КНИГА ДЛЯ ЧТЕНИЯ

к учебнику английского языка
dля 7 класса средней школы

Составители
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Данная книга входит в учебный комплекс по английскому языку для 7 класса авторов А. П. Старкова и Р. Р. Диксона. Цель книги — совершенствование навыков чтения на английском языке.

Пособие содержит разнообразные тексты, составленные на лексическом и грамматическом материале учебника английского языка для 7 класса. Весь материал для чтения распределяется на 33 задания (по числу учебных недель). Семантизация новых слов дается с помощью перевода на полях.

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Reading in September and October

Task 1

1. Read the proper names from the text:
   Daniel Defoe ['dænjəl deɪˈfou], England ['ɪŋglænd], Robinson Crusoe ['rəʊbɪnson ˈkruːsɔʊ], London ['lʌndən], York ['jɔːk].

II. Read the title and say what the text is about:

Daniel Defoe
(1660–1731)

One of the first novels in the history of literature was written in England in 1719. It was Robinson Crusoe by Daniel Defoe.

Daniel Defoe was born in London in the family of a rich man. When Daniel was a schoolboy, he began to write stories. After he left school the young man worked in his father’s shop and wrote articles for newspapers. Defoe visited many countries and met many people. That helped him in his writings.

In 1719, when Defoe was sixty years old, he wrote the novel Robinson Crusoe which made him famous. Defoe used in his book a true story about a sailor who lived on an island for four years. Robinson Crusoe in Defoe’s novel lived on an island for twenty-eight years. People liked the novel in England and in many other countries. Daniel Defoe wrote

proper [ˈprɔpər] name—имя собственное

title [ˈtaɪtl]—заглавие

novel [ˈnʌvəl]—роман

was written—был написан

was born—родился

rich—богатый

famous [ˈfeɪməs]—знаменитый

true [truː]—подлинный

sailor [ˈseɪlə]—моряк

island [ˈaɪlənd]—остров
other books but his novel *Robinson Crusoe* is the most famous. Defoe was not a rich man when he died in 1731.

Найдите в тексте ответы на следующие вопросы:
1. When and where did Daniel Defoe live?
2. When did he begin to write his stories?
3. Where did he work after he left school?
4. What did he write?
5. What novel made Defoe famous?
6. Have you read *Robinson Crusoe* in Russian?

**ROBINSON CRUSOE**

**Part I**

Robinson Crusoe lived in the city of York. When he was a small boy, he wanted to go to sea. But he could do it only when he was eighteen. He had a friend whose father was captain of a ship. The captain took the two boys on his ship when it went to London. That was Robinson's first voyage. After that Robinson Crusoe made three or four voyages over the sea. Now he was a sailor and liked his work very much.

One day when the ship was at sea, a great storm came on them. The ship broke and the people went into a small boat.
The high waves picked their boat up and threw it on large stones. All the people were drowned. Robinson could swim well, so he stayed in the water for a long time. The waves carried him to the shore.

When a high wave threw him on large stones, he held on to them for some time. Soon the wave was back in the sea and Robinson ran to the shore very quickly. When he reached the shore, he sat there for a long time.

Then he wanted to know where he was.

I. Найдите в первой части текста ответы на следующие вопросы:
1. Where did Robinson Crusoe live?
2. How old was Robinson when he went to sea for the first time?
3. Did he like to be a sailor?
4. Why did the ship break one day?
5. Where did the people go from the ship?
6. Where did the wave throw the boat?
7. Why could Robinson stay in the water for a long time?
8. Where did the waves carry him?
9. When did he run to the shore?

II. Подберите к картинкам (стр. 6) предложения из первой части текста.

Task 2

ROBINSON CRUSOE

(Continued)

Part II

Robinson Crusoe saw that he was on an island. It was not large. Robinson went along the shore; he wanted to see the people from the ship. But there were no people there. It was evening already and Robinson wanted to sleep. He was afraid to sleep in the open place, so he got on a tree and slept there.
When he woke up, it was morning. The storm was over. The sea was low and Robinson saw their ship. One part of it was over the water. It was not very far from the shore. Robinson swam to the ship and got on it. He saw many good things there.

Robinson found some wood and some tools on the ship and began to make a raft. When the raft was ready, Robinson put it on the water. Then he took two large boxes and put into them things which he found on the ship. There were tools, guns, powder and many other things. He put the boxes on the raft, jumped on it and went to the shore. Now he had guns and powder and could get some food. With the tools he could make a house.

Robinson went to the ship every day and brought to the island all the things that he could find there. During one of his visits to the ship he found a dog there and two cats. He took them to the island too. Now he had good friends with him. He was on the island for ten days already when another storm came. After it was over Robinson could not see the ship. It broke to pieces.

to find [faɪnd] (found [faʊnd], found) — находить

tool — инструмент
raft [rɑːft] — плот

gun — ружье
powder [ˈpaʊdər] — порох

food — пища

Подберите к картинкам (стр. 8) предложения в соответствии с содержанием второй части текста:

Robinson began to make a raft.
Robinson swam to the ship and got on it.
Robinson put the raft on the water.
The sea was low and Robinson saw their ship.
He found some wood and some tools on the ship.
Robinson jumped on the raft and went to the shore.
The raft was ready.
Robinson put the boxes on the raft.
Some time passed and Robinson began to build a house. He made it of thick trees and grass. Then he made a chair and a table. All this took a lot of time because he could work only when the sun shone. He had no light and went to bed when it was dark.

Early in the morning Robinson usually got up and went to the wood. He caught birds and picked berries, fruit and birds' eggs. His dog helped him.

Some years passed. One day Robinson was at the seashore when he saw five boats near the island. He ran to some trees and stood behind them. The boats came up to the shore and many black men came out of them. They made a big fire on the shore and danced round it.

Suddenly they ran to one of the boats and took two men out of it. They brought the men to the fire and killed one of them. The second man ran into the water near the place where Robinson stood. Only two men went into the water after him. Robinson killed those two men with his gun. Then he called the man to come up to him. The man understood Robinson, came up to him and fell down at his feet. The black man was young and Robinson liked him. He took the young man to his house and gave him some food to eat and some clothes. After that the young man lived in Robinson’s house and helped him in his work. Robinson gave him the name of Friday because the man came to his house on that day. Friday learned to speak English very quickly. He helped Robinson to get food in the wood and did it very well. Robinson Crusoe was happy now that he had a friend.
I. Найдите в третей части текста предложения, описывающие главные события. Ключевые слова помогут вам:

began to build  made a fire
made it of  danced
picked  killed
saw five boats  called the man
came out  stayed to live

II. Если вы читали этот роман по-русски, расскажите, вернулся ли Робинзон Крузо на родину и кто помог ему. Что вы знаете о судьбе Пятницы?

**Task 3**

**A DAY AT AN ENGLISH SCHOOL**

**Part I**

It is Monday morning. Soon it will be 9 o'clock and the boys and girls are coming to school after Saturday and Sunday which are free days. Some of them are walking to school, and some come on their bicycles. Others, who live very far from the school, come by bus.

They are wearing their school uniform and are carrying their school-books in their bags. School begins at 9 o'clock and there are lessons till 11 o'clock, when it is time for the milk break. The boys and girls go into the playground and get their milk there. During the break pupils can play in the playground. The boys play football and the girls play with a ball or walk in the playground. But some boys and girls only stand, talk and watch the games. Then the bell rings. School begins again and they all hurry into their classrooms.

After the milk break there are lessons till 1 o'clock, when it is time for lunch. The boys and girls go into the school dining-

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free — свободный
bicycle ['baɪsɪkl] — велосипед
uniform ['juːmɪnf] — форма
till — до
again [ə'gen] — опять, снова
to hurry ['hʌrɪ] — спешить, торопиться
lunch — второй завтрак
room to have lunch. In England many pupils have their lunch at school, but some children, who live very near their school, go home for lunch and come back for afternoon school.

The pupils who have lunch in the school dining-room get meat with potatoes and vegetables and some pudding.

**Part II**

Lunch break is more than an hour. After lunch again there is time to go out and play. In the summer all the boys and girls like to go into the playground and play in the sun, but in the winter, when it is cold, they like to be in the cloak-rooms and play there. The big boys and girls who are on duty tell the others to go into the fresh air. It is not good for children to have no fresh air all day. But when it is raining, the boys and girls can go into the classrooms and read or play there. Many pupils do their homework at that time and then they are free in the evening to go out with their friends or to watch television.

At 2 o'clock school begins again. In this school the pupils do not only have lessons in history, geography and arithmetic; the girls learn to type, to sew, and to cook, and the boys do metal-work and woodwork. In some schools in England girls also do metal-work and boys learn to cook. When they finish school, they can be cooks in hotels.

At 3 o'clock it is time for games. In English schools the girls usually play hockey in the winter and basket-ball or tennis in the summer; the boys play football in the winter and cricket or tennis in the summer.
School is over at 4 o’clock. The children take the books for their homework and hurry to the cloak-room to get their hats and coats and go home.

Very soon after 4 o’clock the school is empty, only some children and teachers stay there. One or two boys and girls must stay in the classroom and write something as a punishment. Others are staying for a club meeting. Clubs usually have their meetings when school is over. Then they will all go home and the school will be empty till tomorrow.

I. Найдите в тексте и прочитайте вслух предложения:
о распорядке учебного дня в английских школах;
о приходе детей в школу;
о перемене, когда школьники пьют молоко;
о перемене для второго завтрака;
о занятиях на уроках труда для мальчиков и девочек;
о занятиях после уроков.

II. Скажите, что нового вы узнали об английской школе.

Task 4

Read the proper names from the text:
Dove [dɔv], Thomas ['tɔməs], Tommy ['tɔmi], Baker ['beɪkə], Randolph ['rændəlf], Randy ['rændi].

THE TERRIBLE MISS DOVE
(After F. G. Patton)

Part 1

Miss Dove was a teacher of geography at a school in a small town in America. She was very strict, and the pupils were afraid of her. If a pupil put a pencil or some paper
in his mouth, Miss Dove told him to go out and wash his mouth with soap and water. If a page in his copy-book was dirty, he had to copy it again. If a pupil wanted to drink some water during the lesson, he had to ask Miss Dove about it, but usually he was afraid to do it. Miss Dove looked at him and the class looked at him too, and the pupil did not go to drink.

At 1 o'clock the school bell rang for the lunch break, but in the geography-room forty-three children sat at their desks and did not look up.

“Attention, please,” said Miss Dove and all the pupils looked at her. “Put your books in your desks.” And the children quickly put their books in their desks. “Now you may leave the classroom.” And the pupils went out of the room.

After the break Miss Dove stood at the door and watched another class come into the geography-room. They came in quickly, greeted her and went to their places. Miss Dove looked at her pupils, but she thought of the other children whom she taught in this room many years ago. She remembered two boys very well. They went out of the classroom one day to drink some water. One of the boys, Tommy Baker, said, “I am not afraid of Miss Dove, I could beat her with my little finger.” When he looked up, he saw Miss Dove near him. She looked at him for a long time, then she said, “Thomas Baker, you talk too much, don't you?” “Yes, Miss Dove,” Thomas answered. He did not drink any water, but went back into the classroom.
Part II

Miss Dove went into her geography-room and began her lesson. In this class she had a boy, Randy Baker. He was the brother of that boy, Tommy Baker, whom she remembered so well. During the war Thomas Baker was a sailor on a ship. The enemies bombed the ship and killed many people. For many days Thomas was on a raft with no food and very little water.

"Open your copy-books, class," said Miss Dove, but at that moment Randy Baker raised his hand. All the pupils looked at him.

"Yes, Randolph?" said Miss Dove.

Randolph Baker stood up. Miss Dove's pupils always stood up when they spoke to her.

"I got a letter from Tommy yesterday," he said.

"Yes, Randolph," said Miss Dove, "you got a letter from your brother yesterday, that was nice."

"Yes, Miss Dove," said Randy. He stopped, then began to speak again, "Tommy got a medal for bravery. And he writes about it in his letter."

"Have you brought the letter?" asked Miss Dove. "If so, you may read that part to the class."

Randy took the letter out of his pocket and began to read it:

"You want to know if I was afraid when the enemies bombed us. The answer is yes, I was. But I was more afraid that day in school when Miss Dove heard me say that I could beat her with my little finger. I did not run that time, I told myself, and I shall not run now. And then, when I was on my raft like Robinson Crusoe, what do you
think I thought about? I thought about Miss Dove and our school, and I ask you, give the terrible Miss Dove a kiss for me.”

**Part III**

This was the end of Tommy Baker’s letter. Miss Dove came up to Randy and stood near him.

“Well, Randolph,” said Miss Dove, “I am ready.”

Randy stood with the letter in his hand, then he walked up to Miss Dove and put his lips to her cheek.

“Thank you, Randolph,” said Miss Dove. “Tell your brother when you write to him that I remember him very well too.” She looked at the class and the class also looked at their teacher, but nobody said anything. Then one of the girls spoke. She said, “This is like a medal. Randy’s brother has given Miss Dove a medal.”

**I. Найдите в тексте ответы на следующие вопросы:**

1. Why were the pupils afraid of Miss Dove?
2. Why did Miss Dove remember two boys from one of her classes so well?
3. What did Tommy Baker say he could do to Miss Dove?

**II. Найдите в тексте описание следующих событий:**

1. During the war Thomas Baker was a sailor on a ship.
2. Randolph Baker read the letter from his brother to the class.
3. Thomas Baker remembered his geography teacher when he was at the war.
4. Miss Dove got “a medal” from her pupils.

**III. Используя текст, докажите правильность следующих утверждений:**

1. Miss Dove was strict.
2. The pupils liked their teacher.
**Task 6**

Read the proper names from the text:

Peter ['pi:ta], Neva ['nevə], Baltic ['bɔ:ltik], St. Petersburg [st'pi:təzba:ɡ], Arctic ['ɑktik], Siberia [sə'biəriə].

**LENINGRAD**

Leningrad is one of the most beautiful cities in the world. Leningrad is known for its straight streets, beautiful squares, monuments and museums. The history of this Russian city is not very long.

Leningrad was founded in 1703 by Peter the First. The city lies along the river Neva. The Neva is a wide river but it is not very long. It runs from the lake Ladoga into the Baltic Sea. A lot of small rivers run into the Neva and there are many islands in them. The city lies on forty-two of these islands. Three hundred and sixty-three bridges cross the rivers and canals in the city. At night some bridges rise high over the Neva and let the large ships pass up and down the river.

In May and June the sun shines very late in the evening. The nights are very short and not dark. People in Leningrad call these nights the White Nights. They like to come to the Neva and see how the bridges rise and large ships pass along the river.

In autumn when the wind is very strong over the Baltic Sea, the water in the Neva rises very high and sometimes runs over the streets of the city. Then there is a flood. In the history of Leningrad there were a lot of floods. There was a very large flood in 1824, when the water in the Neva rose four metres.
When the city was founded, its name was St. Petersburg. In 1914 the name was changed to Petrograd and in 1924, after V. I. Lenin died, the workers in Petrograd asked the government to name the city after Lenin.

Leningrad is known for its revolutionary traditions. People often call Leningrad the City of Three Revolutions. In January 1905, the first Russian revolution began when the workers went to the Palace Square to ask the government for work and bread. The government called the army to shoot at the workers and many people died that day in the streets of the city. In February 1917, the second Russian revolution took place and in October 1917, the Great October Socialist Revolution began in Petrograd.

Leningrad is a Hero-City. During the war of 1941—1945 Leningrad stood against the enemy for nine hundred days. Over half a million people died in the blockade but the
people of Leningrad did not let the enemy into the city.

It is the second large and important city in our country after Moscow. There are many factories in Leningrad and the workers build machines, large ships and ice-breakers for our country. The ice-breakers Lenin, Arctic and Siberia were born there.

Today Leningrad is a very important centre of science and culture in our country.

I. Составьте план рассказа по-русски или по-английски.

II. Подберите в тексте и прочитайте вслух 1—2 предложения к каждому пункту плана.

III. Расскажите о Ленинграде, используя следующие ключевые слова:

| was founded | died |
| lies | did not let |
| cross | build |
| was changed to | were born |
| stood against | centre of science and culture |

Task 6 -

Aesop's Fables

Aesop was a clever man who lived in Greece many hundreds of years ago. Aesop was very poor. He went from one town to another and told people interesting stories. There were no books at that time and people liked to listen to his stories. They remembered the stories and told them to their children. Now you can read Aesop’s fables in books. Here are some of them.

A Farmer, His Son and Their Ass

Once a farmer and his son went to the market. They had an ass which they wanted
to sell there. On the way to the market they met some girls. "Look at those people," said one of the girls and pointed to the man and his son. "They are walking behind their ass when they could ride on it." The girls laughed at them and went on their way home. The farmer heard this and told his son to ride on the ass. And he walked at the boy's side.

Soon they met some old men who were on their way home from the market. They saw the farmer and his son and one of the men said, "Look at that! The old man is walking and the young man is riding. Get down from the ass, young man, and let your father ride on it." So the father told his son to get down and got on the ass himself.

After some time they met some women and children. "Look at that man!" cried a woman. "How can he ride and let that poor boy run behind him?" The farmer told his son to get on the ass behind him.

They were near the market when a man stopped them. "Excuse me," he said to the farmer, "is this your ass?"

"Yes, it is," said the farmer.

"How can you, two big men, sit on that poor ass and make him carry you, when you could carry the ass?" said the man.

"We can do it," said the farmer. So they took the ass with its legs up and its head down and began to carry it. They had to go over a bridge on their way into the town. When the people on the bridge saw the two men with the ass, they ran after them and laughed.

This frightened the ass and the farmer and his son could not hold it. The ass tried to run away, but fell from the bridge into the river and was drowned.
So the farmer and his son learned a lesson that it is not good to try to please everybody.

THE MAN AND HIS FRIENDS

A man built a house for himself. The house was nice, but it was very small. He invited his friends to come to his house and see it. The friends came and looked at the house. Every man said something bad about it.

"The front of the house is not nice."
"There are not enough windows in it."
"The windows are very small."
"The roof is not good, the rain will come in."
"The doors are not high enough."
"The ceiling is too low."
"What small rooms!" the last man said. "They are not large enough for a man."

*to please [plaːz] — угоддать

front [frænt] — фасад
enough [ɪ'nʌf] — достаточно
roof — крыша
The man listened to everything that his friends said about his house and then answered, "You may be right. The house is small, but it is big enough for me and I have no good friends that I can invite to it."

THE RIVERS AND THE SEA

Many years ago the rivers began to speak against the sea. They came to the sea and said:

"We bring sweet water to you, and you make it salt. People cannot drink it. Why do you do that?"

"If you do not like my salt water," answered the sea, "run to some other place."

I. В первой басне найдите и прочитайте все уз советы, которые давали:
девушки; старики; женщины с детьми; мужчины.
Назовите самый умный, по вашему мнению, совет.

II. Во второй басне найдите ответы на следующие вопросы:
1. What house did the man build for himself?
2. Who did he invite to his house?
3. How did his friends like the house?
4. What did one of the men say about the front of the house?
5. What did they say about the windows?
6. What did they say about the doors and the roof?
7. Did they like the windows and the ceiling?
8. What did the last man say about the rooms?
9. What did the man say to his friends?

III. Расскажите содержание третьей басни, используя следующие ключевые слова:
to speak against | salt
sweet water | run to some other place
Task 7

TIMUR FRUNZE
(After O. Nabatov)

Timur Frunze was born in Kharkov in 1923. His father, Mikhail Vasilievich Frunze, was a great revolutionary and a commander in the Red Army. When Timur was two years old, his father and mother died. Timur lived with his grandmother and his sister Tanya.

From 1931 the boy lived in the family of his father’s great friend — Kliment Efremovich Voroshilov. Timur always wanted to be in the army like his father. In 1938, when he was fourteen, the boy joined the Komsomol and soon began to learn at an artillery school. But when Timur finished the school, he suddenly wanted to be a pilot and became a student at an aviation school.

In 1941 the German fascists attacked the Soviet Union. Timur finished the aviation school very quickly and went to Moscow to get permission to go to the front. He asked K. E. Voroshilov to help him. Timur wanted to meet the enemy. After many talks they sent the young pilot to an aviation regiment very near the front line. Timur liked his comrades very much and was happy to be at the front. In a letter to his sister he wrote about his friends in the regiment. His commander did not let Timur meet the enemy for some time and taught him everything about the plane. In his first battle against fascists Timur shot down a German plane. Then there were other battles and Timur shot down another German plane.

to join [dʒɔın] — вступать
artillery [ɑrˈtɪləri] — артиллерия
aviation [əˈviːeɪʃn] — авиация
fascist [ˈfæsɪst] — фашист
permission [ˈpɜːrˈmiʃn] — разрешение
regiment [ˈreʤɪmənt] — полк
plane — самолет
battle [ˈbætl] — битва
On the 19th of January, 1942, Timur and his commander were in the air over the town of Staraya Russa. They met four German planes. Timur shot down one of the fascist planes. Then more enemy planes came and attacked the two Soviet planes. They shot down the plane of Timur’s commander and the man went down on a parachute. One of the fascist planes went after him. They wanted to shoot the man on the parachute in the air, but Timur attacked the fascist plane and shot it down. Now Timur was in the air with four fascist planes against him. The fascists shot the young pilot in the head. Timur fell down in his plane not far from the front line. Timur Frunze, Hero of the Soviet Union, died for our country.

Найдите в тексте ответы на вопросы:

1. When and where was Timur born?
2. What do you know about his father?
3. In whose family did the boy live after his parents died?
4. When did he join the Komsomol?
5. What did he want to be?
6. When did he join the army and why?
7. How did he die?
INNA KONSTANTINOVA, A SOVIET PARTISAN
(After Ilya Ehrenburg)

Inna Konstantinova was a schoolgirl from a small town Kashino, which is not far from Moscow. She left a diary in four thick copy-books. The first part begins on the 18th of June, 1940, when Inna passed from the eighth into the ninth Form. On her sixteenth birthday she wrote: “Today I am very happy, I have got a present. It is a watch.” Some days after that she wrote in big letters: “I have got my passport!”

When the war began on the 22nd of June, 1941, Inna joined a nursing squad, where she learned to nurse the wounded, but she wanted to go to the front. At that time she was seventeen years old. On the 4th of June, 1942, she left her home and joined the partisans. There she learned to be a scout. The partisan commanders sent her into towns and villages where there were German soldiers. Inna dressed as a schoolgirl and did not look like a partisan, so she could go where she wanted. When she came back, she told the partisans how many Germans there were in these towns and villages and where their guns stood.

One day the fascists arrested Inna. An officer asked her many questions. He frightened her but she did not show it and did not answer any questions. The officer burned her hands with a cigar. In the night she ran away. She went back to the partisans. Her way was long. It was the end of summer and the nights were cold, but Inna did not have a coat. After that she was ill for many days.

When the girl was well again, she had to go to the town of Toropets to get some in-
information, but in September 1942, she was back with the partisans.

In November Inna crossed the front line with some scouts. They had to get information for the Soviet Army. The fascists wounded one of the scouts and the girl stayed with him. She had to carry the wounded man and she could go only at night. During the day they stayed in the woods.

After that Inna got permission to visit her family and stayed with them for a month. Then she went back to the partisan camp and worked there for another fourteen months. She was very happy when she got a medal for bravery.

On the 4th of March, 1944, Inna and some partisans had to do some very important work for the Soviet Army behind the front line. They were about eight kilometres from the front line when they met many fascists. Inna decided to stay behind and stop the fascists. Then her comrades could do the important work. She had a gun and began to shoot at the fascists. The enemies wounded her in the leg and then in the arm. Inna fell down and the fascists killed her. Inna's comrades crossed the front line and brought the information to the Soviet commander.

**Найдите в тексте ответы на следующие вопросы:**
1. Where did Inna live before the war?
2. What did she do when the war began?
3. What kind of work did she do when she was with the partisans?
4. What did the fascists do to the girl when they arrested her?
5. Where were the partisans in March 1944 when they met the fascists?
6. What did Inna decide to do?
7. Did Inna's comrades get the information for the Soviet Army?
Task 8

Read the proper names from the text:
Rumania [ruˈmɛnja], Rumanian [ruˈmɛnjan], Constantsa [koːnˈstaːntsə].

THE ARMoured CRUISER POTEMKIN

The armoured cruiser Potemkin was a large ship of the Black Sea fleet. It carried eighteen big guns and more than seven hundred sailors. The year 1905 was a revolutionary year. The workers in the cities and towns of Russia organized many strikes. On the ships the sailors had a hard life. They had to work very much, but the food was often very bad.

One day, it was the 14th of June, 1905, the meat in the soup was so bad that the sailors of the Potemkin could not eat it. They organized a protest.

When the captain of the armoured cruiser and the officers heard about the sailors’ protest, they ran out and began to shoot at the sailors. One of the officers killed a sailor Grigory Vakulenchuk. He was a Bolshevik and one of the organizers. The captain gave orders to shoot all the organizers of the protest. Then the revolutionary sailors also began to shoot. They killed the captain and some officers and arrested many others. Then they raised a red flag on the Potemkin.

The next day the Potemkin sailed to Odessa. The workers in the city were on strike and the revolutionary sailors wanted to help them. But the government heard about the mutiny on the Potemkin and sent all the ships of the Black Sea fleet against the revolutionary cruiser. When the armoured cruiser came to Odessa, the sailors heard
about this and on the 18th of June the armoured cruiser sailed out into the open sea to fight the other ships in the Black Sea fleet.

The captains of all the twelve ships that were on the Black Sea gave orders to their officers and sailors to shoot at the revolutionary armoured cruiser, but when the sailors on the other ships saw the Potemkin with its red flag, they all began to cheer and did not shoot. One of the armoured cruisers, the Georgi Pobedomonets, joined the Potemkin. All the other ships of the Black Sea fleet sailed to Sevastopol. Their captains and officers were afraid of the Potemkin.

The Potemkin sailed to Rumania. The revolutionary sailors wanted to get coal, drinking water and food there. But the Rumanian Government did not sell them anything. Then the armoured cruiser went to Feodosia and again the sailors could not get anything there but the guns on the shore shot at the ship.

For more than a week there was a red flag on the Potemkin.

When they had no more coal, food and drinking water, the revolutionary sailors
on the armoured cruiser *Potemkin* sailed again to the Rumanian port of Constantza and gave up the ship there.

The mutiny on the armoured cruiser *Potemkin* holds a very important place in the history of the revolution in Russia. It was the first mutiny of revolutionary sailors on a big ship of the Russian fleet.

The Government of Rumania gave orders to arrest the sailors of the armoured cruiser *Potemkin* and to send them back to Russia. Some of the sailors ran away and went to live in other countries. They came back to Russia only after the Great October Socialist Revolution.

I. Найдите в тексте описание следующих событий:

1. The year 1905 was a revolutionary year.
2. The sailors organized a protest and mutiny on the armoured cruiser *Potemkin*.
3. There was a red flag on the *Potemkin* for more than a week.
4. The government sent all the ships of the Black Sea fleet against the revolutionary cruiser.
5. The revolutionary ship left the country.

II. Используя текст, докажите правильность следующих утверждений:

1. The sailors had a hard life on the ship.
2. The captains and officers of the Black Sea fleet were afraid of the revolutionary *Potemkin*.
3. The sailors of the other ships helped the armoured cruiser *Potemkin*.
4. The Rumanian Government was afraid of the revolution.
5. The mutiny on the armoured cruiser *Potemkin* holds a very important place in the history of the revolution in Russia.
ADDITIONAL READING —

GOOD MANNERS AND RULES

Good manners make a boy or a girl nice to know. Good manners make a boy or a girl kind and nice to people all day and every day.

Good rules help a boy or a girl to do his or her duties well and at the right time.

At Home

Don't get up late.

Do your morning exercises every day.

Wash your face, hands and neck in the morning and in the evening.

Clean your teeth every morning and evening.

Wash quickly and dress quickly.

Make your bed and help your parents.

Get your books and copy-books ready for school before you go to bed.

At the Table

Sit up straight with your feet under the table.

Do not put your elbows on the table.

Use your knife to cut your food.

Use your fork to pick up your food.

Say “please” when you ask for food.

Say “thank you” when you get the food.

Keep your mouth shut when you are eating.

Do not talk when you are eating.

THE TRAVELLERS AND THE BEAR

(A Fable)

Once two friends were in a thick wood, when they met a bear. One of the men was very much frightened by the bear. He ran to a high tree and got up into it. The other man understood that he could not stand up against a big bear. He lay down on the grass. “The bear will think that I am dead,”

elbow ['elbou] — локоть

to cut (cut, cut) — резать

dead [ded] — мертвый
he said to himself. The man thought that bears do not attack dead people. The bear came up to the man on the grass, sniffed at his nose and ears and went away. The other man got down from the tree. “What did the bear say in your ear?” he asked him. “He told me,” was the answer, “not to go into the woods with a bad friend who will not help you when there is danger.”

THE SAILOR AND THE FARMER

One day a sailor had a conversation with a farmer. He told the farmer all about his voyages over the sea and how many times he could have died at sea.

“My father was drowned at sea. During a bad storm the high waves threw the ship on large stones and it broke to pieces. All the people were drowned... My grandfather was a sailor too,” he said.

“And where did your grandfather die?” asked the farmer.

“He died at sea too,” answered the sailor.

“Oh!” said the farmer. “The sea must be a very bad place. Are you not afraid to go to sea?”

The sailor laughed. “Where did your father die?” he asked.

“He died in his bed,” said the farmer.

“And your grandfather?”

“He died in his bed too,” answered the farmer.

“Oh!” said the sailor. “A bed must be a bad place. Are you not afraid to go to bed every night?”
Task 9

I. Read the proper names from the text: Petrograd ['petrəgræd], Smolny ['smlənl], Aurora [ɔ:'tɔ:ə].

II. Read the title and say what the text is about.

THE FIRST DAYS OF THE GREAT OCTOBER SOCIALIST REVOLUTION

The February Revolution of 1917 gave all the power in the country into the hands of the Provisional Government. The Government decided to put an end to the revolution and arrested many people in Petrograd. They wanted to arrest Vladimir Ilyich Lenin too, but the Bolsheviks guarded him well. The Central Committee of the Communist Party with Lenin at the head decided to organize an uprising and take the power into their hands. Lenin was at the head of the revolution. Smolny was the centre of it. The uprising began on the 24th of October (the 6th of November). Revolutionary workers, soldiers and sailors came to Smolny, got guns and received orders to go to the centre of the city.

The Provisional Government gave orders to raise the bridges over the Neva. They wanted to stop the revolutionary soldiers.
But the workers and sailors already guarded the bridges, the railway stations, the General Post-Office and the Bank. The Provisional Government was at that time in the Winter Palace. The revolutionary soldiers received the order to take the Winter Palace and arrest the Provisional Government.

The cruiser *Aurora* was on the Neva opposite the Winter Palace. The ship turned its guns on the palace and gave the signal to begin the attack. Early in the morning on the 25th of October (the 7th of November), the revolutionary soldiers took the
Winter Palace. They arrested the Provisional Government and the Soviets came to power.

I. Найдите в тексте ответы на следующие вопросы:
1. How did the Provisional Government try to put an end to the revolution?
2. What did the Central Committee decide to do?
3. Who was at the head of the revolution?
4. What building was the centre of the revolution?
5. When did the uprising begin?
6. Why did the Provisional Government give orders to raise the bridges over the Neva?
7. Who guarded the bridges, the railway stations and the General Post-Office?
8. What did the Aurora do when it was on the Neva opposite the Winter Palace?

II. Найдите в тексте и прочитайте вслух предложения для описания картинок, данных к тексту The First Days of the Great October Socialist Revolution.

Task 10

Read the proper names from the text:
Jonathan Swift [dʒəʊəθən 'swift], Dublin [dʌblɪn], Gulliver [ˈɡʌlɪvər], Lilliput [ˈlɪlɪpʌt].

JONATHAN SWIFT
(1667—1745)

Jonathan Swift, a famous English writer, was born in a poor family in Dublin, Ireland. His father died some months before the boy was born. His mother found work in England and left Jonathan in his uncle’s family.

The boy learned very well at school and his uncle sent him to the university for four years. In 1689 Swift went to England and found there work of a secretary.
to a member of Parliament. At that time Jonathan Swift began to write articles for newspapers in which he attacked the Government of England and its colonial policy in Ireland. He wanted the Irish people to be free and happy.

Soon Swift began to write not only articles for newspapers but satirical novels too. In 1726 he wrote the novel *Gulliver's Travels* which made him famous. It was a satirical novel about England. People liked the book not only in England and Ireland but in other countries too.

**GULLIVER'S TRAVELS**

**Part I**

Gulliver was born in the large family of a farmer. At school the boy learned well, so his father sent him to the university for...
three years. When the young man left the university, he worked with a doctor and learned his profession.

Gulliver always wanted to travel, so he decided to learn navigation too. After four years of hard learning Gulliver began to work on a ship as the ship's doctor. One day when the ship was at sea for a long time, there was a great storm. The ship broke to pieces and only six people could get into a small boat. The men were very tired and could not fight the waves. Soon the boat turned over and they were in the water. Five of them could not swim well and they were drowned. But Gulliver could swim very well, and when he saw a shore which was very far, he swam to it. He got out of the water and slept on the shore for many hours.

When Gulliver woke, he found himself in a country where very small people lived. The name of the country was Lilliput. The little people were afraid of the Man-Mountain, as they named Gulliver. But when they saw that Gulliver was kind and did not want to kill them, they let him go free. Gulliver lived there for two years and then came back to England.

But he could not stay long at home. He wanted to see new countries and new people.

Gulliver's second travel began very well. The weather was fine. But when the ship was at sea for some weeks, a strong wind began to blow and they fought it for twenty days. When the wind stopped, the captain of the ship did not know where they were. They had enough food, the ship was strong, but there was no drinking water. Soon they saw an island and the captain of the ship
sent some men in a small boat to get water there. Gulliver was in the boat too. He wanted to see the island.

When the sailors reached the island, they went along the shore. They wanted to find a river or a lake. Gulliver did not go with the sailors. He walked along another part of the shore.

When Gulliver came back to the place where he thought that the boat was, he saw that all the sailors were in the boat on the way to the ship. Gulliver wanted to call them, but suddenly he saw a very big man, a giant, who went after the boat and wanted to bring it back to the shore. But there were many large stones in the water and the giant could not walk quickly. He did not reach the boat and soon came back to the shore. Gulliver saw some more giants and soon understood that he was in the country of the giants.

I. Найдите в тексте и прочитайте вслух 2—3 предложения к каждому пункту плана:

1. Gulliver learned the profession of a doctor.
2. Gulliver went on his first travel.
3. The storm broke the ship to pieces.
4. Gulliver went on his second travel.
5. The sailors fought the strong wind for twenty days.
6. Gulliver went in a boat to the island.
7. The sailors left Gulliver on the island.

II. Используя текст, докажите правильность следующих утверждений:

1. Gulliver wanted to learn the profession of a ship's doctor.
2. A sailor must swim very well.
Task II

GULLIVER'S TRAVELS
(Continued)

Part II

A farmer found Gulliver in a field and brought him to his house. The farmer's family were kind to Gulliver. At dinner they put him on the table and gave him some meat and bread. After dinner the farmer's wife put him on her bed and he slept there for some hours. When he woke, he looked at the room. The bed was as large as a yard. The door of the room was shut.

Suddenly Gulliver saw two big rats. They ran up the curtains of the bed and jumped on it, sniffing here and there. They were like very big dogs. One of them came up to Gulliver's face and sniffed at it. He was frightened of the rats. He quickly sat up and took out his dagger. But the rats did not go away. They attacked Gulliver from the sides. One of them put its paw on his collar. Then Gulliver struck the rat with his dagger, it fell down and died. The other rat wanted to run away but he struck it too and killed it.

Gulliver could not sleep after that and could not leave the bed because it was very high. So he walked from one end of the bed to the other and back again. Soon the farmer's wife came into the room. She saw the rats on the floor and understood everything.

Part III

Soon the farmer began to show Gulliver to the people in the nearest town for money. He wanted to get more money and decided to go to other towns. The farmer made a box,
put Gulliver into it and went from town to town. He showed Gulliver in eighteen towns and then came to the capital of the country. He went to the palace and sold Gulliver there.

Now Gulliver lived in the palace in a nice box which hung at the window. A worker made a bed, two chairs, a table and a wardrobe for him. There were windows in the box and a door. People in the palace were kind to Gulliver and he learned to understand them and often talked to them.

One day Gulliver sat at the table in his box. Suddenly a big monkey jumped through the window into the room where the box stood. It ran from one side of the room to the other. Gulliver got up from his chair and stood behind the wardrobe. The monkey came up to the box and looked into it. Then it looked into the box from the other side and saw Gulliver. It put one of its paws into the box and caught Gulliver. The monkey looked at him and wanted to play with the man. It thought Gulliver was a young monkey. At that time somebody came to the door of the room. The monkey heard it, put Gulliver under its arm, and jumped out of the window onto the roof of the palace.

Then it jumped to the roof of the other house. The people in the palace yard saw the monkey and began to shout. They did not know how to take Gulliver from the monkey. The monkey sat on the top of the roof and held Gulliver in its paw. The people brought ladders and began to go up to the roof. The monkey saw them, left Gulliver on the top of the roof and ran away. Gulliver sat there and waited. He was afraid of the strong wind which could blow him down from the high roof. He was happy when one of the men came
up, put Gulliver into his pocket and brought him down. Gulliver was ill after that adventure for some days.

I. Найдите во второй части текста ответы на следующие вопросы:
1. Who found Gulliver in the country of the giants?
2. Where did the farmer bring Gulliver?
3. How did the farmer’s family meet Gulliver?
4. What did he eat at dinner?

II. Прочитайте предложения и распределите их в соответствии с содержанием картинок (стр. 40):
Gulliver took out his dagger but the rats attacked him from the sides.
After dinner the farmer’s wife put him on her bed and he slept there for some hours.
Then Gulliver struck one of the rats with his dagger.
Two big rats ran up the curtains of the bed. The other rat wanted to run away but he struck it too.
One of the rats came up to his face and sniffed at it.

III. Найдите в третьей части текста ответы на следующие вопросы:
1. How did the farmer use Gulliver?
2. Why did the farmer take Gulliver to the capital?
3. Where did the farmer sell Gulliver?
4. How did Gulliver live in the palace?

IV. Подберите к картинкам (стр. 42) предложения из третьей части текста.

Task 12

1. Read the geographical names from the text:

II. Read the title of the text, look at the map and say what the text is about.

ENGLISH-SPEAKING COUNTRIES

Now you all are in the seventh Form and you already know some English. You learned English for two years, in the fifth and the sixth Forms. If you go to Britain, people will understand what you say and you will understand them if they speak about things that you know. All the people who live in Britain can speak English, but not all the people are English in that country.

Great Britain is not a large country. It is much smaller than France or Norway and smaller than Finland. It has four parts: England, Wales, Scotland and Northern Ireland. England is the largest part of the country and it has always been the strongest. English is the national language in all parts of Britain.

In the United States of America the national language is also English. Four hundred years ago some English people sailed to North America to live there, and they brought the English language to this new country. Now in the United States of America people speak American English. Very many words are the same in American and in British English, but the American people say some English words not like people do in England.

Canada is to the north of the United States of America. It is a very large country,
larger than the United States. In Canada many people speak English because they also came from England many years ago. But in some parts of Canada they speak French. The people who live in these parts came to Canada from France.

If you look at the map of the world, you will see that Australia is the fifth continent. It is the smallest continent and the largest island on the map. Australia is also an English-speaking country.

Australia is very far from Britain and it has a different climate — the hottest summer month in this country is January, and the coldest winter month is June. It is cold in the south of Australia and hot in the north.

New Zealand is not so far from Australia, but it is very far from Britain. When it is the middle of the night in Britain, it is the middle of the next day in New Zealand. The seasons in New Zealand are also different to what they are in Britain. From
December to February it is summer, from March to May it is autumn, from June to August it is winter and from September to November it is spring. The weather in summer is not very hot and the days in winter are not very cold.

The national language in New Zealand is also English. Many people from England, Wales, Scotland and Ireland came to live in Australia and New Zealand many years ago.

1. Ответьте на следующие вопросы:
1. What are the four parts of Great Britain?
2. Which part of Britain is the largest?
3. What is the national language in Britain?
4. What is the national language in the United States of America?
5. Who brought the English language to America?
6. Where is Canada?
7. What languages do people speak in Canada?
8. What are winter and summer months in Australia?
9. Where is New Zealand?

II. Расскажите по-русски или по-английски, что нового вы узнали о Великобритании, США, Канаде, Австралии и Новой Зеландии.

Task 13

Read the proper names from the text:
Rowland [ˈrəʊlənd], Robert Burns [ˈrɒbət ˈbɜːns], Bernard Shaw [ˈbɜːnəd ˈʃɔː], Benjamin Franklin [ˈbɛnəˈmən ˈfɹɛŋklɪn].

STAMPS
PART I

Many boys and girls in our country and in England like to collect stamps. Two English boys, Peter and Bert, also collect stamps.
Peter has already more than a thousand stamps. He began to collect them five years ago, but Bert is only beginning, he has not more than three or four hundred stamps.

Bert did not know how to collect stamps. Peter showed him how to put the stamps in water and take them off the paper. And when the stamps were dry, he showed him how to sort them and put all the stamps from one country on the same page of his stamp book.

to sort [sɔːt]—сопротировать
Many countries have very beautiful stamps and children can learn much from them about different countries of the world.

Stamps are like little pictures.

Very often they show the flowers or the trees which grow in this or that country, or they show different kinds of transport of the country: trains, boats, aeroplanes, buses and cars.

Stamps may also have portraits of famous people on them: scientists, engineers, pilots, cosmonauts, writers and painters. There are stamps with the portraits of K. Marx, F. Engels, V. I. Lenin and other revolutionary leaders, and stamps that show different kinds of sports and portraits of famous sportsmen.

Stamps may also show pictures from the history of the country which makes them.

P a r t  II

The first stamp in the world was an English stamp. It was made in 1840. Before that time people paid a lot of money to the postman for every letter that they received, and the postman did not give letters to anybody who did not pay him.

An English teacher, whose name was Rowland Hill, had a good idea. He said that the people who wrote the letters must pay for them, and not the people who received them. He spoke about it to people in the government. Soon the post-offices began to sell little pieces of paper with 1p stamped on them. These stamps, as the people called them, they put on letters. The people who received letters with stamps on them did not have to pay anything to the postman.
In Russia people began to use stamps in 1858. The first Soviet stamp was made in 1918. There was an arm with a sword cutting a chain on it. The stamp of 1921 had a picture in which a young worker stood with his foot on the dragon of capitalism, which lay on its back.

The next Soviet stamp had a picture of the first Soviet tractor, which workers made at the Kirov plant in Leningrad. It was ready on the 1st of May, 1924.

At the beginning of the war in June 1941, Soviet stamps showed Mother Russia calling her sons to defend her. Then came Victory Day, the 9th of May, and a new stamp, the Victory Day stamp.

In 1957 stamps showed the first Soviet sputnik and in 1961 — the first Soviet cosmonaut, Yuri Gagarin. In our country we also make stamps in honour of famous men of all countries. There are Soviet stamps with portraits of Robert Burns, the great poet of Scotland; of Bernard Shaw, the British writer; of Benjamin Franklin, the American scientist, and stamps with portraits of many other great men of the world.

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1. Найдите в первой части текста ответы на следующие вопросы:
1. When did Peter begin to collect stamps?
2. How many stamps did Peter and Bert have?
3. How did the boys sort the stamps?
4. What do the boys and girls learn from stamps?

II. Найдите в тексте предложения, в которых дано описание следующего:
different kinds of stamps;
the first stamp in the world;
the first Soviet stamps;
the Soviet stamps in our days.

III. Расскажите по-английски о наиболее интересных марках, которые вы видели. Следующие ключевые слова помогут вам:
was made in
in honour of
had a picture (portrait) of

Task 14

Read the proper names from the text:

THE SKY

Part I

When you look at the sky in the morning or in the afternoon, you can see the Sun. The Sun is a great big ball of hot gases. The Earth is a ball too. Air and space are round the Earth. Sunshine passes through space and air but not through the Earth. One side of the Earth which turns to the Sun has day. The other side has night. The Earth turns all the time and day changes to night and night changes to day.
When you look at the sky at night, you see the Moon. The Moon is a big ball too. We see only that side of the Moon which turns to the Sun. The light of the Moon comes from the Sun. If we look at the Moon through a telescope, we can see mountains and plains on it. But there are no people or trees there because there is no air or water on the Moon.

Sending rockets and automatic stations to the Moon, scientists have got very important information about the Moon.

**Part II**

The Earth is a planet which moves round the Sun and gets light from it. There are eight other planets which move round the Sun and get their light from it. Each planet moves on its orbit.

Mercury, the smallest planet, is very near the Sun and you cannot see it well.
Venus is the brightest planet in the sky after the Moon. The planet Mars is like a bright red star. Jupiter, the biggest planet of all, is like a bright white star. Saturn is like a yellow star. If you look into the telescope, you can see the last three planets: Uranus, Neptune and Pluto.

At night you can see many stars in the sky. The stars are great big suns which are very far from the Earth. Some groups of stars are like pictures in the sky and people gave them names.

One group has the name the Great Bear. You see it in the north. Near it you can see another group of stars—the Little Bear. The tail of the Little Bear ends with a very bright star—the North (Polar) Star, which points to the north.

In the winter sky you can see the great group of stars which is called Orion. You can also easily find in the sky the seven beautiful stars of the Pleiades. The brightest
star in the sky is Sirius, the Dog-star. The stars that we see are part of a great star system which is called the Milky Way. This group has millions of stars.

I. Найдите в тексте ответы на следующие вопросы:
1. Why does day change to night on the Earth?
2. Which part of the Moon do we usually see?
3. What can we see on the Moon if we look at it through a telescope?
4. Why do flowers and trees not grow on the Moon?
5. What is the Milky Way?

II. Найдите в тексте и прочитайте предложения, в которых дано описание восьми планет Солнечной системы.

Task 15

Read the proper names from the text:
Auld Lang Syne ['ɔːld læŋ 'sæn], Trafalgar Square [trə'fælɡər 'skweə], Norway ['nɔ:weə].

NEW YEAR'S EVE, THE 31ST OF DECEMBER, IN BRITAIN

Part I

The 1st of January, New Year's Day, is a national holiday in Scotland. People do not work on that day, and children do not go to school. People celebrate New Year's Eve all over Scotland. The holiday begins with the coming of friends. They have a good dinner on that day. After dinner there are apples, nuts and different sweet things to eat. All the members of the family and the friends begin to play games and dance.
Before 12 o'clock at night many people in the towns go out into the streets to dance and to sing Scottish songs. When the town clocks begin to strike twelve, the people come together. They cross their arms, join hands and sing the famous Scottish song *Auld Lang Syne*. It is about the old days and friendship between the people. The author of the song is Robert Burns, Scotland's national poet. The music of the song is also Scottish.

Then the people wish a Happy New Year to all and go home to meet the First-Footer. A First-Footer is a man who comes first to a house on the 1st of January, on New Year's Day. This is a tradition in Scotland and Northern Ireland. Long ago people thought that the man who comes first to a house on New Year's Day will bring good luck to the family if he is a friend, and they called him the First-Footer. Today the First-Footer must be a man with dark hair and he must bring with him a little piece of coal, a little money and a little piece of bread. This means that the family will be warm and they will have food and money all the year.
When the First-Footer comes into a house, he wishes a Happy New Year to all the members of the family, talks to them and has a drink and then goes to another house.

**Part II**

In England New Year's Day is not a national holiday. People work on that day, but children do not go to school because they have winter holidays at that time. Very many people go to bed as usual on New Year's Eve. But some families celebrate this evening at home. They organize a party or a dance for the young members of the family and for their friends. At 12 o'clock in the night the young people go out into the streets and the squares. In London they go to Trafalgar Square. In this square they see a giant tree brightly decorated with little lamps. This great tree comes from Norway. The people of Norway send a tree every year to the people of England.

When the largest clock in London — Big Ben—begins to strike twelve, the people in the square join hands and sing *Auld Lang Syne*. The New Year has begun. A Happy New Year to all!

Подберите в тексте и прочитайте вслух 2—3 предложения к каждому пункту плана:

1. New Year's Day in Scotland.
2. The holiday dinner.
3. The holiday evening.
4. The First-Footer in the house.
6. Celebrations in Trafalgar Square.

*as usual* ['juːsjuːl] — как обычно

*brightly decorated* — ярко разукрашенный
ADDITIONAL READING

THE SUN AND THE WIND

(A Fable)

One bright autumn day the wind met the sun and said, "I am stronger than you."
"You are not stronger than me," said the sun.
"I am," said the wind.
They said this to each other many times a day for six weeks. Then the wind said,
"Shall we see who is the strongest?"
"How can we do it?" asked the sun.
"Do you see that man?" said the wind.
"The man in a raincoat?" asked the sun.
"Yes, that is the man," answered the wind.
"If you can make him take his coat off, you are stronger than me, but if I can make him take his coat off, I am stronger than you. I shall begin first."
Then the wind blew and blew, but the man did not take his coat off because the wind was very cold.
"Now I shall begin," said the sun. "I shall shine brightly and the man will take his coat off, you will see."

The sun came out and shone very brightly. "How hot it is," said the man and took his raincoat off.
So the sun won the victory.

A SMALL PICTURE

A rich man once asked a great painter to paint a small picture for him. Next day the painter came and brought him the small picture.
"It is a beautiful picture," said the rich man. "How much do you want for it?"
“One thousand dollars,” answered the painter.

“One thousand dollars for such a small picture?” cried the rich man. “You painted it in one day and you want one thousand dollars for one day’s work?”

“Yes, I painted it in one day, but I worked thirty years in order to learn how to paint it in one day,” answered the painter.

JONATHAN SWIFT AND HIS SERVANT

One day Jonathan Swift, the great English writer, went into the country with his servant. In the morning when he wanted to put on his boots, he saw that they were not clean.

“How is this, Tom?” said Swift when he saw them. “Why haven’t you cleaned my boots?”

“You see,” said Tom, “it is very dirty in the street today and when you walk there, your boots will again be dirty, so I didn’t clean them.”

Swift thought a little and then said, “All right, Tom. Go and get ready, we’ll go out in a minute or two.”

“But,” cried Tom, “I haven’t had my breakfast.”

“I know,” said Swift, “but if you have breakfast, you will again be hungry after some time, so today you will have no breakfast.”
READING IN JANUARY, FEBRUARY AND MARCH

Task 16

Read the proper names from the text:
Rudyard ['rʌdjɔd], Bombay ['bɒmˈbeɪ], India ['ɪndʒə], Hindi ['hɪndi:], Nobel ['nɔubəl].

RUDYARD KIPLING
(1865—1936)

Rudyard Kipling, the famous English writer, was born in Bombay, India, where his father worked at that time. His parents were English. His father, John L. Kipling, was a professor and a painter. Rudyard spent his early years in India. Hindi was the first language he spoke. When he was six years old, his parents sent the boy to England where he went to school. He did not like mathematics, but he was good at history. One day he received a gold medal for his work in history.

Kipling came back to India when he was seventeen years old. He began to work on a newspaper. At twenty-one he published his first book of poems. A year later he wrote a book of short stories about India, and then some more books.

Between 1887 and 1899, Kipling travelled much. He visited many countries and

mathematics [ˌmæθˈɪmətɪks] — математика
gold [gould] — золотой

to publish [ˈpʌblɪʃ] — опубликовывать, издавать
lived for some years in America, where he married an American girl. During that time he wrote some of his best works. These were his children’s stories about animals and some books on history. He also wrote poems, some of them about English soldiers. In 1907 Kipling received the Nobel Prize for literature. He was the first writer and the first Englishman who got this prize.

At the end of his life Kipling lived in a small village in England. He lost his son in World War I and his daughter died in America. In his last book, which he wrote in 1926, Kipling showed how he hated war.

Ответьте на следующие вопросы:
1. When and where was Rudyard Kipling born?
2. When and where did he begin to work?
3. When did he publish his first book?
4. What were his best books about?
5. What prize did he receive for his works?

HOW THE WHALE GOT HIS THROAT

Part I

Once upon a time, there was a Whale in the sea, and he ate fishes. He ate big fishes and small fishes, good fishes and bad fishes. All the fishes which he could find in the
sea he ate with his mouth—so! Till at last there was only one small fish in all the sea, and it was a small Clever Fish, and it swam a little behind the Whale’s right ear, so that the Whale could not catch the Clever Fish. Then the Whale stood up on his tail and said, “I want to eat.” And the small Clever Fish said:

“Whale, Whale, have you ever eaten Man?”

“No,” said the Whale. “What is it like?”

“Nice,” said the small Clever Fish.

“Then bring me some,” said the Whale, and he beat the sea with his tail.

“No,” said the Clever Fish, “if you swim to latitude Fifty North, longitude Forty West, you will find a Man there. He is sitting on a raft, in the middle of the sea, and has nothing on but a pair of blue trousers, a pair of suspenders and a pocket-knife. He is a shipwrecked Sailor who, I must tell you, is very, very clever.”

Найдите в тексте и прочитайте вслух 2—3 предложения к каждому пункту плана:

1. The Whale ate all the fishes in the sea.
2. The Whale could not eat a small Clever Fish.
3. The Whale wanted to eat.
4. There was a shipwrecked Sailor on a raft.

Task 17

HOW THE WHALE GOT HIS THROAT

(Continued)

Part II

So the Whale swam and swam to latitude Fifty North, longitude Forty West as fast as he could swim; and there on a raft,
in the middle of the sea, with nothing on him but a pair of blue trousers, a pair of suspenders and a knife in his pocket, he found the shipwrecked Sailor.

Then the Whale opened his mouth back and back and back, till it almost touched his tail, and he swallowed the shipwrecked Sailor, and the raft on which he sat, and his blue trousers, and the suspenders, and the pocket-knife. He swallowed them all down into his warm, dark inside cupboards, then he turned round three times on his tail.

When the shipwrecked Sailor saw that he was inside the Whale, he began to jump up and down in the dark and he jumped for a long time. The Whale was very unhappy.

So he said to the Clever Fish, “This Man is very jumpy and I have got the hiccoughs. What shall I do?”

“Tell him to come out,” said the Clever Fish.

So the Whale said to the shipwrecked Sailor, “Stop jumping and come out. I have got the hiccoughs.”

“No, no,” said the Sailor. “Not so quick. Take me back to England, and I will think about it.” And he began to jump again.

So the Whale swam and swam and swam for many days and at last he saw England. He swam up to the shore and opened his mouth wide and wide and wide, and the Sailor walked out of his mouth. But before that he took his pocket-knife and cut up the raft into pieces. With the pieces of the raft and his suspenders the Sailor made a grating, which he put into the Whale’s throat. After that he came out on the shore and went home to his old mother and told her all about his adventures. Soon he married and lived a happy life for a long time.
But the poor Whale who had the grating in his throat could not eat now anything big. He could only swallow very, very small fishes; and that is why whales never eat men or boys or little girls.

1. Найдите в тексте описание следующих событий:
   1. The Whale swallowed the Sailor.
   2. The Sailor began to jump inside the Whale.
   3. The Whale swam back to England.
   4. The Sailor put a grating into the Whale’s throat.

II. Используя текст, докажите правильность следующих утверждений:
   1. The small fish was clever.
   2. The Sailor was clever too.

**Task 18**

*Read the proper names from the text:*


**SAMUEL MORSE**

*(1791—1872)*

**Part I**

Samuel Morse, the American inventor of the telegraph, was born in the United States in 1791. When he was a boy, he liked to paint very much. For four years he studied painting in London. In 1815 he came back to the United States and became a portrait painter. He painted well and received much money for his portraits. Soon he married and went to live in a small town in the South.
Here he painted a large historical picture. The picture was good, but nobody wanted to buy it. And soon Morse had no money. He again painted some portraits and with the money that he received for them he decided to go to France and Italy to study painting there. This was in 1829.

In France and Italy Morse spent much time in museums, where he copied the pictures of famous painters. He wanted to show them in the United States, because in those days Americans saw few good pictures in their country.

In 1832 Morse decided to go back to the United States. He went there by ship. One day some people on the ship began to talk about electricity. Morse listened with great attention to the conversation, then he said, "I have an idea that electric sparks and their different combinations can be signals when they pass along a wire." He was a painter, and not a scientist, but this idea interested him very much.

**Part II**

When he came to the United States, he did not think about his painting, he thought all the time about how to send messages by...
electricity. For three years Morse worked at this idea, but he knew little about electricity and it was very difficult for him. During this period of time his wife died and left him with three little children. Morse had no money, so he began to teach painting, but he did not stop his work at an instrument which could send messages. He had the idea to use a relay. It could give more power to the signal and send a message on a longer distance.

In September 1837, Morse showed his invention at the New York University. He sent a signal along a wire 600 metres long. Soon after that the inventor worked out his famous alphabet, or code, which later received the name of the Morse Code.

Morse thought that he was the first inventor of the electro-magnetic telegraph and in 1838 he went to England to sell his invention. But when he came there, he found that many post-offices in England already had a telegraph. The name of the English inventor was Whitson. Then Morse went to Russia. He wanted to show his invention there, but he found that Russia had an electro-magnetic telegraph already in 1832. The Russian inventor was Pavel Mikhailovich Shilling. He put his wires under ground or in water. The Russian Government told Shilling to build a telegraph line between Peterhof and Kronstadt, but the inventor suddenly died.

**Part III**

After his visit to Russia, Morse returned to the United States and for some years he was so poor that often he had no money to buy his dinner. In 1843 the American Government gave him some money to build
a telegraph line between Washington and Baltimore. Morse decided to put the telegraph wire under ground. This worked very well on short distances, but when the inventor wanted to do this on his long lines, the electricity went into the ground and the telegraph did not work.

Then his friend had an idea to put up wires between poles and this worked very well. On the 24th of May, 1844, the first message went over wires from Washington to Baltimore in one forty-five thousandth of a second. Soon after that many telegraph lines were put up all over the United States. Morse received much money and became rich. He died a very old man.

I. Подберите в тексте и прочитайте вслух 2—3 предложения к каждому пункту плана:

Part I
1. Samuel Morse — a portrait painter.
2. The idea of electricity sparks as signals.

Part II
3. Morse’s work at an instrument that could send messages.
4. The first signal along a wire 600 metres long.
5. The Morse Code.
6. The English and Russian inventors of the telegraph.

Part III
7. The first telegraph line in the United States.
8. Telegraph wires between poles.

II. Спросите товарищей о следующем:
where Samuel Morse was born;
what profession he chose;
why he copied pictures of famous painters in France and Italy;
what the conversation he heard on the ship was about;
why he began to teach painting;
the name of the Russian inventor of the electro-magnetic telegraph;
in what year the first message went over wires to Baltimore.

III. Скажите по-русски или по-английски, что нового вы узнали в этом тексте.

Task 19

Read the proper names from the text:
Brazil [brə'zil], Africa ['æfrɪkə], Nicaragua [ˌnɪkəˈrɑːɡwə], Gibraltar [dʒɪ'brɔːl-tə], Tasmania [təz'meːniə], Matsuyama [mətsuˈjma].

NOTES FROM THE SEA

Part 1

In 1956 a young sailor at sea was very far from his family and friends for the first time in his life. He wrote a note and put it into a bottle. Then he sealed the bottle and threw it into the sea. In his note he asked any nice girl who found it to write to him.

Two years later a fisherman in Italy saw the sailor’s bottle and picked it up. As a joke, he gave the note to his daughter and she wrote the sailor a letter. Some more letters went to Italy and back. Soon the sailor visited Italy. In 1958 he married the girl.

This is one of many stories about drifting bottles that have changed people's lives. A sealed bottle is a good traveller at sea. It can travel through storms which break ships. A sealed bottle is always on the water and never goes down. A drifting bottle

note—записка
to seal—запечатывать
fisherman [ˈfɪʃə-ˌmɛn]—рыбак
joke—шутка
to drift—дрейфовать, плыть по течению
moves as quickly as the wind blows. But nobody can tell where a bottle will go. Two bottles of the same size and weight were thrown at the same time into the ocean near Brazil. The first bottle drifted east for one hundred and thirty days. It was found on a shore in Africa. The second bottle went northwest for one hundred and ninety-six days and was found in Nicaragua. Two other bottles were thrown into the middle of the Atlantic Ocean and drifted three hundred and fifty days later to France only a few metres from each other.

One bottle travelled for a very long distance. In 1929 it was thrown into the Indian Ocean. People could read the note in the bottle through the glass. They were asked to report when and where they picked it up and then to put the bottle back into the sea and not to open it. This bottle went to South America. A man found it, reported and threw it back into the sea. Other men found the bottle, reported and threw it back. The bottle moved into the Atlantic Ocean, then went to the Indian Ocean again. In 1935 the bottle was found in Australia. It travelled two thousand four hundred and forty-seven days and made about ten kilometres each day.

**Part II**

Sailors use drifting bottles when they want to study the currents in the sea and to help navigation. The Government of the United States uses drifting bottles to help fishermen to find fish. People used sealed bottles to send messages very many years ago.

In 1944 a group of boys played on the north-east shore of the United States and
found a bottle with a note in it. The note said, “Our ship is going down. This is the end. Our message may reach the United States some day.” The sailors found that the note came from an American ship which went down near Gibraltar in 1943 and many people were drowned.

In 1953 a bottle was found in Tasmania with a message from two Australian soldiers. They were on a ship that went to France in World War I. The soldiers were killed in that war and their letter came 35 years later.

And here is another story about a drifting bottle. In 1784 a Japanese sailor, Matsuyama, was on a ship with forty-four other men. Their ship went down and all forty-four men were left to die on a small island. Before he died Matsuyama wrote their story on a piece of wood, sealed it in a bottle and threw it into the sea. The sea carried the bottle to the village where Matsuyama was born. The bottle was found there in 1935, more than one hundred and fifty years after Matsuyama died on the island.

If you find a bottle on the shore, pay attention to it. It may be part of an important scientific study of the ocean currents. Or it may carry a message from a man.

I. В первой части текста найдите предложения, в которых говорится об особенностях плавающих бутылок-почтальонов.

II. Во второй части текста найдите предложения, в которых показано практическое использование плавающих бутылок.

III. Расскажите одну из историй с плавающими бутылками. Следующие ключевые слова помогут вам:

Japanese  [ˌdʒæpəˈniːz] — японский

to pay attention  [ˈteɪnənt] — обратить внимание
1. far from his home
wrote a note
sealed the bottle
found the bottle
gave the note
visited Italy
married

2. a group of boys
on the shore
found a bottle
the note said
our ship is going
down
may reach
near Gibraltar

3. in Tasmania
a message from
went to France
in World War I
were killed
the letter came

4. a Japanese sailor
the ship went
down
all forty-four
men
on a small island
on a piece of
wood,
carried the bottle
more than 150
years

Task 20

Read the proper names from the text:
Mark Twain ['mæk 'twem], Samuel Lang-
horne Clemens ['sæmjuəl 'læŋhɔ:n 'kle-
mənz], Missouri [mɪ'zuəri], California
[ˈkælɪfɔːrniə], Tom Sawyer ['tɒm 'soːjə],
Ben Rogers ['bɛn 'rɔudʒə], Billy Fisher
['bɪli 'fɪʃə], Johnny Miller ['dʒɔni 'mɪlə].

MARK TWAIN
(1835—1910)

Mark Twain is a famous American writer.
His name was Samuel Langhorne Clemens and
"Mark Twain" was his pen-name. Samuel
Clemens was born in a small town on the
Missouri river in the USA. The boy had many
friends at school and when he became a writ-
er, he described them in his stories. When
Samuel was twelve, his father died and the
boy began to work and learned the profes-
sion of a printer. Samuel always wanted to
be a sailor and when he was twenty, he

pen-name — псевдо-
nим

to become [bɪˈkæm]
(became, be-
come)—становить-
ся
found work on a river boat. After some time he left the boat and went to live in California. Here he began to write short stories under the name of Mark Twain. He sent them to newspapers. The readers liked his stories. The many professions that he knew helped him to show life and people. In 1876 he published his best novel *The Adventures of Tom Sawyer*, which the boys and girls in many countries know and like very much. The profession of a writer did not bring much money to Mark Twain. He had to write articles for newspapers. He also travelled from place to place and read his short stories in concerts.

Найдите в тексте ответы на следующие вопросы:
1. When and where did Mark Twain live?
2. What professions did he know?
3. When did he begin to write stories?
4. What is his best novel?
5. Who did he describe in that novel?
6. Have you read the novel in Russian?

**THE ADVENTURES OF TOM SAWYER**

**Part I**

When their mother died, Tom Sawyer and his younger brother Sid went to live in the house of their Aunt Polly. Aunt Polly was a kind woman and loved the boys very much.
“Tom!” cried Aunt Polly.
No answer.
“Tom!”
Still no answer.
“Where can that boy be? Tom!”
Aunt Polly put her eye-glasses on her nose and looked over them at the room. She never looked through the eye-glasses because she had them only for show; they did not help her to see better, but she liked them. Aunt Polly thought for a few minutes and then said, “If I catch you, Tom, I’ll...” She did not finish her words and looked under the bed. But... no Tom... only the cat ran out. Aunt Polly went to the open door, looked out into the garden and cried again, “Tom!”
Then she turned quickly, saw Tom and caught him by his arm.
“What? In the cupboard again?”
“No, Aunt Polly.”
“No? Look at your mouth. Look at your hands. What is that on them?”
“I don’t know, Aunt.”
“But I know. It’s jam. I’ve told you so many times: don’t touch that jam in the cupboard. Give me that stick.”
The stick was in Aunt Polly’s hand and ready to fall on Tom’s back when she heard:
“Look behind you, Aunt!”
Aunt Polly turned quickly and looked down. Tom ran into the garden and jumped over the fence.
His aunt stood and looked at the fence for some time and then she laughed.
“What a boy!” she thought. “Why can’t I learn? He has played that trick on me before. But I can’t beat him. He is my dear sister’s boy.”
The next morning Aunt Polly told Tom that he must not go to the river to bathe after school. She sewed up his shirt at the neck so that he could not take it off. But Tom did not go to school that day. He had a good time on the river. At supper Aunt Polly asked the boy about his school day. She said, "Tom, it was very warm in school, wasn't it?"

"No... well... not very."

"Come and show me your shirt!"

She looked at the shirt and saw that the thread was still there and the shirt was still sewed up at the neck.

"I thought you went to the river to swim, Tom, but I was wrong. You can go and play now," she said. But Sid looked at Tom's shirt too and said, "Aunt Polly, I thought you sewed up his shirt this morning with a white thread, but, look, it's black!"

"Tom, what's this?" cried Aunt Polly. "I sewed up your shirt with a white thread! Tom!"

But Tom did not wait. He ran out of the room and cried, "Sid, I'll beat you for that."

Tom came home very late. When Aunt Polly saw him, she said, "It's Saturday tomorrow — a holiday. But no holiday for you, my boy. You will work."

**Part II**

Saturday. A beautiful warm morning. All the world was fresh and happy. People were ready to sing and to cheer.

"No school. But I must work," thought Tom when he came out into the street with a bucket of whitewash and a brush. He had to whitewash a fence which was very long and high.
"How terrible life is," Tom said. He put the brush into the bucket. He passed it along the top of the fence. He did it again. Then he sat down on a box and thought: "The boys will come soon. They will laugh at me when they see that I am working." He put his hands into his pockets and took out the things he had there — toys, little stones and other things.

"I have very little to pay the boys if I ask them to help me," Tom said to himself. Suddenly he had an idea. He took the brush and began to work again. Soon Ben Rogers came up. He ate an apple and looked at Tom. Tom did not stop working. Then Ben said, "Tom! What are you doing?" Tom did not answer but looked at the fence with interest.

"Hello, Tom!" said Ben. "You are working, aren't you?" Tom turned to Ben.

"Oh, it's you, Ben! I didn't see you."

"I'm going to the river, don't you want to go too? But you have to work, I see."

"Work? What do you call work?"

"Why, isn't this work?"

"You may call it work. All I know is, Tom Sawyer likes it."

"You say you like it, Tom?"

"Why not? Does a boy whitewash a fence every day?" That showed the thing in a new light. Ben stopped to eat his apple and looked with great interest at Tom. Then he said:

"Say, Tom, let me whitewash a little."

"Oh, no, Ben. Aunt Polly asked me to do it very well. The fence is on the street, you know. There isn't a boy in a thousand that can do it well."

"Oh, please, Tom, let me try. I'll give you my apple."
At last Tom gave Ben the brush. Ben began to work and Tom sat down under a tree, ate the apple and thought how to make other boys work for him.

Soon more boys came up to laugh at Tom. But when they saw how Ben worked, they all wanted to whitewash too. Billy Fisher gave Tom a kite. Johnny Miller gave Tom a dead cat.

When the middle of the afternoon came, Tom was very rich. He had a good time with the boys and now he was happy because the work was over. He went home and thought that life was not so terrible after all.

I. Найдите в первой части текста описание следующих событий:
1. Aunt Polly looked for Tom.
2. Tom ran away from Aunt Polly.
3. Aunt Polly did not let Tom go to the river.
4. Tom had a good time on the river.
5. Sid told Aunt Polly about Tom’s shirt.

II. Используя вторую часть текста, докажите правильность следующих утверждений:
1. Saturday morning was fine.
2. Tom didn’t want to work.
3. Tom had a good time with the boys.

III. Используя текст, докажите правильность следующих утверждений:
1. Aunt Polly was a kind woman.
2. Tom was a clever boy.
3. Ben Rogers was not a good friend.

Task 21
THE WAR BROTHERS

Part I

It was during the first months of the Great Patriotic War. Victor Rodin, a boy of fourteen, lived with his mother in a little village. His father was a soldier in the
Soviet Army and he fought the German fascists. In winter when it was very cold, Victor’s mother fell ill and then she died.

Soon after that the fascists came up into the village. They burnt down all the houses and told the people to go to the railway station.

When Victor came to the station, he saw a lot of people there from many villages. Somebody pushed a little boy to him and said, “Take him by the hand.”

Victor took the boy’s dirty little hand and looked at him. “What’s your name?” he asked.

“Vaska,” answered the little boy, who was not more than five years old. The boy also looked up at Victor with his big blue and very frightened eyes.

Soon a cattle-train came up to the station and the German soldiers began to push the Russian women and children into it. There were no benches and the people had to stand, or sit on the floor. The two boys sat together, and Vaska told Victor that he had no mother or father, he did not know where they were.

Part II

The train went for many days and nights and at last came to Germany. There Victor and little Vaska had to work on a big farm where other Russian women and girls also worked. Victor, who was a strong boy, worked in the fields and Vaska looked after the geese. The boys had to work all day. After work they ate and slept together. People thought that they were brothers.

One evening when the geese came home, one big goose was lame. The big man whose

| to fall ill — заболевь | to push [puʃ] — толкать |
| cattle-train [ˈkætl-treɪn] — товарный поезд |
| geese [ɡiːs] (goose) — гуси (гусь) |
| lame — хромой |
farm it was asked Vaska about the goose, but the frightened boy could not say anything. He did not speak German.

Then the man took a stick and began to beat the child. Vaska did not cry. He only covered his head with his little hands, then he fell down on the ground.

When Victor saw it, he ran up to the German and cried, "It was not him, it was me who made the goose lame."

The big man looked at the boy but did not say anything. He did not beat Victor, but he did not give him and Vaska anything to eat that day. The boys were very hungry after their hard work. In the evening they could not sleep and little Vaska cried. Victor sat near the child and told him the Russian folk-tales which he remembered.

Part III

So they lived and worked on that German farm for many long months. But one day Soviet tanks came near the farm. The Germans all ran away, but the Soviet women and children came out to meet the tanks.

When they saw the first tank with the red star on it, many women began to cry. The soldiers jumped down from the tank and came up to the women and children. "Don't cry," they said. "Now you are free. Soon you will all go back to the Soviet Union." The women and the young girls were so happy that they kissed the soldiers.

Victor and Vaska stood together. They were also very happy to see the Soviet tanks. Soon after that a train came to the station and all the Soviet people could get on it. The train took them back to the Soviet Union.
The boys and girls who had no parents lived in a Children's Home in a big city. Victor and Vaska also lived there. When people asked Vaska about his family, he said, "I have no father and no mother, I have only Victor." So they wrote him down as Vasily Rodin. When Victor finished school, he left the Children's Home and began to work at a factory, but he very often visited his little war brother.

After some years Victor became an engineer. Vasily finished school and became a sailor on a big ship. When his ship came into port, he always went to visit Victor.

I. Найдите в тексте ответы на следующие вопросы:

Part I

1. Where was Victor's father?
2. What did the German fascists do in the village?
3. Why did Victor go to the railway station?
4. Who brought the little boy to Victor?

Part II

5. Where did the train go?
6. Where did the Russian women and children work?
7. Why did the German beat Vaska?
8. What did Victor do?

Part III

9. Who met the Soviet tanks when they came to the farm?
10. Where did the train take the Soviet people?
11. Where did Victor and Vaska live after the Great Patriotic War?
12. What did Victor and Vaska become after they left the Children's Home?

II. Найдите в тексте и прочитайте описание следующих сцен:

1. In the cattle-train.
2. On the farm in Germany.
3. The Soviet tanks near the farm.
III. Найдите в тексте предложения, подтверждающие следующие факты:
1. The boys’ life on a German farm was hard.
2. Victor was a kind and brave boy.

**Task 22**

**MOTHER’S DAY IN BRITAIN**

In Britain there is a holiday now which people call Mother’s Day. In the old days many girls from working-class families in towns and cities and from farmers’ families in the country worked in rich houses. They had to do all the housework and their working day was usually very long, they often worked on Sundays too.

Once a year, it was usually one Sunday in March, they could visit their mothers. They went home on that day and brought presents for their mothers and for other members of their families. They could stay at home only one day, and then they went back to their work. People called that day Mothering Day or Mothering Sunday.

Later workers at the factories and girls who worked in the houses of rich families received one free day a week, and Mothering Day became Mother’s Day. It is the last Sunday in March.

On that day sons and daughters visit their mothers and bring them flowers and little presents. The eldest son must bring his mother a good cake. If sons or daughters cannot be with their mother on that day, they usually send her presents.

Mother’s Day must be a day of rest for the mother of the family, so her daughters cook the dinner on that day and lay the table and the sons help to wash the plates and dishes after dinner.

*working-class family* — рабочая семья

*mothering* — материнский

*eldest* — самый старший
In the United States and Canada Mother's Day is the second Sunday in May. They have a very beautiful stamp for Mother's Day in the United States. It shows the portrait of the mother of James Whistler, one of the greatest American painters.

I. Ответьте на следующие вопросы:
1. Why do the British people call the holiday Mother's Day?
2. When do they celebrate Mother's Day?
3. How do sons and daughters celebrate Mother's Day?
4. What must the eldest son of the family do on that day?
5. When do people in the United States and Canada celebrate Mother's Day?

II. Используя предложения из текста, расскажите, как в вашей семье отмечается День 8 Марта.

* * *

Read the proper names from the text:

MY MOTHER
(After H. Pollitt)

This text is from a book by Harry Pollitt (1890—1960), the first General Secretary of the Communist Party of Great Britain.

My mother's name was Mary Louisa Pollitt. Her grandfather was one of the most active members of the workers' movement in the North of England, and her father, a worker too, did much to organize the workers. My mother was a weaver. She had a ten-hour working day at the factory and she came home late, but our house was always very clean, and the children had clean clothes.
The workers at the factory and the people who lived in our street often came to my mother for help and she always tried to help them.

My mother was my good comrade and friend. She helped me very much when I joined the working-class movement. I came to her with all the hard questions. After every meeting she wanted to know what I said to the people. I got more help and education from my mother than I got from all the other people in my life.

We had a grammar book and a dictionary at home and she often corrected my mistakes when I spoke. One day in 1939 I spoke at a meeting in Manchester. My mother was there. I thought that my speech was good, but when I came up to my mother, she said, “You spoke well today, but you made three mistakes in grammar.”

My mother fell ill suddenly and died in a Manchester hospital. So ended the life of a working-class woman and a mother. There are millions of them and they are the salt of the earth. Mary Louisa Pollitt was one of the first members of the Communist Party of Britain.

Используя текст, докажите правильность следующих утверждений:
1. Mary Louisa Pollitt was kind to people.
2. The mother helped Harry Pollitt in his work.
3. Harry Pollitt got his education from his mother.

**Task 23**

Read the proper names from the text:
Lewis Carroll [ˈljuːs ˈkærəl], Charles Dodgson [ˈtʃælz ˈdɒdʒsn], Alice [ˈælis], Oxford [ˈɒksfaid], Henry George Liddell [ˈheni ˈdʒɒ:dʒ lɪdəl], Loreen [ˈloʊrən], Edith [ˈiːdɪθ], Michael Faraday [ˈmiːkəl ˈfærədi].
LEWIS CARROLL
(1832—1898)

Lewis Carroll was the pen-name of Charles L. Dodgson, the man who wrote a famous book for children. It is called *Alice's Adventures in Wonderland*. Dodgson was a teacher of mathematics at Oxford.

Charles L. Dodgson was born in England in 1832. He got his early education at an English public school. Then he became a student at one of the colleges at Oxford. Charles studied mathematics and later taught this subject in the same college. His hobby in his student days was photography, this was a new kind of hobby at that time.

Charles Dodgson had no family, but he loved children very much. He often visited his friend Henry George Liddell, who had a large family. There were three little girls: Loreen, who was six years old, Alice, who was four, and Edith, who was two. Dodgson liked Alice very much and he often told her interesting stories which he made up himself.

Charles told Alice Liddell the adventures of a little girl in Wonderland and she liked the stories very much. When Alice Liddell was about ten years old, she asked Charles to write down these stories for her and he did so. He called the heroine of his book also Alice. This hand-written book had many pictures made by Charles himself. They were not very good pictures but the children liked them.

One day a friend of the Liddells, who was also a writer, came to see the family. He saw the hand-written book made by Charles Dodgson and began to read it with great interest. He read the book to the end.
and said that it was good and that all the children in England must read it. Charles decided to publish it but he did not want to do it under his own name. So he took the pen-name of Lewis Carroll.

The book came out in 1865 and all the people who read it liked it very much. Lewis Carroll gave some of the first books to his friends, one of whom was the famous English scientist Michael Faraday. Later the book was published in the United States, in France and in Germany. The first Russian translation of *Alice's Adventures in Wonderland* came out in 1923. In England the book was published very many times during the author's life, and you can always find it in the bookshops of today. *Alice's Adventures in Wonderland* is still a favourite children's book.

After Lewis Carroll received the money for his book, he went together with his friend Liddell on a long travel. They went to France, Germany and Russia. In Russia they were in Petersburg, Nizhni Novgorod and Moscow. This was the only long travel made by Lewis Carroll. After he came back to England he again lived in Oxford. But he did not work as a teacher of mathematics.

At the end of December 1897, he went to see his sister, who lived in another part of England. He spent the New Year with her, but some days later, in January 1898, he died.

**Ответьте на следующие вопросы:**

1. What was the writer's name?
2. What was his profession?
3. Who did Charles Dodgson first tell his stories to?
4. What were the stories about?
5. Why did Dodgson decide to publish his book?
6. Why did he take a pen-name?
7. When did the book *Alice's Adventures in Wonderland* come out?
8. How did people like the book?
9. Where did Lewis Carroll travel?
10. What cities did he visit in Russia?

**Task 24**

**ALICE IN WONDERLAND**

**Part I**

On a hot summer day Alice and her sister Loreen sat down on the grass near the river. Loreen had a book but Alice did not know what to do. She looked into Loreen’s book but there were no pictures or conversation in it, and Alice did not like books without pictures and conversations.

So Alice decided to get up and pick some flowers, but it was very hot and she wanted to sleep.

Suddenly a White Rabbit ran near her. Alice heard how the Rabbit said to itself, “Oh, I shall be late”, and then it took a watch out of its pocket, looked at it and hurried on. Alice stood up and ran after the Rabbit because she did not know that a rabbit could have a watch in its pocket. Alice crossed the field and saw that the Rabbit jumped down into a large rabbit-hole.

In a minute Alice went after the Rabbit. She fell down into the hole very slowly, so she had time to look around. It was very dark there but she saw many cupboards and bookshelves by the walls, which had pictures on them.

*rabbit* ['ræbit] — кролик

*hurried on* — послепил дальше

*hole* — нора

*around* [əˈraʊnd] — вокруг

*cupboard* — стенной шкаф
As Alice fell down and down she thought, "I wonder how many metres I've fallen by this time. I must be near the centre of the Earth now. I wonder if I shall fall through the Earth. And when I come out of the hole, I shall see people walking on their
heads.” Suddenly Alice fell onto a heap of dry leaves and quickly jumped up onto her feet.

**Part II**

Alice found herself in a long low corridor. At the end of it she saw the White Rabbit. Alice hurried after the Rabbit and heard how it said, “Oh, my ears, how late I am.” Then the Rabbit turned round a corner and Alice could not see it any more. When she came up to that corner and turned round it, she saw a large low hall. Many bright lamps hung from the roof. There were doors all around the hall, but they were shut. Alice walked along one side of the hall, then along the other,
but she could not open any of the doors. Then she stopped in the middle of the hall and looked around.

Alice did not like to stay in this hall; she wanted to go home. But how could she go home? Suddenly she saw a small table made of glass. There was nothing on the table but a little key. Alice took the key and wanted to open the doors with it but it was too small for those doors.

At last she found a small door behind a curtain and opened it with the key. There was a low corridor in front of her and at the end of it Alice could see a garden with trees and flowers all around. The door was very small and Alice could not pass through it. She shut the door and went back to the small table. This time she found a little bottle on it. She put the key on the table and took the little bottle. Around the neck of the bottle there was a piece of paper with the words "Drink me".

It was very well to say "Drink me", but Alice did not want to do that so
quickly. "No, I'll look first," she said, "and see if I can drink it." She looked at the bottle, then drank a little of the water from it and found that it was nice, so the girl drank it all. Then Alice saw that she was now as small as a rabbit.

Part III

Now Alice could pass through the small door into that beautiful garden and she walked up to the door. When she reached it, she remembered that the key still lay on the table and that the door was shut. Alice ran back to the table and saw that it was as high as a tree now because she was very small. The girl could see the key through the glass top of the table but could not reach it.

Poor Alice sat down and began to cry. But crying never helps people and Alice knew it very well. She said to herself, "Stop crying this minute and think well how to get the key." Soon her eyes fell on a little glass box that lay under the table. She opened it and found a very small cake in it with the words "Eat me", made of berries, on it. "Well, I'll eat it," said Alice, "and if it makes me grow larger, I can get the key; and if it makes me smaller, I can pass under the door; so I'll be in the garden." She ate a small piece of the cake and put her hand on her head. Alice wanted to see which way she grew. Very soon the girl understood that she was still the same size. When boys or girls eat a cake, they do not usually grow at once and Alice knew it very well. But she was in Wonderland and expected that something wonderful must take place. And it did.
I. Закончите предложения словами, соответствующими содержанию текста:
1. Alice's sister Loreen had (a newspaper, a book, a letter).
2. Alice wanted to (bathe in the river, go home, pick flowers).
3. Suddenly Alice saw a (cat, dog, rabbit) near her.
4. The Rabbit had a (watch, pen, book) in its pocket.
5. Alice ran after the Rabbit (across the field, through the forest, along the river).
6. Alice fell (off the roof, down the mountain, down into the rabbit-hole).
7. Suddenly Alice fell (onto a heap of dry leaves, into the river, off her chair).

II. Прочитайте предложения про себя, а затем в слух в нужном порядке:
Alice found a small door behind a curtain. Alice saw a large low hall with many doors. The White Rabbit turned round the corner and Alice could not see it any more. Alice drank from the bottle and became as small as a rabbit. Alice saw a beautiful garden at the end of the corridor.

III. Найдите в тексте описание событий, которые могли случиться только в Стране Чудес.

IV. Используя текст, докажите, что Алиса была умная девочка.

Task 25

Read the proper names from the text: Diana [daiˈænə], Atlas ['ætləs], Orion [ˈɔrɪən].

THE SEVEN SISTERS

(A Greek Myth)

Many years ago there lived a beautiful Moon-goddess, called Diana. She liked to hunt and every night she went through the wood on her white horse. Her dog ran
after her and her seven girl-friends in beautiful white dresses followed her. They were the seven daughters of King Atlas, and they ran like the wind.

One night a giant whose name was Orion hunted in the wood. When he saw the seven sisters running there, he wanted to catch one of them and ran after the girls. When the sisters saw that a giant followed them, they were frightened and ran very quickly. They ran through the wood and over the mountains and saw that the giant was still very near. They called Diana and asked her to help them. Diana changed them into birds and suddenly Orion saw seven beautiful birds which rose into the sky. They flew higher and higher and at last became seven bright stars in the sky. The Greek people called them the Pleiades or the Seven Sisters. The myth says that Orion could not forget the beautiful white birds and looked for them all his life. People say that only at the end of his life Orion found them in the sky.

At night when there are no clouds in the sky, you can see the Pleiades. They are a small group of stars very near one another. The seven sisters are always running away from Orion and he will never catch them.

Ответьте на следующие вопросы:

1. What was Diana’s favourite sport?
2. Who were her girl-friends?
3. Who saw the girls in the wood one day?
4. Why did the girls run away from the giant?
5. Who did the sisters ask to help them?
6. What did Diana do?
7. Where was Orion at the end of his life?
THE HARE AND THE TORTOISE

(A Fable by Aesop)

One fine day a hare met a tortoise in the field. The hare laughed at the tortoise because she moved very slowly. "You are fast; that is true," the tortoise said, "but if we run a race, I'll beat you."

"That's what you say, madam," answered the hare, "but let us do it and you'll see, who will win."

"Who will be the judge?" asked the tortoise.

"The fox," answered the hare, "he is clever and very important in the wood."

They decided to run the race.

The tortoise did not lose any time and began to walk as she always walked — very slowly. The hare thought that he had enough time and decided to lie down and sleep.

All the time that the hare slept the tortoise walked and walked. She walked very slowly but did not stop for a minute. The hare slept for some time, then he woke and saw that the tortoise was very far on the way to the goal. He ran to the goal as fast as he could. But when he came there, he saw that the tortoise was at the goal before him. So the tortoise won the race.

Найдите в тексте предложения для описания картинок на стр. 91.

ADDITIONAL READING

GOOD MANNERS AND RULES

In the Street

When you meet your friends in the street, say "Hello". Do not wait till they speak.
When you meet grown-up people that you
know, do not hurry to shake hands. Wait till he or she puts out a hand.
Do not forget to take off your glove when you shake hands.
If a man or a woman has fallen down in the street, help him or her to rise.
When you go along the street with your friends, do not walk more than two in a line. Remember to cross the street at the crossings. Never cross the street when the street light shows red. Wait till the light shows green. Crossing the street first look to the left, then to the right. It is better to wait five minutes in the street than stay for a month at the hospital.

In a Bus or a Tram
If you are going to get on a tram or a bus, wait for your turn to get in.
If you have friends with you, let them get in first and then follow them.
When you get on a bus or a tram, pay your fare quickly.
When you are in a bus or a tram, do not push people. Say “Excuse me” if you want to pass.
Say “I am sorry” if you push someone by chance. Do not sit down if grown-ups are standing.

THE PAINTER AND THE DOCTOR

Turner, the great English painter had a dog which he loved very much. One day the dog fell down and broke a leg. Turner sent for a doctor. He did not want to send for a veterinary; he sent for the best doctor in London.

When the doctor came, Turner said, “Doctor, I am happy you have come. My
dog has broken a leg. I know that you are too great a doctor for work of this kind, but please do it. It is so important for me."

The doctor was angry but did not show it. He did what the painter asked him to do.

Next day the doctor asked Turner to come to his house. "The doctor wants to see me about my dog," thought Turner, "it must be that."

When Turner reached the doctor's house, the doctor said:

"Mr. Turner, I am so happy to see you. I want to ask you to paint my door. I know that you are too great a painter for this work, but please do it. It is so important for me."

**WHICH IS BETTER — TO BE ILL OR TO BE WELL?**

A friend came one day to a house where there were three children: a boy and two girls. Two of them—the boy and one of the girls—were ill. They were in bed and all the members of the family were sorry for them. They brought toys and nice things to eat and gave them to the children who were ill in bed.

The other little girl sat in a corner and cried. The friend, who liked children, went up to her and asked, "Why are you crying? You are not ill."

"No," said the little girl, "I am not ill, so they don’t bring me any presents."
Task 26

RED BERRIES

(After A. Kononov)

In 1917 a Finnish worker and his family lived in the wood near the Russian border. There were two sons in the family; the younger was six and the elder was eight years old. The house stood near a beautiful lake with tall trees all around. The water in the lake was warm in summer and the boys liked to swim there.

One day in early autumn the father came home together with a man whom he called Konstantin Petrovich Ivanov. The man was a Russian and could not say a word in Finnish. The father told the boys that Konstantin Petrovich wanted to live with them for some time in a small room in their house. The two boys looked at the man. His hair was black and his eyes were bright and kind. They liked him.

Next morning Konstantin Petrovich went for a walk in the wood together with the boys. They wanted to show him the beautiful lake. A lot of red berries grew round the lake. The smaller boy picked some berries, showed them to Konstantin Pe-
V. I. Lenin

trovich and said, "Red berries" in Finnish. Konstantin Petrovich repeated the Finnish words and laughed. These were the first Finnish words which he learned and he liked to repeat them when he saw berries. From that day Konstantin Petrovich and the two boys were great friends.

Every morning the boys went to his room and said, "Red berries." He laughed and was always ready to join his two young friends when they went for a walk. They walked in the woods together, picked berries or caught fish in the lake. When it was warm, they swam in it. Konstantin Petrovich swam very well, but he never took off his cap when he swam in the lake.

One evening the boys asked their father why Konstantin Petrovich always swam with his cap on. The father laughed and said he did not know.

"Why don't you ask Konstantin Petrovich himself?"

"We can't, we don't know any Russian."

"Very well," said their father, "when you learn to speak Russian, you'll ask him."
Every day Konstantin Petrovich worked in his room for many hours. He wrote very much and the boys’ mother told them not to go to his room at those times.

One day two workers came from the town and Konstantin Petrovich went away with them. The Finnish family did not see him again.

In late autumn the father of the boys went to Petrograd. Some days later he came back and told his wife and sons about the Russian Revolution and about Lenin. Then the father showed the boys the portrait of a man in a newspaper.

“Don’t you know him?” he asked.

“Oh, Red berries!” said the smaller boy. “That is our Konstantin Petrovich.”

His elder brother said, “Yes, it is Konstantin Petrovich. Nobody can forget his kind eyes. But Konstantin Petrovich had black hair, hadn’t he? And this man in the picture has fair hair.”

Then their mother said, “That was a black wig which he wore at that time.”

“Let me tell you, boys,” said the father, “who this man is. He is Vladimir Ilyich Lenin.”

“Now I know why he didn’t take off his cap when he swam in the lake,” said the elder boy.

I. Ответьте на следующие вопросы:
1. Where did the Finnish family live?
2. Who came to their house one day?
3. Why did the boys like Konstantin Petrovich?
4. What were the first words that Konstantin Petrovich learned in Finnish?
5. How did Konstantin Petrovich swim in the lake?

wig — парик
6. Where did the boys see Konstantin Petrovich’s portrait?

Il. Какое место в рассказе понравилось вам больше всего? Прочитайте его вслух.

**Task 27**

Read the proper names from the text: Leonardo da Vinci [ˌlɪəˈnɔːdəʊ da ˈvɪntʃi], Montgolfier [mɔntˈɡɒlfə], Picard [prɪˈkɑː], Wright [rɔɪt].

**THE PIONEERS OF AVIATION**

**Part I**

From the earliest times men have wanted to fly. They looked at the birds, saw how they move their wings and tried to do the same. They made different wings and tried to fly after jumping from the roofs of houses, from high places, but they could not fly, they only broke their arms and legs or killed themselves.

Leonardo da Vinci, a famous Italian painter of the 15th century, was also a scientist. He had interesting ideas about flying machines heavier than air. He made drawings of a flying machine which was worked out much later and got the name of helicopter, he also left drawings of a parachute, but he did not make these things.

Our country, Russia, is rightly called the Mother Country of Aviation because here the first flying machines were made. Already in 1731, a Russian made the first air balloon out of a bag. He filled it with hot smoke and the balloon began to rise up into the air. The man held the rope of the balloon in his hands and rose with it high up into the air. He rose higher than the
tree-tops and the wind carried him some distance. Then the wind stopped and the balloon came down.

Some fifty years later, in June 1783, two Frenchmen, the Montgolfier brothers, built a very big paper balloon; it was ten metres in diameter. The balloon was filled with hot air. There was a little gallery around it to carry people.

During the first flight, which took place in France, the balloon rose up into the air. It did not carry anybody. During the second flight some dogs were put into the gallery. In the third flight, which took place in November of the same year, some men went up in the balloon. They were five minutes in the air and travelled six kilometres. At that time the balloons could not fly far because they were carried by the wind; when the wind stopped, the balloon fell. Today balloons are filled with gas which is lighter than hot air, so they do not fall when the wind stops.

Part II

The great Russian scientist M. V. Lomonosov was the first who worked at the idea of a flying machine heavier than air. In 1754 he made a flying model of a helicopter.

Another famous Russian scientist, D. I. Mendeleev, did much important work for aviation. He made experiments with big kites that could raise a man into the air. Then in 1875 he worked at the idea of a stratospheric balloon. Two years later he himself went up into the air on his stratospheric balloon and rose over three thousand metres to watch the eclipse of the Sun. The
Frenchman Picard built his stratospheric balloon filled with gas only in 1931.

The first aeroplane in the world was built in Russia in 1882 by A. F. Mozhaisky, an officer in the Russian army and a famous inventor. When he was over fifty years old, he worked out the idea of a flying machine with an engine. The Russian Government did not give him any money for the construction of the machine, so he had to spend his own money.

Mozhaisky worked for four years on the construction of his flying machine. It was ready in June 1882. It was not very big—only fifteen metres long. It had two wings, each was ten metres long and fifteen metres wide. The aeroplane was made of metal, wood and canvas, it had a steam engine which was also worked out by A. F. Mozhaisky himself.

The aeroplane of A. F. Mozhaisky could fly eleven metres a second, and it could rise from any plain. The first flight was very short. The plane rose into the air, flew a short distance and then came down on one side. But this was the first aeroplane flight with a man on it in the history of world aviation.

From 1882 to 1885 Mozhaisky made experimental flights in his aeroplane. In the United States of America twenty-one years later after the first flight of Mozhaisky, the two Wright brothers constructed an aeroplane with an engine. They flew up in it for the first time in December 1903.

**Part III**

Russia also gave the world the first aeroplane pilots. In 1910 S. I. Utochkin learned to pilot an aeroplane without any
help from anybody. He often made interesting flights near different towns and cities in our country. Many people came to watch his flights.

P. N. Nesterov was a very good pilot. He worked out many tricks of air pilotage. One of them was that he looped the loop in August 1913. No other pilot could make it in those days. Later this trick was called Nesterov's loop. Today many pilots can loop the loop. After the World War I began in 1914, Nesterov went to the front. He was the first to make a ram attack against an enemy plane. He made the ram attack in the first air battle, but his aeroplane fell down and Nesterov was killed. He was only twenty-seven years old at that time.

After the victory of the Great October Socialist Revolution the young Soviet Government paid much attention to the construction of aeroplanes. Constructors received money and help from the government and worked out newer and better designs. The fastest aeroplanes in the world have the names of their Soviet constructors—A. N. Tupolev, S. V. Ilyushin, A. S. Yakovlev, S. A. Lavochkin and others. After World War II the USSR became the greatest aviation country in the world.

1. Найдите в тексте и прочитайте 2—3 предложения к каждому пункту плана:

Part I
2. The first air balloon in Russia.
3. The air balloon of the Montgolfier brothers.
4. The first flight of men in a balloon in France.
Part II
5. A helicopter made by M. V. Lomonosov.
7. The first aeroplane in the world built by A. F. Mozhaisky.
8. The aeroplane of the Wright brothers.

Part III
10. P. N. Nesterov’s loop.

II. Найдите в тексте предложения, подтверждающие следующие факты:
1. Russia is the Mother Country of Aviation.
2. The first flying machines were made in Russia.
3. The first aeroplane with an engine was built in Russia.
4. The first pilots in the world were Russians.

III. Расскажите по-русски или по-английски, что нового вы узнали об истории авиации.

Task 28
Read the proper names from the text:
Fenimore Cooper [ˈfɛnɪmɔːr ˈkʊpə], Dumas [ˈduːmɑː], Dnieper [ˈdniːpər].

CHIEF CONSTRUCTOR
SERGEY PAVLOVICH KOROLYOV
(1906—1966)

Part I
S. P. Korolyov was born in 1906 in a small Ukrainian town of Zhitomir. His parents were teachers. In his early years little Seryozha lived with his grandfather and grandmother in the town of Nezhin. It was in this town in 1910 that Seryozha saw for the first time an aeroplane flying in the sky. In those days the famous Russian pilot Sergey Utochkin was in Nezhin, and he made his flights there.
In Nezhin Seryozha Korolyov learned at home with a teacher. Arithmetic was his favourite subject.

In 1922, when he was fifteen years old, Seryozha began to study at a vocational building school in Odessa, where his mother lived at that time. The school had very good teachers of mathematics, physics, drawing and technical drawing. Korolyov was a very good pupil at that school. He liked mathematics and literature, and he read much. In his school years he read books by A. S. Pushkin, N. V. Gogol, S. A. Esenin and L. N. Tolstoy. He also liked Fenimore Cooper and Dumas.

All his life Sergey Korolyov loved music. For a short time he learned to play the violin.

In the vocational school Sergey received his secondary school education and the profession of a building worker.

Part II

He was interested in flying from his early years. When he lived with his mother in Odessa, he asked her one day to give him two bed sheets. He said that he wanted to make wings and to learn to fly like a
bird. In 1923 he joined a Glider Pilots' Club where he learned to construct gliders and to fly them. He had to learn higher mathematics and to do much technical drawing. After finishing the vocational school in 1924, he had to work as a builder but all the time he thought of higher education because he wanted to be an aviation engineer.

In 1925 Korolyov began his higher education at the Kiev Polytechnical Institute where he studied aviation and mathematics. In the evening he had to work for money. He was a building worker, he worked at a post-office and played very small roles in films. In one film Sergey had to jump from a very high place into the Dnieper river.

He was a very good student at the Polytechnical Institute, and he always found time for his hobby—the construction of gliders.

After two years in Kiev Korolyov came to Moscow and began to study at the evening classes of the Moscow Higher Technical School. In the day-time he worked at an aeroplane factory; in the evening he studied; after lectures he worked at home at the design of a new glider.

At the Moscow Higher Technical School Korolyov learned about K. E. Tsiolkovsky's ideas of space travel, of his rocket and of the spaceship, constructed by an aviation engineer whose name was F. Tsander.

At the Moscow Higher Technical School Korolyov made his diploma design, and Andrey Nickolayevich Tupolev directed his work. It was an aeroplane with an engine of very small weight. It was built in an aviation club and it flew well.
Part III

In 1930 Sergey Korolyov finished the Moscow Higher Technical School. He was now an aviation engineer. At the same time he also finished the Moscow Pilot School. His interest in rockets was very strong and he decided to study jets and to construct and pilot rocket planes.

The first Soviet rocket on oil went up into the sky on the 17th of August, 1933. This was a great day for its constructors.

During the Great Patriotic War Korolyov worked out a jet engine for the aeroplanes and rockets.

On the 4th of October, 1957, the first man-made sputnik of the Earth was sent into space from the Soviet cosmodrome Baikonur. It was the result of thirty years of hard work. The Chief Constructor was S. P. Korolyov. After that the scientist began to work out the idea and the design of the first spaceship. At first dogs were sent into space, and only after many experiments the first cosmonaut in the world—Yuri Alexeyevich Gagarin—in the ship Vostok went into space on the 12th of April, 1961. He made one turn around the Earth.

After that was the cosmic flight of German Titov, who made seventeen turns around the Earth, and many other flights of Soviet cosmonauts which became longer and more difficult. Then followed the rockets to the Moon, Mars and Venus.

Sergey Pavlovich Korolyov died in 1966. He had two Gold Stars of the Hero of Socialist Labour.

I. Расскажите о детстве С. П. Королева по следующему плану:
1. In what kind of family was S. P. Korolyov born?
2. When and where did he first see an aeroplane?
3. What school subjects did he like best?
4. What was his first profession?

II. Спросите товарищей о следующем:
what Sergey Korolyov's first experiments in aviation were;
where he learned to construct gliders;
what school subjects helped him to construct gliders;
why he wanted to get higher education;
where S. P. Korolyov began his higher education;
when he worked at the design of a glider;
who directed his work at the diploma design.

III. Прочитайте третью часть текста и назовите этапы деятельности С. П. Королева, связанные с развитием ракетной техники.

Task 29

SPORTS AND GAMES IN BRITAIN AND THE USA

Football is the most popular game in Britain. You can see that if you go to one of the important matches. Young people and old people shout and cheer for one side or the other. Nearly every school has its football team and every boy in Britain knows much about the game. He can tell you the names of the players in the most important teams, he has pictures of them and knows the results of many matches.

Football is a good team game. Boys learn to work together with others to help the team. Football is a good exercise for the body, it makes the players quick and strong.

cheer for one side or the other—одобряют криками одну или другую команду

body ['bɒdi]—тело
In Britain the football season begins in the middle of August, usually on the second Saturday, and ends on the last Saturday in April.

At the beginning of the season all the school football teams and the professional teams train very hard. They want to win their matches.

Tennis is very popular in Britain too. Most English parks have tennis courts where people can play the game. Every summer a great international tennis festival takes place at Wimbledon near London. Players from all over the world come there to take part in the competition.

Basket-ball was an American game. It was invented in 1891 by a teacher at a sports school in Springfield, Massachusetts. He wanted to have an indoor game that people could play between the football season in winter and the baseball season in summer.

Baskets were hung on the walls of the gymnasium. These baskets gave the game its name. The players had to throw the ball into the basket. In those days the baskets had bottoms. When a player threw the ball into the basket, somebody had to bring a ladder and take the ball out again.

Now basket-ball is played all over the world. Basket-ball teams from many countries play in the Olympic Games.

I. Расскажите по-русски или по-английски, что нового вы узнали из текста о футболе, теннисе и баскетболе.

II. Назовите известные вам лучшие в СССР футболные и баскетбольные команды, фамилии чемпионов страны по теннису.
Task 30

Read the proper names from the text:

W. Shakespeare

WILLIAM SHAKESPEARE
(1564—1616)

All the world knows William Shakespeare as one of the greatest poets and dramatists. He was born in a small English town of Stratford-upon-Avon and grew up in a large family of eight brothers and four sisters, but many of them died very young. His father, John Shakespeare, made and sold gloves. William learned at a school in Stratford. He married very young, when he was about nineteen, and soon went to London, where he worked at a theatre. There he began to write plays for the theatre. His plays were good and the people
I liked them. Now Shakespeare could help his family in Stratford. He wrote thirty-seven plays and some books of poems. At the end of his life he came back to Stratford and died there.

Ответьте на вопросы:
1. When and where did Shakespeare live?
2. In what family did he grow up?
3. When did he begin to write plays?
4. What plays by Shakespeare do you know?

**ROMEO AND JULIET**

**Part I**

In the town of Verona, in Italy, there were two rich families, the Capulets and the Montagues. There was an old quarrel between these two families and when a Capulet met a Montague, they always began to fight. There was a daughter, Juliet, in the Capulet family, who was fourteen years old at the time of the story, and a son, Romeo, in the Montague family, who was sixteen.

One day old Capulet made a great supper and invited many people to it but no one of the house of the Montagues. At that time Romeo liked a girl whose name was Rosaline. He knew that she was invited to the Capulets, so he went there with his friend Mercutio. The young men wore masks on their faces.

When dancing began, Romeo saw a young and very beautiful girl whom he did not know. This was Juliet and Romeo fell in love with her and forgot all about Rosaline. He came up to the girl and began to speak to her, but Juliet’s cousin, Tybalt, recognized Romeo and wanted to fight with him. Here was a Montague in the
house of the Capulets! The fight did not take place because old Capulet did not give Tybalt his permission, but Romeo had to leave the house.

He did not go home, he went into the Capulets' garden. Juliet could not sleep that night, she fell in love with Romeo too. She went up to the window of her room and from there she saw Romeo in the garden. They talked about their love and about the quarrel between their families. Romeo asked Juliet to marry him the next day. They decided that nobody must know about their love or about their plan to marry.

**Part II**

In the early morning Romeo went to see Friar Lawrence, an old man, who could marry him to Juliet. Friar Lawrence was a friend of the Capulets and also of the Montagues. He thought that a marriage between Romeo and Juliet could end the old quarrel, so he decided to marry them.

The next day Romeo and Juliet came to Friar Lawrence and he married them. Juliet went home to wait for her young husband, Romeo, who promised to come at night into the Capulets' garden and meet Juliet there.

Romeo went into the town and met his friend Mercutio. In one of the streets they saw Tybalt with a group of Capulets. Romeo did not want to fight with Tybalt, the cousin of his Juliet, but Tybalt attacked Mercutio and killed him. That made Romeo very angry and he fought with Tybalt. Soon Tybalt was killed too.

This fight in the middle of the day in the street was seen by many people. Old
Capulet and old Montague ran there with their wives. The prince of Verona also came there. He asked the people about the fight and decided that Romeo must get some punishment. Romeo had to leave Verona and go to some other town.

This was a terrible thing for Romeo and Juliet. They were very unhappy and did not know what to do. Romeo went for help to Friar Lawrence who told him to leave Verona. Friar Lawrence promised to send Romeo a letter when the quarrel between the families ended.

Part III

Some days passed and Juliet’s father called his daughter to him and told her that she must marry a young man whose name was Paris. Juliet did not know what to do. She was afraid to tell her father about her marriage to Romeo. She told him that she was too young to marry, but old Capulet got very angry and did not want to listen to her. Then Juliet went to Friar Lawrence for help.

He listened to the girl and then told her to go home and be ready to marry Paris. But the night before her marriage she must drink some medicine from a little bottle which the friar gave her. “This medicine will put you to sleep for forty-two hours,” said the friar. Juliet went home and did as the friar told her.

When her mother came into the room, Juliet lay on her bed. She was unconscious. The mother thought that Juliet was dead. The parents cried very much, then they put Juliet into the family tomb.

Romeo did not get Friar Lawrence’s letter but he heard that Juliet was dead
and he was very unhappy. He bought some poison and came back to Verona. He went to the tomb of the Capulets where Juliet lay and found Paris there. Romeo fought with him and killed the young man. Then he looked at Juliet for a long time, kissed her on the lips and drank his poison. He fell down at Juliet's feet.

At this moment Juliet woke up and saw Romeo. But the young man was dead. Juliet took a dagger that was on the floor and killed herself.

I. Подберите в первой части текста и прочитайте вслух 2—3 предложения к каждому пункту плана:
1. The old quarrel between the families of the Capulets and the Montagues.
2. The great supper at the Capulets' house.
3. Romeo comes into the Capulets' house in a mask.
4. Romeo falls in love with Juliet.
5. Romeo meets Juliet in the garden.

II. Спросите товарищей по второй части текста о следующем:
why Friar Lawrence married the young people;
who Romeo fought in the street;
what Romeo had to do as a punishment;
who Roméo and Juliet asked for help.

III. Расскажите о событиях третьей части текста. Следующие ключевые слова помогут вам:

must marry
could not tell about the marriage
gave some medicine to sleep for forty-two hours

thought she was dead
put into the family tomb
drank his poison
killed herself
Task 31

THE WOODCRAFT FOLK

The Woodcraft Folk is the name of the pioneer organization in England. Its members are children from working-class families. The organization was founded in 1925. Boys and girls from six years up to twenty-one can join it. They all wear green suits with a special badge. On the badge you can see a little green fir-tree.

The Woodcraft Folk have three groups. The largest group are boys and girls who are eleven to sixteen years old. They are called Pioneers. Another group are boys and girls who are six to eleven years old. They are called Elfins. There is also a group of big boys and girls who are sixteen to twenty-one years old. They are called Kins.

The Elfins are not pioneers, they are too young to be that. In the Woodcraft Folk organization they sing and dance, play different games, go in for sports. When they are eleven years old, they become Pioneers. In summer Pioneers live in camps in the woods. They learn how to make a fire and how to make tea on it. They also study trees and flowers, and pick berries. They must know how to find their way in the wood. They also play games and go in for sports.

The Woodcraft Folk sometimes work in the fields or in the gardens for money. In towns and cities they organize concerts also for money. They sing, dance and read poems. With the money they make they buy things for their life in camps.

There are ten members in a unit of Pioneers or Elfins. At the head of a unit is a
Kin, he or she is the leader of the unit. The Kin organizes the Pioneers and the Elfins, helps them in their games and studies.

The Woodcraft Folk have pen-friends in other countries. They write letters to the pioneers of socialist countries. They want to know how children and young people live, how they study and how they play.

The Woodcraft Folk are also fighters for peace in the world. The Kins are members of the British Young Communist League. They and the Pioneers often take part in meetings and demonstrations.

Сравните дела пионеров в Советском Союзе и в Британии и назовите сходные.

Task 32

A LETTER FROM A VOCATIONAL SECONDARY SCHOOL

Moscow
September 16th, 1977

Dear Father and Mother,

This is my first letter to you from Moscow, from our vocational school. It is very interesting to learn here. Our vocational school is in a big new building, in one of the new parts of Moscow. The building has five floors. On the ground floor there are many workshops with new turning machines in them. The school dining-room and the kitchen are also on the ground floor. We have our breakfast, dinner and supper there. The classrooms are on the first and the second floors. On the third floor there is a big hall, where we can see

Young Communist League [liːɡ] — комсомол

vocational [vouˈkeiʃənəl] — профессиональный

secondary [ˈsekəndərɪ] — средняя (школа)

workshop — цех, мастерская

turning [ˈtɜːnɪŋ] — токарный
films and organize concerts. There is a sports-hall on the fourth floor. Our hostel is not far from the school, it is also in a new building. There are some pupils who live with their families and not in the hostel.

We have received new suits, coats and boots from the school. Now I look very grown-up in my suit.

Lessons begin at half past eight in the morning, but we must be in the workshop a little earlier, because we must line up there before the beginning of the school day.

We have the best foreman-tutor in all the school. Vladimir Sergeyevich is not very young. He has been a foreman for many years and has taught more than five hundred boys. Now some of them are already fathers, and they bring their sons to our vocational school and ask Vladimir Sergeyevich to take their boys into his group, and to teach them all that they must know to be good turners.

Vladimir Sergeyevich is a Hero of Socialist Labour. He was a Master of Sports in heavy athletics when he was young. He is a very good turner and likes his work very much.

There are ten boys in our group and he is with us all day long. He is never late in the morning and when we line up, he is already there. He tells us what we shall do that day in the workshop.

After the work at the turning machines we have school lessons in mathematics, physics, Russian and other subjects. Lessons are over at 3 o'clock, when we have dinner. After that we do our homework. Then we can go to some hobby-group or
to the stadium for sports. I go two days a week to a hobby-group where we learn to make gliders. It is very difficult but interesting. I like it very much.

In the workshop Vladimir Sergeyevich shows us how to work at the turning machines. Every boy has his own box of tools. He must clean the tools, sharpen some of them, and put the tools away at the end of the work.

We try to do all what Vladimir Sergeyevich tells us, but sometimes it is very difficult and then we do things badly, but he is never angry with us. He does not like it when we throw small pieces of metal on the floor of the workshop. He tells us to pick up every little piece. At the end of the month we shall get some money for our work in the shop and I shall buy some little presents for all of you.

This is not all that I can tell you about our school. In my next letter I shall tell you some more.

Your loving son, Yura.

Ответьте на вопросы:
1. When can a boy or a girl begin to study at a vocational school?
2. What professions can they learn there?
3. Do they study school subjects there?
4. Do the pupils pay for their clothes and food?
5. Do they receive any money for their work in the shops?

Task 33

Read the proper names from the text: Antarctica [ænt'ærktɪkə], Oates [əʊts], Edgar Evans ['ɛdɡə ˈevæns], Norwegian [nɔːrˈwiːdʒən], Amundsen ['æmʊndsn].

own [aʊn] — собственный

To sharpen ['ʃɑːpən] — заточивать
CAPTAIN SCOTT'S EXPEDITION TO
THE SOUTH POLE

Part I

At the end of November 1910, Captain Robert Scott, an English explorer, and the members of his expedition sailed in a ship from New Zealand to Antarctica. They wanted to reach the South Pole. The ship was small but it carried fifty-nine men, some horses and dogs, three motor sledges, different instruments and much food for the men and animals.

They travelled south for a month and on the 30th of December they saw the white mountains of Antarctica. Scott found a place for their camp and they spent the autumn and the winter at that camp. Scott planned the three parts of their journey to the South Pole.

The first part of the journey to the Pole began in August 1911, when the long Antarctic winter was over. Some men went with Captain Scott to the Pole, the others stayed in the camp. Scott took the motor sledges, the horses and the dogs with him. They had to cross a large plain of ice which was about 800 kilometres long. The motor sledges ran for 80 kilometres and then the motors broke. Now only the horses and the dogs pulled the sledges.

The men crossed the ice-field and reached very high mountains which were covered with ice. They killed horses, cut up the meat and put it in the snow for the journey back. The dogs and some of the men went back. And then the second part of the journey began. Twelve men had to climb the

dpole — полюс

deplorer [eksˈplɔːrə] — исследователь

dmotor sledge [ˈməʊtər ˈsledʒ] — сани с мотором

djourney [ˈdʒəːnɪ] — путешествие

dplain [plein] — равнина

to pull — тянуть

to climb [klaim] — подниматься, карабкаться
mountains and they pulled three sledges. A strong wind blew all the time, but each day the men walked for nine hours.

**Part II**

There were only 200 kilometres to the South Pole after they crossed the mountains. Captain Scott decided to take only four men with him. These were Captain Oates, Edgar Evans—a sailor, and two more men. On the 4th of January, 1912, the seven men went back to the camp. The five men moved to the Pole and planned to get there in two weeks. That was the last part of the journey.

On the 18th of January, 1912, Captain Scott’s expedition reached the South Pole. They were hungry and ill. At the Pole in the snow stood a tent with a Norwegian flag on it. They were not the first to reach the South Pole. Amundsen, the Norwegian explorer, was the first. In the tent there was this letter from Amundsen to Robert Scott:
"Welcome to the South Pole. I wish you a good journey back.

Roald Amundsen."

The date on the letter was December, 14th, 1911.

P a r t  I I I

Scott put a small British flag on a stick in the snow, they took photographs of the place and then began the long, long journey back. The way back was much more difficult than the way to the Pole. They were now very weak and they had no horses and no dogs. It was the Antarctic summer but the weather was very cold, a strong wind blew very often and there were snow-storms.

When the men came to the mountains, they put up a tent. But they could not sleep, their sleeping-bags were cold and the tent was full of snow. Soon Evans died. "We did not leave him till two hours after he died," wrote Scott in his diary. It was much harder to pull the sledge now without Evans.

Oates was very ill. One day when they were all in the tent, he said to his friends, "I am going out and I shall not come back." And he went out into the storm and died in the snow.

At last Scott and his two friends were 17 kilometres from the camp, but for some days there was a snow-storm and they had to wait. The men put up a tent. They had food only for two days. Four days later they died.

Before his death Scott wrote in his diary: "We are very ill and there is no more food, but we are together." Eight months
later people found the tent and the three dead men in their sleeping-bags. The diary and the letters were near them.

Robert Scott, the leader of the British expedition to the South Pole, became a British national hero. Mountains, glaciers and islands are named after Captain Robert Scott.

I. Спросите товарищей о следующем: what Captain Scott’s expedition went; how Captain Scott planned the journey to the Pole; what Scott’s expedition found at the South Pole.

II. Найдите во второй части текста описание следующих событий: Five men moved on to the Pole, seven men went back to the camp. Captain Scott and his friends reached the South Pole.

III. Составьте план рассказа об экспедиции капитана Скотта к Южному полюсу.

ADDITIONAL READING

HIS OLD COPY-BOOK

Balzac, the famous French writer, thought that he could tell people’s characters if he saw their writing and he was proud of it. He often told his friends that he could tell anybody’s character after he looked at his or her writing.

One day a woman friend brought him a page from a young boy’s copy-book. She said that she wanted to know what Balzac thought of the boy’s character. The writer looked at the boy’s writing for some time, but did not say anything. Then the woman
told him that the boy was not her son and that he could tell her what he thought about him.

"All right," said the writer. "I shall tell you all what I see." And he told her that the boy was bad and did not like to work.

"That's very interesting," said the woman, "because this is a page from your own copy-book which you used when you were a boy."

**THE KING AND THE PAINTER**

Once there was a king who liked to paint pictures but his pictures were bad and nobody liked them. The people to whom the king showed his pictures were afraid of him and they said that the pictures were good.

One day the king showed his pictures to a great painter who lived in that country and said, "Tell me, what do you think of my pictures? Am I a good painter or not?"

The painter looked at the king's pictures and said, "My king, the pictures are bad and you will never be a good painter."

The king was very angry and sent the painter to prison.

After two years the king wanted to see the painter again. When the painter came, the king gave him a good dinner and said, "Now you are a free man and I am your friend." He talked to the painter kindly.

After dinner the king again showed the painter his pictures and asked, "Well, how do you like them now?"

The painter did not answer. He turned to the soldier who was in the room and said, "Take me back to prison."
## V O C A B U L A R Y

### A

active [ˈæktɪv] a активный
diary [ˈdɪəri] a дополнительный
adventure [əˈventʃər] n приключение
afraid [əˈfreɪd] a испуганный
to be afraid бояться
gain [ɡeɪn] adv снова, опять
air [eə] n воздух
alphabet [ˈælfəbet] n алфавит, азбука
among [əˈmʌŋ] prep среди
angry [ˈæŋɡri] a злой, сердитый
animal [ˈænɪməl] n животное, зверь
armoured [ˈɑːmd] a бронированный, броненосный
army [ˈɑːmi] n армия
around [əˈraʊnd] adv вокруг
arrest [əˈrest] v арестовывать
artillery [ɑːrtəˈlɪərɪ] n артиллерия
ass [æs] n осел
attack [ˈɑːtæk] n атака; v атаковывать
attention [əˈtɛnʃən] n внимание
aviation [əˈvɛɪʒən] n авиация

### B

badge [ˈbædʒ] n значок
ball [bɔːl] n шар
balloon [ˈbɔːln] n воздушный шар
baseball [ˈbeɪsbɔːl] n спорт. бейсбол
basket [ˈbɑːskɪt] n корзина
battle [ˈbætl] n битва, сражение
bear [bɛə] n медведь
beat [bɪt] (beat, beaten) v бить
become [bɪˈkʌm] (became, become) v стать, становиться

### C

canvas [ˈkænvəs] n парусина
capital [ˈkæpɪtəl] n столица
captain [ˈkæptɪn] n капитан
catch [kætʃ] (caught [kɔːt], caught) v ловить, хватать
century [ˈsɛntəri] n век, столетие
character [ˈkærəktər] n характер
cheer [tʃɪər] v приветствовать громкими возгласами; поощрять одобрительными восклицаниями
chief [tʃiːf] a главный
cigar [ˈsɪɡər] n сигара
clever [ˈklevə] a умный
climate [ˈklærəmt] n климат
coal [kɔːl] n уголь
code [kɔd] n код
collect [kəˈlekt] v коллекционировать, собирать
college [ˈkɒlɪdʒ] n колледж
combination [ˌkɒmbɪneɪʃn] n сочетание
construction [kənˈstrʌkʃn] n строительство; конструкция
cook [kʊk] n повар; v готовить
copy [ˈkɒpi] v делать копию
court [kɔrt] n площадка для игр; корт
cover [ˈkʌvə] v покрывать, закрывать
cruiser [ˈkrʊzə] n крейсер
cry [krai] v кричитать; плакать
current [ˈkɜːrənt] n течение
cut [kʌt] (cut, cut) v резать

dagger [ˈdeɪdʒə] n кинжал
danger [ˈdenɪndʒə] n - опасность
dead [ded] a мертвый
decide [dɪˈsaɪd] v решать
design [dɪˈzaɪn] n проект
destroy [dɪˈstrɔɪ] v разрушать
diameter [ˈdaɪəmətə] n диаметр
dictionary [ˈdɪkʃənəri] n словарь
die [daɪ] v умирают
different [ˈdɪfrənt] a другой, не такой; не похожий
dirty [ˈdɜːti] a грязный
distance [ˈdɪstəns] n расстояние
division [dɪˈvaɪzən] n дивизия
dragon [ˈdræɡən] n дракон
dramatist [ˈdramətɪst] n драматург
drift [drɪft] v дрейфовать, плыть по течению
drown [draʊn] v тонуть

E
Earth [əːθ] n Земля
east [ɪst] n восток
eclipse [ɪˈklɪps] n затмение
education [ɪˈdʒuːkeɪʃn] n образование
elbow [ˈelbou] n локоть
electricity [ɪˈlektrɪsɪtɪ] n электричество
elfin [ˈelfin] n сказочный лесной человек, эльф
empty [ˈemptɪ] a пустой
enemy [ˈɛnɪmi] n враг
gine [ˈendʒɪn] n мотор
enough [ɪˈnʌf] adv достаточно
eve [ɪv] n канун
ever [ˈevə] adv когда-нибудь, когда-либо
excuse [ɪksˈkjuːz] v извинять, прощать
Excuse me! Извините! Виноват!
explorer [ɪksˈplɔːrə] n исследователь
eye-glasses [ˈaɪgləsɪz] n pl очки

F
fable [ˈfeɪbl] n басня
fall [fɔːl] (fell, fallen) v падать
to fall ill заболевать
to fall in love влюбиться
famous [ˈfeɪməs] a знаменитый
fascist [ˈfæsɪst] n фашист; a фашистский
fence [fens] n забор
fight [fɪt] (fought, fought) v бороться, сражаться
fill [fɪl] v наполнять
find [faind] (found, found) v находить
finger [ˈfɪŋɡə] n палец
Finnish [ˈfɪniʃ] a финский
fisherman [ˈfɪʃəmən] n рыбак
flee [fli] n флот, эскадра
flight [flaɪt] n полет
flood [flʌd] n наводнение
flow [fləʊ] v течь
fly [flaɪ] (flew, flown) v летать
folk [fɒlk] n люди, народ
tale [ˈtæl] n сказка
follow [ˈfɒləʊ] v следовать
food [fʊd] n пища
foreman [ˈfɔːrmen] n мастер
found [fɔːnd] v основывать
fresh [fref] a свежий
frighten [ˈfrɪtɪn] v пугать

G
gallery [ˈɡæləri] n галерея
general [ˈdʒenərəl] a главный; генеральный

giant [ˈdʒeɪənt] n гигант, великан; a гигантский, громадный
give up [ˈɡɪvʌp] (gave, given) v сдавать; отказаться; уступить
glider [ˈɡlaidə] n планер
goal [goul] n цель; ворота (в спорте)
goddess ['gɔdis] n богиня
gold [gould] a золотой
goose [gus] (pl geese) n гусь
government ['gʌvnәnt] n правительство
grammar ['ɡræmә] n грамматика
grating ['ɡrɛtіŋ] n решетка
Greece [ɡreɪs] n Греция
Greek [ɡriːk] a греческий
greet [ɡret] v приветствовать
ground [grund] n земля
group [ɡrʊp] n группа

guard [ɡɔrd] n гвардия; v охранять
gun [ɡʌn] n ружье; пушка, орудие

H

hard [hɑrd] a трудный, тяжелый
hare [hɛə] n заяц
hate [hɑt] v ненавидеть
heap [hep] n куча
heavy ['hevi] a тяжелый
helicopter ['hɛlɪkɔptə] n вертолет
hero ['hɪəroʊ] n герой
heroine ['hɛrəʊɪn] n героиня
hiccoughs ['hɪkɔps] n pl икота
hobby ['hɔbi] n любимое занятие, хобби
hole [hɔul] n нора; дыра
honour ['ɔnə] n честь
hostel ['hɔstɛl] n общежитие
hungry ['hʌŋgrɪ] a голодный
hunt [hʌnt] v охотиться
hurry ['hʌri] v спешить, торопиться

I

ice-breaker ['aɪs,brɛɪkə] n ледокол
idea [aɪ'dea] n мысль, идея
important [ɪm'pɔtənt] a важный
indoor ['ɪn'dɔ] a комнатный, домашний
information [ˌɪnfə'meʃən] n информация
inside ['ɪnsaɪd] a внутренний
interest ['ɪntrɛst] n интерес
invention [ɪn'venʃən] n изобретение
inventor [ɪn'ventə] n изобретатель
Ireland ['ɪrənd] n Ирландия
Irish ['aɪrɪʃ] a ирландский
island ['aɪlənd] n остров

J

Japanese [ˌdʒæpə'naiz] n японец; a японский
jet [dʒet] n реактивный самолет; a реактивный
join [dʒɔin] v вступать; соединять
joke [dʒouk] n шутка
journey [ˈdʒɜəni] n путешествие
judge [dʒʌdʒ] n судья

K

keep [kɛp] (kept, kept) v держать
key [ki] n ключ
kill [kɪl] v убивать
kin [kɪn] n родственник; род, семья
king [kɪŋ] n король
kiss [kɪs] n поцелуй; v целовать

L

labour ['leibə] n труд
ladder ['laedə] n лестница
lake [leɪk] n озеро
lame [lem] a хромой
language [ˈleɪŋwidʒ] n язык
last [laʊst] a последний
at last adv наконец
latitude [ˈleɪtɪtjuːd] n широта
laugh [lɑːf] v смехать
lie [laɪ] (lay, lain) v лежать
line [laɪn] up v строиться
longitude [ˈlɒŋdʒɪtjuːd] n долгота
loop [luːp] n петля
love n любовь; v любить
to be in love любить
to fall in love влюбиться
luck [lʌk] n удача, счастье
lunch [lʌntʃ] n второй завтрак

M

magnetic [ˈmeɡənetɪk] a магнитный
make up ['meik'ʌp] v сочинять, выдумывать
manner ['mænə] n поведение
market ['mektɪk] n рынок
marriage [ˈmærɪdʒ] n брак; замужество; женитьба
merry [ˈmæri] v жениться; выходить замуж
mask [mɑsk] n маска
mathematics [,mæθˈmætɪks] n математика
higher mathematics высшая математика
mean [min] (meant, meant) v значить
medal ['medl] n медаль
medicine ['medsɪn] n лекарство
message ['mesɪdʒ] n сообщение
metre ['mɛtə] n метр
money ['mʌni] n деньги
monkey ['mʌŋki] n обезьяна
moon [mʊn] n луна
move [mʌv] v двигаться
movement ['mʌvmənt] n движение
mutiny ['mjuːtɪnɪ] n мятеж
myth [mɪθ] n миф

national [ˈnæʃənəl] a национальный, народный
navigation [ˌnævɪˈɡeɪʃn] n мореходство; навигация
north [nɔːθ] n север
northern [ˈnɔrθən] a северный
note [nəut] n записка
novel ['nəʊvəl] n роман
nurse [nɜːs] v ухаживать за больным
nut [nʌt] n орех

ocean ['oʊʃən] n океан
officer [ˈɔfɪsə] n офицер
oil [ɔɪl] n жидкое топливо, нефть
once [wʌns] adv однажды
order [ˈɔrəd] n приказ
own [aʊn] a собственный

paint [paɪnt] v рисовать
painter [ˈpaɪntə] n художник
palace [ˈpæləs] n дворец
parachute [ˈpærəʃʊt] n парашют
parliament [ˌpærəˈleɪmənt] n парламент
partisan [,pɑrtɪzən] n партизан

paw [pɔː] n лапа
pen-name ['penˌneɪm] n псевдоним
permission [pərˈmɪʃn] n разрешение
photograph ['fətəˌɡrɑːf] n фотография
pilotage ['pɪlətɪdʒ] n пилотаж
plain [plein] n равнина
plane [plein] n самолет
plant [plɑnt] n завод
please [pliːz] v угощать, доставлять удовольствие
Pleiades [ˈpleɪədɪz] n actr. Плеяды
poison [ˈpɔɪzn] n яд
pole [pou] n столб
pole [pou] n полюс
policy [ˈpɒləsi] n политика
poor [pʊə] a бедный
powder [ˈpaʊdər] n порох
power [ˈpwaʊ] n власть, сила
present [ˈprezənt] n подарок
prince [prɪns] n принц
prison [ˈprɪzn] n тюрьма
prize [praɪz] n премия
proper [ˈprɔpər] a естественный
protest [ˈprəʊtɛst] n протест
proud [praʊd] a гордый
provisional [ˌprəʊvɪʃənəl] a временное
public [ˈpʌblɪk] school школа-интернат для детей из богатых семей
publish [ˈpʌblɪʃ] v опубликовывать, издавать
pudding [ˈpʌdɪŋ] n запеканка; пудинг
pull [pʊl] v тянуть
punishment [ˈpʌnɪʃmənt] n наказание
push [pʊʃ] v толкать

Q
quarrel [ˈkwɔːrl] n ссора

R
rabbit [ˈræbɪt] n кролик
race [reɪs] n гонка, состязание в беге
raft [ræft] n плот
raise [reɪz] v поднимать
ram [ræm] n таран
rat [ræt] n крыса
reach [riːʃ] v достигать, добираться
recognize [ˈrekənaɪz] v узнавать
regiment [ˈredɪmənt] n полк
relate [riˈleɪ] n релэй
revolutionary [,revəˈluːʃənəri] n революционер; a революционный
rich [rɪtʃ] a богатый
ride [raɪd] (rode, ridden) v ехать
rise [raɪz] (rose, risen) v подниматься
roof [rʊf] n крыша
rope [rəup] n веревка
rule [rʊl] n правило

S

sail [seɪl] v плывать; отплывать (о корабле)
sailor ['seɪlə] n моряк, матрос
satirical [sæˈtrɪkəl] a сатирический
science [ˈsaɪəns] n наука
scientist [ˈsaɪəntɪst] n ученый
Scotland [ˈskɒtlənd] n Шотландия
Scottish [ˈskɒtʃ] a шотландский
scout [skaut] n разведчик
sea [siː] n море
seal [sɪːl] v запечатывать
secondary ['sɛkərərɪ] a средняя (школа)
sell [sɛl] (sold, sold) v продавать
servant ['sɜːvənt] n слуга
sew [sɔː] (sewed, sewn) v шить
shake [ʃeɪk] (shook, shaken) v пожимать (руку)

T

tail [teɪl] n хвост
teach [tʃeɪ] (taught, taught) v учить, преподавать
technical ['teknɪkəl] a технический
telegraph [ˈtɛlɪgræf] n телеграф
terrible ['terəbl] a ужасный
thread [θrɛd] n нить
throat [θrɔut] n горло
through [θruː] prep через, сквозь
throw [θruː] (threw, thrown) v бросать, кидать
till [tɪl] prep до; cf (до тех пор) пока
title ['taɪtəl] n название, заглавие
together [təˈgɛðə] prep вместе
tomb [tɒm] n склеп
tool [tʊl] n инструмент
top [tɒp] a верхний
tortoise ['tɔːtəs] n черепаха
train [treɪn] v тренироваться
travel [ˈtrævl] n путешествие; v путешествовать

trick [trɪk] n трюк, прием
true [truː] a подлинный
try [traɪ] v пытаться, стараться
turn [tɜːrn] n очередь; виток (вокруг Земли)
turner ['tɜːnə] n токарь
turning ['tɜːnɪŋ] a токарный
tutor ['tjuːtə] n наставник
type [taɪp] v печатать на машинке
unconscious [ʌnˈkɒnʃəs] a без сознания
uniform [ˈjuːnɪfɔːm] n форма
unit [ˈjuːnɪt] n звено
united [juːnɪtɪd] a соединенный, объединенный
uprising [əˈrɑːzɪŋ] n восстание

violin [ˌvaɪəˈlɪn] n скрипка
vocational [vəʊˈkeɪʃənəl] a профессиональный
voyage [ˈvəʊdʒ] n морское путешествие

wait [weɪt] v ждать
war [wɔːr] n война
wave [weɪv] n волна
weak [wɛk] a слабый
weaver [ˈweɪvə] n ткач, ткачиха
weight [weɪt] n вес
welcome [ˈwelkəm] v приветствовать,
радушно принимать
west [west] n запад
whale [weɪl] n кит
whitewash [ˈwɪtʃwɔːʃ] n белила; v белить
wide [wɜːd] a широкий
wig [wɪg] n парик
wing [wɪŋ] n крыло
wire [ˈwaɪr] n провод
wonderland [ˈwʌndərland] n страна чудес
woodcraft [ˈwʊdkraɪft] n знание леса;
умение мастерить из дерева
word [wɜːd] n слово
work [wɜːk] n произведение
workshop [ˈwɜːkʃɔp] n мастерская, цех
world [wɜːld] n мир
wound [wʊnd] v ранить
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для 7 класса средней школы

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