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English

TEXTBOOK

•

READER

10

RULES OF READING

ai (ay)	[eɪ]	rain, play
au (aw)	[ɔ:]	autumn, draw
ea (ee)	[i:]	teacher, tree
ei (ey)	[eɪ]	eight, grey
oi (oy)	[ɔɪ]	point, boy
oo	[u:]	spoon
ou (ow)	[aʊ]	house, town
(t)ch	[tʃ]	bench, match
ng	[ŋ]	stocking
nk	[ŋk]	thank
ph	[f]	telephone
sh	[ʃ]	shelf
th	[θ]	thin, [ð] this
air	[ɛə]	chair
all	[ɔ:]	ball
ass(ask, ast)	[ɑ:]	glass, task, past
ear	[ɪə]	near
eer	[ɪə]	pioneer
igh	[aɪ]	right
ild	[aɪ]	child
ind	[aɪ]	kind
old	[oʊ]	cold
qu	[kw]	square
w(h)a	[ɔ]	watch, what

SUFFIXES

-er (-or)	to work-worker
-in	to build-building
-(t)ion	to decorate-decoration
-ism	social- socialism
-ist	social- socialist
-ness	happy- happiness
-ment	to develop-development
-able(-ible)	to enjoy-enjoyable
-an (-ian)	Russia-Russian
-al	continent-continenta
-ful	help-helpful
-ic	hero-heroic
-less	help-helpless
-y	rain-rainy
-ize (-ise)	to organize(organise)
-ly	nice-nicely

PREFIXES

in-(il-,im-,ir-)	definite-indefinite
un-	pleasant-unpleasant
re-	to write-to rewrite
dis	to like-to dislike
mis-	to understand-misunderstand



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АНГЛИЙСКИЙ ЯЗЫК

УЧЕБНОЕ
ПОСОБИЕ
ДЛЯ 10 КЛАССА
СРЕДНЕЙ ШКОЛЫ

КНИГА ДЛЯ ЧТЕНИЯ


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Условные обозначения

- ⊙ Этим значком отмечены упражнения, записанные на грам-
пластинках.
- ▲ Таким значком помечены упражнения для домашнего зада-
ния по чтению.
- RG Такое сокращение обозначает "Reference Grammar" («Грам-
матический справочник»).
- IWL Такое сокращение обозначает "International Word List"
(«Список интернациональных слов»).
-  Такой значок напоминает о задании по домашнему чтению,
которое учащиеся **выполняют** в течение последующей недели.
- * Этим значком отмечены слова, включенные в страноведче-
ский словарь ("References").
В конце учебного пособия дан англо-русский словарь. Слова
со звездочкой, данные в нем, употребляются только в текстах
для чтения.

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Unit 1

§ 1

1. Read the text and say why we celebrate the Day of Knowledge.¹ Discuss with your classmates how knowledge helps people in their life and why the knowledge of a foreign language is very useful. Say if you had the Lesson on Peace on September 1.



National Day of Knowledge

The 1st of September is a national holiday in our country. It is the Day of Knowledge.

In less than seventy years, the Soviet people have gone a long way to a position where our country now leads² the world in many fields of science³ and technology,⁴ in the development of culture⁵ and the arts.

On that day, more than 58 million pupils and students start the academic year.

Knowledge is power;⁶ the more man knows, the greater power he has. You get knowledge at school, and also from books, from magazines, and from radio and TV programmes. If you have a good knowledge of a school subject it will help you later to learn more difficult things.

A knowledge of history, for example, helps to understand the past, the present and the future. If you know your other school subjects well, they will certainly help you in your life. You will be able to use your knowledge when you need it in your studies or in your work. Our industry will have more and more robots, but workers and engineers will still need knowledge, more and more knowledge.

A knowledge of other languages is very useful, especially if you have to work for your country in another country or if you must read foreign⁷ literature in the original. If you know the language of a foreign country, you can talk to its people and understand what they are saying. A knowledge of foreign languages also helps young people of different countries to develop friendship and understanding.

The Day of Knowledge is marked by schoolchildren and their teachers. Veteran workers, engineers and scientists come to meet them in classrooms. They tell the young people about the role of knowledge in building socialism and in fighting for peace.

We need knowledge to be active, useful citizens⁸ of our country.

¹ knowledge ['nɒlɪdʒ] — знание; ² to lead — вести; ³ science ['saɪəns] — наука; ⁴ technology [tek'nɒlədʒɪ]; ⁵ culture ['kʌltʃə];
⁶ power ['paʊə] — сила; ⁷ foreign ['fɔːrɪn] — иностранный;
⁸ citizen ['sɪtɪzn] — гражданин

2. Read the article from the Constitution of the USSR and give examples to illustrate it:

Article 45. Citizens of the USSR have the right to education.

In your answers you may use the following:

free [fri:] — бесплатный

universal [ˌjuːnɪˈvɜːsəl] — всеобщий

secondary ['sekəndəri] **education** — среднее образование

higher education — высшее образование

correspondence course [ˌkɔːrɪsˈpɒndənsˈkɔːs] — заочный курс (обучения)

evening course — вечерний курс (обучения)

scholarship ['skɒləʃɪp] — стипендия

native ['neɪtɪv] **language** — родной язык

3. Read the article from the Constitution of the USSR, find out the meaning of the new words. Give examples to illustrate what it says using the words and expressions:

Article 41. Citizens of the USSR have the right to rest and leisure.

citizen ['sɪtɪzn] *n* 1) гражданин; гражданка; 2) городской житель; 3) амер. гражданское лицо; штатский

leisure ['leɪzə] *n* 1) досуг; 2) свободное время

In your answers you may use the following:

ensure [ɪn'ʃʊə] — обеспечивать

establishment [ɪs'tæblɪʃmənt] — установление

hour ['aʊə] — час

working day (week) — рабочий день (неделя)

paid holidays — оплачиваемый отпуск

weekly days of rest — выходные дни

development [dɪ'veləpmənt] — развитие

physical culture ['fɪzɪkl 'kʌltʃə] — физическая культура

tourism ['tuəɪzɪzəm] — туризм

4. Read the text once, say what it is about and give it a heading:

The Young Communist League uses its youthful energy to mobilize young people for a massive March on Washington. In this mobilization youth¹ will link² local problems to the march slogan: "For Jobs, Peace and Democracy!"

This March on Washington, says the YCL, is very important. An all-people movement must be organized to bring about unity³ in the struggle against racism and for peace and jobs.⁴

(Adapted from the *Daily World*)

¹ youth [ju:θ] — молодежь; ² to link — соединять; ³ to bring about unity ['ju:nɪtɪ] — обеспечивать единство; ⁴ job — работа;

- ▲ 5. Read the text using the References, look at the map and describe the USA. Write down a plan of your description of the country:

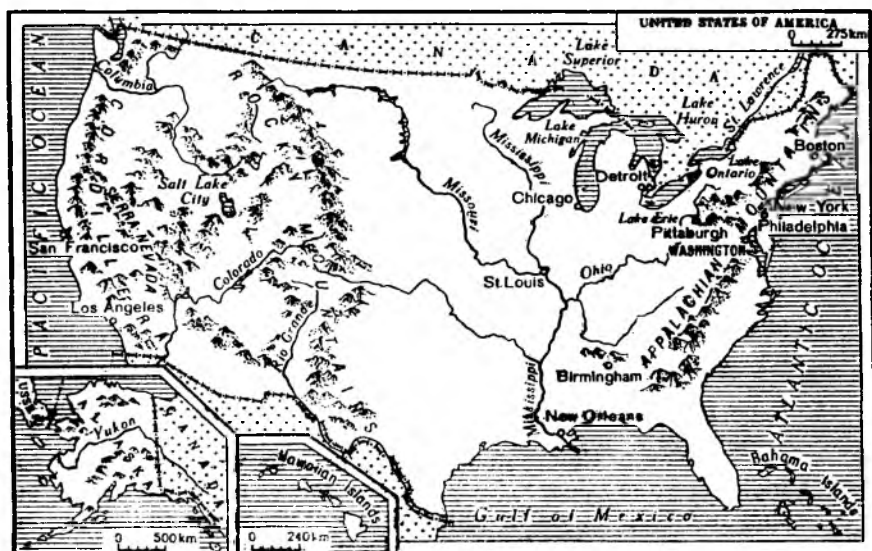
The United States of America

Part I

The USA is situated in the central part of the North American* continent. Its western coast is washed by the Pacific Ocean* and its eastern coast by the Atlantic Ocean*.

The area of the USA is over nine million square kilometres.

The continental part of the USA consists of two highland¹ regions and two lowland² regions. The highland regions are the Appalachian Mountains* in the east, and the Cordillera* and the Rocky Mountains* in the west. The highest peak in the Appalachian Mountains is 2,037 metres high. The highest peak of the Cordillera in the USA is 4,418 metres.



Between the Rocky Mountains and the Appalachian Mountains are the central lowlands, which are called the prairie*, and the eastern lowlands, called the Mississippi* valley.³

The five Great Lakes*, between the USA and Canada, are joined together by short rivers or canals, and the Saint Lawrence River* joins them to the Atlantic Ocean. In the west of the USA there is another lake called the Great Salt Lake*.

The main rivers of the USA are the Mississippi, which flows into the Gulf of Mexico*, the Colorado* and the Columbia*, which flow into the Pacific Ocean, the Saint Lawrence River and the Hudson River*, which flow into the Atlantic Ocean.

The USA is a very large country, so it has several different climatic regions. The coldest regions are in the north and north-east where much snow falls in winter. The south has a subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast. The region around the Great Lakes is known for its changeable weather.

¹ highland ['haɪlənd] — горный; ² lowland ['ləʊlənd] — низменный; lowlands — низменность; ³ valley ['væli] — долина



The Rocky Mountains are in the west of the USA. In the Rockies there are several peaks between 4,000 and 5,000 metres high.*



The prairie lies to the west of the Mississippi valley and goes to the Rocky Mountains.



Read the text of Task 1 (p. 108).

§ 2

6. *Read the text and say how Soviet people enjoy their right to rest and leisure using the questions after the text as a plan:*

The Right to Rest and Leisure

Every year Soviet people working at factories, offices or on farms enjoy a holiday which is guaranteed by the Constitution of the USSR. Millions of Soviet citizens¹ spend their holidays at sanatoriums, boarding-houses² and holiday homes.³

As soon as the weather becomes hot, people begin going to the South by plane, car and train. Many of them have a 24-day rest at boarding-houses or sanatoriums, which has been recommended by their doctors.

Holiday-making does not cost much in our country. A trade union⁴ voucher⁵ for a 24-day stay at a holiday home costs a third of its full price, and many trade union vouchers are free; workers receive them without payment of any kind.

Thousands of health centres in many parts of the country are open to working people, and over three million people a year go and stay at them. Such health centres are usually situated in the most beautiful places, near a river or a lake, in a forest or by the

sea. Whole families can spend their holidays or weekends at a health centre.

While taking care of their members, trade union organizations also take care of their members' children. Wonderful camps have been built for them all over the country. Most children spend the summer holidays at Pioneer camps.

Tourism is very popular in the Soviet Union. Its popularity is greater than in most countries of the world. Tourists go by thousands to the seaside, to tourist centres in mountains, in the Siberian⁶ taiga or by the lakes of Karelia.⁷ Soviet tourists also travel to many countries in the world. Millions of roubles are spent in the Soviet Union to develop tourism.

¹ citizen ['sitizn] — гражданин; ² boarding-house ['bɔ:diŋhaus] — пансионат; ³ holiday home — дом отдыха; ⁴ trade union ['treɪd 'ju:njən] — профсоюз; ⁵ voucher ['vaʊtʃə] — путевка; ⁶ Siberian [saɪ'bɪəriən] — сибирский; ⁷ Karelia [kə'reliə] — Карелия

1. Where do Soviet citizens spend their holidays? 2. Where are thousands of health centres situated? 3. What is especially good about the new health centres? 4. How do trade union organizations take care of the children? 5. What can you say about tourism in the Soviet Union?

◎ 7. *Listen, read and ask your deskmate what he (she) thinks about the proverb "Live and learn", what he (she) is interested in and how he (she) is going to prepare for future profession and life:*

Knowledge and Discipline

"The Day of Knowledge was celebrated all over the country. How do you like the new holiday?"

"Well, it's a great holiday because knowledge is very important. But I think knowledge by itself is not enough."

"What do you mean by that?"

"There is another important thing; that's discipline."

"Oh, yes, discipline... Teachers say that if your discipline is poor, you don't do very well in your studies."

"Certainly. But, speaking about knowledge..."

"You mean that nobody can know everything? Is that what you wanted to say?"

"Yes, especially when you are still at school. You remember the English proverb 'Live and learn', I suppose."

"And is there a proverb about discipline?"

"Well, I don't know, but my proverb is 'Live and learn to discipline yourself'. Knowledge and discipline make people strong, you know."

- ◎ 8. *Listen, read and analyse (see RG, § 11).
Read the sentences and give Russian equivalents of the underlined words:*

-ment to pay payment

government
enjoyment
development
agreement

-ize (-ise) national to nationalize
--

to organize
to symbolize
to criticize
to modernize

1. The Soviet Government stands for peace in the world and happiness for our people.
2. The students of the Institute specialize in engineering.
3. She finds great enjoyment in music.
4. The play was criticized in one of the magazines last month.
5. After a long discussion the delegations came to an agreement.
6. The factory was modernized last year and now it produces new agricultural machines.

- ▲ 9. *Read and copy the sentences writing down Russian equivalents of the underlined words (see RG, § 11):*

1. There is full agreement about what must be done, how to do the problem. 2. My little brother fell down from a tree and was hospitalized for a month. 3. I haven't enough money today to make the payments I promised. 4. A writer of plays is called a dramatist. 5. A journalist's profession is called journalism. 6. After the victory of the October Revolution all lands, forests and waters were nationalized by the Soviet Government.

(See the Key.)



Read the text of Task 2 (p. 110).

§ 3

10. *Read and answer the questions:*

1. What are the most important characteristics of school education in our country? (Free; compulsory;¹ universal.²)
2. What are the schools where different trades are taught? (Vocational;³ technical.⁴)

3. What roads are open to school leavers? (Vocational school; technical school; institute; university.)
4. What do you know about the way young people are helped to choose a trade⁵ or a profession? (To go into labour training; to visit factories and collective farms; to listen to the talks by the parents or given by specialists; to have an interest in a trade or profession from childhood.)

¹ compulsory [kəm'pʌlsəri] — обязательный (об обучении);

² universal [ˌjuːni'vɜːsəl] — всеобщий; ³ vocational [və-'keɪʃnəl] school — профтехучилище; ⁴ technical ['teknɪkl] school — техникум; ⁵ trade — специальность

11. Read the text once and say what it is about:

Chicago YCL Fights for Jobs

Members of the Young Communist League in Chicago are working to get jobs for youth in their city.

The YCLers want to organize a youth job centre to train unemployed¹ youth in the nationally-oppressed² districts of Chicago.

They also want the unemployed and the trade unions to take an active part in this work. Starting with a petition campaign calling for this kind of job centre, they hope to be helped by committees of unemployed workers and by trade union organizations in the city.

(Adapted from the *Daily World*)

¹ unemployed [ˈʌnɪm'plɔɪd] — безработный; ² to oppress [ə'pres] — угнетать

12. Read the sentences and give Russian equivalents of the underlined words with suffixes:

1. Physical exercises must be done every day. 2. He went into training for the swimming competition. 3. You can see a likeness between the two brothers. 4. The cheese was so old and dry that it was uneatable. 5. My sister made a dress for herself of some silky material. 6. What impression did the last film make on you? 7. His argument is that she is too young to take part in the expedition. 8. A new historical film is on at "Smena" this week. 9. My brother is a great reader, you will always see him in the reading-room of the library.

(See the Key.)

- ▲ 13. *Read the text using the References, speak about the population of the USA, look at the map and describe the large cities of the country. Write down a plan of the text:*

The United States of America

Part II

The population of the USA is more than 236 million people. Most of the people live in towns.

In the country there are 26,5 million Black people* and about 1 million Indians*, many of whom live in reservations*.

Besides the people from Mexico and the South American countries, there are also people who have come to the USA from Europe and Asia.

The life of most coloured people* is very difficult in the USA because of race discrimination. Many other Americans* live in poverty¹ too. They live in city slums² and country shacks.³ They have little hope of a better future. There are millions who are not able to get work.

The capital of the USA, as you know, of course, is Washington in the district of Columbia (D.C.). It is an administrative city without much industry. The American capital has many famous monuments on its streets and squares. One of them is the Abraham Lincoln memorial*. Abraham Lincoln's traditions live in the struggle of all progressive American people. That is why many demonstrations for peace, for jobs, and for a better life are held near the Lincoln memorial.

New York* is the largest city and port in the United States. It is the financial and business centre of the capitalist world. New York is a city of social contrasts. Not very far from some of the city's famous sky-scrapers⁴ there are slums — streets of broken-down houses where the poor of the city live.

There are a lot of other large cities in the USA.

Boston* is one of the first towns which were built on the Atlantic coast of America. It is an important port and a financial and cultural centre. It has three universities.

Chicago* is one of the biggest industrial cities in the USA and the second largest after New York.

Philadelphia*, near the east coast, produces agricultural machines and locomotives. Light industry is highly developed here. Philadelphia is an important cultural centre with many fine buildings and a university.

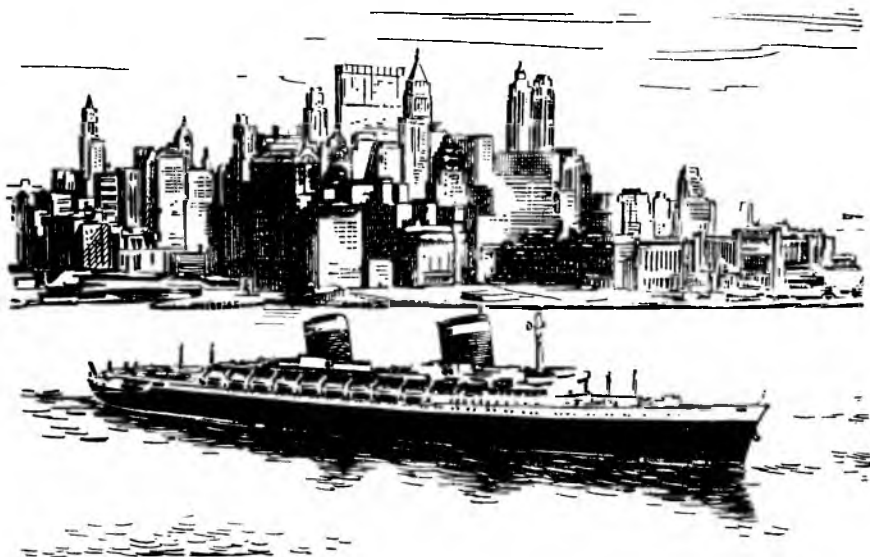
Detroit*, in the Great Lakes region, is a port and one of the biggest centres of the automobile industry.

San Francisco*, on the Pacific coast, is a big port and ship-building centre.

Los Angeles*, in California*, is an important centre of many

modern industries. Not far from Los Angeles is Hollywood, the centre of the US film business.

¹ poverty ['pɒvəti] — бедность; ² slum — трущоба; ³ shack — лачуга, хибара; ⁴ sky-scraper ['skaɪ,skreɪpə] — небоскреб



New York is the largest city and port in the United States.



Read the text of Task 3 (p. 113).

§ 4

14. *Read the text and discuss the way to your future profession or trade:*

What Do You Want to Be?

“What do you want to be when you leave school?” This is a question you have heard many times during your school years, of course.

There are always some boys and girls who know very well what they are going to do after leaving school. One of your classmates, for example, may want to be a telephonist. This is a very important profession. Your deskmate may want to be a driver, or build machines. Or he may want to be a stock-breeder,¹ which explains why he visits the cattle-farm so often. A girl from another desk

wants to work at a textile factory like her mother, or she may be interested in making clocks and watches; some girls like dress making very much.

In the Soviet Union every boy or girl has a chance to choose one of several jobs which may interest him or her.

The best way to prepare for any job is to get a good education at school. Some years from now, there will be many more new jobs. By reading and talking to people you will learn all about new kinds of jobs.

As you know, the Soviet Constitution guarantees all citizens both the right to education and the right to work. Our boys and girls can always find a job to their liking. They are also given every possible opportunity² to go on with their education.

Most school leavers before entering an institute will work a few years at a factory or on a collective farm. As a rule, people who go to a higher school after working in industry or agriculture, have a clear³ idea of their future profession.

¹ stock-breeder ['stɒk,brɪdə] — животновод; ² opportunity [ˌɒpə-'tju:nɪtɪ] — благоприятная возможность; ³ clear [klɪə] — четкий, ясный

15. Read and say:

Proverb: Practice makes perfect.

By repeating difficult operation many times one becomes able to perform it perfectly. Practice helps you to do a thing without mistakes and to become perfect.

What can you do perfectly? How did you become perfect at it?

16. Listen, read and analyse (see RG, § 11).

Read the sentences and give Russian equivalents of the underlined words:

<p>dis- to like — to dislike</p>
--

<p>mis- to understand — to misunderstand</p>
--

to disagree
to **displace**
to **disbelieve**
disinterested

to misaddress
to misdate
to misadvise
misreading

1. He can displease everyone. 2. I'm afraid you misunderstood what I said. 3. People always mis-spell her name. 4. There is

disagreement in the committee on this question. 5. You are misusing this word. 6. Look, that book is misplaced. 7. You miscounted the pages. 8. The time-table is disorganized because of examinations.

- ▲ 17. *Read the text and explain the words "We still have democracy to make in this country". Copy the sentences which describe Nancy:*

One Friday Morning

Nancy Lee¹ was a coloured girl, a few years out of the South*. She was a beautiful girl, an excellent student and a very good basket-ball player. She liked her classmates and school and was especially fond of the art teacher, Miss Dietrich,² who taught drawing in her class.

One rainy April afternoon, Miss O'Shay,³ vice-principal⁴ of the school, sent for Nancy Lee.

The girl didn't think she had done anything wrong, but she became nervous as she came up to the door of Miss O'Shay's office.

She knocked⁵ and entered the room.

"Sit down, Nancy Lee Johnson," said Miss O'Shay. "I have something to tell you."

Nancy Lee sat down.

"You are going to graduate this year," Miss O'Shay said. "You have been an excellent student and I am glad to tell you that your picture has won the Artist Club scholarship.⁶ We are so happy for you."

Nancy Lee almost danced all the way home, so happy she was.

Friday morning came, the morning when the world would know — her high-school world, the newspapers world, her mother and dad.

There was breakfast with her parents. The quick walk to school; hundreds of pupils going into the long old building of the city's largest high school.

After the bell had rang and all the pupils and teachers were gathered in the hall, one of the teachers came up to Nancy Lee and said, "Miss O'Shay wants you in her office, please."

Nancy knocked at Miss O'Shay's door.

"Come in."

The vice-principal stood at her desk. There was no one else in the room.

"Sit down, Nancy Lee," she said. There was a long pause. "I do not know how to tell you what I have to say," the vice-principal began, her eyes on the papers on her desk. "I am ashamed⁷ for myself and this city." Then she lifted her eyes and looked at Nancy Lee in her blue dress sitting there before her. "You will not receive the scholarship this morning."

To the coloured girl there in the chair, the room grew suddenly smaller, smaller, smaller, and there was no air. She could not speak.

Miss O'Shay said, "When the committee learned that you were coloured, they changed their plans. I am very sorry to tell you this bad news."

"But I wanted to speak during the ceremony about... about America..."

"I know," said Miss O'Shay. "But America is only what we make it. We still have democracy to make in this country."

(After Langston Hughes⁸)

¹ Nancy Lee (Johnson) ['nænsɪ'li: 'dʒɒnsən]; ² Dietrich ['di:trɪk]; ³ O'Shay [ə'ʃeɪ]; ⁵ vice-principal [vaɪs'prɪnsɪpəl] — заместитель директора; ⁶ to knock [nɒk] — стучать; ⁸ scholarship ['skɒləʃɪp] — стипендия; ⁷ to be ashamed [ə'ʃeɪmd] — стыдиться; ⁸ Langston Hughes ['læŋstən 'hju:z]



Read the text of Task 4 (p. 115).

§ 5

18. Read and explain:

1. School leavers have the right to enter an institute after finishing a secondary school or a secondary vocational school. Say if it is better to learn a trade first and work for some years before entering an institute and why.
(Professional training makes it easier to get a higher education; you have time to choose a profession correctly; you prepare yourself for student life with greater knowledge.)
2. Explain why graduates¹ of vocational schools, technical schools and institutes in the Soviet Union are never afraid of the future.
(Soviet industry and agriculture need a lot of young specialists; there is no unemployment² in the USSR; work is guaranteed to all citizens by the Constitution.)
3. Tell the class where you can learn more about the different trades and professions.
(Books; special literature; parents; teachers, workers; engineers; collective farmers; TV; films.)

¹ graduate ['grædʒuɪt] — выпускник; ² unemployment ['ʌnɪm'plɔɪmənt] — безработица

19. Read the article from the Constitution of the USSR, find out the meaning of the new words and translate the article. Give examples to illustrate the article of the Constitution:

Article 40. Citizens of the USSR have the right to work (that is, to guaranteed employment and pay in accordance with the quantity and quality of their work, and not below the state established minimum), including the right to choose their trade or profession, type of job and work in accordance with their inclinations, abilities, training and education, with due account of the needs of society.

guarantee [ˌɡærən'ti:] *v* 1) гарантировать; 2) ручаться;
3) обеспечивать

employment [ɪm'plɔɪmənt] *n* 1) служба, занятие, работа;
2) применение, использование

accordance [ə'kɔ:dəns] *n* 1) согласие; 2) соответствие

quantity ['kwɒntəti] *n* 1) количество; 2) (*pl*) большое количество

in quantities в большом количестве

quality ['kwɒləti] *n* 1) качество; сорт; 2) свойство; особенность; характерная черта

below [bi'ləʊ] *prep* 1) ниже, под (*местоположение*); 2) ниже (*о качестве, положении и т. п.*)

include [ɪn'klud] *v* 1) заключать, содержать в себе; 2) включать

inclination [ˌɪnklɪ'neɪʃn] *n* 1) наклонение, наклон, уклон, откос; 2) отклонение; 3) наклонность, склонность (*for, to*)

ability [ə'bɪləti] *n* 1) способность, умение; 2) ловкость;
3) дарование

due [dju:] *a* 1) должный, надлежащий, соответствующий;
2) должный, обязанный (*по соглашению, по договору*);
3) причитающийся

account [ə'kaʊnt] *n* 1) счет, расчет; подсчет; 2) отчет;
3) доклад; сообщение; 4) мнение, оценка; 5) основание;
причина; 6) значение, важность; 7) выгода, польза

society [sə'saɪəti] *n* 1) общество; 2) свет, светское общество;
3) общество, объединение, организация

Socialist society социалистическое общество

20. Read the headings of "People's Daily World" articles (p. 17) and say what the articles were about.

- ▲ 21. Read the text using the References, look at the map and describe industry and agriculture in the USA. Write down a plan of the text:

The United States of America

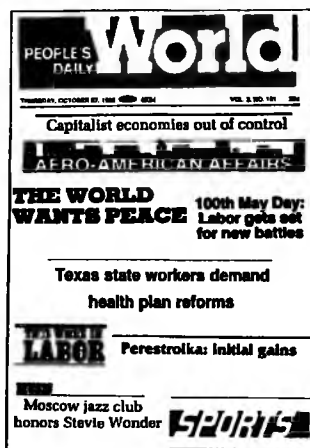
Part III

The USA is a highly developed industrial country, and its agriculture is highly mechanized. Coal¹ is found in many parts of the country: in the Cordillera Mountains, in the state of Kansas*, in the east near Birmingham* and Pittsburgh*. The state of Illinois is especially rich in coal. Iron² is mined³ near the Great Lakes and in other areas. The USA has rich oil-fields⁴ in California, Texas, Alaska and other regions. It holds first place in the capitalist world for production of coal, iron, oil and natural gas.

The heavy industries are for the most part in the Middle West, in the region of the Great Lakes, around Detroit and Chicago, in the north-eastern states and near Birmingham. The automobile industry and all kinds of machine-building are highly developed especially in and near Detroit, in California and in the areas of heavy industry. Ship-building is developed along the Atlantic coast and also in San Francisco and Seattle on the Pacific coast. The textile industry is concentrated in the north-east, in Boston and other cities; but it is especially well developed in the South, where much cotton is grown, in the Mississippi valley.

The USA has a highly developed railway system. It also has the best system of roads in the capitalist world. The Great Lakes and the rivers, especially the Saint Lawrence River and the Mississippi, are used for transport.

American agriculture produces more food products than any other capitalist country. Much of them are exported. In the Middle West very much grain⁵ is grown. Fresh fruit and vegetables come all the year round from the southern regions, especially Florida, from California and south-western states. The highlands in the west of the country are famous for their cattle-farming. Poultry-farming⁶ and vegetable-growing are concentrated in the countryside near all the big cities.



¹ coal [koul] — уголь; ² iron ['aɪən] — железо; ³ mine — шахта; to mine — добывать в шахте; ⁴ oil-field — нефтяной промысел; ⁵ grain — зерно; ⁶ poultry ['poultri]-farming — птицеводство



Read the text of Task 5 (p. 117).

§ 6

22. Read the text and answer the questions:



The Constitution of the USSR

A new Constitution of the Union of Soviet Socialist Republics was adopted¹ on October 7, 1977.

Article 1 of the Constitution says that the Union of Soviet Socialist Republics is a socialist state of the whole people serving the interests of the working people of all the nations and nationalities living in the country.

All Soviet citizens, men and women, of all nations and nationalities have equal² rights in the political, economic and cultural fields.

The right to work, together with the right to choose their trade or profession, is guaranteed to all citizens by Article 40. How different this is from the situation in the capitalist countries, where so many are unemployed!

All Soviet citizens have the right to rest. This right is guaranteed in practice by the system of sanatoriums, boarding-houses, holiday homes and clubs where people may spend their free time.

Article 43 guarantees pensions for people who are old, ill or unable to work.

A very important right is the right to education, which is guaranteed to all Soviet citizens by Article 45 of the Constitution. School education in the USSR is general, compulsory and free. Students of technical schools, institutes and universities receive state scholarships.

In contrast to the constitutions of capitalist countries, the Soviet Constitution has an article (44) which cannot be found in any other constitution, namely the right to housing.³ This is guaranteed, and every year millions of comfortable flats are built in our country.

While guaranteeing these rights to all citizens, the Soviet Constitution at the same time imposes⁴ serious duties on them, such as the duty to work, to keep labour discipline, to defend their socialist country.

The Soviet Constitution guarantees the working people of our country the rights which are still fought for by the working people of capitalist countries. That is why we are proud to be citizens of the first socialist country in the world.

¹ to adopt [ə'dɒpt] — принимать; ² equal ['i:kwəl] — равный;
³ the right to housing ['haʊzɪŋ] — право на жилище; ⁴ to impose [ɪm'pəʊz] — налагать

1. When was the new Constitution of the Union of Soviet Socialist Republics adopted? 2. What does Article I of the Constitution say? 3. What rights of citizens are guaranteed by the Constitution? 4. How are these rights guaranteed by the Constitution? 5. What duties are imposed on Soviet citizens by the Constitution?

23. Read and explain:

1. The right of Soviet citizens to housing is guaranteed by Article 44 of the Constitution.

In what way is their housing improved?¹

(To receive new flats; the state helps people to build their own houses; to become a member of a housing cooperative.)

2. Article 35 guarantees women equal rights with men. What is the role of women in the life of Soviet society? (Members of local Soviets; deputies to the Supreme Soviet;² 40 per cent³ of the engineers; 70 per cent of the doctors.)
3. Article 36 says that "citizens of different races and nationalities have equal rights". Explain this article. (There is no race discrimination; to develop their culture; to use their native⁴ languages; to get (and give) help from other Soviet nations and nationalities.)
4. The duties that the Constitution of the USSR imposes on its citizens are in the interests of the whole people. What are these duties? (To observe⁵ the Constitution of the USSR and Soviet laws;⁶ to work honestly;⁷ to observe labour discipline; to perform the duty of serving in the Soviet Army and defending the Socialist Motherland.)

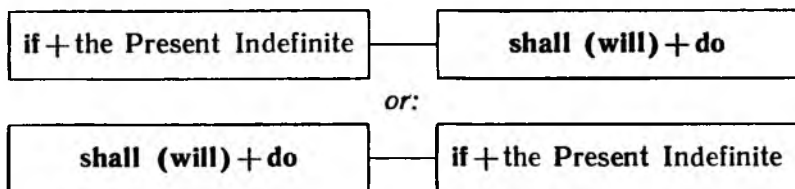
¹ to improve [im'pru:v] — улучшать; ² Supreme [sju:'pri:m] Soviet — Верховный Совет; ³ per cent [pə'sent] — процент; ⁴ native ['neitiv] — родной; ⁵ to observe [əb'zə:v] — соблюдать; ⁶ law [lɔ:] — закон; ⁷ honest ['ɒnɪst] — честный

© 24. Listen, read and analyse (see RG, § 1, 2).
Pick out the sentences of real condition:



Boy: If you jump as high as that,
I shall give you the sugar.
Is the boy giving the dog the sugar?
No, he isn't.
Will he give the dog the sugar?
Yes, he will.
Under what condition will the boy give
the dog the sugar?
He will give the dog the sugar if
it jumps as high as that.

I. REAL CONDITION



- a) 1. Tell me if you will be ready by 3 o'clock.
2. We shall catch the train if we take a taxi.
- b) 1. Will you ask him if he will take part in the excursion?
2. Will you go to the skating-rink if the weather is fine?
- c) 1. If you promise not to be late, I shall let you go for a walk.
2. I want to know if she promises to come.
- d) 1. If you see him, ask him to ring me up.
2. Ask him if he will come and see me soon.

▲ 25. Read the questions and write down your answers to them:

1. Where will you go if your mother asks you to buy some sugar and bread? 2. What will you do if your friend asks you to help him? 3. What places of interest will you visit if you go to Leningrad? 4. What will you put on if the weather is very cold? 5. Shall you prepare dinner if your mother asks you to? 6. Where will you have to go if you are not well?



Read the text of Task 6 (p. 119).

§ 7

26. Read the article from the Constitution of the USSR, find out the meaning of the new words and translate the article. Say how you are preparing to join the Soviet Army:

Article 63. Military service in the ranks of the Armed Forces of the USSR is an honourable duty of Soviet citizens.

military ['militəri] *a* 1) военный, воинский; 2) военного образца

service ['sɜ:vɪs] *n* 1) служба; 2) обслуживание; сервис; 3) услуга, одолжение

rank [ræŋk] *n* 1) ряд; 2) воен. шеренга; 3) звание, чин; служебное положение

armed [ɑ:md] *a* 1) вооруженный; 2) укрепленный

force [fɔ:s] *n* 1) сила; 2) насилие, принуждение; 3) *обыкн.* вооруженные силы, войска

honourable ['ɒnərəbl] а 1) почетный; 2) честный; благородный; 3) уважаемый, почтенный, достойный

In your answers you may use the following:

defence [di'fens] — защита

sacred ['seɪkrɪd] — священный

join the army — поступать на военную службу

navy ['neɪvɪ] — военно-морской флот

air force — военно-воздушные силы

27. Read the text once and say what it is about:

Communist Party, YCL March for Jobs

More than 500 men and women proudly marched with the Communist Party and the Young Communist League* members in Washington on Saturday to express¹ the people's need for jobs. Every region of the nation was represented.² The marchers carried placards repeating the words "Jobs for Parents, Jobs for Youth!"

"What do we want?" was heard from time to time.

"Jobs!" came the answer.

"When do we want them?"

"Now!"

"How are we going to get them?"

"Fight!"

"How are we going to fight?"

"United!"³

This rhythmic song was repeated for other themes, such as the theme of peace and the theme of democracy.

The demonstration showed how united were all those who took part in it. Young and old, men and women, Afro-Americans*, white, Chicanos*, Puerto Ricans* and Native Americans*, all marched under Communist Party and Young Communist League slogans.

The marchers were unemployed workers, high school and college* students, trade unionists and unorganized workers, peace and civil rights activists.

Members of the Communist Party and YCL gave out to the marchers copies of the *Daily World** and the YCL's magazine *Dynamic**.

(Adapted from the *Daily World*)

¹ to express [ɪks'pres] — выражать; ² to represent [ˌreprɪ'zent] — представлять; ³ to unite [ju'naɪt] — объединять(ся)

28. Read and answer the questions:

1. Are you a Komsomol member?

2. When did you join the Komsomol?
3. Who gave you recommendations?
4. Who are the members of your Komsomol committee?
5. Who is the secretary of your school Komsomol organization?
6. What Komsomol task have you?
7. When did you have your latest Komsomol meeting? Was it an open meeting?
8. What questions did you discuss at the meeting?

29. *Read and say what you will do:*

if the weather is fine on Sunday;
 if your friend is ill;
 if you meet a friend in the street;
 if your parents leave you alone for a week;
 if your friend invites you to his birthday party;
 if you want to see a new film.

▲ 30. *Read the text using the References, and write down your answers to the questions:*

The United States of America

Part IV

The United States of America is a federal republic consisting of fifty states,¹ each of which has its own government.² The present constitution was proclaimed in 1787 in Philadelphia. The president, elected³ for four years, is head of the state and the government, and chooses the ministers. Congress* consists of two houses, the House of Representatives* and the Senate*.

Elections to the House of Representatives take place every two years. The House has 435 members. There are 100 senators (two from each state). They are elected to serve for a period of six years, but every two years elections to the Senate take place when one third of its members may be changed or re-elected.

Election day is always in the month of November, on the first Tuesday after the first Monday.

Americans who are not yet 25 years old have no right to be elected to the House of Representatives, and those who are under 30 cannot be elected to the Senate.

Practically, both the federal government and the state governments serve the interests of the capitalists. As a result of racial and other forms of discrimination many citizens of the USA, especially black and "coloured"*, have no rights proclaimed by the Constitution.

In the USA there are two main political parties, the Democratic Party* and the Republican Party*. The Democratic Party is

the older of the two, its history began back in the 1820s. The Republican Party was organized in the 1850s. These parties are not very different from each other. Each party is interested only in winning elections. The Republicans and Democrats defend the interests of monopoly capital and imperialism in national and international politics.

The Communist Party of the USA was organized in 1919. It fought against the US intervention in the young Soviet Republic. It acts¹ in the interests of working people and the nation as a whole. It fights for the rights of all the nationally and racially oppressed peoples in the USA and in the whole world.

The Communist Party of the USA is a party of action, a party working for Socialism.

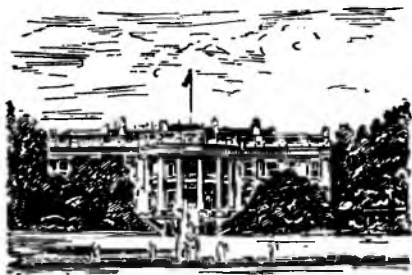
The *Daily World* (now the *People's Daily World*), the newspaper of the Communist Party of the USA, stands in the vanguard of the American working class. It takes an active part in the organization of mass movements against the monopolies, it fights anti-Sovietism, it helps to build up the peace movement.

¹ state — 1) государство; 2) штат; ² government [ˈɡʌvnmənt] — правительство; ³ to elect [ɪˈlekt] — выбирать; ⁴ to act — действовать

1. What kind of state is the United States of America? 2. Who is head of the state and the government in the USA? 3. How often are elections held to the House of Representatives and to the Senate? 4. What are the two main political parties in the USA? Whose interests do they serve? 5. What does the Communist Party of the USA fight for? 6. Why is the *People's Daily World* an important paper?



The Capitol is the seat of the USA Congress in Washington, D. C.



The White House is the official residence of the USA president in Washington, D. C.



Read the text of Task 7 (p. 122).

31. Read the text and answer the questions:



A Historic Speech

In 1920, while fighting still continued¹ on many fronts, Vladimir Ilyich Lenin, the leader of the Soviet state, made a historic speech² at the Third All-Russia Congress of the Young Communist League on the tasks of the League. He also spoke about the programme of struggle for Communist education of the young people.

He said that Soviet Russia would win the victory and that it would then build up a new, free, socialist life, in which there would be no exploitation of man by man, no oppression and no poverty. The youth would have to build up this life and they must study³ Communism, he said; only then can they justify⁴ the name of Communist Youth. Lenin's speech was a great programme for the young people of the Soviet country. It has always helped them in life, in work and in struggle.

At any time, when there was a need for youthful energy and enthusiasm, the Communist Party called on the Komsomol — its assistant. This was when almost all the members of the League went to defend the young Soviet Republic from counter-revolution and the intervention of fourteen imperialist states. This was in the years when the industrialization of the country began. This was

during the Great Patriotic War, when millions of Komsomol members went to defend their Socialist Motherland from fascism.

Komsomol members are carrying out the tasks of the League, they live and work as Lenin taught. The school students are preparing to enter life as highly cultured, well-educated and work-loving people. After finishing their secondary education millions of school leavers armed⁵ with knowledge and skills⁶ will take an active part in building Communism.

¹ to continue [kən'tɪnjuː] — продолжать(ся); ² speech — речь;
³ to study ['stʌdi] — изучать; ⁴ to justify ['dʒʌstɪfaɪ] — оправды-
вать; ⁵ to arm — вооружать; ⁶ skill — умение

1. When did Vladimir Ilyich Lenin make a historic speech about the tasks of the Komsomol? 2. What did Lenin say about the tasks of the Komsomol? 3. What did Lenin say about the role of the young people in building up a new life? 4. What must the youth do to become real Communists? 5. How do the Komsomol members show their energy and enthusiasm in answer to the call of the Party? 6. What are the tasks of school students in preparing for their future life?

32. Read and discuss:

1. If a school student studies well and is active in school life, he can join the Komsomol.

Discuss how active the Komsomol members of your class are, what they do and what you are prepared to do yourself.

(To take part in after-school clubs and sports sections; to organize meetings and parties; to work on Subbotniks; to prepare wall newspapers; to work on the school plot or in the fields; to take part in the social work of the school (in socially useful work); to take part in the army and sports game "Orlyonok".)

2. At the 3rd Congress of the Young Communist League, Vladimir Ilyich Lenin spoke about the most important task of the Komsomol at that time.

Discuss today's most important tasks for young people. Say how you discussed during your Lenin Test or the Lenin Readings what Lenin had said at the 3rd Komsomol Congress and how each of you took part in the Lenin Test (Readings).

(To study well; to take part in labour activities; to learn a useful trade; to fight for good organization and discipline; to educate high moral and political qualities in young people; to be more active in life; to be active in the struggle against bourgeois ideology.)

33. Read and give Russian equivalents of the underlined words:

1. My father works at a car factory. 2. Can you give me a strong paper bag, please? 3. We went on a pleasure trip down the Volga. 4. The old monuments interest him very much because he is a history teacher. 5. There were a lot of government offices in the high building in the square. 6. Take your examination paper.

▲ 34. Read and copy the sentences writing down Russian equivalents of the underlined words:

1. Turn off the electric light, it is already light. 2. The room was light and high. 3. Promise not to tell anybody about the news. 4. Can you give me a promise not to say a word about what I am going to tell you? 5. The Communist parties in capitalist countries defend the interests of the poor. 6. Shows at the theatre begin at 19.00. 7. Let me show you the way to the box-office.

(See the Key.)



Read the text of Task 8 (p. 124).

Unit 2

§ 1

1. Read the text and say how it illustrates the development of the Revolution in our country. Use the questions after the text as a plan:



The Museum of the Revolution

The Museum of the Revolution in Moscow was founded by order of the Soviet Government in 1924 to illustrate the development of the revolutionary movement in tsarist Russia during the second half of the 19th century, and the building of Socialism in the USSR after the victory of the Great October Socialist Revolution.

The museum contains¹ sixteen main halls and many smaller ones.

The first six main halls contain exhibits² showing the development of the working people's struggle and the revolutionary movement in Russia at the end of the 19th century and the begin-

ning of the 20th. The exhibits illustrate the first Russian bourgeois-democratic revolution of 1905—1907 and the bourgeois-democratic revolution in February, 1917.

The exhibits in the seventh, eighth, ninth and tenth halls show how Lenin and the other revolutionary leaders prepared for the Great October Socialist Revolution of 1917, how the Winter Palace was stormed and taken, and the bourgeois government arrested. In this part of the museum visitors can see pictures of Lenin after his return³ from Finland to head the Revolution, copies of the "Decree on Peace", the "Decree on Land", and other official documents of the Revolution.

The following halls contain pictures, documents, photographs and other exhibits telling how the Soviets defended themselves during the first period of the Revolution. They show the history of the Soviet people during the Civil War and imperialist intervention, the heroic struggle of the young Red Army, and the help given to it by workers and peasants⁴.

Other halls contain exhibits belonging to the time the Union of Soviet Socialist Republics was formed at the end of 1922, and all the peoples of our country joined in one big family to build Communism. Since then great progress has been made, and today the Soviet Union not only leads the world in the struggle for peace and Socialism — it has also become the greatest progressive factor in the development of world culture and science.⁵

¹ to contain [kən'tein] — содержать; ² exhibit [ɪg'zɪbɪt] — экспонат; ³ return [rɪ'tɜ:n] — возвращение; ⁴ peasant ['pezənt] — крестьянин; ⁵ science ['saɪəns] — наука

1. When was the Museum of the Revolution founded? 2. What do the exhibits in the first six main halls show? 3. What can be seen in the seventh, eighth, ninth and tenth halls? 4. What do exhibits in the following halls show? 5. What kind of country has the Union of Soviet Socialist Republics become since its formation in 1922?

2. Read and speak about the October holidays using the Topical Words and Expressions (p. 104):

1. On November 7th, the land of Soviets celebrates the birthday of the first socialist state in the world.

Speak about the celebration of this great public holiday in Moscow. Who expresses solidarity with all fighters for peace, democracy and social progress? How do they express it?

2. The greatest holiday in the Soviet Union is the anniversary of the Great October Socialist Revolution.

Describe how this holiday is celebrated (presents of labour, demonstrations, meetings, festivals) in your town (village). Where is it held? When does the demonstration begin? When is it over? Do you have a special meeting at school before the November holidays? What is its programme?

Which are more popular in your town — film festivals or song festivals? or are both of them popular?

3. The anniversary of the October Revolution is a national holiday, but at the same time it is a family celebration. What do Soviet families do when they gather together after the demonstration? Do they wish each other health, happiness and peace at the holiday dinner-table? Do they sing and dance? Do they discuss different problems?

3. Ask your classmates questions about the celebration of the anniversary of the Komsomol.

You may use the following as examples:

What do you think is the best way to celebrate this date?

What was planned by your Komsomol organization for October 29th?

Did the Komsomol members report about their work?

What did you read in your school wall newspaper about the Komsomol anniversary?

Did you take part in the Komsomol subbotnik? What did you do on that day?

4. Read and answer the questions:

1. Where will you go if your mother asks you to buy some sugar and bread?
2. What will you do if your friend asks you to help him?
3. What places of interest will you visit if you go to Leningrad?
4. What will you put on if the weather is very cold?
5. Will you prepare dinner if your mother asks you to do it?
6. Where will you have to go if you are not well?
7. Will your friend go to the skating-rink if it is not very cold?
8. Shall we go to the seven-o'clock show if you are free?

- ▲ 5. Read the text and say why the song about John Brown is still popular in the USA:

John Brown — Fighter Against Slavery¹

Who was John Brown, the hero of an American Negro folk-song which everyone knows?

John Brown was one of those Americans who helped slaves to get out of the United States and go to Canada, where they could not be caught by their masters.

He was born in 1800 in Torrington*, Connecticut*, USA, during the pioneering days* of America, while the population of this new and great country was not very large. Both of John Brown's grandfathers fought in the American Army during the War of Independence. His father, Owen, was against slavery and an agent of the Underground Railroad*.

In 1805, the Browns went to Ohio. There John received his education, and grew up as a disciplined young man who liked to work. He was only nine years old when he saw a black slave² beaten³ to death.⁴

"When I grow up, I will do something to help the poor slaves. I want them to have their freedom," he said.



Slavery was the rule at that time in the Southern States of America. Slaves could be bought in the open market, and sold again. Husbands and wives, mothers and children could be sold to different masters. John early began to protest against slavery.

John Brown believed in strong action. So he decided to build a defended camp in the mountains of Virginia.

Runaway slaves could come to the camp and be defended there against their masters. He wished to organize a republic free of slavery.

His plan was to attack the government arsenal at Harper's Ferry in Virginia and try to free and arm⁵ the slaves.

On the night of the 16th of October, 1859, his party of twenty-one men, white and black, marched on Harper's Ferry and took by storm an important building there. John Brown hoped that many slaves would join him, but when morning came no slave had come. They were afraid.

But if the slaves did not come, the Marines* did. When John Brown and his men were ordered to stop fighting, John Brown answered, "I prefer to die here."

In the fighting which followed, Brown's two sons were killed and several more of his men. He himself was wounded.⁶

John Brown was hanged, but very soon he became a hero to the Negro slaves and to the whites who were against slavery.

John Brown's name became a symbol of revolutionary action and struggle for the rights of the Negro people in the USA.

¹ slavery ['sleɪvəri]. — рабство; ² slave [sleɪv]. — раб; ³ to beat — бить; ⁴ death [deθ]. — смерть; ⁵ to arm — вооружать; ⁶ to wound [wʊnd] — ранить



Read the text of Task 9 (p 127).

§ 2

6. Read the text and answer the questions:

Lenin Proclaims Peace

John Reed was an American progressive journalist who came to Russia in 1917. He took part in workers' meetings in "Red Petrográd", he spent much time in Smolny and he was with those who stormed the Winter Palace. John Reed heard Lenin when he proclaimed peace.

Some time later, John Reed wrote: "I saw the birth of a new world."

He decided to tell the American proletariat about everything he had seen in revolutionary Russia.

The result of his work was the famous book "Ten Days That Shook¹ the World". Vladimir Ilyich Lenin recommended it to the workers of all the world.

Here is a short description from "Ten Days That Shook the World" of the scene when Lenin proclaimed peace.

...It was 8.40 when the presidium, headed by Lenin — great Lenin — entered the hall. He was greeted very warmly. A popular leader who could explain very important ideas in simple² language, who could analyse a concrete situation.

Lenin stood up waiting for the end of the applause³ which lasted several minutes. When it finished, he said simply, "The first thing is the adoption of practical measures⁴ to realize peace... We shall offer⁵ peace to the peoples of all the belligerent⁶ countries. The question of War and Peace is so clear that I think that I may read the project of a 'Proclamation to the Peoples of All the Belligerent Countries'..."

He began reading the project of the Proclamation.

When Lenin finished reading, everyone again began to applaud. He waited for several minutes and then said, "...The revolution of October 24—25 has opened the era of Social Revolution... The labour movement, in the name of peace and Socialism, shall win..."

There was something great in all this which made all those present very happy. It was understandable why people believed when Lenin spoke...

The Proclamation was adopted, and suddenly we found ourselves on our feet singing the Internationale.⁷ "The war is ended! The war is ended!" said a young workman near me, his face shining.

(After John Reed)

¹ to shake — трясти, потрясать; ² simple ['simpl] — простой;
³ applause [ə'plɜ:z] — аплодисменты; ⁴ measure ['meɜə] — мера;
⁵ to offer ['ɔ:fə] — предлагать; ⁶ belligerent [bɪ'lɪdʒərənt] — воюющий;
⁷ Internationale [ˌɪntənæʃ'næl] — «Интернационал»
(международный пролетарский гимн)

1. In what way was John Reed different from most journalists who came to Russia in 1917? 2. Why did Vladimir Ilyich Lenin recommend "Ten Days That Shook the World" to the workers of all the world? 3. Why did the revolutionary people love Lenin so much? 4. Why did the working people of Russia greet peace so enthusiastically? 5. What is the era in world history which was opened by the October Revolution?

7. Read and speak about the Great October Socialist Revolution:

1. The anniversary of the Great October Socialist Revolution is a great international holiday.

Explain why the people of the world will never forget the day of November, 7.

Is it because the October Revolution was the victory of the working class over the bourgeoisie? Did the October Revolution open up a new era in world history?

2. November, 7 is celebrated in many countries. This is understandable because the October Revolution opened the road to peace and social progress.

Say what the first decrees of the new state were. Were they the decrees on land and peace? Who offered peace to all the belligerent nations?

3. The great ideas of the October Revolution have become popular in all corners of the world.

Discuss why they are so popular. Are they progressive? Are they against all forms of exploitation? Do they proclaim peace, work for all and victory over poverty for all nations?

⊙ 8. Listen, read and analyse (see RG, § 3).

Pick out the sentences of unreal condition:

Girl: *If the weather were fine, we should go for a walk.*

Are the children taking a walk? — No, they are not.



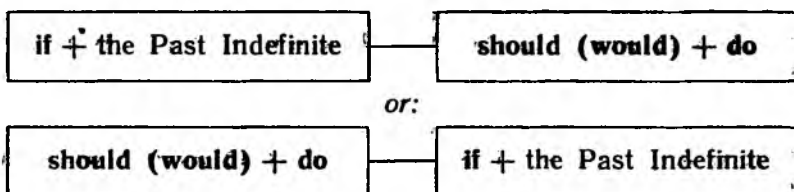
Will they go for a walk? — No, they will not.

Why will they not go for a walk? — Because the weather is very bad.

Would they go for a walk if the weather were fine? — Yes, they would.

Under what condition would the children go for a walk? — They would go for a walk if the weather were fine.

II. UNREAL CONDITION IN THE PRESENT (FUTURE)



- a) 1. Mother asked me if I should clean the room and wash the floor.
2. If we went to the river, we should have a good time there.
- b) 1. He wanted to know if we should have a meeting tomorrow.
2. He would buy the picture-book about the Tretyakov Gallery if he had enough money.
- c) 1. She wanted to know if we should take part in the table tennis competition.
2. We should go to the circus if Kio took part in the performance.
- d) 1. I asked the woman if the famous choir would give a concert in our town.
2. I should go to see a doctor if I were you.

▲ 9. Read and copy the sentences of unreal condition:

1. We should visit the exhibition if it were not so late. 2. If my mother is shopping, she will be back in an hour or so. 3. You must go to the doctor if you are ill. 4. I should tell him about it if I were you. 5. If it rained these days, the harvest would be better. 6. We shall go to the three-o'clock show if you come home earlier. 7. If they went to the concert of folk-songs, they would enjoy it very much. 8. I should be happy if you could get tickets for a performance of the Variety Theatre.

(See the Key.)



Read the text of Task 10 (p. 129).

§ 3

10. Read and ask your classmate questions about the formation of the USSR.

1. A plenary meeting of the Central Committee of the Party, held in October, 1922, adopted Lenin's plan for a voluntary,¹ equal union of the Soviet Republics in a new state formation — the Union of Soviet Socialist Republics.

Say why the need for a union was so important.

(To defend the country; to develop industry and agriculture after the long war period; to unite in building Socialism; to unite the economic, political and military² resources of the Soviet Republics.)

2. The formation of the USSR was a triumph for the ideas of Leninism, for the Leninist national policy of the Communist Party. Say what the formation of the USSR showed to all progressive people of the world.

(The way to solve³ the national question; the way to unite peoples of different races and cultures into a friendly family for the building of Socialism.)

¹ voluntary ['vɒləntərɪ] — добровольный; ² military ['mɪlətəri] — военный; ³ to solve [sɒlv] — решать

11. Read the beginning of a newspaper article and guess what it is about:

An Act of Internationalism

William Z. Foster¹ was a fighter, a leader in the struggle against capitalism.

He organized, spoke, lectured, taught and wrote. He never took his eyes off the working-class struggle for socialism. He was proud of the achievements of the working class of the United States, but he was proud of the achievements of the working class the world over too. He worked hard to convince the people of the United States of the advantages of Socialism.

(Adapted from the *Daily World*)

¹ William Z. Foster ['wɪljəm 'zed 'fɒstə] — (1881—1961) an outstanding leader of the Communist Party of the USA, Chairman of the National Committee of the US Communist Party.

12. Read the sentences and say if the conditions are real or unreal. Translate the sentences:

1. If I went to London, I should visit the British Museum.
2. If you see your brother, give him my best wishes.
3. Take your umbrella or put on your raincoat if it rains.
4. If you were not late, you would see a hockey match on TV.
5. If he comes earlier than we do, he will prepare supper.
6. We should go to the cinema in the evening if you were older.

▲ 13. Read the text and say what you know about the Negro movement in the USA. Write down the main facts of Martin Luther King's biography which will help you to speak about his life and struggle:

Martin Luther King — A Man with a Dream¹

Until his tragic death on April 4, 1968, Martin Luther King fought for civil² rights for American citizens of all races and nationalities. He was killed by the racists because he had a dream — a dream that all people in the USA would be united to form a nation with equal opportunities for all.

This man dedicated³ his life to the struggle for racial equality and democracy, for social and economic justice.⁴

Martin Luther King was born in 1929 in Atlanta, where he spent all his life.

Although⁵ the Negro slaves were given their freedom in 1865, they never were fully freed. They did not enjoy the same opportunities as other American citizens and did not get the same justice.

King was one of those black Americans who knew that very many of his people did not enjoy the rights⁶ proclaimed by the USA Constitution. He said that this must be changed. He made speeches and gave lectures in many parts of America and led many demonstrations.

Later, he became leader of the National Association for the Advancement of Coloured People (N.A.A.C.P.). He called for united action of white and black in the Civil Rights Movement of the 1960s.

Martin Luther King fought against racism, poverty and militarism. His ideas were very popular and understandable. King wanted people to live together in peace. He said all races were equal. "We must all live together and not think differently about the different colour of our skin,"⁷ he said.

Martin Luther King led the Black liberation movement, but he was also very active in the struggle for democratic rights, justice, peace for all the exploited and oppressed.

The Civil Rights Movement of the 1960s will always be symbolized for millions of Americans by the figure of Martin Luther King.

The great work to which he dedicated himself, and because of which he was killed in 1968, is today the struggle against unemployment, racism and war.

¹ **dream** — мечта; ² **civil** ['sɪvl] — гражданский; ³ **to dedicate** [ˈdedɪkeɪt] — посвящать; ⁴ **justice** ['dʒʌstɪs] — справедливость; ⁵ **although** [ɔ:l'dəʊ] — хотя; ⁶ **to enjoy rights** — пользоваться правами; ⁷ **skin** — кожа



Read the text of Task 11 (p. 130).

§ 4

14. *Read the text, answer the questions, and give examples illustrating your answers:*

Friendship of the Peoples

The USSR was the first socialist state of the whole people in history. There are more than 100 nations and nationalities living in the USSR.

During the years of its development, when it was building a new society and defending the Socialist Homeland, the Soviet Union has shown the correctness of the Communist Party's national policy. Today the great family of Soviet peoples lives in friendship and equality.

The friendship among the peoples of the USSR has been tested¹ by time. From the first days of the Great Patriotic War thousands of volunteers² of all ages in Kiev and Tashkent, Moscow and Tbilisi, in towns and in the country wished to get to the front and fight against the German fascists. The patriotic movement to help the front was very great. It took many forms.

During the war, the working people helped the country by giving money to the state. Special tank units and war planes were sent to the front from the Union Republics and fought on different sectors. All the nations and nationalities of the USSR, large and small, did everything they could to bring Victory Day nearer.

After the Great Patriotic War, national economy of the republics, which had been occupied by the fascists, was rebuilt thanks to the help of all other republics.

Ashkhabad and Tashkent destroyed³ by earthquakes⁴ were rebuilt by the whole country.

Each national republic took part in building BAM. The stations of the **Baikal-Amur Mainline** have been built by workers from different republics and decorated in their national traditions.

Every year young people of different nationalities go to **Komsomol** projects in all parts of our Soviet Motherland to make it richer and better.

¹ to test — проверять, испытывать; ² volunteer [ˈvɒləntɪə] — доброволец; ³ to destroy [dɪˈstrɔɪ] — разрушать; ⁴ earthquake [ˈɜːθkweɪk] — землетрясение

1. How many nations and nationalities are there in the USSR?
2. When did the correctness of the Soviet Union's national policy become especially clear?
3. When was the friendship among the peoples of the USSR tested?
4. What patriotic movements were started during the first days of the war?
5. How do young people of different nationalities help to develop Soviet economy?

15. Read and say:

Proverb: Union is strength.¹

Several people working together are much stronger than many working separately.²

Discuss in what the union of Soviet republics is useful to each of them.

¹ strength — сила; ² separately [ˈseprɪtli] — отдельно

© 16. Listen, read and analyse (see RG, § 4).

Pick out the sentences of unreal condition:

M i s h a: *If Dima had taken part in the game, the team would have won it.*



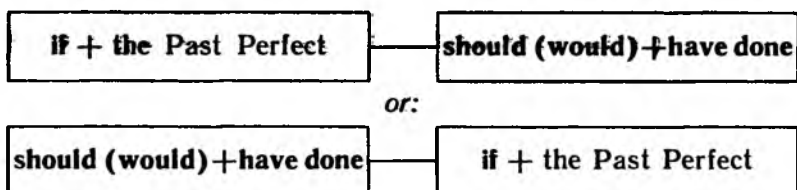
Did the team win the game? — No, it did not.

Why did the team not win the game? — Because Dima did not take part in it.

Would the team have won the game if Dima had taken part in it? — Yes, it would.

Under what condition would the team have won the game? — It would have won the game if Dima had taken part in it.

III. UNREAL CONDITION IN THE PAST



- a) 1. He wanted to know if the performance had ended.
2. He would have sent the telegram if you had told him about it yesterday.
- b) 1. Did you know if she had left the town or not?
2. What should I have done if she hadn't brought an umbrella?
- c) 1. I wanted to ask him if he had brought all I had asked him to.
2. I shouldn't have finished my work if you hadn't helped me.
- d) 1. Who asked me if we had had a nice day?
2. Who would have played this part if the actor had been ill?

▲ 17. *Read and copy the sentences of unreal condition in the past:*

1. They would have prepared for the examination better if they had known about it earlier. 2. What would you show in your town if you had visitor from other places? 3. I should send a telegram if I knew his address. 4. The children would have played in the open air if the weather had been better. 5. You would have got a better mark if you hadn't made so many mistakes. 6. What would you do if your friend asked you to help him? 7. We should play the game in the open air if the weather were better. 8. She would not have gone out if she had known that she was ill.

(See the Key.)



Read the text of Task 12 (p. 132).

§ 5

18. *Read and ask your classmates to give examples to illustrate the friendship of the peoples in the USSR:*

1. The friendship of all nations and nationalities in the USSR is based on economic, social, political and cultural cooperation.

(To help each other in economic development; to fight together for the realization of the Party programme; to learn and enjoy each other's culture and arts.)

2. Friendship and cooperation among nations and nationalities in the USSR have a history of many years.

(In the revolutionary struggle; in building Socialism together; in defending our Motherland.)

- ◎ 19. *Listen, read and speak about the day when you received your passport:*

An Important Day

"This year all our classmates will receive passports. This is something new for us and not an ordinary thing."

"Yes, I agree. The day on which I received my passport was a great day that I shall always remember."

"Really? But what is great about receiving a document?"

"A passport is a special document. Certainly you have heard Mayakovsky's words: 'I am a citizen of the Soviet Union!' from his poem about the Soviet passport."

"Yes, of course. He said that he was very proud to be a citizen of the Union of Soviet Socialist Republics."

"Another important thing is that after receiving your passport you become a grown-up¹ citizen, not a child any more. That's why passports are presented in a festive² atmosphere."

"Is there a special ceremony?"

"Certainly! And it may be interesting and unforgettable."

"And who takes part in it?"

"A lot of people. Deputies of the local Soviets and labour veterans, for example. They come to greet the young people as now full and equal members of our society."

"Oh, I didn't know that."

"And let me tell you that before presenting the passports, a comrade from the local Soviet or the local militia explains to the new grown-up citizens their rights and duties. Then the young people are presented with souvenirs."

"All that is very pleasant."

"Yes, of course."

¹ **grown-up** ['grəʊn'ʌp] — взрослый; ² **festive** ['festɪv] — праздничный

20. *Read the sentences and say if the conditions are real or unreal. Translate the sentences:*

1. They would enjoy every minute of the performance if they went to the concert with us.
2. She wouldn't have forgotten to take her exercise-book if she had put it in her bag yesterday.
3. We should be very glad if you brought your friend with you.

4. She will ring you up if she is not quite well.
 5. We should have organized the competition better if you had told us about it a month before.
 6. The little girl would have been better if you had called the doctor much earlier.
 7. We want to meet tomorrow if you have nothing against it.
- ▲ 21. *Read the text and say what you have learned from it. Write down a few facts to illustrate the tragic story of the American Indians:*

American Indians

Indians were the first Americans. They populated the whole of North and South America long before the continent was settled by white men.

The story of the North American Indians is a tragic one. It is one of the most terrible stories of genocide¹ in modern history. The first white settlers in North America — mainly British — began to kill the Indians and drive them off² their lands, and this policy was continued after the foundation of the United States of America. The Indians fought for their lands, but they could do little to defend themselves.

Because of the genocide, which continues to this day, though³ in a different way, there are only 800,000 Indians in the United States now. They are the poorest part of American population and enjoy the fewest rights. More than half of the American Indians live in reservations situated in waterless districts of the south-western states where harvests are very poor. Unemployment in Indian reservations is up to 70 per cent, and few of these native Americans live up to the age of fifty. Every third Indian child dies less than six months after it is born. Indian children as a rule have little chance of getting an education. Indians love their traditions and their national culture, but they are losing them, or have already lost them because of racial oppression.

Indians in many states are practically unable to take part in political activity. The federal government does not defend their rights, and very often even helps those who wish to take lands from the Indians. Protests are growing among the Indians. The organizations they have established⁴ are fighting for full equality in all spheres of public and economic life.

¹ **genocide** ['dʒenəsaɪd] — геноцид (*истребление отдельных групп населения по расовым, национальным или религиозным признакам*); ² **to drive off (away)** — прогонять; ³ **though** [ðəʊ] — хотя;

⁴ **to establish** [ɪs'tæblɪʃ] — основывать, учреждать



Read the text of Task 13 (p. 133).

§ 6

22. *Read the text, answer the questions and say how the Union Republics have progressed since they joined to form the Soviet Union (see IWL):*

The Union of Soviet Socialist Republics

Great changes have taken place in the Union Republics since the formation of the USSR.

The Russian Soviet Federative Socialist Republic, the largest among the equal republics, is the most highly developed. Great attention was paid¹ in the five-year plans to the development of the economy of all parts of the republic, but especially of Siberia and the Far East.

The Ukrainian Soviet Socialist Republic is one of the Soviet Union's main producers of coal, iron and steel. It also produces tractors and TV sets, locomotives, computers and airplanes. The republic has the world's best black soil,² which covers two-thirds of its territory and gives high harvests of grain, fruit and vegetables.

The Byelorussian SSR is very important as a producer of heavy lorries, tractors and combine-harvesters. There are oil-wells³ in the republic and oil-processing⁴ works.

The most industrially developed among the Central Asian Republics is the Uzbek SSR. In the years of Soviet government about 1,500 large factories have been built there. In the production of cotton Uzbekistan holds first place in the USSR. Besides cotton, fruits are grown there, cattle-farming is also important.

Thousands of new settlers, mainly young people came to the Kazakh SSR in the middle of the 1950s and transformed the steppe area of Kazakhstan. Asphalt roads, railways, grain elevators, factories, settlements and whole towns were built in the republic.

The Georgian SSR lies on the coast of the Black Sea. Tea, all kinds of fruit grow in the republic. A great number of sanatoriums, tourist centres and boarding-houses have been built in Georgia and about three million working people spend their holidays there every year. Georgia produces iron, electric locomotives, computers and other important products.

The Azerbaijan SSR is called "the land of oil". Azerbaijan's industry produces machines to make the oilmen's work easier. Very many different things are made from oil, which are used in industry and agriculture. Among them are plastics and textiles.

In the years of Soviet government the Lithuanian SSR has changed greatly. Factory buildings have risen up in places where

before there was nothing but unused land. Lithuanian industry plays an important role in the economy of the whole country. Fishing boats are built at its shipyards,⁶ its factories produce turbines, instruments and computers. Lithuania's products are exported to over 70 countries.

The Moldavian SSR has more than twenty machine-building and electrotechnical works. Tens of thousands of refrigerators and washing-machines are produced in Moldavia's capital, Kishinev. Fruit and vegetables grown in Moldavia are well known to people living in other parts of the country.

The Latvian SSR is one of the USSR's main producers of communication equipment,⁷ radio sets, electric trains and trams. It also produces refrigerators and washing-machines.

Before the formation of the USSR there was no industry in Kirghizia. The Kirghiz SSR has developed a lot of modern industries, coal-mining, for example.

The Tajik SSR has built many factories producing agricultural machines, electrical equipment and chemicals. Tajikistan also has large hydroelectric stations.

The Armenian SSR plays a very important role in the economy of the Soviet Union. The industrial products made in Armenia are sent to many republics, automobiles and TV sets, for example. Every year, with the help of other republics of the USSR, Armenia builds new factories.

Machines made at Turkmenia's works and factories are sent to many regions in the country.

The Estonian SSR has well-developed engineering and instrument-making industries. The republic produces agricultural machines, radio sets and other things. Everyday life of the people has changed greatly.

We can be really proud of what has been done in our country.

¹ to pay attention (to) [ə'tenʃn] — уделять внимание; ² black soil — чернозем; ³ oil-well — нефтяная скважина; ⁴ to process ['prouses] — перерабатывать; ⁵ works — завод; ⁶ shipyard ['ʃɪp-jɑ:d] — верфь, судостроительный завод; ⁷ equipment [ɪ'kwɪp-mənt] — оборудование

1. What part of the RSFSR receives special attention in the five-year plans?
2. What are the Ukrainian, Byelorussian and Moldavian Republics famous for?
3. What industries have been developed in the Central Asian Republics in the years of Soviet government?
4. In what way is the economy of the Georgian SSR different from

that of Azerbaijan and Armenia? 5. What is the role played by the Latvian, Lithuanian and Estonian Republics in the economy of the USSR? 6. In which of the Union Republics have the greatest changes taken place since the formation of the USSR?

23. Read the questions and discuss the friendship of nations in the USSR and race discrimination in the USA. Give examples to illustrate what you have said:

1. How were friendship and cooperation of nations formed in the USSR?
(As a result of liquidation of national oppression; in the course of socialist construction; on the basis of the same social system.)
2. Is real friendship of nations possible in capitalist countries?
(National oppression; social discrimination; to exploit working people of different nationalities.)
3. How do Soviet Republics help each other to build up national economy?
(All-round cooperation; for the good of all republics; to send each other machines, materials, and specialists.)
4. How do people of different nationalities live in the USSR?
(In friendship; their relations; to be based on socialist internationalism; to develop their national cultures and traditions.)
5. Why does race discrimination take place in the USA?
(National oppression; exploitation; race discrimination; in the interests of.)

24. Read the sentences and say if the conditions are real, unreal in the present (future) or unreal in the past. Translate the sentences:

1. We shouldn't have caught the train if we had left the house ten minutes later.
2. If we leave right now, we shall get tickets.
3. I should be very glad if he came to see us.
4. If you see Victor, tell him to ring me up.
5. If it were not so late, we should see some more places of interest.
6. If you had gone to the stadium, you would have seen an interesting match.



Read the text of Task 14 (p. 136).

§ 7

25. Read and check yourself:

Basketball

It was a rainy day in November, 1891. An instructor at Springfield college in Massachusetts climbed¹ up a ladder² and nailed³ a fruit basket⁴ to the wall of the gymnasium. Then he climbed down the ladder. He picked up a football and threw it. The ball went into the basket. As he climbed back up the ladder to get the ball, the man was very glad. Maybe he had solved his problem! Well, he would soon see.

Ten minutes later, eighteen young men ran into the little gym.⁵ The instructor put nine boys on one side and nine on the other. He told them to throw the ball to each other or bounce⁶ it and, when they were near the wall where the basket was nailed, to try and throw the ball into the basket.

The game started, and what a game it was!

When several of the young men fell to the floor as they were playing, the instructor stopped the game. "Something is wrong in this game," he said. "This is too unpleasant."

He sat down and took out a piece of paper and a pencil. "Now let's have some rules — and let's observe them!" He paused for a minute, thinking. Then he began, "Rule number one: No one can run with the ball! You have to throw it or bounce it to someone else on your side."

They all agreed that it was a good rule.

"Rule number two: If a man pushes⁷ another player to get the ball, the game will stop. The man pushed will have a free throw at the basket. Nobody must try to catch the ball on its way to the basket."

That rule, too, was good. Quickly, other rules were made. When the game started again, there was less pushing, fewer men falling, and better passing of the ball from one man to another. A second basket was nailed to the wall at the other end of the gym.

The man who nailed the fruit baskets to the wall, was a young Canadian. His name was James Naismith, and he was a college teacher.

¹ to climb (up) [klaɪm] — влезать, взбираться; ² ladder ['lædə] — лестница; ³ to nail — прибивать гвоздями; ⁴ basket ['bæskɪt] — корзина; ⁵ gym = gymnasium; ⁶ to bounce [baʊns] — зб. делать пробежку с подскакивающим мячом; ⁷ to push [puʃ] — толкать

Unit 3

§ 1

1. *Read the text and answer the questions:*

New Year — New Tasks

When a new year begins, a new plan of economic development of the country is worked out.

The state plan for economic and social development of our country in the new year covers every sphere of Soviet people's life. The Party's economic policy is to make the life of our people still better.

Here are some of the main elements of the social and economic programme for the new year.

The central problems will be to carry on perestroika, to increase¹ industrial and agricultural output.² The plan also includes tasks for scientific and technological progress. Great attention will be paid to the extraction³ of oil and natural gas, to the development of chemical and petrochemical⁴ industries, and the production of the most perfect machines, especially industrial robots.

The production of consumer goods⁵ will be increased, and millions of Soviet people will have their housing conditions improved during the year.

Our economic relations with other countries will develop as before.

¹ to increase [ɪn'kri:s] — увеличивать; ² output ['aʊtput] — продукция; ³ extraction [ɪks'trækʃn] — добыча; ⁴ petrochemical [ˌpetrəʊ'kemɪkl] — нефтехимический; ⁵ consumer goods [kən'sju:mə 'gudz] — товары широкого потребления

1. What does the state plan for the new year cover? 2. What is the Party's economic policy? 3. What are the central problems of the new economic plan? 4. What industries will get great attention in the new year? 5. How will economic relations with other countries develop?

2. Read and answer the questions about your winter holidays:

1. How long did your winter holidays last?
2. What had you planned to do during your holidays?
3. Did your plans come true?
4. Did you have a New Year party at your school?
5. How did you decorate the hall?
6. What concert did you organize?
7. What parties did you take part in during the winter holidays?
8. What was the weather like all those days?
9. What sport events did you have?
10. What performances did you see during that time?
11. What made your holidays enjoyable?

3. Read and do the tasks. Ask your classmates how they celebrated the New Year and what they did during their winter holidays:

1. Describe the New Year party at your school.
2. Tell the class how you spent the first week of January.
3. Say what you know about traditions to celebrate the New Year in different countries.

4. Read the sentences and give Russian equivalents of the underlined words. Compare the English words with their Russian equivalents (see IWL):

1. The administration of the state in the USSR is in the hands of the working people. 2. Complex mechanization of agriculture is a very important task in this five-year plan. 3. There is a large construction site near our school. 4. New agricultural machines will go into production next year. 5. My father is a highly qualified coal-miner. 6. A firm in a capitalist country is a company of businessmen. 7. A symphony is a musical work for a large group of instruments. 8. Several young workers at the factory were given recommendations for membership in the Party. 9. All ships today have radio contact with their home ports.

▲ 5. Read the text using the References and say what you have learned from it:

American English

Are there any differences between the English of the United States and that of Great Britain? Yes, there are: in vocabulary, pronunciation¹ and in the meaning of some words, but the English

and the Americans understand each other without great difficulty. Perhaps they are helped by the fact that there are no differences in suffixes, prefixes, morphology and syntax. To give you an idea of some of the differences in vocabulary, take for example the word *underground* meaning in England the underground electric railway. The Americans call it the *subway*.² An American goes to the *movies*;³ an Englishman to the *pictures*, or to the *cinema*.

Differences in vocabulary can be explained by turning to American history. The Americans borrowed⁴ words from those languages with which the English-speaking colonists came into contact on the American continent: American Indian, French, Spanish. Another thing is that some words which had the same meaning on both sides of the Atlantic during the 17th and 18th centuries were given a new meaning either in England or in America.

And what about differences in spelling?

There are a number of differences. For example, in America, *programme* is written like *telegram*; there is no letter *u* in words like *colour*, *labour*; *theatre* and *kilometre* are spelt *theater* and *kilometer*; *traveller* and *travelling* and other words like them have only one letter *l*.

Such differences in spelling are nothing compared with those in pronunciation. Even an Englishman when first landing in the States has difficulty⁵ in understanding the talk of people standing around him.

¹ pronunciation [prəˌnʌnsiˈeɪʃn] — произношение; ² subway ['sʌbweɪ] — метрополитен; ³ movies ['muːvɪz] — кино; ⁴ to borrow ['bɒrou] — заимствовать; ⁵ difficulty ['dɪfɪkəlti] — трудность



A number of international organizations are situated in New York. The skyscraper of the United Nations Organization is on the bank of the East River.



Read the text of Task 15 (p. 139).

§ 2

6. Read and speak about Soviet five-year plans:

1. Say which five-year plan we are fulfilling,¹ which year of the plan this is and how all Soviet people work to realize the plan.

¹ to fulfil — выполнять

2. Ask your classmates about the projects in industry and agriculture in which all Soviet Republics took part (BAM, KAMAZ and others).
3. Describe how Soviet people's life is improving from year to year.

7. Read and answer the questions about winter sports:

- A.
1. What winter sports do you know and which of them is the most popular?
 2. When and where did the last Winter Olympic Games take place?
 3. What were the results of the last Winter Olympic Games?
 4. Who are the champions of the USSR in figure-skating?
 5. Which hockey team was the strongest in the last Olympic Games?
- B.
1. Which do you prefer: summer or winter sports?
 2. Do you organize sports competitions at your school in winter?
 3. Who holds the school records in different sport events?
 4. What winter sports do you go in for?
 5. Who are the best sportsmen in your school and your class?

You may use the following:

figure-skating ['fɪgə,sketɪŋ] — фигурное катание

ski-jumping ['ski'dʒʌmpɪŋ] — прыжки с трамплина

to compete [kəm'pi:t] — соревноваться

speed-skating ['spi:d,sketɪŋ] — скоростной бег на коньках

trainer ['treɪnə] — тренер

◎ 8. Listen, read and analyse (see RG, § 5):

1. I want to show you the house where I was born.
To travel by sea is a pleasant thing.
I ask you not to touch the pictures.

2. You may come at any time you like.

Let us **go** to Odessa by plane.

I saw him cross the street.

The Infinitive	1. to do
	2. do

9. Find the Infinitives with or without to in the sentences:

1. May I use your telephone? 2. You will be able to do it yourself when you are older. 3. I want you to know what I am going to do. 4. "To be or not to be — that is the question." 5. He made us wait for hours. 6. Please let me know your new address as soon as possible. 7. I heard the door open and saw a man enter the room. 8. The doctor told me not to drink cold water.

- ▲ 10. Read the sentences and copy them underlining the Infinitives (see RG, § 5):

1. I am not going to stay here any longer. 2. You can hear the Young Pioneers sing their songs round the camp-fire. 3. To know English means first of all to be able to speak English. 4. "Will you help me to lay the table, dear?" said the mother. 5. It was wrong of you not to help him with his mathematics. 6. It was useless to speak to him, he will do what he has decided to.

(See the Key.)



Read the text of Task 16 (p. 141).

§ 3

10. Read the text and describe what articles the newspaper carries on different pages:

Reading "Pravda"

The newspaper *Pravda* was founded on May 5, 1912, by Vladimir Ilyich Lenin. *Pravda* is the organ of the Central Committee of the Communist Party. It is the most popular newspaper in our country. Let us look at each of its pages.

The front page carries different articles on Soviet economy. The USSR Central Statistical Board¹ publishes the Report on the Results of the Fulfilment of the State Plan for Economic Development for the past year. You will read about the fulfilment of the

plan for industry and agriculture in all the republics. The achievements of Soviet economy are also described on other pages by correspondents from all parts of the country.

The paper pays much attention to the people whose labour makes it possible to fulfil the economic plans. It gives names and pictures of outstanding² workers, collective and state farmers at factories and in fields, construction brigades and field teams. The paper also has a lot of critical articles which help to carry on perestroika in every sphere of our life.

On the fourth page we read about the fight of the Communist Party of the Soviet Union, the Soviet government and Soviet people for peace, about trade and cooperation with other countries.

The fifth page of *Pravda* gives information about international events in all parts of the world.

The back page carries articles on sport events in the Soviet Union and in other countries, gives radio and TV programmes and other materials. From the pages of *Pravda* true³ information about life in the Soviet Union and in other countries finds its way to the millions of readers.

¹ board [bɔ:d] — управление;

² outstanding — выдающийся;

³ true [tru:] — правдивый

© 11. Listen, read and speak about the latest number of a newspaper:

Have You Read the Paper?

"Have you read today's number of *Komsomolskaya Pravda*?"

"Not yet, I'm afraid. Is there anything interesting in it?"

"Well, the section 'You ask — We answer' has an interesting article."

"I prefer to begin with the sports news when I get a fresh paper."

"Well, for me the front page of a newspaper is always the most important one. I like to begin from the beginning."

"Perhaps, I'll follow your example. What's your favourite page of *Komsomolskaya Pravda*?"

"Well, I find something interesting on all the pages. I like to read about life of our youth, about Komsomol life, home and international news, and also articles about history, culture and the arts."

"An American humorous writer said many years ago: 'All I know is what I see in the papers.'"

"We can agree or disagree with what he said, but newspapers really help us in many ways. You can't take part in political information talks, for example, if you don't read *Komsomolskaya Pravda* or some other newspaper."

12. Read and answer these questions about the country-side you live in:

1. What part of the Soviet Union do you live in?
2. Where is your region situated?
3. What is the centre of your region?
4. What rivers flow in the region?
5. Does any sea wash it?
6. Are there any big forests in the region?
7. What mountains are there in it?
8. What kind of climate has this part of the country?
9. What do the farmers grow in your region?
10. What do the collective farms produce in your region?

13. Read the sentences and say what to expresses in every second sentence:

1. "I don't want to stay here any more."
"But I have to."
2. "Did you visit the Museum of Natural History?"
"No, I wanted to, but there wasn't time."
3. "Have you washed your hands and face?"
"No, but I am just going to."
4. "Did you book seats on the train?"
"No, I tried to, but they had all been booked already."
5. "Why didn't you go to the doctor?"
"Because I am afraid to."
6. "Did he help you?"
"I asked him to, but he said he hadn't time."
7. "Why didn't you buy that suit?"
"I was advised not to."
8. "I wanted to let you know that I was not well."
"You wanted to, but you didn't."

▲ 14. Read the text using the References and say what you have learned from it. Copy the nicknames¹ of the states and show the states on the map:

Nicknames of the States

You know, of course, that the United States of America consists of fifty states. But you may not know that each of them has several unofficial names or nicknames.

These nicknames serve to describe the nature or geography of a state, its history, the way of life and the traditions of its people.

Kansas, for example, is situated in the central part of the USA, that is why one of its nicknames is *The Central State*.

Alaska is *The Great Land* because its territory is the largest in the USA compared to all other states.

The Green Mountain State, Vermont, is situated in the Green Mountains. The people living there are called "Green Mountain

boys". *The White Mountain State* is New Hampshire whose northern part lies in the White Mountains.

There are several states whose nicknames are connected² with lakes and rivers. *The Lake State* is Michigan which is in the valley of the Great Lakes.

Utah, on the west side of the Rocky Mountains, is called *The Salt Lake State* because the Great Salt Lake is situated on its territory.

The Blackwater State is the nickname of Nebraska because the water of its rivers is dark.

Some nicknames are connected with climatic conditions. *The Sunshine State* is Kansas which is in the centre of the cyclone zone of the USA.

Some nicknames in the USA describe states known for their agriculture. *The Garden State* is New Jersey on the Atlantic coast. Minnesota has two nicknames — *The Bread and Butter State* and *The Wheat State*.

As you have already read, many nicknames are connected with the history of the USA.

The first state to ratify the Constitution of the United States was Delaware. That is why it was nicknamed *The First State*.

Wyoming was the first state to give women the right to vote.³ So it was nicknamed *The Equality State*.

The people of Illinois where Abraham Lincoln began his political activity are very proud of this and they call their state *The Land of Lincoln*.

¹ **nickname** ['nikneɪm] — прозвище; **to nickname** — давать прозвище; ² **to connect** [kə'nekt] — соединить; ³ **to vote** — голосовать



Chicago, at the south end of Lake Michigan, is the second largest city of the USA; it is famous for its meat factories.



Boston, on the Atlantic coast, is historically famous for the Boston Tea Party which later developed into the War of Independence.



Read the text of Task 17 (p. 142).

§ 4

© 15. Listen, read and learn the phrases for newspaper reports:

The newspaper under review¹ is the *Moscow News* of November 15.

The paper says (writes, reports) that...

The paper (article, headline) reads as follows...

The paper (article) carries material about...

The material is devoted² to...

The article gives figures illustrating...

The article (author) goes on to say that...

The editorial³ (article) calls upon the readers to...

The issue⁴ gives much information on...

The issue carries articles on...

The main story of the issue is...

The headlines of the issue (of the front page) are...

to cover⁵ the events; to touch upon; to speak about something in detail; to discuss something; according⁶ to the author; the sports column; foreign (home, sporting) news.

¹ review [ri'vju:] — обзор; ² to devote [di'vout] — посвящать; ³ editorial [edɪ'tɔ:riəl] — передовая (статья); ⁴ issue ['ɪʃu:] — выпуск; номер, экземпляр; ⁵ to cover ['kʌvə] — освещать; ⁶ according (to) [ə'kɔ:diŋ] — согласно

© 16. Listen, read and analyse the forms of the Infinitives (see RG, § 6). Translate the sentences:

I	He asked the pupils on duty to open the window. She watched the children play in the yard.	The Indefinite Infinitive Active
II	He ordered the windows to be shut. This work must be done in three days.	The Indefinite Infinitive Passive
III	It is pleasant to be swimming in the warm water of the lake. They must be walking in the garden now.	The Continuous Infinitive
IV	I am pleased to have met him yesterday. She was absent yesterday, she may have been ill.	The Perfect Infinitive Active

1. He told me to try to come earlier. 2. "The game must be won," said the captain. 3. She must be preparing for her examination. 4. I am sorry to have kept you waiting. 5. You must have met him, he lives next door to us. 6. Ask the driver to tell you where to get off.

17. Read the sentences and say what kinds of Infinitives are used in them: Active or Passive Indefinite, Continuous or Perfect. Translate the sentences:

1. I don't like people to be late. 2. He may have lost your address and cannot write you a letter. 3. He made us promise not to tell anybody what we had seen. 4. The Young Pioneer Palace will be built very soon in our district. 5. She must be doing her homework. 6. I am glad to have taken your advice. 7. It must be done today. 8. They may be travelling in the South.

- ▲ 18. Read and copy the sentences underlining the Infinitives and write after each if it is Active or Passive; Indefinite, Continuous or Perfect:

1. The box is too heavy for you to carry, let me help you. 2. I shall be waiting for you at the Sverdlov Square Metro station. 3. The telegram will be brought in two hours. 4. The teacher made them read the text again. 5. He must have forgotten his promise to come to see us. 6. I am sorry not to have been present at the meeting.

(See the Key.)



Read the text of Task 18 (p. 144).

§ 5

19. Look through the latest issue of "Komsomolskaya Pravda" — and make a review of the material published on its pages using the text "Reading Pravda" (p. 50) and the expressions given in Exercise 15 (p. 54).
20. Read the headlines of articles in the "Moscow News" and say what these articles are about. Speak about the articles on perestroika in our country.
21. Read and answer these questions about your town:
- A. 1. What region is your town situated in?
2. Is your town large or small?
3. On what river is it situated?
4. What forms the centre of the town?
5. What historical places and monuments are there in your town?

6. Are there any theatres and palaces of culture in your town? What kind of theatres are they?
7. Are there any museums and art galleries in your town? What do they show there?
8. What institutes and technical schools have you?
9. What big factories and works are there in the town?
10. What new districts, parks, stadiums, sports palaces, and other places of interest can you show to your friend who wants to go sightseeing in your town?
11. Why are you proud of your town?

B. *Describe your village and the collective (state) farm. Tell the class where it is situated, what the village looks like, how many people live there, where they work. Describe what the farmers do in the fields in spring, in summer and in autumn. Say what the farmers produce in their fields, gardens and on the farms. You may use the following:*

to plough [plau] the land — пахать землю

to sow [sou] wheat — сеять пшеницу

to sow a field with wheat — засеять поле пшеницей

to plant [plɑnt] trees (potatoes) — сажать деревья (картофель)

maize [meiz] — кукуруза

grapes [greips] — виноград

sugar-beet ['ʃugəbit] — сахарная свекла

22. *Read the sentences and say what kind of Infinitives are used in them: Active or Passive, Indefinite, Continuous or Perfect. Translate the sentences:*

1. There is nothing to be done. 2. I am so glad to have met you here. 3. It is so good to see you well again. 4. Can he be waiting for us? 5. I don't want to be asked about the events of that day. 6. I hope to see you again next week. 7. This medicine must be taken every three hours. 8. He must be working in the field now.

- ▲ 23. *Read the text using the References and say what you have learned from it. Write down a plan of your story:*

The City of the Yellow Devil¹

New York, the largest city in the USA, is a city of great contrasts. Side by side with wealth² and comfort, poverty and race discrimination can be found here.

The Statue of Liberty*, standing on an island in the harbour,³ greets everyone who comes to New York by sea. Millions of emigrants from all parts of the world crossed the ocean, hoping to find a better and happier life, but they did not find a country of equal opportunities.

New York has a population of over eight million people. In New York City, there are representatives⁴ of nearly all the world's national groups, and when you walk in the streets and avenues of Manhattan you can hear practically every language in the world. In the city of New York, alone, there are more than one million Negroes. They mostly live in Harlem, the poorest district of New York.

Early in the morning, factory workers, dockers and builders go to work. Work is going on under the ground, on the ground and high above the ground on the walls of the sky-scrapers; every morning men clean the windows of these great buildings.

By eight o'clock in the morning, the New York streets are crowded with clerks and office employees.⁵ When they start their work, there is nobody in the streets, only those who have no work, no future.

It is not easy to find work in New York. A man in need takes up any job he finds, even the most badly paid one. But very many New Yorkers have no work at all.

New York's harbour is the finest and largest in the world. Every year a great number of big ships from all countries come up to the docks. New Yorkers helped to build twelve railroads which carry goods⁶ and people to and from all parts of the country. In this way they made New York one of the greatest ports in the world.

When more business offices were needed, sky-scrapers were built. When better communications were needed, bridges, subways and roads were built. When planes became an important part of the public transport system, great airports were built. But the federal government in Washington does little to help New York to solve its many problems. While millions and millions of dollars are spent on military needs, there is no money for public services, for housing. Many apartment houses⁷ in New York are old, the rooms are small and dark. In summer these houses are very hot, in winter they are often cold. Living conditions in such apartment houses are very bad. There is no place for children to play.

When Maxim Gorky visited New York in 1906, he called it the City of the Yellow Devil, the city of gold. The Yellow Devil, the power⁸ of money, enslaves⁹ the people of America today as it did in Gorky's time.

¹ devil ['devl] — дьявол; ² wealth [welθ] — богатство; ³ harbour ['hæbə] — гавань; ⁴ representative [ˌreprɪˈzentətɪv] — представитель; ⁵ employee [ˌemplɔɪˈi:] — служащий; ⁶ goods — товары; ⁷ apartment [əˈpɑːtmənt] house — жилой многоквартирный дом; ⁸ power ['paʊə] — власть; ⁹ to enslave [ɪnˈsleɪv] — порабощать



§ 6

24. *Read the report of the USSR Central Statistical Board on the fulfilment of the past year's plan in a newspaper and answer the questions:*

1. How did the Soviet people fulfil last year's plan?
2. Did all the Union Republics fulfil their plans?
3. How did the national industrial production increase?
4. What were the results of agricultural production last year?
5. How did the working peoples' living conditions improve?
6. Did social services improve last year?

25. *Read the texts and say what you know about the Baikal-Amur Mainline (BAM):*

BAM — Road into the 21st Century

BAM is a new word in the Soviet people's vocabulary. As you know, the Baikal-Amur Mainline, 4,300 kilometres long, connects Eastern Siberia and the Far East with the other parts of the country. BAM is one of great projects¹ in the USSR. All the fifteen Union Republics are taking part in it, sending builders, machines, and building materials. Each of the republics is building or has already built a station and a settlement on the railway.

The Soviet government took the decision² to build BAM in 1974. This decision to build the Baikal-Amur Mainline was greeted by Soviet people with great enthusiasm. The building of the railway became a matter³ of honour for the Lenin Komsomol. Thanks to the enthusiastic labour of BAM builders, trains began running ahead of time.⁴

Sometimes BAM is called a road into the future because it is an important factor in the economic development of new areas in Siberia and the Far East.

The development of the BAM zone will have a great influence⁵ on the economic relations between the USSR and Pacific countries. We can plan more trade⁶ with the developing countries in the region and, naturally, with the USA, Canada, Australia, and New Zealand.

¹ project ['prɒdʒekt] — новостройка; ² decision [dɪ'sɪʒn] — решение; ³ matter ['mætə] — дело; ⁴ ahead of time — досрочно;

⁵ influence ['ɪnfluəns] — влияние; ⁶ trade — торговля

- © 26. *Listen, read and analyse the functions of the Infinitives (see RG, § 6). Translate the sentences:*

I	To live here is very pleasant. It is time to go home.	Subject
II	Your duty is to look after your little sister.	Predicative
III	She is ready to help us. I want to come earlier today.	Object
IV	This is the way to do it.	Attribute
V	I have come here to talk to you. He was too old to travel any more.	Adverbial

1. To copy the text is not very difficult. 2. Our homework was to read the text about the USA. 3. We promised to come back from the concert not later than 10 o'clock. 4. Please give me some water to drink. 5. I stopped at the newspaper stand to buy the latest magazine "Nedelya".

27. *Read the sentences, find the Infinitives, analyse their functions and translate the sentences:*

1. It is never too late to learn. 2. It is very nice of you to bring me flowers. 3. The children wanted to go out and play. 4. I have something to tell you about your brother. 5. Now it is your turn to be on duty. 6. How long does it take to get to the railway station? 7. I am very glad to see you again.

- ▲ 28. *Read and copy the sentences underlining the Infinitives:*

1. You go to school to study, not to play. 2. It is better not to open the window, she is ill. 3. The children lost their way in the forest and did not know whether to go on or to turn back. 4. I want something interesting to read. 5. It will be very difficult to get tickets. 6. He went to the library to get a book of poems by Yesenin.



Read the text of Task 20 (p. 147).

29. Read and discuss the questions about the Soviet Army:



Soviet Army Day

1. The Red Army was organized as a result of the victory of the Great October Socialist Revolution.

Why was the young Soviet state in need of a regular army?
(To defend the Socialist Revolution; the independence of the Soviet country; to defend our Motherland; against counter-revolution and intervention.)

2. The Soviet Armed Forces¹ have changed radically since the Great Patriotic War. They are armed with the most modern weapons² and equipment.

How can you explain the great changes that have taken place in the Armed Forces of the USSR?

(To achieve success; the development; Soviet economy, science and technology.)

¹ Armed Forces — вооруженные силы; ² weapon ['wepən] — оружие

3. The Soviet Armed Forces, together with the Armed Forces of other socialist states, can defend the socialist countries and safeguard¹ world peace.

What is the main source² of the Soviet Army's strength?³
(The Party's guidance⁴ of the Armed Forces; to pay
great attention to; to strengthen the Armed Forces;
the support⁵ of the whole people.)

¹ to safeguard ['seɪfɡɑ:d] — зд. обеспечить; ² source [sɔ:s] — источник; ³ strength [streŋθ] — сила; ⁴ guidance ['ɡaɪdəns] — руководство; ⁵ support [sə'pɔ:t] — поддержка

30. *Read the text and ask your classmates about the Food Programme and how Soviet people realize the Programme:*

The Food Programme

The Communist Party of the Soviet Union pays the greatest attention to the food problem. Today, the main task is to produce enough food and agricultural products to meet both the growing needs of the population and the needs of industry.

The Food Programme, the aim¹ of which is to improve the food situation in the country, was worked out by the 26th Congress of the Communist Party of the Soviet Union.

The realization of the Food Programme is not only an important economic task, it is also a great social and political task. Its aim is to improve our agriculture and as a result, the whole national economy. Its fulfilment will result in improving the living conditions of the Soviet people. The realization of the Programme is guaranteed by the readiness of the Soviet people to work energetically and effectively to meet the growing needs² of the population. The Food Programme in the Soviet Union means more meat, milk, different kinds of meat and dairy products, more vegetables and fruit.

The Food Programme is in the interests of all Soviet people.

¹ aim — цель; ² to meet the needs — зд. удовлетворять потребности

31. *Discuss with your classmates the results of the agricultural year on your collective (state) farm. Say:*
what crops the collective farmers grew in the fields, orchards and vegetable gardens;
how they harvested the crops, what the weather conditions were like, and how the farmers used agricultural machines to gather in the crops;
how schoolchildren helped the farmers to grow the crop and gather it in;

who were the first in socialist competition among the farmers and how all the people marked Harvest Day and the end of the agricultural season.

▲ 32. Read the text and speak about holidays in the USA:

Public Holidays in the USA

There is a number of public holidays in the USA which are celebrated every year. Here are some of the main holidays.

January 1 — New Year's Day. On this day all banks, stores, factories and schools are closed.¹ People do not go to bed until after midnight² on December 31. They like to see "the old year out and the new year in". Many people give parties on New Year's Eve.

Memorial Day*, or **Decoration Day***, is dedicated³ to those who fell in the War of Independence*, in World War I or as anti-fascist fighters in World War II. On this day, patriotic songs are also sung on the radio and TV in honour* of those who fought in the aggressive wars of American imperialism.

The Fourth of July* is **Independence⁵ Day**. It is the biggest national holiday in the USA. The Declaration of Independence was proclaimed in Philadelphia* on July 4, 1776, when the American colonies were fighting for independence against England.

Another holiday is **Veterans' Day*** on **November 11**. During the Day there are usually parades and ceremonies held in honour of those who fell in the two World Wars. Veterans of World War II honour the Americans who died in the anti-fascist struggle and they call for friendship between the Soviet and American people.

Thanksgiving Day* comes on the **fourth Thursday in November**. In the autumn of 1621, the Pilgrim* Fathers celebrated their first harvest festival in America and called it Thanksgiving Day. Since that time Thanksgiving Day has been celebrated every year.

Christmas*⁶ is a religious holiday. It is celebrated on **December 25**. Just before Christmas day people send Christmas and New Year greetings to their friends and relatives. Stores, post-offices, banks and business places close for this day, schools and colleges close between Christmas and New Year's Day. People usually stay at home at Christmas-time, and spend the day with their families.

¹ to close [kloʊz] — закрывать(ся); ² midnight — полночь; ³ to dedicate ['dedikeɪt] — посвящать; ⁴ in honour ['ɒnə] — в честь; ⁵ independence [ˌɪndɪˈpendəns] — независимость; ⁶ Christmas ['krɪsməs] — рождество



Read the text of Task 21 (p. 149).

§ 8

- © 33. Listen, read and ask your deskmate what his (her) favourite TV programmes are and why:

What's on TV?

Mother: Lena, I'm very busy just now. Will you get the TV First Programme, please, and see what's on this evening?

Lena: Yes, certainly, Mum. Where is it? Oh, here it is! Now let's see. Today's Saturday, isn't it? First Programme. Right now there's a programme for children. Later there'll be a figure-skating competition. I like to watch figure-skating very much, don't you, Mum? After that comes a review of last year's economic achievements. The speakers will be a professor from Moscow State University and specialists from several ministries. It will be a talk about the fulfilment of the five-year plan. That will be followed by "The World of Animals" programme. I hope it will be as interesting as it usually is. At 21 o'clock, of course, comes "Time", the information programme. That'll be followed by a concert of songs.

Mother: Is there anything interesting on the Second Programme?

Lena: Right now there's an information programme. After that they'll show a film. Then comes "Time".

Mother: What about the educational programme? Perhaps, there's something you'd like¹ to see.

Lena: Oh, no, not now, Mum! I'd like to have a rest from all that.

Mother: Well, then, we'll see the film. Turn the TV on to the Second Programme. I'll be ready to sit down in a few minutes and have a rest.

¹ You'd (you would) [wud] like — тебе хотелось бы

34. Read and discuss TV programmes:

1. Millions of Soviet people watch television in the evenings. What are their favourite television programmes?
(News; interviews; discussions; documentary films; educational programmes; concerts; plays; films.)
2. The daily news programme called "Time" is one of the most popular. Why?
(Reports and interviews with workers; in industry; from other spheres of life; socialist competition; reports from other socialist countries; foreign and home news.)
3. The monthly programme "Kinopanorama" is watched by very many people. What is special about it?

(Old favourites and new films; to review; to organize interviews with directors,¹ scriptwriters² and actors.)

¹ **director** — режиссер; ² **scriptwriter** — сценарист

4. "The Travellers' Club" and "The World of Animals" are regular television programmes.

What school subjects and sciences can you learn better about by watching these programmes?

(Geography, history, zoology, biology, botany.)

5. Some people like to watch such programmes as "Round the World Panorama", "The Ninth Studio", "The Horizon", "What? Where? When?", "An Hour for Classical Music", and the like. Say what TV programmes you prefer to watch and explain why.

(Political programmes; programmes about industry and agriculture; programmes of music, poetry, songs; evenings with famous actors, poets and writers; the TV clubs; evenings of humour and satire; sports programmes; TV films and plays; films you have seen at the cinema.)

- ◎ 35. *Listen, read and analyse the Infinitive constructions (see RG, § 8, 9, 10). Translate the sentences:*

I	I want you to come earlier. I saw him cross the street.	Objective with the Infinitive
II	It is difficult for me to do this. The text is easy enough for you to understand .	For-to-Infinitive construction
III	They were asked to come earlier. He is sure to come soon.	Nominative with the Infinitive

1. It's time for the children to go to bed. 2. I'm sorry I didn't hear the bell ring. 3. Yuri Gagarin is known to have been the first cosmonaut in the world. 4. He is said to be writing a new novel. 5. She has closed the windows for you not to catch cold. 6. I heard the door open and saw a man enter the room.

36. *Read the sentences, find the Infinitive construction and translate the sentences:*

1. Here are some books for you to read. 2. She is certain to be late for the train. 3. The librarian wants the book to be brought back in four days. 4. The poet is said to have finished

a new poem. 5. We were waiting for the rain to stop. 6. Please let me know your address as soon as possible.

▲ 37. *Read and copy the sentences underlining the Infinitive constructions; write after each what type it is:*

1. I don't like people to be late.
2. Spring was near and we waited for the river to open.
3. She made us wait for hours.
4. The children were told to stay where they were.
5. It's a very good thing for her to go to the South in summer.
6. The young man is known to be a first-class tennis player.

(See the Key.)



Read the text of Task 22 (p. 151).

§ 9

38. *Read and speak about International Women's Day:*



International Women's Day

1. Soviet women enjoy equal rights with men in economic, government, cultural, political and other public activities. These rights are proclaimed by the Constitution of the USSR. Say how the rights are carried out.

(Equal rights in work and rest; pay for equal work; in education, state protection¹ of the interests of mother and child; state aid² to mothers of large families.)

¹ protection [prə'tekʃn] — защита; ² aid — помощь

2. Socialism has brought women true liberation. It has given them opportunities to develop their talents and to learn and enter many new professions.

Give some examples of the positions taken by women in production, art, culture, education, science.

(Qualified specialists, engineers, composers, artists, teachers, doctors, architects, combine-operators, tractor-drivers, agronomists.)

3. Soviet women take an active part in the administration of the state. What posts do they hold?

(Heads of departments and offices; directors of institutes, laboratories; ministers in Union Republics; heads of collective farms; deputies of local Soviets, members of the USSR Supreme Soviet.)

39. *Read the text once, say what it is about and give it a heading. Compare the position of women in the USA with that in the USSR:*

A conference to discuss women's position in society opened on Monday in North Carolina.

The conference's theme is "Women and the Economy". Its purpose¹ is to develop policy recommendations to improve the status of North Carolina's women in the state's economy.

"Women earn only a little more than half of what men earn, often even when doing the same work," one of the delegates said.

"The state's women are poorer, even when they work," said another.

"The economic future of women in America looks dismal,"² said many of the delegates to the conference.

(Adapted from the *Daily World*)

¹ purpose ['pʊrəs] — цель; ² dismal ['dɪzməl] — мрачный

40. *Read the sentences, find the Infinitives and the Infinitive constructions and translate the sentences:*

1. I was asked to meet my aunt at the airport. 2. Our group was the first to come to work and the last to leave it. 3. Their mother wanted them to help with the housework. 4. The tourist spoke too fast for me to understand. 5. He is said

to have left school. 6. I want you to discuss this question at the meeting. 7. The lorry factory is said to be one of the largest in the world. 8. The collective farm head asked the student construction team to help with the building of a new elevator.

- ▲ 41. *Read the text using the References and say what you have learned from it:*

Thomas Alva Edison¹

The American inventor, Thomas Alva Edison, was born in Ohio in 1847.

Tom, or Al, as his family called him, was one of those children who are always asking "Why?". He was always trying to learn how things worked or how they were made. The boy's education was limited to three months in the public school* of Port Huron*, Michigan. He started work at the age of twelve, when a new railway was opened between Port Huron and Detroit. Young Edison began to travel every day on one of the trains. He sold fruit, sweets and cakes to the passengers. The hours that he had to wait at Detroit before starting back home, he spent in the library reading technical books.



Several years later, Edison learned telegraphy and became a telegraph operator. He was soon one of the fastest operators in a large telegraph company in Boston. He wanted to improve the telegraph system and worked very hard² at it. Night after night he read the "Book of Experiments", by Michael Faraday,³ the inventor⁴ of the electric generator, in the hope that this would help him to solve his problems. He did not sleep more than four hours a night and sometimes he did not go to bed at all. He often did not even find time for breakfast.

"Aren't you going to stop to eat your breakfast?" his landlady⁵ once asked him.

"No," he answered, "I've got so much to do and life is short."

After a few months of work, he built a transmitter⁶ of a new kind. This was his first important invention.

Edison was advised to go to New York where the opportunities were greater. He did so, but when he reached New York, he had no money left at all. "I had to walk in the streets all night

because I hadn't the price of a bed; and in the morning nothing to buy breakfast with," he said.

But soon, he opened a small workshop. At the age of twenty he had two inventions.

One of Edison's greatest inventions was the gramophone, or the "phonograph", as he called it, which repeated his words. He told his assistants that this was only the beginning. The time would come, he said, when his new instrument would record⁷ music. "It will play symphonies and whole operas, the world will hear again the great singers who are no longer living..."

Another of Edison's inventions was the electric lamp.

Edison believed that only work could bring success. He continued active work until only eighteen days before his death in 1931, at the age of eighty-seven.

That evening, Americans all over the country turned off their electric lights for a few moments — the light which Edison had given them.

¹ Thomas Alva Edison [ˈtɒməs ˈælvə ˈedɪsn]; ² hard — настойчиво, упорно; ³ Michael Faraday [ˈmaɪkl ˈfærədi]; ⁴ to invent [ɪnˈvent] — изобретать; ⁵ landlady [ˈlændleɪdi] — хозяйка; ⁶ transmitter [trænzˈmɪtə] — передатчик; ⁷ to record [rɪˈkɔ:d] — записывать



Read the text of Task 23 (p. 152).

§ 10

42. Read the text and answer the questions:

Lasers¹

Just thirty years ago the word "laser" was unknown to people. Today, lasers are used in electronics, medicine, communications, in the automobile industry, in agricultural and industrial machine building, and in many other fields of science and the national economy.

Scientists have written articles discussing whether it is possible to use lasers for long distance space² communications and the transmission³ of energy to space stations, to the Moon,⁴ and to other planets.

There are, in fact, two different problems here — one of energy transmission and the other of information transmission. The lasers of today are not powerful enough to transmit energy. In

principle, long distance laser communication in outer space is possible, although a number of technical problems must still be solved. With the laser it is possible to measure⁵ great distances, for example, the distance to the Moon. As with radar, the distance to the Moon is established by measuring the time the light signal takes to reach the Moon, and return. Laser complexes measure the distance to the Moon with a mistake of not more than one or two centimetres. The laser measurement of distances has become a new method in the exploration⁶ of the Earth-Moon system. It will give us a better understanding of the laws governing⁷ the movements of the Earth and the Moon.

¹ laser ['leɪzə] — лазер, квантовый усилитель; ² space (outer ['aʊtə] space) — космическое пространство; ³ transmission [trænz'mɪʃn] — передача; ⁴ Moon — луна; ⁵ to measure ['meɪzə] — измерять; ⁶ exploration [eksplə'reɪʃn] — исследование; ⁷ to govern ['gʌvən] — управлять

1. When did you first hear the word "laser"? 2. Can lasers transmit energy today? 3. Has the problem of long distance laser communication in outer space been solved already? 4. Why has the laser measurement of distances become a new method in studying the Earth-Moon system?

43. Read and discuss the questions:

1. Under capitalism science serves the interests of the ruling class.¹ It is used to exploit the working people.
How is science used in socialist countries?
(To develop industry and agriculture; to serve the interests of man and socialist society; to help people in their work and life.)

¹ ruling class — правящий класс

2. Science has become the most important factor in the development of national economy in socialist society.
Can you explain why the role of science has become so great?
(The needs of modern industry and agriculture; great achievements of science itself; to use new technologies; to produce new goods (materials); to make people's life better.)
3. Scientific and technological progress is very important in the further development of socialist society.
What is the role of science in our country?

(To solve national economic¹ and social problems; to strengthen the economic and military might² of our Motherland; to improve the material well-being³ of the people; to improve the education; to develop the culture of Soviet people.)

¹ **national economic** — народнохозяйственный; ² **might** — мощь, могущество; ³ **well-being** — благосостояние

44. Read and say:

Proverb: Many hands make light work.

Work is easy when several people take part in it.

Give examples of collective activities at your school.

Discuss how collective activity is organized in your form (school), describe what you do together.

▲ 45. Read the sentences and give Russian equivalents of the underlined word-combinations:

1. To establish a lasting world peace is a very important problem now. 2. The struggle of all peace-loving forces for peace and peaceful cooperation must continue. 3. All peace-loving people must unite and fight against a new world war. 4. The five-day visit of a group of American teachers to Moscow and Leningrad was very successful. 5. A three-member delegation of trade-union leaders will be sent to Moscow early next month. 6. Long-standing contacts between US and Soviet doctors have been described as very useful to both sides.



Read the text of Task 24 (p. 154).

Unit 4

§ 1

1. *Read the text and answer the questions about the history of the youth festival movement.*

Youth Festivals

World festivals of youth and students are mass international meetings of young people fighting for peace, national independence, democracy and social progress. These festivals are traditional. Their programmes include¹ meetings of delegations, seminars, discussions, conferences, marches, concerts and sport competitions.

The idea of holding youth festivals had its origin² in London in 1945, the year when World War II ended. In that year representatives³ of youth organizations from all continents gathered for a world conference in London, and in November the World Federation of Democratic Youth was founded. The aim⁴ of the Federation was to do everything possible to keep world peace. It was decided to hold the First World Youth Festival in Prague where it took place in the summer of 1947.

This festival was a great success; it showed that it was possible to organize world meetings of youth to discuss the interests of young people in all countries.

Since 1947 there have been 12 festivals of youth and students in different cities of Europe and in Havana. The last World Youth Festival was held in Moscow in 1985.

From 1947 the festivals were held under the slogan "For Peace and Friendship"; from 1968, "For Anti-Imperialist Solidarity, for Peace and Friendship".

From year to year the number of countries represented grew bigger: the number of participants⁵ in the First Festival in Prague was 17,000 from 71 countries; at the Second, in Budapest in 1949, 82 countries were represented; at the Third, in Berlin, there were representatives of youth organizations from 104 countries. At the Eleventh Festival in Havana were 18,500 delegates from 145 countries. The Twelfth Festival in Moscow was the most representative of all festivals — more than 20,000 delegates from 157 countries.

The World Youth Festivals exhibit growing solidarity of world youth in the struggle for peace and social progress. The principle of solidarity proclaimed at the First Festival, has become the principle of the world youth movement itself. The great aim of all youth festivals has been and is to secure solidarity in the struggle against imperialism, to strengthen friendship among all peoples and nations and to fight for peace.

¹ to include [in'klud] — включать; ² origin ['ɔrɪdʒɪn] — происхождение, исход; ³ representative [ˌreprɪ'zentətɪv] — представитель; ⁴ aim — цель; ⁵ participant [pɑ'tɪsɪpənt] — участник

FESTIVAL CITIES:

Prague [præɡ] (1947), Budapest ['bʊdəpest] (1949), Berlin [bə'ɪn] (1951, 1973), Bucharest ['bju:kəreɪst] (1953), Warsaw ['wɔ:sɔ:] (1955), Moscow ['mɒskəʊ] (1957, 1985), Vienna [vi'enə] (1959), Helsinki ['helsɪŋkɪ] (1962), Sofia ['soufiə] (1968), Havana [hə'vænə] (1978).

1. What are the world festivals of youth and students? 2. When did the history of the world peace movement of youth begin? 3. When and where did the idea of organizing world festivals of youth and students have its origin? 4. How many World Youth Festivals have been held since 1947? 5. What were the slogans of the festivals? 6. What did the festivals demonstrate? 7. When and where was the last World Youth Festival held?

2. Read and discuss the problems:

1. The idea of holding World Youth Festivals had its origin at the end of World War II.

What was the aim of the representatives of youth from all continents who met in London for a conference? Did they still remember the terrible years of the war? What did they think about the future? What principles is the world youth movement based on?

2. Each of the festivals was a great event¹ in the life of the world's younger generation. At the same time it was of great importance in strengthening the international movement of democratic youth. What did the festivals help to achieve?

(To develop better understanding; to learn more about each other; to find ways of cooperation in the struggle for peace; to secure² the solidarity of democratic youth.)

¹ event [ɪ'vent] — событие; ² secure [sɪ'kjʊə] — надежно защищать

3. Read the headings of "Moscow News" articles and say what the articles were about.

4. Read the sentences and give Russian equivalents of the underlined words. Compare the English words with their Russian equivalents:

1. Members of the Lenin Young Communist League of the Soviet Union gathered in Moscow for their Congress. 2. Important problems in every sphere of our economic, cultural and social life are solved with the young people's help. 3. The young men and women of the Soviet Union are working with great enthusiasm on all sectors of Communist construction. 4. Hundreds of journalists were present at the Komsomol Congress. 5. The programme of the festival included meetings and discussions of interest to youth in all countries. 6. There was understanding and sympathy among all the participants of the festival.



SOVIET ECONOMY IN THE 80s

The main task
of the Food Programme
of the USSR

KOMSOMOL MEMBERS

The 12th world
youth forum

Peace and youth

Gymnasts from 27 countries
meet in Moscow

'HERE
COMES
THE ROBOT...'

WE LIVE JUST LIKE
WE WORK

Ballet masters
compete

Three in space
in the Salyut...

OUR COMMENTARY

BAM today and tomorrow

▲ 5. Read the text using the References and say what you have learned from it:

Youth Organizations in the United States of America

Youth and the youth movement are important factors in the political life of the United States. Among the many youth organizations uniting young people from all classes and sections of the population, there are several which fight for democratic changes in the country, for racial equality and peace.

The Young Workers' Liberation League* (YWLL) is an organization based on the principles of Marxism-Leninism. It was founded in 1970. Its main task is to organize young people's struggle against the capitalist system, for democracy and socialism, against racism and unemployment. The actions of the YWLL include taking part in the struggle for peace. Friendly relations between the YWLL, the Soviet Komsomol and the Soviet Com-

mittee of Young People's Organizations are developing successfully. The YWLL publishes its own magazine which is called *The Young Worker*.

The American-Soviet Youth Forum* is another progressive organization of American youth. It was established in 1973 by those who took an active part in the first meeting of Soviet and American Youth (1972). The main task of the Forum is to organize meetings to help to establish friendship and cooperation between the young people of the USA and the USSR.

The National Student Association* (NSA) of the United States was founded in 1947. This is the largest organization of American students. It fights against race discrimination, and stands for equal rights for all Americans. The NSA calls for better relations between the USA and the USSR.

There have been several exchanges¹ of delegations between the Student Council² of the USSR and the NSA. Representatives of the Student Council of the USSR have been present at NSA congresses.

The American Young Communist League* was formed in April, 1983. It is a Marxist organization led by the Communist Party of the USA. Its main task is to unite all progressive youth in the fight for civil rights for all, in the fight against imperialism for socialism.

The Republican and Democratic Parties try to keep young people in their own bourgeois organizations. They teach them bourgeois ideology, American nationalism and anti-communism

¹ exchange [iks'tʃeɪndʒ] — обмен; ² council ['kaʊnsəl] — совет



Read the text of Task 25 (p. 156)

§ 2

6. Read and speak about youth festivals

- 1 World festivals of youth and students help the world peace movement.

What other forms does the struggle for peace take?

(Peace marches; mass demonstrations and meetings, solidarity weeks; mass protests against aggression and war)

- 2 Preparations for the Twelfth World Youth Festival included many different activities.

What did you take part in?

(Subbotniks; conferences; earning money for the peace fund; taking part in the work of the school International Friendship Club.)

3. Among other things each of the festivals of the world's youth offered young people an opportunity to sing, dance, and enjoy themselves.

What were the other things, the main things?

(Establishing contacts; organizing mass meetings; discussing problems of our times; exchanging opinions.)

7. *Read the text once, say what it is about and give a heading to the text:*

Gus Hall, general secretary of the Communist Party, USA, will address the Young Communist League's national conference in Detroit, Michigan, February 18—19. Hall, who has been politically active since his youth, was a founding organizer of the United Steel Workers of America.

The YCL conference is focusing on work with youth and students. According to conference organizers, the aim of the gathering is to strengthen YCL participation¹ in electoral² struggles, and especially education.

(Adapted from the *Daily World*)

¹ **participation** [pɑːtɪsɪˈpeɪʃn] — участие; ² **electoral** [ɪˈlek-tərəl] — избирательный

8. *Ask your deskmate (classmates) how youth in capitalist countries struggles for peace against atomic war. Let them give examples to illustrate what they say.*

You may use the following:

To want peace; world peace; a danger of war; preparations for war; to take an active part in; anti-war demonstrations; to come out for (against); to organize marches of protest; to protest against aggressive plans (against nuclear missiles [ˈnjuːklɪəˈmɪsaɪlz] — ядерные ракеты); to set up peace camps; American military bases (US nuclear bases); to establish a lasting world peace; to ban (запретить) nuclear weapons (оружие); to fight for peace (against nuclear war); to defend peace; peace-lovers.

9. *Read the sentences and make clear the meaning of the underlined words:*

1. The world's youth is very active in the anti-war and anti-imperialist movement. 2. At all festival get-togethers young people demonstrate their solidarity with peoples fighting for

national independence. 3. Many open-air concerts were held during the Eleventh Festival in Havana. 4. Today the international youth and student movement is an important part of the struggle of peace-loving people to achieve international understanding and friendship. 5. The International Centre of Friends of Children ended its week-long activity yesterday. 6. The nine-day festival had many different events — from political discussions to sports competitions.

- ▲ 10. *Read the sentences, copy the underlined words and write down their Russian equivalents:*

1. Komsomol members are in the vanguard everywhere in our country. 2. The members of the Komsomol organize leisure-time occupations for themselves; they go to the theatre, have discussions, and go on visits and excursions to places of interest. 3. Nine tenths of Leningrad's Komsomol members fought against the fascists at the walls of their city. 4. Members of "the Young Guard" [gə:d], the Krasnodon underground youth organization, showed unexampled heroism. 5. There are very many All-Union Komsomol shock-construction projects in the Soviet Union. 6. Student construction brigades from institutes and universities have done much construction work in the non-black-earth zone of the Russian Federation.

(See the Key.)



Read the text of Task 26 (p. 158).

§ 3

11. *Read the text and answer the questions:*

Cultural Development

Cultural development begins in the home, and it is continued in the secondary school. From books, from their lessons, from watching other people, children learn cultured speech; they learn cultured behaviour¹ towards parents and teachers, towards one another, towards other people and towards animals. They learn to respect² people's work and the work of nature. This is one side of culture. And there is another side, equally important.

Remember all those literary or musical evenings you attended³ at your school, or the school picture galleries which you helped to build up and which are sometimes called small Tretyakovkas. But

young people wish to know more about the treasures⁴ of national and world culture. This need is felt equally by Soviet young people in all walks of life: among factory workers and machine-operators, office workers, students, collective farmers, agricultural workers and others.

That is why a system of cultural centres and societies has been organized in our country to broaden⁵ their cultural horizons and to develop their artistic abilities.⁶ Many young people, who show interest in amateur art⁷ go in for painting, dancing, or singing as millions of other citizens do. They attend drama, music, dance, ballet or singing groups at clubs and Palaces of Culture.

Reading books, attending the theatre, visiting museums and picture galleries, going to the cinema are very popular with young people.

Many of them are interested in science and technology, and may become young inventors⁸ or rationalizers of production.

¹ **behaviour** [bi'heivɪə] — поведение; ² **to respect** [ris'pekt] — уважать; ³ **to attend** [ə'tend] — посещать; ⁴ **treasure** ['trezə] — сокровище; ⁵ **to broaden** ['brɔ:dn] — расширять; ⁶ **ability** [ə'bi-liti] — способность; ⁷ **amateur** ['æmətə] **art** — художественная самодеятельность; ⁸ **inventor** [in'ventə] — изобретатель

1. Does the artistic and cultural development of children begin at school?
2. What ability does an art studio help to develop?
3. What opportunities have young people for education in the arts?
4. What is there to meet the reading interests of the youth?
5. Why do school students attend Technical Centres?

12. Read and discuss the problems:

1. Your level of culture depends on how you work, what you do and say at home, how you behave¹ in public places. How do you behave towards other people?
(To be polite² and tactful; to save other people's time; to help other people; to keep a promise; to speak honestly.)

¹ **to behave** [bi'heiv] — вести себя; ² **polite** [pə'laɪt] — вежливый

2. Cultural and educational work is very important in schools. Say what is done in your school to raise the pupils' cultural level.

(A dramatic society; a choir; a dancing group; a literary society; excursions to; an art studio; to read books (magazines); to go to the theatre (cinema).)

3. We may say, "He is a man of great (high) culture."

Does that mean that this man goes to the cinema (theatre), reads books, listens to music and nothing else? Does his cultural level include how he behaves towards other people, how he talks to them? Does it include his way of dressing, his way of decorating his home, his way of organizing his free time?

13. Read and say:

Proverb: Politeness costs nothing.

Certainly politeness costs no money, but is it true that it never costs anything? Politeness is part of culture, but real culture, of course, includes more than only being polite.

Do you agree that politeness costs nothing?

How do you understand real culture?

14. Read the sentences, find the verbs with postpositions and say how the postpositions change the meaning of the verbs:

1. Look at the facts! They speak for themselves. 2. Speak up please: I can't hear you. 3. I heard you were away. When did you get back? 4. He stood up and gave up his seat to an old woman. 5. The coat is too small, she has grown out of it. 6. I haven't heard from him since he telephoned last week. 7. Take your coat off and sit down. 8. My mother is taking the children out.

▲ 15. Read the text using the References and say what you have learned from it. Write down a plan of what you are going to say:

When Americans First Heard of Lenin

When the news of the Russian Socialist Revolution of November, 1917, reached the world, American workers learned for the first time of a man named Lenin. We also learned some new words — which very quickly became part of our language; among them were "Bolshevik" and "Soviet". Even those of us who were Left Socialists and members of the IWW* knew practically nothing of the Russian socialist movement. Very soon "Bolshevik" became a very well known word even to those who did not know its Russian meaning. "I am a Bolshevik!" said Eugene Debs,¹ the great American Socialist leader. All working-class organizers and strikers were "Bolsheviks", of course.

Some progressive American newspaper correspondents went to Russia as soon as they heard about the October Revolution. Everything that we heard from there of the working-class movement through the press filled² us with enthusiasm.

There was a small book, possibly the first one published here,

called "The Soviets at Work" which included some articles written by Lenin. Almost a million copies of this book were sold.

Many books started coming out in 1918 when "Ten Days That Shook the World" by John Reed was published. Albert Rhys Williams³ went to Russia in 1917. He wrote a number of books on the Soviet system, all enthusiastic reports about the new Russia.

William Foster went to Russia in 1921 and wrote a series of articles for the labour press here, later published as a book called "The Russian Revolution". Journalists and others wrote interviews with Lenin — including Lincoln Steffens, who said, "I have seen the future and it works."

Some of the first translations of Lenin's writings came here from Britain. I have a copy of his "April Theses", from Glasgow, published by the socialist labour press. Another one, I received from a friend there, was "The Proletarian Revolution", by V. I. Ulyanov (Lenin), published by the British Socialist Party. In the early twenties, Lenin's works began to appear⁴ here. I recall⁵ a friend, with his pockets full of copies of "The State and Revolution", passing them out enthusiastically to all of us. This work was written by Lenin in August and September, 1917.

Lenin's works caused⁶ many Left Socialists to join the Communist Party when it was founded in 1919.

(After Elizabeth Gurley Flynn⁷)

¹ Eugene Debs [ˈjʊdʒɪn ˈdebz]; ² to fill — наполнять; ³ Albert Rhys Williams [ˈælbət ˈrɪs ˈwɪljəmz]; ⁴ to appear [əˈpiə] — появляться; ⁵ to recall [rɪˈkɔ:l] — вспоминать; ⁶ to cause [kəʊz] — быть причиной (чего-то); ⁷ Elizabeth Gurley Flynn [ɪˈlɪzəbəθ ˈgɜ:lɪ ˈflɪn]



Read the text of Task 27 (p. 161).

§ 4

16. Read the questions and say how Lenin's name came to America:

1. When did American workers first learn of a man named Lenin?
2. What were the new words which so quickly became part of the English language?
3. Who went to Russia as soon as the news of the Great October Revolution reached America?
4. What are the names of the progressive Americans who wrote about Soviet Russia?
5. Why did many Left Socialists join the Communist Party of the USA?

17. Read the text and ask your classmates questions on the text:

America Must Know the Truth

Lenin's Kremlin study¹ and flat, where the great leader lived and worked for the last five years of his life, is a museum known all over the world. Thousands of people visit it every year, and the stories behind its many exhibits are very interesting. Here is one of them told by a researcher² of the museum.

One July day in 1959, we learned that a progressive American journalist would visit the museum, but we were not told his name.

Imagine³ how surprised and glad we were when he introduced himself in Russian as Albert Rhys Williams. This was the same Williams who had been in Russia during the October Revolution and whose true-to-fact information, together with John Reed's articles, helped the American people to learn the truth about events in Russia.

Williams remembered⁴ very much. He had seen and heard Lenin many times, but remembered especially well the meetings he had with him in the Kremlin. Here, recalled the journalist, he felt how great Lenin's contact was with the working people.

He told us this little story.

Although it was usually easy to be received by Lenin, the day the American correspondents came, the waiting-room of Lenin's study was crowded. So they had to wait together with other delegations, two diplomats, Party leaders and statesmen. When the door of Lenin's study opened, they were all very much surprised to see an ordinary Russian peasant⁵ coming out. "That was a most interesting peasant," Lenin said after the peasant had gone. "I wanted to know what he thought of our policy in the countryside." Williams said that at that moment he understood very clearly where Lenin's strength lay and why people's love and respect for him were so great.

Albert Rhys Williams also recalled his last meeting with Lenin. He had come to say good-bye to Lenin and told him what literature he was taking home with him, which would help him to explain the truth about the Russian Revolution. Lenin was glad to hear about Williams' collection and wrote a special note⁶ to Soviet railway workers, asking them to do what they could to help Williams to take these important books to his country. But the American police did not let Williams do what he wanted — the books disappeared.

Albert Rhys Williams and his wife walked slowly out of Lenin's study. For them it was not a museum; it was a sacred⁷ place connected with great and eventful moments in their lives. Again this veteran American journalist would write truthful re-

ports about his trip to the USSR, and about the friendly feelings of the Soviet people towards ordinary Americans.

America had to know the truth.

¹ **study** — кабинет; ² **researcher** [rɪ'sə:tʃə] — научный сотрудник; ³ **to imagine** [ɪ'mædʒɪn] — воображать; ⁴ **to remember** [rɪ'membə] — помнить, вспоминать; ⁵ **peasant** ['pezənt] — крестьянин; ⁶ **note** — записка; ⁷ **sacred** ['seɪk-rɪd] — священный

18. Read and discuss:

1. Every person has his own or her own personal interests and ways of using free time. What are the most popular hobbies among the young people of your town (village)?
(Collecting stamps, stones, flowers; classical or modern ballet, country or folk-dancing; sightseeing in towns where there are old buildings of historical interest; photography; growing flowers.)
2. The Soviet Union has many places where schoolchildren can use their free time. Can you name some of them?
(Pioneer Palaces; clubs; young naturalist centres; children's railways; young sailors' clubs; sports schools.)

¹ **sailor** ['seɪlə] — моряк

3. Discuss your classmates' hobbies. Tell each other whether the following ways of using free time are useful:

- a) going to the cinema; b) attending the theatre; c) playing a musical instrument; d) listening to music (to records); e) going to concerts; f) singing in a school choir; g) acting in a school drama theatre; h) painting (drawing); i) going in for sports. If you think they are useful, say why.
(To educate people; to understand life better; to take part in; to play a great role in; to be useful to (in); to be important for art education; artistic development; an important part of; good health and physical development.)

19. Read the sentences and give Russian equivalents of the underlined words. Say what elements they consist of:

1. A dramatist is a writer of plays, especially serious ones.
2. There's a misunderstanding here that can be put right in two minutes if you look up the word in the dictionary.
3. My sister is a student specializing in biology.
4. He spoke about his personal impressions of Moscow when he came back from the trip.
5. These two hotels in the centre of our city are

both excellent establishments. 6. Business letters are not usually written in conversational style. 7. There has been serious disagreement among the members of the committee over this question.

▲ 20. *Read the sentences and copy the words with prefixes and suffixes underlining them. Write down Russian equivalents of the words:*

1. This experimental technology is very progressive.
2. His father was a delegate to the regional party conference.
3. My little sister dislikes wearing stockings.
4. She always wanted her son to become an engineer, and her hopes materialized.
5. There is an experimental farm in our district.
6. This boy is a very energetic tennis player.
7. You've been misinformed, you do not know the real facts.

(See the Key.)



Read the text of Task 28 (p. 163).

§ 5

21. *Read and speak about May Day:*

May Day

1. May Day is celebrated all over the world as an international workers' holiday.



What is expressed in this international workers' holiday? Does May Day express the spirit¹ of international working class solidarity? Is it marked in the USA by the fight for jobs, social equality, democratic rights, labour solidarity, and in support² of the anti-imperialist struggle everywhere?

¹ spirit — дух; ² support [sə'pɔ:t] — поддержка

2. Founded in the USA more than a hundred years ago, in 1886, May Day, a day of working class solidarity, grew out of the struggle for the eight-hour working day. What are US workers' May Day slogans now? Do they fight against unemployment, inflation and higher prices? Do they fight for social progress, true democracy and peace?
3. The *People's Daily World* is a Marxist newspaper. Each May Day the *People's Daily World* sends May Day greetings to all who struggle for the betterment of the lives of working people. What is its role in the United States? Does it help to build up the peace movement? Does it fight anti-Sovietism? Does it educate its readers in the ideology of Marxism-Leninism? Does it publish articles about the achievements of the Soviet Union?

22. Read the text once and say what it is about:

A Call for Peace on Workers' Day

From Riga on the Baltic¹ Sea to Vladivostok on the Pacific, May Day in the Soviet Union was peace day.

In Moscow, more than a million people paraded past the Lenin Mausoleum on Red Square carrying flags and streamers² high in the air. Many of the marchers carried their children on their shoulders³ like banners⁴ of peace. And the bright, smiling "banners" were very happy; they could see everything around them.

Many of the streamers carried by the marchers expressed solidarity with workers in other countries, and support for the democratic struggle in Latin America and South Africa.

Then thousands of young men and women dressed in blue entered Red Square. Each held a red flag on which was one word: Mir (Peace). All you could see was a sea of red. Peace was the way the May Day march began and peace was the way it ended.

(Adapted from the *Daily World*)

¹ Baltic ['bɒltɪk]; ² streamer ['stri:mə] — транспарант; ³ shoulder ['ʃouldə] — плечо; ⁴ banner ['bænə] — знамя

23. Read the text using the References and say what you know about sports in the USA:

American Sports and Games

Sports and games in the USA take different forms. Some sports are commercial and professional, with players and athletes who are paid a lot of money if they win and much less if they lose.

Baseball is the most popular game in the US. It is played throughout¹ the spring and summer by schools, colleges and professional teams.

Football is the most popular game in the autumn. There are professional football teams in all the main cities of the United States. In American football there are eleven players in each team, as in ordinary football, but the rules are different. Players are often hurt in American football. So the teams wear special clothing and helmets² as in hockey.

Basketball is a popular game in American schools and colleges. It is especially popular in high schools, both among boys and girls. Boys also play baseball and football.

The game of *golf* is very popular with businessmen and professional people. It is played by both men and women. There are now more golfers than tennis players. Workers do not play golf, nor do they play tennis.

*Swimming, water skiing, and skin diving*³ are popular summer sports. In winter, many people go in for *ice-skating, skiing, and hockey* if they live in the Northern and Central states.

Other sports include *wrestling*,⁴ *boxing* and *horse-racing*.⁵

There are some games that are played only by children. The most popular one among boys is *marbles**,⁶ which is played mainly in the spring. For girls there is *hopscotch**.⁷

¹ *throughout* [θru:'aʊt] — все время; ² *helmet* ['helmit] — шлем;
³ *skin diving* — подводное плавание; ⁴ *wrestling* ['reslɪŋ] — борьба; ⁵ *horse-racing* — скачки; ⁶ *marbles* — игра в шарики;
⁷ *hopscotch* ['hɒpskɒtʃ] — «классы» (детская игра)

24. Read the sentences and give Russian equivalents of the underlined words. Give other meanings of the words:

1. You're not much help to me if you can only sit there. 2. You are my last hope. Please help me. 3. This book is of no interest to me. 4. Last winter was unusually cold, this one is quite the opposite. 5. Mornings I usually go for a walk by the river. 6. Have a look at this article; it is very important. 7. Our school choir was asked to give a repeat performance at the Pioneer House next week. 8. The flowers grew thickest near the wall.

▲25. Read and discuss the story with your deskmate (see IWL):

It Happened in the Arctic

World War II was an anti-fascist war in which Soviet people fought together with other freedom-loving peoples of the world.

Here is a war episode told by a Soviet flier, Hero of the Soviet Union, Ilya Mazuruk. His story was published first in *Komso-molskaya Pravda* and then in the *Daily World*.

Here it is.

In the summer of 1942, we were flying over the Barents Sea in the Arctic. The battles going on to the south of us on the mainland were not heard here, but war went on in the cold Arctic regions too, in the air, on the water, and under the water.

One day we were flying low over the water in a hydroplane. Below us lay the coasts of the island of Novaya Zemlya. And then, suddenly, we saw people on the island running in all directions. They were afraid of us. Then someone saw the red star on our plane and the running stopped. They waved¹ their hands and jackets to catch our attention. So we landed on the water to see who they were. To our surprise they were American and British seamen. Their ships had been torpedoed by enemy submarines² on their way to Arkhangelsk. They had lost all hope of ever seeing their homes again. We picked up the weakest and flew to a hospital in an Arctic settlement which was several hundred kilometres away. The others were told that a ship would come and take them off the island.

It was several days later when, during the wait, the seamen discovered that they were not the only people on the island. Ten young hunters appeared and stopped at a distance. The hunters were young teenagers.³ They invited⁴ the seamen to come to their tent. These boys were Young Pioneers, who were hunting on the island. They gave the seamen tea, salted fish and bread. For more than a week the Pioneers did all they could for the American and British seamen. In return for their help, the seamen offered them stamps. To this day, after more than thirty years, one of these men still has a badge⁵ given to him by one of the boys in exchange for two Canadian stamps.

The ship came at last. The seamen left the island, and the boys continued to hunt on the island. They had saved the lives of the American and British seamen.

(Adapted from the *Daily World*)

¹to wave — размахивать; ²submarine ['sʌbməri:n] — подводная лодка; ³teenager ['ti:n,eɪdʒə] — подросток; ⁴to invite [ɪn-'vaɪt] — приглашать; ⁵badge — значок



Read the text of Task 29 (p. 165).

§ 6

26. Read the text and say what Victory Day means to Soviet people:

May 9

Every year on May 9, Victory Day, we recall those difficult years when Soviet people fought for the victory of our Socialist Homeland over fascism.

The historical significance¹ of the Soviet Union's victory lies first of all in the fact that it was a socialist state that defeated² the fascist aggressor. It was a victory won by the most progressive social system, by the Soviet people under the leadership³ of the Communist Party.

The victory over fascism was of great significance also because it activated the struggle of colonial peoples for freedom and national independence. It inspired⁴ the working class and Communist movement throughout the world.



Many of those Soviet people who fought in the Great Patriotic War are still active and play an important part in the national economy. People know these veterans not only because they wear their orders and medals on Victory Day and on other holidays. They are known because of their honest labour and useful public work. Together with all Soviet people they are active participants in the peace movement. Their fight for peace is fully un-

derstandable because no one knows better than a war veteran what war means.

¹ **significance** [sɪɡ'nɪfɪkəns] — значение; ² **to defeat** [dɪ'fɪt] — разгромить; ³ **leadership** — руководство; ⁴ **to inspire** [ɪn'spaɪə] — вдохновлять

27. Read and discuss:

1. The Great Patriotic War will be well known by all future generations of Soviet people. It is part of the history of our great country.
What kind of war was it? Did the Soviet people defend the most progressive social and political system? Did they save the world from fascism?
2. Soviet war veterans are the men and women who took an active part in winning the Great Patriotic War. In peace time they carry out very important work.
Why are they respected and loved by all Soviet people? How did they fight for freedom and independence of our country? Did they fight heroically? Do they help in the communist education of young people? Can you tell us about a war veteran that you know personally?
3. The Communist Party of the Soviet Union says to the whole world that there is nothing more important than peace. Why are the Soviet Union's peace initiatives supported by working people in all countries? Do they express the interests and hopes of the peoples?

28. Read, answer the questions and ask your deskmate about his (her) opinion:

- 1 Sports activities include games and competitions between schools. Is it correct to say that those who take part in team games must remember that they are playing for their school, that they are part of a team, not alone?¹

¹ **alone** [ə'loun] — один, сам

2. There are two kinds of sport: team games like football, hockey or basketball, individual sports like athletics, and individual games like tennis or chess.
Which of them do you prefer and why? What members of a team may be called the best ones?
3. Some school students prefer to play team games, others prefer individual games.
Is it more interesting to play team games during your school years? Do such games develop character and quick thinking?

4. The health of school students is very important in our country. Does going in for sports help you to keep in good health and grow stronger? What must you do to keep in good health?

▲ 29. Read the text using the References and say what you have learned about the education in the USA:

School Education in the USA

The American system of school education differs from the systems in some countries. There are state-supported public schools, private¹ elementary schools and private secondary² schools. Public schools are free and private schools are fee-paying.³ Each individual state has its own system of public schools. The federal government pays little or no attention to the schools.

Elementary education begins at the age of six with the first grade (form) and continues through to the eighth grade. In most states children are supposed to go to school until the age of sixteen or until they have finished the eighth grade.

The elementary school is followed by four years of the secondary school or high school as it is called. In some states the last two years of the elementary and the first years of the secondary school are combined into a junior high school*.

The programme of studies in the elementary school is different in different schools. It includes English, arithmetic (sometimes elementary algebra), geography, the history of the USA and elementary natural science including physiology. Physical training, singing, drawing and handwork, wood or metal work are often taught. Sometimes a foreign language and the study of general history are begun.

Besides giving general education, some high schools teach subjects useful to those who hope to find jobs in industry and agriculture. Some give preparatory⁴ education to those planning to enter colleges and universities.

At the same time, educational opportunities in the USA are formal for many people. One per cent of American citizens from the age of fourteen and older can neither read nor write. Over two million American children do not go to school, and six million attend only the first grade. More than fifty per cent of school students do not finish high school.

¹ private ['praɪvɪt] — частный; ² secondary ['sekəndəri] — средний; ³ fee-paying — платный; ⁴ preparatory [prɪ'pærətəri] — подготовительный



Read the text of Task 30 (p. 168).



Columbia University is well known in the United States.

§ 7

30. *Read the text and discuss it:*

Success in Life

What is success in life? Are success and happiness the same thing?

There are different answers to these questions.

Success comes to those who are prepared to achieve it by hard work.¹ Many people say that they are happy if they are useful to their country. And to be useful you must do what your country needs.

Igor Vasilyevich Kurchatov, the famous Soviet physicist² and statesman, can be taken as a model by all young people.

Kurchatov graduated from the university at the age of twenty. He was interested in physics and mathematics and displayed great interest in scientific research. In a short time, he achieved important results in the research of dielectrics which were very little known at that time. Then Kurchatov began important experimental work in nuclear³ physics.

During the Great Patriotic War, Kurchatov, together with



other Soviet scientists,⁴ used all his energy to build up the military strength of our Motherland.

In 1943, Kurchatov was elected an academician of the Academy of Sciences of the USSR. From that time on he headed the work on the use of atomic energy in our country.

Kurchatov educated many young scientists and engineers in this new field of science — nuclear physics. His scientific achievements⁵ were great and the Soviet government awarded him five Orders of Lenin, two Orders of the Red Banner of Labour and many

medals. Three times Kurchatov was awarded the title of Hero of Socialist Labour.

Kurchatov was not only a famous scientist, he was also a statesman and a great Soviet patriot. Speaking at the session of the Supreme Soviet on the 15th of January, 1960, Igor Vasilyevich said, "I am happy that I was born in Russia and that I have had every opportunity to study nuclear physics. I am sure that our people and our government will use the achievements of this science only for the good⁶ of all people in the world."

¹ hard work — упорный труд; ² physicist ['fɪzɪsɪst] — физик; ³ nuclear ['njuːklɪə] — ядерный; ⁴ scientist ['saɪəntɪst] — ученый; ⁵ achievement [ə'tʃɪvmənt] — достижение; ⁶ the good — благо

31. Read and discuss the problems:

1. "Your ideal" is a popular subject for discussion among school students.

Have you found your ideal? What is his (her) name? Why is he (she) a model for imitation?

(A great specialist in his trade; the leader of a construction brigade; a Hero of Socialist Labour; a man of high ideals; a war hero; a famous scientist; a revolutionary; an inventor; a cosmonaut; an actor or actress.)

2. How do you plan to reach your ideal?

(To work hard; to learn the same trade or profession; to serve the people; to be honest in everything; to love our Motherland.)

3. What is your ideal of happiness?

(To serve my people and country; to help in the revolutionary struggle for a better future; to take part in building communist society; to help to develop friendship among the peoples of the world; to fight for peace; to do everything possible for the good of society.)

32. Read the text once and say what it is about:

Jobs

This month over three million students will graduate from high school. Another million will graduate from college. While over 25 per cent of the high school students will go on to college in the fall,¹ the majority² of these four million youths will be looking for jobs.

In addition,³ another six million or more youths are high school or college students. Many of these youths will be looking for summer jobs to make it possible for them to return to school in the fall and to help their families to meet the rising cost of food, clothing and other needs.

Will these millions of youth be able to find work? The youths graduating from high school and college will have a difficult time finding any work at all. Youth unemployment is much higher than that of the general population.

That is why the Young Workers Liberation League is starting a campaign this summer to bring together unemployed youth, young workers and students in a movement for jobs and better education.

(Adapted from the *World Magazine*)

¹ fall — *амер.* осень; ² majority [mə'dʒɔrɪtɪ] — большинство; ³ in addition [ə'dɪʃn] — в дополнение

© 33. Listen, read and speak about the labour practice (the pupils' field brigade), the work and rest camp and your holiday plans:

Work and Rest

"How time flies! We're coming to the end of the school year. Have you made any holiday plans?"

"I can't wait for next week when the holidays start; but I haven't made any special plans yet."

"Holidays are never long enough, but if you make a plan of what you want to do..."



"...I lose less time and get much more done.¹ Is that right?"
"Certainly."

"There are very many different ways to spend the holidays, you know. I prefer not to make any definite plans too early. Have you made plans?"

"Yes, I'm going to spend a few weeks at a work and rest camp."

"Did you go to a work and rest camp last year?"

"Yes, of course, and I had a lot of fun there."²

"Was the work very difficult?"

"Oh, no! The work wasn't too difficult and we didn't need much rest. We preferred games and hikes."

"Not bad! I think it's a good idea."

¹ and get much more done — и больше успеваю делать; ² and I had a lot of fun there — и там было очень весело

§ 8

34. Read and check yourself:

Jim and Della

Jim and Della were two young people, husband and wife. They loved each other dearly. They lived in a small room in an old house in one of the dirty streets of New York.

They worked from early morning till late at night, but they got very little money for their work. And still they had two things which were very dear to them — Jim's watch and Della's beautiful hair.

Christmas was coming and Della wanted to give Jim a nice present, but she had no money. She really did not know what to do. She sat on the sofa and began to cry. Suddenly an idea came to her. She got up and stood in front of the mirror¹ and looked at her beautiful long hair. Then she left the house and in a few minutes she was already at the hairdresser's² shop.

"Will you buy my hair?" she asked. The hairdresser looked at her hair and said, "Yes, I will. It's fine hair. I can give you twenty dollars for it." Della was very happy. She took the money and went to buy a present for her husband. In one of the shops she saw a very beautiful watch-chain.³ "I'll buy it, Jim will be very glad," she said to herself. "He needs a chain for his watch."

So Della bought a gold watch-chain as a Christmas present for Jim. When she got home, Jim was already there waiting for

her. He looked at his smiling little wife and understood everything.

"Why did you do it?" he asked.

"Dear Jim, my hair will grow and I wanted to give you a present. Here it is," and she put the watch-chain into his hand.

The beautiful chain, Della's present, was of no use to him. He had sold his gold watch to buy a Christmas present for his wife. He took a packet out of his pocket and gave it to Della. She opened it and saw two beautiful combs, the combs⁴ that she had seen in a shop window and had wanted for so long.


(After *O. Henry*)

¹ **mirror** ['mɪrə] — зеркало; ² **hairdresser** ['heə'dresə] — парикмахер; ³ **watch-chain** [tʃeɪn] — цепочка для часов; ⁴ **comb** [kəʊm] — гребень

Irregular Verbs

be [bi:]	was [wəz], were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɔst]	cost [kɔst]	cost [kɔst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drouv]	driven ['drɪvn]
eat [i:t]	ate [et]	eaten ['i:tən]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɔt]	forgotten [fə'gɔtən]
freeze [fri:z]	froze [frouz]	frozen ['frouzn]
get [get]	got [gɔt]	got [gɔt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gəʊ]	went [went]	gone [gɒn]
grow [grou]	grew [gru:]	grown [groun]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hiə]	heard [hæd]	heard [hæd]
hold [həʊld]	held [held]	held [held]

know [nou]	knew [nju:]	known [noun]
lay [lei]	laid [leid]	laid [leid]
lead [li:d]	led [led]-	led [led]
leave [liv]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [lein]
light [lait]	lit [lit]	lit [lit]
lose [lu:z]	lost [lost]	lost [lost]
make [meik]	made [meid]	made [meid]
mean [mi:n]	meant [ment]	meant [ment]
meet [mit]	met [met]	met [met]
pay [pei]	paid [peid]	paid [peid]
put [put]	put [put]	put [put]
read [rid]	read [red]	read [red]
retell ['ri:tel]	retold ['ri:tould]	retold ['ri:tould]
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raiz]	rose [rouz]	risen ['ri:zn]
run [rʌn]	ran [ræn]	run [rʌn]
say [sei]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [sould]	sold [sould]
send [send]	sent [sent]	sent [sent]
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeɪkn]
shine [ʃain]	shone [ʃɔ:n]	shone [ʃɔ:n]
shoot [ʃut]	shot [ʃɒt]	shot [ʃɒt]
show [ʃou]	showed [ʃoud]	shown [ʃoun]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sit]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
speak [spi:k]	spoke [spouk]	spoken ['spoukn]
spell [spel]	spelt [spelt]	spelt [spelt]
spend [spend]	spent [spent]	spent [spent]
spread [spred]	spread [spred]	spread [spred]
stand [stænd]	stood [stud]	stood [stud]
sweep [swip]	swept [swept]	swept [swept]
swim [swim]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tuk]	taken ['teɪkn]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tell [tel]	told [tould]	told [tould]



think [θɪŋk]
throw [θrou]

understand
[ˌʌndə'stænd]

wake [weɪk]
wear [weə]
win [wɪn]
write [raɪt]

thought [θɔ:t]
threw [θru:]

understood
[ˌʌndə'stʊd]

woke [wouk]
wore [wɜ:]
won [wʌn]
wrote [raʊt]

thought [θɔ:t]
thrown [θroun]

understood
[ˌʌndə'stʊd]

woken ['woukn]
worn [wɜ:n]
won [wʌn]
written ['rɪtn]

Reference grammar

(ГРАММАТИЧЕСКИЙ СПРАВОЧНИК)

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ (CONDITIONAL SENTENCES)

§ 1. **Сложноподчиненные условные предложения** состоят из двух частей: *главного предложения* и *придаточного предложения условия*.

Придаточное предложение выражает условие совершения действия, главное — следствие, вытекающее из этого условия. Придаточные предложения условия обычно соединяются с главным предложением союзом **if**¹.

We shall come to you tomorrow **if** the weather is fine.

If you see Ann, tell her to ring me up.

If he works much, he can easily catch up with the other pupils in his English.

Why didn't you say so **if** you thought so?

П р и м е ч а н и е:

В качестве союза в условных предложениях употребляются также: **unless** — если только не; **provided (that), on condition (that)** — при условии, что; **suppose (that)** — предположим, что.

Suppose he doesn't come, what shall we do?

В английском языке можно выделить три основных типа условных предложений.

§ 2. **Условные предложения I типа** выражают реальные, осуществимые условия, обычно относящиеся к настоящему или будущему времени.

You may have the book **if** you like it.

If I have time, I shall go to the concert tomorrow.

В условных предложениях I типа, относящихся к будущему, в придаточном предложении после союза **if** глагол стоит в Present Indefinite, а в главном предложении — в Future Indefinite или в повелительном наклонении.

If we go to the cinema earlier, we **shall be able** to get good seats.

If he comes, ask him to wait for me.

§ 3. **Условные предложения II типа** выражают маловероятные и нереальные условия, относящиеся к настоящему или будущему времени.

If I had time now, I should go to the concert, but I'm busy.

¹ Следует отличать употребление союза **if** в условных придаточных предложениях, где он переводится как «если (бы)», и в изъяснительных придаточных предложениях или косвенных вопросах, где он переводится как «ли». Ср.: I won't go if it rains. I don't know if he'll agree. Ask him if he is ready.

В условных предложениях II типа в придаточном предложении употребляется Past Indefinite, а в главном предложении — сочетание **should (would)** с первой основной формой смыслового глагола.

If he **knew** where we lived, he **would send** us a telegram.
П р и м е ч а н и е:

Глагол **to be** в придаточном предложении употребляется в форме **were** во всех лицах единственного и множественного числа.

If I **were** you, I **should go** to the doctor at once.

§ 4. Условные предложения III типа выражают условия, не реализованные в прошлом и, следовательно, совершенно невыполнимые.

If I **had had** time yesterday, I **should have gone** to the concert, but I **was busy**.

В условных предложениях III типа в придаточном предложении употребляется Past Perfect, а в главном предложении — сочетание **should (would) have** с третьей основной формой смыслового глагола.

If he **had seen** you yesterday, he **would have told** you about the meeting.

If it **hadn't rained** last Sunday, we **should have gone** to the country.

ИНФИНИТИВ (THE INFINITIVE)

§ 5. Инфинитив — неличная форма глагола, которая только называет действие и выполняет функции как глагола, так и существительного.

He **liked to spend** his holidays by the riverside.

I'm very glad **to see** you.

Инфинитив обычно употребляется с частицей **to**, стоящей перед ним.

He **wants to be** a doctor.

Однако частица **to** иногда опускается, и инфинитив употребляется без нее. Это встречается:

а) после модальных и вспомогательных глаголов **must, can (could), may (might), shall (should), will (would), do (did), need**:

Shall we go together?

What **do you mean by coming** so late?

He **must be** at the entrance at 5 minutes **to seven**.

б) после глаголов **to let, to make, to see, to hear, to notice, to watch, to feel**, а иногда также после глагола **to help** (в разговорном стиле речи и в американском варианте английского языка):

Let me see!

What **makes you think** so?

I **noticed him pass** a note to his neighbour.

She **helped him do it**. (She **helped him to do it**.)

Чтобы избежать повторения ранее упомянутого глагола в конце

предложения, может употребляться лишь частица **to**, если это не затрудняет понимания.

He wants me to go there but I don't want to (go).

I did what you had asked me to (do).

Отрицательная форма инфинитива образуется при помощи частицы **not**, которая стоит перед ним.

To be or not to be.

Инфинитив может иметь дополнение и может определяться наречием.

I like to read books about travels.

He asked me to go quicker.

§ 6. Формы инфинитива. Инфинитив в английском языке может иметь различные формы.

Инфинитив в форме **Indefinite** (как **Active**, так и **Passive**) обозначает действие, которое происходит одновременно с действием, выраженным глаголом в личной форме. Это действие может относиться к будущему времени или быть безотносительным ко времени его совершения.

Indefinite Infinitive Active представлен в первой основной форме глагола: **to be, to go, to write, to do, etc.**

She asked the young man to carry the heavy suitcase to the bus stop.

Indefinite Infinitive Passive образуется с помощью инфинитива глагола **to be** и третьей формы смыслового глагола: **to be written, to be done.**

He ordered the windows to be shut.

Инфинитив в форме **Continuous** употребляется для выражения длительного действия, протекающего одновременно с действием, выраженным глаголом в личной форме.

Continuous Infinitive образуется с помощью инфинитива глагола **to be** и формы **Present Participle** смыслового глагола: **to be going, to be doing, etc.**

The weather is said to be changing.

Инфинитив в форме **Perfect** обозначает действие, предшествующее действию, выраженному глаголом в личной форме.

Perfect Infinitive Active образуется с помощью инфинитива глагола **to have** и третьей основной формы смыслового глагола: **to have written, to have done, etc.**

I'm pleased to have met him.

§ 7. Инфинитив может служить в предложении

а) *подлежащим*:

To travel by sea is a pleasant thing.

It's time to go home.

б) *именной частью составного сказуемого*:

Your task is to put up the tent.

в) *дополнением*:

I want to show you the house where I was born.

г) *определением*:

He brought me a book to read.

д) *обстоятельством*:

He was too old to travel any more.

I have come here to talk to you.

§ 8. Инфинитивные обороты. Инфинитив в сочетании с существительным (или местоимением) образует инфинитивный оборот, выполняющий роль сложного члена предложения.

Инфинитивный оборот, выступающий в роли сложного дополнения, включает существительное (или местоимение в объектном падеже) и инфинитив; он называется **Objective with the Infinitive** (объектный падеж с инфинитивом). Этот оборот употребляется после глаголов **to want, to like, to prefer; to know, to think; to advise, to ask, to tell, to help** и некоторых других.

I want you to help me.

I ask you not to be late this time.

После глаголов **to let, to make, to hear, to see, to watch** и некоторых других инфинитивный оборот употребляется без частицы **to**.

I saw him cross the street.

She watched the children play in the yard.

§ 9. Инфинитивный оборот с предлогом for состоит из существительного (или местоимения), перед которым стоит предлог, и инфинитива: **It's difficult for me to read English technical texts.** Оборот **for + существительное (или местоимение) + инфинитив** употребляется в качестве *сложного подлежащего* (с вводным *it*), *именной части сказуемого, сложного дополнения, определения и обстоятельства.*

It's necessary for me to know her new address. (*Сложное подлежащее.*)

This is for you to decide. (*Именная часть сказуемого.*)

The children waited for the performance to begin. (*Дополнение.*)

The father bought two books for his son to read. (*Определение.*)

The text is easy enough for you to understand. (*Обстоятельство.*)

§ 10. Инфинитивный оборот, выступающий в роли сложного подлежащего, состоит из существительного (или личного местоимения в именительном падеже), стоящего перед сказуемым, и инфинитива, следующего за сказуемым. Он называется **Nominative with the Infinitive** (именительный падеж с инфинитивом).

Этот оборот употребляется, когда сказуемое выражено глаголами **to think, to know, to suppose; to hear, to see; to say, to report, to describe; to advise, to ask, to order** и некоторыми другими в страдательном залоге.

She is said to be a very talented ballet-dancer.
They were asked to come earlier.

§ 11. СЛОВООБРАЗОВАНИЕ (WORD FORMATION)

Суффиксы

Часть речи	Суффикс	Словообразование
Имя существительное	-er(-or) -ing -(t)ion -ism -ist -ness -ment	to work — worker to build — building to decorate — decoration social — socialism social — socialist happy — happiness to develop — development
Имя прилагательное	-able(-ible) -an(-ian) -al -ful -ic -less -y	to enjoy — enjoyable Russia — Russian continent — continental help — helpful hero — heroic help — helpless rain — rainy
Глагол	-ize(-ise)	to organize (organise)
Наречие	-ly	nice — nicely

Приставки

Приставка	Словообразование
un- in- (il-, im-, ir-) re- dis- mis-	pleasant — unpleasant definite — indefinite to write — to rewrite to like — to dislike to understand — to misunderstand

Key to exercises

Unit 1

Exercise 9

1. согласие; 2. госпитализирован; 3. оплата; 4. драматург; 5. журналист, журналистика; 6. национализированы, правительством.

Exercise 12

1. физические; 2. тренировка; 3. сходство; 4. несъедобный; 5. шелковый; 6. впечатление; 7. аргумент, довод; 8. исторический; 9. читатель.

Exercise 34

1. свет, светло; 2. светлая; 3. обещайте, новости; 4. обещание; 5. коммунистические, капиталистические, интересы, бедных; 6. спектакли; 7. показать.

Unit 2

Exercise 9

1; 4; 5; 7; 8.

Exercise 17

1; 4; 5; 8.

Unit 3

Exercise 9

1. to stay; 2. hear, sing; 3. to know, to be, to speak; 4. help, to lay; 5. not to help; 6. to speak, do.

Exercise 18

1. to carry (**Active Indefinite**), help (**Active Indefinite**); 2. be waiting (**Continuous**); 3. be brought (**Passive Indefinite**); 4. read (**Active Indefinite**); 5. have forgotten (**Active Perfect**), to come (**Active Indefinite**), to see (**Active Indefinite**); 6. to have been (**Active Perfect**).

Exercise 37

1. people to be late (I); 2. for the river to open (II); 3. us wait (I),
4. The children ... to stay (where they were) (III); 5. for her to go
(II); 6. The young man ... to be (a first-class tennis player) (III).

Unit 4

Exercise 10

1. everywhere — везде; 2. leisure-time — в свободное время; 3. nine
tenths — девять десятых; 4. underground — подпольная; 5. All-
Union — всесоюзный; shock-construction — ударные строитель-
ные; 6. no-black-earth — нечерноземная.

Exercise 20

1. educational — образовательная; progressive — прогрессивная;
2. regional — областной; 3. dislikes — не любит; 4. materialized —
реализовались; 5. experimental — экспериментальный; 6. energet-
ic — энергичный; player — игрок; 7. misinformed — дезинформи-
рован.

Topical words and expressions

(ТЕМАТИЧЕСКИЙ СЛОВАРЬ)

I. Vladimir Ilyich Lenin

The great leader of the working people; the organizer of the Communist Party; the leader and organizer of the Great October Socialist Revolution; the founder of the Soviet state; revolutionary activities; the building of Socialism; the struggle for world peace.

II. State Holidays

To celebrate a holiday; to celebrate May Day (October Day, Victory Day, Constitution Day, Soviet Army Day, International Women's Day); the anniversary of the Great October Socialist Revolution; to see the New Year in; to decorate a building (a city, a school, a street) with flowers, flags, slogans, placards; the demonstration takes place in; to take part in the demonstration; to hold a holiday meeting; to watch the demonstration (the parade); to march past the tribune; to send (receive) holiday greetings (holiday postcards); to have a holiday concert.

III. The Komsomol

To help the Communist Party; to take an active part in (the struggle) for; to become heroes; to receive high awards; to be awarded the Order of Lenin (Red Banner, Red Banner of Labour, the Order of the October Revolution); to join the Komsomol; the duty of a member of the Komsomol is; to play an important part in; the main tasks of the Komsomol members are; to be active in the economic and public life; to organize international meetings of friendship; to struggle actively for world peace; to have a Komsomol meeting; to discuss the questions.

IV. Geography

Is situated; lies in; is washed by; the area is; the capital is; to consist of; in the eastern (western, northern, southern) part of; industrial (agricultural) area, there are big forests, high (low) mountains (hills); is covered with mountains and hills;

the river flows to the east (west), crosses the country; the main ports are;
the country has a population of; the largest cities (towns) are;
has a developed industry (agriculture);
the climate differs from one part to another; the temperature in summer (winter) is high (low); the summer (winter) lasts for; the weather in summer (winter); the wind blows from; the sun shines; cold (cool, warm, hot) in winter (summer).

V. My Town (Village)

Is situated; a large city; is big (small, new); there are several districts; Town Soviet (District Soviet); industrial; factories; modern; has monuments (hospitals, post-offices, museums, palaces, shops, libraries, theatres, cinemas); flower gardens (parks, squares, stadiums); (not) far from; is a district (region) centre; is a railway station; is a sea (river) port; by bus (tram, trolley-bus); the name of the village (town) is; collective farm; state farm; a cattle-farm; a pig-farm; tractors, combine-harvesters; agricultural machines; to help to gather the harvest (to pick up fruit); to work in the kitchen-garden; to learn to become combine-operators (lorry-drivers); to go to the village club.

VI. Family

The family (large, small); father, mother, daughter, son, brother, sister, grandmother, grandfather, parents, grandparents; (four) people in my family; to be born in; have lived in this town (village) since; his (her) face (nice, round); the eyes (large, dark); hair (long, short, dark, fair); the nose (small, straight); the lips (red, full); to wear boots (a cap, a jacket, a shirt, trousers, socks, a tie, a blouse, a hat, a dress, a skirt); to put on a coat (boots, shoes); to go shopping; to do one's shopping; to buy milk (bread, butter, cakes, cheese, coffee, dairy products, fruit, salt, sugar, sausage).

VII. School

To receive school education; to go to school; to learn different subjects; to have lessons; to do homework; to have labour training (physical training); to work on the school plot; to be on duty; to join the Young Pioneers (the Komsomol); to make reports; to help collective farmers; to organize evening parties; to take part in school life; to work on a Subbotnik; to go on an excursion; to work in a workshop; to get marks; to get a four (five); to clean the classroom; to fight for good discipline; to take part in sports competitions.



VIII. Rest

to go in for sports, to take part in competitions; to play games (football, volley-ball, basketball); to go in for athletics; to ski, to skate, to swim, to run, to jump;

to go to the cinema (theatre, circus); to like the cinema (theatre, circus), to go to a concert, to take part in a concert; to listen to a concert;

to go on a hike; to take part in hikes; to travel by train (boat, plane); to travel for pleasure; to make a trip (by train); to go on a trip; to go sightseeing; to go on a journey; to make a (train) journey;

to go on an excursion to a museum (to a collective farm, to a factory)

IX. My Day

To get up, to do morning exercises; to have breakfast; to go to school, to have lessons; to come back home; to have dinner; to go for a walk, to do homework, to go to the library, to help the parents about the house, to do shopping, to go to the music school; to take part in sports activities, to meet friends, to read books, to watch a TV programme; to go to bed

READER

Reading in September and October

TASK 1

Прочитайте рассказ Уошингтона Ирвинга, одного из первых американских писателей, обратившихся в своем творчестве к отечественной тематике и фольклору. При чтении обратите внимание на произнесение следующих собственных имен:

Crane [krein], Washington Irving ['wʌʃɪŋtən 'ævɪŋ], Katrina Van Tassel ['kætrɪnə væn 'tæsl], Brunt [brʌnt].

What Happened to Crane?

(After Washington Irving)



Washington Irving (1783—1859), an American writer of short stories, was born in the city of New York.

He was the first well-known author in American literature to write about the life in his country. His first book, which made him famous, was "History of New York". In it he described people and told interesting episodes about old New York.

In his stories Irving used folklore, especially Indian legends. Irving's stories are often full of fantasy, **mystery**, humour and irony.

Part I

On one side of the Hudson River there was a little village where people told many **terrible** stories. The most terrible story was one about a headless **horseman**.

Many years ago, a school-teacher, Crane by name, lived in that village. In the same village lived Katrina Van Tassel. She was a beautiful young woman, and many young men wanted to **marry** her. Crane, too, loved her, and people thought she liked him. So all the other young men were against Crane, especially Brunt, a strong young man who was popular with the village people.

One afternoon Crane received a letter asking him to come to a party at Van Tassel's house.

So Crane went to the party. There were many people there. They were all dancing and enjoying themselves.

When the party was almost at an end, Crane, who was dancing with Katrina, **suddenly** left the ball-room with her. Nobody knows what the young people talked about. But the conversation was not pleasant because the school-teacher did not look happy when they came back to the ball-room.

mystery ['mɪstəri] — тайна

to marry ['mæri] — жениться

terrible ['terɪbl] — ужасный

suddenly ['sʌdnli] — вдруг

horseman ['hɔ:smən] — всадник

ball-room — танцевальный зал

* * *

I. Ответьте на следующие вопросы:

1. What can you say about the village and its people as described in the story?
2. Why did many of the young men like Katrina so much?
3. Where was the party that Crane went to?

II. Укажите предложения в тексте, в которых говорится об отношении деревенской молодежи к Катрин и Крейну.

III. Объясните, пользуясь текстом:

- a) каким образом Крейн оказался на вечеринке;
- б) в каком настроении он был после разговора с Катрин.

Part II

It was late in the night when Crane got on his horse and started back home. It was very dark in the forest, and he began remembering all terrible stories he had heard about the headless horseman. Suddenly his horse stopped. Crane looked up. Near the river stood a horseman on a black horse. Then Crane's horse **started off** again at a gallop. The black horse did the same. Crane heard it and looked behind him. He could not believe his eyes because the horseman was holding his head in his hand. Crane tried to get away and **made** his horse gallop faster and faster; but the headless horseman still came after him. Then he **threw** the head at Crane. It **hit** Crane on the head throwing him off his horse. The headless horseman galloped past and **disappeared**.

The next morning people found Crane's horse but nobody saw the school-teacher himself. They went to look for him, and on the ground near the river they found only his hat and a large **pumpkin**. So after that more terrible stories were told about the headless horseman and people who disappeared.

A few years later, a farmer went to another village. When he came back, he brought news that Crane lived there and **was continuing** his work at the school as a teacher.

Some time after Crane disappeared, Brunt married Katrina. People still talked about the headless horseman. But when the story of Crane was told, the listeners saw that Brunt's eyes became bright. So they thought that he knew more about it all than he wanted to tell.

to start (off) — отправляться
to make — зд. заставлять
to throw (threw) — бросать
to hit — ударять

to disappear [disə'piə] — исчезать
pumpkin ['pʌmpkɪn] — тыква
to continue [kən'tɪnju:] — продолжать

* * *

I. Ответьте на следующие вопросы:

1. What did Crane see on his way home?
2. Who do you think was headless horseman?
3. What did Crane think was in the horseman's hand?

II. Найдите в тексте:

- a) подтверждение того, что Крейн не раз слышал страшные рассказы о всаднике без головы, а при встрече с ним не на шутку испугался;
- b) предположение о том, что именно Брант подшутил над Крейном;
- в) отрицание того, что Крейн навсегда уехал из родных мест.

III. Выпишите из обеих частей рассказа по одному предложению о каждом из действующих лиц и дополните каждое из них своим мнением о соответствующем персонаже.

T A S K 2

Прочитайте отрывок из романа «Хижина дяди Тома», написанного Гарриет Бичер-Стоу в 1859 году в защиту прав негров и получившего мировую известность. При чтении обратите внимание на произнесение следующих собственных имен:

Harriet Beecher-Stowe ['hæriət 'bi:tʃə 'stou], Mississippi [ˌmɪsɪ-'sɪpi], New Orleans ['nju:ɔ:'leɪnz], St. Clare ['sɪŋkleə], Evangeline [ɪ'vændʒəlɪn], Eva ['i:və].

Uncle Tom Saves a Little Girl

(After Harriet Beecher-Stowe)

Harriet Beecher-Stowe (1811—1896) was an American author whose novel "Uncle Tom's Cabin" told the world about the terrible conditions of Negro slaves in the Southern states of America during the last century.

Beecher-Stowe's book helped to give freedom to the Negro slaves in America, but the living conditions of most Black Americans are poor, and the struggle against racism in the USA goes on today.

In the story given below the author's sympathies are with the Negro slave called Tom who is the hero of the book.



A large river-boat was going down the Mississippi on its way to New Orleans.

One of the passengers on the boat was a young gentleman, St. Clare by name. He had with him a daughter between five and six years of age. The child was so beautiful that people turned and looked after her as she went by.

Tom, who liked children very much, watched the little girl with great interest when she walked round the place where black men and women sat in their chains. She looked at them and thought how unhappy those Negro slaves were. Several times she brought fruit and cakes and gave them to the black people.

Tom watched the little girl for a long time.

"What's your name, little girl?" he asked at last.

"Evangeline St. Clare," said the little girl, "but papa and everybody else call me Eva. Now, what's your name?"

"My name's Tom; the little children call me Uncle Tom."

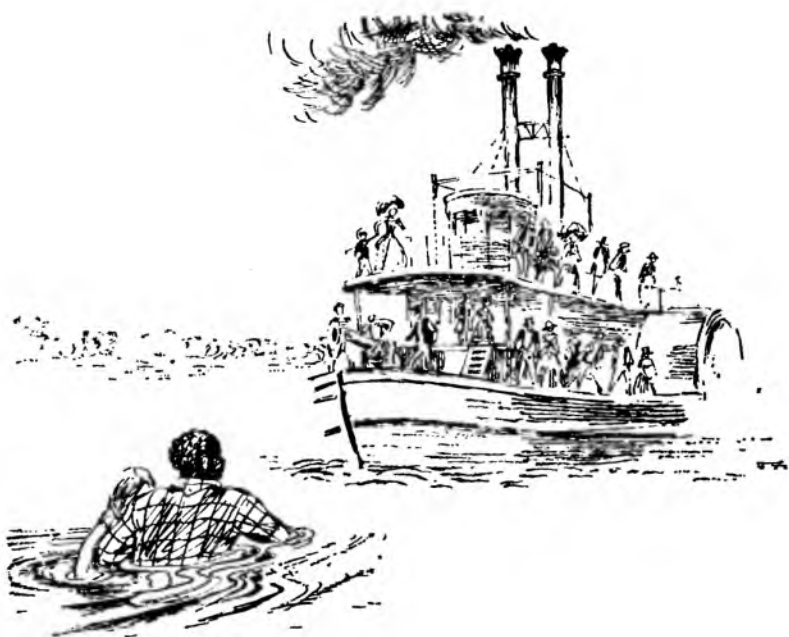
"Then I want to call you Uncle Tom," said Eva. "So, Uncle Tom, where are you going?"

"I don't know, Miss Eva. I am going to be sold to somebody. I don't know who."

"My papa can buy you," said Eva quickly, "and if he buys you, you will have good times. I'll ask him to buy you today."

"Thank you, my little lady," said Tom.

The boat here stopped at a small settlement, and Eva ran to her father. They were standing together at the side of the boat. Suddenly the little girl lost her balance and fell over the side of the boat. Her father was going to jump after her, but was stopped by



someone behind him who jumped into the water. It was Tom whose hands were not chained at that time.

Tom saw Eva fell into the water, and was after her in a moment. He caught the child in his arms, and, swimming with her to the boatside, handed her up to her father.

to save — спасать

slave — раб

age [eidʒ] — возраст

chain — цепь

settlement — поселок, поселение

* * *

I. Ответьте на следующие вопросы:

1. Who were some of the passengers on the river-boat?
2. How did the little girl help the Negro slaves on the boat?
3. Why couldn't Tom say where he was going?
4. What happened when the river-boat stopped at a small settlement?
5. Who jumped into the water to save Eva before her father could do so?

II. Найдите в тексте и прочитайте описание следующего:

- а) в каких условиях находились чернокожие рабы на пароходе;
- б) как Ева относилась к неграм-невольникам.

III. Укажите то место в отрывке, где выражена наивная вера в «добрых» рабовладельцев.

IV. Напишите, в чем заключался благородный поступок Тома.

T A S K 3

В отрывке из романа Теодора Драйзера «Сестра Керри» рассказывается о жизненных тяготах американцев, не имеющих ни работы, ни дома. При чтении обратите внимание на произнесение следующих собственных имен:

Theodore Dreiser [ˈθiədɔː ˈdraɪzə], Indiana [ˌɪndɪˈænə], “Sister Carrie” [ˈsɪstə ˈkæri].

Homeless

(After Theodore Dreiser)

Theodore Dreiser (1871—1945), a famous American novelist, was born in a small industrial town in the state of Indiana. When still a boy, he had to leave school and work at a factory.

Later, Dreiser went into journalism and worked as a newspaper correspondent.

He was a realist. He established a new school of realism in American literature.

Dreiser wrote a large number of books describing American life and exposing bourgeois society as he saw it.

Theodore Dreiser was a great friend of the Soviet Union.

The scene from the novel “Sister Carrie” gives an idea of the life of the unemployed in New York.



Part I

This was the hour when the theatres were just opening. In the streets were **crowds** of people of all ages, walking up and down, talking happily. Groups of two, three or four people walked together in this crowd of well-dressed, pleasure-loving people. Lights shone brightly at the windows and doors of the theatres, great hotels and shops on Broadway. Men in evening suits and women in long silk evening dresses entered the doors of the theatres and hotels and disappeared.

A man stopped at the corner of Twenty-sixth Street and Broadway. He was dressed warmly and stood watching the crowds. Nobody looked at him, but a policeman, it seemed, knew him; he said, "Good evening, captain."

At the end of half an hour, several men came slowly from Twenty-sixth Street and Fifth Avenue*. They stood and watched the dark figure at the corner as he walked up and down. Time went on and the crowds walking along Broadway became less. The air, too, became colder.

At last one of the men came slowly up to the figure at the corner. The captain looked at the man, but there was no special greeting. "Stand over there," he said.

Now other figures joined the first man. Soon there were ten of them. Some of them knew each other and began to talk. Others came and stood a short distance away.

After a time, the man, whom the policeman had called captain, spoke. "All of you have no homes, want beds, don't you?" he said.

No special answer came from them, but the captain understood. "Well, I'll see what I can do. I haven't a cent myself. Stand here one behind another."

They formed a kind of line. They were now in the lights from the shops, and a **spectator** could see them better. Their hats were all old. Trousers and coats were worn out and colourless. Faces were thin and unhappy. One of the men had only one leg.

number ['nʌmbə] — число

to expose [iks'pouz] — разобла-
чать

crowd [kraud] — толпа

spectator [spek'teɪtə] — зритель,
наблюдатель

* * *

I. Ответьте на следующие вопросы:

1. Who could be seen in the streets when the theatres were opening?
2. What kind of people entered the doors of the theatres and hotels?
3. Who were the badly-dressed men who gathered at the corner of Twenty-sixth Street and Broadway in the evening?

II. В тексте переданы короткие реплики, с которыми капитан обращался к бездомным. Найдите их и постарайтесь добавить к каждой из них одно-два предложения, чтобы соответствующие ситуации стали понятней.

III. Выпишите из текста названия трех нью-йоркских улиц; дайте письменное описание двух из них, пользуясь страноведческим справочником. Затем допишите известные вам сведения об этих улицах.

TASK 4

Прочитайте вторую часть рассказа Т. Драйзера.

Homeless

Part II

A few spectators came near, then more and more and very soon a large crowd had gathered. The captain turned to the spectators and said, "Now, then, gentlemen, these men are without beds. They have to have some place to sleep tonight. They can't lie out in the streets. I need twelve cents to put one of them to bed. Who will give it to me?"

No answer.

"Well, we'll have to wait here, boys, until someone does. Twelve cents isn't so very much for one man."

"Here's fifteen," said a young man. "It's all I can give."

"All right. Now I have fifteen. One man will have a bed." The captain took one of the men by the arm, marched him away from the line and left him there standing by himself.

"I have three cents left. There are" — counting — "one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve men. Nine cents more will put the next man to bed; give him a bed for the night. Who will give me nine cents?"

One of the watchers, this time a middle-aged man, gave him a five-cent coin.

"Now, I have eight cents. Four more will give this man a bed. We are going very slowly this evening. You all have good beds. How about these men?"

"Here you are," said a spectator, putting a coin into his hand.

"That," said the captain, looking at the coin, "pays for two beds for two men and gives me five on the next one. Who will give me seven cents more?"

The captain went on asking the spectators standing round for money to pay for beds for the homeless men.

"Twelve cents, gentlemen — twelve cents put this man to bed. He wouldn't stand here in the cold if he had any place to go."¹

"Here you are," said another spectator, handing him some money.

The men in the other line now looked less unhappy and some of them began to talk.

"The captain's a fine man, isn't he?" said one.

"Look," said another, "look, there's still a lot of men in the line. More tonight than last night. Maybe more than a hundred in all."

Money came slowly. Only from time to time the captain was given a coin, but he stood at his post and went on talking.

"Come, I can't stay out here all night. These men are tired and cold. Someone give me twelve cents."

¹ He wouldn't ['wudnt] stand here... if he had any place to go. — Он бы не стоял здесь... если бы у него было место, куда уйти.



People were coming out of the theatres now, and money began to come in a little quicker. It was eleven o'clock. Another half hour and the last two men were sent to the other line. The captain counted them. "One hundred and thirty-seven," he said and went on, "now, boys, let's go."

He went to the head of the line and the company crossed Fifth Avenue, and Madison Square, and marched east on Twenty-third

Street and then down Third Avenue to Eighth Street, where there was a **lodging-house**. The doors opened and the men were given rooms. The captain watched until every man disappeared. Then he walked out into the night.

"I have to have something to eat or I'll die," said one of the men as he sat down on the bed in the small, dark room given to him.

tonight [tə'naɪt] — сегодня вечером

watcher ['wɒtʃə] — зд. прохожий, зевака

coin — монета

tired ['taɪəd] — усталый

lodging-house ['lɒdʒɪŋhaʊs] — ночлежный дом

* * *

I. Ответьте на следующие вопросы:

1. What did the captain do to help the homeless men?
2. How many men did he help to get beds for the night?
3. Could the homeless people hope for help from the government?

II. Выберите в тексте эпизоды, когда прохожие жертвовали мелочь в пользу бездомных. Прочитайте, что они (а также капитан) при этом говорили. Представьте, что бы вы им сказали.

III. Выпишите другие высказывания безработных. Допишите, что еще, по вашему мнению, безработные могли бы высказать в описываемый вечер.

TASK 5

Прочитайте рассказ Эрскина Колдуэлла о трагической судьбе безработного в США, о бесчеловечности американского общества. При чтении обратите внимание на произнесение собственных имен:

Erskine Caldwell [ˈɜːskɪn ˈkɔːldwəl], Spain [speɪn], Savannah [səˈvænə].

Slow Death

(After Erskine Caldwell)

Erskine Caldwell was born in 1903 in the South of the United States.

After graduating from the University of Virginia, he became a reporter for different newspapers.

Caldwell's first collection of stories was published in 1931. A year later, his first novel "Tobacco Road" came out. The progressively-thinking readers called the book a social document exposing capitalism.

In 1937, Caldwell was in Spain as a correspondent and he wrote sympathetically about the Spanish republicans, who were fighting to defend their country against fascism.

In 1941, he spent half a year in the Soviet Union. Later, Caldwell wrote a series of articles about the heroism of the Soviet people.



Part I

We were sitting in the piano box and waiting for the rain to stop. Below us flowed the waters of the Savannah River. Above our heads the Fifth Street Bridge kept us dry. We had put bricks under the corners of the piano box to keep the floor of it dry, and the water that ran down the bridge went under us on its way to the river.

A family of four lived behind us in several large boxes which they had joined together to make rooms. There were other boxes under the bridge where people lived. When old men and women died in one of the boxes because they had no food, they were

carried down to the river and thrown into the water.

At dark the rain stopped, and we could not stay in the box any longer.

"Let's get out of here and have something to eat somewhere," Dave said.

Dave had a half-dollar and I did not want to let him buy me anything to eat. He worked at a factory on some days, and when he worked, he earned half a dollar a day. He had worked the day before, and he had kept the money all that time.

"Don't worry about me, Dave," I told him. "I've got the promise of a half-day job, so I'll earn a dollar or a half. Go on and buy yourself some food, Dave."

"No," Dave said. "We'll go together and eat."

Before I could say anything, he took me by the arm, and pulled me along towards the city.

Dave had had a good job at a factory two years before. But he lost it together with seventy other men. I knew what had happened to Dave after that. He had no money to pay the house rent. He, his wife and three children were thrown out into the street. Two of the children died before the end of January. In February, his wife died. Dave did not know what had happened to his eleven-year-old daughter. The last time he had seen her was when a policeman came and took her away one morning.

We had reached Seventh Street by now. The tall hotels and government buildings in the street looked wet and grey.

"Go on and eat, Dave," I told him. "When you've finished, I'll meet you here, and we'll walk back to the river — and get out of the cold."

"I'll not go till you come with me."

"But I don't want to eat, Dave."

"I'm not going to eat, then," he said again.

At that moment, I turned around and saw a black car coming around the corner behind us on the wrong side of the street. It was coming fast.

I pulled Dave towards me to get him out of the way; he was standing with his back turned to the car and he could not see it. I suppose he thought I was trying to make him go and eat, because he pulled away from me and moved back. I shouted, but I was too late. He was knocked down by the car.

to publish ['pʌblɪʃ] — публиковать

brick — кирпич

to earn [ɛ:n] — зарабатывать

to worry ['wʌrɪ] — беспокоиться

to pull [pul] — тянуть, тащить

towards [tə'wɔ:dz] — по направлению к

house rent — квартирная плата

to reach — достигать, добираться

to move [mu:v] — двигаться

to knock [nɒk] down — сбивать с ног

* * *

I. Ответьте на следующие вопросы:

- 1 What kind of home did Mike and Dave have?
- 2 Where did the friends go after the rain had stopped?
- 3 What happened to Dave in Seventh Street?

II. Найдите в тексте описание жилища Майка и Дейва.

III. Выберите из текста предложения о семье Дейва и его прежней работе. Объясните, какое несчастье произошло с ним.

IV. Выпишите из текста предложения, подтверждающие трогательную заботу, которую друзья проявляли друг о друге. Напишите, что, по вашему мнению, их объединяло в борьбе с жизненными невзгодами.

TASK 6

Прочитайте вторую часть рассказа Э. Колдуэлла.

Slow Death

Part II

The driver stopped, got out of the car and walked back to where we were. By that time people had begun to gather, and soon there was a crowd around us.

"Are you hurt, Dave?" I asked getting down on the sidewalk with him.

"Mike," Dave said turning his face towards me, "Mike, the half-dollar coin is in my right-hand trousers pocket."

"Forget the half-dollar, Dave," I said. "Tell me if you're hurt. If you are, I'll bring a doctor."

Dave opened his eyes and looked straight at me.

"There's nothing wrong with him," the driver of the car said. "He is **faking**."

"Mike," Dave said, "I don't think I'll try to get my job back. It's too late now; I won't have time enough."

I put my hand under Dave's shirt. When I took it out, I saw blood on it.

"Will you take him to the hospital?" I said to the driver.

"There's nothing wrong with him. He's not hurt, he wants some money from me. If I give him some money, and drive away, he'll jump up before I turn round the corner."

I could hear people talking around us. There was one man in the crowd behind me, who was talking very loudly. I could not see his face.

"Why won't he take the man to the hospital? Because he's unemployed and homeless," said the men. "That's why. Nobody wants to help people like that. People with cars don't want any man's blood in their beautiful cars."

I put my arms round Dave and lifted him. We could carry him to the hospital, if the driver did not take him in the car.

The driver turned to the crowd again.

"He's **faking**. They think they can get money by jumping in front of a car and then **shouting** that they are hurt. I know when people like that are **faking**. This will be a good lesson to them."

Dave opened his eyes and looked at me.

"Wait a minute, Mike," he said. "Put me down. I want to tell you something."

I put him down on the sidewalk, as carefully as I could.

He lay there looking up at me and holding my hand in his.

"I only want to tell you again where the half-dollar is, Mike," he said. "The half-dollar is in my right-hand trousers pocket." Suddenly he let go my hand and his eyes became dark.

All this time, while I held Dave in my arms, I was trying to think of something to say to Dave before it was too late. Before I could think of anything to tell him, the driver of the car came nearer. He looked down at us.

"He's **faking**," he said. "He's only **faking**."

He pushed the people out of his way and walked towards his car. When he reached it, he shouted back at the people, "There's nothing wrong with him. I know men like that. All they want is some money and then they're all right."

Just then a policeman ran up. He rushed the people away and asked what had happened. Before I could tell him he **struck** me on the back with his **billy**.

"What are all you people here doing?" he shouted.

I told him Dave was **dead**.



Then he saw Dave for the first time and said, "That's different."

He turned around, went to a telephone-box and rang up the city hospital. By the time he had come back, the man who was driving the car had left.

"Why didn't you take him to the hospital in the car that knocked him down?" the policeman asked.

"Can't you see he's an unemployed?" the man behind me said. "The driver didn't want his blood in the car."

The policeman stopped and looked at the man and me. He came nearer and pushed us.

I ran back to where Dave was lying and stood over him. The policeman jumped at me and struck me on the head with his billy. The street lights became black, and when I could see again, the man who had stayed with me was pulling me slowly along the street.

Neither he nor I said anything.

to hurt — ранить

sidewalk ['saɪdwɜ:k] — тротуар

pocket ['pɒkɪt] — карман

to fake — притворяться

to shout [ʃaʊt] — кричать

to strike (struck) — ударять

billy ['bɪli] — полицейская дубинка

dead [ded] — мертвый

* * *

I. Ответьте на следующие вопросы:

1. What did Dave worry about when he was lying helpless on the sidewalk?
2. Why didn't the driver of the car take Dave to the hospital?
3. What did the policeman do when he saw the crowd in the street?

II. Скажите, что произошло (или было сказано) в каждом случае после описанного ниже:

1. The driver got out of the car.
2. Dave opened his eyes.
3. A policeman ran up.

III. Поясните, чем вызваны сочувственные реплики по поводу Дейва и осуждающие — по адресу владельца автомобиля.

IV. Выпишите из текста предложения, которыми объясняется поведение владельца автомашины, сбившей Дейва.

T A S K 7

Прочитайте рассказ Дороти Паркер о расовой дискриминации в США, о ее трагических последствиях для чернокожих американцев. При чтении обратите внимание на произнесение следующих собственных имен:

Dorothy Parker ['dɔ:ɹəθi 'pɑ:kə], New Jersey ['nju: 'dʒɜ:zi], Lannie ['læni], Arlene [ɑ:'li:n], Raymond ['reɪmənd]

Laughter

(After Dorothy Parker)

Dorothy Parker (1893—1967) was born in West End, New Jersey, the United States. After receiving higher education in New York, she began to work as a newspaper satirist and literary critic. Later, she wrote a large number of poems, short stories and plays.

Dorothy Parker was a newspaper correspondent in Spain during the National-Revolutionary War there.

In many of her works Dorothy Parker criticizes bourgeois democracy and exposes the evils of capitalist society and race discrimination.

Part I

Every day Lannie went from one house to another and worked. She washed white people's clothes and floors. Lannie was a big, black woman. That is why people called her Big Lannie. She moved slowly, but she knew that she had to work well if she wanted to live.

Her husband had died and her children were also dead. Only her youngest daughter Arlene was still living.

Every week Lannie brought her a present. When she was small, these presents were toys, then flowers and nice dresses.

When Arlene grew up, she married and went to live in another house with her husband.

One day, Arlene's husband came and told Big Lannie that Arlene was in the hospital and asked her to go and see Arlene.

Arlene lay there with a child which had just been born. It was a boy. Arlene said his name was Raymond. The child looked at his grandmother with his big round eyes, but they were eyes that would never see, eyes that were **blind**.

That was the last time Big Lannie saw Arlene; Arlene died the next day.

Big Lannie returned to her little room with the child Raymond in her arms. He was her Raymond now, and she loved him.

She sold most of the things she had, and now she had enough money to live with her Raymond for some time.

"Raymond will grow and then I shall go back to work again," she thought.

And Raymond grew. He was soon a big boy already; he could even open the door for his grandmother and help her to take the shoes off her tired feet.

So Big Lannie went back to work again.

When she was not at home, Raymond sat in a corner of the room and made **mats** out of pieces of bright material. He was happy when Big Lannie told him that she sold those mats to white people and that the money helped her to buy food and clothes for him. But late at night she **unravelled** the mats, and in the morning Raymond again made mats out of the same pieces of material.

Very often people from the other rooms of the house came in. They talked to Raymond and **laughed** with him. Raymond liked their laughter. It was the laughter of friends; it was music to him.

At last Raymond was big enough to go into the street without Big Lannie. It was a small street, and very soon everybody who lived there knew Raymond. These people were friends. They talked and laughed with him. Raymond liked their laughter.

laughter ['lɑ:ftə] — смех

evil ['i:vl] — порок, зло

blind [blaɪnd] — слепой

to return [rɪ'tɜ:n] — возвращаться

even ['i:vən] — даже

mat — коврик

to unravel [ʌn'rævəl] — разматывать

to laugh [lɑ:f] — смеяться

* * *

I. Ответьте на следующие вопросы:

1. Who was Big Lannie?
2. Why was Lannie asked to go to the hospital?
3. What did Raymond do when Lannie was not at home?

II. Найдите в тексте и прочитайте предложения:

- a) о трудолюбии Ленни;
- б) о ее любви к дочери и внуку;
- в) об отношении простых людей к Реймонду.

III. Изложите свои доводы в подтверждение того, что Ленни могла пользоваться всеобщим уважением.

IV. Выпишите предложения, в которых говорится о дружеских чувствах простых людей по отношению к Реймонду, и допишите, что вы думаете по этому поводу.

T A S K 8

Прочитайте вторую часть рассказа Д. Паркер.

Laughter

P a r t II

Every day Raymond walked in the street near his home. He touched fences and walls with a stick. Sometimes men and women at the windows called him and then he talked to them and laughed together with them.

In the evening, when Big Lannie was at home, he always told her about the street, about the people he met and how they laughed. Raymond loved laughter.

Winter came. That winter was a very bad one for the Negroes. A Negro in some other town had done something bad, the Negroes



in Raymond's town did not know what it was. They only knew that the white people were very **angry** with them. They beat them in the streets, and they did not give them work.

It was a bad winter for Big Lannie, too. She had very little work. She could not buy new clothes for Raymond, and his old clothes were too small for him.

All winter Raymond stayed in the house. He sat in his corner dressed in Lannie's old skirt, and made his mats.

Spring came at last. One day, Big Lannie opened the window, and the warm air came into the room. Raymond was happy, now he could go into the street again. But Big Lannie had to tell him that he could not go into the street. He had no shoes, and he could not walk in the street in her skirt. Raymond did not say anything, he went back to his corner.

Then Big Lannie did something she had never done before: she asked the white lady for whom she worked to give her some old clothes for Raymond. The white lady was angry. "Why do you Negroes always ask for things?" she said. "Why don't you work more and then you can buy all the things you need."

Lannie did not answer. She stood with her eyes on the floor.

At last, the lady said, "All right, I'll give you some of my husband's old clothes, but you must work for them."

So Big Lannie made a shirt and trousers for Raymond out of a man's old clothes. Raymond danced and sang. Now he could go out

into the street again; he could hear people's laughter; he could talk and laugh with them.

Next day, Big Lannie had to go early to work.

The people in the house helped Raymond to dress, and he went into the yard. How happy he was! How fresh the air was! How warm the sun was!

He went out of the yard into the street. He touched the fence with his stick and began to sing to himself.

Suddenly he heard laughter. He stopped. It was a **strange** laughter; it was not the laughter of friends. There was something **cruel** in it. Then somebody pushed him. Somebody struck him, again and again. He tried to run away but he could not. He fell down. When he tried to get up, somebody struck him again. He lay there, **crying**, in blood, and dust, and darkness, and over him there was laughter, cruel laughter.

fence [fens] — забор

stick — палка

angry ['æŋɡrɪ] — сердитый,
злой

strange [streɪndʒ] — странный

cruel [kruəl] — жестокий

to cry [kraɪ] — плакать

* * *

I. Ответьте на следующие вопросы:

1. Why was that winter very bad for the Negroes of the town?
2. How did Raymond spend all the winter?
3. Why didn't Raymond go out into the street when spring came?
4. What happened to Raymond on a sunny spring day?

II. Выделите и прочитайте ту часть текста, в которой автор описывает радостное настроение Реймонда, получившего возможность снова выходить на улицу. Объясните, чем была вызвана перемена в душевном состоянии Реймонда.

III. Скажите, насколько ли изменились формы расовой дискриминации в Америке наших дней по сравнению с рабовладельческими порядками, описанными в романе «Хижина дяди Тома», и приведите примеры.

Reading in November and December

TASK 9

Прочитайте первую часть рассказа Элизабет Коутсворт о царящих в современной Америке духе наживы и обмане, жертвами которых становятся и дети. При чтении обратите внимание на произнесение следующих собственных имен:

Elizabeth Coatsworth [i'li:zəbəθ 'koutswəθ], Don MacLaren [ˈdɒn mə'klærən], Tribber ['tribə], Wilbert Vroman ['wɪlbət 'vroumən].

The Bone

(After Elizabeth Coatsworth)

Elizabeth Coatsworth's books for children are very popular in the USA. Millions of young readers have enjoyed her poems, short stories and fairy-tales.

The story below is taken from a book describing the life of children and teenagers in the American country-side.

Part I

It was a warm July day. The boys were swimming and diving in the river. They were looking for things under the water, but nobody found anything really interesting.

Then Don MacLaren dived, came up suddenly and said, "There is something big down there, something big and round."

He disappeared in the water again. He dived three times before he lifted the thing.

"Look! Look what Don's found!" shouted one of the boys. "It's an old cow bone."

Don looked at his find carefully and said, "It's not a cow bone. It's too big for a cow. I'm going to take the bone home for my collection."

When he got home, Don laid the bone on the table near his bed. In the evening, he looked at it for a very long time before he went to bed.

Perhaps it was a giant's bone. It was interesting to think about giants. He thought of forests full of giant animals...

The next morning, Don decided to show the bone to his school-teacher. So he went to her home in the village.

Miss Tribber was a little surprised, but glad to see Don. But when he took his bone out of a bag, she said, "Oh, Don, take that unpleas-



ant thing away!" He tried to explain to her what he thought the bone was, but she did not want to listen and left the room.

On the way home Don stopped at Wilbert Vroman's store to buy some tea for his mother. He showed the bone to Wilbert, who looked at it for a long time, and then said, "That is very, very interesting."

Don was glad to hear it.

"Can you tell me what it belonged to, Wilbert?" he asked. "I think it was something very big."

"Of course it was, it belonged to something very, very big, boy," Wilbert answered.

"Leave it here and I'll ask some of the people who come into my store. Maybe somebody will have an idea."

Don was glad to leave the bone. He wanted to know as much as possible about it.

A week later, he went to the store to ask Wilbert if he had learned anything about his bone.

"I haven't learned anything new about it yet," Wilbert said. "Do you want to get it back? Well, it is somewhere here on one of the shelves. Maybe John knows where it is. I'll ask him," John was the boy who swept the store and helped Wilbert with other jobs.

bone — кость

fairy-tale ['fɛərɪteɪl] — сказка

teenager ['ti:n,eɪdʒə] — подросток

to dive — нырять

perhaps [pə'hæps] — может быть

giant ['dʒaɪənt] — великан

animal ['ænɪməl] — животное

to surprise [sə'praɪz] — удивлять, поражать

I. Ответьте на следующие вопросы:

1. What did the boys do on a warm July day?
2. What did Don MacLaren bring up out of the river?
3. What did Don think about the bone?
4. Why did Don carry the bone to Wilbert Vroman?

II. Найдите в тексте и прочитайте предложения, в которых высказываются различные предположения о находке на дне реки. А каково ваше предположение?

TASK 10

Прочитайте вторую часть рассказа Э. Коутсворт. При чтении обратите внимание на произнесение следующих собственных имен:

Dieman ['di:mən], Barnum ['bɑ:nəm].

The Bone

Part II

Next time, when Don asked, Mr. Vroman said, "John doesn't know where it is. But I hope we'll find it."

Several days later, men came to the village and put up a great big tent. They paid old Miss Dieman twenty-five dollars for the right to **dig** the ground by the river behind her garden. That was near the place where the boys liked to go swimming and diving.

At first the men who were digging did not answer questions. Once a man in a silk hat came out of the tent where he usually sat and told the children to go away or to stop talking. All the people in the village were interested. Some said it was **gold** that the men were trying to find; some said it was money from the time of the War of Independence*; some said it was an Indian **grave** full of **silver** ornaments which Indians had once worn.

Then one day the men found three great **ribs**. They were so big that only a strong man could lift them.

So now everybody knew that the men were looking for a **skeleton**, but nobody knew the skeleton of what animal it was. Every day they found more bones, which they carried into the tent.

From that moment Don spent all his free time near the **pit** where the men were digging. On fine evenings, the ladies of the town came with their husbands to look at the pit and talk.

At last the man in the silk hat was ready to talk. He met all visitors and took them first to see the pit. After that he took them into his tent to see the skeleton.

When two **tusks**, one after another, were found, professors began

to come from everywhere to see the skeleton. They said that it was the skeleton of a mastodon, and newspapers wrote about the wonderful find.

Then one day Don saw a **bill** on a wall saying that Mr. P. T. Barnum, the famous **showman**, of Barnum's circus, would demonstrate to all interested people the mastodon found behind Miss Dieman's house on North Street.

Don read the bill carefully to the end. The last sentence in it surprised him so much that his eyes and mouth opened. It said: "This interesting find was made with the help of Mr. Wilbert Vroman, who found the first bone and sold it to Mr. Barnum."

So that was why Wilbert could not find the bone when Don asked him for it! "He only wanted to make money. He never was interested in the bone!" Don thought.

to dig — копать
gold [gould] — золото
grave — могила
silver ['silvə] — серебро
rib — ребро

skeleton ['skelɪtn] — скелет
pit — яма, шахта
tusk — бивень
bill — объявление
showman — хозяин цирка, зверинца

* * *

I. Ответьте на следующие вопросы:

1. Why did men come to the village and begin to dig a pit there?
2. Who said that the wonderful find was the skeleton of a mastodon?
3. What did the bill on a wall say?

II. Найдите в тексте и прочитайте предложения, описывающие ход раскопок и поисков скелета мастодонта.

III. Укажите то место в рассказе, где говорится о том, что участники раскопок держали в тайне цель своего поиска. Чем была вызвана эта секретность, по-вашему?

IV. Пользуясь текстом, напишите коротко о следующем:

- а) чем было вызвано удивление Дона;
- б) что ему стало понятным в поведении Уилберта.

T A S K 11

Прочитайте сатирический рассказ Майка Куина, разоблачающий американский образ жизни, якобы предоставляющий всем гражданам США равные возможности. При чтении обратите внимание на произнесение следующих собственных имен:

Oscar ['ɔskə], Mike Quin ['maɪk 'kwɪn], Fungus Finklebottom ['fʌŋgəs 'fɪŋkəlɒtəm], Amelia [ə'mɪli:jə].

Oscar Wants to Know

(After Mike Quin)

Mike Quin (1906—1947), an American progressive journalist and poet, was born in San Francisco. He was a worker and a seaman. During the economic crisis of 1929—1933, he joined the Communist Party.

When World War II came, M. Quin spoke over the radio against fascism, and he greeted the victories of the Soviet Army.

After the war, he published a number of stories and pamphlets called "That Men May Walk and Laugh in the Sun".¹

In his works Mike Quin exposed the evils of capitalist civilization and the imperialists who helped to raise fascism.

Part I

Mr. Fungus Finklebottom sat down in his favourite arm-chair and opened his evening newspaper.

"Papa," said little Oscar Finklebottom, "what does opportunity mean?"

"Go and play with your electric train," said Mr. Finklebottom. "I have no time to answer questions."

"Answer the child," said Mrs. Finklebottom.

"Papa," said Oscar, "what is opportunity?"

"Opportunity is a chance to make some money. Now go out and play," said Mr. Finklebottom.

"Papa, how do you make money?" asked Oscar.

"Answer him," said Mrs. Finklebottom. "The child wants to learn."

"You make money by going into business," said Mr. Finklebottom still continuing to read his paper.

"Papa, can everybody go into business?"

"Certainly everybody can go into business."

"Suppose everybody went into business, would they all be businessmen?"

"Yes, son, if they all went into business they would all be businessmen."

"Then who would do the work, papa?"

"Amelia, tell the child to go and play with his toys. I'm trying to read the newspaper."

"Answer him," said Mrs. Finklebottom. "He wants to learn."

"Who would do the work, papa?" repeated Oscar.

"Everybody couldn't go into business," said Mr. Finklebottom. "It would be impossible."

"But you said they could."

"I said nothing of the kind," said Mr. Finklebottom.

"Yes, you did," said Mrs. Finklebottom. "Answer the child."

¹ "That Men May Walk and Laugh in the Sun" — «Чтобы люди могли гулять и смеяться на солнце»

"All right, then, they couldn't."
"Why couldn't they, papa?"
"Because they don't have the money."
"If they had the money, could they?"
"Certainly."

seaman — моряк

* * *

I. Ответьте на следующие вопросы:

1. What was Mr. Finklebottom?
2. Why did Oscar ask his father to explain the meaning of the word "opportunity"?
3. Why did Mr. Finklebottom try to send his son away?

II. Найдите в тексте и прочитайте те объяснения, которые были непонятны Оскару или не удовлетворяли его.

III. Выпишите реплики матери Оскара. Свидетельствуют ли они о том, что она смогла бы ответить на вопросы сына? Приведите свои доводы.

TASK 12

Прочитайте вторую часть рассказа М. Куина.

Oscar Wants to Know

Part II

"Then if they all had the money and they all went into business, would they all be businessmen?"

"Yes, they'd all be businessmen."

"And who would do the work, papa?"

"Amelia, if you don't tell this child to go and play I'll kill him."

"Answer him, Fungus. He wants to know things."

"Who would do the work, papa?" asked Oscar.

"They couldn't all be businessmen," said Mr. Finklebottom.

"Not even if they had the money?" asked Oscar.

"Not even if they had the money," said Mr. Finklebottom. "Somebody has to do the work. Besides, there's a limit to how many men can be businessmen."

"How many people could be businessmen, papa?"

"Well, one in a thousand, maybe. One in five hundred. Something like that. You see, son, you can't be a businessman if you don't have workers. So every businessman has from ten to a hundred or a thousand workers."

"How many workers do you have, papa?"

"Well, we are a big company. We have ten thousand."

"Then most of the people don't have any opportunity, do they, papa?"

"What are you talking about? In America every man has an equal opportunity."

"But, papa, why only a few men can become businessmen? What are all the others going to do?"

"They can be businessmen, too, if they have initiative."

"But you said only a few of them could. Most of them have to be workers."

"That's right. Now, son, go and read your book."

"Then most of the people are workers and will always be workers and couldn't be businessmen even if they wanted to, could they, papa?"

"Certainly, they could. No, I think they couldn't. Where do you get these ideas, son?"

"Then if most of the people are workers and will always be workers, they'll never be able to make any money, will they?"

"Well, if they get enough wages — if — Amelia, isn't it time for this child to go to bed?"

"If most of the people are workers and will always be workers, the only way they can make money is by getting higher wages. Isn't that correct, papa?" asked Oscar.

"Amelia," said Mr. Finklebottom. "I can't believe — I don't want to say it, but this isn't a child. He's a nightmare."

"Answer his questions," said Mrs. Finklebottom. "The child wants to learn."

wages — заработная плата

nightmare ['naɪtmɛə] — кошмар

the only — единственный

* * *

I. Ответьте на следующие вопросы:

1. Did Oscar understand his father's explanations?
2. Why was Oscar interested in businessmen and workers?
3. Why did Mr. Finklebottom call his son "a nightmare"?

II. Опровергните попытки мистера Финкльботтома внушить своему сыну идею о «равных возможностях» в США.

III. Выпишите несколько высказываний (ответов) Финкльботтома и докажите их противоречивость.

TASK 13

Прочитайте рассказ Альберта Мальца о вынужденном воровстве, на которое идут безработный отец и его малолетний сын. При чтении обратите внимание на произнесение следующего собственного имени:

Albert Maltz ['ælbət 'mɔ:ltz].

The Game

(After Albert Maltz)



Albert Maltz represents the generation of American progressive writers who began their literary activities after the October Revolution in Russia.

Maltz was born in New York in 1908. After graduating from Columbia University he wrote an anti-war play "Peace on Earth"¹ and some other plays about class struggle in the USA.

The heroes of his best works are working people. He exposes bourgeois morals, the tragedy of the unemployed and the inhumanity of racism. One of his best novels is "A Long Day in a Short Life" — about the solidarity of white and black Americans.

Part I

"Then I jump up on the wagon..."

"You forgot something!"

"What? No, I didn't!"

"Yes, you did," the man said. "Can't you remember?"

The boy was young, about ten years old. His face was a little blue from the cold. It was early morning and he still wanted to sleep.

"I can't remember," said the boy.

"Do you want to get caught?"

"I won't get caught. I've played games like this. I can do it. You watch me."

"I won't watch you. We'll go home now, that's what we'll do."

"What do you think I am, a baby?" asked the boy.

"You act like one. You can't remember anything I tell you."

The boy moved out of the doorway and took a handful of snow.

"Well, what's that for?"

"I wanted to make a snowball."

"Is that all you can think of? I thought you said you wanted to help your sister? Come in here now."

¹ "Peace on Earth" [э:θ] — «Мир на земле»

He took the boy by the arm and pulled him into the doorway. "You forgot the bag! You forgot the most important thing."

"I didn't forget it, **Pop**," the boy said. "I have it in my pocket, haven't I?"

"Take it out now. I want you to have it ready."

The boy took an old paper bag out of his pocket. He opened it by blowing into it.

"Then what do you do?"

"Then I wait till the **milkman** goes around to the back of that house over there." The boy pointed to a large house **across** the street near the corner.

"Then what?"

"When he turns the corner at the back of the house, I run out and take a bottle. Then I put it in the bag and walk the other way."

"Do you run?"

"No, I only walk."

"And if he sees you and runs after you then you run, don't you?"

"No, I'll only walk. I let him catch me and then I start crying, and you come up and say you know me and I'm a poor boy..."

"Sh!"

The man put his hand over the boy's mouth. "Someone's coming."

They stood in the doorway and watched the falling snow. "Look, **Pop**, the snow is coming down heavier now," the boy said.

"The milkman won't see me from away **across** the street. I could take more than one bottle."

"One's enough! And after I tell him I know you — what happens then?"

generation [ˌdʒenəˈreɪʃən] —

поколение

inhumanity [ˌɪnhjuːˈmænɪti] —

бесчеловечность

wagon [ˈwæɡən] — повозка,

фургон

baby — ребенок

doorway — вход в помещение

pop — папа

milkman — разносчик молока

across [əˈkrɒs] — через; поперек

* * *

I. Ответьте на следующие вопросы:

1. What were the unemployed man and his son planning to do?
2. Why did the boy think that he would not get caught?
3. Who did the boy want to help?

II. Герои рассказа обмениваются лишь короткими предложениями.

Докажите, что:

- a) это связано с ситуацией;
- b) сказывается внутреннее волнение отца.

III. Можете ли вы утверждать, что мальчик воспринимает вынужденное воровство как игру? Выпишите из текста предложения, подтверждающие (опровергающие) это утверждение.

TASK 14

Прочитайте вторую часть рассказа А. Мальца.

The Game

Part II

"Then you say I'm **just** a poor boy whose mother is ill and I'm taking it because of her and if he lets me go, you'll see that I don't do it again... That's all, isn't it, Pop?"

"That's all." The man did not speak for a few minutes, then he asked, "Do you want to eat?"

"A little."

"I do, too. Well, we'll have something when we get home."

The man stopped talking, then he said, "There's the milk wagon. Take the bag. Don't go out till I tell you."

"I won't. Wait till you see. I'll do it right."

The man and the boy stood in the doorway watching. The milk wagon slowly came up the street. Then it stopped at the corner. The milkman disappeared around the back of the house.

"Now you go," said the man and pushed the boy out of the doorway. He ran quickly down the street. He jumped up on the front of the wagon, took a bottle of milk, put it into the bag and walked on down the street.

The milkman was now coming back. He turned down the street and went to the next house.

It was done. It was all right. The boy was not caught...

The man came out of the doorway and walked down the street. The boy was waiting for his father. His little face was shining. "I made it. I did it, didn't I?" he asked.

"Of course, son, fine," the man said. "I'll carry it."

"I can carry it," the boy answered.

"All right."

"It was easy, Pop. I wanted to take another one, but I didn't. Can I take two of them tomorrow, Pop? Can I?"

"No."

"Oh, I could take two."

They walked on without speaking.

"I can't tell the boys, can I, Pop?" said the boy.

The man stopped and looked at the boy.

"If you do, I'll kill you. This is **stealing**," the man said. "It's stealing!"

"I know, Pop. I won't tell. Let's go, I'm cold."



They walked on again.

"Are your feet wet?"

"A little."

"When I get a job, I'll get you high boots and you can walk in the snow and not get wet feet."

The man suddenly stopped again. "You know stealing's wrong, don't you?"

"Of course, I know, Pop."

"You know we're only doing it because of your sister!"

"Yes, I know."

"I never stole in my life," the man said. "I worked very well all my life. I'm a good worker. You can ask your mother."

"Don't worry, Pop," the boy said. "I know stealing's wrong. I'm going to grow up strong like you and get a job. Honest, Pop!"

The man looked down at his son's face. "When I was your age," he said to himself, "I was a head taller than you. They're not giving you the chance to grow up."

"Oh, Pop, I'm cold," the boy said.

They walked slowly in the fresh, white snow.

just — всего лишь

to steal (stole, stolen) — воровать

I. Ответьте на следующие вопросы:

1. Why did the unemployed man and his son have to steal a bottle of milk?
2. What did the father say about stealing?
3. What did the boy promise not to do when he grew up?

II. Прочитайте слова безработного отца, в которых выражается:

- а) его любовь к труду;
- б) горечь за нерадостное детство сына;
- в) забота о том, чтобы мальчик вырос честным человеком.

III. Обсудите, что выражает следующая строчка — сочувствие автора или чувство облегчения у отца:

It was done. It was all right. The boy was not caught...

IV. Выпишите из текста слова отца, запрещающие мальчику рассказывать друзьям о случившемся. Обоснуйте это решение отца.

Reading in January, February and March

TASK 15

Прочитайте рассказ О. Генри о доброте и преданности друзей, спасших серьезно заболевшую девушку-художницу. При чтении обратите внимание на произнесение следующих собственных имен:

O. Henry [ou'henrɪ], Sue [sju:], Johnsy ['dʒɒnsɪ], Behrman ['bɜ:mən].

The Last Leaf

(After O. Henry)

O. Henry (1862—1910) is a well-known American short-story writer. He had to earn his living from the age of fifteen and he educated himself with the help of friends.

O. Henry knew people very well, especially the **ordinary** people of New York. In his stories you can **feel** satirical criticism of the American way of life. Most of his short stories are full of warm sympathy for ordinary American people.




Part I

Sue and Johnsy were poor **artists** who lived in a little New York district west of **Washington Square**. They **Painted** pictures which they hoped to sell. Their studio was on the third floor of an old brick house.

They became friends in May and decided to live together. In November Johnsy fell ill. She lay in bed near the window and looked at the side of the next brick house.

One morning, the doctor asked Sue to come out into the corridor. "Your friend is very ill, she has one chance in — let us say, ten," he said, as he looked at his clinical thermometer. "And that chance is for her to want to **live**. Your little lady has decided that she's not



going to get well. I promise to do all that I can, but you must help me. Let her think not of her illness, but of some other things."

After the doctor had gone, Sue went into Johnsy's room. Johnsy lay with her face towards the window. Sue thought that she was sleeping. So she began a drawing to illustrate a magazine story.

As Sue was working she heard Johnsy counting. She went quickly to the bedside. Johnsy's eyes were open. She was looking out of the window and counting something.

"Twelve," she said, and a little later "eleven", and then "ten", and "nine"; and then "eight" and "seven" almost together.

Sue looked out of the window. What was there to count? There was only a yard and the brick wall of the next house. An old, old ivy-vine was growing on the brick wall. There were only a few leaves on it.

"What is it, dear?" asked Sue.

"Six," said Johnsy. "They're falling faster now. Three days ago there were almost a hundred. There goes another one. There are only five left now."

"Five what, dear? Tell me."

"Leaves. On the ivy-vine. When the last one falls, I must go too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such **nonsense**," said Sue. "The doctor told me this morning that your chances for getting well were ten to one! Try to take some soup now and let me draw my pictures."

"No, I don't want any soup. There are only four now. I want to see the last one fall before it gets dark. Then I'll go, too."

"Johnsy, dear," said Sue, "will you promise me to keep your eyes shut, and not look out of the window until I finish working? I need the light."

"Tell me as soon as you have finished," said Johnsy, shutting her eyes, and lying white and still as a fallen statue, "because I want to see the last one fall."

"Try to sleep," said Sue. "I must call Behrman up to be my model."

leaf — лист
ordinary ['ɔdnri] — простой
to feel (felt) — чувствовать
artist ['ɑ:tist] — художник

to paint — красить, рисовать
ivy-vine ['aivivain] — плющ
nonsense ['nɒnsəns] — вздор
still — неподвижный

* * *

I. Ответьте на следующие вопросы:

1. What were Sue and Johnsy?
2. When did they become friends?
3. What happened to Johnsy?
4. What did the doctor advise Sue to do?

- II. Найдите в тексте и прочитайте то, что относится к характеристике Джонси и Сью. Докажите, что их объединяло много общего.
- III. Выпишите предложения, в которых выражена забота Сью о подруге.

T A S K 16

Прочитайте вторую часть рассказа О. Генри.

The Last Leaf

P a r t II

Old Behrman was a painter who lived on the ground floor in the same house. He was over sixty. Behrman was a **failure** in art, but he still hoped to paint a **masterpiece**. He earned a little by serving as a model to those young painters who could not pay the price of a professional.

Sue found Behrman in his little room. She told him about Johnsy's illness.

"She thinks that she will die when the last leaf falls from the old ivy-vine on the wall of the next house."

Johnsy was sleeping when they entered her room. They went to the window and looked at each other for a moment without speaking.

When Johnsy opened her eyes the next morning, there yet stood out against the brick wall one yellow and green ivy leaf. It was the last on the vine.

"It is the last one," said Johnsy. "I thought it would fall during the night. I heard the wind. It will fall today, and I shall die at the same time."

The day came to its end and even in the evening there was still one leaf on the ivy-vine. Then, with the coming of the night, the north wind began to blow again, the rain beat against the windows.

In the morning, the girls looked out of the window. The one ivy leaf was still on the vine.

Johnsy lay for a long time looking at it. And then she called to Sue and said, "I've been a bad girl. Something has made that last leaf stay there to show that we must always hope for the best. You may bring me a little soup now, and some milk."

An hour later, she said, "Sue, some day I hope to paint a beautiful picture."

The doctor came in the afternoon. In the corridor he said to Sue, "She's much better now, she's getting well. Now I must see old Behrman on the ground floor, some kind of a painter, I believe. **Pneumo-**

nia, too. He's an old man. There is no hope for him; but he goes to the hospital today. He'll be more comfortable there."

The next day, the doctor said to Sue, "She's out of **danger**. You've won. Good food and care now — that's all."

That afternoon Sue came to the bed where Johnsy lay.

"I have something to tell you, dear," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. He was found helpless in his room in the morning of the first day. His shoes and **clothing** were wet and he was very cold. They also found a lamp and a ladder in the room, some brushes and some yellow and green paints. Now look out of the window, dear, at the last ivy leaf on the wall. Do you know why it never moved when the wind blew? Ah, dear, it's Behrman's masterpiece — he painted it there the night that the last leaf fell."

failure ['feɪljə] — неудачник
masterpiece ['mɑːstəpiːs] — ше-
девр

pneumonia [njuː'mounjə] — вос-
паление легких
danger ['deɪndʒə] — опасность
clothing ['kloʊðɪŋ] — одежда

* * *

I. Ответьте на следующие вопросы:

1. What was Behrman?
2. What did Behrman do that helped to save Johnsy's life?
3. What saved Johnsy's life?

II. Найдите в тексте и прочитайте слова Джонси о том, что люди всегда должны надеяться на лучшее, и обсудите, кто же все-таки она — оптимист или пессимист.

III. Подтвердите фактами, что у Джонси были настоящие друзья, и напишите, что еще, по вашему мнению, можно было сделать для Джонси.

T A S K 17

Прочитайте рассказ Джека Лондона о привязанности собаки к людям, о трудном выборе, который ей пришлось сделать. При чтении обратите внимание на произнесение следующих собственных имен:

Jack London ['dʒæk 'lɒndən], Walt Irvine ['wɔːlt 'aɪvɪn], Madge [mædʒ], California [ˌkælɪ'fɔːnjə], Oregon ['ɔːrɪɡən], Glen Ellen ['glen 'elɪn], Skiff Miller ['skɪf 'mɪlə].

Brown Wolf

(After Jack London)

Jack London (1876—1916), the American **novelist** and short-story writer, changed many professions before he became famous. When gold was found in Alaska, London joined the gold rush. While there he met people who became the prototypes of his heroes.

Under the impression of the Russian revolution of 1905 Jack London wrote an article called "Revolution" and the novel "The Iron Heel"¹ (1907).

He was the founder of revolutionary literature in the USA.



Part I

Once Walt Irvine and his wife **Madge**, who lived in a small cottage in the mountains, found a dog. He was thin and **weak**, but he did not let them touch him. He ate the food they gave him only after they had gone away. But when he was strong again, he disappeared.

A few months later, when Irvine was in a train between California and Oregon, he looked out of the window and saw his dog running along the road, two hundred miles away from home. He got off the train at the nearest station, bought a piece of meat, caught the dog and took him home again. So Wolf, as they called him, came a second time to the mountain cottage. There he was **tied up** for a week.

To win him became a problem, but Irvine liked problems. At the end of the week he tied a piece of thin bright metal round the dog's **neck** with the words: RETURN TO WALT IRVINE, GLEN ELLEN, CALIFORNIA. Then the dog was let go, and he disappeared. A day later came a telegram. In twenty hours Wolf had run over a hundred miles to the north, and was still **going when caught**.

This time, he was sent back by express train. He was tied up for three days, and was let go on the fourth. And he disappeared again.

As soon as he was given his **freedom** he always ran north. He was always brought back weak and always ran away fresh and strong.

At last the dog decided to stay at the cottage, but Irvine and his wife had to wait a long time before they could touch him. When at last he let them do it, they said it was a great victory. The man and

¹ "The Iron Heel" — «Железная пята»



woman loved the dog very much; perhaps this was because it had been such a task to win his love.

wolf [wʊlf] — волк

novelist ['nɒvəlɪst] — романист

once [wʌns] — однажды

weak — слабый

to tie [taɪ] up — привязывать

neck — шея

freedom ['fri:dəm] — свобода

* * *

I. Ответьте на следующие вопросы:

1. Was the dog that the Irvines found fresh and strong or was it weak?
2. Where did Walt see his dog after he had disappeared the first time?
3. Did the dog run to the south or to the north as soon as he received freedom?

II. Докажите, что только после улучшения своего физического состояния Бурому Волку удавалось убежать на север.

III. Прочитайте в страноведческом справочнике объяснение понятия: gold rush, California, Oregon.

TASK 18

Прочитайте вторую часть рассказа Д. Лондона.

Brown Wolf

Part II

One summer day, a man came to the cottage. He said his name was Skiff Miller. He had come from the North to visit his sister.

As soon as the dog saw him, he ran to the man and licked his hands.

"Wolf, Wolf, what are you doing?" said Madge.

"His name isn't Wolf," Skiff Miller said. "It's Brown. He was my dog. How long have you had him?"

"How do you know he's your dog?" Irvine asked.

"Because he is," said Miller.

"The dog's mine. Look here," and Skiff Miller turned to the dog. "Brown! Right!" The dog turned to the right. Then Miller ordered the dog to do several other things that working dogs in the North are taught to do.

"He was my best dog," Skiff Miller said proudly. "If he hadn't been my dog, he wouldn't have learned to do all those things."

"But you are not going to take him away with you, are you?"

Madge asked nervously. "Why not leave him here? He is happy. And what can you give him in that northland life?"

"Food, when I've got it, and that's most of the time," came the answer.

"And the work?"

"Yes, a lot of work," Miller said. "Work without end, and cold — that's what he'll get when he comes with me. But he likes it. He knows that life. And you don't know anything about it. You don't know what you're talking about. That's where the dog belongs, and that's where he'll be happiest."

"I don't believe he's your dog. Perhaps you have seen him sometime. Any dog in Alaska can be ordered to do things," Walt said.

"Maybe Mr. Miller is right," his wife said. "I am afraid he is. Certainly Wolf answers to the name of 'Brown'. And he was friendly towards Mr. Miller and licked his hands. You know that's something he never did with anybody before."

"I suppose you're right, Madge," Walt said. "Wolf isn't Wolf, but Brown, and I think he belongs to Mr. Miller."

"Perhaps Mr. Miller will sell him," she said. "We can buy him."

"I'll tell you what I'll do," said Skiff Miller. "The dog was a good worker. He's done a lot of work for me, and maybe he has got a right to choose. He must decide for himself. I'll say good-bye and go away. If he wants to stay, he can stay. If he wants to come with me, let him come. I won't call him to come and don't you call him to come back."

For some time Wolf watched Skiff Miller go, waiting for him to return. Then he ran after him and tried to stop him. Then the dog ran back to where Irvine and his wife sat and tried to make Irvine go to Miller. He wanted to be with his old master and the new one at the same time. At this moment Miller disappeared.

The dog lay down at Irvine's feet. Madge was happy, but a few minutes later the dog got up and ran away. He never turned his head. Quicker and quicker he ran along the road and in a few minutes was gone.

to lick — лизать

* * *

I. Ответьте на следующие вопросы:

1. Who was the man who once came to the Irvines?
2. What did Skiff Miller say about Brown Wolf?
3. Which did Brown Wolf prefer — northland life or cottage life?

II. Докажите, что Бурому Волку пришлось испытать внутреннюю борьбу, и объясните ее причину.

III. Напишите, почему Ирвинам и Миллеру хотелось иметь Бурого Волка. Одинаковые ли у них были цели?

TASK 19

Прочитайте текст о последствиях, к которым приводит загрязнение окружающей среды, о необходимости бережного отношения к природе.

How Does a Lake Die?

(After L. Pringle)

LAKE ERIE * IS DYING.

DEATH OF A GREAT LAKE.

LAKE ERIE: A DEAD SEA.

People in the USA and Canada may read **headlines** like these in newspapers or see **reports** on **television** about Lake Erie. This big lake is not dead yet, but it is in danger of dying.

Like many lakes in North America, Lake Erie was born more than 10,000 years ago. Its area is 25,745 square kilometres. Lake Erie is the oldest and **shallowest** of the Great Lakes, so it is natural that it is dying faster than the others.

But it is dying not only because a lot of **soil**, **dead plants**, and **animal materials** are carried into it. **Pollution** is the greatest danger. **Waste products** of many kinds are brought into the lake by rivers from cities and industries. Some of the wastes kill fish and some kill the life on the **bottom** of the lake. When plants growing in the lake die, they go down to the bottom. The same thing happens to plant life that falls into the water. There they **decay**. But the process of decay is impossible without **oxygen**, and in Lake Erie there is so much waste that most or all of the oxygen is taken from the water. Most of the decay stops, and the wastes accumulate on the bottom. It was found that over 2,500 square kilometres of the lake's bottom waters have no oxygen at all.

As decay takes oxygen from the water, the animal life becomes very difficult in Lake Erie. The fish that are best for food are disappearing. They need very much oxygen.

The pollution of Lake Erie is a great danger not only for fish, but for people too, especially for children. In many places swimming in its waters is impossible now because of the danger to their health.

Biologists think that Lake Erie will take not less than twenty years to clean itself of undecayed wastes if all pollution is stopped now. City and state governments in both Canada and the United States are trying to clean up Lake Erie and put a stop to the thousands of tons of industrial and city wastes that flow into the lake. But progress is slow, and much money is needed, both by city and state organizations and by factories to do the work well.

There is also another thing which specialists worry about: **navigation** on the Great Lakes. There are many important **ports** both on the US side and on the Canadian side. Will the Great Lakes be useful

for navigation in future? The waste products thrown into the water by cities and industries, together with the **mud** brought down by the rivers, may make the lakes very shallow and **swampy** and useless for navigation. The Great Lakes may become swamp-land and lost in future to the economy both of Canada and the United States.

headline ['hedlain] — заголовок
shallow ['ʃælou] — мелкий
soil — почва, земля
plant [plɑnt] — растение
to pollute [pə'lu:t] — загрязнять
waste [weɪst] **products** — отходы (производства)

bottom ['bɒtəm] — дно
to decay [di'keɪ] — разлагаться
oxygen ['ɒksɪdʒən] — кислород
mud — грязь, ил
swamp [swɒmp] — болото, топь

* * *

I. Ответьте на следующие вопросы:

1. What headlines to articles about Lake Erie may be seen in newspapers?
2. Why is Lake Erie dying?
3. Why is pollution of Lake Erie so dangerous?

II. Определите, что нанесло озеру Эри более значительный ущерб — естественное загрязнение или загрязнение в результате хозяйственной деятельности человека.

III. Выпишите из текста предложения о катастрофическом состоянии озера Эри.

T A S K 20

Гибель динозавров — одна из самых загадочных страниц биографии планеты. Прочитайте статью об этих удивительных чудовищах, во власти которых когда-то находились просторы Земли.

Ideas About Dinosaurs

(After L. Pringle)

We know a lot about dinosaurs. But there is a lot we don't know. There are many theories, for example, about why they died out, but we do not know which of them is correct.

But there are no dinosaurs around now, so we cannot easily learn about their lives. All we have are dinosaur **fossils** — mostly bones and **footprints** in stone.

At the same time our knowledge about dinosaurs is growing. New fossils are discovered every year by palaeontologists. We have now a better understanding of the climate and other **conditions** of long ago when the dinosaurs lived.

The first dinosaur fossils were **discovered** about one hundred and fifty years ago. By studying the skeletons of dinosaurs palaeontologists **believe** that dinosaurs were a lot like crocodiles and other reptiles that live today. They also believed for a long time that dinosaurs were **cold-blooded**.

We have all seen pictures showing cold-blooded dinosaurs living in tropical conditions. The biggest of all are usually shown living in shallow lakes and swamps.

This picture may be wrong. Some palaeontologists now think that dinosaurs were warm-blooded. Others do not agree about this; they still believe that all dinosaurs were cold-blooded.

What more can we learn from fossils and other things? Well, if dinosaurs were warm-blooded, they could have lived in regions which had **cool** nights and cool seasons. Perhaps they migrated to cooler climates for the summer and back to warmer ones for the winter.

The idea that some dinosaurs were warm-blooded also helps to explain why there were many kinds of smaller dinosaurs. They had skeletons which were good for fast running, which cold-blooded animals cannot do.

One of the ideas about dinosaurs is that there is little **difference** between the skeletons of small dinosaurs and the fossil skeletons of the world's first-known **birds**. The palaeontologists who **hold** this theory believe that the dinosaurs did not all die out. Small ones changed and became in the end what we call birds. If this is correct, then we can think of today's birds as dinosaurs flying in the air!

We may never know if dinosaurs were warm-blooded, but this theory has made people show a new interest in the dinosaurs of long, long ago.

dinosaur ['daɪnəsɔ:] — динозавр
fossil ['fɒsl] — ископаемое
footprint ['fʊtprɪnt] — след
condition [kən'dɪʃn] — условие
to discover [dɪs'kʌvə] — открывать, делать открытие

cold-blooded ['kəʊld'blʌdɪd] — зоол. холоднокровный
cool [ku:l] — прохладный
difference ['dɪfərəns] — различие
bird — птица
to hold [həʊld] (**held**) — полагать, считать

* * *

I. Ответьте на следующие вопросы:

1. What do we have to help us to learn about dinosaurs?
2. What theory about dinosaurs may be wrong?
3. What theories about dinosaurs do palaeontologists discuss?

II. Кратко сформулируйте одну из гипотез о динозаврах, которая вызывает дискуссии ученых.

TASK 21

Прочитайте рассказ Марка Твена, в котором он высмеивает попытку главного героя прикрыть неблагоприятный поступок рассуждениями о честности, якобы свойственной ему. При чтении обратите внимание на произнесение следующих собственных имен:

Mark Twain [ˈmɑːk ˈtweɪn], Ernest Hemingway [ˈɜːnɪst ˈhemɪŋweɪ], Huckleberry Finn [ˈhʌklɪbəri ˈfɪn], Miles [maɪlz].

A Dog

(After Mark Twain)

Mark Twain (1835—1910) was the founder of the realistic American novel of the present day. Ernest Hemingway, a twentieth-century American author, wrote: "All modern American literature comes from one book by Mark Twain called 'Huckleberry Finn'."

There is much humour in most of Mark Twain's works. But there is also social criticism and satire. Mark Twain wrote some anti-imperialistic articles. His works help progressive people to understand and fight against imperialism and the evils of bourgeois society.



I have always believed that a man must be honest.

"Never ask for money which you have not earned," I always said.

Now I shall tell you a story which will show you how honest I have always been all my life.

One day, at the house of a friend of mine, I met General Miles.

"I'm pleased to have met you," said the general. "How could it happen that we did not meet earlier?"


"He does not remember me," I thought. "But we met once in Washington ten years ago."

I was poor then and very often I had no money to buy bread. On that day, my friend and myself were in need of three dollars. We needed these three dollars very much.

I went from one place to another and asked all the people I knew; but nobody gave me anything, not even one dollar.

At last I came to a big hotel. I went into the hall of the hotel and sat down there. At that moment a nice little dog ran into the hall. The dog was friendly and as I had nothing to do, I began to play with it.

I was playing with the dog when a man in a uniform entered the



hall. I knew him **at once** from his pictures in the newspapers. It wasn't difficult for me to say that it was General Miles.

"What a nice little dog!" he said. "Is it your dog? Do you want to sell it?"

When I heard these words, I remembered my friend and the three dollars which I had to get.

"Well, I... I think..."

"Good!" said the general. "How much do you want for it?"

"Three dollars," I answered.

"Three dollars? I'll give you twenty dollars for it," he said.

"No, no. I want only three dollars."

General Miles paid me the three dollars, took the dog and went up to his room in the hotel.

Ten minutes later an old man came into the hall. He looked round the hall.

"Are you looking for a dog, sir?" I asked.

"Oh, yes! Have you seen one?" said the man. "A little white dog."

"Oh, yes, I saw it running after a man who entered this hotel," I said. "If you like, I can try to find it for you."

The man was very happy and asked me to help him to find his dog.

"I can help you," I said, "but it will take some of my time and..."

"I am ready to pay you for your time," said the man. "How much do you want for it?"

"Three dollars," I answered.

Then I went up to General Miles's room.

"I've come to take the dog back," I said.

"But it is not your dog now. I have paid you three dollars for it," said the general.

"I shall give you back your three dollars, but I must take the dog back," I answered.

General Miles was angry. "Then give me back my three dollars and take the dog away," he said.

I carried the dog to the hall of the hotel and gave it back to the old man. He was very happy and paid me the three dollars I had asked for. I was happy too, because I had the money we needed, and I felt that I had earned it.

Now you can see why I say that a man must not ask for money that he has not earned.

at once — сразу, тотчас

* * *

I. Ответьте на следующие вопросы:

1. When did the story-teller and General Miles meet for the first time?
2. What was the story-teller doing in the hall of the hotel when the general entered?

3. How much did the general pay for the dog?
4. Who was looking for the dog?
5. Why was General Miles angry?
6. Were the three dollars earned honestly? What do you think?

II. Выделите в тексте следующие части:

- а) лицемерные рассуждения главного героя о честности;
- б) эпизод продажи чужой собаки;
- в) сцены возвращения собаки за деньги ее настоящему владельцу.

III. Обоснуйте несколькими предложениями лицемерность рассуждений главного героя о честности.

IV. Напишите опорные фразы для изложения содержания текста и вашей оценки действий рассказчика.

T A S K 22

Прочитайте о том, как метеорологи обнаруживают зарождающиеся тропические циклоны, чтобы своевременно оповестить об опасности жителей прибрежных районов, а также экипажи судов и самолетов. При чтении обратите внимание на произнесение следующих собственных имен:

Carla ['kɑ:lə], Betsy ['betsɪ], Camille [kə'mi:l], Alice ['ælis], Brenda ['brendə], Christine ['krɪstɪn], Delia ['di:ljə], Loretta [lə'retə], Wilda ['wɪldə].

The Hurricane Hunters

(After E. Myers)

All along the Atlantic and Pacific coasts, from August till November, meteorologists watch for hurricanes, which are very dangerous storms. The wind in a hurricane blows round and round in a spiral. In the centre of a hurricane there is a small area, known as the "eye" where there is good weather. Usually hurricanes are given girls' names like Carla, Betsy and Camille. A hurricane is really a very strong tropical cyclone. The girl's name is used for radio communications. Easy-to-remember names help operators not to make mistakes during radio talks about the movements of a hurricane.

The men who risk their lives each year by flying into the eye of a hurricane to get information about it are known as "Hurricane Hunters". They are a part of the Air Weather Service, a world organization, made up of over 200 weather stations.

Flying their special planes, the Hurricane Hunters collect important information of a storm's intensity, its eye position, its movement, and the area it covers. This information then goes to land, where it

is quickly sent to weather bureaus to tell them that a dangerous hurricane is coming and when it will reach a given place.

When a storm is found, it comes under the careful watch of the Hurricane Hunters to see if it is growing stronger. When a wind reaches a **force** of more than sixty kilometres per hour,¹ meteorologists call it a tropical storm or cyclone and it receives its official name. When a tropical cyclone reaches a wind force of over one hundred kilometres, it becomes a hurricane. If a great hurricane **causes serious damage**, its name is not used any more. In choosing the names, all letters of the alphabet are used but not Q, U, X, Y, and Z. Some of the names for hurricanes given in the past years were Alice, Brenda, Christine, Delia, Kate, Loretta and Wilda.

Often hurricanes have caused much damage in parts of the United States. A good example was Hurricane Camille in 1969. One of the worst hurricanes in American history, Camille caused over 250 deaths and did great damage. Its terrible force was first reported by the Hurricane Hunters. They flew into the eye of Camille and got important information, perhaps saving countless lives.

hurricane ['hʌrɪkən] — ураган
hunter — охотник
dangerous ['deɪndʒərəs] — опас-
ный
area ['eəriə] — площадь, про-
странство

service ['sɜ:vɪs] — служба
force [fɔ:s] — сила
to cause [kɔ:z] — вызывать,
быть причиной
damage ['dæmɪdʒ] — ущерб,
повреждение

* * *

I. Ответьте на следующие вопросы:

1. What are hurricanes?
2. What work do Hurricane Hunters do?
3. Why are hurricanes dangerous?
4. How important is Hurricane Hunters' work?

II. Найдите в тексте и прочитайте:

- a) о том, что представляет собой тропический циклон;
- b) о работе метеорологов, изучающих ураганы.

T A S K 23

Прочитайте рассказ Марка Твена, в котором автор с иронией описывает, что с ним однажды случилось на железнодорожной станции. Обратите внимание на произнесение собственных имен:

Salamanca [ˌsæləˈmæŋkə], McClellan [məˈklelən].

¹ per [pɜ:] hour — в час

Mistaken Identity

(After Mark Twain)

Years ago I arrived one day at Salamanca near New York, where I was to change trains and take the sleeper. There were a lot of people on the platform, and they were all trying to get into the long sleeper train which was already packed.

I asked the young man in the booking-office if I could have two tickets, and he answered "No!" and shut the window in my face.

I found a local official and asked him if I could have some poor little corner somewhere in a sleeping-car, but he cut me short saying: "No, you can't, every corner is full. Now don't trouble me any more," and he turned his back on me and walked off.

I said to my companion, "These people talk to me like this because they don't know who I am. If they knew —"

But my friend stopped me. "Don't talk such nonsense," he said, "if they knew who you are, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?" That was too much.

I found the same local official and said very politely that my name was Mark Twain and . . . But he cut me short again: "I told you not to trouble me any more," and again he turned his back on me.

I looked around helplessly but just then the conductor came to me, his face all politeness.

"Can I help you, sir?" he said. "Will you have a place in the sleeper?"

"Yes, certainly," I said.

"We have only the big family compartment," he continued. "Here, Tom, take these suitcases to the big family compartment."

The porter made us comfortable in the compartment, and then said, "Now, is there anything you want, sir? Because you can have just anything you want."

"Well. Now, that lamp is rather too high. Can I have another lamp just at the head, so that I can read comfortably?"

"Yes, sir. The lamp you want is in the next compartment. I'll get it from there. Yes, sir, you can ask for anything you want." And he disappeared.

Here I smiled at my companion and said, "Well, what do you say now? Didn't their attitude change the moment they learned that I was Mark Twain?"

As I was saying this, the porter's smiling face appeared in the doorway, and this speech followed, "Oh, sir, I recognized you the minute I set my eyes on you. I told the conductor so."

"Is that so, my boy?" I said. "Who am I?"

"Mr. McClellan, Mayor of New York," he said and disappeared.

identity [aɪ'dentɪtɪ] — опозна-
ние личности
to arrive [ə'raɪv] — прибывать
to cut smb short — обрывать
кого-то
to trouble ['trʌbl] — беспокоить
nonsense ['nɒnsəns] — ерунда,
чепуха

compartment [kəm'pɑːtmənt] —
купе
porter ['pɔːtə] — носильщик
attitude ['ætɪtʃʊd] — отношение
to recognize ['rekəɡnaɪz] — уз-
навать
mayor [meɪə] — мэр

* * *

I. Ответьте на следующие вопросы:

1. What did Mark Twain do at Salamanca?
2. What were all the people doing on the platform?
3. Who did Mark Twain speak to about getting a place in a sleeper?
4. What answers did he get from them?
5. Who helped Mark Twain to get the family compartment?
6. In what way did the porter make Mark Twain and his companion comfortable there?
7. Why did the conductor give him the family compartment?

II. Скажите, какую мысль проводит автор в своем рассказе.

III. Напишите план устного изложения прочитанного текста.

TASK 24

Прочитайте рассказ Марка Твена, в котором высмеивается миф о том, что в Америке каждый может стать богачом. Обратите внимание на произнесение собственных имен:

Philadelphia [ˌfɪlə'delfiə], Saint (St.) Peter [seɪnt'pɪtə].

Life as I Find It

(After Mark Twain)

The man lives in Philadelphia, who, when young and poor, entered a bank, and said: "Please, sir, don't you want a boy?" And the bank man said: "No, little boy, I don't want a little boy."

The little boy went down the steps of the bank. The bank man stepped behind a door for he thought the little boy was going to throw a stone at him. But the little boy picked up something, and stuck it in his poor jacket.

"Come here, little boy," the bank man said, and the little boy came up to him, "What did you pick up?" The little boy answered: "A pin." And the bank man said: "Little boy, are you good?" and he said he

was. And the bank man said: "Do you go to school?" and he said he did.

Then the bank man took down a pen made of gold, and he wrote, on a piece of paper, "**St. Peter**", and he asked the little boy what it stood for, and he said: "Salt Peter." Then the bank man said it meant "**Saint Peter**". Then the little boy said: "Oh!"

Then the bank man took the little boy into **partnership**, and gave him half the **profits** and all the capital, and he married the bank man's daughter and now all he has is all his, and all his own too.

My uncle told me this story, and I spent six weeks in picking up pins in front of the bank. I **expected** the bank man would call me in and say: "Little boy, are you good?" and I was going to say, "Yes," and when he asked me what "**St. John**" stood for, I was going to say "**Salt John**". But the bank man didn't want to have a partner, for one day he said to me, "Little boy, what's that you're picking up?" I said, "Pins." He said: "Let's see them." And he took them, and I took off my cap, ready to go in the bank and become a partner, and marry his daughter. But I didn't get an **invitation**. He said: "Those pins belong to the bank, and if I catch you **hanging around** any more I'll **set** the dog on you!" Then I left and the old man kept the pins. Such is life as I find it.

step — шаг, ступенька

to step — шагать

to stick (stuck, stuck) — втыкать

pin — булавка, шпилька

St. (Saint) Peter — Святой Петр

partnership — компаньоны

profit — доход, прибыль

to expect [iks'pekt] — ожидать

invitation [ˌɪnvɪ'teɪʃn] — приглашение

to hang around — околачиваться

to set — зд. напускать

* * *

I. Ответьте на следующие вопросы:

1. What did the boy do when he entered a bank?
2. What did he pick up on the steps of the bank?
3. Did the boy understand what the bank man wrote on a piece of paper?
4. What did the bank man do with the boy?

II. Расскажите, что произошло с героем у дверей банка, после того как он услышал рассказ своего дяди.

III. Поясните, какую мысль вкладывает автор в слова "Such is life as I find it".



Reading in April and May

TASK 25

Прочитайте о том, как в 1918 году, вопреки империалистической блокаде Советской России, из Москвы в США было доставлено и опубликовано в прогрессивной печати произведение В. И. Ленина «Письмо к американским рабочим».

В этой работе В. И. Ленин показал, что Америка стала одной из первых стран по глубине пропасти между горсткой миллиардеров и живущими на грани нищеты миллионами трудящихся. Вместе с тем он подчеркнул, что у американского народа есть революционные традиции, которые восприняли лучшие представители американского пролетариата. При чтении обратите внимание на произнесение следующих собственных имен:

Seattle [sɪ'ætl], Roy Brown [rɔɪ 'braʊn].

Lenin's Letter to American Workers

The summer of 1918 was a very difficult time for the young Soviet Republic. The imperialists of several countries together with the whites occupied large territories in the North, the Far East, the Transcaucasus and Central Asia.

At that time American people knew very little about the October Revolution, and they wanted to know the **truth** about it. So when Vladimir Ilyich Lenin received a letter from the IWW *, he decided that it was very important to write an answer.

Lenin wrote his famous "Letter to American Workers" on August 20, 1918. This letter is a classic lesson in revolutionary theory and tactics and is full of revolutionary enthusiasm and class feeling.

The story now goes back to December, 1917. In this month the first Soviet ship to visit the USA, the *Shilka*, came to Seattle * on a political mission. Some Seattle longshoremen had sent a letter to Vladivostok Bolsheviks asking them to send a speaker to tell them about the revolution. The Vladivostok comrades sent commissar Nikolai Kryukov on board the ship.

The *Shilka* crew was placed under arrest at first, but soon freed because of mass protests from the IWW and AFL * unions.

The *Shilka* carried back a letter to Lenin from the IWW

Now we come to the story how Lenin's letter got to the United States **through** the imperialist blockade.

The story is told by Pyotr Travin, an old Bolshevik, who took the letter to America.

Pyotr Travin's Story

Part I

After the Revolution of 1905, I had to leave Russia and went to America.

I did not like living in America, but I knew that I could not go back to Russia because the Russian police were looking for me. "If I have to live in America, I must not only work here but study too," I thought. "I want to know a lot and be ready for the coming Russian Revolution."

So I worked in the daytime, studied at night, and in 1916 I became an engineer. But I never forgot that I was a Russian revolutionary, and when in February 1917 I read in a newspaper that there was a revolution in Russia, I began to think of how I could get back to my own country.

It was not easy to get to Russia from America because the American police knew and watched every Russian revolutionary who lived in America. It was only in the summer of 1918 that I was able to get back to Russia.

The first man whom I went to see there was Borodin, my old friend. We worked together in Russia in 1905 and had met many times in America.

"I am very glad to see you," I said to Borodin.

"I am more than glad," he said. "I am really happy because you are the man who can help us."

"How can I help you?" I asked.

"We won't talk about that now," he said. "Tomorrow you will have to see Comrade Vorovsky; he will tell you everything."

Next day, I went to see Comrade Vorovsky, and he began to ask me about my life in America. We talked for a long time, and at last he got up, looked at me and said, "I think you will have to go back to America."

"I don't understand you," I said.

"We must send someone to America with a letter, a very important letter. You know the English language well and you can do it better than anybody else. Will you do it?"

"I'll do anything to help Soviet Russia," I answered.

"It will be a great help if you take this letter to America and find someone who will publish it there. It is a letter written by Comrade Lenin. In it he tells the truth about the Russian Revolution to the American workers, to the American people. And they must know the truth."

"Lenin's letter to the people of America! That's very, very important. And it's my job to take it to America and find someone to publish it there. But how can I do it?" I thought.

I did not say a word, but Comrade Vorovsky understood me, "Comrade Borodin thinks that you are the best man for the job and

I think so, too. I shall give you the letter now. Then you will have to see Comrade Borodin and think of a plan to get it to America." He gave me Lenin's letter and I went out.

Transcaucasus [træns'kɔ:kəsəs] — Закавказье	longshoreman ['lɔ:ʃ:mən] — портовый грузчик
Central Asia ['eɪʃə] — Средняя Азия	on board [bɔ:d] — на борту (судна)
truth [tru:θ] — правда	crew [kru:] — экипаж, команда
	through [θru:] — через, сквозь

* * *

I. Ответьте на следующие вопросы:

1. When was Lenin's letter to American workers written?
2. What events happened in December, 1917?
3. What did Pyotr Travin do in America after the Revolution of 1905 in Russia?
4. Who was chosen to take Lenin's letter to America and why?
5. Why was Lenin's letter so important for American workers?

II. Найдите в тексте и прочитайте:

- a) описание военного положения Советской Республики летом 1918 года;
- b) о причинах, побудивших В. И. Ленина написать «Письмо к американским рабочим»;
- в) о событиях, происходивших в Сиэтле в связи с приходом в этот порт первого советского судна.

III. Выпишите слова П. Травина о том, как он воспринял поручение партии. Чем был обеспечен успех этого важного задания?

T A S K 26

Прочитайте вторую часть рассказа о том, как было доставлено в США написанное В. И. Лениным «Письмо к американским рабочим». При чтении обратите внимание на произнесение следующих собственных имен.

Copenhagen [ˌkoupen'heɪɡən], Jensen ['dʒensən].

Lenin's Letter to American Workers

Pyotr Travin's Story

P a r t II

The next day, I went to talk to Borodin. He told me that I must take not only Lenin's letter to America, but some Soviet newspapers and books too. Ten days later, I left Russia and went to Copenhagen.

At Copenhagen I found an American ship that was going back to the USA and got a job on it.

On board the ship I made a small box and put Lenin's letter in it. Then I found a small cabin where nobody lived. I went into the cabin, pushed the box with Lenin's letter into the ventilator, shut the door of the cabin and wrote on the door "Under Repair".

On board the ship I made friends with a seaman whose name was Jensen. Jensen did not know that I was a Russian revolutionary. He thought that I was an American. He liked to talk about the Russian Revolution and about Lenin.

"Do you want to help Soviet Russia?" I asked him one day.

"Of course I do," he answered.

Then I told him that on board the ship I had some Russian revolutionary books and newspapers which I had to take to America.

At last our ship reached the port of New York. Many American policemen came on board the ship and looked at the documents of the crew. I showed my documents to one of the policemen. He looked at them carefully.

Then he gave me back my documents and said, "Your documents are old, and you cannot stay in America with them. You have no right to leave the ship and go into the city."

But I knew that I could not go back until I found someone who would publish Lenin's letter. I hoped I could get off the ship after dark.

"I'll try to get off the ship tonight," I said to Jensen.

"How will you do it?" he asked.

"Climb over the side of the ship with the help of a rope," I answered.

"It'll be very difficult."

"I know that, but I must try. You'll help me, won't you?"

Night came. We finished our preparations. I took Lenin's letter and one Soviet newspaper with me. I gave the other books and newspapers to Jensen and asked him to take them into the city next day.

We tied the rope to the side of the ship, and Jensen went back to his cabin. I looked around and saw nobody; the policeman standing at the **gangway** was too far away; he couldn't see me. I went to where the rope was tied to the side of the ship and began to climb down. At last I found myself with my feet on the **dock**. Then I walked slowly to the **gates** of the port. As I reached them I saw that there was also a policeman on duty there. I went up to him.

"Nobody can leave the port at night," he said.

"I live in New York. Here are my documents," I said. But he did not even want to look at the documents.

"All right," I said. "If you can't let me go home, maybe you will let me go to a bar? I want a **glass** or two of **beer**. I'll be back in half an hour."

Another policeman came up and heard me.



"You want some beer, you say?" he said. "I do, too. We can leave the port together, have a drink and come back together."

"All right," said I.

Soon we were in the nearest bar. I asked for two large glasses of beer, one for each of us. Then we began to talk. I bought the policeman another glass of beer, then I told him that I lived in New York, that my daughter was ill and I wanted to see her very much.

"All right," said the policeman. "Give me some money, as a guar-

antee. If you are back at the port by six o'clock in the morning, you can have your money back. If you don't, I shall keep it."

Ten minutes later, I was in the city. I telephoned to my American friends and soon I was in the flat of one of them. I told them about Lenin's letter, and we began to make plans to publish the letter and some articles from the Soviet newspapers I had brought with me.

I returned to the port before six o'clock and the policeman gave me back my money.

The next day, Jensen took the other newspapers and the books to my friend's house.

A month later, with the help of some American comrades, the "Letter to American Workers" was published in the revolutionary press. Now the American working people could learn the truth about the Revolution in Russia and I could go back to my homeland.

rope — канат

gangway ['gæŋweɪ] — сходни,
трап

dock — пристань, пирс

gates — ворота

beer [biə] — пиво

* * *

I. Ответьте на следующие вопросы:

1. Who helped Travin on board the ship?
2. What did Travin take to America together with Lenin's letter?
3. How did Travin leave the ship and get from the port of New York to the city?
4. Who helped to publish Lenin's letter in the USA?
5. What did the American workers learn from Lenin's letter?

II. Найдите в тексте и прочитайте о мерах предосторожности, принятых П. Травиным для надежного хранения ленинского документа на борту американского судна.

III. Выберите из текста и прочитайте все, что относится к местным действиям П. Травина и моряка-интернационалиста Енсена. Укажите, на чем была основана солидарность Енсена.

TASK 27

Прочитайте текст о Поле Робсоне — американском певце, драматическом актере, общественном деятеле и большом друге Советского Союза. При чтении обратите внимание на произнесение следующих собственных имен:

Paul Robeson ['pɔ:l 'roubsən], Othello [ou'θelou], Shakespeare ['ʃeɪkspiə], Peekskill ['pi:kskɪl].

Paul Robeson — Revolutionary Singer



The name Paul Robeson, International Lenin Peace Prize Laureate, is known to millions of people in the world. Son of a black slave freed after the American Civil War, he liked to sing the songs of his own people. Later, he became one of the great bass singers of the world. At the same time, he was symbol of the real America, of the working people and democrats who are fighting against exploitation and for a better life.

Paul Robeson's career as singer and actor began in the 1920s. He became famous as Othello in Shakespeare's tragedy "Othello" and also as an actor in cinema films.

Not long after this, he protested against the fact that black people who came to his concerts had to sit in a different part of the hall from white people. From that time on,¹ he never agreed to sing in theatres and halls where there was segregation *. Paul Robeson could have become a millionaire, but he chose another, more difficult road in life. He travelled to Spain during the National-Revolutionary War there, to sing for the comrades of the International Brigades, who were fighting against fascism together with the Spanish Republicans. He liked especially to sing for the Abraham Lincoln Brigade *, the members of which were his own countrymen, both black and white.

In 1934, he discovered the Soviet Union for himself. What he saw and learnt in the first socialist country made a great impression on him, and he said, "Here I am no longer a Negro, but a human being." He began to visit our country regularly and gave many concerts here. He became a true friend of the Soviet people, with whom he was very popular. After World War II, Robeson became more and more active in the world peace movement.

To the reactionary members of American society Robeson became a symbol of everything they fought against. He was black, he spoke out for peace and friendship with the Soviet Union.

In 1948, he was called before a special Senate committee and asked to declare whether or not he was a Communist; he did not do so.

Concert halls, TV and radio studios shut their doors to him; his records were no longer sold. In 1949, members of the Ku-Klux-Klan * and fascist groups stoned his concerts. At Peekskill, near New York, hundreds were hurt.

¹ from that time on — с того времени

Next year, the government took away his passport and did not let him travel, saying that his trips to other countries would not be in the US interests.

Of course, he could have the passport back if he kept his mouth shut about the position of black population in the USA; but Paul Robeson was true to his ideals. And the people were on his side. A concert was organized on the border between the United States and Canada. 30,000 Canadians and as many Americans came to listen to him. Because of such demonstrations, in 1958 the US government had to give Paul Robeson a passport. It had taken eight years of fighting to win back his right to travel.

His round-the-world trip was a great triumph. He sang at concerts, peace meetings and other gatherings in many places.

When Paul Robeson died in 1976, the world lost not only an unforgettable artist, but also a great figure in the international peace movement. Perhaps the best memorial of this man's life of struggle is a new generation of Americans who are fighting for the same ideals.

countryman ['kʌntrɪmən] — со-
отечественник

human being ['hju:mən 'bi:ɪŋ] —
человек

record ['rekɔ:d] — грампла-
стинка

border ['bɔ:də] — граница

Canadian [kə'neɪdʒən] — кана-
дец

triumph ['traɪəmf] — триумф

* * *

I. Ответьте на следующие вопросы:

1. When did Paul Robeson begin his career as singer and actor?
2. How did Paul Robeson protest against racism?
3. Why did the US reactionaries make the government take away Robeson's passport?

II. Выделите в тексте и прочитайте предложения, характеризующие Поля Робсона:

- а) как певца и актера;
- б) как общественного деятеля и борца за мир;
- в) как верного друга нашей страны.

III. Напишите, что вам известно из других источников о жизни и деятельности Поля Робсона, о его концертах в нашей стране.

T A S K 28

Прочитайте текст о Рокуэлле Кенте, американском художнике, писателе и общественном деятеле. При чтении обратите внимание на произнесение следующих собственных имен:

Rockwell Kent ['rɒkwəl 'kent], Alaska [ə'læskə], Greenland ['grɪnlænd], Canada ['kænədə].

Our Friend, Rockwell Kent



Rockwell Kent was a famous American artist, writer and **public figure**.

He was born in 1882 in the state of New York*. He studied architecture at Columbia University*, but did not graduate, as he had decided to become a painter. His first exhibition, held when he was twenty years old, made him famous. He developed the realistic traditions in American art.

In his books, mostly autobiographical, he wrote about himself and his family, about his country and about the times he lived in. The America Rockwell Kent loved and painted was not the land of modern high

buildings but the continent of the early discoverers and pioneers. All his life he tried to be near places where man comes face to face with Nature.

Kent is popular in our country because his **credo** in art was to help people to love and understand life better. "The highest **purpose** that the arts can serve," he wrote, "is to bring to men a better understanding and a greater love of life."

Rockwell Kent travelled much, especially in the Far North, and spent many years in Alaska, Greenland and Canada. His pictures show how beautiful nature is in the Far North and how difficult life is for the people who live there. Such pictures as "Greenlanders", "Northern Greenland", "Summer in Greenland" are poems of the North. Kent's black and white illustrations are also famous.

Rockwell Kent was a great friend of our country. In 1960, he **presented** the Soviet people with nine hundred of his works. In doing so he hoped that his "children", as he called his pictures, would find a second home in the Soviet Union. His hopes were realized, as his works have been seen by millions of Soviet people in the finest museums in Moscow, Leningrad, Kiev, and Yerevan.

Almost all the books written by Kent have been translated into Russian and other languages of the USSR. They are full of optimism and humour. As a writer, he is dear to us first of all because he is a humanist. He wrote with love and understanding about the nationalities among whom he spent many years of his life.

Rockwell Kent was an active fighter for peace. In 1967, he was awarded the International Lenin Peace Prize. This happened on his 85th birthday, which he celebrated in Moscow.

Artist and writer, explorer of the North and public figure, Rock-

well Kent was for more than ten years **Chairman** of the National Council of American-Soviet Friendship.

He died in 1971.

public figure — общественный деятель

credo ['kri:dou] — убеждения, кредо

purpose ['pə:pəs] — намерение, цель

to present [prɪ'zent] — дарить

chairman ['tʃeəmən] — председатель

council ['kaunsɪ] — совет

* * *

I. Ответьте на следующие вопросы:

1. Who was Rockwell Kent?
2. What was Kent's artistic credo?
3. What parts of the world did Kent show in his pictures?
4. What did Rockwell Kent do as a friend of the Soviet Union?

II. Выберите из текста и прочитайте предложения, характеризующие Р. Кента:

- a) как художника;
- б) как писателя;
- в) как общественного деятеля.

III. Выпишите из текста факты, показывающие дружбу Р. Кента с нашей страной. Допишите, что вы знаете об этом из других источников.

TASK 29

Прочитайте отрывок из книги американского писателя-коммуниста Стива Нельсона об участии прогрессивных американцев в борьбе против фашизма в Испании в 1936—1938 годах. При чтении обратите внимание на произнесение следующих собственных имен:

Steve Nelson ['stiv 'nelsən], Oliver ['ɒlɪvə], Ruby Ryant ['rubi 'raɪənt], Jackie Shirai ['dʒækɪ ʃɪə'reɪ].

The Olive Tree *(After Steve Nelson)*

The story is taken from Steve Nelson's book "The Volunteers", which is about the Americans who went to fight together with the Spanish republicans against fascism.

The author of "The Volunteers", Steve Nelson, was a political commissar in the International Brigades which united anti-fascists of many nationalities. He is a son of the working class, a Communist. He began fighting for workers' interests when he was only sixteen. Many times he was arrested and beaten by the police, but he never stopped his revolutionary work.

Then the news about Spain came and Steve Nelson went there to fight for freedom. It was another country but the **enemy** was the same — reaction bringing fascism with it.

Steve Nelson tells the story himself.

At night I decided to see everything around and to speak to some of the men. I had been in the **trenches** all day long, but I had not spoken much to the comrades.

I said to Oliver, "I think I'll take a walk through the trenches. I'll find my way back all right."

"The **password**," said Oliver, "is 'nuestra victoria' (our victory)."

I started walking in darkness and I was stopped very soon: "Who's there?"

"Nuestra victoria!"

"Oh, it's the new commissar!" the **guard** said in surprise. "What're you doing here at this time of night?"

"Well, walking through the trenches. What's your name?"

"Ruby Ryant of Tom Mooney Machine-Gun Company."¹

"Well, have a cigarette... How's everything?"

"We had good food while Jackie Shirai was in the kitchen," he said. "Jackie's the best **cook** in the States."

"What happened to him?"

"He didn't want to be a cook any more. He left his kitchen to fight the fascists."

I walked for an hour, for two hours, in the trenches, and the comrades talked to me, telling me about their problems.

I stood near a boy from California. The stars were bright, bright enough to show the black hills against the sky. The boy from California said, "You know, there are places back home that look very much like this country. Have you ever been to California?"

"No."

"You see that olive tree?"

The olive tree was not far from the trenches. It was not beautiful as olive trees are. It did not even look like an olive tree; it was only a tree beaten to death by war.

"Yes."

"That's where Ben was killed. Under that same tree. We were attacking, and he fell down behind it, and I shouted at him, 'You **okay**, Ben?' He looked at me and laughed, and he shouted back, 'Of course! Let's go!' He got up, walked a little and then fell on his face. And was dead" — the boy drew a long breath² — "and I helped **bury** him. Under that tree."

"You'd known Ben for a long time, hadn't you?"

"Yes. We went to school together. We did everything together. We came to Spain together. We were together in the 1934 **strike** —

¹ Tom Mooney Machine-Gun [mæ'jɪŋɡʌl] Company — пулеметная рота имени Тома Муни (Том Муни — активный участник рабочего движения США)

² drew a long breath [breθ] — глубоко вздохнул



you know, in San Francisco. That day the policemen attacked us and Ben saved me."

We looked into the darkness for some time. Then the boy said thoughtfully, "The olive tree; tree of peace. I think men have grown olives longer than any other kind of fruit."

"You may think that the tree is dead. Well, it's not. The fascists could not kill it, and when we've put the fascist bandits underground, it'll continue to grow fruit."

enemy ['enɪmɪ] — враг
trench — траншея, окоп
password — пароль
guard [gɑ:d] — часовой

cook — повар
okay ['ou'keɪ] — все в порядке
to bury ['beri] — хоронить
strike — забастовка

* * *

I. Ответьте на следующие вопросы:

1. What did the commissar decide to do at night and why?
2. Who stopped Steve Nelson in the trenches?
3. How did Ben die?
4. What did the boy from California say about the olive tree?

II. Выделите самое важное, на ваш взгляд, в разговоре комиссара с бойцом-интернационалистом и объясните, почему вы так думаете.

Прочитайте один из самых коротких и самых сильных рассказов Эрнеста Хемингуэя, написанный им в 1938 году в Испании. Писатель описывает республиканского офицера, которому поручено следить за продвижением противника, и старика, который «только смотрел за животными», как участников одной и той же трагедии испанского народа. Горе старика становится понятным офицеру. При чтении обратите внимание на произнесение следующих собственных имен:

Ernest Hemingway [ˈɜːnɪst ˈhemɪŋweɪ], Illinois [ˌɪlɪˈnɔɪ], San Carlos [ˌsænˈkɑːləs], Ebro Delta [ˈɪbroʊ ˈdeltə], Barcelona [ˌbærsiˈləʊnə].

Old Man at the Bridge

(After Ernest Hemingway)



Ernest Hemingway (1899—1961) was born in Illinois. His father wanted him to be a doctor, but he became a newspaper reporter.

Hemingway took part in World War I and he described it in his antiwar novel "A Farewell to Arms".¹

During the National-Revolutionary War in Spain (1936—1939), he actively helped the republicans in their struggle against the fascist reaction. The events in Spain became the main theme of his novel "For Whom the Bell Tolls"² and some of his short stories.

Hemingway's "A Farewell to Arms", "For Whom the Bell Tolls" and "The Old Man and the Sea" are classics of the 20th-century literature.

An old man in very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, lorries, and men, women and children were crossing it and going on. But the old man sat there without moving. He was too tired to go on.

It was my business to cross the bridge and see where the enemy was. I did this and returned over the bridge. There were not so many carts coming off the bridge now, and very few people on foot, but the old man was still there.

¹ "A Farewell to Arms" — «Прощай, оружие!»

² "For Whom the Bell Tolls" [ˈtɒlz] — «По ком звонит колокол»

"Where do you come from?" I asked him.

"From San Carlos," he said. "I was taking care of animals," he explained.

"Oh," I said without much understanding.

"Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos."

He did not look like a **shepherd**, and I looked at his black dusty clothes and his grey dusty face and said, "What animals were they?"

"Different animals," he said. "I had to leave them."

I was watching the bridge and the country of the Ebro Delta and thinking how long now it would be before we would see the enemy.

"What animals were they?" I asked.

"There were three animals **altogether**," he explained.

"And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were coming.



"No," he said, "only the animals I told you about. The cat, of course, will be all right. A cat can look after itself, but I cannot think what will become of the others."

"What politics have you?" I asked.

"I am without politics," he said. "I am seventy-six years old. I have come twelve kilometres now and I don't think I can go on."

"This is not a good place to stop," I said.

"I will wait a little," he said, "and then I will go."

He looked at me very tiredly, then said, "The cat will be all right. But the others. Now, what do you think about the others?"

"Well, perhaps they'll be all right, too."

"You think so?"

"Why not?" I said, watching the far end of the bridge where now there were no carts.

"But what will they do under the artillery when I was told to leave because of the artillery? It's better not to think about the others."

"Now, if you can, get up and try to walk," I said.

"Thank you," he said. He tried to get to his feet, but sat down in the dust again.

"I was only taking care of animals," he said again but not to me. "I was only taking care of animals."

There was nothing to do about him. The fascists were coming nearer to the bridge.

century ['sentʃəri] — век
cart — повозка

shepherd ['ʃepəd] — пастух
altogether [ˌɔːltə'geðə] — всего

* * *

I. Ответьте на следующие вопросы:

1. Why were the people leaving the towns and villages?
2. Who was sitting by the side of the road after crossing the bridge?
3. What was the old man taking care of?
4. Why did he have to leave the animals?

II. Найдите в рассказе и прочитайте предложения:

- а) о старике (все, что сообщает о нем автор и что он сам говорит о себе);
- б) от обстановке в районе переправы.

III. Считаете ли вы, что встреча у моста произвела на республиканского офицера большое впечатление? Какие именно факты заставили его задуматься о судьбе народа в момент выполнения задания?

International word list

(СПИСОК ИНТЕРНАЦИОНАЛЬНЫХ СЛОВ)

- A** **academician** [ə,kædə'mɪʃən] *n* академик
academy [ə'kædəmɪ] *n* академия
accumulate [ə'kjʊmjuleɪt] *v* накапливаться
administration [əd,mɪnɪs'treɪʃən] *n* управление делами
administrative [əd'mɪnɪstrətɪv] *a* административный
agent ['eɪdʒənt] *n* агент
aggressive [ə'ɡresɪv] *a* агрессивный
agronomist [ə'ɡrɒnəmɪst] *n* агроном
airplane ['eəpleɪn] *n* аэроплан, самолет
alphabet ['ælfəbet] *n* алфавит
analyse ['ænəlaɪz] *v* анализировать
angel ['eɪndʒəl] *n* ангел
anti-fascist [æntɪ'fæstɪst] *n* антифашист
anti-imperialist [æntɪm'piəriəlɪst] *a* антиимпериалистический
anti-Sovietism [æntɪ'souvjətɪzəm] *n* антисоветизм
applause [ə'plɔːz] *n* аплодисменты
architect [ˈɑːkɪtekt] *n* архитектор
architectural [ˌɑːkɪ'tektʃərəl] *a* архитектурный
architecture [ˈɑːkɪtektʃə] *n* архитектура
arena [ə'reɪnə] *n* арена
arithmetic [ə'rɪθmətɪk] *n* арифметика
arrest [ə'rest] *v* арестовывать
arsenal [ˈɑːsɪnəl] *n* арсенал
artillery [ɑː'tɪləri] *n* артиллерия
asphalt [ˈæsfælt] *n* асфальт
assistant [ə'sɪstənt] *n* помощник
association [ə,souʃi'eɪʃən] *n* ассоциация
athlete [ˈæθliːt] *n* спортсмен, легкоатлет
atmosphere [ˈætməsfiə] *n* атмосфера
atomic [ə'təmɪk] *a* атомный
autobiographical [ˌɔːtəʊˌbaɪəʊ'ɡræfɪkəl] *a* автобиографический
automatism [ˌɔːtəmətɪzəm] *n* автоматизм
automobile [ˌɔːtəməbiːl] *n* автомобиль
- B** **balance** ['bæləns] *n* равновесие, баланс
bandit ['bændɪt] *n* бандит
bank [bæŋk] *n* банк
bar [bɑː] *n* бар
base [beɪs] *n* основа, база

baseball ['beɪsbɔ:l] *n* бейсбол
basketball ['bɑ:skɪtbɔ:l] *n* баскетбол
bass [beɪs] *n* бас
battalion [bə'tæljən] *n* батальон
biologist [baɪ'ɒlədʒɪst] *n* биолог
blockade [blɒ'keɪd] *n* блокада
Bolshevik ['bɒlʃɪvɪk] *n* большевик
bomb [bɒm] *n* бомба
boss [bɒs] *n* босс, хозяин
botany ['bɒtəni] *n* ботаника
bourgeois ['buəʒwə:] *a* буржуазный
bourgeoisie [ˌbuəʒwə'zi:] *n* буржуазия
bureau ['bjʊərəu] *n* бюро

- C** **cabin** ['kæbɪn] *n* кабина, каюта
calculation [ˌkælkju'leɪʃn] *n* вычисление
calendar ['kælɪndə] *n* календарь
campaign [kæm'peɪn] *n* кампания
canal [kə'næl] *n* канал
capital ['kæpɪtl] *n* капитал
capitalism ['kæpɪtəlɪzəm] *n* капитализм
captain ['kæptɪn] *n* капитан
career [kə'riə] *n* карьера
centimetre ['sentɪˌmɪtə] *n* сантиметр
ceremony ['serɪməni] *n* церемония; обряд
chance [tʃɑ:ns] *n* возможность, шанс
characteristic [ˌkærɪktə'rɪstɪk] *a* характерный; *n* характеристика
chemical ['kemɪkəl] *a* химический
cigarette [ˌsɪgə'reɪt] *n* папирота, сигарета
citrus ['sɪtrəs] *n* цитрус
civilization [ˌsɪvɪlaɪ'zeɪʃn] *n* цивилизация
classic ['klæsɪk] *n* классические произведения
clerk [klɜ:k] *n* конторский служащий, клерк
climatic [klaɪ'mætɪk] *a* климатический
clinical ['klɪnɪkl] *a* клинический; медицинский
colleague ['kɒlɪg] *n* коллега
collection [kə'lekʃən] *n* коллекция
collectivization [kəˌlektɪvaɪ'zeɪʃn] *n* коллективизация
colonist ['kɒlənɪst] *n* колонист, поселенец
colonization [ˌkɒlənaɪ'zeɪʃn] *n* колонизация
colony ['kɒləni] *n* колония
commercial [kə'mɜ:ʃəl] *a* коммерческий
commissar [ˌkɒmɪ'sə] *n* комиссар
committee [kə'mɪtɪ] *n* комитет, комиссия
communication [kəˌmjuːnɪ'keɪʃn] *n* коммуникация; средство связи
companion [kəm'pænjən] *n* товарищ; спутник; компаньон
company ['kʌmpəni] *n* компания
complex ['kɒmpleks] *n* комплекс

composer [kəm'pouzə] *n* композитор
computer [kəm'pjutə] *n* компьютер
concentrate ['kɒnsəntreɪt] *v* концентрировать, сосредоточивать
concrete ['kɒnkrit] *a* конкретный
conductor [kən'dʌktə] *n* проводник, кондуктор
Congress ['kɒɡres] *n* конгресс, съезд
Congressman ['kɒɡresmən] *n* член конгресса США
construction [kən'strʌkʃn] *n* строительство
contact ['kɒntækt] *n* контакт
continent ['kɒntinənt] *n* континент
continental [ˌkɒntɪ'nentl] *a* континентальный
contrast ['kɒntræst] *n* противоположность
cooperation [kou'ɒpə'reɪʃn] *n* кооперация, сотрудничество
cooperative [kou'ɒpə'reɪtɪv] *n* кооператив
correspondent [ˌkɒrɪs'pɒndənt] *n* корреспондент
costume ['kɒstju:m] *n* костюм
cottage ['kɒtɪdʒ] *n* коттедж (*небольшой дом для одной семьи*)
counter-revolution ['kaʊntə'revə'lʊʃn] *n* контрреволюция
credo ['kri:doʊ] *n* кредо
crisis ['kraɪsɪs] *n* кризис
critic ['krɪtɪk] *n* критик
criticism ['krɪtɪsɪzəm] *n* критика
criticize ['krɪtɪsaɪz] *n* критиковать
crocodile ['krɒkədɪl] *n* крокодил
cyclone ['saɪkloun] *n* циклон

D declare [dɪ'kleə] *v* декларировать, заявлять
decree [dɪ'kri:] *n* декрет
delegation [ˌdelɪ'geɪʃn] *n* делегация
democracy [dɪ'mɒkrəsi] *n* демократия
democrat ['deməkræt] *n* демократ
democratic [ˌdemə'krætɪk] *a* демократический
demonstrate ['demənstreɪt] *v* демонстрировать, показывать
deputy ['depjuti] *n* депутат
dielectric [ˌdaɪ'lektrɪk] *n* диэлектрик, непроводник
diesel ['di:zəl] *n* дизель
dinosaur ['daɪnəsɜ:] *n* динозавр
diplomat ['dɪpləmæt] *n* дипломат
director [dɪ'rektə] *n* директор
discipline ['dɪsɪplɪn] *n* дисциплина
discrimination [ˌdɪs'krɪmɪ'neɪʃn] *n* дискриминация
discussion [dɪs'kʌʃn] *n* дискуссия
distance ['dɪstəns] *n* дистанция, расстояние
dock [dɒk] *n* док
docker ['dɒkə] *n* докер
document ['dɒkjumənt] *n* документ
documentary [ˌdɒkjʊ'mentəri] *a* документальный

E **echo** ['ekou] *n* эхо
economic [i:kə'nomik] *a* экономический
economize [i:kə'nomaiז] *v* экономить
electric [i'lektrik] *a* электрический
electricity [ilek'trisiti] *n* электричество
electronics [ilek'trɒniks] *n* электроника
electrotechnical [i'lektro(u)'teknikəl] *a* электротехнический
elevator ['eliveitə] *n* элеватор
emancipation [i,mænsi'peɪʃn] *n* эмансипация
emigrant ['emigrənt] *n* эмигрант; переселенец
empire ['empaɪə] *n* империя
energy ['enədʒi] *n* энергия
enthusiasm [in'θju:zɪæzm] *n* энтузиазм
enthusiastic [in,θju:zi'æstik] *a* восторженный, полный энтузиазма
episode ['epɪsəʊd] *n* эпизод
era ['iərə] *n* эра
experiment [iks'perɪmənt] *n* эксперимент
exploit [iks'plɔɪt] *v* эксплуатировать
exploitation [eksplɔɪ'teɪʃn] *n* эксплуатация
export [eks'pɔ:t] *v* экспортировать
express [iks'pres] *n* экспресс, курьерский поезд

F **fact** [fækt] *n* факт
factor ['fæktə] *n* фактор
fantasy ['fæntəsi] *n* фантазия
fascism ['fæʃɪzm] *n* фашизм
fascist ['fæʃɪst] *n* фашист
federal ['fedərəl] *a* федеральный
federation [fedə'reɪʃn] *n* федерация
federative ['fedərətɪv] *a* федеративный
figure ['fɪgə] *n* фигура
financial [faɪ'nænsɪl] *a* финансовый
firm [fɜ:m] *n* фирма
folklore ['fouklɔ:] *n* фольклор
form [fɔ:m] *v* придавать форму
formal ['fɔ:məl] *a* формальный, официальный
formation [fɔ:'meɪʃn] *n* образование, формирование
front [frʌnt] *n* фронт
fund [fʌnd] *n* фонд

G **gallop** ['gæləp] *n* галоп
gangster ['gæŋstə] *n* гангстер, бандит
general ['dʒenərəl] *n* генерал
generator ['dʒenəreɪtə] *n* генератор
genocide ['dʒenəsəɪd] *n* геноцид
gentleman ['dʒentlmən] *n* джентльмен
geology [dʒɪ'ɒlədʒɪ] *n* геология

gramophone ['græməfoun] *n* граммофон
grimace [grɪ'meis] *n* гримаса
golf [gɒlf] *n* гольф
guarantee [ˌɡærən'tiː] *n* гарантия

H heroic [hi'rɔɪk] *a* героический
heroism ['herɔɪzɪzəm] *n* героизм
historic [hɪs'tɒrɪk] *a* исторический
hobby ['hɒbi] *n* хобби
horizon [hə'reɪzən] *n* горизонт
humanist ['hju:mənɪst] *n* гуманист
humorous ['hju:mərəs] *a* юмористический
humour ['hju:mə] *n* юмор
hydro-electric [ˈhaɪdrəʊ'lektrɪk] *a* гидроэлектрический
hydroplane [ˈhaɪdrəʊpleɪn] *n* гидроплан
hygiene ['haɪdʒi:n] *n* гигиена

I ideal [aɪ'diəl] *n* идеал
ideology [ˌaɪdɪ'ɒlədʒɪ] *n* идеология
ignore [ɪɡ'nɔː] *v* игнорировать
illustrate [ɪ'læstreɪt] *v* иллюстрировать
illustration [ˌɪləs'treɪʃn] *n* иллюстрация, рисунок
immigrant ['ɪmɪɡrənt] *n* иммигрант
imperialism [ɪm'piəriəlɪzəm] *n* империализм
imperialist [ɪm'piəriəlɪst] *n* империалист
import [ɪm'pɔ:t] *v* импортировать
industrialization [ɪn,dʌstriəl'aɪ'zeɪʃn] *n* индустриализация
inflation [ɪn'fleɪʃn] *n* инфляция
information [ˌɪnfə'meɪʃn] *n* сообщение, сведения
initiative [ɪ'nɪʃɪətɪv] *n* инициатива
instrument ['ɪnstrəmənt] *n* инструмент
intelligentsia [ɪn,telɪ'dʒentsɪə] *n* интеллигенция
intensity [ɪn'tensɪti] *n* интенсивность, напряженность
internationalism [ˌɪntə'næʃnəlɪzəm] *n* интернационализм
internationalist [ˌɪntə'næʃnəlɪst] *n* интернационалист
intervention [ˌɪntə'venʃn] *n* интервенция
interview ['ɪntəvjʊː] *n* интервью
irony ['aɪəəni] *n* ирония

J journalism ['dʒɜːnəlɪzəm] *n* журналистика
journalist ['dʒɜːnəlɪst] *n* журналист
jubilee ['dʒʊbiːliː] *n* юбилей

L lady ['leɪdi] *n* леди
laser ['leɪzə] *n* лазер
laureate ['lɔːreɪt] *n* лауреат

lecture ['lektʃə] *n* лекция; *v* читать лекцию
league [liɡ] *n* союз, лига
legend ['ledʒənd] *n* легенда
Leninist ['leninist] *a* ленинский
limit ['limit] *n* предел
liquidate ['likwɪdeɪt] *v* ликвидировать
literary ['lɪtərəri] *a* литературный
local ['ləukəl] *a* локальный, местный
locomotive ['ləukə,məʊtɪv] *n* паровоз
logic ['lɒdʒɪk] *n* логика

M Marxism-Leninism ['mɑːksɪzəm'lenɪnɪzəm] *n* марксизм-ленинизм
Marxist ['mɑːksɪst] *a* марксистский
mask [mɑːsk] *n* маска
mass [mæs] *n* масса
massive ['mæsɪv] *a* огромный
mastodon ['mæstədɒn] *n* мастодонт
material [mə'tɪəriəl] *n* материал
Mausoleum [ˌmɔːsə'liəm] *n* Мавзолей
mechanization [ˌmekənəɪ'zeɪʃn] *n* механизация
mechanize ['mekənaɪz] *v* механизировать
medicine ['medsɪn] *a* медицина
memorial [mɪ'mɔːriəl] *n* памятник, мемориал
meteorologist [ˌmetjə'rɒlədʒɪst] *n* метеоролог
method ['meθəd] *n* метод
metre ['mɪtə] *n* метр
migration [maɪ'ɡreɪʃn] *n* миграция
mile [maɪl] *n* миля
militia [mɪ'lɪʃə] *n* милиция
militarism ['mɪlɪtərɪzəm] *n* милитаризм
millionaire [ˌmɪljə'neə] *n* миллионер
minister ['mɪnɪstə] *n* министр
ministry ['mɪnɪstrɪ] *n* министерство
mission ['mɪʃn] *n* миссия, поручение
mobilization [ˌmɒbɪlaɪ'zeɪʃn] *n* мобилизация
mobilize ['mɒbɪlaɪz] *v* мобилизовать
model ['mɒdl] *n* модель; натурщик
monopoly [mə'nɒpəlɪ] *n* монополия
moral ['mɔːrəl] *n* мораль; *pl* нравственность

N nation ['neɪʃən] *n* нация, народ
nationalism ['næʃnəlɪzəm] *n* национализм
natural ['nætʃrəl] *a* естественный
naturalist ['nætʃrəlɪst] *n* натуралист
nature ['neɪtʃə] *n* природа
navigation [ˌnævɪ'geɪʃn] *n* судоходство, мореплавание
Negro ['nɛɡrou] *n* негр
nervous ['nɜːvəs] *a* нервный

- O** obelisk ['əbəlɪsk] *n* обелиск
 occupy ['ɒkjʊpaɪ] *v* занимать, оккупировать
 officer ['ɒfɪsə] *n* офицер
 official [ə'fɪʃəl] *a* официальный, служебный
 olive ['ɒlɪv] *a* оливковый
 operator ['ɒpəreɪtə] *n* оператор
 optimism ['ɒptɪmɪzəm] *n* оптимизм
 organ ['ɔ:gən] *n* орган
 ornament ['ɔ:nəmənt] *n* украшение, орнамент
- P** palaeontologist [ˌpælɪən'tɒlədʒɪst] *n* палеонтолог
 parliament ['pɑ:ləmənt] *n* парламент
 passport ['pɑ:spɔ:t] *n* паспорт
 patent ['peɪtənt] *v* (за)патентовать
 patriot ['peɪtriət] *n* патриот
 patriotism ['pætriətɪzəm] *n* патриотизм
 pause [pɔ:z] *n* пауза; перерыв
 peak [pi:k] *n* пик
 pension ['penʃn] *n* пенсия
 period ['piəriəd] *n* период; промежуток времени
 personal ['pɜ:snl] *a* личный
 petition [pi'tɪʃn] *n* петиция
 phase [feɪz] *n* фаза, период
 phonograph ['fəʊnəgrɑ:f] *n* фонограф
 photo ['fəʊtəʊ] *n* фото
 photography [fə'tɒɡrəfi] *n* фотографирование
 pirate ['paɪərɪt] *n* пират
 placard ['plækɑ:d] *n* плакат
 planet ['plænit] *n* планета
 plantation [plɑ:n'teɪʃn] *n* плантация
 plenary ['plenəri] *a* пленарный
 police [pə'li:s] *n* полиция
 policeman [pə'li:smən] *n* полицейский
 politics ['pɒlɪtiks] *n* политика
 pontoon [pɒn'tu:n] *n* понтон
 popularity [ˌpɒpjʊ'lærɪti] *n* популярность
 position [pə'zɪʃn] *n* положение, позиция
 post [pəʊst] *n* пост
 practical ['præktɪkəl] *a* практический
 prairie ['preəri] *n* прерия, степь
 prefix ['pri:fiks] *n* префикс
 president ['prezɪdənt] *n* президент
 presidium [pri'sɪdiəm] *n* президиум
 press [pres] *n* пресса, печать
 primitive ['prɪmɪtɪv] *a* примитивный; первобытный
 principle ['prɪnsəpl] *n* принцип
 privilege ['prɪvɪlɪdʒ] *n* привилегия
 problem ['prɒbləm] *n* проблема, задача

process ['prouses] *n* процесс
 proclaim [prə'kleim] *v* провозглашать, прокламировать
 proclamation [ˌprɒklə'meɪʃn] *n* воззвание
 production [prə'dʌkʃn] *n* производство
 professional [prə'feʃənəl] *n* профессионал
 professor [prə'fesa] *n* профессор
 progress ['prougres] *n* прогресс
 progressive [prə'gresɪv] *a* прогрессивный
 project ['prɒdʒekt] *n* проект, план
 proletarian [ˌprəule'teəriən] *a* пролетарский
 proletariat [ˌprəule'teəriət] *n* пролетариат
 protest [prə'test] *v* протестовать
 prototype ['prəutətaɪp] *n* прототип
 public ['pʌblɪk] *a* публичный, общественный

Q qualified ['kwɒlɪfaɪd] *a* квалифицированный

R race [reis] *n* паса; род; происхождение
 racial ['reɪʃəl] *a* расовый
 racism ['reɪsɪzəm] *n* расизм
 racist ['reɪsɪst] *n* расист
 radar ['reɪdə] *n* радар
 ratify ['ræɪfaɪ] *v* ратифицировать
 reaction [ri:'ækʃn] *n* реакция
 reactionary [ri:'ækʃnəri] *n* реакционер; *a* реакционный
 realism ['riəlɪzəm] *n* реализм
 realist ['riəlɪst] *n* реалист
 realistic [riəlɪstɪk] *a* реалистический
 realize ['riəlaɪz] *v* реализовать, осуществить
 recommend [ˌrekə'mend] *v* рекомендовать
 regime [reɪ'ʒɪm] *n* режим, строй
 regular ['regjʊlə] *a* регулярный
 religion [rɪ'lɪdʒən] *n* религия
 religious [rɪ'lɪdʒəs] *a* религиозный
 report [rɪ'pɔ:t] *v* писать отчет (*для прессы*)
 reporter [rɪ'pɔ:tə] *n* репортер
 reptile ['reptail] *n* рептилия
 republican [rɪ'pʌblɪkən] *n* республиканец
 reputation [ˌrepju'teɪʃn] *n* репутация
 reservation [ˌrezə'veɪʃn] *n* резервация
 residence ['rezɪdəns] *n* резиденция
 resources [rɪ'sɔ:sɪz] *n pl* ресурсы
 restaurant ['restərɒnt] *n* ресторан
 revolutionary [ˌrevə'lʊʃnəri] *n* революционер; *a* революционный
 rhythm [rɪðm] *n* ритм
 rhythmic ['rɪðmɪk] *a* ритмичный
 risk [rɪsk] *v* рисковать
 role [rəʊl] *n* роль

S **sanatorium** [ˌsænəˈtɔːrɪəm] *n* санаторий
sarcastic [səˈkæstɪk] *a* саркастический
satirical [səˈtɪrɪkəl] *a* сатирический
scene [sin] *n* сцена
second [ˈsekənd] *n* секунда
secret [ˈsɪkɪt] *n* секрет, тайна
secretary [ˈsekrətəri] *n* секретарь
section [ˈseksn] *n* секция, отдел, участок
sector [ˈsektə] *n* сектор
seminar [ˈseminɑː] *n* семинар
series [ˈsɪərɪz] *n pl* ряд; серия
serious [ˈsɪəriəs] *a* серьезный
session [ˈsefn] *n* сессия; заседание
shock [ʃɒk] *n* потрясение; шок
signal [ˈsɪgnəl] *n* сигнал
skeleton [ˈskelɪtn] *n* скелет
social [ˈsouʃl] *a* общественный, социальный
solidarity [ˌsɒlɪˈdærɪti] *n* солидарность
sovereignty [ˈsɒvrənɪti] *n* суверенитет
special [ˈspeʃl] *a* особый, специальный
specialist [ˈspeʃəlist] *n* специалист
sphere [sfɪə] *n* сфера
spiral [ˈspaɪərəl] *n* спираль
start [stɑːt] *v* начинать
statistical [stəˈtɪstɪkəl] *a* статистический
statue [ˈstætʃuː] *n* статуя
status [ˈsteɪtəs] *n* статус, общественное положение
steppe [step] *n* степь
storm [stɔːm] *n* шторм, буря; *v* штурмовать
studio [ˈstjuːdiəʊ] *n* студия
style [stɑɪl] *n* стиль
subtropical [ˈsʌbˈtrɒpɪkəl] *a* субтропический
suffix [ˈsʌfɪks] *n* суффикс
symbol [ˈsɪmbəl] *n* символ
symbolical [sɪmˈbɒlɪkəl] *a* символический
symbolize [ˈsɪmbəlaɪz] *v* символизировать
sympathetically [ˌsɪmpəˈθetɪkəlɪ] *adv* сочувственно, с симпатией
sympathy [ˈsɪmpəθi] *n* сочувствие, симпатия
symphony [ˈsɪmfəni] *n* симфония
syntax [ˈsɪntæks] *n* синтаксис
system [ˈsɪstɪm] *n* система
systematical [ˌsɪstɪˈmætɪkəl] *a* систематический

T **tact** [tækt] *n* такт
tactics [ˈtæktɪks] *n* тактика
taiga [ˈtaɪgə] *n* тайга
talent [ˈtælənt] *n* талант
tank [tæŋk] *n* танк

taxi ['tæksɪ] *n* такси
technical ['teknɪkəl] *a* технический
technology [tek'nɒlədʒɪ] *n* техника
telegraph ['telɪgrɑːf] *n* телеграф
telegraphy [tɪ'leɪgrəfi] *n* телеграфия
telephonist [tɪ'leɪfənɪst] *n* телефонист
territory ['terɪtəri] *n* территория
terror ['terə] *n* террор
textile ['tekstaɪl] *n* текстиль
theme [θiːm] *n* тема
theory ['θiəri] *n* теория
thermometer [θə'mɒmɪtə] *n* термометр
thermos ['θɜːməs] *n* термос
theses ['θiːsɪz] *n pl* тезисы
tobacco [tə'bækəʊ] *n* табак
ton [tʌn] *n* тонна
tourism ['tuəɪzɪzəm] *n* туризм
tourist ['tuəɪst] *n* турист
tradition [trə'dɪʃn] *n* традиция
tragic ['trædʒɪk] *a* трагический
transform [træns'fɔːm] *v* преобразовывать
transport ['trænsɜːpt] *n* транспорт
triumph ['triʌmf] *n* триумф, успех
tropical ['trɒpɪkəl] *a* тропический
tropics ['trɒpɪks] *n pl* тропики
tsar [zɑː] *n* царь
tsarist ['zɑːrɪst] *a* царский
tunnel ['tʌnl] *n* туннель
turbine ['tɜːbaɪn] *n* турбина
typhoon [taɪ'fuːn] *n* тайфун

U uranium [ju'reɪniəm] *n* уран

V vanguard ['væŋɡəʊd] *n* авангард
vase [vɑːz] *n* ваза
ventilator [ˌventrɪ'leɪtə] *n* вентилятор
veteran ['vetərən] *n* ветеран

W wigwam ['wɪgwæm] *n* вигвам (*хижина индейцев Северной Америки*)

Z zone [zəʊn] *n* зона
zoology [zəʊ'ɒlədʒɪ] *n* зоология

References

(СТРАНОВЕДЧЕСКИЙ СПРАВОЧНИК)

- A** **Abraham Lincoln Brigade** ['eɪbrəhæm 'lɪŋkən brɪ'geɪd] — an army unit (воинская часть) consisting of progressive Americans who fought against fascism during the National-Revolutionary War in Spain (1936—1939).
- AFL: American Federation of Labour** [ə'merɪkən ,fedə'reɪʃən əv 'leɪbə] — the USA trade-union organization which existed ([ɪg'zɪst] — существовать) from 1881 to 1955.
- Afro-Americans** ['æfrəʊ ə'merɪkənz]. *See* Negroes.
- Alabama** [ˌælə'bæmə] — a Southern state of the USA.
- Alaska** [ə'læskə] — a state of the USA in the far north-west of North America.
- Allegheny** [æ'lɪ'geɪni] **Mountains** — part of the Appalachian Mountains.
- America** [ə'merɪkə] — a part of the world formed by two continents (North America and South America) and situated in the Western Hemisphere ['hemɪsɪfɪə] (полушарие).
- American** [ə'merɪkən] — a person ['pɜːsn] (человек) belonging to North, Central, or South America, especially the United States of America.
- American-Soviet Youth Forum** ['fɔːrəm] — a US youth organization whose purpose is establishing friendly relations between the young people of the USA and the USSR.
- Appalachian Mountains** [ˌæpə'leɪʃjən 'maʊntɪnz] — a mountain system of the eastern USA.
- Arizona** [ˌæri'zəʊnə] — a state in the south-western USA.
- Arkansas** [ˈɑːkənsə] — a state in the south central USA.
- Atlanta** [ət'læntə] — a city of Georgia, USA, a commercial and financial capital of the south-east.
- Atlantic Ocean** [ət'læntɪk 'oʊʃn] — the ocean separating America from Europe and Africa.
- B** **Birmingham** ['bɜːmɪŋəmə] — a city of Alabama, USA, the leading industrial centre of the South.
- Black Liberation Movement** — the movement which fights for social, economic and political rights for the Black population in the USA (liberation [ˌlɪbə'reɪʃn] — освобождение).
- Black people.** *See* Negroes.
- Boston** ['bɒstən] — a port, important industrially and commercially, and a centre of learning, the capital city of Massachusetts.
- Broadway** ['brɔːdweɪ] — a street in New York City, famous for its theatres.
- Brooklyn** ['brʊklɪn] — a district of New York City.
- C** **California** [ˌkælɪ'fɜːnjə] — a state on the Pacific coast of the USA.
- Capitol** ['kæpɪtl] — the building in Washington where Congress meets.
- cent** [sent] — a small piece of money; one-hundredth part of a dollar.

Chicago [ʃɪˈkɑːɡou] — the second largest city of the USA, famous for its meat industry.

Chicano [tʃɪˈkænou] — an American of Mexican descent [dr'sent] (происхождение).

Christmas ['krɪsməs] — December 25, celebrated as a church [tʃætʃ] (церковный) festival and observed as a holiday — рождество.

Civil Rights Movement — the movement for personal liberty ['pɜːsnl 'lɪbətɪ] (личная свобода) which is proclaimed but not guaranteed to US citizens by the constitution.

Civil War ['sɪvɪl 'wɔː] — the struggle (1861—1865) between the union of Northern states and the states of the South. The industrial North was against slavery because it needed workers. The planters of the South wanted to exploit the black slaves as before. The American Civil War was won by the North.

college ['kɒlɪdʒ] — 1) a school of higher education, often part of a university; 2) a school for training in a profession.

Colorado [ˌkɒlə'rædəu] — a river in the south-western part of North America; it is 2,740 kilometres long.

coloured ['kɒləd] — people who do not have white skin (кожа).

Columbia [kə'lʌmbɪə] — the largest river in the west of the USA and Canada; it is 2,250 kilometres long.

Columbia University [kə'lʌmbɪə ˌjuːnɪ'vɜːsɪti] — a private ['praɪvɪt] (частный) university in New York City, founded in 1754.

Communist Party of the United States of America — the political party which defends the interests of the working people and fights for peace, democracy and socialism.

Congress ['kɒŋɡres] — the parliament of the United States of America.

congressman ['kɒŋɡresmən] — a member of the US Congress.

Connecticut [kə'netɪkət] — an industrial state on the north-eastern coast of the USA.

Cordillera [ˌkɔːdrɪ'ljɛərə] — a range [reɪndʒ] (горная цепь) of mountains on the west coast of North and South America.

county ['kaʊntɪ] — part of a state in the USA — округ.

cowboy ['kaʊbɔɪ] — a man who looks after cattle on a ranch (a large cattle-farm), especially in the western part of the United States and Canada.

D "People's Daily World" ['diːli 'wɜːld] — the newspaper of the Communist Party of the USA.

Declaration of Independence [ˌdeklə'reɪʃ (ə)n əv ˌɪndɪ'pendəns] — the document of July, 4, 1776, in which the American colonies declared themselves independent of Britain.

Decoration Day [ˌdeke'reɪʃn 'deɪ] — the last Monday in May observed in most states of the US as a day of remembrance [rɪ'membrəns] (помяинание) for all Americans killed in wars.

Delaware ['deləweə] — a state on the Atlantic coast of the USA.

Democratic Party [ˌdemə'krætɪk 'pɑːti] — one of the two main political parties of the USA which serves the interests of the ruling ['ruːɪŋ] (правлящий) classes.

Detroit [dɪ'trɔɪt] — a port in the USA; it is the world's greatest car manufacturing [ˌmænʃu'fæktʃərɪŋ] (производящий) centre.

District of Columbia ['distrikt əv kə'lambɪə] — the federal district and seat (местонахождение) of the national government of the USA (сокр. D.C.).

dollar ['dɒlə] — a piece of money used in the USA and in some other countries (100 dollars is written \$ 100).

"Dynamic" [daɪ'næmɪk] (динамичный, находящийся в развитии) — a magazine published by the Young Communist League of the USA.

E Empire State Building — a sky-scraper (381 metres high) in New York City. For many years it was the world's tallest building.

Erie ['ɪəri] — the fourth largest lake of the Great Lakes of the USA and Canada.

F federal city ['federal 'sɪti] — the capital of the USA (Washington).

Fifth Avenue ['fɪfθ 'ævɪnjuː] — the central avenue (широкая улица, проспект) in New York famous for rich stores and beautiful houses.

Florida ['flɒrɪdə] — a state at the south-eastern tip (оконечность) of the USA.

Georgia ['dʒɔːdʒɪə] — a state in the south-eastern USA.

Great Lakes — five lakes along the boundary ['baʊndəri] (граница) of the USA and Canada.

gold rush ['ɡould 'rʌʃ] — a period from 1897 to 1898 during which many people went to Alaska to get to the place where gold had been found in the hope to collect much gold easily — «золотая лихорадка».

Great Salt Lake — a large salt lake, about 113 kilometres long, 48 kilometres wide (ширины) in the west of the USA.

Gulf of Mexico ['ɡʌlf əv 'meksɪkoʊ] — a large bay (морской залив) of the Atlantic on the south-east coast of North America.

H half-dollar ['hæf'dɒlə] — an American coin worth [wɜːθ] (достоинством) fifty cents.

high school ['haɪ 'skuːl] — a secondary school especially for pupils aged about 15—18.

Hollywood ['hɒliwud] — a section of Los Angeles, California, and a centre of the American film industry.

hopscotch ['hɒpskɒtʃ] — a children's game in which the players hop (прыгают) through a figure drawn on the ground — игра в «классы».

Hot Spring — a city in west central Arkansas.

House of Representatives ['haʊs əv ,reprɪ'zentətɪvz] — the lower of the two parts of the USA Congress.

Hudson River ['hʌdsn 'rɪvə] — a river in the east of the USA; it is 520 kilometres long.

Huron ['hjuərən] — the second largest lake of the Great Lakes.

I Illinois [ɪlɪ'nɔɪ] — a state on the Middle West plains of the USA.

Indian ['ɪndiən] — someone belonging to any of the original [ə'ɪrɪdʒənəl] (коренной) peoples of North, Central, or South America.

Indiana [ɪndɪ'ænə] — a state on the Middle West plains of the USA.

IWW: Industrial Workers of the World — USA trade-union organization, founded in 1905. It stopped to exist [ɪg'zɪst] (существовать) in the 1920s.

J July Fourth (Fourth of July) — the anniversary of the Declaration of Independence (1776), the public holiday in the USA.

junior school — a primary school for children aged from 7 to 11.

- K** **Kansas** ['kænzəs] — a state on the Middle West plains of the USA.
Kansas City ['kænzəs 'sɪtɪ] — two cities of the USA, one in Missouri, the other in Kansas. They face each other across the Kansas River.
Ku-Klux-Klan ['kuklɪks'klæn] — secret racist organization in the USA using terror against black and white people fighting for equal rights for Negro population.
- L** **Lincoln Memorial** ['lɪŋkən mɪ'mɜ:riəl] — a memorial in Washington, D.C., with 36 columns (['kɒləm] — колонна) representing the states of the union at the time of Lincoln's death. The main part of the memorial is the figure of Lincoln.
Los Angeles [ləs'ændʒɪlɪz] — the third city of the USA, an industrial centre and port.
Louisiana [lu:ɪzɪ'æniə] — a state in the southern USA.
- M** **Madison Square** ['mædɪsən 'skweə] — a place in New York where the offices of many advertising ['ædvətaɪzɪŋ] (рекламный) firms are concentrated.
marbles ['mɜ:blz] — a children's game played with little marble (мраморные) or glass balls.
marine [mə'reɪn] — a soldier ['souldʒə] (солдат) serving on a warship — солдат морской пехоты.
Maryland ['mæərɪlənd] — a state on the Middle Atlantic coast of the USA.
Massachusetts [ˌmæsə'tʃʊsɪts] — a state on the north-east coast of the USA.
Memorial [mɪ'mɜ:riəl] **Day**. See **Decoration Day**.
Michigan ['mɪʃɪɡən] — a state in the north central USA lying in the middle of the Great Lakes.
Minnesota [ˌmɪnɪ'soutə] — a state in the north central USA.
Mississippi [ˌmɪsɪ'sɪpi] — the largest river in the USA; it is 3,950 kilometres long; a Southern state of the USA.
Missouri [mɪ'zuəri] — a state in the central USA.
moccasin [ˌmɒkəsɪn] — a shoe, made of deerskin ['di:skɪn] (оленья кожа) worn by North American Indians.
- N** **N.A.A.C.P.:** **National Association for the Advancement** [əd'vɑ:nsmənt] (прогресс) of **Coloured People** — an American association, founded in 1909, which fights for Afro-American rights in the USA.
National Student Association — a US youth organization fighting for equal rights for education, better material, social and cultural conditions of students, and better international understanding.
Native Americans ['neɪtɪv ə'merɪkənz] — the citizens of the USA representing the Indian people who lived in North America before the white people came.
Nebraska [ni'bræskə] — a middle western state of the USA.
Negroes ['nɪɡrəʊz] — black-skinned (чернокожие) people who were brought to America from Africa as slaves in 16th — 19th centuries.
New Hampshire ['nju: 'hæmpʃɪə] — a state of the north-east USA.
New Jersey ['nju: 'dʒæzɪ] — a state on the Atlantic coast of the USA.
New Mexico ['nju: 'meksɪkəʊ] — a state in the south-west USA.
New Orleans ['nju: 'ɔ:lɪənz] — a city on the Mississippi, 100 kilometres from its mouth; the country's second port for foreign ['fɒrɪn] (внешний) trade.
New York ['nju: 'jɒk] — an eastern state of the USA.

New York ['nju: 'jɔ:k] — the largest city and port of the USA, at the mouth of the Hudson River in New York State.

nickel ['nikəl] = five cents.

North America ['nɔ:θ ə'merɪkə] — the continent in the Western Hemisphere which, together with South America, forms a part of the world called America.

North Carolina ['nɔ:θ ,kærə'lainə] — a state on the South Atlantic coast of the USA.

O **Ohio** [ou'haɪou] — a state in the north-east central USA.

Ohio [ou'haɪou] — a river in the USA which is 1,580 kilometres long. It flows from the Appalachian Mountains to the Mississippi River.

Oregon ['ɔ:rɪgən] — a state on the North Pacific coast of the USA.

P **Pacific Ocean** [pə'sɪfɪk 'ou:ʃn] — the world's largest ocean separating America from Asia and Australia.

Pennsylvania [ˌpensɪl'veɪniə] — a state in the northern USA.

Philadelphia [ˌfɪlə'delfjə] — the fourth largest city in the USA, an international port, commercial and industrial centre.

Pilgrims ['pɪlgrɪmz] — the **Pilgrim Fathers** — the group of English settlers who came to America on the ship "The Mayflower" in 1620 and founded the colony of Plymouth in Massachusetts.

pioneer [ˌpaɪə'niə] — one of the first settlers in a new or unknown land (for example, "pioneers of the American West").

pioneering days [ˌpaɪə'niəriŋ 'deɪz] — the time when early white settlers were coming to the American West and taking land from the Indians.

Pittsburgh ['pɪtsbɜ:g] — a port and industrial centre in the coalfield of Pennsylvania, USA, at the head (исток) of the Ohio River.

Port Huron [ˈpɔ:t 'hjuərən] — a city in eastern Michigan on Lake Huron.

Potomac River [pə(u)'təumək 'rɪvə] — a river in the USA (462 km long) which is navigable [ˈnævɪɡəbl̩] (судоходный) by large ships from its mouth on the Atlantic coast to Washington, D.C.

prairie ['preəri] — a large area of grass-covered land in North America, especially in the Mississippi valley ['væli] (долина).

public school — an elementary [ˌeli'ment(ə)rɪ] (начальная) or secondary [ˈsekəndəri] (средняя) school offering education to the children of the district free of charge (бесплатно).

Puerto Rican [ˈpwɜ:tou 'rɪkən] — an American who has come from Puerto Rico which is a territory of the USA.

R **Republican Party** [rɪ'pʌblɪkən 'pɑ:ti] — one of the two main political parties of the USA which serves the interests of the ruling classes.

reservation [ˌrezə'veɪʃn] — a piece of land where North American Indians have to live.

Rhode Island ['rəʊd 'aɪlənd] — the smallest state of the USA, on the north-east coast.

Rockies ['rɒkɪz]. See **Rocky Mountains**.

Rocky Mountains ['rɒki 'maʊntɪnz] — a mountain system of west North America.

S **Saint Lawrence River** [snt'lərəns 'rɪvə] — the river system joining the Great Lakes (USA and Canada) and linking ([lɪŋk] — соединять) them with the Atlantic.

San Francisco [ˌsænfɹənˈsɪskou] — the main port, financial and commercial centre of the western USA.

Seattle [sɪˈætl] — the main city and port of the north-western USA.

segregation [ˌsegrɪˈgeɪʃən] — the separation of one racial group from another by making them use different schools, hotels, etc.— эд. **расовая сегрегация**.

Senate [ˈsenɪt] — the upper [ˈʌpə] house (верхняя палата) of the US Congress.

sheriff [ˈʃerɪf] — the chief [tʃɪf] (главный) government officer in each county.

Statue of Liberty [ˈstætjuː əv ˈlɪbəti] — a bronze figure (almost 46 metres high) of a woman holding up a torch (факел), on Liberty Island in New York harbour. The statue was presented by the French government in 1884.

T **Texas** [ˈteksəs] — a state of the south-west USA, on the Gulf of Mexico.

Thanksgiving Day [ˈθæŋksgɪvɪŋ ˈdeɪ] — the last Thursday in November, kept in the USA as a holiday in memory [ˈmeməri] (память) of the Pilgrims who celebrated their first American harvest festival in the autumn of 1621.

Torrington [ˈtɒrɪŋtən] — a city of Connecticut, the USA.

U **Underground Railroad** [ˌʌndəˈgraʊnd ˈreɪlraʊd] — a system of cooperation among active antislavery people in the USA before 1863 by which runaway slaves were secretly helped to reach the north of Canada.

Utah [ˈju:tə] — a state in the western USA.

V **Vermont** [ˈvɜːmont] — a state in the north-east USA, crossed by the Green Mountains.

Veterans Day — November 11, a national holiday in the USA, honouring the veterans of all wars.

Virginia [ˈvɜːdʒɪniə] — a state on the southern Atlantic coast of the USA.

W **War of Independence** [ˈwɔː əv ˌɪndɪˈpendəns] — the war of the British colonies in America for their independence (1775—1783).

Washington [ˈwɒʃɪŋtən] — a state of the north-west USA, capital: Olympia.

Washington's Birthday [ˈwɒʃɪŋtənɪz ˈbɜːðeɪ] — the third Monday in February observed as a state holiday in most states of the USA (after George Washington, first President of the USA, born on February 22, 1732).

Washington Monument [ˈwɒʃɪŋtən ˈmɒnjumənt] — the tall column in Washington, D.C., commemorating ([kəˈmeməreɪt] — **воздвигать в честь**) George Washington; also called "the pencil".

Western pioneers [ˈwestən ˌpaɪəˈniəz] — the Americans who went first into the new parts of the country in the West. They took land from the Indians who had lived there before the white people came.

West Virginia [ˈwest ˌvɜːdʒɪnjə] — a state in the central eastern USA which is crossed by the Appalachians in the east.

White House [ˈwaɪt ˈhaʊs] — the official home (in Washington, D.C.) of the president of the United States.

Wyoming [waɪˈoʊmɪŋ] — a state in the west central USA.

Y **Young Communist League** [ˈjʌŋ ˈkɒmjunist ˈliːg] — the American Kom-somol, an organization fighting against racism, social inequality and war, for a better future.

Young Workers Liberation League [ˌlɪbəˈreɪʃn ˈliːg] — a Marxist youth organization which leads the US youth movement.

Vocabulary

a — adjective [ˈædʒɪkɪv] прилагательное
adv — adverb [ˈædvəb] наречие
cj — conjunction [kənˈdʒʌŋkʃn] союз
int — interjection [ˌɪntə(:)ˈdʒekʃn] междометие
n — noun [naun] существительное
num — numeral [ˈnjuːməɹəl] числительное

A

a [ə] *неопределенный артикль (перед согласными)*
able [ˈeɪbl]: *be able* мочь, суметь
about [əˈbaʊt] *prep* о; приблизительно, около
above [əˈbʌv] *prep* над
absent [ˈæbsənt]: *be absent* отсутствовать
achieve* [əˈtʃi:v] *v* достигать, успешно выполнять
act [ækt] *v* действовать; исполнять (*роли*)
active [ˈæktɪv] *a* активный
activity [ækˈtɪvɪti] *n* деятельность
actor [ˈæktə] *n* артист, актер
actress [ˈæktɪsɪs] *n* артистка, актриса
address [əˈdres] *n* адрес
adopt [əˈdɒpt] *v* принимать
advertise* [ˈædvətaɪz] *v* рекламировать
advise [ədˈvaɪz] *v* советовать
afraid [əˈfreɪd]: *be afraid* бояться
after [ˈɑːftə] *prep, cj* после
after Mark Twain по Марку Твену
afternoon [ˈɑːftəˈnuːn] *n* время после полудня
again [əˈgeɪn] *adv* снова, опять
against [əˈgeɪnst] *prep* против
age* [eɪdʒ] *n* возраст
ago [əˈɡəʊ] *adv* тому назад

pl — plural [ˈpluːərəl] множественное число
pr. n — proper noun [ˈprɒpəˈnaʊn] собственное имя
prep — preposition [ˌprepəˈzɪʃn] предлог
pron — pronoun [ˈprəʊnaʊn] местоимение
v — verb [vəb] глагол

agree [əˈɡri:] *v* соглашаться
agricultural [ˌæɡrɪˈkʌltʃərəl] *a* сельскохозяйственный
agriculture [ˌæɡrɪkʌltʃə] *n* сельское хозяйство
air [eə] *n* воздух; *v* проветривать
all [ɔːl] *pron* весь, вся, всё, все
almost [ˈɔːlməʊst] *adv* почти
along [əˈlɒŋ] *prep* вдоль
already [ɔːlˈredi] *adv* уже
also [ˈɔːlsəʊ] *adv* также, тоже
although* [ɔːlˈðəʊ] *cj* хотя, хотя и
always [ˈɔːlweɪz] *adv* всегда
am [æm] *1-е л. ед. ч. наст. времени глагола be*
among [əˈmʌŋ] *prep* среди, между
an [ən] *неопределенный артикль (перед гласными)*
and [ænd] *cj* и
angry* [ˈæŋɡrɪ] *a* сердитый, злой, возмущенный
animal* [ˈænɪməl] *n* животное
anniversary [ˌænɪˈvɜːsəri] *n* годовщина
another [əˈnʌðə] *a, pron* другой
answer [ˈɑːnsə] *n* ответ; *v* отвечать
any [ˈeni] *a* любой, всякий
any more больше
anybody [ˈeniˈbɒdi] *pron* кто-нибудь
anyone [ˈeniwʌn] *pron* кто-нибудь
anything [ˈeniθɪŋ] *pron* что-нибудь

appear [ə'piə] *v* появляться
 applaud [ə'plɔ:d] *v* аплодировать
 apple ['æpl] *n* яблоко
 April ['eɪprɪl] *n* апрель
 are [ɑ:] *мн. ч. наст. времени глагола be*
 area ['eɪə] *n* площадь, пространство, территория
 arm¹ [ɑ:m] *n* рука (от кисти до плеча)
 arm² [ɑ:m] *n* *обыкн. pl* оружие; *v* вооружаться
 arm-chair ['ɑ:m(t)ʃeə] *n* кресло
 army ['ɑ:mi] *n* армия
 around [ə'raʊnd] *adv* кругом, вокруг
 article ['ɑ:tɪkl] *n* статья
 artist ['ɑ:tɪst] *n* художник, артист
 arts [ɑ:ts] *n* изобразительное искусство
 as [æz] *сj* в то время как; поскольку; как
 as... as такой же... как
 ask [ɑ:sk] *v* спрашивать
 at [æt] *prep* у, в
 ate [et] *см. eat*
 athletics [æθ'letiks] *n* атлетика
 August ['ɔ:gəst] *n* август
 aunt [ɑ:nt] *n* тетя
 author ['ɔ:θə] *n* автор
 autumn ['ɔ:təm] *n* осень
 award [ə'wɔ:d] *n* награда; *v* награждать

B

back [bæk] *n* спина; задняя или обратная сторона; *adv* назад
 bad [bæd] *a* (worse, worst) плохой
 bag [bæg] *n* сумка, портфель
 balcony ['bælkəni] *n* балкон
 ball [bɔ:l] *n* мяч
 ballet ['bæleɪ] *n* балет
 banner* ['bæpə] *n* знамя
 bathroom ['bæθrʊm] *n* ванная (комната)
 battle* ['bætl] *n* битва, борьба
 be [bi:] *v* (was/were, been) быть, существовать
 beat* [bi:t] *v* (beat, beaten) бить, побить
 beaten ['bi:tɪn] *см. beat*
 beautiful ['bjʊ:təfʊl] *a* красивый
 became [br'keɪm] *см. become*

because [br'kɔ:z] *сj* потому что
 because of из-за, вследствие
 become [br'kɒm] *v* (became, become) становиться, делаться
 bed [bed] *n* постель
 been [bi:n] *см. be*
 before [br'fɔ:] *prep* перед
 began [br'gæn] *см. begin*
 begin [br'gɪn] *v* (began, begun) начинать
 begun [br'gʌn] *см. begin*
 behind [br'haind] *adv* позади, сзади
 believe [br'li:v] *v* верить, полагать
 belligerent* [br'lidʒərənt] *a* находящийся в состоянии войны
 below [br'ləʊ] *adv, prep* ниже
 bell [bel] *n* звонок
 belong [br'lɒŋ] *v* принадлежать
 bench [bentʃ] *n* скамья
 besides [br'saɪdz] *adv* кроме того
 best [best] *a* (превосх. ст. от good, well) самый лучший; *adv* лучше всего
 better ['betə] *a* (сравн. ст. от good, well) лучший; *adv* лучше
 between [br'twi:n] *prep* между
 big [bɪg] *a* большой
 bill [bɪl] *n* театральная афиша
 biography [baɪ'ɒɡrəfi] *n* биография
 biology [baɪ'ɒlədʒi] *n* биология
 birthday ['bæθdeɪ] *n* день рождения
 black [blæk] *a* черный
 blackboard ['blækbɔ:d] *n* классная доска
 blew [blu:] *см. blow*
 block [blɒk] *n* квартал (города)
 blood* [blʌd] *n* кровь
 blouse [blaʊz] *n* блузка
 blow [bləʊ] *v* (blew, blown) дуть
 blown [bləʊn] *см. blow*
 blue [blu:] *a* синий
 boat [bəʊt] *n* лодка; пароход
 bone* [bəʊn] *n* кость
 book [bʊk] *n* книга; *v* приобретать, закладывать билеты
 bookcase ['bʊkkeɪs] *n* книжный шкаф
 booking-office ['bʊkɪŋ,ɒfɪs] *n* билетная касса

boot [bu:t] *n* ботинок
 born [bɔ:n]: *be born* родиться
 both [bəʊθ] *pron* оба; *adv, cj* как...
 так и...
 bottle ['bɒtl] *n* бутылка
 bought [bəʊt] *см.* buy
 box [bɒks] *n* коробка
 box-office ['bɒks,ɔ:fis] *n* театральная
 касса
 boy [bɔi] *n* мальчик
 bread [bred] *n* хлеб
 break [breik] *n* перемена
 breakfast ['brekfast] *n* завтрак
 have breakfast (dinner, supper) за-
 тракать (обедать, ужинать)
 brick* [brɪk] *n* кирпич
 bridge [brɪdʒ] *n* мост
 brigade [brɪ'geɪd] *n* бригада
 bright [braɪt] *a* яркий
 bring [brɪŋ] *v* (brought, brought) при-
 нести
 brother ['brʌðə] *n* брат
 brought [brɒ:t] *см.* bring
 brown [braʊn] *a* коричневый
 brush [brʌʃ] *n* щетка; *v* чистить щеткой
 build [bɪld] *v* (built, built) строить
 building ['bɪldɪŋ] *n* здание
 built [bɪlt] *см.* build
 business ['bɪznɪs] *n* дело
 but [bʌt] *cj* но
 butter ['bʌtə] *n* масло
 buy [baɪ] *v* (bought, bought) покупать
 by [baɪ] *prep* при, около
 by bus автобусом

C

café ['kæfeɪ] *n* кафе
 cake [keɪk] *n* торт, пирожное
 call [kɔ:l] *v* звать; называть; заходить
 came [keɪm] *см.* come
 camp [kæmp] *n* лагерь
 can [kæn] *v* (could) мочь
 cap [kæp] *n* кепка
 capital ['kæpɪtl] *n* столица; *a* главный,
 основной
 capitalist ['kæpɪtəlɪst] *n* капиталист;
a капиталистический

car [kɑ:] *n* машина, автомобиль
 care [keə] *n* забота
 take care of заботиться
 carriage ['kærɪdʒ] *n* вагон
 carry ['kæri] *v* нести
 carry out выполнять
 cat [kæt] *n* кошка
 catch [kætʃ] *v* (caught, caught) ловить;
 успеть
 cattle-farm ['kætlfɑ:m] *n* животновод-
 ческая ферма
 caught [kɔ:t] *см.* catch
 cause [kɔ:z] *v* быть причиной, вызывать
 celebrate ['selɪbreɪt] *v* праздновать
 celebration [ˌselɪ'breɪʃn] *n* праздникова-
 ние
 central ['sentrəl] *a* центральный
 centre ['sentə] *n* центр
 century ['sentʃuri] *n* век, столетие
 certainly ['sætɪnli] *adv* конечно, непре-
 менно
 chain* [tʃeɪn] *n* цепочка
 chair [tʃeə] *n* стул
 chairman* ['tʃeəmən] *n* председатель
 chalk [tʃɔ:k] *n* мел
 champion ['tʃæmpjən] *n* чемпион
 championship ['tʃæmpjənʃɪp] *n* чем-
 пионат
 change [tʃeɪndʒ] *n* сдача; перемена; *v*
 менять(ся), изменять(ся)
 check [tʃek] *v* проверять
 cheese [tʃi:z] *n* сыр
 child [tʃaɪld] *n* ребенок
 childhood ['tʃaɪldhʊd] *n* детство
 children ['tʃɪldrən] *n* (*pl* от child)
 choir ['kwaɪə] *n* хор
 choose [tʃu:z] *v* (chose, chosen) выби-
 рать
 chose [tʃəʊz] *см.* choose
 chosen ['tʃəʊzn] *см.* choose
 cinema ['sɪnɪmə] *n* кинотеатр
 circus ['sɜ:kəs] *n* цирк
 citizen* ['sɪtɪzn] *n* гражданин
 city ['sɪti] *n* большой город
 civil* ['sɪvl] *a* гражданский
 classmate ['klɑ:smet] *n* одноклассник
 classroom ['klɑ:srʊm] *n* классная ком-
 ната

clean [kli:n] *а* чистый; *у* убирать; вытирать (*доску*)

clear* [kliə] *а* ясный, четкий

climate ['klaɪmɪt] *п* климат

climb* [klaɪm] *у* взбираться

cloak-room ['kləʊkrʊm] *п* гардероб

clock [klɒk] *п* часы (*настольные, настенные*)

at 6 o'clock в 6 часов

clothes [kləʊðz] *п* одежда

club [klʌb] *п* клуб

coal* [kəʊl] *п* уголь

coal-mine ['kəʊlmaɪn] *п* угольная шахта

coast [kəʊst] *п* морской берег

coat [kəʊt] *п* пальто

coffee ['kɒfi] *п* кофе

coin* [kɔɪn] *п* монета

cold [kəʊld] *а* холодный

collect [kə'lekt] *у* собирать

collective [kə'lektɪv] *а* коллективный

collective farm колхоз

collective farmer колхозник

colour ['kʌlə] *п* цвет

column* ['kɒləm] *п* колонна

combine-harvester ['kɒmbaɪn'hævɪstə] *п* комбайн

combine-operator ['kɒmbaɪn'ɒpəreɪtə] *п* комбайнер

come [kʌm] *у* (*came, come*) приходить

comedy ['kɒmədi] *п* комедия

comfortable ['kʌmfətəbl] *а* удобный

competition [ˌkɒmpɪ'tɪʃn] *п* соревнование

comrade ['kɒmɹɪd] *п* товарищ

concert ['kɒnsə(:)t] *п* концерт

condition* [kən'dɪʃn] *п* условие

connect [kə'nekt] *у* соединять

consist [kən'sɪst] *у* состоять (из)

constitution [ˌkɒnstɪ'tju:ʃn] *п* конституция

continue* [kən'tɪnju:] *у* продолжать

cool [ku:l] *а* прохладный

copeck ['kəʊpek] *п* копейка

copy ['kɒpi] *п* кония; *у* переписывать

corner ['kɒnə] *п* угол

correct [kə'rekt] *у* поправлять

correctly [kə'rektli] *adv* правильно

corridor ['kɒrɪdə] *п* коридор

cost [kɒst] *у* (*cost, cost*) стоить

cotton ['kɒtn] *п* хлопок, хлопчатобумажная ткань

could [kʊd] *см.* can

council* ['kaʊnsɪl] *п* совет

count [kaʊnt] *у* считать

country ['kʌntri] *п* страна; деревня, сельская местность

course [kɔ:s] : of course конечно

cover ['kʌvə] *у* покрывать

cow [kaʊ] *п* корова

crew* [kru:] *п* судовая команда; экипаж (*судна*)

cross [krɒs] *п* пересекать

crossing ['krɒsɪŋ] *п* перекресток

crowd* [kraʊd] *п* толпа; *у* толпиться

cruel* [kruəl] *а* жестокий

cry* [krai] *у* кричать, плакать

cultural ['kʌltʃərəl] *а* культурный

cup [kʌp] *п* чашка; спортивный кубок

cupboard ['kʌbəd] *п* буфет

D

dad [dæd] *п* папа

dairy ['deəri] *п* молочная

dairy-farm молочная ферма

dance [dɑ:ns] *п* танец; *у* танцевать

danger* ['deɪndʒə] *п* опасность

dark [dɑ:k] *а* темный

date [deɪt] *п* дата

daughter ['dɔ:tə] *п* дочь

day [deɪ] *п* день

dead [ded] *а* мертвый, умерший

dear [diə] *а* дорогой

death* [deθ] *п* смерть

December [di'sembə] *п* декабрь

decide [di'saɪd] *у* решать

decorate ['dekəreɪt] *у* украшать

decoration [ˌdekə'reɪʃn] *п* украшение

dedicate* ['dedɪkeɪt] *у* посвящать

defend [di'fend] *у* защищать

demonstration [ˌdemən'streɪʃn] *п* демонстрация

department [di'pɑ:tment] *п* отдел

desk [desk] *п* парт, письменный стол

deskmate ['deskmeɪt] *п* сосед по парте

determine [di'tɜ:mɪn] *у* определять

develop [di'veləp] *у* развивать
 development [di'veləpmənt] *н* развитие
 did [did] *см.* do
 die* [daɪ] *у* умереть, скончаться
 differ ['dɪfə] *у* различаться
 difference* ['dɪfr(ə)ns] *н* различие
 different ['dɪfr(ə)nt] *а* различный, раз-
 ный
 difficult ['dɪfɪkəlt] *а* трудный
 dining-room ['daɪnɪŋru:m] *н* столовая
 dinner ['dɪnə] *н* обед
 disappear* [dɪsə'piə] *у* исчезать
 discover* [dɪs'kʌvə] *у* узнавать; обна-
 руживать, открывать
 dish [dɪʃ] *н* тарелка, блюдо
 dishes *н pl* посуда
 display* [dɪs'pleɪ] *у* проявлять (*ге-
 роизм, интерес*)
 district ['dɪstrɪkt] *н* район
 do [du:] *у* (did, done) делать
 do homework учить уроки
 do morning exercises делать утрен-
 нюю гимнастику
 do sums решать задачи (примеры)
 does [dʌz] *3-е л. ед. ч. наст. времени*
глагола do
 doctor ['dɒktə] *н* врач
 dog [dɒg] *н* собака
 done [dʌn] *см.* do
 door [dɔ:] *н* дверь
 doubt* [daʊt] *у* сомневаться
 down [daʊn] *adv* вниз, внизу
 drama ['dræmə] *н* драма
 drank [dræŋk] *см.* drink
 draw [drɔ:] *у* (drew, drawn) рисовать
 drawing ['drɔ:ɪŋ] *н* рисование, рису-
 нок
 drawn [drɔ:n] *см.* draw
 dream* [dri:m] *у* мечтать
 dress [dres] *н* платье; *у* одеваться
 drew [dru:] *см.* draw
 drink [drɪŋk] *у* (drank, drunk) пить
 driver ['draɪvə] *н* водитель
 drunk [drʌŋk] *см.* drink
 dry [draɪ] *а* сухой; *у* сушить, вытирать
 dry oneself вытираться
 during ['dʒuəriŋ] *prep* в течение, во
 время

dust [dʌst] *н* пыль; *у* вытирать (выби-
 вать) пыль
 duster ['dʌstə] *н* тряпка
 duty ['dʒu:ti] *н* долг
 be on duty дежурить

Е

each [i:tʃ] *а, pron* каждый
 each other друг друга
 ear [ɪə] *н* ухо
 early ['ɜ:li] *а* ранний; *adv* рано
 earn* [ɜ:n] *у* зарабатывать
 earth* [ɜ:θ] *н* земля
 east [i:st] *н* восток
 eastern ['i:stən] *а* восточный
 easy ['i:zi] *а* легкий
 eat [i:t] *у* (ate, eaten) есть, кушать
 eaten ['i:tən] *см.* eat
 economic [i:kə'nɒmɪk] *а* экономический
 economy [i'kɒnəmi] *н* хозяйство
 education [edʒu'keɪʃn] *н* образование
 eight [eɪt] *num* восемь
 either ['aɪbə] *adv* также (*при отрица-
 нии*)
 either... or или... или
 elect* [ɪ'lekt] *у* выбирать, избирать
 elder ['eldə] *а* старший (*в семье*)
 eldest ['eldɪst] *а* самый старший (*в се-
 мье*)
 eleven [ɪ'levn] *num* одиннадцать
 else [els] *adv* еще
 employee* ['emplɔɪ'i:] *н* служащий
 employer* [ɪm'plɔɪə] *н* предпринима-
 тель, наниматель
 emulation* [emju'leɪʃn] *н* соревно-
 вание
 end [end] *н* конец; *у* кончать
 enemy* ['enɪmi] *н* враг
 engineer [endʒɪ'nɪə] *н* инженер
 English ['ɪŋɡlɪʃ] *н* английский язык;
 а английский
 enjoy [ɪn'dʒɔɪ] *у* получать удовольствие
 enjoyable [ɪn'dʒɔɪəbl] *а* приятный
 enjoyment* [ɪn'dʒɔɪmənt] *н* удовольст-
 вие, радость, наслаждение
 enough [ɪ'nʌf] *adv* достаточно
 enter ['entə] *у* войти, поступить

entertain* [ˌentə'tein] *v* принимать, развлекать (*гостей*)
equal* ['i:kw(ə)l] *a* равный, одинаковый
equality* [i(:)'kwɒləti] *n* равенство
equipment ['i:kwɪpmənt] *n* оборудование, снаряжение
especially [is'peʃəli] *adv* особенно
establish* [is'tæblɪʃ] *v* основывать, устанавливать
even ['i:vən] *adv* даже
evening ['i:vniŋ] *n* вечер
event [i'vent] *n* событие, мероприятие; соревнование (*по определенному виду спорта*)
ever ['evə] *adv* когда-либо
every ['evri] *a* каждый
everybody ['evribɒdi] *pron* каждый, всякий, все
everyone ['evriwʌn] *pron* каждый
everything ['evriθiŋ] *pron* все
examination [ig,zæmi'neiʃn] *n* экзамен
excellent ['eksələnt] *a* отличный
exchange* [iks'tʃeɪndʒ] *v* обменивать(ся)
excursion [iks'kʌʃn] *n* экскурсия
excuse [iks'kjuz] *v* извинять(ся)
exercise ['eksəsaɪz] *n* упражнение
exercise book ['eksəsaɪzbʊk] *n* тетрадь
exhibit* [ig'zɪbɪt] *n* экспонат; *v* показывать
exhibition [ˌeksɪ'bɪʃn] *n* выставка
explain [iks'pleɪn] *v* объяснять
explore* [iks'plɔ:] *v* исследовать, изучать
expose* [iks'pəʊz] *v* разоблачать
express* [iks'pres] *v* выражать
eye [aɪ] *n* глаз

F

face [feɪs] *n* лицо
factory ['fæktəri] *n* фабрика, завод
fair [feə] *a* белокурый
fall [fɔ:l] *v* (fell, fallen) упасть
 fall ill заболеть
fallen ['fɔ:lən] *см.* fall
family ['fæmili] *n* семья
famous ['feɪməs] *a* знаменитый

far [fɑ:] *a* далекий; *adv* далеко
farm [fɑ:m] *n* ферма
farmer ['fɑ:mə] *n* фермер; колхозник, рабочий совхоза
fast [fæst] *a* быстрый; *adv* быстро
father ['fɑ:ðə] *n* отец
favour ['feɪvə] *n* благосклонность
 in favour of в пользу (кого-л., чего-л.)
favourite ['feɪvərɪt] *a* любимый
February ['februəri] *n* февраль
feel* [fi:l] *v* (felt, felt) чувствовать
feet [fi:t] *n* (*pl* от foot) ноги
fell [fel] *см.* fall
felt [felt] *см.* feel
festival ['festɪv(ə)l] *n* праздник, фестиваль
few [fju:] *a* мало, немного (*с исчисляемыми существительными*)
 a few несколько (*с исчисляемыми существительными*)
field [fi:ld] *n* поле
fifteen ['fɪf'ti:n] *num* пятнадцать
fifth [fɪfθ] *num* пятый
fifty ['fɪftɪ] *num* пятьдесят
fight [faɪt] *v* (fought, fought) бороться, сражаться
film [fɪlm] *n* фильм
find [faɪnd] *v* (found, found) находить
fine [faɪn] *a* прекрасный
finish ['fɪnɪʃ] *v* кончать
fire ['faɪə] *n* огонь, костер; *v* поджигать, стрелять
first [fɜ:st] *num* первый, *adv* сначала, сперва
fish [fɪʃ] *n* рыба; *v* ловить, удить рыбу
five [faɪv] *num* пять
flag [flæg] *n* флаг
flat [flæt] *n* квартира
flew [flu:] *см.* fly
floor [flɔ:] *n* пол; этаж
flow [fləʊ] *v* течь, протекать
flower ['flaʊə] *n* цветок
 flower garden цветник
flown [fləʊn] *см.* fly
fly [flaɪ] *v* (flew, flown) летать
folk [fəʊk] *a* народный
follow* ['fɒləʊ] *v* следовать, идти (за)

fond [fɒnd]: **be fond of** любить (кого-то, что-то)
food [fu:d] *n* пища
foot [fʊt] *n* (*pl* feet) ступня
go on foot идти пешком
football ['fʊtbɔ:l] *n* футбольный мяч
for [fɔ:] *prep* для
for breakfast на завтрак
foreign ['fɔ:ɡɪn] *a* иностранный, зарубежный
forest ['fɔ:ɪst] *n* лес
forget [fə'ɡet] *v* (forgot, forgotten) забывать
forgot [fə'ɡɒt] *см.* forget
forgotten [fə'ɡɒtn] *см.* forget
fork [fɔ:k] *n* вилка
form [fɔ:m] *n* класс
forty ['fɔ:ti] *num* сорок
fought [fɔ:t] *см.* fight
found* [faʊnd] *v* основывать, учреждать
four [fɔ:] *num* четыре
free [fri:] *a* свободный; бесплатный; *v* освобождать
freedom* ['fri:dəm] *n* свобода
French* ['frentʃ] *a* французский
fresh [frefʃ] *a* свежий
Friday ['fraɪdɪ] *n* пятница
friend [frend] *n* друг
friendship ['frendʃɪp] *n* дружба
from [frɒm] *prep* из, от
front [frʌnt]: **in front of** впереди, перед
fruit [fru:t] *n* фрукты
fulfil [fʊl'fɪl] *v* выполнять
full [fʊl] *a* полный
funny* ['fʌni] *a* смешной, забавный

G

gallery ['ɡæləri] *n* галерея
game [ɡeɪm] *n* игра
garden ['ɡɑ:dn] *n* сад
gas [ɡæs] *n* газ
gather ['ɡæðə] *v* собирать(ся)
gave [ɡeɪv] *см.* give
generation* [ˌdʒenə'reɪʃn] *n* поколение
geography [dʒɪ'ɒɡrəfi] *n* география

get [ɡet] *v* (got, got) получать; добираться
get off выходить (из автобуса и т. д.)
get on входить (в автобус и т. д.)
get up вставать
girl [ɡɜ:l] *n* девочка, девушка
give [ɡɪv] *v* (gave, given) давать
given ['ɡɪvn] *см.* give
glad [ɡlæd] *a* довольный
glass [ɡlɑ:s] *n* стекло, стакан
go [ɡəʊ] *v* (went, gone) идти
go by bus ехать на автобусе
go home идти домой
go in for увлекаться (каким-либо видом спорта и т. д.)
go out выходить
go to bed ложиться спать
go to school ходить в школу
go to work ходить на работу
goal [ɡəʊl] *n* гол; спортивные ворота
gold* [ɡəʊld] *n* золото; *a* золотой
gone [ɡɒn] *см.* go
good [ɡʊd] *a* (better, best) хороший
good-bye [ɡʊd'baɪ] *n* прощание; *int* до свидания
goods [ɡʊdz] *n pl* товары, товар
got [ɡɒt] *см.* get
government* ['ɡʌvnmənt] *n* правительство
graduate ['ɡrædʒueɪt] *v* оканчивать (учебное заведение)
grain* [ɡreɪn] *n* зерно
grandfather ['ɡrænd,fɑ:ðə] *n* дедушка
grandmother ['ɡrænp,mʌðə] *n* бабушка
grass [ɡrɑ:s] *n* трава
great [ɡreɪt] *a* великий
greatly ['ɡreɪtli] *adv* очень, весьма
green [ɡri:n] *a* зеленый
greeting ['ɡri:tn] *n* приветствие
grew [ɡru:] *см.* grow
grey [ɡreɪ] *a* серый
ground [ɡraʊnd] *n* земля, почва
ground floor 1-й этаж
playground площадка для игр
sports ground спортивная площадка
group [ɡru:p] *n* группа
grow [ɡrəʊ] *v* (grew, grown) выращивать, расти

grown [graʊn] *см. grow*
guest* [gest] *п* гость
guidance* ['gaɪdəns] *п* руководство
gymnasium [dʒɪm'neɪzjəm] *п* спортивный зал
gymnastics [dʒɪm'næstiks] *п* гимнастика

Н

had [hæd] *см. have*
hair [heə] *п* волосы
half [hæf] *п* половина
hall [hɔ:l] *п* зал, передняя
hall-stand вешалка
hand [hænd] *п* рука (*кисть*)
handbag ['hændbæg] *п* сумочка
hang [hæŋ] *в* (hung, hung) вешать (*но: hanged в знач. казнить*)
happen* ['hæpən] *в* случаться, происходить
happy ['hæpi] *а* счастливый
harbour* ['hɑ:bə] *п* гавань, порт
hard* [hɑ:d] *а* твердый, трудный; *adv* интенсивно, энергично
harvest ['hævɪst] *п* урожай; *в* собирать урожай
hat [hæt] *п* шляпа
have [hæv] *в* (had, had) иметь
have breakfast (dinner, supper) завтракать (обедать, ужинать)
he has a coat on на нем пальто
have to do something должен делать что-то
he [hi:] *pron он*
head [hed] *п* голова; *в* возглавлять
at the head of во главе
health [helθ] *п* здоровье
hear [hiə] *в* (heard, heard) слышать
heard [hɜ:d] *см. hear*
heavy ['hevi] *а* тяжелый
held [held] *см. hold*
help [help] *п* помощь; *в* помогать
her [hə:] *pron её, свой; принадлежащий ей*
here [hiə] *adv* здесь, сюда
here you are вот, пожалуйста (*при вручении чего-либо*)

hero ['hiərəʊ] *п* герой
herself [hə'self] *pron* себя; сама
high [hai] *а* высокий; *adv* высоко
hike [haɪk] *п* длительная прогулка, экскурсия; *в* путешествовать, ходить пешком
hiking ['haɪkɪŋ] *п* прогулка пешком, пеший туризм
hill [hil] *п* холм, возвышенность
him [him] *pron* ему, его
himself [him'self] *pron* себя; сам
his [hɪz] *pron* его, свой; принадлежащий ему
history ['hɪstəri] *п* история
hockey ['hɒki] *п* хоккей
hold [hould] *в* (held, held) держать, проводить (*собрание*)
hold up поднимать
holiday ['hɒlɪdi] *п* праздник, отпуск
holidays каникулы
home [həʊm] *п* дом, жилище; *adv* домой
at home дома
go (come) home идти (приходить) домой
honest* ['ɒnɪst] *а* честный
honour* ['ɒnə] *п* честь
hope [həʊp] *п* надежда; *в* надеяться
horse* [hɔ:s] *п* конь, лошадь
hospital ['hɒspɪtəl] *п* больница
hot [hɒt] *а* горячий, жаркий
hotel [həʊ'tel] *п* гостиница, отель
hour ['aʊə] *п* час
house [haus] *п* дом
housing* ['haʊzɪŋ] *п* жилище; жилищное строительство; жилищные условия
how [haʊ] *adv* как
how many сколько
how much сколько
How do you do? Рад(а) познакомиться. Здравствуйте.
hundred ['hʌndrəd] *num* сто
hung [hʌŋ] *см. hang*
hunt* [hʌnt] *в* охотиться
hurt* [hɜ:t] *в* причинять вред, ущерб; делать больно
husband ['hʌzbənd] *п* муж

I

I [aɪ] *pron* я
ice [aɪs] *n* лед
ice-cream [aɪs'kri:m] *n* мороженое
idea [aɪ'diə] *n* идея, мысль; понятие
if [ɪf] *conj* если
ill [ɪl] *a* больной
illumination [ɪ,lju:mɪ'neɪʃn] *n* иллюминация
important [ɪm'pɔ:tənt] *a* важный
impose [ɪm'pəʊz] *v* налагать (обязательство)
impression [ɪm'preʃn] *n* впечатление
improve [ɪm'pru:v] *v* улучшать
in [ɪn] *prep* в
 be in быть дома
 in front of перед
include [ɪn'klud] *v* включать
independence [ɪn'dɪ'pendəns] *n* независимость
industrial [ɪn'dʌstriəl] *a* промышленный
industry ['ɪndəstri] *n* промышленность
institute ['ɪnstɪtju:t] *n* институт
interest ['ɪntrɪst] *n* интерес; *v* интересоваться
interesting ['ɪntrɪstɪŋ] *a* интересный
interval ['ɪntəvəl] *n* перерыв, антракт
into ['ɪntə, 'ɪntu] *prep* в
introduce [ɪn'trə'dju:s] *v* представлять, знакомить, вводить
invent [ɪn'vent] *v* изобретать
invite [ɪn'vaɪt] *v* приглашать
iron ['aɪən] *n* железо
is [ɪz] *3-е л. ед. ч. наст. времени глагола be*
island ['aɪlənd] *n* остров
it [ɪt] *pron* он, она, оно
 It is four o'clock четыре часа

J

jacket ['dʒækɪt] *n* жакет
January ['dʒænjuəri] *n* январь
job [dʒɒb] *n* работа
join [dʒɔɪn] *v* присоединиться, вступить
 (в пионеры, комсомол)
joint [dʒɔɪnt] *a* общий, совместный

journey ['dʒɜ:ni] *n* путешествие; *v* путешествовать, совершать поездку (путешествие)

July [dʒu:'laɪ] *n* июль

jump [dʒʌmp] *n* прыжок; *v* прыгать

June [dʒu:n] *n* июнь

just [dʒʌst] *adv* точно, как раз; просто, всего лишь; только что

Just a minute! Минутку!

K

keep [ki:p] *v* (**kept, kept**) держать, хранить

kept [kept] *см.* keep

kill [ki:l] *v* убивать

kilogramme ['kɪləgræm] *n* килограмм

kilometre ['kɪlə,mɪtə] *n* километр

kind [kaɪnd] *n* сорт, вид

What kind of book is this? Какая это книга?

king [kɪŋ] *n* король

kitchen ['kɪtʃɪn] *n* кухня

kitchen-garden огород

knew [nju:] *см.* know

knock [nɒk] *v* стучать

know [nu:] *v* (**knew, known**) знать

knowledge ['nɒlɪdʒ] *n* знание

known [nu:n] *см.* know

L

laboratory [lə'bɔ:rətəri] *n* лаборатория

labour ['leɪbə]: **labour training** трудовое обучение

ladder ['lædə] *n* лестница

laid [leɪd] *см.* lay

lain [leɪn] *см.* lie

lake [leɪk] *n* озеро

lamp [læmp] *n* лампа

land [lænd] *n* земля; *v* приземляться, высаживаться *(на берег)*

language ['læŋgwɪdʒ] *n* язык

large [lɑ:dʒ] *a* большой

last¹ [lɑ:st] *v* продолжать, длиться

last² [lɑ:st] *a* последний, прошлый
 at last наконец

late [leɪt] *a* поздний; *adv* поздно

be late опаздывать

laugh* [lɑ:f] *v* смеяться
laughter* ['lɑ:ftə] *n* смех, хохот
law* [lɔ:] *n* закон
lay¹ [lei] *v* (**laid, laid**) класть, положить; накрывать, стелить
lay the table накрывать на стол
lay² [lei] *см.* lie
leader ['li:də] *n* вождь, руководитель, командир (*звена, отряда пионеров*)
leaf* [li:f] *n* (*pl leaves*) лист
learn [lɜ:n] *v* учиться, узнавать
least *a* (*превосх. ст. от little*) наименьший; *adv* меньше всего
leave [li:v] *v* (**left, left**) покидать, оставлять, уезжать
leave school оканчивать школу
left¹ [left] *a* левый
on the left налево
left² [left] *см.* leave
leg [leg] *n* нога
legend* ['ledʒənd] *n* легенда
less [les] *a* (*сравн. ст. от little*) меньший; *adv* меньше, менее
lesson ['lesn] *n* урок
let [let] *v* (**let, let**) позволять
letter ['letə] *n* буква; письмо
level* ['levl] *n* уровень
librarian [laɪ'brɛəriən] *n* библиотекарь
library ['laɪbrəri] *n* библиотека
lie [lai] *v* (**lay, lain**) лежать
life [laɪf] *n* (*pl lives*) жизнь
lift [lɪft] *n* лифт
light [laɪt] *n* свет; *a* светлый, легкий
like [laɪk] *a* подобный, похожий; *v* нравиться
What is the weather like today? Какая сегодня погода?
line* [lain] *n* очередь
lip [lɪp] *n* губа
listen ['lɪsn] *v* слушать
literature ['lɪtərɪtʃə] *n* литература
litre ['lɪtə] *n* литр
little ['lɪtl] *a* (**less, least**) маленький; *adv* мало
live [lɪv] *v* жить
living-room ['lɪvɪŋrʊm] *n* жилая комната
long [lɔŋ] *a* длинный; *adv* долго

look [lʊk] *v* смотреть
look after смотреть за, ухаживать
look for искать
lorry ['lɔ:ri] *n* грузовик
lose [lu:z] *v* (**lost, lost**) терять, проигрывать
lost [lɔ:st] *см.* lose
lot [lɒt]: *a lot of* много; *lots of* много
loudly ['laʊdli] *adv* громко
love [lʌv] *n* любовь; *v* любить
low [ləʊ] *a* низкий

M

machine [mə'ʃi:n] *n* машина
made [meɪd] *см.* make; *a* сделанный
magazine [ˌmæɡə'zi:n] *n* журнал
main [meɪn] *a* главный
make¹ [meɪk] *v* (**made, made**) делать
make a bed застилать (убирать) постель
make² [meɪk] *v* заставлять
man [mæn] *n* (*pl men*) мужчина, человек
many ['meni] *a* многие, много
map [mæp] *n* карта
March [mɑ:tʃ] *n* март
march [mɑ:tʃ] *v* маршировать
mark [mɑ:k] *n* оценка
market ['mɑ:kɪt] *n* рынок
marry* ['mæri] *v* жениться; выходить замуж
master* ['mɑ:stə] *n* хозяин; *v* одолевать; овладевать (*языком, музыкальным. инструментом*); преодолевать (*трудности*)
mat* [mæt] *n* коврик
match [mætʃ] *n* матч
mathematics [ˌmæθɪ'mætɪks] *n* математика
may [meɪ] *v* (**might**) мочь
May [meɪ] *n* май
May Day Первомай
me [mi:] *pron* мне, меня
mean [mi:n] *v* (**meant, meant**) значить, означать; иметь в виду, подразумевать
measure* ['meʒə] *n* мера; *v* измерять

meat [mit] *n* мясо
medal ['medl] *n* медаль
meet [mit] *v* (**met, met**) встречать, встречаться, знакомиться
meeting ['mitiŋ] *n* встреча, собрание
member ['membə] *n* член

Komsomol member комсомолец
men [men] *n* (*pl* от **man**) люди
met [met] *см.* **meet**
metre* ['mitə] *n* метр
middle ['midl] *n* середина
might* [maɪt] *n* мощь, могущество
mile* [maɪl] *n* миля (= 1609 м)
military* ['militəri] *n* военный
milk [mɪlk] *n* молоко
milkmaid ['mɪlkmeɪd] *n* доярка
million ['mɪljən] *n* миллион
mind [maɪnd] *n* ум, разум

to my mind по моему мнению
mine [maɪn] *pron* мой
minute ['mɪnɪt] *n* минута
miss* [mɪs] *v* пропускать
mistake [mɪs'teɪk] *n* ошибка
modern ['mɒdən] *a* современный
moment ['mɒmənt] *n* момент
Monday ['mʌndɪ] *n* понедельник
money ['mʌni] *n* деньги
month [mʌnθ] *n* месяц
monument ['mɒnjumənt] *n* памятник
more [mɔ:] *a* (*сравни. ст. от much, many*) больший; *adv* больше
morning ['mɔ:niŋ] *n* утро
most [mʌst] *a* (*превосх. ст. от much, many*) наибольший; *adv* больше всего
mother ['mʌðə] *n* мать
motherland ['mʌðələnd] *n* родина
mountain ['maʊntɪn] *n* гора
move* [mu:v] *v* двигаться, переезжать
movement* ['mu:vmənt] *n* движение
much [mʌtʃ] *a* (**more, most**) много; *adv* очень

mom [mʌm] *n* мама
museum [mju:'ziəm] *n* музей
music ['mjuzɪk] *n* музыка
must [mʌst] *v* должен
my [maɪ] *pron* мой, моя, моё, мои
myself [maɪ'self] *pron* себя, я сам

N

name [neɪm] *n* имя, фамилия
national ['næʃənəl] *a* национальный
nationality [næʃə'nælɪti] *n* национальность
near [nɪə] *prep* вблизи, рядом
need [ni:d] *v* нуждаться
neither ['naɪðə] *a* никакой; ни тот, ни другой
neither... nor ни... ни
never ['nevə] *adv* никогда
new [nju:] *a* новый
news* [nju:z] *n* новость, новости
newspaper ['nju:s,peɪpə] *n* газета
newsreel ['nju:zri:l] *n* киножурнал
next [nekst] *a* следующий; *prep* рядом
nice [naɪs] *a* хороший
night [naɪt] *n* ночь
nine [naɪn] *num* девять
no [nou] *adv* нет; *pron* никакой
nobody ['nəʊbədi] *pron* никто
nor [nɔ:] *см.* **neither**
north [nɔ:θ] *n* север
northern ['nɔ:ðən] *a* северный
nose [nouz] *n* нос
not [nɒt] *adv* не

not at all несколько; пожалуйста, не стоит (*благодарности*)
nothing ['nʌθɪŋ] *pron* ничто
for nothing даром, бесплатно
novel ['nɒvl] *n* роман
November [nəʊ'vembə] *n* ноябрь
now [naʊ] *adv* теперь
nuclear* ['nju:kliə] *a* ядерный
number ['nʌmbə] *n* номер; число
nylon ['naɪlən] *n* нейлон

O

observe* [əb'zɜ:v] *v* соблюдать (*законы; праздники*)
occupation* [ˌɔ:kju'peɪʃn] *n* занятие; оккупация
October [ək'təʊbə] *n* октябрь
of [ɔv] *prep* указывает на принадлежность; передается род. падежом
off [ɔf] *take off* снимать
offer* ['ɔfə] *v* предлагать

office ['ɒfɪs] *n* учреждение; контора
 often ['ɒfn] *adv* часто, много раз
 old [əʊld] *a* старый
 Olympic [ou'limpɪk] *a* олимпийский
 on [ɒn] *prep* на
 one* [wʌn] *n* употр. как заменитель
 ранее упомянутого сущ.; *num* один
 only* ['əʊnli] *adv* только
 open ['əʊpən] *a* открытый; *v* открывать
 opera ['ɒpərə] *n* опера
 opinion [ə'pɪnjən] *n* мнение
 in my opinion по моему мнению
 opposite ['ɒpəzɪt] *adv* напротив
 opportunity* [ˌɒpə'tjuːnɪti] *n* возмож-
 ность
 or [ɔː] *conj* или
 orchestra ['ɔːkɪstrə] *n* оркестр
 order ['ɔːdə] *n* порядок; приказ; орден;
v приказывать
 ordinary* ['ɔːdnəri] *a* обычный, простой
 organization [ˌɔːɡən(a)'zeɪʃn] *n* орга-
 низация
 organize ['ɔːɡənaɪz] *v* организовывать
 organizer ['ɔːɡənəɪzə] *n* организатор,
 вожатый
 other ['ʌðə] *pron* другой
 our ['aʊə] *pron* наш
 ourselves [ˌaʊə'selvz] *pron* себя
 out [aʊt] *prep* наружу
 be out не быть дома; выйти
 over ['əʊvə] *prep* над; выше; более
 be over кончаться
 own [aʊn] *a* собственный

Р

pack [pæk] *n* тюк, узел, пачка; *v* запа-
 ковывать
 packet ['pækɪt] *n* пакет, пачка
 page [peɪdʒ] *n* страница
 paid [peɪd] *см.* pay
 paint* [peɪnt] *v* красить; рисовать
 красками
 palace ['pælɪs] *n* дворец
 paper ['peɪpə] *n* бумага
 parade [pə'reɪd] *n* парад, линейка,
 построение; *v* строиться
 be on parade быть на линейке

parent ['peərənt] *n* родитель; родитель-
 ница
 park [pɑːk] *n* парк
 part [pɑːt] *n* часть
 take part принимать участие
 participant [pɑː'tɪsɪpənt] *n* участник
 party¹ ['pɑːti] *n* партия; команда, груп-
 па
 party² ['pɑːti] *n* прием гостей, вечер
 pass [pɑːs] *v* передавать; проходить
 (о времени)
 passenger ['pæsɪndʒə] *n* пассажир
 past¹ [pɑːst] *n* прошлое; прошлый,
 прошедший
 past² [pɑːst] *prep* после, мимо
 five minutes past two пять минут
 третьего
 patriotic [ˌpætri'ɒtɪk] *a* патриотиче-
 ский
 pay [peɪ] *v* (paid, paid) платить
 payment* ['peɪmənt] *n* плата, оплата
 peace [piːs] *n* мир
 pen [pen] *n* ручка
 pencil ['pensl] *n* карандаш
 pensioner ['penʃənə] *n* пенсионер
 people ['piːpl] *n* люди; народ
 peoples ['piːplz] *n* народы
 per cent* [pə'sent] *n* процент
 perform [pə'fɔːm] *v* исполнять на сцене
 performance [pə'fɔːməns] *n* спектакль
 perhaps* [pə'hæps] *adv* может быть,
 возможно
 physical ['fɪzɪkl] *a* физический
 physical training физкультура
 piano ['pjænoʊ] *n* пианино
 pick [pɪk] *v* собирать
 pick up поднимать, подбирать
 picture ['pɪktʃə] *n* картина
 picture-book ['pɪktʃəbʊk] *n* книжка
 с картинками
 piece [piːs] *n* кусок
 pig [pɪɡ] *n* свинья
 pig-farm ['pɪɡfɑːm] *n* свиноферма
 pioneer [ˌpaɪə'niə] *n* пионер
 Young Pioneer юный пионер
 placard ['plækɑːd] *n* плакат
 place [pleɪs] *n* место
 plan [plæn] *n* план; *v* планировать

plane [pleɪn] *n* самолет
 plate [pleɪt] *n* тарелка
 platform ['plætfɔ:m] *n* платформа
 play [pleɪ] *n* пьеса; *v* играть
 player ['pleɪə] *n* игрок
 playground ['pleɪgraʊnd] *n* площадка для игр
 pleasant ['plezənt] *a* приятный
 please [pli:z] *v* нравиться
 Please! Пожалуйста!
 pleasure ['plezə] *n* удовольствие
 plot [plɒt] *n* участок земли (*пришкольный*)
 pocket* ['pɒkɪt] *n* карман
 poem ['poʊm] *n* поэма, стихотворение
 poet ['poʊt] *n* поэт
 point [pɔɪnt] *v* указывать
 policy* ['pɒlɪsi] *n* политика
 polite* [pə'leɪt] *a* вежливый
 political [pə'litɪk(ə)l] *a* политический
 poor [puə] *a* бедный
 pop* [pɒp] *n* разг. папа, папочка
 popular ['pɒpjələ] *a* известный, популярный
 population [ˌpɒpjə'leɪʃn] *n* население
 port [pɔ:t] *n* порт
 portrait ['pɔ:trɪt] *n* портрет
 possible ['pɒsəbl] *a* возможный
 postcard ['pəʊstkɑ:d] *n* почтовая открытка
 post-office ['pəʊst,ɒfɪs] *n* почта
 potato [pə'teɪtəʊ] *n* картофель
 poverty* ['pɒvəti] *n* бедность
 power* ['paʊə] *n* власть; мощь
 prefer [prɪ'fɜ:ə] *v* предпочитать
 prepare [prɪ'peə] *v* приготавливать(ся)
 present¹ [prɪ'zent] *v* дарить
 present² ['preznt] *a* присутствующий
 present³ ['preznt] *n* подарок
 price [praɪs] *n* цена
 prize [praɪz] *n* приз, награда
 produce [prə'dju:s] *v* производить
 product ['prɒdʌkt] *n* изделие
 profession [prə'feɪʃn] *n* профессия
 programme ['prəʊgræm] *n* программа
 progress ['prəʊgres] *n* прогресс
 promise ['prɒmɪs] *v* обещать

protect* [prə'tekt] *v* защищать, охранять
 proud [praʊd] *a* гордый
 publish* ['pʌblɪʃ] *v* публиковать, оглашать
 pull* [pul] *v* тянуть, тащить
 pupil ['pjʊ:pəl] *n* ученик
 purpose* ['pʊrəs] *n* цель
 push [puʃ] *v* толкать
 put [put] *v* (put, put) класть
 put a scarf on надеть галстук
 put down класть, опускать

Q

quarter ['kwɔ:tə] *n* четверть
 question ['kwɛstʃən] *n* вопрос; *v* спрашивать
 quickly ['kwɪkli] *adv* быстро

R

race [reis] *n* состязание в беге, гонки
 radio ['reɪdiəʊ] *n* радио
 radio set ['reɪdiəʊ, set] *n* радиоприемник
 railway ['reɪlwei] *n* железная дорога
 rain [reɪn] *n* дождь; *v* идти (*о дожде*)
 It is raining. Идет дождь.
 raincoat ['reɪnkəʊt] *n* плащ
 rainy ['reɪni] *a* дождливый
 raise* [reɪz] *v* поднимать
 ran [ræn] *см.* run
 rang [ræŋ] *см.* ring
 reach* ['ri:tʃ] *v* достигать, доходить
 read [ri:d] *v* (read [red], read [red]) читать
 reader ['ri:də] *n* читатель
 reading-room ['ri:dngru:m] *n* читальный зал
 ready ['redi] *a* готовый
 to be ready быть готовым
 real [ri:əl] *a* настоящий, действительный
 recall* ['ri:kɔ:l] *v* вспоминать
 receive [rɪ'si:v] *v* получать
 recite [rɪ'saɪt] *v* декламировать

record* *n* ['rekɔ:d] граммофонная пластинка; *v* [rɪ'kɔ:d] записать на пленку, на пластинку

red [red] *a* красный

refrigerator [rɪ'frɪdʒəreɪtə] *n* холодильник

region ['rɪdʒən] *n* область

relation* [rɪ'leɪʃən] *n* отношение

relative ['relatɪv] *n* родственник

remember [rɪ'membə] *v* помнить, вспоминать

repair* [rɪ'peə] *v* починять, ремонтировать

repeat [rɪ'pi:t] *v* повторять

report [rɪ'pɔ:t] *n* доклад; *v* докладывать

represent* [ˌreprɪ'zent] *v* быть представителем, представлять

republic [rɪ'pʌblɪk] *n* республика

research* [rɪ'sə:tʃ] *n* исследование

respect* [rɪs'pekt] *n* уважение

rest [rest] *n* отдых; *v* отдыхать

have a rest отдыхать

result [rɪ'zʌlt] *n* результат

return* [rɪ'tʌ:n] *v* возвращать(ся)

review* [rɪ'vju:] *n* обзор, обозрение

revolution [ˌrevə'lʊʃən] *n* революция

rich [rɪʃ] *n pl* богатство; *a* богатый

right [raɪt] *n* право; *a* правый, правильный

on the right направо

That's right! правильно

All right! хорошо

That's all right! Все в порядке.

ring [rɪŋ] *v* (rang, rung) звонить

rise [raɪz] *v* (rose, risen) подниматься

risen ['rɪzn] *см.* rise

river ['rɪvə] *n* река

road [rəʊd] *n* дорога

room [ru:m] *n* комната

rose¹ [rəʊz] *n* роза

rose² [rəʊz] *см.* rise

rouble ['ru:bl] *n* рубль

round [raʊnd] *a* круглый; *prep, adv* вокруг, кругом

rule [ru:l] *n* правило, *v* управлять, править

run [rʌn] *v* (ran, run) бежать

runaway* ['rʌnəweɪ] *n* беглец

rung [rʌŋ] *см.* ring

Russian ['rʌʃn] *n* русский язык; *a* русский

S

said [sed] *см.* say

salt [sɔ:lt] *n* соль

salute [sə'lu:t] *n* салют; *v* салютовать

same [seɪm] *pron, a* тот же самый

the same to you и вам того желаю

sang [sæŋ] *см.* sing

sat [sæt] *см.* sit

Saturday ['sætədɪ] *n* суббота

save* [seɪv] *v* спасать; экономить

saw [sɔ:] *см.* see

say [seɪ] *v* (said, said) говорить, сказать

scarf [skɑ:f] *n* шарф

Pioneer scarf пионерский галстук

school [sku:l] *n* школа

school-bag школьная сумка

schoolmate товарищ по школе

science* ['saɪəns] *n* наука

scientific* [ˌsaɪən'tɪfɪk] *a* научный

scientist* ['saɪəntɪst] *n* ученый

score [skɔ:] *n* счет (в игре); *v* вести счет (в игре), выигрывать

script* [skript] *n* сценарий

sea [si:] *n* море

seaman* ['si:mən] *n* моряк

seaside ['si:saɪd] *n* морской берег

season ['si:zn] *n* время года

seat [si:t] *n* место, сиденье

second ['sekənd] *num* второй

section ['sekʃn] *n* звено, отряд (пионеров); секция

secure* [sɪ'kjʊə] *v* обеспечить, гарантировать

see [si:] *v* (saw, seen) видеть

to see off провожать

seem* [si:m] *v* казаться

it seems to me мне кажется

seen [si:n] *см.* see

sell [sel] *v* (sold, sold) продавать

send [send] *v* (sent, sent) посылать

sent [sent] *см.* send

sentence ['sentəns] *n* фраза, предложение

September [sep'tembə] *n* сентябрь
separate* ['sepəreit] *v* отделять, разделять

serve [sɜ:v] *v* служить

settle* ['setl] *v* поселиться, обособиться

settlement* ['setlmənt] *n* поселение

seven ['sevn] *num* семь

several ['sevrəl] *pron* несколько

she [ʃi:] *pron* она

sheep [ʃip] *n* (*pl* sheep) овца

shelf [ʃelf] *n* (*pl* shelves) полка

shine [ʃain] *v* (shone, shone) светить

ship [ʃip] *n* корабль

shirt [ʃɜ:t] *n* рубашка

shoe [ʃu:] *n* туфля

shone [ʃɒn] *см.* shine

shop [ʃɒp] *n* магазин

shopman ['ʃɒpmən] *n* продавец

shopgirl ['ʃɒpgɜ:l] *n* продавщица

shopping ['ʃɒpiŋ] *n* покупка, посещение магазина

do one's shopping делать покупки

go shopping ходить в магазин за покупками

shopping-bag ['ʃɒpiŋbæg] *n* сумка для покупок

shop-window ['ʃɒpwindəu] *n* витрина

short [ʃɔ:t] *a* короткий

shout* [ʃaut] *v* кричать

show¹ [ʃəu] *n* спектакль

show² [ʃəu] *v* (showed, shown) показывать

showed [ʃəud] *см.* show²

shown [ʃəun] *см.* show²

shut [ʃʌt] *v* (shut, shut) закрывать

side [said] *n* сторона

sideboard ['saɪdbɔ:d] *n* сервант

sight [sait] *n* вид

sightseeing ['saɪt,si:ŋ] *n* осмотр достопримечательностей

silk [sɪlk] *n* шелк

since [sɪns] *adv* с тех пор

sing [sɪŋ] *v* (sang, sung) петь

sir* [sɜ:] *n* сэр, господин (форма вежливого обращения к мужчине)

sister ['sɪstə] *n* сестра

sit [sɪt] *v* (sat, sat) сидеть

site* [sait] *n* участок, площадка

situated ['sɪtʃueɪtɪd]: **be situated** находиться

six [sɪks] *num* шесть

skate [skeɪt] *n* конек; *v* кататься на коньках

skating-rink ['skeɪtɪŋrɪŋk] *n* каток

ski [ski:] *n* лыжа; *v* ходить на лыжах

skirt [skɜ:t] *n* юбка

sky* [skaɪ] *n* небо, небеса

sky-scraper* ['skaɪ,skreɪpə] *n* небоскреб

slave* [sleɪv] *n* раб

slavery ['sleɪvəri] *n* рабство

sleep [sli:p] *v* (slept, slept) спать

slept [slept] *см.* sleep

slogan ['sləʊgən] *n* лозунг

slowly ['sləʊli] *adv* медленно

small [smɔ:l] *a* маленький

smile* [smaɪl] *n* улыбка; *v* улыбаться

snow [snəu] *n* снег

snowball ['snəʊbɔ:l] *n* снежок

snow-man ['snəʊmən] *n* снежная баба

so [səu] *adv* так, таким образом

soap [səʊp] *n* мыло

Socialism ['səʊʃəlɪzəm] *n* социализм

socialist ['səʊʃəlɪst] *a* социалистический

society* [sə'saɪəti] *n* общество

sock [sɒk] *n* носок

sofa ['səʊfə] *n* софа, диван

sold [səʊld] *см.* sell

solve* [sɒlv] *v* решать, разрешать (проблему)

some [səm] *a* некоторые, несколько; *adv* примерно, приблизительно

sometimes ['sʌmtaɪmz] *adv* иногда

son [sʌn] *n* сын

song [sɒŋ] *n* песня

soon [su:n] *adv* скоро, вскоре

sorry ['sɒri]: **be sorry** сожалеть

soup [su:p] *n* суп

south [sauθ] *n* юг

southern ['sʌðən] *a* южный

Soviet ['səʊviət] *a* советский

the Soviet Union Советский Союз

speak [spi:k] *v* (spoke, spoken) говорить

speech* [spi:tʃ] *n* речь

spend [spend] *в* (spent, spent) тратить, проводить (*время*)
 spent [spenti] *см.* spend
 splendid ['splendid] *а* прекрасный
 spoke [spouk] *см.* speak
 spoken ['spoukən] *см.* speak
 spoon [spu:n] *п* ложка
 sport [spɔ:t] *п* спорт
 sportsman ['spɔ:tsmən] *п* спортсмен
 spring [sprɪŋ] *п* весна
 square [skwɛə] *п* сквер, площадь; *а* квадратный
 stadium ['steɪdɪəm] *п* стадион
 stage [steɪdʒ] *п* сцена
 stamp [stæmp] *п* марка (*почтовая*)
 stand¹ [stænd] *п* стэнд, трибуна
 stand² [stænd] *в* (stood, stood) стоять
 stand up вставать, отправляться
 star* [stɑ:] *п* звезда
 start [stɑ:t] *п* старт; *в* начинать, отправляться
 state* [steɪt] *п* государство; штат; *а* государственный
 state farm ['steɪt'fɑ:m] *п* совхоз
 statesman* ['steɪtsmən] *п* государственный деятель
 station ['steɪʃən] *п* станция
 stay [steɪ] *в* оставаться
 still [stɪl] *adv* все еще
 stocking ['stɒkɪŋ] *п* чулок
 stone [stoun] *п* камень
 stood [stud] *см.* stand
 stop [stɒp] *п* остановка; *в* останавливаться
 store [stɔ:] *п* универсальный магазин
 story ['stɔ:ri] *п* рассказ
 straight [streɪt] *а* прямой; *adv* правильно
 street [stri:t] *п* улица
 strength* [streŋθ] *п* сила
 strike* [straɪk] *п* забастовка; *в* уда-
 рять
 strong [strɒŋ] *а* сильный
 struggle ['strʌgl] *п* борьба; *в* бороться
 student ['stju:dənt] *п* студент
 study* ['stʌdi] *п* кабинет; *в* изучать
 subject ['sʌbdʒɪkt] *п* учебный предмет
 subway* ['sʌbweɪ] *п* метро

success* [sək'ses] *п* успех
 suddenly* ['sʌdənlɪ] *adv* вдруг
 such [sʌtʃ] *а* такой, подобный
 sugar ['ʃʊɡə] *п* сахар
 suit [sju:t] *п* костюм
 suitcase ['sju:tkeɪs] *п* чемодан
 summer ['sʌmə] *п* лето
 sun [sʌn] *п* солнце
 Sunday ['sʌndɪ] *п* воскресенье
 sung [sʌŋ] *см.* sing
 sunny ['sʌni] *а* солнечный
 supper ['sʌpə] *п* ужин
 have supper ужинать
 suppose [sə'pəʊz] *в* предполагать
 supreme* [sju:'prɪm] *а* верховный
 Supreme Soviet Верховный Совет
 sure [ʃʊə]: be sure быть уверенным
 surprise* [sə'praɪz] *в* удивлять, поражать
 swam [swæm] *см.* swim
 sweep [swi:p] *в* (swept, swept) мести, подметать
 sweet [swi:t] *п* конфета
 swept [swept] *см.* sweep
 swim [swɪm] *в* (swam, swum) плавать
 swum [swʌm] *см.* swim

Т

table ['teɪbl] *п* стол; таблица
 take [teɪk] *в* (took, taken) брать
 take care of заботиться
 take off снимать
 take part принимать участие
 take place иметь место; случаться, происходить
 taken ['teɪkən] *см.* take
 talk [tɔ:k] *п* разговор; *в* разговаривать
 tall [tɔ:l] *а* высокий
 task [tɑ:sk] *п* задача, задание
 taught [tɔ:t] *см.* teach
 tea [ti:] *п* чай
 teacher ['ti:tʃə] *п* учитель
 team [ti:m] *п* команда
 teenager* ['ti:n,eɪdʒə] *п* подросток
 telegram ['telɪgræm] *п* телеграмма
 telephone ['telɪfoun] *п* телефон
 television ['telɪ,vɪʒən] *п* телевидение

tell [tel] *v* (**told, told**) рассказывать; сказать
temperature ['tempərɪtʃə] *n* температура
ten [ten] *num* десять
tent [tent] *n* палатка
terrible* ['tɛrəbl] *a* ужасный
text [tekst] *n* текст
thank [θæŋk] *v* благодарить
thank you спасибо
that [ðæt] *pron* тот, та
the ([ðə] *перед согласными*, [ði] *перед гласными*) *определенный артикль*
the Stogovs Стоговы (семья Стоговых)
theatre ['θiətə] *n* театр
their [ðeə] *pron* их
them [ðem] *pron* им, их
themselves [ðəm'selvz] *pron refl.* себя, себе
then [ðen] *adv* затем, потом
there [ðeə] *adv* там
these [ði:z] *pron* эти
they [ði] *pron* они
thick [θɪk] *a* толстый
thin [θɪn] *a* тонкий
thing [θɪŋ] *n* вещь
think [θɪŋk] *v* (**thought, thought**) думать
third [θɜ:d] *num* третий
thirteen ['θɜ:tin] *num* тринадцать
thirty ['θɜ:ti] *num* тридцать
this [ðɪs] *pron* этот, эта, это
those [ðəʊz] *pron* те
thought [θɔ:t] *см.* think
thousand ['θaʊzənd] *num* тысяча
three [θri:] *num* три
throw [θru:] *см.* throw
through* [θru:] *prep* через; сквозь; из-за
throw* [θrou] *v* (**threw, thrown**) бросать
thrown [θroun] *см.* throw
Thursday ['θɜ:zdi] *n* четверг
ticket ['tɪkɪt] *n* билет
tie¹ [taɪ] *n* галстук
tie² [taɪ] *v* завязывать, привязывать
tights [taɪts] *n pl* колготки
till [tɪl] *prep* до

time [taɪm] *n* время
time-table ['taɪmteɪbl] *n* расписание
tired* ['taɪəd] *a* усталый, утомленный
to [tu:, tu, tə] *prep* к, в
today [tə'deɪ] *adv* сегодня
together [tə'geðə] *adv* вместе
told [tould] *см.* tell
tomorrow [tə'mɒrəʊ] *adv* завтра
tonight* [tə'nait] *adv* сегодня вечером
too [tu:] *adv* тоже, слишком
took [tuk] *см.* take
touch [tʌʃ] *v* дотрагиваться
towards* [tə'wɔ:dz] *prep* по направлению к
towel ['taʊəl] *n* полотенце
town [taʊn] *n* город
toy [tɔɪ] *n* игрушка
tractor ['træktə] *n* трактор
tractor-driver ['træktə,draɪvə] *n* тракторист
trade* [treɪd] *n* занятие, ремесло, профессия; торговля
trade-union ['treɪd'ju:njən] *n* профсоюз
tragedy ['trædzɪdɪ] *n* трагедия
train¹ [treɪn] *n* поезд
train² [treɪn] *v* тренироваться
tram [træm] *n* трамвай
translate ['træns'leɪt] *v* переводить
transmit* ['trænz'mɪt] *v* передавать
travel ['trævl] *v* путешествовать
tree [tri:] *n* дерево
tribune ['tribju:n] *n* трибуна
trick [trɪk] *n* трюк, шутка
play a trick сыграть шутку
trip [trɪp] *n* путешествие
trolley-bus ['trɒlibʌs] *n* троллейбус
trousers ['traʊzəz] *n pl* брюки
truth* [tru:θ] *n* истина
try [traɪ] *v* стараться, пытаться
try on примерять
Tuesday ['tju:zdi] *n* вторник
turn [tɜ:n] *v* повернуть(ся)
turn off закрывать, выключать
turn on открывать, включать
TV set ['ti: vi' set] *n* телевизор
turning ['tɜ:nɪŋ] *n* поворот (*дороги, улицы*), перекресток
twelve [twelv] *num* двенадцать

twenty ['twenti] *num* двадцать
twenty-one ['twenti'wʌn] *num* двадцать один
two [tu:] *num* два

U

umbrella [ʌm'brelə] *n* зонтик
uncle ['ʌŋkl] *n* дядя
under ['ʌndə] *prep* под
underground ['ʌndəgraund] *n* метро
underlined [ʌndə'laind] *a* подчеркнутый
understand [ʌndə'stænd] *v* (understood, understood) понимать
understood [ʌndə'stʊd] *см.* understand
unemployed* ['ʌnim'plɔɪd] *a* безработный
unemployment* ['ʌnim'plɔɪmənt] *n* безработица
unit ['juːnɪt] *n* войсковая часть; целое, единица
unite [juːnaɪt] *v* объединять(ся)
university [ˌjuːnɪ'vɜːsɪti] *n* университет
until [ən'tɪl] *сj* до (момента совершения действия); *prep* до, не раньше
up [ʌp] *adv* вверх
use [juːz] *v* употреблять
useful ['juːsful] *a* полезный
usually ['juːʒuəli] *adv* обычно

V

valley ['væli] *n* долина
variety [və'reɪəti] *n* эстрадное представление, эстрадный концерт
vegetable ['vedʒətəbl] *n* овощ
very ['veri] *adv* очень
victory ['vɪktəri] *n* победа
view [vju:] *n* вид
village ['vɪlɪdʒ] *n* деревня
visit ['vɪzɪt] *n* посещение
volley-ball* ['vɒlibɔːl] *n* волейбол
volunteer* [ˌvɒləntɪə] *n* доброволец
vote* [vout] *v* голосовать

W

wait (for) [weɪt] *v* ждать
wake* [weɪk] *v* (woke, woken) просыпаться

waken ['weɪkn] *см.* wake
walk [wɔːk] *n* прогулка; *v* гулять
go for a walk идти на прогулку
walk on идти вперед, продолжать ходьбу
wall [wɔːl] *n* стена
want [wɒnt] *v* хотеть
war [wɔː] *n* война
wardrobe ['wɔːdrəʊb] *n* гардероб
warm [wɔːm] *a* теплый
was [wɔːz] *см.* be
watch [wɒtʃ] *n* часы (наручные); *v* смотреть, наблюдать
watch TV смотреть телевизор
water ['wɔːtə] *n* вода; *v* поливать
way [weɪ] *n* дорога
on the way по дороге, по пути (куда-либо)
we [wi:] *pron* мы
weak* [wiːk] *a* слабый
weapon* ['weɪpən] *n* оружие, вооружение
wear [weə] *v* (wore, worn) носить (одежду)
weather ['weðə] *n* погода
Wednesday ['wenzdi] *n* среда
week [wiːk] *n* неделя
well [wel] *adv* хорошо
be well быть здоровым
went [went] *см.* go
were [wɜː] *см.* be
west [west] *n* запад
western ['westən] *a* западный
what [wɒt] *pron* что, какой
wheat [wiːt] *n* пшеница
when [wen] *adv, сj* когда
where [weə] *adv, сj* где, куда
whether* ['weðə] *сj* ли
which [wɪtʃ] *pron* какой, который
while [waɪl] *сj* пока, в то время как; когда
white [waɪt] *a* белый
who [hu:] *pron* кто
whole [həʊl] *a* весь
whose [huːz] *pron* чей
why [waɪ] *adv* почему
That's why. Вот почему.
wife [waɪf] *n* жена

win [wɪn] *v* (**won, won**) победить, выиграть
wind [waɪnd] *n* ветер
windy ['wɪndɪ] *a* ветреный (*о погоде*)
window ['wɪndəʊ] *n* окно
winter ['wɪntə] *n* зима
wish [wɪʃ] *n* пожелание; *v* желать
with [wɪð] *prep* с
without [wɪðaʊt] *prep* без
woke [wəʊk] *см.* wake
woken ['wəʊkən] *см.* wake
woman ['wʊmən] *n* (*pl* women) женщина
women ['wɪmɪn] *n* (*pl* от woman) женщины
won [wɒn] *см.* win
wonderful ['wʌndəfʊl] *a* замечательный
wool [wʊl] *n* шерсть
word [wɜ:d] *n* слово
wore [wɜ:] *см.* wear
work [wɜ:k] *n* работа; *v* работать
worker ['wɜ:kə] *n* рабочий
workshop ['wɜ:kʃɒp] *n* мастерская
world [wɜ:ld] *n* мир

worn [wɔ:n] *см.* wear
worry* ['wɒrɪ] *v* беспокоиться, тревожиться
write [raɪt] *v* (**wrote, written**) писать
writer ['raɪtə] *n* писатель
written ['rɪtɪn] *см.* write
wrong [rɒŋ] *a* неверный, неправильный
wrote [raʊt] *см.* write

Y

yard [jɑ:d] *n* двор
year [jiə] *n* год
yellow ['jeləʊ] *a* желтый
yes [jes] *adv* да
yesterday ['jestədi] *adv* вчера
yet [jet] *adv* еще; уже (*в вопр. предл.*)
you [ju:] *pron* вы (ты), вам (тебе)
young [jʌŋ] *a* молодой
your [jɜ:] *pron* ваш (твой)
yourself [jɜ:'self] *pron* себе; сам
yourselves [jɜ:'selvz] *pron* себе; сами
youth* [ju:θ] *n* юность, молодость



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СВЕДЕНИЯ О ПОЛЬЗОВАНИИ УЧЕБНИКОМ

№	Фамилия и имя ученика	Учебный год	Состояние учебника	
			в начале года	в конце года
1				
2				
3				
4				

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**Старков Анатолий Петрович
Островский Борис Семенович**

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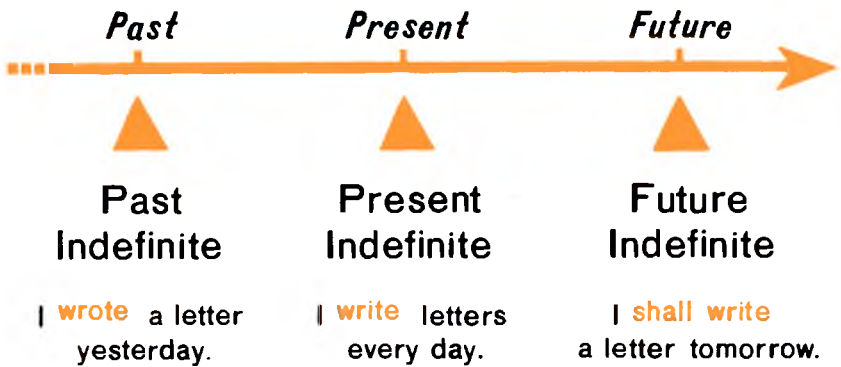
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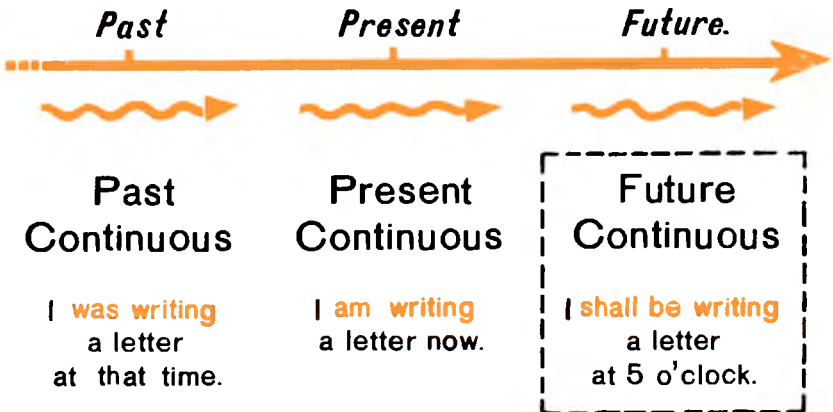
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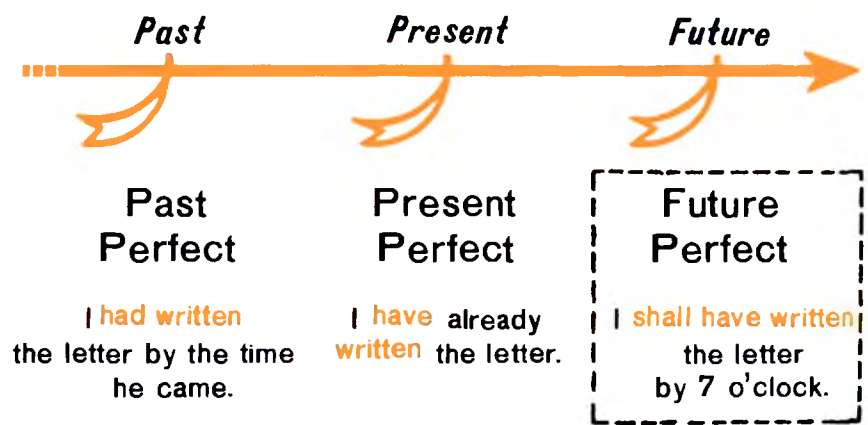


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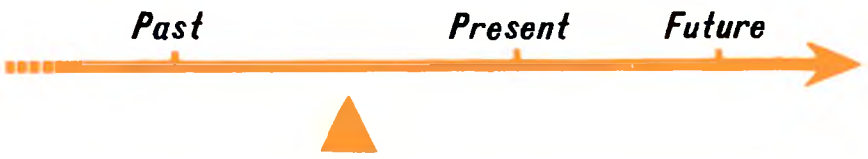


TENSES

THE PERFECT TENSES



THE FUTURE-IN-THE-PAST TENSE



Future Indefinite in the Past

I said that I **should write** a letter to him.