. is being cleaned; 5. is being built; 6. are not translated; 7. are being laid; 8. are being made.

B. 1. was being repaired; 2. were being painted; 3. were being washed; 4. were not played; 5. was not sold; 6. was still being translated; 7. were brought; 8. were being prepared.

Exercise 17. 1. Her new book has been published recently. 2. Our local museum has just been opened (by the town council). 3. Their house looks very smart as it has just been painted. 4. The room looks nice. It has been cleaned. 5. My dress is clean. It has been washed. 6. Dinner is ready and hot. It has just been cooked. 7. A new theatre has been opened in the city. 8. There are no letters on the table. They have been posted.

Exercise 18. 1) a new hospital had been built; 2) the old library had been rebuilt; 3) the city centre had been turned into a real shopping area; 4) a new fire station had been opened; 5) the names of some streets had been changed; 6) the city exhibition hall had been closed.

Exercise 19. 1) I was shown; 2) we were lent; 3) they were paid; 4) he was told; 5) I was offered; 6) you were asked; 7) she was refused; 8) they were sent; 9) she was given; 10) you were allowed.

Exercise 20. 1. f; 2. c; 3. a; 4. b; 5. e; 6. d.

Exercise 21. 1. Вас отвезут в аэропорт, м-р Гибсон. 2. На днях мне сообщили об их приезде. 3. Моим родителям заплатили меньше, чем они ожидали. 4. В школе меня учили многим предметам. 5. Ника

послали в булочную купить чёрного хлеба. 6. Им никогда не покажут эти фильмы. 7. Кому сообщили об инциденте? 8. Тому предлагают яблоко.

Exercise 22. 1. They speak much about the film. 2. The children will be looked after. 3. They laughed at the little girl. 4. My granny's glasses have been looked for. 5. They won't listen to his speech. 6. They will speak to the children tomorrow. 7. They sent for the cab.

Exercise 23. 1. with; 2. with; 3. by; 4. by; 5. with; 6. by; 7. by; 8. with.

Exercise 24. A. 1. e), I; 2. c), V; 3. d), III; 4. a), IV; 5. b), II.

Exercise 25. 1 — b); 2 — c); 3 — a).

Exercise 26. 1. My watch was stolen yesterday. 2. When Paul entered the room, his project was being discussed. 3. Look! A new cinema has been built! 4. Has the teacher been sent for? 5. When will he be spoken to? 6. The text will have to be translated. 7. When father came, the things had been (were) packed. 8. Andrew's words were soon forgotten. 9. — Where is the article? — It is being translated. It will be translated in about an hour and a half. 10. Where is the new shop being built? 11. All the exercises have been done. We can go to the cinema. 12. Passive voice is often used in English (in the English language). 13. John Lennon is known not only in England. 14. The meeting will be held in the centre of the city. 15. This castle was built in 1830. 16. I was allowed to go to the cinema.

Exercise 28. B. 1. —; 2. a terrible winter; 3. the spring; 4. in the coming autumn; 5. —; 6. the most beautiful early autumn; 7. —; 8. a frosty and snowy winter; 9. —; 10. —.

Exercise 29. B. I. It's night. It's morning. It's dusk (twilight). It's dawn. It's early morning. It's late evening. It was broad day. Night came. Morning came. Dawn began. It's midnight.

II. It was a cold winter morning. It was a warm night. It was a cool evening. It's a windy evening today. It's a dark night today.

III. The morning will be frosty. The day was very hot. The morning was cool. The afternoon was rainy.

Exercise 30. 1. 1) —; 2) the; 3) an; 4) —; 5) (the); 6) —;
2. 1) —; 2) —; 3) a; 4) —; 5) a; 6) —; 7) the;
3. 1) a; 2) the; 3) —; 4) —; 5) —; 6) a;
4. 1) —; 2) —.

Exercise 34. *Sample dialogues.*

- I. A: How would you like to go to a football match tonight with me?
B: That's quite a good idea, but I have to stay at home and do my homework.
A: And what about next week?
B: I'd like that very much. Thank you.
- II. A: Do you feel like watching a new video after classes?
B: That's all very well, but I'm really busy after classes. Thank you all the same.
A: What about tomorrow?
B: That sounds like a good idea. I'd love to. Thanks.
- III. A: What about going to a party with me tonight?
B: That's a wonderful idea, but I'm afraid I can't make it.
A: I'm sorry. Then why don't we go to the cinema on Sunday?
B: I'd love to. Thank you very much.
- IV. A: Mary! Look, I've got two tickets to the theatre. Why don't we go to the theatre together?
B: That sounds like a good idea. When is the play?
A: On Saturday. The play begins at seven.
B: Great! Thank you.

Exercise 36. 1. out; 2. about; 3. to; 4. about; 5. out / off; 6. out; 7. to; 8. about.

Exercise 39. *Sample version:*

- 1) *sour*: milk, cream, lemon, face, smile, *etc.*
- 2) *sweet*: chocolate, tea, cake, smile, voice, smell, *etc.*
- 3) *bitter*: pepper, cucumber, words, look, *etc.*
- 4) *unusual*: behaviour, picture, view, scene, clothes, *etc.*
- 5) *nice*: people, food, flowers, words, manners, *etc.*
- 6) *hot (spicy)*: food, dish, sauce, *etc.*

Exercise 40. 1. ... 2. Yes, it is. 3. ... 4. Women sometimes kiss. Men often shake hands. Children just say "Hi!" 5. The sun sets in the west and rises in the east. 6. People lay out plates, cups, forks, knives, spoons, serviettes, *etc.* and decorate the table. 7. One can hear laughter in places like a circus, a theatre or a cinema. Laughter may sound impolite at the lesson or when other people are talking about serious or sad things. 8. ... 9. ... 10. ... 11. They tell people about their future life or about what happened to them in the past. 12. When they hear or see something that they don't like. 13. ... 14. ... 15. Butter, jam, marmalade, cheese spread, chocolate spread, *etc.*

Exercise 42. A. When Americans set the table, they put the forks on the napkin (serviette), and put the side plate near it. But in Britain they put the forks on the left of the plate, and place the side plate next to them with the folded napkin on the side plate. There's also some difference in placing the knives. In the USA they put the fish knife on the right-hand side next to the plate and next to it they place the knife and then the soup spoon and the dessertspoon, when the butter knife is placed in front of the plate. In Britain they put the butter knife next to the fish knife and the soup spoon next to it. At the same time they put the dessertspoon and another fork for dessert in front of the plate.

Exercise 43. To mend socks, to mend a hole in the fence, to mend (repair) a chair, to repair a watch, to repair an alarm clock, to mend (repair) shoes, to mend an old pair of trousers, to repair a radio, to repair a washing machine, to mend a shirt, to repair a house, to mend clothes.

Exercise 44. 1. were throwing; 2. dropped; 3. threw; 4. threw; 5. drop; 6. threw; 7. dropped.

Exercise 45. a gold (golden) ring, a gold (golden) chain, a golden field, a gold (golden) cross, golden hair, a gold (golden) watch, golden light, golden sang, golden corn, golden autumn, golden colours, a gold (golden) crown, golden threads

Exercise 46. 1. The table was laid (set) for dinner. 2. Mend my shirt, will you? 3. Fiona spread her bread with butter and suddenly dropped it. 4. Let's set the time of our meeting. 5. At the sight of her daughter's pale face the mother understood everything. 6. Teaching is a noble profession. 7. Don't add the milk to your (the) coffee. It's sour. 8. Do you believe that fortune-tellers can tell your fortune? 9. Have you ever been to a book fair? 10. The boys' laughter sounded loud and unpleasant. 11. Is it a good bargain? 12. Why has Tom got such a sour smile? Is he all right? 13. Unfortunately, little Chris was late for school (the lesson). 14. There's a hole in my mitten. Will you mend it? 15. It was early morning. We were setting off on our journey. 16. There were fields of golden corn on both sides of the road.

Exercise 47. B. 1) Carol and Pussy did. 2) Sam was. 3) Carol's father did. 4) Carol did. 5) Mrs Parker could. 6) Carol and Pussy did. 7) The neighbours could. 8) Sam was. 9) Carol's father did.

Exercise 49. 1. true; 2. true; 3. false; 4. not stated; 5. false; 6. true; 7. true; 8. false; 9. false; 10. false; 11. true; 12. false.

Exercise 50. 4, 6, 7, 2, 5, 3, 1, 8, 9

Exercise 51. 1. Was Merrymind a common name? 2. How much money did each of the children get? 3. What did all the children except Merrymind buy? 4. Why couldn't Merrymind buy a fiddle at once? 5. Why was Merrymind sure that he could mend the fiddle? 6. Why did he leave the house? 7. Where was the beautiful castle? 8. Why did no one answer Merrymind's questions? 9. What had people called Dame Dreary before the spell was cast upon her? 10. What did Merrymind take to the castle with him the next night? 11. What happened to the fiddle when Merrymind put the golden threads on it? 12. What did the busy people do when music filled the air? 13. What did Lady Littlecare look like? 14. Who put the gold ring on Lady Littlecare's finger? 15. What job did the king give Merrymind at the end of the story?

Exercise 52. b)

Exercise 53. 1. The fair happened only once in seven years. 2. He had set his heart upon a fiddle. 3. It was an old dirty fiddle with broken strings. 4. They were all very busy and very unhappy. 5. He wanted to find out about that strange place and its strange inhabitants. 6. A magic ring fell off Lady Littlecare's finger. 7. She heard the music Merrymind was playing. 8. He made the people of the valley and the inhabitants happy again.

Exercise 56. People cannot spend their lives working. It's important that they should have some fun and enjoy themselves. Otherwise life will be too dull for them.

Exercise 57. 1. a ballet dancer; 2. make-up; 3. a house; 4. a comedy; 5. a foyer; 6. a drama or a straight play; 7. an usher; 8. a soloist; 9. a designer; 10. a star; 11. (a pair of) opera glasses; 12. a cast; 13. a dressing room; 14. wings; 15. scenery.

Exercise 60. a) the box office; b) the foyer; c) the bar; d) the house.

Exercise 61. 1. d; 2. e; 3. a; 4. b; 5. c; 6. f.

Exercise 63. 1. Charlie Chaplin; 2. Sophia Loren; 3. Yury Nikulin; 4. Marilyn Monroe; 5. Jean Marais; 6. Lubov Orlova.

Exercise 66. 1. was told, had been written; 2. greeted, had been invited; 3. are never given; 4. were asked; 5. allowed; 6. are seldom allowed; 7. were being shown; 8. was followed; 9. was asked, were / had been often visited; 10. have not been mended.

Exercise 67. 1. was cutting; 2. heard; 3. wondered; 4. had happened; 5. saw; 6. had been built; 7. to kill; 8. was bravely defending; 9. had found; 10. was walking; 11. was getting / has got; 12. coming; 13. had been built.

Exercise 68. 1. in; 2. out of; 3. at; 4. in; 5. out of; 6. at.

Exercise 69. **A.** 1. The fruit was set out for sale. 2. The father set Robert to work (made Robert set about his work). 3. Early in the morning we set off / out on our journey / trip about the neighbourhood. 4. The children began mending the broken bicycle (bike) as soon as it was brought. 5. The family set off to London. They took their gold (golden) things with them. 6. Have you set about collecting material on theatres and cinemas in Great Britain? 7. The fashionable dress was set out / off in the shop window. 8. Who(m) do you set to do this?

B. 1. It was a cold winter night. 2. We set out / off on our journey on a spring morning. 3. It was real autumn. Leaves were falling off the trees, it was cool but dry. 4. Early spring and late spring are different. Early autumn and late autumn are different too. 5. The Second World War began in the spring of 1939. 6. In the rainy autumn many birds flew away to the south. 7. What are your plans for the summer? 8. In Europe classes at schools usually begin in (the) autumn. 9. It was broad summer. 10. Yesterday night we watched the sun setting.

Exercise 71. bargain, fear, deserted, noble, laughter, thread, tune, fortune, inhabitants, spread, sour, sight

Exercise 72. (Cm. No. 40, c. 84.)

Exercise 73. 1. a flute; 2. a violin; 3. a clarinet; 4. a cello; 5. a horn; 6. a piano; 7. a grand piano; 8. a trumpet; 9. a harp; 10. a trombone; 11. a saxophone; 12. a guitar; 13. bagpipes; 14. cymbals; 15. a drum; 16. an accordion; 17. a balalaika; 18. an organ.

Exercise 75. Germany: *Bach, Beethoven, Schubert*
Russia: *Prokofiev, Shostakovich, Tchaikovsky*
Hungary: *Liszt*
Italy: *Puccini, Verdi*
Poland: *Chopin*
Austria: *Mozart*

Unit 8

Exercise 2. 1. boxing; 2. sailing; 3. swimming; 4. rugby; 5. tennis; 6. rowing; 7. horse racing; 8. ice hockey; 9. cricket.

Exercise 3. 1. e; 2. i; 3. c; 4. h; 5. d; 6. b; 7. a; 8. g; 9. j; 10. f.

Exercise 4. 1. cricket; 2. boxing; 3. golf; 4. tennis; 5. football.

Exercise 5. *Sports:* skiing, skating, boxing, rowing, horse racing, running, high jump.

Games: football, rugby, basketball, golf, volleyball, cricket, ice hockey, field hockey, badminton, tennis, baseball.

Exercise 6. 1. The boy is playing golf. 2. The girl is rowing (goes in for rowing). 3. The girl goes in for horse-riding. 4. The boys are playing rugby. 5. The girl goes in for surfing.

Exercise 7. 1) Cross-country skiing. 2) Horse racing and Horse-riding. 3) Ice Hockey. 4) Ice-Skating. 5) Football (Soccer). 6) Tennis.

Exercise 8. A. 1) c; 2) e; 3) d; 4) a; 5) b.

B. 1) d; 2) a; 3) b; 4) e; 5) c.

Exercise 9. 1. ... on condition that you come on time. 2. ... before she introduces herself. 3. In case (If) Philip is not at home 4. As soon as she comes 5. ... on condition that you go by metro (underground). 6. ... till (until) he phones (calls / rings up). 7. In case (If) you go to buy *Webster's Dictionary* 8. As soon as she sees a / the new interesting book 9. After the librarian comes 10. As soon as the spell is broken 11. In case (If) she is at home 12. ... till (until) these chatterboxes stop talking.

Exercise 10. A. 1. —; 2. the; 3. the; 4. the; 5. —; 6. —; 7. the; 8. the; 9. —; 10. —; 11. —; 12. the; 13. —; 14. —; 15. the; 16. the; 17. the; 18. the.

B. 1. —; 2. the; 3. the; 4. the; 5. —; 6. the; 7. the; 8. the; 9. —; 10. the; 11. —; 12. —; 13. the; 14. the; 15. —; 16. the; 17. —; 18. —; 19. —; 20. —; 21. —; 22. —; 23. —; 24. —; 25. —; 26. the; 27. —; 28. —; 29. the; 30. the; 31. the; 32. the; 33. the; 34. the; 35. —; 36. the; 37. —.

Exercise 11. 1. As soon as you come to London, go on a boat along the Thames. 2. If you go to St Petersburg in June, you can see the White Nights. 3. On condition that you cross the Urals, you can be (stay) in Asia. 4. Before you plan your trip (tour / travel) about Canada,

read up about the country's rivers, the Great Lakes, the Niagara Falls and its capital Ottawa. 5. After you fly to Irkutsk, you'll be able to see Lake Baikal. 6. If you want to look at the Alps, go to central Europe. The mountains are situated in three countries: Italy, France and Switzerland. 7. When you arrive in the British Isles, you'll have an opportunity (chance) to get acquainted with four countries: England, Wales, Scotland and Ireland.

Exercise 12. 1. He makes clothes. 2. He makes laws. 3. He makes (repairs) shoes. 4. He cooks meals. 5. He directs (makes) films. 6. He makes people laugh. 7. He makes gloves. 8. He makes (repairs) clocks and watches.

Exercise 13. 1. — Кто собирается мыть посуду? — Я. 2. Американцы осмотрят Лондон после полудня. Они не любят осматривать достопримечательности вечером. 3. Она сделала большие успехи в изучении английского. 4. Сколько денег ты зарабатываешь за неделю? 5. — Вы уже изучали Шекспира? — Нет, мы сейчас занимаемся Чосером. 6. Почему ребятишки так шумят в коридоре? 7. Не могли бы вы сделать мне одолжение? Пойдите и принесите эти словари из библиотеки. 8. Я устал(а). Давай сделаем перерыв и приготовим чай или кофе. 9. Я бы не прочь съесть бутерброд, я проголодался. 10. Чья сегодня очередь готовить поздний завтрак? 11. Мне не нравится то, как Бетси укладывает волосы. 12. Мы очень быстро подружались с Томом. 13. Кто в вашей семье делает работу по дому? 14. Я пос телю тебе на диване. 15. — Как ваши дела? — Спасибо, хорошо.

Exercise 14. 1. done; 2. do; 3. making; 4. made; 5. do; 6. make; 7. do, do; 8. making; 9. doing; 10. make; 11. doing; 12. do; 13. make; 14. make; 15. done.

Exercise 15. A. to set about the work; to set out / off on the journey; to set John to work; to set out the basket; in the same neighbourhood; a handy boy; to greet the guests; the inhabitants of the city; a deserted village; a book fair; to seek one's fortune; to tell one's fortune; to be fortunate; to make a bargain; a sour smile; to be (get) out of sight; to spread bread with jam; to drop a tear.

B. dessert knife	fish knife	soup spoon
dessertspoon	fish soup	wine glass
pocket money	fish plate	glass plate
butter knife	side plate	glass spoon
butter plate	soup plate	

Exercise 16. › *Sample version: Deserted:* place, village, town, *etc.*
Fortunate / Unfortunate: person, choice, decision, *etc.*
Noble: person, behaviour, profession, character, *etc.*

Exercise 17. › 1. b; 2. d; 3. c; 4. a.

Exercise 18. › 1. c; 2. a.

Exercise 19. › *The two parts of the text:* a) the Olympic Games in ancient times, b) the Olympic Games in modern times.

Exercise 20. › 1. In ancient Greece. 2. Every fourth year. Also once in four years. 3. No, not only. They included competitions in music, oratory and theatre performances. 4. It was a footrace of about 183 metres. 5. No, they could not. 6. In 394 AD. 7. The idea belonged to Pierre de Coubertin, a young French nobleman. 8. In Athens, Greece. France hosted the second modern Olympiad. The latest Olympic Games were held in Sochi, Russia. 9. Two years after the Summer Games. 10. The International Olympic Committee — IOC.

Exercise 21. › 1. the original Olympic Games (Olympics); 2. in the early Christian era; 3. the Olympic Games were renewed; 4. a way of saluting their gods; 5. a manner of saluting the athletic talents; 6. on which the modern Olympic movement is based; 7. in honour of Zeus; 8. a footrace; 9. warlike spartans; 10. wrestling, pentathlon, chariot races; 11. to bring the Olympic Games back to life; 12. supported his idea; 13. the right place to host the first Olympic Games; 14. the Olympics are governed by the International Olympic Committee (IOC).

Exercise 22. › **A.** *Some of the examples are:* Olympic, sports, festival, era, Christian, modern, salute, manner, nation, original, music, oratory, *etc.*

B. *The morphological structure of these words is very helpful if you have to guess the meanings of new words.*

Inter-national, re-new-ed, re-place-d, friend-ly, move-ment, athlet-ic, power-ful, war-like, win-n-er, noble-man.

Exercise 24. A. › 1. If it were July! 2. If it were warm! 3. If I were at the seaside! 4. If I were lying in the sun! 5. If I were swimming in the sea! 6. If I were playing volleyball! 7. If I were eating ice cream! 8. If I were reading a detective story!

Exercise 25. A. › I *wish* I were skiing. I *wish* it were not freezing. I *wish* the ground were covered with snow. I *wish* we were throwing snowballs. I *wish* we were making a snowman. I *wish* I were on the skating rink.

Exercise 26.» If I had enough money, I should buy a new one. If I had tools, I would repair it. If I didn't know what to do, I would ask somebody for help. If I had another car, I would take this one to the service station.

Exercise 28.» 1. I wouldn't use a car that has no brakes if I were you. 2. I wouldn't swim in such cold water if I were you. 3. I wouldn't drink this milk if I were you. 4. I wouldn't eat this cake if I were you. 5. I wouldn't park the car in this no-parking zone if I were you. 6. I wouldn't buy a car from Denis Cook if I were you. 7. I wouldn't buy this washing machine if I were you. 8. I wouldn't go to that country for my holiday if I were you.

Exercise 29.» 2. If John Willis had a lot of money, he would build a new hospital. 3. If Richard Black had a lot of money, he would help poor people. 4. If Polly Wane had a lot of money, she would spend it on science development. 5. If Alexander Wilson had a lot of money, he would try to improve ecology in the world. 6. If Lucy Benson had a lot of money, she would go to university.

Exercise 30.» 2. *Mr Green*: If I saw a ghost, I would take its picture.
3. *Mr Simon*: If I saw a ghost, I would run away.
4. *Old Jock*: If I saw a ghost, I would tell him "Go away!"
5. *The policeman*: If I saw a ghost, I would write down its name and address.
6. *Mrs Dobbin*: If I saw a ghost, I would die.

Exercise 31.» 1. If we met Ann, we would tell her everything.
2. — I wish (if) it were winter now. — And I wish it were summer.
3. If it were warm today, we would go to the seaside. 4. If I knew French, I could (would be able to) talk to our guest. 5. If Andrew played the piano, the violin or the trumpet well, he would take part in our concert.
6. If we were in Moscow now, we would go sightseeing. 7. If Anita were with us, she would know what to do. 8. If I were you, I would drive more carefully. 9. If I were you, I wouldn't go to Paul's party. It will be boring (there).

Exercise 32.» If I were you, I would wash up (put the shoes in the wardrobe, close the wardrobe, put the things in the wardrobe on different shelves, close the fridge, turn off the light, turn off the computer, get the parrot in the cage, close the cage, turn off the telly, close the book, take the kettle and the food into the kitchen).

Exercise 33.» 1 b; 2 a; 3 c.

Exercise 34. B. >

Stolen Bicycle

Polly: Hi, Walter! What's up?

Walter: Someone has stolen my **bike!** It makes the second time this year.

Polly: Poor Walter! My **mum** saw a programme on the **telly** yesterday. They said something about a thief stealing **bikes** in our neighbourhood.

Walter: Really? I have a **pal** who is a policeman. Do you think I should **phone** him?

Polly: I think it's a wonderful idea. Meanwhile, I can drive you to work. I know how much you hate the **tube**.

Walter: Oh, **ta**. And ...

Polly: What?

Walter: Could you lend me about a hundred **quid?** I'd like to buy a new **bike**.

Exercise 35. > 1. up; 2. out; 3. with; 4. up; 5. away; 6. up; 7. with; 8. out.

Exercise 39. > *Sample version:* a) *dusty* — furniture, room, street, *etc.*;
enormous — appetite, castle, head, *etc.*;

amazing — story, person, film, *etc.*;

filthy — hands, face, clothes, *etc.*;

desperate — behaviour, person, driver, *etc.*

b) books, clothes, toys, games, *etc.*

c) foxes, jackals, polar foxes, dingoes, *etc.*

Exercise 40. > 1. out of; 2. of, to; 3. at; 4. at; 5. against; 6. up; 7. with; 8. at.

Exercise 41. > 1) a triumph; 2) a filling station; 3) folk; 4) property; 5) patch; 6) sports grounds; 7) a willing person.

Exercise 42. > 1. pointed; 2. stared; 3. barked; 4. threaten; 5. beat; 6. despise; 7. beat.

Exercise 43. > 1. You can (may) take any apple from the basket.
2. In either of the two newspapers you'll find information about home and foreign news. 3. We can talk to the people living in any of the houses in this street. 4. There are two cakes on the plate. Take either of them. 5. Any person in our town can go to the central park. 6. Any of the books on this shelf is amazing and original. 7. Take the rope by either of its ends and pull as hard as you can. 8. Either of these two words means the same.

Exercise 44. A. 1. a; 2. c; 3. b; 4. b; 5. c; 6. a; 7. c; 8. a; 9. c.

B. 1. Sophia, do you go in for indoor sports? What are they? 2. Have you ever taken part in a ski race? 3. Do you do skiing regularly? 4. Do you train with a coach? 5. Can you call yourself a professional athlete? 6. Patrick, have you ever played chess? When was it? What was the result? 7. Do you like to play any other games? What are they? 8. How many cities have you visited with your football team? 9. Have you got any friends among your team-mates? Who are they? 10. Has your team ever lost any matches? When was it?

Exercise 46. 1) Mr Hazell. 2) Danny's father. 3) Dukes and lords, barons and baronets, rich businessmen and all important folk in the country. 4) Danny's father. 5) Danny's father. 6) Mr Hazell. 7) Mr Hazell. 8) Mr Hazell.

Exercise 47. 1. b; 2. b; 3. a; 4. a; 5. c; 6. b; 7. c; 8. b; 9. a.

Exercise 48. 1. The reason is that Mr Hazell's property was enormous, but Danny's father's property very small. 2. Mr Hazell had been very rude. 3. It was very bad of Mr Hazell to try and frighten a young child like Danny who hadn't done anything wrong. 4. He wanted to feel important and to make friends with "the right kind of folk". 5. Mr Hazell's property was the best pheasant shoot in the south of England. 6. That helped him to attract "important" people to his parties. 7. He thought he would give Victor Hazell a surprise of his life. It would be very amazing. 8. He would be very angry and disappointed.

Exercise 53. 2. a) downhill skiing, climbing and mountaineering, motor racing, *etc.*

b) aerobics, chess, draughts, tennis, badminton, *etc.*

c) martial arts, sailing, surfing, windsurfing, water-skiing, *etc.*

d) skating, skiing, athletics, different games, *etc.*

e) aerobics and working out, track-and-field, swimming, *etc.*

3. a) athletics, aerobics, tennis, ice hockey, football, badminton, volleyball, archery, martial arts, figure skating, swimming.

b) *indoors*: boxing, gymnastics, weightlifting, working out, wrestling, darts, chess, table tennis, draughts, snooker, fencing, water polo;

outdoors: cycling, rowing, skiing, horse racing, motor racing, climbing, mountaineering, surfing and windsurfing, sailing, water-skiing, riding, baseball, *etc.*

4. a) football, figure skating, skiing, ice hockey, athletics;

b) baseball, American football, aerobics, working out, track-and-field, basketball;

c) soccer, horse racing, tennis, darts, golf.

5. a) surfing and windsurfing (they have wonderful beaches and the ocean);

b) downhill skiing (there are mountains the Alps in the country);

c) cross-country skiing (parts of the country are flat and there's a lot of snow in winter);

d) skiing, ice hockey (it's a cold country with a lot of snow and ice in winter).

6. *Special equipment*: mountaineering, yachting, fencing, gymnastics, water-skiing, etc.

No or very little equipment: running, martial arts, wrestling, aerobics, etc.

Exercise 54. 1. d; 2. e; 3. c; 4. a; 5. m; 6. f; 7. h; 8. b; 9. n; 10. g; 11. i; 12. j; 13. k; 14. l.

Exercise 55. A. *Track-and-field events*: discus throwing, running, 100-metre race, long jump.

Exercise 56. 1. *mittens and gloves* — mountaineering, winter sports
2. *a T-shirt and shorts* — tennis, football, volleyball, basketball
3. *a ski cap and a ski suit* — skiing
4. *swimming trunks and a swimsuit* — swimming, water polo, surfing, windsurfing, water-skiing
5. *a sports jacket* — all kinds of winter sports
6. *knee-length socks* — football
7. *trainers (sneakers)* — athletics, basketball, volleyball
8. *a waterproof jacket* — yachting, rowing
9. *a tracksuit* — athletics

Exercise 58. A. 1. basketball; 2. volleyball; 3. football; 4. chess; 5. badminton; 6. golf.

Exercise 63. A.

Number of the Games	Year	Continent	Country	City
XXVII (summer)	2000	Australia	Australia	Sidney
XIX (winter)	2002	North America	USA	Salt Lake City
XXVIII (summer)	2004	Europe	Greece	Athens
XX (winter)	2006	Europe	Italy	Turin

Number of the Games	Year	Continent	Country	City
XXIX (summer)	2008	Asia	China	Beijing
XXI (winter)	2010	North America	Canada	Vancouver
XXX (summer)	2012	Europe	Britain	London
XXII (winter)	2014	Europe	Russia	Sochi

Exercise 67. A. 1. would; 2. will; 3. will; 4. would; 5. would; 6. would; 7. will.

B. 1. thought; 2. plays; 3. see; 4. were; 5. knew; 6. started; 7. lose.

Exercise 69. 1. has always been; 2. begin; 3. were living; 4. will always remember; 5. was helping / helped; 6. explained; 7. to do; 8. made; 9. smile; 10. fell; 11. moved; 12. did not skate; 13. live; 14. have been skating; 15. came.

Exercise 70. 1. The ground was covered with snow. 2. If I were you, I would do it secretly. 3. Both football teams are good. Either can win and either wants a victory. 4. All these things are school property. 5. I won't do it. It's beyond my duties. 6. The whole situation was desperate. 7. You are barking up the wrong tree. If I were you, I would look for them in another town. 8. What are you pointing at? Are you pointing at the tower? 9. Don't threaten us. 10. Don't stare at people like that. It's rude (not polite). 11. Are you willing to join us?

Exercise 72.

Summer Olympics:

badminton

basketball

baseball

boxing

wrestling

cycling

water polo

volleyball

gymnastics

rowing

judo

horse racing

athletics

sailing

swimming

diving

handball

shooting

archery

running

weightlifting

fencing

football

field hockey

Winter Olympics:

skiing

skating

figure skating

ice hockey

Exercise 73. enormous, threaten, triumph, filthy, property, ground, bark, beyond, despise, desperate, amazing, either

Exercise 74. (Cm. No. 46, c. 89.)

Exercise 75. 1. c; 2. e; 3. a; 4. b; 5. d.

1. Do not wait until tomorrow, for rain may ruin the harvest. We should always take advantage of favourable circumstances. 2. Your faults are not excused by the faults of somebody else. 3. Winter is not over just because we have seen one swallow: one piece of evidence is not enough to prove anything. 4. If you start a thing badly, it takes a long time to finish it. But if you make a good start, everything follows naturally and easily. 5. Treat others as you would like them to treat you.

Unit 9

Exercise 1. More ways to explore the world: travelling, studying and practising arts, watching films, TV programmes and plays at the theatre, doing school subjects, learning foreign languages, collecting things, *etc.*

Exercise 8. A. 1 — was written, b; 2 — was composed, d; 3 — was invented, g; 4 — was built, e; 5 — was discovered, a; 6 — was created, c; 7 — was painted, h; 8 — was explored, f.

Exercise 9. A. 1) Have the bills been paid? 2) Have the letters been typed? 3) Have the articles been translated? 4) Have the exhibitions been visited? 5) Has the computer been repaired? 6) Have the documents been copied?

Exercise 11. a — 7; b — 7; c — 1; d — 12; e — 4; f — 2; g — 11; h — 6; i — 8; j — 10; k — 3; l — 1; m — 5; n — 10; o — 9.

Exercise 12. 1. 1. have you called; 2. called; 3. did not speak; 4. was having; 5. will try; 6. will have had.

2. 1. has not arrived; 2. felt; 3. was blowing; 4. came; 5. said; 6. would arrive; 7. had been standing; 8. decide; 9. would go; 10. (would) drink.

Exercise 13. *The teacher asked:* 1. what places Kate had visited; 2. if Nina had been to the Tretyakov Gallery; 3. what Natasha's impressions of the city centre were; 4. where Sasha had been in the afternoon; 5. if Denis had seen any films; 6. why Lora hadn't bought any cinema tickets; 7. if Andrew had found the way to the circus easily; 8. who

had explained the way to the city centre to Nick; 9. what had made the greatest impression on Boris; 10. how long it had taken Paul to have a tour of the Kremlin.

Exercise 14. 1. last; 2. latest; 3. older; 4. elder; 5. next; 6. further; 7. latter, older; 8. last; 9. last; 10. next.

Exercise 15. 1. the, an, a; 2. a, the, the, the, the, a; 3. a, the; 4. the; 5. the; 6. the; 7. —, —; 8. a, —; 9. —, the; 10. —; 11. a; 12. —; 13. a, the, the; 14. a; 15. the, a.

Exercise 16. 1. hands; 2. toes; 3. legs; 4. paws, hooves; 5. go to sleep; 6. murmur; 7. dictionary; 8. interpreter; 9. golden; 10. house; 11. repair; 12. do, make.

Exercise 17. B. 1. turns; 2. do; 3. get; 4. rushed / ran; 5. get; 6. set; 7. turned; 8. run; 9. do; 10. running.

Exercise 18. A. 1. tuck up; 2. to make both ends meet; 3. without any doubt; 4. with loving care; 5. to fall asleep; 6. to learn five new words at a time; 7. to cope with something; 8. on the contrary; 9. every now and then; 10. for this reason; 11. nevertheless; 12. to be totally absorbed in something; 13. to bark up the wrong tree.

Exercise 19. 1. — Recently Jim hasn't been very cheerful. What's the matter? — Nothing is the matter. On the contrary, everything is fine. 2. He is very gloomy. He has always been that way. 3. The little bear said he had been eating condensed milk all his life. 4. In any case little John had a plateful of porridge and drank a glassful of milk. 5. Do you always keep your word (promise)? 6. You see, Nina is waving (her hand) to us. 7. Luggage is weighed at airports. 8. I have been knocking on the door for ten minutes, but no one opens it. 9. "Push the door and it will open," said the Wolf to Little Red Riding Hood. 10. — It's dark outside. Light the candles, please. — I've been trying to do it for several minutes, but I can't. 11. "Laura has broken mother's favourite fruit bowl," said Steve with regret. "When did she do it?" "I suppose she broke it in the morning." 12. George mumbled something. We didn't understand anything. 13. There's a lot of light in the room. 14. Why are you in a hurry? I'd like to talk to you. 15. I'm at a loss. I don't know what to do. What a bouncy child! 16. Don't murmur, speak in a loud voice.

Exercise 20. *Answer to the question:* Wendy agreed to go away because she realized that the lost boys needed her help, love and care.

Exercise 21. 1. Peter rose to his feet and bowed to her. 2. Wendy's name together with her middle names was much longer. 3. He said that his address was "second to the right and then straight on till morning". 4. The fact that Wendy sewed Peter's shadow on to his foot. 5. The day he was born. 6. Some time before Peter had lived in Kensington Gardens, but then he went to live in the Neverland. 7. It was the story about Cinderella. 8. He wanted to listen to her stories. 9. He said she could tuck them in (up) at night, mend their clothes, make pockets for them and tell stories.

Exercise 22. 1. Was Wendy frightened to see a stranger in her room? 2. Why did Wendy try to be nice to him? 3. What did Wendy do with the shadow? 4. What did Wendy do when she got angry with Peter? 5. How old was Peter Pan? 6. What did Wendy ask Peter about? 7. What was the name of one of Wendy's brothers? 8. Why did Peter come to Wendy's window? 9. Why did Peter want to go away? 10. What did Peter promise to teach Wendy?

Exercise 23. 1) Because it sounded very unusual to her. 2) Because he had no mother. 3) He said she was more use than twenty boys. 4) It was a usual question to ask. 5) Peter didn't know his age. 6) Peter didn't want to become a man and do some boring work. He wanted always to be a little boy and to have fun. 7) It was very unusual to know fairies. 8) Her brother John despised girls. 9) She wanted to be helpful. Also Peter's story about the Neverland impressed her. 10) Because there can be no such country.

Exercise 28. Chairs, mysteries, negroes, fishes, fruit / fruits, wolves, vocabularies, pianos, drills, mice, feet, idioms, days, postmen, skies, zeros, watches, skis, radios, keys, dictionaries, roofs, kangaroos, oxen, women, geese, leaves, sportsmen, kilos, benches, bushes.

Exercise 29. 1. strong; 2. poor; 3. happy; 4. hard; 5. fresh; 6. cold; 7. old; 8. cool.

Exercise 30. Let me introduce myself. My name is Lena Ivanova. I live in Russia, the largest country in (of) the world. Moscow is the capital of my motherland and my home town. I love it very much. Moscow has changed recently. Tall buildings, up-to-date hotels and shopping centres have been built in it. Moscow is situated (lies) on the Moskva River. It was founded by Prince Yury Dolgoruky in the 12th century. The Moskva River is not the longest river in Russia, and, unfortunately, it isn't the cleanest, but we like to walk along its banks watching pleasure boats going (floating) on the river.

I am in the 7th form in (of) a general secondary school specializing in English. English is my favourite subject. I think that people living in the 21st century should know foreign languages well. This could help us to learn more about the world in which we live, about people from other countries and about ourselves. Learning a foreign language we explore different worlds — the world of arts, the world of literature, the world of language, the world of sport and others. We have been learning English for six years now and have learned a lot. Next year after our summer holidays we'll come to school again to learn even more.

Рекомендации по развитию у учащихся компетенции в области использования информационных технологий (ИКТ-компетенции)

В современном мире освоение новых знаний в полном объеме невозможно без активного использования учащимися информационных технологий. Для этого необходимо сформировать у школьников соответствующую компетенцию. Чем чаще учащиеся будут использовать новые технологические возможности, тем полнее будет сформулирована у них указанная компетенция и тем успешнее будет осуществляться процесс получения знаний.

Применение информационных технологий в процессе овладения иностранными языками, безусловно, интенсифицирует процесс обучения и делает его более привлекательным для современных школьников. Школьники XXI века зачастую владеют компьютерными технологиями лучше своих наставников, это привычная для них среда, а потому, используя современные технические разработки, они могут более эффективно достигать требуемых ФГОС предметных результатов.

Внедрение информационных технологий в учебно-воспитательный процесс значительно способствует достижению учащимися запланированных метапредметных результатов, формированию у них универсальных учебных действий. Информационно-коммуникационная компетенция облегчает выход учащихся в информационное пространство, что является важнейшим условием достижения ими личностных результатов. Школьники активно включаются в процесс обучения в целом. Использование компьютерных технологий углубляет их саморазвитие, усиливает мотивацию, интерес к предметным знаниям. Всё это влияет на ценностно-смысловые установки, социальные компетенции, личностные качества, индивидуально-личностную и гражданскую позиции учащихся.

Учителю следует руководствоваться принципами преемственности не только в плане подачи лингвистических и филологических знаний, но также и в вопросе формирования у учащихся ИКТ-компетенции. К концу образовательного курса в начальной школе её выпускники не только владеют компьютером и приложениями к нему, включая коммуникативную деятельность в Интернете, но и умеют применять ИКТ-компетенцию в учебно-познавательных целях. Они могут исполь-

зовать электронные тренажёры, вносить изменения в текст с помощью текстового редактора, находить в Интернете нужную информацию, работать с редактором презентаций, рассказывать о результатах своих проектов с помощью интерактивной доски или мультимедийного проектора, участвовать в групповом учебном взаимодействии. Они могут также выполнять языковые тесты на интерактивной доске или персональном компьютере.

ИКТ-умения выпускников основной школы обеспечиваются системной и систематической работой на материале УМК. Эти умения необходимы учащимся для развития у них коммуникативной компетенции и достижения требуемых ФГОС результатов.

Для повышения уровня осознанности и последовательности педагогических действий и повышения педагогической целесообразности использования ИКТ следует распознавать элементы ИКТ-компетенции школьников, формируемые в том числе в процессе обучения иностранному языку по данному УМК.

В ходе обучения учащиеся основной школы должны продолжить развитие умений:

- владеть технологическими навыками работы с пакетом прикладных программ Microsoft Office;
- использовать базовые и расширенные возможности информационного поиска в Интернете;
- создавать гипермедиа-сообщения, различные письменные сообщения, соблюдая правила оформления текста.

При поиске и передаче информации:

- выделять ключевые слова для информационного поиска;
- самостоятельно находить информацию в информационном поле;
- организовывать поиск в Интернете с применением различных поисковых механизмов;
- анализировать и систематизировать информацию, выделять в тексте главное, самостоятельно делать выводы и обобщения на основе полученной информации.

При презентации выполненных работ:

- составлять тезисы выступления;
- использовать различные средства наглядности при выступлении;
- подбирать соответствующий материал для создания информационного продукта, представленного в различных видах;
- оформлять информационный продукт в виде компьютерной презентации средствами программы Microsoft PowerPoint.

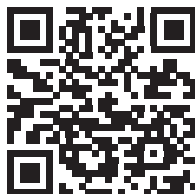
Во время сотрудничества и коммуникации:

- представлять собственный информационный продукт;
- работать с любым партнёром (учитель, другой учащийся);
- отстаивать собственную точку зрения.

Учащиеся также должны быть знакомы с правилами безопасного использования средств ИКТ и Интернета, осведомлены о недопустимости контактов с незнакомыми лицами и необходимости хранить в тайне конфиденциальную информацию о себе и своей семье.

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Книга для учителя

VII класс

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с углублённым изучением английского языка**

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